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# WINTERHILL

# SCHOOL

## KS4 Curriculum

## Choices Guide 2023



#WeAreWinterhill



# Content

Welcome to Key Stage 4 Curriculum	2
Option Process	3
Questions	4
Get the facts	5
English	7
Mathematics	8
Science	9
Fine Art	11
Photography and Digital Art	12
Computer Science	13
Business Studies	14
Design and Technology	15
3D Art and Design	16
Drama	17
Food Preparation and Nutrition	18
Geography	19
Health and Social Care	20
History	21
ICT iMedia	22
French	23
Spanish	24
Music	25
Physical Education	26-27
Religious Studies	28
Psychology	29
Contact names	33
GCSE Grade conversions	34
Revision websites	35



# Welcome

You are about to make some very important decisions about the subjects you will be choosing for Key Stage 4. The Key Stage 4 curriculum is very different from Key Stage 3. You have the opportunity to study a number of different subjects and to be assessed in the way that best suits you. It is important that you choose your subjects carefully.

## **Core subjects:**

In the core you will study mathematics, English language and English literature, science, and physical education.

## **Your Option Choices:**

In addition to the core curriculum, you will be making choices about the other subjects that you can study. Some students will be invited to study courses that best suit their ability and which recognises their achievements across a range of selected subjects.

## **What does it all mean for you?**

### **The “CHOICES” Section:**

Within this section, students have an opportunity to choose from a range of courses.



## Timeline of the Y9 Options process 2023



# Questions

**Here are some answers to the most frequently asked questions (FAQ).**

## **Who chooses the courses?**

Basically, YOU choose your subjects. You should talk things through with your parents/carers and your subject teachers will also help and guide you in making the right choices.

## **Why is my choice important?**

- 1) You are making a long-term commitment and it is vital that you enjoy what you are doing.
- 2) You are preparing yourself for both working and leisure time in the future; you should consider both aspects.
- 3) Your choice now may well make a big difference to which courses you can take in Years 12 and 13 and, later, at college, university or at work.

## **What things should you consider when choosing the subjects?**

- You should be aware that the government promotes the English Baccalaureate (EBacc). This is NOT a qualification, but comprises of English, maths, science (core and additional, triple or computer science) a humanities subject (history and geography) and a modern foreign language. These subjects are known as access subjects for Higher Education degree level study.
- Find out exactly what each course involves by reading the details in this booklet. Consider how well you can cope with the demands of the subject (ask your subject teachers for more advice).
- Consider the entrance requirements of any area of study/employment you are interested in but remember, these are minimum requirements and in today's economic climate the standard of entry may be higher.
- Be careful not to close any doors at this stage, because you may well change your mind about a career later on.
- Consider what type of learner you are and try to match your preferred style of learning to how the course will be predominantly delivered in the classroom.



# Get the facts

## GCSE reforms

The guidance below has been copied from the website of the Office of Qualifications and Examinations Regulation (Ofqual):

### Introduction

In 2015, the grading of GCSE qualifications was changed.

### What the new GCSEs will look like?

- A grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
- Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- There will be, more demanding content, which has been developed by the government and the exam boards.
- Courses will be designed for two years of study. Courses will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
- Exams can only be split into 'foundation tier' and 'higher tier', if one exam paper does not give all students the opportunity to show their knowledge and abilities.
- Resit opportunities will only be available each November in English language and maths.

The diagram below outlines the comparison between previous GCSE (A\*-G) grade set and the current (9-1) grade system.

Current GCSE grade set		Revised GCSE grade set	Commentary
A*		9	Grade 9 will only be awarded to top 20% within the grade 7-9 cohort.
A		8	Grades 7-9 cover the same proportion of students currently attaining grades A and A*.
B	→	7	
C		6	Grade 5 is a 'pass' and approximately two-thirds of a grade higher than a current C grade. The increased demand has been determined by international benchmarking.
D	→	5	Bottom of grade 4 will be anchored to bottom of grade C.
E		4	
F		3	
G		2	
U	→	1	Grade 1 will cover the same proportion of students currently being awarded grades F and G.
		U	

# The Core Curriculum



## English Language

For English language, you will study two equally balanced papers, relating reading sources to the topic and theme of a range of creative writing tasks. The reading sources act as stimulus for the writing tasks, and they cover a range of historical topics and varied genres taken from the 19th, 20th and 21st centuries.

For paper 1, "Explorations in Creative Reading and Writing", you will look at how writers use narrative and descriptive techniques in literary fiction texts to engage the interest of readers. Texts such as 'Birdsong' and '39 Steps' include lessons on villains, spies and WW1 and 2.

Paper 2, however, is slightly different because you will focus on 'Writers' Viewpoints and Perspectives' and how different writers present a similar topic over time.

Whilst studying both papers, you will develop higher order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. We will also cover strategies to enable you to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts effectively.

Finally, you will also get the opportunity for spoken language (previously speaking and listening) which will emphasise the importance of communication skills as well as giving you an opportunity to debate things you feel passionate about.

### Subject title

GCSE English Language GCSE English Literature

### Curriculum Leader:

Mr Billings

## English Literature

When studying English literature, you will read and analyse a range of novels, poetry and plays. For your studies, we will be focusing on Shakespeare's 'Macbeth', Dickens' 'A Christmas Carol and Priestly's 'An Inspector Calls'.

For your poetry studies, you will focus on one cluster of poems taken from the AQA poetry anthology, "Poems Past and Present". The poems in each cluster are thematically linked via power and conflict and were written between 1789 and the present day.

For the unseen poetry section of the course, you will also experience a wide range of poetry in order to develop your ability to closely analyse unseen poems. You will be taught how to analyse and compare key features such as their content, theme, structure and use of language.

As well as analysing texts, you will also have the opportunity to write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.

*"I love English language because I enjoy being creative and like expressing my views through the spoken word."*

# Maths

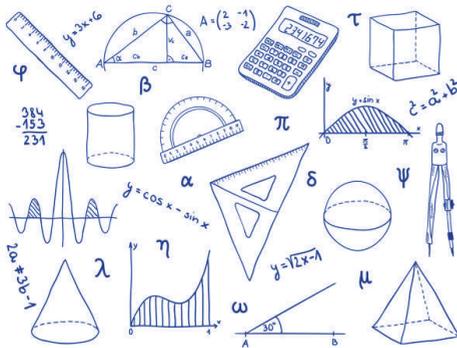
## Mathematics

### Course Content

During the course you will develop and strengthen your knowledge, skills and understanding of mathematical methods and concepts, including: number, algebra, geometry, measures, statistics and probability.

You will also be given the opportunity to acquire and use problem-solving strategies, select and apply mathematical techniques and methods in a range of mathematical, everyday and real-world situations.

To be successful, you will need to be able to use your knowledge and understanding to make connections between mathematical concepts and be able to apply the functional elements of mathematics to solve problems in real-life situations.



### Subject title

GCSE Mathematics

### Curriculum Leader:

Mr M Speight

### Assessment

You will be assessed at either Foundation or Higher tier level at the end of the course, with 100% of your mark awarded for the exam.

You will complete a number of mock exams throughout the course to help track your progress and to prepare you for the final exam.

After you finish the course you will be equipped with a wide range of problem solving and thinking skills that can be applied to a multitude of areas. These skills are easily transferable to a range of college courses and are seen as a 'must' for many careers.

*"I like maths because it is challenging yet I understand it. I have a really helpful teacher who helps me understand maths easier."*

# Science (Biology, Chemistry, Physics)

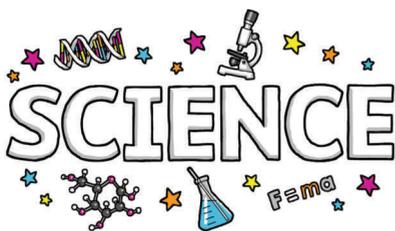
## Course Content

Separate Science GCSE's in Biology, Chemistry and Physics are ideal for all students.

Scientific understanding is changing our lives and is vital to the world's future prosperity. You will be taught essential aspects of the knowledge, methods, processes and uses of science.

You will gain an in depth appreciation of the complexities and diverse phenomena of the natural world.

You will be taught each of the areas of science within discrete topics. Each topic will encompass a range of practical and theory based lessons to develop the skills required for assessment.



## Subject title

GCSE Science

## Curriculum Leader:

Miss C O'Connor

## Assessment

This qualification is linear. This means that you will sit all your exams at the end of the course. There are six papers across the three GCSE's: two biology, two chemistry and two physics. Each exam is out of 100 marks and will last 1 hour and 45 minutes in duration. They are equally weighted, each accounting for 50% of the individual GCSEs. The course will be examined through three assessment objectives:

**AO1 (40%):** Demonstrate knowledge and understanding of: Scientific ideas; and Scientific techniques and procedures.

**AO2 (40%):** Apply knowledge and understanding of: Scientific ideas; and Scientific enquiry, techniques and procedures.

**AO3 (20%):** Analyse information and ideas to: interpret; evaluate; make judgements; draw conclusions; develop experimental procedures; and improve experimental procedures.

# Option Choices



# Fine Art

## Course Content

The Fine Art course gives you an opportunity to enjoy being creative and express your individuality. During the course you will develop your visual communication skills and techniques with an emphasis on traditional media and materials (e.g. painting, drawing and ceramics) You will also be taught how to research, develop and express your personal ideas through the study of artists and designers.

Skills you will develop:

Produce images in the art studio using various drawing materials and techniques.

Generate ideas for artwork through research and tutorials.

Develop images using studio processes such as painting, collage and printmaking.

Develop ideas using 3D techniques (eg. ceramics)

Produce images using digital photography techniques

### Subject title

GCSE Fine Art

### Curriculum Leader:

Ms C Kelly

## Assessment

- Produce a coursework portfolio of your best art for assessment (60% of overall grade).
- Produce an exam project including a piece of finished artwork during a 10hr exam (40% of overall grade).

*"I am really enjoying taking art as it is fun, exciting and most importantly educational and I am surprised how much I have already learnt in the subject."*



# Photography / Digital Art

## Course Content

The Photography / Digital Art course gives you an opportunity to enjoy being creative and express your individuality. During the course you will develop your visual communication skills and techniques with an emphasis on digital image creation (e.g. Photography and Photoshop editing). You will also be taught how to research, develop and express your personal ideas through the study of digital artists and designers.

Skills you will develop:

Produce images using digital photography techniques

Develop images using digital processes such as scanning and photoshop manipulation.

Generate ideas for artwork through research and tutorials.

Develop images using studio processes such as collage and printmaking.

## Subject title

GCSE Photography/Digital Art

## Curriculum Leader:

Ms C Kelly

## Assessment

- Produce a coursework portfolio of your best art for assessment (60% of overall grade).
- Produce an exam project including a piece of finished artwork during a 10hr exam (40% of overall grade).

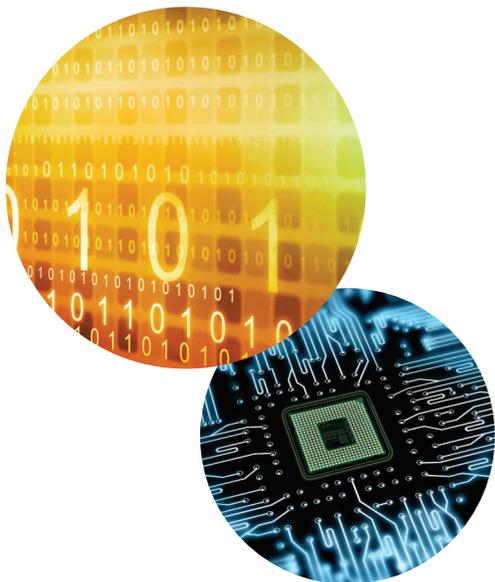
*"I am really enjoying taking art as it is fun, exciting and most importantly educational and I am surprised how much I have already learnt in the subject."*



# Computer Science

## Computer Science

Course Content Computing is of enormous importance to the economy, and the role of computer science as a discipline itself, as an 'underpinning' subject across science and engineering, is growing rapidly. Young people need to develop skills that will enable them to pursue a career in computer science if they so choose, and which will also help them gain valuable skills for life - for example, in innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity. These skills will enable them to become authors of computational tools rather than simply users. As adult workers, young people will be applying for jobs that have not yet been invented.



### Subject title

GCSE Computer Science

### Curriculum Leader:

Mr M Illingworth

## Assessment

### Unit 1: Computer Systems 50%

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.

It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

### Unit 2: Computational thinking, algorithms and programming 50%

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

*"Our new computer science GCSE gives students the chance to gain the latest computer programming skills and will stand them in good stead when competing for jobs in the future."*

# Business Studies

## Subject title

GCSE Business Studies

## Curriculum Leader:

Mr M Illingworth

## Course Content

While studying this course you will learn a lot about the world of work. You will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money. You will also see how the world around us affects small businesses and all the people involved. As you move through the course you will learn about how to manage resources, people and finances.



## Assessment

### Theme 1: Investigating small business

(\*Paper code: 1BS0/01) Written examination: 1 hour and 30 minutes. 50% of the qualification - 90 marks.

#### Content overview:

- Topic 1.1 Enterprise and entrepreneurship.
- Topic 1.2 Spotting a business opportunity.
- Topic 1.3 Putting a business idea into practice.
- Topic 1.4 Making the business effective.
- Topic 1.5 Understanding external influences on business.

### Theme 2: Building a business

(Paper code: 1BS0/02) Written examination: 1 hour and 30 minutes. 50% of the qualification - 90 marks.

#### Content overview:

- Topic 2.1 Growing the business.
- Topic 2.2 Making marketing decisions.
- Topic 2.3 Making operational decisions.
- Topic 2.4 Making financial decisions.
- Topic 2.5 Making human resource.

### What will GCSE Business Studies lead to?

- Studying GCSE Business Studies can help you prepare for AS/A2 Levels and BTEC courses. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. A GCSE course could lead to work in a -related profession such as accountancy, law or marketing. For the entrepreneurs amongst you, this is the ideal opportunity to learn how to run a business successfully!

"I find Business Studies challenging and my teacher is very supportive in whatever I do and encourages me to go that bit further."

# Design and Technology

## Course Content

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Is this course right for me?

To be successful you will need to be dedicated, creative and be able to work both independently and as part of a team. You must be enthusiastic in your chosen subject area and be fully committed to producing a creative, detailed and informative design folder. **Drawing skills are essential and you must enjoy drawing and sketching. The course involves a great deal of theory work and majority of the time students will need to complete written work for at least 1 period a week.** You will have the opportunity to develop your designing and making skills and show your creativity through practical tasks and your final portfolio, which will also include elements of Computer aided design. After completing the course, you could then progress to do AS, A2 courses or study an apprenticeship, BTEC or Diploma course in a technology related subject.

*"The new GCSE places greater emphasis on understanding and applying interactive design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values."*

### Subject title

GCSE Design and Technology

### Curriculum Leader:

Mr R Heafield

## Assessment

### Non exam assessment (NEA) (Coursework) 50%

Students will study:  
Core technical principles  
Specialist technical principles  
Designing and making principles

### How it's assessed

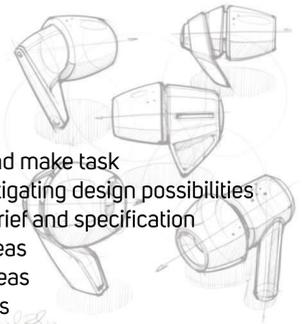
Non-exam assessment (NEA): 30-35 hours approx.  
100 marks  
50% of GCSE

### Coursework Task(s)

Substantial design and make task  
Identifying and investigating design possibilities  
Producing a design brief and specification  
Generating design ideas  
Developing design ideas  
Realising design ideas

### Written Exam 50%

How it's assessed  
Written exam: 2 hours  
100 marks  
50% of GCSE



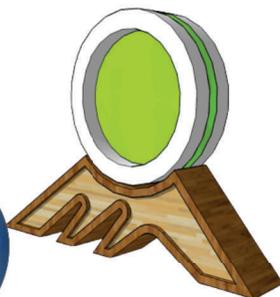
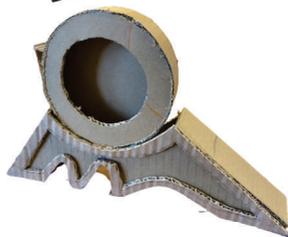
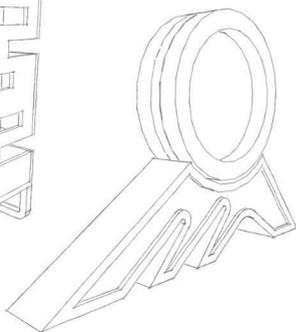
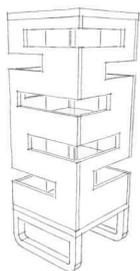
# 3D Art and Design

## Course Content

The Three-dimensional design provides you with opportunity to develop your design, prototyping and modelling or making skills in order to design functional and aesthetic products, objects, and environments, using, creative and practical skills. You will also be taught how to research, develop and express your personal ideas through the study of famous and influential designers.

To be successful you will need to be dedicated, creative and be able to work both independently and as part of a team. You must be enthusiastic in your chosen subject area and be fully committed to producing a creative, detailed and informative design folder. **Drawing skills are essential and you must enjoy drawing and sketching.** You will have the opportunity to develop your designing and making skills and show your creativity through practical tasks and your final portfolio, which will also include elements of Computer aided design.

After completing the course, you could then progress to do AS, A2 courses or study an apprenticeship, BTEC or Diploma course in a technology related subject.



## Subject title

GCSE 3D Art and Design

## Curriculum Leader:

Mr Heafield

## What's assessed

Produce a coursework portfolio of your best design work for assessment (60% of overall grade).

Produce an exam project including a piece of finished practical work during a 10hr exam (40% of overall grade)

# Drama

## Course Content

Through practical work, you will explore the art of acting and performing. You will gain an understanding of theatre and how it works, as well as developing your skills as an actor. You will find out about different styles of theatre and explore playtexts from contrasting periods in history.

You will learn how to stage and perform scripted drama, as well as learning the skills you need to devise and perform your own work.

You will be encouraged to grow as a creative person and gain confidence in your ideas, and the skills and abilities you need to express them.

You will be given opportunities to take part in live performances outside the curriculum and to appreciate live, professional theatre as an audience member.



### Subject title

GCSE Drama

### Curriculum Leader:

Ms C Kelly

## Assessment

40% - devise your own piece of theatre. Keep a written portfolio of your work.

20% - Performance exam of a piece of script.

Marked by a visiting examiner.

40% - Written exam in two parts: Studied play text. Evaluate live theatre.

### Skills you will develop:

Movement and voice skills.

Creating, developing and performing characters. Learn how to put on a production and the job roles entailed.

Creating theatre.

Studying and performing scripted plays.

Devising and performing your own theatre work.

### After studying this course, you will be able to progress to:

BTEC Level 3 Performing Arts.

A Level Theatre Studies.

Apprenticeship.

*"In drama you have to work really hard every lesson but if you love drama - it's fun work!"*

# Food preparation and nutrition

## Course Content

This course develops your knowledge of food preparation and nutrition. It equips students with the knowledge, understanding and skills required to cook and apply the principles of nutrition and healthy eating. It has a balance of practical and theoretical understanding.

### What do I need to do?

To be successful, you will need to be dedicated, motivated, and be able to work both independently and as part of a team. You must be interested in your chosen subject area of food and be fully committed to producing your two written portfolios, as well as enjoying the practical aspect of the subject; which will involve buying ingredients and working independently during practical lessons.



### Subject title

GCSE Food preparation and nutrition

### Curriculum Leader:

Mr R Heafield

## Assessment

As you study food preparation and nutrition you will carry out two controlled assessments which are worth 50% of the overall grade. The first is a scientific food investigation and the second involves planning, preparing and cooking a specific menu. Both assignments will be based on a choice of tasks given by the board.

The written exam paper is one hour and forty five minutes and is 50% of the overall grade. It covers all aspects of the principles of food preparation and nutrition, for example it looks at diet and health, the science of food, the cooking of food, and food related environmental issues.

### Please note:

**This GCSE course requires students to undertake lengthy, scientific assessments that require a lot of independent study and written work.**

**The course also has demands regarding the organisation and purchasing of food ingredients throughout.**

This is a course only for students that are fully committed to organising their ingredients and ensuring they come fully prepared and equipped for all the practical lessons.

# Geography

## Subject title

GCSE Geography

## Subject Leader:

Miss K Lilley

Geography plays an increasingly important role in our ever changing world. Geographers investigate and explain the physical and human world around them; as this changes the role of geographers is to devise solutions to minimise any impacts. Studying Geography at GCSE will help you to make sense of natural events such as earthquakes and hurricanes; it will develop your understanding of the physical and human factors involved in creating landscapes whilst also enabling you to grasp complex issues like international development and fragile environments.

Geography is about the future and encourages flexible thinking and problem solving. Geographers employ a very wide range of skills to investigate the world. Not only will you develop your literacy skills to a high level, but also you will learn how to present and analyse a wide range of data such as tables, maps, images and graphs. Technology, including ICT and GIS, is an essential Geographical tool in the 21st century.

The GCSE Geography qualification requires students to undertake 2 fieldwork investigations.



*"We enjoy geography because we can get out and about on interesting field trips and see what we have learnt about in the classroom."*

## Course Content

**Paper 1:** Living in the physical environment (1 hour 30 minute exam, 35% of the course) Topics: Challenge of Natural Hazard, Living World, Physical Landscapes of the UK (rivers and coasts). Physical geography shapes the world in which we live. The landscapes around us have been carved over millions of years to become what they are today. This topic provides a fundamental understanding of physical concepts and processes, and then explores the impact these can have on human activity and what we can do to manage them.

**Paper 2:** Challenges in the human environment (1 hour 30 minute exam, 35% of the course) Topics: Urban Issues and Challenges, The Challenge of Resource Management, Changing Economic World. It is difficult to find a place on Earth that is free from human impact. As the global population continues to grow challenges are created. These are wide ranging and include the availability of resources, the impact our activity has on the environment and global inequalities linked to wealth and health. This topic explores these challenges, considers how they change over time and space, and what we can do to reduce them

**Paper 3:** Geographical Applications (1 hour 15 minute exam, 30% of the course) Topics: Issue Evaluation, Fieldwork This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different geographical aspects. GCSE Geography is a stepping stone to a whole range of courses and areas of employment, including; environmental studies, geology, town planning, geosciences, meteorology, disaster management, oil exploration, feeding the world's people, crime analysis, epidemiology, international development, social anthropology, green energy technologies, climate science.



# History

## Course Content

History is all about learning dates; you don't learn useful skills...Really?

What about written and oral communication; arguing; debating; logical thinking; analysis; research; seeing how a complex series of events interact; decision-making; interpretation; consequences; deciding between relevant and irrelevant information; questioning; social interaction; using IT programs; attention to detail; evaluating; balancing strengths and weaknesses; using evidence; creativity; significance; collecting data; drawing conclusions; identifying changes; distinguishing between cause and consequence; essay writing... are they not useful skills?



*"History has taught me how to think for myself. Most questions in history are open to debate; this has helped me to develop my communication skills and appreciate other people's points of view."*

## Subject title

GCSE History

## Curriculum Leader:

Mr Griffith

## Assessment

History is for everyone who is interested in solving puzzles and developing an argument. Of course, you might decide to carry on studying history until you are a university professor, but you don't have to! History teaches us about who we are and where we come from; you just have to have a genuine interest in that. Of course, you are expected to do a fair bit of reading and writing in history, but your teachers know how to make it possible for everyone to learn about the past, whether your strong point is listening, discussion or writing.

During the course you will learn about: how **medicine** has changed over time; aspects of the **Cold War**, e.g. how people in **America** fought in the **Vietnam War** and also fought for **Civil Rights** in the **USA**; and how **Elizabeth I** kept control of **England** during the 1500s. There are three exams which account for 100% of your final grade.

After you finish the course you may continue to study history at AS or A level at college. Some students who have studied history go on to study A level law, politics, sociology or philosophy. History is a popular subject at university and liked by all employers, as it teaches students to be objective, analytical and to be able to construct reasoned judgements.

## Subject title

OCR ICT Media

## Curriculum Leader:

Mr M Illingworth

## Course Content

Cambridge Nationals in Creative iMedia are media sector-focussed, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

## Assessment

### Unit R093: Creative iMedia in the media industry (40%) Exam

The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning

### R094: Visual identity and digital graphics (30%) NEA

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

### Unit R097: Interactive digital media (30%) NEA

Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence. In this unit you will learn how to plan, create and review interactive digital media products.

Topics include:

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

# French (MFL)

## Assessment

You will develop skills in reading, listening, speaking, writing through a range of topics, and will be assessed in all four of these areas. They are equally weighted at 25%.

## Why is it useful?

Learning a language shows the type of person you are and demonstrates that you have a wide range of transferable skills, which are extremely attractive to higher education providers and employers:

- I am literate
- I can communicate well
- I am open minded and tolerant
- I can perform well under pressure
- I am culturally aware
- I am confident
- I have highly developed listening skills
- I persevere when something is difficult
- I can think on my feet and express myself well verbally



## Subject title

GCSE French

## Curriculum Leader:

Miss Rowley

## Course content

There are three themes with different topics within them:

**Theme 1:** Identity and culture (me, my family and friends, technology in everyday life, free time activities, customs and festivals in French speaking countries/communities).

**Theme 2:** Local, national, international and global areas of interest (home, town, neighbourhood and region, social issues, global issues, travel and tourism).

**Theme 3:** Current and future study and employment (my studies, life at school/college, education post 16, jobs/career choice and ambitions).

There is a strong emphasis on culture and identity, independence, translation and grammatical knowledge. There is also a big focus on applying languages in personal, academic and employment-related contexts



# Music

## Course Content

The BTEC Tech Award in Music Practice is a mixture of music knowledge, creation, and performance. The course is split into 3 components:

**Component 1: Exploring Products and Styles.** You will learn about different genres of music, such as 1970s disco, blues music, and film music. Within these genres, you will have a go at three disciplines: Composition (creating your own, original music), production (using computer software to create and perfect your music) and performance (playing or singing live to an audience).

**Component 2: Music Skills Development.** You will develop your skills in composition, production, and performance as well as learning about personal and professional skills (eg. time management, working safely and responsibly, and self-discipline), communication and organisation skills (e.g. keeping a portfolio of your work and critiquing yours and others' work), technical skills (getting better on your instrument) and musicianship skills (expression, timing, creativity). You will begin to focus on only two of the three disciplines.

**Component 3: Responding to a Commercial Brief.** This is externally assessed and will take place as an intensive controlled assessment. You will apply the skills above as either a creator/performer OR creator/composer. You will be set a brief by the exam board, and you will respond to this by creating and presenting either a GarageBand piece, or a performance (filmed) in the style given.

### Subject title

BTEC Award - Music

### Curriculum Leader:

M Lockwood and M Murfin

## Assessment

Components 1 & 2 are internally assessed. Evidence of your performances (filmed), creations (GarageBand pieces) and understanding (blogs) will be saved digitally and assessed as at the end of each component.

Component 3 is assessed externally by a BTEC examiner, who will look at your ideas, development and presentation of your finished piece and give you a grade for the component. These 3 grades will then be combined to give an overall grade for the award.



*"I like music because of the independency that comes with it. You get to study the music you choose rather than it being chosen for you."*

# PE sports science

## Course Content

The Cambridge Nationals in Sports Science offers you the chance to study key areas of Sport Science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance. You will look at ways to improve training and fitness and apply this to sporting professionals, as well as improving your own sporting ability and fitness.

You will complete three units which include:

### The following two units are compulsory:

**1) Reducing the Risks of Sports Injuries** - in this unit you will learn how to reduce the risk of injury when taking part in sport, and how to respond to medical conditions in a sports setting. You will be assessed via a written exam in this unit.

**2) Applying the Principles of Training** - in this unit you will design training programmes to suit a particular sport or performance schedule. You will learn about the different training methods, components of fitness and principles of training.

### You will complete one of the following units:

**3) The Body's Response to Physical Activity** - in this unit you will learn about how the body changes and responds to physical activity. You will learn the key components of the skeletal and muscular systems; how the heart and lungs work and adapt to changes during exercise.

**4) Sports Nutrition** - in this unit you will consider the composition of a healthy, balanced diet. You will consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. You will reflect upon the role that diet plays in different sports and activities, and use this knowledge to produce a diet plan for a sports performer.

## Subject title

OCR Sports Science

## Curriculum Leader:

Miss S Cammidge

## Assessment

As you study OCR Sport, you will be assessed by completing three units of work and you will develop a scientific understanding how sport, exercise and lifestyle effects the body. At the start of each unit you will be set a task brief based on a vocational context e.g. working in a PE department and delivering presentations and demonstrating competency within practical theory lessons. One of the units will be exam based completing a written exam at the end of the unit.

To be successful on this course you do not need to be good at PE or sport. You do need to be dedicated and keenly interested in Sport, PE, and Science. The course focuses on theory and written assignments with a low proportion of practical lessons involved.

After the course you will be able to progress to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

*"Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of psychology in improving performance."*

# PE sports studies

## Course Content

The Cambridge Nationals in Sports Studies provides you with the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to your practical performance. You will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. You will complete four units which include:

**1) Contemporary Issues in Sport** - in this unit you will learn about why people take part in sport, the value of sport, the Olympic movement and all about National Governing Bodies. You will be assessed externally through a written exam for this module.

**2) Media & the Sport** - in this unit you will learn about all the different types of media in sport, how media positively and negatively effects sport whilst also looking at sponsorship and advertising.

**3) Performance & leadership in sports activities** - in this unit you will be assessed on your practical sports skills. You will also create a development plan to address a weakness in one sport. You will also plan & deliver a sports activity session to younger students which you will review.

## Subject title

OCR Sports Studies

## Curriculum Leader:

Miss S Cammidge

## Assessment

As you study OCR Sport, you will be assessed by completing three units of work. At the start of each unit you will be set a task brief based on a vocational context e.g. working in a PE department and delivering presentations and demonstrating competency within practical elements. One of the units will be exam based completing a written exam at the end of the unit.

To be successful on this course you do not need to be good at PE or sport. You do need to be dedicated and keenly interested in Sport and PE. The course focuses on theory and written assignments with a medium proportion of practical lessons involved.

After the course you will be able to progress to Cambridge Nationals and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

*“Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.”*

# Religious Studies

## Course Content

During this course you will learn how to discuss, analyse and evaluate ethical and social issues such as: Is abortion ever acceptable? Should the guilty be punished with the death penalty? And, should animals be tested on to save humans?

The course will help in developing skills for a wide range of future career choices, from the law or medical profession, to teaching and the forces.

To be successful in this course, you will need to be dedicated and hard working as well as keen to air your views in a mature and sensible manner. You will enjoy working as a team, and be prepared to challenge other people's views. You will need to be competent in English and expected to produce lengthy responses to questions.



## Subject title

GCSE Religious Studies

## Curriculum Leader:

Mrs A Hutchesson

## Assessment

Assessment is made up of two exam papers, both lasting 1 hour 45 minutes. The first paper is based on the teachings and practices of the two major world religions which we study in depth, these are Christianity and Islam.

The second paper is based on themes which will be covered throughout the period of study.

These themes are:

- Religion and life.
- Peace and conflict.
- Crime and punishment.
- Relationships and families.

Please note, the course requires students to write lengthy answers that show a deeper understanding.



*"I have recently been accepted at a sixth form college to study A levels as I want to become a dentist. Religious studies has really helped me develop my people skills and studying other cultures will help me when dealing with others."*

# Psychology

## Course Content

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems.

### Paper 1

Cognition and behaviour

#### What's assessed

- Memory
- Perception
- Development
- Research methods

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

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

#### Questions

Section A: multiple choice, short answer and extended writing (25 marks)

Section B: multiple choice, short answer and extended writing (25 marks)

Section C: multiple choice, short answer and extended writing (25 marks)

Section D: multiple choice, short answer and extended writing (25 marks)



### Subject title

GCSE Psychology

### Curriculum Leader:

Mrs O'Neill

### Paper 2

Social context and behaviour

#### What's assessed

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

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

#### Questions

Section A: multiple choice, short answer and extended writing (25 marks)

Section B: multiple choice, short answer and extended writing (25 marks)

Section C: multiple choice, short answer and extended writing (25 marks)

Section D: multiple choice, short answer and extended writing (25 marks)



# Personal interview Information



# Additional guidance

## Core

All students follow the core programme. This will provide a minimum of five qualifications:

- Maths
- English language and English literature
- Triple Science (equivalent to 3 GCSEs)
- All students will have one lesson a week of physical education (non-examination) in Y10 and Y11, and two lessons a week in Y9.
- All students will have one lesson a week of PSHCE (Physical, Social, Health, Citizenship and Economic) education, in Y9 and Y10. This will aid students in raising their self-respect, self-awareness, and encourage them to become engaged members of their communities – both in and out of school – and to be accountable for their actions. It will also focus on careers and post 16 pathways.

## Choices

- Students will choose two subjects from the Options section. From Y9 to Y11, all subjects will be taught in two lessons per week.
- Students must select ONE subject from the Ebacc Option.
- Students cannot pick the same subject from the 'Ebacc' and 'Open' Options group of subjects.

No choices are guaranteed.

**Options Lead** - Mr M Illingworth  
**Y9 BfL** - Miss Murray, Mr Dewsnap

### **Curriculum Leaders:**

English - Mr Billings  
Mathematics - Mr M Speight  
Science/Psychology - Miss C O'Connor  
Humanities - Mr Griffith  
CPA - Ms C Kelly  
Computer Science/iMedia - Mr M Illingworth  
PE - Miss S Cammidge  
Technology - Mr R Heafield  
Flexible Learning\_ Mrs L Cunningham

### **Subject Leaders:**

Health & Social Care - Mrs H Cooper  
MFL - Miss Rowley

# GCSE grade conversion

## GCSE Conversion Chart



G		F			E			D			C			B			A			A*				
Gc	Gb	Ga	Fc	Fb	Fa	Ec	Eb	Ea	Dc	Db	Da	Cc	Cb	Ca	Bc	Bb	Ba	Aa	Ac	Ab	A*c	A*b	A*a	
1-	1	1+	2-	2	2	2+	3-	3	3+	4-	4+5-	5	6+	7-	7+8-	8+	9-	9+						
1		2			3			4			5			6			7			8	9			

A\*-G GRADE

SUB GRADE

SUB POINTS

POINTS 9-1

From Summer 2018 all GCSE grades will be awarded on the 9-1 scale.

Btec Level 1

Btec Level 2

Btec Grade	GCSE Equivalent	Old GCSE Equivalent	Btec Grade	GCSE Equivalent	Old GCSE Equivalent
P1	1/2	F	P2	4/5	C
M1	2/3	E	M2	5/6	B
D1	3	D	D2	7/8	A
			D*2	8/9	A*

# Revision websites

## CT TLM L1

<https://www.bbc.com/education/subjects/zqmtsbk>

## O2

[www.o2learn.co.uk/index.php](http://www.o2learn.co.uk/index.php)

## RS

[www.bbc.co.uk/schools/gcsebitsize/rs/](http://www.bbc.co.uk/schools/gcsebitsize/rs/)

## Music

<http://www.bbc.co.uk/schools/gcsebitsize/music>

## Maths

<http://vle.mathswatch.co.uk/vle/>  
<http://www.bbc.com/education/examspecs/z8g6fr>

## English

<http://www.bbc.com/education/examspecs/zcbchv4>  
<http://www.bbc.com/education/examspecs/zxqncwx>  
[www.sparknotes.com/lit](http://www.sparknotes.com/lit)  
<http://www.youtube.com/user/mrbruff>

## Art

[www.britishmuseum.org](http://www.britishmuseum.org)  
[www.guggenheim.org](http://www.guggenheim.org)  
[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)



## MFL

[www.memrise.com](http://www.memrise.com) - also an app [www.quizlet.com](http://www.quizlet.com) - also an app  
[www.duolingo.com](http://www.duolingo.com) - also an app  
<http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

## Health & Social Care

[https://getrevising.co.uk/revision-tests/health\\_and\\_social\\_care\\_revision](https://getrevising.co.uk/revision-tests/health_and_social_care_revision)

## Technology

[www.technologystudent.com](http://www.technologystudent.com)



## History

Elizabeth 1 st: <https://www.bbc.co.uk/education/topics/z29rbk7>  
Medicine: <https://www.bbc.co.uk/education/topics/zhphvcw>  
Medicine: <http://www.historylearningsite.co.uk/a-history-of-medicine>  
Vietnam War: <http://www.bbc.co.uk/schools/gcsebitsize/history/mwh/vietnam/>  
Civil Rights: <https://www.bbc.co.uk/education/guides/zpcwmn/revision>  
American West: <https://www.historyonthenet.com/tag/american-west/>

## Geography

GCSE revision materials - <http://www.acegeography.com/wjec-b-and-yr11-revision.html>  
Past papers - <http://www.wjec.co.uk/qualifications/geography>  
<http://www.sln.org.uk/geography/schools/blythebridge/GCSERevision.htm>

## PE

S-cool - <http://www.s-cool.co.uk/gcse/pe> S-cool  
OCR GCSE PE website (all past papers are on here) <http://www.ocr.org.uk/qualifications/gcse-physical-education-j586-j086-from-2012/>  
AQA Dance - <http://www.aqa.org.uk/subjects/dance/gcse/dance-4230>  
GCSE Bitesize - <http://www.bbc.co.uk/education/topics/z46pyrd/resources/1>  
<http://qualifications.pearson.com/en/qualifications/btec-firsts.html>  
<http://www.pearsonschoolsandcolleges.co.uk/FEAndVocational/SportsStudies/BTEC/BTEC-Firsts-Sport-2012/BTEC-Firsts-Sport-2012.aspx>

## Core Science

<http://www.bbc.co.uk/schools/gcsebitsize/science/aqa/>

## Additional Science

[http://www.bbc.co.uk/schools/gcsebitsize/science/add\\_aqa/](http://www.bbc.co.uk/schools/gcsebitsize/science/add_aqa/)

## Further Science

[http://www.bbc.co.uk/schools/gcsebitsize/science/triple\\_aqa/](http://www.bbc.co.uk/schools/gcsebitsize/science/triple_aqa/)

<http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>



## GCSE CS

<https://www.bbc.com/education/subjects/z34k7ty>  
<https://gcsecomputing.org.uk/>  
<https://www.computerscience.gcse.guru/>  
<https://computerscienceuk.com/gcse-9-1/>