



# Wadham School

A Church of England Community School



## Key Stage 4 Courses 2020



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Headteacher: Mr M Gardner

Leadership Team: Mrs S Coombe, Mrs S Taylor, Mr S White





# Wadham School

A Church of England Community School  
Making opportunities to learn and achieve

Dear Student and Parents/Carers,

At this time in Year 9 we ask you to make some decisions about subjects you would like to continue with in Years 10 and 11, what we call **Key Stage 4**. Although everyone at Wadham will still study a “common core” of subjects, the options process gives students the ability to request to continue to study a further four subjects.

As well as seeking the advice and guidance of teaching staff, students may wish to talk to their tutor. In addition there are two very important evening meetings for both students and their parents. These are:

- **Y9 Parents’ Evening on Thursday 23rd January, 4pm – 7pm** and
- **Y9 Options Evening on Thursday 30th January, 5pm - 6.30pm**

Parents’ Evening will give you the opportunity to discuss current progress of your child with teachers and at Option Evening you can speak to subject staff about the courses on offer.

All GCSE courses now result in a numbered grade 9 – 1, with 9 being the highest and 1 the lowest. A table overleaf shows you how the new grading systems matches to the former eight letter GCSE grades. Some of the courses we offer are equivalent to GCSE and use a different grading system.

I am sure you will find all the information in this booklet helpful in making choices for next year. Please ask if you have any questions.

Yours sincerely

Sarah Hutter  
**Director of Learning.**



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# The Curriculum in Years 10 and 11

What is studied is partly fixed (this is the core curriculum) and is partly open to negotiation.

- **The Core curriculum** - subjects everyone continues to study.
- **Option Choices** - courses which students request to continue with.

## The Core curriculum

- **English Language + English Literature** – 2 GCSEs
- **Mathematics** - GCSE
- **Science** (usually leading to at least 2 GCSEs, 3 for some)
- **Religion & Philosophy** - GCSE
- **Physical Education** – not examined
- **PSHE & Citizenship**- not examined

## Option Choices

### GCSE COURSES

- Photography
- Art, Craft and Design \*
- Art and Design (3D Design)\*
- Art and Design (Textiles) \*
- Food Preparation and Nutrition
- Computer Science
- Drama
- French
- Geography
- German
- History
- Music
- Business Studies

### TECHNICAL & VOCATIONAL COURSES

You will usually only be allowed to do one of these

- Health and Fitness, NCFE, Technical Award Level 1/2
- WJEC, Engineering, Level 1/2 Award
- ICT, Cambridge National in Creative imedia
- Child Development and Care, NCFE, Technical Award, level 2

\* You can only opt for one of these subjects.

# New GCSE and other Grading Systems

From September 2015 the government instructed exam boards to change the content and grading of GCSE exams, starting with English and Maths. This has now rolled out to the other subjects we do at GCSE. The table below shows how the new grading system relates to the previous system and how qualifications equivalent to GCSE relate to each other.

Courses at KS4 lead to different types of qualification

Some are **GCSE** courses: this stands for **General Certificate of Secondary Education**. The grades for GCSE are 9-1.

Others are called Level 1 / Level 2 Award or Certificate. A L2 pass is equivalent to a GCSE grade 4.

Your final grade is usually arrived at by taking **EXAMS**. In most practical, vocational and technical areas **SCHOOL ASSESSED WORK** and /or a **PORTFOLIO**, will contribute to the grade as well. The subject descriptions will make this clear.

| Old GCSE<br>A*-G<br>Grade | 9-1 Grade | WJEC L1/2<br>Engineering | Technical<br>Award<br>Health &<br>Fitness | OCR<br>Cambridge<br>Nationals | Technical<br>Award Child<br>Development |
|---------------------------|-----------|--------------------------|---|-------------------------------|---|
| A*                        | 9<br>8    | L2D*                     | L2D*                                      | L2D*                          | A*                                      |
| A                         | 7         | L2D                      | L2D                                       | L2D                           | A                                       |
| B                         | 6         | L2M                      | L2M                                       | L2M                           | B                                       |
| C                         | 5         | L2P                      | L2P                                       | L2P                           | C                                       |
|                           | 4         |                          |   |                               |   |
| D                         | 3         |                          | L1D*                                      | L1D                           | D                                       |
| E                         | 2         | L1P                      | L1D                                       | L1M                           |   |
| F                         |           |                          | L1M                                       | L1P                           |   |
| G                         | 1         | L1P                      | L1P                                       |                               |   |

## Making your choice

Find out the requirements for **all** subjects you might be interested in studying. Look out for the balance between exams and school assessed work / portfolio in each subject area.

The overall curriculum at Wadham School is designed to provide everyone with the basic knowledge and skills needed for your future, whilst allowing you to “PERSONALISE” your learning by specialising in some subjects which particularly interest you.

So, for instance, if you are good at languages you should give serious consideration to studying both FRENCH and GERMAN, if you are good at Humanities you might study both HISTORY and GEOGRAPHY, and if you are good at the Expressive Arts you might take two of those subjects. You should be aware that some universities may expect a language at GCSE for some or all of their courses. Some of the more selective universities may in future expect to see a language and one of History or Geography.

For some students a full curriculum may not serve their best interests. Some of their option time may therefore be taken up with boosting their core skills in English and Maths and / or following other programmes. These students and their parents will be spoken with on an individual basis over the coming weeks.

## University / Higher Apprentice (Post 18) Applications and GCSE Results

Grades achieved at age 16 have always, of course, been important and used by employers throughout a person’s working life, whether or not young people go on to do higher level qualifications. However, those wishing to go to university, need to be aware that with changes to ‘A’ Levels and other level 3 qualifications, GCSE grades will now be the only public exams that universities or higher apprenticeship employers will see until after the results of the ‘A’ Levels. They will therefore be crucial in deciding whether an applicant is successful or not at getting an offer. In addition, some universities and apprenticeship providers are now requiring certain GCSE grades in some subjects (English Language, Mathematics and the Sciences are the most common), in addition to certain ‘A’ Level grades.

### How this booklet is organised

After some brief information on the main examined core areas, you will find a description of all the optional subjects offered in Years 10 and 11 at Wadham. Subjects are arranged in broad subject groups.

Each one is set out in the same way and tells you:

- Why that subject is important
- What you will study
- How you will be assessed

Read through the booklet carefully – take your time – there is no need to make decisions quickly.

At the back of the booklet are instructions on how to complete the necessary form showing your preferences and details about when these have to be submitted.

## Making choices

Students will usually study **FOUR** courses in Years 10 and 11 in addition to the core subjects. Students need to express their preference for what these will be. Parents and Guardians will receive details of the electronic system that will be used to inform us of the choices made.

Please make sure you have read the details about the subjects in which you are interested very carefully and have talked to people who can explain what you will be choosing to study. We want to be sure that you have made your decisions thoughtfully and ensure that these decisions are sensible.

We cannot promise to meet everyone's wishes exactly. Some courses may be under or over subscribed.

When too few students choose a course we may decide not to run it. When there are too many for one group but not enough for two groups or when we don't have enough staff to run more than one group, we shall look at the following to make decisions: -

- Whether the form was returned on time
- How it fits with career ideas you have
- Your performance and behaviour in that subject in Year 9.

We will do the best we can, though, to ensure a balanced and valuable education for every student.

## What happens next

Staff responsible for curriculum and student progress will check the course choices.

If there are any difficulties with the availability or suitability of the courses chosen, students and parents will be contacted by the Easter holiday.

Parents and Guardians will receive a letter confirming the study programme for Key Stage 4 by the summer half term holiday.

# The Core curriculum

## English: GCSE

**Exam Board: AQA, Specification: 8700 & 8720**

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

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

The English Department at Wadham school offers AQA GCSE courses in English Language (8700) and English Literature (8702). Our aim is to dual-enter all candidates, though a small minority may have alternative provision.

English Language GCSE develops the skills students need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

In the English Literature GCSE the texts that will be read and analysed are Macbeth, An Inspector Calls, A Christmas Carol and Power and Conflict Poetry.

In the summer of Year 11, candidates are entered for GCSE English Language and English Literature written examinations.

## Mathematics: GCSE

**Exam Board: Edexcel, Specification: 1MA1**

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

At Key Stage 4 we offer Edexcel Linear GCSE Mathematics, specification 1MA1 over a two year period. Students will take the examination papers at the end of Year 11. Students will be entered at either Foundation (grades 1 to 5) or Higher (grades 4 to 9) tier dependent upon target grade and achievement in class. All students are set according to ability.

Maths in Key Stage 4 is a continuation and extension of what has been studied in Key Stage 3. We aim to highlight why Maths is important and for students to engage with some of its uses in the real world. Our course, GCSE Mathematics (9 – 1) is a mix of activities that enrich students' understanding and the development and practice of key mathematical skills.

Enrichment activities are combined within our schemes of learning, on Alternative Timetable Days and through extra curricular opportunities. Including the UKMT Mathematics Challenge.

# Religion and Philosophy: GCSE

Exam Board: AQA

Specification: 8062

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

## Course Structure

The GCSE is split into modules covering the study of religion and modules based around themes in modern society and religious views on those themes. These are spread over the three years starting after the first half term.

### Year 9

**Students cover key topics in religion focusing on Christianity and Islam. These topics cover:**

- Key beliefs of each faith
- Authority within each faith (prophethood, holy books, life of Jesus)
- Practices within each faith (Worship, festivals, duties).

### Year 10

**Relationships and Family:** Different types of families, human sexuality, marriage, roles of men and women and child rearing.

**Religion and Life:** Origins of the universe, value of the world and stewardship, environment and conservation, euthanasia and abortion.

### Year 11

**Peace and conflict:** Peace, conflict, forgiveness and reconciliation. Religious teachings on terrorism and war including just war and holy war. Religious teachings about pacifism.

**Crime and Punishment:** Good and evil, types of punishment, reasons for punishing criminals, the death penalty, reasons for crime including hate crime.

GCSE Religion and Philosophy equips students with the ability to express their own opinions on life's great questions. They learn to do this through critically examining their own views and those of Christianity and Islam. It also provides an understanding of Christianity and Islam that is essential to understand much of what is going on in the modern world and therefore develops the religious literacy of students.

## Science: GCSE

**Exam Board: AQA , Specification: Trilogy (2 grades awarded) or Biology, Chemistry & Physics (3 grades awarded)**

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> [http://](http://www.aqa.org.uk/subjects/science/gcse/biology-8461)

[www.aqa.org.uk/subjects/science/gcse/biology-8461](http://www.aqa.org.uk/subjects/science/gcse/biology-8461)

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Within the Science department we currently offer two pathways through Key Stage 4. Which route is followed by individual students is a judgement made by the teaching staff. We will notify parents of the proposed route for their child and if any change is proposed during Years 10 or 11, as it is possible to switch between different routes. Whichever is chosen for them, they will continue to study Biology, Chemistry and Physics.

**Route 1:** Single Sciences. Students will study Biology, Chemistry and Physics in the most depth possible at GCSE and gain three GCSEs, one in each of the sciences of Biology, Chemistry and Physics.

**Route 2:** Science Trilogy. On this route students have the opportunity to gain the Double Award

**Science GCSE.** Students will study Biology, Chemistry and Physics throughout Year 10 and 11 and at the end of Year 11 they will take exams which cover all the content of the course, for which they get two GCSE grades. This is the route the majority of students will follow.

Both routes will help students gain the essential requirements to carry on with their science education post-16 at A Level should they choose wish to do so. A Level specifications are written on the assumption that route 2 has been followed, which remains the case nationally.

# The Option Choices

## Art and Design Subjects

You may only choose *one* from Art, Craft and Design, 3D Design and Textiles.

### Art, Craft and Design: GCSE

**Examination Board: AQA, Specification: 8201**

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Art, Craft & Design may be a good choice for you if you are creative and are willing to experiment with materials and techniques, while looking at different artists to inspire your own work.

#### What will I study?

This course is designed to provide you with the opportunities to develop your skills, knowledge and understanding over broad-based themes during the first half of Year 10. You will be given the freedom to select from a range of starting points before generating final pieces in both 2D and 3D from ideas

produced in your sketchbook and on paper. Research into artists' work is an important part of the course and is often set for homework as lessons tend to be practical.

#### How will I be assessed?

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your portfolio, worth 60% of the GCSE. This will span the summer holidays and conclude during September of Year 11, after which you start to prepare for the demands of the Externally Set Assignment (ESA) which starts in January and comprises the remaining 40%. This is primarily a practical unit of work, informed by research and investigations into artists whose practice relates to the theme. Having generated a range of ideas, you will plan a final piece in a sketchbook to be done in an exam – in the Art Room. There is only one tier for Art & Design, covering grades 9-1.

**For more information, please see Mrs Parker**

# Art & Design (3D Design): GCSE

**Examination Board: AQA, Specification: 8205**

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>

The Product Design (Three-Dimensional Design) course focuses upon the design, prototyping and modelling or making of primarily functional and aesthetic products and objects, drawing upon intellectual, creative and practical skills. If you enjoy designing and making practical 3D products using predominantly woods, metals and plastics, then this course is for you.

## **What will I study?**

This course is designed to provide you with the opportunities to develop your design and practical skills, knowledge and understanding over broad-based themes during the first half of Year 10. You will be given the freedom to select from a range of starting points before generating 3D products from ideas produced in your sketchbook and on paper. You will develop skills, knowledge and understanding in working with a wide range of materials such as woods, metals, plastics, composites and found materials. You will use a wide range of 3D techniques and practical processes to realise your outcomes such as modelling, construction, surface treatment and assembling. Research into artists and designers' work is an important part of the course and is often set for homework as lessons tend to be practical.

## **How will I be assessed;**

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your portfolio, worth 60% of the GCSE. This will span the summer holidays and conclude during September of Year 11, after which you start to prepare for the demands of the Externally Set Assignment (ESA), which starts in January and comprises the remaining 40%. This is primarily a practical unit of work, informed by research and investigations into artists/designers whose practice relates to the themes. Having generated a range of ideas, you will plan a final piece in a sketchbook to be done in an exam – in the D&T workshops. There is only one tier for Product Design, covering grades 9-1.

**For more information, please see Mr Brunt.**

# Art and Design (Textiles): GCSE

Examination Board: AQA , Specification: 8205

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

## What will I study?

During Year 10 and the Autumn term of Year 11 you will work on three projects. You will be given the freedom to select from a range of starting points before generating final pieces, which may be functional or decorative, from ideas produced in your sketchbook and on paper.

These projects are designed to work on new and creative textile embellishment techniques with a view to making two outcomes. You will be introduced to a range of different media and will be encouraged to experiment with a range of materials and product designs.

Areas of study could include:

Art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface patterns, stitched and/or embellished textiles ,soft furnishings and/or textiles for interiors

Within the context of textile design, you will demonstrate the ability to use textile design techniques and processes such as: weaving, felting, stitching, applique, printing and dyeing

## How will I be assessed?

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your portfolio, worth 60% of the GCSE. This work will be completed in the Autumn term of Year 11. From January in Year 11 until the end of the course you will work on your

Externally Set Assignment (ESA) which is worth up to 40%. This is primarily a practical unit of work,

informed by research and investigation into artists whose practice relates to the theme. Having generated a range of ideas, you will plan a final piece in a sketchbook to be produced in an exam in the Textiles Room. There is only one tier for Art and Design Textiles, covering grades 9-1.

### **Assessment details:**

**Component 1:** Portfolios (60%)

**Component 2:** Examination piece (40%)

**For more information please see Mrs Hodge**

# Drama: GCSE

**Examination Board: AQA, Specification: 8261**

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/introduction>

## What will I study?

As part of this course, you will study different styles of theatre and the skills required to create it, including acting skills and technical skills such as basic lighting and sound. You will study all aspects of theatre, including producing, acting, writing, audience reactions, analysing and creating drama. Throughout the course you will perform short excerpts of text to a live audience; create and perform a play of your own; analyse a play from text and analyse a live performance that you will see.

## How will I be assessed:

### Understanding Drama (40%)

Written exam

Section A General knowledge and understanding of drama and theatre

Section B Questions on your study of one set play

Section C - Analysis and evaluation of the work of live theatre makers

### Devising Drama (40%)

Creating and performing a piece of drama as a small group based on a theme (10%)

A log containing analysis and evaluation of your own work and the success of the production (30%)

### Texts in practice (20%)

You will take part in a performance of two extracts from one play what you may contribute as performer or designer (lighting, costume, sound). The will take place in the form of an examined performance to a live audience.

### Extra-curricular Drama:

It is not essential, but it is highly recommended that you take part in additional drama activities such as the school show or Drama Club in some capacity to help hone your skills.

**For more information, please see Miss Middleton**

# Engineering: Level 1-2 Award

Examination Board: WJEC, Specification: 9791/ 9792/ 9793

<http://www.wjec.co.uk/qualifications/design-and-technology/design-and-technology-gcse/>

## Why Engineering is important?

Engineers have a major impact on industry and society. The achievements they have made have improved the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering. Finding solutions to problems to ensure a product is fit for purpose involves:

- Learning about materials
- Design processes
- Engineering processes
- Safe use of tools and equipment
- Maths that engineers use.

WJEC Level 1/2 Award in Engineering is designed to mainly support learners in schools who want to learn about engineering from the design and planning perspective. It provides learners with a broad introduction to the engineering sector and the types of career opportunities available.

## What will I study?

Engineering is made up of three vocational units:

### **Unit 1: Engineering Design (Controlled assessment)**

You will develop a design solution to a customer's design brief. You will learn to consider the important features of the customer's design brief, suggest design solutions in draft form and present your chosen design solutions to an expert audience.

### **Unit 2: Producing Engineering Products (Controlled assessment)**

In this unit you will make an engineered product. You will use a product specification, read and interpret engineering drawings and diagrams, select materials, create a production plan, use a range of tools including computer software and check the quality of your work against standard requirements.

### **Unit 3: Solving Engineering Problems (Written exam)**

You will investigate the impact of modern technology on design and manufacture in different engineering sectors. You will also learn about how new technologies can be used to the benefit of the work force, the community and the global environment.

## How will I be assessed?

Units 1 and 2 are assessed internally under controlled conditions through a portfolio of work marked in school. Unit 3 is assessed externally through a written examination at the end of the 2 year course.

**For more information, please see Mr Brunt**

# Food Preparation and Nutrition: GCSE

**Examination Board: AQA, Specification: 8585**

<http://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse>

Students are given the opportunity to make a large range of products over the two year course in a well structured environment. This course will give you valuable key life skills enabling you to cook and make informed choices about what and how well you are eating.

## **What will I study?**

Food Preparation Skills, Food Nutrition and Health, Food Safety, Food Science, Food Provenance and Food Choice

During the course you will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food, as well as material and wider environmental aspects associated with food.

In Year 11 students will concentrate on completing **two non –examination assessments (NEA)** using a variety of research and investigation methods. Students will respond to one of three specified tasks set by the exam board. Students will **not cook as much in Year 11** due to NEA and preparing for their exam in the Summer term.

Students will enjoy Food courses if they are **organised** and enjoy **experimenting** with food. It is more important for students choosing the course to enjoy **a large variety of foods** than to have a natural flair for cooking.

## **How will my course be assessed?**

**All assessments take place in Year 11**

**September-December. NEA Task 1 – Food Science Investigation (10 hours) = 15% of GCSE**  
**December to February: NEA Task 2 Food Preparation Assessment (20 hours including a 3 hour practical assessment) = 35% of GCSE**  
**May-June: 1 hour 45 minute exam = 50% of GCSE**

## **How will it help me in the future?**

Food Technology is one of the world's fastest growing industries. In fact over 20% of the top 100 British companies are in food manufacturing.

The food and drink industry is booming, with employment reaching the heights of 65,000 people and an annual turnover of £66 billion. The opportunities to work within the food industry really are endless. The food industry contains many multinational companies and opportunities for travel or work abroad exist for those who wish to spread their wings.

**For more information, please see Mrs Hodge**

# Music: GCSE

Examination Board: OCR, Specification: J536

<http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/>

## Why Music is important

A qualification in Music shows that you have practical skills and can express your ideas and feelings through a medium other than words. You will have imagination and an interest in different styles of music and can work co-operatively in a group, as well as having the confidence to manage and develop your own ideas. It shows that you are self-motivated and can meet deadlines. These are all skills which are greatly valued by employers and further education.

## What will I study?

During the course you will concentrate on the following specific areas of study:

My Music (performing and composing using your own instrument), Concerto Through Time, Rhythms of the World, Film Music and Conventions in Pop

## How will I be assessed?

### School Assessed Composing (30%)

For this part of the course you will be asked to compose one composition in your own chosen style and one written to a brief given by the exam board.

### School Assessed Performing (30%)

For this part of the course you will do **two** performances on an instrument of your choice or voice. You will do a **solo performance** where you will perform a piece on your own, or with an instrumental accompaniment / CD backing track.

You will also do an **ensemble performance** where you will be asked to demonstrate that you can perform as part of a group. You will have to submit a copy of the original recording or sheet music as part of this process.

### Listening & Appraising Exam (40%)

A 1 hour 30 minute listening examination, externally set and marked by OCR. You will answer questions based around the areas of study listed above, assessing your ability to recognise different styles and use musical language to describe what you hear.

### Instrumental lessons and ensembles:

It is not essential to have individual music lessons to do this course, but it might help. It is strongly recommended that if you take GCSE Music you should take part in one of the groups that are available to support your playing and improve your grade.

If you would like to do Music, please indicate on the Options Form if you do or do not pay for music tuition and whether it is for an instrument (and which instrument) or for singing.

**For more information, please see Miss Middleton**

# Photography: GCSE

**Examination Board: AQA, Specification: 8206**

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

## **What will I study?**

The GCSE in Art & Design (Photography) will provide you with opportunities to develop your skills, knowledge and understanding in using digital SLR cameras and Photoshop CS2 whilst developing ideas on broad-based themes during Year 10. You will need to be prepared to embark on photoshoots from which selected images may be edited using Photoshop. As you experiment with the camera and gain knowledge and understanding, you will compile a visual dictionary and as well as gather information for the themes. Research into artists and photographers' work is crucial, for it underpins your own development of concepts.

## **How will I be assessed?**

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your portfolio, worth 60% of the GCSE. This will span the summer holidays and conclude during September of Year 11, after which you start to prepare for the demands of the Externally Set Assignment (ESA) which starts in January and comprises the remaining 40%. This is primarily a practical unit of work, informed by research and investigations into artists and photographers whose practice relates to the theme; having embarked on Independent photoshoots you will be expected to experiment with editing processes before planning a final piece or pieces to be produced during the exam – in an ICT room.

There is only one tier for Art & Design (Photography), covering grades 9-1.

## **Extra requirements**

***Please note: this is an Art & Design endorsement and you are required to draw – for both the portfolio and Externally Set Assignment.***

***NB If you opt for this course, you must have, or be prepared to purchase, a camera. (details are available from the Finance Office).***

**For more information, please see Mrs Parker**

# Humanities

## **Business Studies: GCSE**

**Examination Board: OCR, Specification: J204**

<http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/>

### **Why Business is important?**

The great thing about GCSE Business Studies is that it gives learners a more in-depth look into how business works. The Business Studies GCSE employs an analytical, evaluative and investigative approach. The course will allow better preparation for further education and careers through an understanding of business.

### **What will I study?**

#### **Business Activity**

The role of business enterprise and entrepreneurship

Business planning, ownership, aims & objectives, stakeholders and business growth

#### **The Role of Marketing**

Market research, segmentation and marketing mix

#### **People**

The role of human resources, organisational structures and different ways of working

Communication in business, recruitment and selection, motivation and retention

Training and development & employment law

#### **Operations**

Production processes, quality of goods and services

The sales process and customer service, consumer law

Business location & working with suppliers

#### **Finance**

The role of the finance function & sources of finance

Revenue, costs, profit and loss, cash flow & breakeven.

#### **Influences on Business**

Ethical and environmental considerations

The economic climate & globalisation

### **How will I be assessed?**

Business is assessed through 2 external exams.

Paper 1 – Business Activity, Marketing and People (Year 1 content)

Paper 2 – Operations, Finance and Influences on Business. (Year 2 content)

**For more information, please see Mrs Finch**

# Child Development and Care: Level 2, NCFE Technical Award

**Exam Board: NCFE, Specification: 600/6644/1**

**Website: <https://ncfe.org.uk/schools/subject-areas/child-development-and-early-years/>**

The Level 2 Award in Child Development and Care has been designed to provide pupils with an introduction to child development and well-being.

## **What will I study?**

### **Unit 1 – An Introduction to Working with Children Aged 0-5**

This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early year workers. You will also gain an insight into your preferred learning style and develop your ability to study.

### **Unit 2 – Development and Well-Being 0-5 years**

This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children, so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another

### **Unit 3—Childcare and Development**

This unit will assess your knowledge about the development of children aged 0-5 years. You will be expected to know about the different types of care settings and your responsibilities if you were learning how to work with children. You will need to show that you understand how children develop, what can affect their development and the individual needs they may have. You will need to show that you know ways to care for them and simple activities that help them to develop in a healthy and safe way. You will also need to show that you understand the ways that can support your own learning.

## **How will I be assessed?**

Unit 1 and unit 2 are assessed through an assessment task

Unit 3 is assessed through a multiple choice exam.

**For more information, please see Miss Oaten**

# Geography: GCSE

**Examination Board: Edexcel, Specification: (B)**

<http://qualifications.pearson.com/content/demo/en/qualifications/edexcel-gcses/geography-b-2016.html>

## **What will I study?**

Is the subject right for me?

In order to answer this question, ask yourself what you enjoy about studying Geography.

Try these questions.

Do I want to:

- Learn about and understand the world I live in?
- Develop skills which will help me in other subjects and in employment such as ICT & research?
- Complete practical work away from the classroom?
- Learn how to work in a team with other students?
- Learn through investigative research in the classroom and at home.

## **How will I be assessed?**

### **Paper 1: Global Geographical Issues**

Written examination: 1 hour and 30 minutes 37.5% of the qualification (94 marks)

#### **Content overview**

- Topic 1: Hazardous Earth
- Topic 2: Development Dynamics
- Topic 3: Challenges of an Urbanising World

### **Paper 2: UK Geographical Issues**

Written examination: 1 hour and 30 minutes 37.5% of the qualification (94 marks)

#### **Content overview**

- Topic 4: The UK's evolving physical landscape – including coastal change and conflict
- Topic 5: The UK's evolving human landscape – including a case study - Dynamic UK cities. Students choose one from two- optional questions (Dynamic Urban Areas or Changing Rural Settlements).
- Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5.

### **Paper 3: People and Environment Issues – Making Geographical Decisions**

Written examination: 1 hour and 30 minutes 25% of the qualification (64 marks)

#### **Content overview**

- Topic 7: People and the Biosphere
- Topic 8: Forests Under Threat
- Topic 9: Consuming Energy Resources

**For more information, please see Mrs Thomas**

# Health & Fitness: Level 1/2, NCFE Technical Award

Exam Board: NCFE, Specification:603/2650/5

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>

This course will be interesting to you if you want to learn about health & fitness in a wider and theoretical sense. **It is not a sports specific practical course – it is theoretically based.**

## **What will I study?**

It is a course made up of some practical, but mainly theoretical work. This means that it will involve a lot of work in the classroom with the production of written work to answer various assignment tasks, as well as an external exam. Therefore, good ability in English and Science is very helpful.

The course is made up of 2 units based around; Health & fitness, body systems & exercise, healthy living, fitness training and testing.

## **How will I be assessed?**

Your final grade will be made up of the combination of the 2 units: an external exam in Year 10 plus internal coursework assignments in Year 11 (Pass, Merit, Distinction). Coursework assignments need to be word-processed, so you will need ICT skills.

For the Fitness Training unit, as well as written work, full participation in a 6 week fitness training programme (some of which **MUST BE COMPLETED OUT OF LESSONS**) will make up the practical assessment. Students with a poor or mediocre participation record in Year 9 or not wishing to fully involve themselves in fitness work would be very unlikely to pass this course.

The coursework units will be completed using written assignments which will require describing, explaining and evaluating information on the various unit topics.

Assignments will be assessed by the teacher, but towards the end of the course an external moderator will also assess students' work and ensure marking is in line with appropriate standards.

## **Extra requirements**

Students will be expected to use their own time, equivalent to homework, to complete both written and practical assignments.

This course will require students to do lots of independent study and research to complete coursework assignments. Therefore, personal motivation will be a key requirement.

Regular involvement in sport, either in extra-curricular time or out of school will be very beneficial.

Students will need to be prepared to do considerable work on personal fitness in and out of lessons for the Fitness Training unit.

**For more information, please see Mr Doel or Miss Oaten**

# History: GCSE

**Examination Board: Edexcel GCSE (9-1), Specification: 1H10**

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

People who study history are fearless explorers of the past. They look at how things have developed over time and connect the dots to understand how we got where we are today.

Through your learning in History you will be encouraged to ask two very important questions: why and how. This is key to sharpening your critical thinking abilities, and provides you with the skills wanted by many different professions.

So if you have ever considered a job in the military, police, law, business, journalism, museums, politics, education, marketing; then History is the subject for you.

## **How will I be assessed?**

GCSE in History consists of three externally examined papers.

**Paper 1: Thematic Study and Historic Environment** (1 hour 15 minutes written exam, 30% of total grade)

Medicine in Britain, c1250–Present and The British Sector of the Western Front, 1914–18: injuries, treatment and the trenches. Students will grasp an understanding of the changing beliefs about the cause of disease and attitudes and approaches to cures and prevention. Students will also focus on the various injuries suffered in WWI and the type of treatments offered.

**Paper 2: Period Study and British Depth Study** (1 hour 45 minutes written exam, 40% of total grade)

Early Elizabethan England, 1558–88

Government and Religion (Threat of Mary Queen of Scots), Challenges (Spanish Armada), Society (education and leisure, the poor, exploration)

Superpower Relations and the Cold War, 1941–91

Causes of tension between USSR and USA, Development (Building Berlin Wall, Cuban Missile Crisis), End (Collapse of the Soviet Union)

**Paper 3: Modern Depth Study** (1 hour 20 minutes written exam, 30% of total grade)

Weimar and Nazi Germany, 1918–39

End of WWI and creation of Weimar Republic

Hitler's rise to power

Nazi control and life in Germany

**For more information, please see Mr Hopwood or Mr Cassidy**

# ICT and Computer Science

## **Computer Science: GCSE**

**Exam Board:** AQA, **Specification:** Computer Science (8520)

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520>

### **Thinking about studying GCSE Computer Science?**

You will gain the skills to enable you to understand how to design and build apps, investigate how algorithms help create computer codes and the importance of cyber security and the ethical impacts of digital technology.

GCSE Computer Science helps you think about how technology is created. It allows you to understand how people work together with computers to develop world changing programmes like Facebook, Spotify and eBay. You'll also develop the skills that colleges, universities and employers are looking for – and they'll prove valuable for the rest of your life. GCSE Computer Science goes really well with lots of other subjects, especially the sciences, fashion, textiles, music, maths and art and design.

### **What will I study?**

Over the course you will cover the following:

- **Computational thinking:** this is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.
- **Theoretical content:** here you will understand the fundamentals of data representation and computer networks. You will learn about the computer systems that you will create and use and also delve into the world of cyber security and ethical, legal and environmental impacts of digital technology.
- **Aspects of software development:** understand how to implement and test a design to make sure it works effectively. Learn how to complete an overall evaluation to help refine the end product.

### **How will I be assessed?**

You will have two written exams which are 1 hour 30 minutes each. Together they contribute 100% of your overall grade.

Your programming project assesses your ability to use the knowledge and skills gained through the course to solve a practical programming problem. You will follow a systematic approach to problem-solving and will be assessed over 20 hours of work. The programming project does not count towards your final grade.

**For more information, please see Dr James**

# ICT: Level 1-2 Certificate iMedia

**Exam board:** OCR, **Specification:** Cambridge Nationals Creative iMedia (level 1, 2)  
<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/>

## What will I study?

You will gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation and it offers a hands-on approach to learning. The options available offer you the opportunity to explore areas of creative media that interest you. The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

## How will I be assessed?

### **R081: Pre-production Skills**

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques.  
Assessment: exam

### **R082: Creating Digital Graphics**

Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.  
Assessment: coursework

### **R085: Creating a Multipage Website**

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.  
Assessment: coursework

### **R087: Creating Interactive Multimedia Products**

Students develop their knowledge and understanding of where and why different interactive multimedia products are used and what features are needed for a given purpose. They learn how to interpret a client brief, and how to use time frames, deadlines and preparation techniques as part of the planning and creation process.  
Assessment: coursework

**For more information, please see Mrs Hutter**

# Modern Foreign Languages

## French & German: GCSE

Examination Board: Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

<http://qualifications.pearson.com/content/dam/pdf/GCSE/German/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-German.pdf>

### Why Modern Languages are important

The study of Modern Languages offers a key to a range of experiences inaccessible to those who only speak English. Learning a foreign language widens your horizons and gives you an interest in, an understanding of and a respect for the way of life in societies other than your own. It also makes you more aware of the nature and function of your own language. Learning a language should be an enjoyable experience, which provides you with skills and knowledge increasingly necessary for a wide variety of career paths.

Some universities may require a GCSE language qualification for some of their courses.

### What will I study?

You will continue to develop the four skills of listening, reading, speaking and writing within the context of 5 themes:

- Identity and Culture
- Local Area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

There will be a focus on authentic materials and grammar, and vocabulary knowledge will be improved. All themes must be studied in the context of both the students' home country and that of countries and communities where the language is spoken.

The GCSE course would enable you to continue your study of languages at 'A' level and is available to anyone who wishes to gain a GCSE in French or German.

### How will I be assessed?

Each skill area (listening, speaking, reading and writing- including translations in and out of the target language) are weighted at 25% each and the assessment is all final examination at the end of Year 11. Some questions will be in English, some will be in French/German.

Throughout Years 10 and 11, at the end of each topic, you will have practice assessments in class, which will help you prepare for these examinations and give you an idea of the grade you are achieving.

**For more information, please see Miss Davison**

## Choice Notes



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