



OPTIONS

Options Booklet 2014

Y8

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THE PROCESS OVER THE NEXT FEW WEEKS

In order to make the best choice of subjects to study in Years 9, 10 and 11, we suggest you follow the 5 steps listed below:

- STEP 1 Take time to read through this booklet and consider which subjects you would like to study next year.
- STEP 2 Come to the **OPTIONS LAUNCH EVENING** on **Tuesday 14th January** to have the whole process explained and to find out about option subjects at GCSE:

8T from 5.00pm; 8W from 5.30pm; 8Y from 6.00pm; Finish 7.30pm
- STEP 3 Attend Y8 Parents Evening at which you will be able to discuss students' current progress and attainment with their subject teachers. You will also be able to gauge a student's suitability for KS4 optional subjects
Wednesday 5th February: 8T, Tuesday 11th February 8W and 8Y.
- STEP 4 Complete the Options Application Form (separate sheet).
- STEP 5 Return the Options Application Form to Mrs Burroughs in her office in North Block (next to the Principal's office) by **3.00pm, Monday 24th February.**

Dear Parents/Carers and Students

Dear Parents/Carers and Students

Choosing the right subjects at Key Stage 4 is an important process. We hope that the contents of this booklet will help with this. When deciding which options to take, students should also be guided by their interests in particular subjects.

We wrote to you at the end of the Autumn Term to inform you that Year 8 students were about to get started with the Options process. Changes within national education policy have presented us with an exciting opportunity to produce a learning experience for our students that really allows understanding and comprehension to grow and flourish.

It is no mere coincidence that many other schools, both locally and nationally, have taken similar curricular decisions. We firmly believe that a three year journey towards GCSEs that allows subjects to design courses that either include a 'foundation year' before embarking on GCSE syllabuses or the taking of examinations in Year 10 with the opportunity to broaden knowledge even further in Year 11, will be of real benefit to all our students. This brochure contains all the information you need to make an informed decision about the subjects students will study from Year 9 to Year 11

In September our current Year 8 students will be starting Key Stage 4. When students start Year 9, there is a choice about some of the subjects they study. As well as a **CORE** of compulsory subjects, there is a series of **OPTIONAL** subjects.

At Wymondham High, the Key Stage 4 curriculum has been designed to strike a balance between making sure that students study a broad range of subjects and allowing them to develop their own interests. To reflect the very latest information coming out of the DfE, nearly all the available courses are GCSEs but there are also a few BTEC courses with a vocational emphasis (more direct focus on the world of work). The Options Application Form provides an overview of the subjects and Pathways available (separate sheet).

What happens next?

1. Options Launch Evening **Tuesday 14th January**, from 5pm in the North Hall.
8T from 5.00pm; 8W from 5.30pm; 8Y from 6.00pm; Finish 7.30pm
2. Y8 Parents Evening at which you will be able to discuss students' current progress and attainment with their subject teachers. You will also be able to gauge a student's suitability for KS4 optional subjects.

Wednesday 5th February: 8T, **Tuesday 11th February** 8W and 8Y.

3. Following this consultation period, we ask you to complete the Options Application Form (separate sheet). This should then be handed to Mrs Burroughs in her office in the North Block (next to the Principal's office) by **3.00pm, Monday 24th February**. The processing of these forms will begin on **Tuesday 25th February**.

Every effort will be made to accommodate the subject choices of all students who return their forms on or before this date but it could be more difficult to give the same guarantee to later returns. Whilst our aim will be to satisfy all students' first requests, we may need to consider second requests. Once the selections have been finalised, students are expected to follow their chosen subjects.

J Dickson, Assistant Principal

Choosing Your Options

Make a Broad and Balanced Choice of Subjects

OPTIONS EXPLAINED

- Some subjects in Year 9 are compulsory and these are called CORE SUBJECTS.
- By contrast, an ENTITLEMENT is a group of subjects that must be available for students to study if they so wish. At Wymondham High, these Entitlements are arranged in four OPTION POOLS.

PATHWAYS EXPLAINED

We have tried to make the 3-year Key Stage 4 curriculum as flexible as possible. There is some flexibility even within the compulsory core curriculum! To deliver the Entitlements, we have designed 4 different OPTIONS PATHWAYS. Each Pathway features a different combination of the various qualifications we offer.

PATHWAY A Core + 4 Optional Subjects

PATHWAY B (by invitation only): Core + 3 Optional Subjects + Progress Plus

PATHWAY C (from Y10 only): Core + Foundation Programme

PATHWAY D (from Y10 only): Core + 2 Optional Subjects + College Course

PATHWAY A

Core + 4 Optional Subjects

Nearly all students will start off KS4 by following PATHWAY A. Since most subjects intend to offer a FOUNDATION YEAR in Year 9, it makes sense for students to choose 4 optional subjects that they will study alongside the compulsory core. By doing so, they will be 'keeping their options open' in a very real sense! **One of their 4 options must be Geography or History.**

PATHWAY B *By invitation only*

Core + 3 Optional Subjects + Progress Plus

Some students will be better suited to a slightly smaller number of optional subjects. They will opt for PATHWAY B in Year 9. This means taking 3 optional subjects alongside the Core. One of the 3 optional subjects must be CES or RPE. The remaining curriculum time will be devoted to Progress Plus. This is a course devised by Mrs Nugent and her team to support students with their studies through the acquisition of study and life skills with additional support for literacy and numeracy. Further details about Progress Plus can be found on page 7.

PATHWAY C *From Y10 and by invitation only* Core + Foundation Programme

PATHWAY C will only be available from Year 10. The Foundation Programme will have the main aim of improving students' life chances, self-esteem and opportunities when they leave school. To this end it will combine core GCSEs with Level 1 qualifications in vocational learning and in life skills. Students suited to this Year 10 course will be invited to choose Pathway C by Mrs Nugent towards the end of Year 9. Further details about the Foundation Programme can be found on page 6.

PATHWAY D *From Y10 only* Core + 2 Optional Subjects + College Course

Students may choose PATHWAY D from Year 10. The college courses we offer are challenging and exciting opportunities for able, well-motivated 14–16 year old students with a passion to develop their understanding and skills in a sector in which they have a genuine interest or career aspiration.

The projects and assignments are based on realistic workplace situations, activities and demands, and are designed to develop skills and understanding of the sector. Students will also come into contact with new people and learning environments, and will gain valuable experience to help them think about life after school.

Students interested in Pathway D will be invited to apply for a college course during the Spring Term of Year 9. If successful, they will continue with their core subjects in Year 10. They will also carry on with their Option 1 and 2 choices (one of which must be either Geography or History). They will however drop the Pool 3 and 4 subjects to enable them to attend college for one day a week during Years 10 and 11.

College courses will be delivered by Easton College; City College Norwich; Norfolk Training Services; and other partners within the All Routes Consortium to make use of the best specialist facilities and staff. Real work experience – personalised to each student's interests – is included in these programmes as part of all college courses. We will not know until 2015 which college courses will be on offer from September 2015. Popular courses in the past have included: Childcare; Construction; Hair and Beauty; Health and Social; Performing Arts; Sport.

1. TYPES OF QUALIFICATION WE OFFER

QUALIFICATION	SUBJECT	GCSE VALUE
GCSE	Most subjects	1 GCSE
EDEXEL L1 OR L2 Certificate	Science	1 GCSE
AiDA	IT	1 GCSE
BTEC 1st Certificate	Science/College Courses	2 GCSEs (equivalent)
BTEC 1st Diploma	College Courses	4 GCSEs (equivalent)

Further details about the qualifications can be found within the information for individual subjects in this booklet.

2. BTECS

Many college courses are accredited by BTECs. These courses are organised through the Business and Technology Education Council. Where GCSEs focus on particular subjects, BTECs will focus instead on qualifications for specific careers. These vocational courses tend to be a little more 'hands on', so if they appeal to you, then they could be the right choice! BTEC First Certificates are the equivalent of 2 GCSEs. BTEC First Diplomas are the equivalent of 4 GCSEs.

3. FOUNDATION LEARNING COURSE

One of the main aims of this course is to improve students' life chances, self-esteem and opportunities when they leave school. To this end it combines core GCSEs with Level 1 qualifications in vocational learning and in life skills.

Students who follow this course will have one day a week at college, choosing from a variety of different vocational courses. In the past, courses offered have included Catering, Mechanics, Hair and Beauty, Sports Studies and Health and Social Care, but availability will depend on numbers. Usually the courses are provided by City College, though there may be some opportunities at Easton College as well.

When not at college, students will be in school as normal and will study GCSEs in English, Maths, Science and ICT. In addition, students will undertake an accredited life skills course. The course will provide a solid platform for students who wish to either continue into post 16 education, move into an apprenticeship or go on to work with training.

The parents of students who we feel would most benefit from this course will be contacted and advised by Mrs Nugent, the Intervention and Inclusion Coordinator, in the Spring of 2014. However, if you do not hear from us and you feel that your son/daughter would benefit from the Foundation Learning Course from Year 10, please do feel free to email Mrs Nugent, nugents@wymondhamhigh.co.uk or call on 01953 713160. Places on this course are strictly limited to ensure the best possible support for each student.

4. PROGRESS PLUS

Progress Plus is a pathway which will give a small group of students the opportunity to take one fewer GCSE options than other students, thereby reducing the pressure and stress of exams. Instead, students on Progress Plus will receive support to develop their study skills, literacy and numeracy.

The programme is designed to be as flexible as possible so that we can meet the learning needs of students who select it. Within this there will be opportunities for additional guidance on coursework and homework, revision and exam skills. The aim will be to improve student performance across the curriculum so that the best possible GCSE results are achieved for each student. Target setting, monitoring and mentoring will be an integral part of this programme.

The parents of students who we feel would most benefit from this course will have been contacted by Mrs Nugent, the Intervention and Inclusion Coordinator, and invited to attend a short meeting about the course on Options Evening. However, if you have not heard from us and you feel that your son/daughter would benefit from the course, please do feel free to email Mrs Nugent, nugents@wymondhamhigh.co.uk or call on 01953 713160. Places on this course are strictly limited to ensure the best possible support for each student.

OPTIONAL » GCSE Art (Fine)

Awarding Body and Specification
Code EDEXCEL 2FA01 (Fine Art)



Overview

The change in our curriculum provision offers the Art Department the opportunity to extend its successful two GCSE courses over three years to provide a more personalised and contemporary curriculum for Year 8 students who enjoy an Arts based subject.

The first year of the Fine Art GCSE course is designed as a 'foundation year' based on a series of projects with an emphasis on practical art skills covering processes such as drawing, painting, printmaking, relief, photography, and digital media. Topics cover a broad range of ideas giving students the maturity, skills and experiences to launch their GCSE course in Year 10.

**Please note that all work that is generated in the foundation year is valued and will be included in the overall assessment at the end of Year 11.

Foundation Year	Year 10 First year of GCSE	Year 11 Second year of GCSE
3 skill based projects allowing students to learn and experiment with new and existing art techniques	(1) The Environment + Natural Form Project (2) Colour Project	(1) Image + Identity Project (Mock Exam project) Externally Set Assignment
Assessment: The final GCSE is made up of 60% coursework and 40% externally set assignment. All work is assessed using the four revised assessment objectives. These are summed up as; develop/review/record/present.		

Information you need to know

The foundation year offers students a range of starting points including observation, the work of others, and thematic enquiry. This combines a realistic opportunity to excel for those students who are more confident about their art skills. The Art Department places great emphasis on the process of making and the journey of the students' work. We provide regular opportunities for groups to discuss their work and share ideas both in class and in extra support sessions run after school. After school support sessions are available to all students, every day. There will also be a variety of enrichment opportunities over the 3 years to support students' creativity and imagination.

The Fine Art course suits students who enjoy being practical and creative and expressing their own ideas and feelings. Skills developed in the foundation year will be easily transferable to Art Textiles if students feel that this is the direction they wish to take their art practice at GCSE level.

What do you need to know, or be able to do?

It is important at Wymondham High that students have a commitment to, and love, of the subject and feel motivated to develop visual skills and express their own ideas. This is achieved by working with department staff through projects with a mature and focused work ethic.

This course is suitable for students who are:

- Keen to develop their visual art skills building on what they have learnt in Years 7 and 8.
- Creative, enthusiastic and imaginative.
- Able to sustain an investigation.
- Able to enjoy visits to galleries, museums, workshops and artists' studios.
- Willing to experiment and take risks in their work.
- Eager to review their progress and make improvements.



Coursework

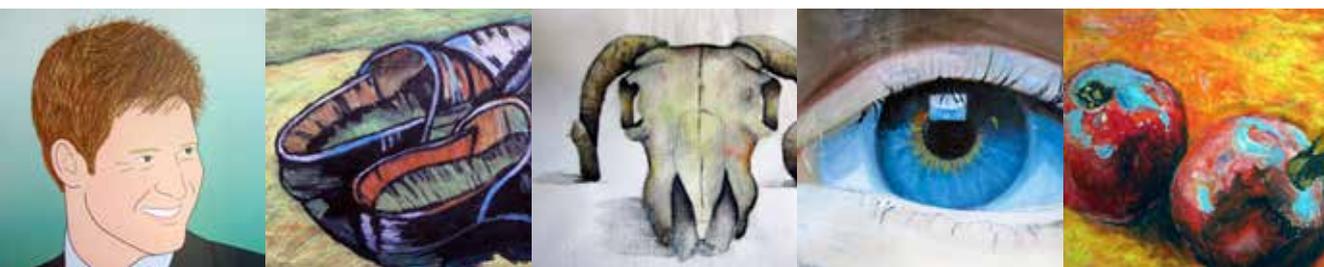
Work produced in the foundation year and in Year 10 and Year 11 makes up the 'Personal Portfolio.' This covers a range of activities and in-depth assignments. Students will have the opportunity to experiment with different media and materials in order to explore their strengths and preferences. The main aim of the unit is to develop students' visual language skills and to build confidence and a comprehensive and fluent portfolio of work.

Externally Set Assignment (ESA)

Students will be given a ten-week period (20 hours) of preparation for the controlled test. During this period, students are supported by staff in a nurturing environment. The controlled final response (10 hours) is produced under examination conditions and must be unaided. During the ten-week preparatory period, an A3 sketchpad and body of appropriate supporting work is produced assisting in the progression of the externally set assignment.

What next after GCSE?

On completion of the rewarding GCSE Fine Art course, students have many options open to them. This may be continuing at AS Level at Wymondham High 6th form. Students can continue to study Fine Art or can consider Art Textiles or Art Multimedia. Students can also continue their studies at other local FE colleges. This can then lead to an 'Arts' foundation or a BA (Hons) degree course. Alternatively students may enter training and/or careers in art related vocations. The list and possibilities are endless so choose GCSE Fine Art for a balanced and well-rounded creative experience!



OPTIONAL » GCSE Art Textile Design

Awarding Body and Specification
Code EDEXCEL 2TE01 (Textile Design)



Overview

The change in our curriculum provision offers the Art Department the opportunity to extend its successful two GCSE courses over three years to provide a more personalised and contemporary curriculum for Year 8 students who enjoy an Arts based subject.

The first year of the Textile Design GCSE course is designed as a 'foundation year' based on a series of projects with an emphasis on practical art and design skills covering processes such as drawing, painting, fabric manipulation, printmaking, relief, photography, machine and hand textile construction, three-dimensional design and digital media. Topics cover a broad range of ideas giving students the maturity, skills and experiences to launch their GCSE course in Year 10.

**Please note that all work that is generated in the foundation year is valued and will be included in the overall assessment at the end of Year 11.

Foundation Year	Year 10 First year of GCSE	Year 11 Second year of GCSE
3 skill based projects allowing students to learn and experiment with new and existing art techniques	(1) The Environment + Natural Form Project (2) Colour Project	(1) Image + Identity Project (Mock Exam project) Externally Set Assignment
Assessment: The final GCSE is made up of 60% coursework and 40% externally set assignment. All work is assessed using the four revised assessment objectives. These are summed up as; develop/review/record/present.		

Information you need to know

The foundation year offers students a range of starting points including observation, the work of others, and thematic enquiry. This combines a realistic opportunity to excel for those students who are more confident about their art skills. The Art Department places great emphasis on the process of making and the journey of the students' work. We provide regular opportunities for groups to discuss their work and share ideas both in class and in extra support sessions run after school. After school support sessions are available to all students, every day. There will also be a variety of enrichment opportunities over the 3 years to support students' creativity and imagination.

The Textile Design course suits students who enjoy being practical and creative and expressing their own ideas and feelings. Skills developed in the foundation year will be easily transferable to Fine Art if students feel that this is the direction they wish to take their art practice at GCSE level.

What do you need to know, or be able to do?

It is important at Wymondham High School that students have a commitment to, and love, of the subject and feel motivated to develop visual skills and express their own ideas. This is achieved by working with department staff through projects with a mature and focused work ethic.

This course is suitable for students who are:

- Keen to develop their visual art skills building on what they have learnt in Years 7 and 8.
- Creative, enthusiastic and imaginative.
- Able to sustain an investigation.
- Able to enjoy visits to galleries, museums, workshops and artists' studios.
- Willing to experiment and take risks in their work.
- Eager to review their progress and make improvements.



Coursework

Work produced in the foundation year and in Year 10 and Year 11 makes up the 'Personal Portfolio.' This covers a range of activities and in-depth assignments. Students will have the opportunity to experiment with different media and materials in order to explore their strengths and preferences. The main aim of the unit is to develop students' visual language skills and to build confidence and a comprehensive and fluent portfolio of work.

Externally Set Assignment (ESA)

Students will be given a ten-week period (20 hours) of preparation for the controlled test. During this period, students are supported by staff in a nurturing environment. The controlled final response (10 hours) is produced under examination conditions and must be unaided. During the ten-week preparatory period, an A3 sketchpad and body of appropriate supporting work is produced assisting in the progression of the externally set assignment.

What next after GCSE?

On completion of the rewarding GCSE Textile Design course, students have many options open to them. This may be continuing at AS Level at Wymondham High 6th form. Students can continue to study Art Textiles or can consider Fine Art or Art Multimedia. Students can also continue their studies at other local FE colleges. This can then lead to an 'Arts' foundation or a BA (Hons) degree course. Alternatively students may enter training and/or careers in art related vocations. The list and possibilities are endless so choose GCSE Textile Design for a balanced and well-rounded creative experience!



OPTIONAL » GCSE Computing

Awarding Body and Specification: OCR Computing GCSE
Code J275



Overview

We are introducing Computing GCSE for the first time as an option subject to stimulate and challenge students who have an interest in computer programming.

Computing is very different to the ICT GCSE course delivered in the core, especially on the practical side. The practical part of the ICT course is based on developing transferable skills with a range of Microsoft applications such as spread sheets, databases, web design software and Adobe graphics software. In today's modern world of work and leisure, these are important life skills and we teach them to a high level. Computing on the other hand concentrates on learning and understanding the use of algorithms in computer programs like Visual Basic and students are then expected to use these skills to develop their own computer programs to solve problems. Computing is therefore a much more specialist course than ICT and students must have an ability to think logically and have a good knowledge of Mathematics. This course would suit students who are targeted at least a B in Mathematics at GCSE.

Unit	Description	Weighting % of GCSE
Unit 1 Computer Systems and Programming	Written exam (1 hour 30 minutes): A mixture of short and long answer questions, some of which require candidates to write some program code.	40%
Unit 2 Practical Investigation	Controlled assessment (20 hours): Candidates carry out a practical investigation of a topic chosen from a set of options supplied by the exam board.	30%
Unit 3 Programming Project	Controlled assessment (20 hours) : Candidates create solutions to computing tasks from a set of options supplied by the exam board.	30%

Progression

Students who enjoy Computing at GCSE and are keen to continue can study A Level or other Level 3 Computing courses. At university there is a wide range of computer based degrees with options to specialise in areas of particular interest to the student. Post, or even pre-university, there are a wide variety of lucrative careers involving computing for those with a passion for the subject and a willingness to keep learning. In fact, the growth and evolution of new technologies means in the future there will be lots of jobs that require computing skills that we have not even thought about yet! Computing is a subject that could awaken a passion that could lead anywhere and last a lifetime

CORE OPTION » GCSE Culture and Enterprise Studies (CES)

Awarding Body and Specification
Code AQA 4072



Overview

CES will involve the statutory PSHE, Citizenship and RE requirements as well as including Sociology, encouraging debate and involvement and including research of interesting, up-to-date themes. All students will follow the AQA GCSE Humanities course.

GCSE Humanities (Four units will be studied in Years 9 and 10)

Core Unit 1: Culture and Beliefs – How cultures are formed and why they are different; How we are influenced by our family and other external influences; Nature vs Nurture; Case Study (The Amish); Case Study (Euthanasia); Ethical Issues and Moral Questions.

Core Unit 2: Environmental Issues – Global Warming; Pollution; Destruction of Rainforests; Case Study (Palm Oil Cultivation and how it threatens habitats); Pressure Groups and how they can make a difference.

Option Unit 1: Conflict and Co-operation – Causes and Effects of various conflicts including Northern Ireland Conflict, Palestine/Israeli Conflict, Vietnam War and The Cold War; Human Rights in Afghanistan; Sharia Law and its impact on certain countries; The Fight for Civil Rights in America including work on Malcolm X and Martin Luther King; Conflict Resolution.

Option Unit 2: Family and Socialisation – How 'family' has changed over time; The role of marriage and divorce; The role of women in the home

GCSE Sociology (Two units will be studied in Years 10 and 11)

Unit 1: Studying Society, Education, Families – An introduction to central terms and concepts used in Sociology including: Socialisation; Schools Today – including faith schools, free schools, testing, special needs; Educational Achievement – differences between gender, class, ethnicity and how this affects achievement, influences on achievement such as parental values, peer groups, streaming, etc; Families – types of family in Britain today, cultural diversity, migration.

Unit 2: Crime and Deviance, Mass Media, Power, Social Inequality – What is Crime? Defining crime and deviance, consider how individuals are encouraged to conform to social rules; Why do People Commit Crime?; How does Crime Affect People?; Mass Media – what is it and what is its significance in our society?; Power – a basic understanding of the role of citizens in the political process in Britain; Social Inequality – is there a class system? What Affects our Life Chances?

There is a lot of cross-over between the two qualifications – this is intentional and will mean that students revise topics thoroughly before the examinations.

Assessment

Students will be entered for one or both of the GCSE's, depending on their ability and performance.

GCSE Humanities – Students will be examined at the end of Year 10 – they will have two exam papers. During Year 10 they will also be expected to complete one extended piece of work which is worth 20% of the exam grade.

GCSE Sociology – Students who make the required progress will be entered for the examination at the end of Year 11. There are two exam papers. There is no controlled assessment for this qualification.

Why Choose CES?

This is a course which involves elements of various Humanities subjects including Geography, History, Citizenship, Sociology, Psychology and Religious Studies. Any student who intends to study any of these subjects at AS/A level should consider this subject as it will prepare them with the basics to enable a wider understanding at a higher level.

General Studies is delivered in our Sixth Form to all students and CES gives a good grounding to enable students to be successful in this subject. The course is designed so that each week involves working on a new sub-topic. This means every lesson will be different and varied.

OPTIONAL » GCSE Drama

Awarding body and Specification
Number: EDEXCEL 1699



Overview

Drama is all about understanding what it is like to put yourself in somebody else's shoes. Students will play many parts in different imaginary situations. They will have the opportunity to create their own work as well as look at plays written by other people. They will develop their improvisation skills from Key Stage 3 to a higher level. They will also look at plays in more detail and look at different ways of bringing a script to life on stage.

Year 9 Foundation course in Drama Skills

STUDENTS WILL EXPLORE	GCSE ELEMENT
Devised Drama based on a theme	Unit 1
A Script	Unit 2
Learn Technical Vocabulary	Units 1 and 2 practical and written
Physical Theatre (including vocal training)	Units 1 and 2
Improvisation	Units 1, 2 and 3

Year 10 and 11 Course Structure

Students will undertake Practice Units 1–3 in Year 10 preparing them for Real Units 1–3 in Year 11

- Unit 1** Exploring Drama to express feelings and ideas about a range of issues. Examples of topics: crime and punishment, celebrity, media and identity, conflict.
- Unit 2** Looking at a play to see how a playwright expresses ideas about a theme or topic and exploring ways of making the play work on stage. Examples of plays: One Man, Two Guvnors, Mudlarks, Bassett. The choice of texts will vary from year to year. Where possible students will be able to see the play they are exploring in production either locally or in London.
- Unit 3** Students will have the choice of being involved in a play from an existing script or create and devise a play themselves or a combination of both.

Assessment Students can achieve grades A*–G in GCSE Drama.

Practical Exam – 40% of GCSE is a practical performance. Students will take part in a play that they have created as a group or rehearsed from a script. Students will perform the play in front of an audience and the examiner will be present at one of the performances.

Coursework – 60% of Drama GCSE is coursework. This contains practical performance work and a written portfolio. These are assessed by the class teacher. Coursework involves taking part in two different workshops. In one, students will use all that they have learnt about Drama to explore their responses to a range of material presented by the class teacher. In the other workshop, written work is undertaken through controlled assessment. Students will explore a play and show their understanding of Drama by taking part in a number of exercises based on the play.

Progression

Skills – Communication, negotiation and problem solving are just some of the skills students can develop. Drama can help improve confidence and prepare students to deal with a range of different situations and people. The study of Drama can help develop transferable skills, which can take students into any career or job.

Courses – AS or A Level Drama and Theatre Studies; Vocational A Level in Performing Arts; BTEC National Certificate or Diploma in Performing Arts; Performance Design and Technology.

Why Take Drama?

Drama is not just about performance; it's about creativity, communication and cooperation. Drama will enable you to develop your confidence both in terms of exchanging ideas with others and in improving your own performance skills. Drama is a collaborative art form and throughout the course students will learn how to create work as a team. Ultimately, Drama GCSE allows students to flourish, to explore their beliefs, make comments on the wider world and to work with people of all abilities and backgrounds. It's as close to real life as possible!

CORE » GCSE English Language and English Literature

Awarding body: AQA 4705; 4710



Overview

The three year Key Stage Four Course in English will commence with a foundation stage for all sets. This will focus on the key competencies as examined in the AQA English Language and English Literature course (Speaking and Listening, Reading and Writing Non-fiction Texts and Writing under Controlled Conditions). Students will be set according to ability and an internal examination at the end of Year 9 will provide opportunities for resetting where appropriate.

The course will commence in Year 10 and for some students in certain sets, there may be an opportunity to study a Media Studies GCSE course instead of following English Literature in order to develop their analytical skills of non-fiction texts. The assessments to be completed under controlled conditions will change every two years and it is for this reason that students will not complete them in Year 9.

The majority of students will take both English Language and English Literature, which count as two GCSEs. Over the course of two years, students will study a range of literary and non-fiction texts, and will be assessed in three ways: Reading (the ability to interpret texts); Writing; Speaking and Listening. For the examinations, students may be entered at the higher tier (grades A* to D) or foundation (C to G).

English Language

Unit 1: Understanding and Producing Non-fiction Texts (2 hour examination: 40% of total assessment)

Section A Reading – responding to a number of non-fiction texts.

Section B Writing – completing two writing tasks.

Unit 2: Speaking and Listening (Controlled assessment: 20% of total assessment)

Students will undertake speaking and listening tasks during lessons. These will consist of: presenting; discussing and listening; role playing.

Unit 3: Understanding Spoken and Written Texts and Writing Creatively (Controlled Assessment: 40% of total assessment)

- Extended Reading (1200 words; worth 15%) – a response to a text studied in class.
- Creative Writing (2 tasks totalling 1200 words; worth 15%) – two tasks chosen from the following topics: Moving Images; Commissions; Re-creations.
- Spoken Language Study (1000 words; worth 10%) – an investigative study into the evolution of spoken English.

English Literature

Unit 1: Exploring Modern Texts (One hour 30 minute examination: 40% of total assessment)

Section A: Modern Prose or Drama – a response to a text studied in class.

Section B: Exploring Different Cultures – a response to a text studied in class.

Unit 2: Poetry Across Time (1 hour 15 minute examination: 35% of total assessment)

Section A: Poetry Cluster from the AQA Anthology – a response to poetry studied in class.

Section B: Unseen Poetry – a response to a previously unseen poem.

Unit 3: Significance of Shakespeare and English Literary Heritage (Controlled Assessment: 25% of total assessment)

One response linking a Shakespeare play to a heritage text (2000 words).

* From September 2010, Controlled Assessment has replaced coursework. These tasks will be completed under teacher supervision in the classroom environment, with a time limit as directed by the examination board.

Progression

English opens many doors: reading and understanding texts will help your comprehension skills – a valuable tool in the outside world; secure writing skills will allow you to communicate clearly with others and is essential for many A level courses; speaking and listening tasks will help build your confidence – another important asset for your future.

OPTIONAL » GCSE Food Technology

Awarding Body and Specification
Code OCR J302



Overview

GCSE Food Technology aims to promote the careful and thoughtful use of ingredients and components to encourage the development of a wide range of skills and knowledge to produce creative, innovative food products. Students have the opportunity to work with design concepts and materials in ways which recognise the requirement for wise choices in terms of meeting the needs of people, society and the environment.

It is important that students realise that although this course has strong practical elements in it this is not a cooking course; it addresses a wide range of food products, from the initial concept through to commercial manufacture. There is theory, application of food science, sustainable design and how to produce food outcomes in an industrial setting.

It is expected that students will provide their own ingredients and an A4 presentation folder for use in this course.

Structure and Assessment

Throughout the 3 year course students will undertake a variety of research, design and practical assignments to guide them towards the completion of their portfolio of evidence and to prepare them for the exam. Y9 will be a foundation year allowing students to work in all the areas of the course to improve their knowledge, skills and understanding. In Y10 and Y11 they will be formally assessed both in designing and making and through formal examinations.

Structure and Assessment

Unit Code	Unit Title	% of Grade	Duration	Assessment
A521	Introduction to designing and making	30%	20 hours	coursework – portfolio of evidence
A522	Sustainable design	20%	1 hour	written exam
A523	Making quality products	30%	20 hours	coursework – portfolio of evidence
A524	Technical aspects of designing and making	20%	1 hour 15 minutes	written exam

Progression

Completion of this course would enable students to move onto A-level Product Design or engage in related courses in Further Education, such as Catering and Chef training courses at City College or future vocational experience or employment.



OPTIONAL » GCSE French

Awarding Body and Specification
Code AQA 4655



Overview

The GCSE course is a three-year linear course which builds upon knowledge of topics and grammar studied in Year 7 and 8. During the first year of the course, students will extend their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written French. They will practise speaking and writing French with increased accuracy as well as be able to give and justify their opinions on various issues.

Course Structure

The course covers the following contexts:

Lifestyle

- Health
- Relationships and Choices

Leisure

- Free Time and the Media
- Holidays

Home and Environment

- Home and Local Area
- Environment

Work and Education

- School/College and Future Plans
- Current and Future Jobs

Assessment

Students can be entered for different tiers in Listening and Reading

Unit 1	Listening	20% Foundation 35 minutes, Higher 45 minutes
Unit 2	Reading	20% Foundation 30 minutes, Higher 40 minutes
Unit 3	Speaking	30% (internally assessed)
Unit 4	Writing	30% (externally marked)

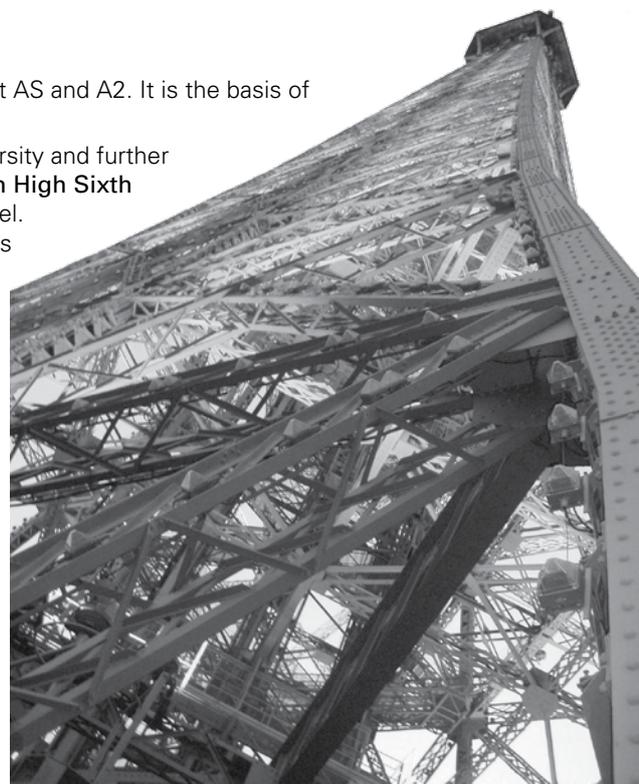
Progression

This qualification provides a foundation for the further study of French at AS and A2. It is the basis of lifelong language learning.

The study of a language at Key Stage 4 is a requirement for many university and further education courses as well as a requirement for entry to Wymondham High Sixth

Form from September 2015. It is, of course, invaluable for foreign travel.

Languages can be studied on their own or combined with many subjects such as Law, Business, Media, Literature, History of Art, Sciences, Humanities, IT and Engineering. Studying a language promotes the development of communicative, interpersonal and presentational skills as well as increasing job opportunities.



OPTIONAL » GCSE Geography

Awarding Body and Specification
Code OCR Specification B (J385)



Overview

Geography is essential in our lives, a constant source of amazement, ever changing and essential for managing our environment – from towns to natural hazards to ecosystems. From choosing our summer holidays or how and where to spend a gap year, to informing our shopping habits, to dramatic and heart breaking earthquakes and tsunamis, we are influenced by geography. With climate change and extreme weather conditions, the reliance on fossil fuels and the nuclear debate, and decisions on where to build much needed houses, for example, no other subject is as regular a feature in our news.

Wymondham High Geography Department's approach to geography is one of discovery. We live on an incredible, diverse planet and we will encourage all our students to ask questions that deepen their understanding of the physical and human characteristics of real places.

Students opting for Geography will take the following route: in Year 9 they will complete a 'foundation course'; in Years 10 and 11 students will follow the GCSE Geography course. The Foundation Course aims to build on the learning in Years 7 and 8, continuing to develop subject knowledge for the GCSE, and to develop geographical skills that are important for completing the GCSE successfully – skills such as decision making exercises, research projects, fieldwork projects and map work skills in Year 9. There will be a fieldtrip to The Broads to investigate sustainable management of the environment and tourism in this area of outstanding natural beauty.

The GCSE will help students to understand world issues whilst developing lifelong skills. The course places great emphasis on the idea of sustainability – a central focus of governments around the world. However it also develops the ability to organise, problem solve; interpret data, text, maps and images, and to write detailed reports justifying decisions - skills that are highly valued by employers.

Foundation Course Structure

The contents of this year's course will help Year 9 students to appreciate differences and similarities between places, people and environments. They will explore the social, economic, environmental and political connections between places, and aspects of interdependence. They will further develop their understanding of the concept of sustainability, for example in terms of managing our oceans' resources. Students will be encouraged to think critically, constructively and creatively. They will develop research, analysis and evaluation skills and will learn to draw and justify conclusions more effectively.

Foundation Course Themes

1. Development

How does economic development vary between places? Why are there such huge variations in economic development globally? How does the level of economic development affect other aspects of development of a country? Is anything being done to reduce the economic gap between countries?

2. The Ocean

What role does the ocean play in the natural life of our planet? How do we use the ocean? How are we harming the ocean and does it matter? How can we use the ocean more sustainably?

3. Plate Tectonics

Students learn about the structure of the Earth and about the different plate movements. They study the different plate boundaries and their characteristics. They learn about real events, using the most recent case studies on earthquakes, volcanic eruptions and tsunamis. They discover why people continue to live in such hazardous areas and how they try to adjust to the hazard.

4. Tourism

What is tourism? How important is it to a place? Is it all good, or are there down sides to tourism?

5. Global fashion

What is 'globalisation'? Who has driven it and why? What are TNCs? What are the costs and benefits of globalisation? Students will explore the clothing industry to discover the issues surrounding globalisation.

OPTIONAL » GCSE Geography continued



6. Close up on China

China has one fifth of the World's population and is the fourth largest country by area. 200 years ago it was the world's wealthiest country. Thanks to its size and rapid development in recent years, China's influence in the world is growing – Students need to know about China!

7. Our world in 2030

What is our 'ecological footprint?' Is our ecological footprint sustainable? What problems will arise if we carry on as we are? What can we do to make our eco-footprint more sustainable?

GCSE Course Structure

This course is based around the study of four key themes, as outlined below:

- Theme 1 Rivers and Coasts** – Students investigate the dynamic nature of river and coastal systems and the factors which have shaped them. They will focus on flooding, coastal collapse and management.
- Theme 2 Population and Settlement** – Students investigate the link between population and economic development. What pressures do population changes put on resources and settlements?
- Theme 3 Natural Hazards** – Students study our planet at its most violent and hostile: earthquakes, volcanoes, hurricanes and drought. They investigate how risks can be managed and reduced.
- Theme 4 Economic Development** – Investigate why some countries are poorer than others and how this can be resolved. They assess the factors influencing industrial location and evaluate the effects of multinational companies. They study the environmental impact of different industries.

Assessment

Candidates are assessed via three different units which each test different knowledge and skills.

Unit B561: Sustainable Decision Making Exercise (SDME) – worth 25% of the GCSE grade

This is a one hour written exam paper, externally assessed. Candidates use a variety of resources to make and justify a decision about how to manage a real issue. The resources for the exam are pre-released and taught in class giving students plenty of opportunity to discuss the issue raised and possible questions.

Unit B562: Geographical Enquiry – worth 25% of the GCSE grade

Students complete one piece of coursework done under controlled conditions at school. The enquiry is based on data collected on a local field trip (2000 words). The work is internally assessed but externally moderated.

Unit B563: Key Geographical Themes – worth 50% of the GCSE grade

This is a written exam paper taken in June of Year 11 and is externally assessed. It covers three of the four main themes (we know which ones in advance), and lasts 1½ hours.

Tiers

GCSE Geography is available in two tiers; the Foundation Tier is for students better at short, structured questions and aiming to achieve grades G to C. The Higher Tier is for students with well developed knowledge, understanding and skills who are aiming for grades D to A*.

Progression

GCSE Geography is an excellent foundation for progression to A level Geography, which sits well with both Science and Arts subjects. As Geography develops many transferable skills, this means a variety of degree options are available from Environmental Science, Development Studies to Architecture and Law. Recent Wymondham High School A –level Geography graduates include ICT consultants; environmental impact consultants; accountants; retail buyers; trainee town planners; a criminologist; and trainee solicitors.

OPTIONAL » GCSE German

Awarding Body and Specification
Code AQA 4665



Overview

The GCSE course is a three-year linear course which builds upon knowledge of topics and grammar studied in Years 7 and 8. During the first year of the course students will extend their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written German. They will practise speaking and writing German with increased accuracy as well as be able to give and justify their opinions on various issues.

Course Structure

The course covers the following contexts:

Lifestyle

- Health
- Relationships and Choices

Leisure

- Free Time and the Media
- Holidays

Home and Environment

- Home and Local Area
- Environment

Work and Education

- School/College and Future Plans
- Current and Future Jobs

Assessment

Students can be entered for different tiers in Listening and Reading

Unit 1	Listening	20% Foundation 35 minutes, Higher 45 minutes
Unit 2	Reading	20% Foundation 30 minutes, Higher 40 minutes
Unit 3	Speaking	30% (internally assessed)
Unit 4	Writing	30% (externally marked)

Progression

This qualification provides a foundation for the further study of German at AS and A2. It is the basis of lifelong language learning.

The study of a language at Key Stage 4 is a requirement for many university and further education courses as well as a requirement for entry to Wymondham High Sixth Form from September 2015. It is, of course, invaluable for foreign travel. Languages can be studied on their own or combined with many subjects such as Law, Business, Media, Literature, History of Art, Sciences, Humanities, IT and Engineering. Studying a language promotes the development of communicative, interpersonal and presentational skills as well as increasing job opportunities.

OPTIONAL » GCSE History

Awarding Body and Code

AQA History A (Schools History Project) (4042)



Overview

History at GCSE is a three year course. You are required to study History in at least two different ways; in depth and thematically. You will find out about how people's lives have changed and how people in the past may have thought differently from us. Sometimes you may think societies have progressed and sometimes you may think they haven't.

Studying History develops many useful skills. You will not only be much more critical of what you read and hear on the news but you will also develop your abilities to reason and argue your point of view with supporting information. In the first half of Year 9 you will follow an introductory foundation course, which will further develop the key skills necessary for a successful GCSE, through different historical case studies. It will also prepare you for the controlled assessment. You will then start your GCSE course which comprises 3 units and will be studied through the rest of Year 9, 10 and 11.

Course Structure for AQA GCSE History

The course is divided into 3 units:

- Unit 1** **Study in Development:** Medicine Through Time (40401A): This study is intended to extend candidates' understanding of chronology by investigating developments in medicine over a long period of time. At its core is a study of changes in medicine, surgery and public health Ancient World of Classical civilisations to the present day.
- Unit 2** **Enquiry in Depth:** Germany 1919–1945(40402D): This Enquiry in Depth examines the development of totalitarianism in Germany and its impact. The study deals with conditions in Weimar Germany as a basis for explaining Hitler's rise to power. It examines the appeal and impact of National Socialism on the people living in Germany.
- Unit 3** **Historical Enquiry – History Around Us (40403) Controlled Assessment.** Students have an assignment to complete of 2000 words based on the study of a local site in its historical context. This will require pupils to visit and carry out an investigation of the Workhouse.

Assessment

Assessment is by final examination and controlled assessment. The final examination will take place in the June of Year 11 and the controlled assessment will be submitted in that year too.

Assessment Exercise	How Assessed	Assessment Content	% of GCSE
1. Study in Development	Medicine Through Time	Exam: 1 hr 45 mins	35%
2. Enquiry in Depth	Germany 1919-45	Exam: 1 hr 45mins	40%
3. Historical Enquiry	An assignment based on Gressenhall		25%

Progression

Students with a GCSE in History can continue to study the subject at A Level and beyond. There are many choices open to those who have studied History, such as careers requiring good communication skills as well as an ability to analyse and evaluate eg. law, business, management, journalism, media, the health service, social work, travel and tourism, museums, local government, politics, government/academic research and of course teaching!

CORE » GCSE OR AIDA ICT GCSE or Vocational Equivalent

ICT GCSE or Vocational Equivalent DIDA (Diploma in Digital Applications)
Awarding Body and Specification: EDEXCEL IT GCSE or EDEXCEL DIDA



Overview

Based on their attitude and aptitude in ICT in Years 7 and 8, students will be split into different sets in Year 9. Some sets will do the straight GCSE course by Edexcel in ICT. Other sets will follow the updated vocational DIDA course which is graded in the same range (A* to G) as the GCSE. Over the last 3 years, the school has had great success with the DIDA course.

The main difference between the two courses is the weighting of coursework to examination. The GCSE is 60% coursework and 40% exam whereas the DIDA course is 75% coursework and 25% exam.

On both courses students will learn how to make the best use of ICT tools to produce publications for different purposes. These will include paper-based publications such as letters and leaflets and screen-based publications such as web pages and presentations. You will also use database and spreadsheet software to analyse and present information.

Assessment Edexcel ICT GCSE course

Unit	Description	Weighting
Unit 1 Living in a Digital World	90 minute written examination. Students explore how digital technology impacts on the lives of individuals, organisations and society.	40%
Unit Using Digital Tools	Edexcel set coursework project involving several tasks to produce effective ICT solutions in a range of contexts using: spreadsheets, DTP, presentations and database software amongst others.	60%

or Edexcel DIDA course

Unit	Description	Weighting
Unit 1 Using Digital Tools	75 minutes computer based examination testing student skills with presentation software, DTP, spreadsheets and databases.	25%
Unit 4 Digital Imaging	Edexcel set coursework project involving several tasks creating graphical products using both vector drawing programs and photo editing software.	75%

ICT is delivered in 4 hours a fortnight and students will take three years to build their skills and understanding to complete their ICT qualification and will therefore certificate at the end of Year 11.

Progression

ICT plays an important role in nearly all careers in 21st Century businesses and is an important life skill as technology impacts on so many facets of our modern lives.

- ICT is a useful route into further and higher education.
- You could develop a career on the creative side of new media like web-design or online publishing, or you might follow a path that leads into even more technical ICT areas.
- You might be more interested in managing the whole ICT process in a business, or you might use your software knowledge to take you into sales & marketing.

Overview

Single GCSE Mathematics (Linear) course

Modular GCSE Courses are no longer available and so Mathematics GCSE will therefore consist of 2 examinations at the end of Year 11: one Calculator Paper and one Non-Calculator. Topics from Number, Algebra, Geometry & Measure and Probability & Statistics will be spread between the two exams. The subject content for the examination papers is presented in two tiers: Foundation (grades G–C) or Higher (grades D–A*). A grade C achieved on the Foundation tier is identical to a grade C on the Higher tier and students will be entered according to the best chance for them to secure their potential. Coursework is no longer required for GCSE Mathematics. From 2011 onwards, more emphasis has been placed on the ability to select appropriate methods and form a strategy.

Assessment

Assessment Objective A01 (Content), weighting 50% spread between both papers:

Number & Algebra – Calculating with fractions, decimals, percentages and ratios and using these in other contexts such as probability. Evaluating and manipulating algebraic expressions, forming and solving equations and drawing and interpreting graphs.

Geometry & Measure – Using rules and relationships associated with angles, perimeter, area and volume. Transforming shapes with reflections, rotations and enlargements. Using units of measure and compound measures such as speed and density.

Probability & Statistics – Calculating and using averages and measures of spread. Presenting data with appropriate graphs and charts and interpreting these to analyse data and draw conclusions. Calculating theoretical and experimental probabilities and expected outcomes.

Assessment Objective A02 (Selecting Mathematical Methods), weighting 30%

Assessment Objective A03 (Forming a Strategy), weighting 20% spread between both papers:

Analysing problems presented as ‘larger’ questions with the traditional structure and clues removed. Putting subject skills and facts to use in the context of solving problems. Using strategies to break down problems into a series of manageable tasks. Spotting rules and patterns and communicating these mathematically.

Independently of these weightings, the HIGHER TIER will include 20–30% Functional elements (questions that place mathematics in a real life context) and the FOUNDATION TIER will include 30–40% Functional elements.

Progression

During Year 9 students will study all AO1 topics in order to establish a suitable base of knowledge for Maths GCSE at the appropriate tier of entry. There will also be frequent applied and functional tasks in order to improve students’ ability to think for themselves, apply the topics learned and form strategies (AO2 & AO3).

During Years 10 & 11 students will study the main GCSE Maths course. Top set students will also take an additional GCSE in ‘Further Mathematics’. This pushes them on to topics relating to AS Level Maths and Further Maths, but is not a requirement for other students who wish to study Maths at AS level. Other sets may opt to take Functional Skills Maths at level 1 or 2 and for some we are also considering a level 1 or 2 qualification in Money & Finance Skills.

Further Progression

- GCSE Mathematics at a good standard is a requirement for most Sixth Forms and many employment opportunities.
- The skills learnt during the GCSE course provide essential knowledge for everyday life, logistics and personal finance.
- AS/A2 level Mathematics is an extremely well recognised progression supporting a huge number of degree courses and careers such as economics, accountancy, design, architecture, law and medicine. An A* or A grade in GCSE Maths is recommended before commencing AS level Maths.
- For high achieving GCSE students, AS/A2 Further Mathematics is an increasingly popular subject which greatly assists degree courses with a high mathematical content such as engineering.
- There are a number of degree courses which combine Maths with another subject.

OPTIONAL » GCSE Music

Awarding Body and Specification
Code EDEXCEL (2MU01)



Overview

GCSE Music covers performing, composing and listening in a wide variety of musical styles – popular music, world music and classical music. Students do not have to be having lessons on a musical instrument at the start of the course. However, performing as a soloist and as a member of a group counts for 30% of the course. Students, therefore, need to be willing and able to perform. Keyboard or singing work, already covered in Years 7–8, could be developed further for this part of the course.

The school supports students in their preparation for the performing unit of this course by providing an individual half hour lesson once a week, on the instrument of their choice, free of charge.

Course Structure

The course is divided into three main areas:

Performing 30% – Students will work on solo and ensemble performing and contribute to termly Showcase concerts.

Composing 30% – Students will learn to compose and arrange in a variety of styles and will then submit their two best pieces for assessment.

Listening 40% – Students will learn to analyse, recognise and discuss styles of music from set works covering each of the four different Areas of Study: Western Classical Music 1600–1899, Music in the 20th Century, Popular Music in Context, World Music.

In Year 9 Students will have the opportunity to work on solo and group performance skills. They will be introduced to recording their performances, and will also have the opportunity to learn music technology skills in the studio. (This will benefit those who plan to continue to AS and A2 Music Technology).

They will also work through a variety of compositional tasks, developing their skills in preparation for the coursework, which they will complete in Year 11. These tasks will be linked to the study of pieces from all styles and periods of music, giving an excellent grounding for the study of the Set Works which will begin in Year 10.

They will also develop a more detailed understanding of music theory than is possible in the mixed ability lessons in Years 7 and 8, and there will be an opportunity to complete the Associated Board Grade 5 theory exam during this time. (This is particularly appropriate for those wishing to move beyond grade 5 practical exams).

In Years 10 & 11 Students will study Set Works from the Anthology, and work towards the completion of their coursework, as outlined below.

Assessment (Coursework)

Solo Performance: One solo piece performed 15%.

Ensemble Performance: One ensemble piece performed, or rehearsed and directed 15%.

Composition 1: One composition or arrangement based on one of the four Areas of Study 15%.

Composition 2: Another composition or arrangement, but based on a different Area of Study 15%.

Assessment (Final Examination)

Listening: Students will do a 1½ hour listening exam at the end of the course based upon the Set Works from the four Areas of Study 40%.

Progression

GCSE Music is useful for any job that involves communication and expressive skills. It is also a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology) and the new Vocational A Level in Performing Arts. Future jobs might include careers in the music industry, publishing, entertainment and teaching.

OPTIONAL » GCSE Photography

Awarding Body and Specification
EDEXCEL 2 PHY01 (GCSE PHOTOGRAPHY)



Overview

The new change in the KS4 curriculum offers the Art Department the opportunity to expand its successful two GCSE courses over 3 years to provide a more personalised and contemporary curriculum for Year 8 students who enjoy an Arts based subject.

Following the success and popularity of the Fast-track GCSE Photography course, this year the Art Department is pleased to be able to offer GCSE Photography as a new option subject.

Course Structure

The first year of the Photography GCSE course is designed like a 'foundation year' based on a series of mini projects with an emphasis on practical photography skills. In the foundation year students will gain an introduction to creative darkroom techniques and processes, as well as learning the basic skills of manual and digital photography and digital editing. Topics cover a broad range of ideas giving students the maturity, skills and experiences to launch their GCSE course in Year 10.

**Please note that all work that is generated in the foundation year is valued and will be included in the overall assessment at the end of Year 11

Foundation Year	Year 10 First year of GCSE	Year 11 Second year of GCSE
A series of short workshops introducing students to darkroom, digital and manipulation processes.	(1) Light Project (2) Colour Project	(1) Past, Present Future film project (Mock Exam project) (2) Externally Set Assignment
Assessment: The final GCSE is made up of 60% coursework and 40% externally set assignment. All work is assessed using the four revised assessment objectives. These are summed up as; develop/review/record and present		

Information you need to know

The foundation year offers students a range of starting points including observation, the work of others, and thematic enquiry. This combines a realistic opportunity to excel for those students who are more confident about their photography skills. The Art Department places great emphasis on the process of making and the journey of the students' work. We provide regular opportunities for groups to discuss their work and share ideas both in class and in extra support sessions run after school. After school support sessions are available to all students, every day. There will also be a variety of enrichment opportunities over the 3 years to support student's creativity and imagination and to provide additional opportunities for location-based photography.

The Photography course suits students who enjoy being practical and creative and expressing their own ideas and feelings.

What do you need to know, or be able to do?

**It is important at Wymondham High Academy that students have a commitment to, and love, of the subject and feel motivated to develop visual skills and express their own ideas. This is achieved by working with department staff through projects with a mature and focused work ethic. **

This course is suitable to students who are:

- Keen to develop their photographic skills
- Creative, enthusiastic and imaginative.
- Able to sustain an investigation.
- Able to enjoy visits to galleries and location shoots.
- Willing to experiment and take risks in their work.
- Eager to review their progress and make improvements.

OPTIONAL » GCSE Photography continued



Coursework

Work produced in the foundation year and in Year 10 and Year 11 makes up the 'Personal Portfolio.' This covers a range of activities and in-depth assignments. Students will have the opportunity to experiment with different techniques and processes in order to explore their strengths and preferences. Coursework units will cover a range of photographic genres and techniques, explored through themes, briefs and live competitions. The main aim of the unit is to develop student's photographic and visual language skills and to build confidence and a comprehensive and fluent portfolio of work. The personal portfolio will consist of sketchbooks, prints and short films.

Externally Set Assignment (ESA)

Students will be given a ten-week period (20 hours) of preparation for the controlled test. During this period, students are supported by staff in a nurturing environment. The controlled final response (10 hours) is produced under examination conditions and must be unaided. During the ten-week preparatory period, an A3 sketchpad and body of appropriate supporting work is produced assisting in the progression of the externally set assignment.

What next after GCSE?

On completion of the rewarding GCSE Photography course, students have many options open to them. Skills learnt in GCSE Photography are ideal for progression to the hugely popular A Level Art Multimedia course at Wymondham High Academy, or students can also continue their studies at other local FE colleges. This can then lead to an 'Arts' foundation or a BA (Hons) Photography Degree course. Alternatively students may enter training and/or careers in art or photography related vocations. The list and possibilities are endless so choose GCSE Photography for a balanced and well-rounded creative experience!



CORE Physical Education

Including Level 1 Award in Sports Leadership (non exam)



Overview

All students will follow a practical Physical Education programme delivered over four lessons each fortnight. Lessons will focus on the students' participation and learning in a range of practical activities. In addition, students will have an opportunity to follow a course in Sports Leadership. The programme in Year 9 will be a set programme. In Years 10 and 11 it will be a balance between set activities and options.

Course Structure for Practical Lessons

The aim of the practical lessons is to give students the opportunity to participate in physical activities conducive to a healthy lifestyle and to have the opportunity to reach their sporting potential. They will be taught and encouraged to develop a positive approach to sport which can be continued into adult life, with an emphasis on physical well-being and enjoyment. Students will learn through: formal teaching; movement experience; sports education; individual, small group and team activities. They will also develop their ability to analyse performance. The range of sports which may be offered include:

Athletics	Badminton	Basketball	Fitness	Cross-Country	Table Tennis
Football	Hockey	Aerobics	Netball	Rounders	Cricket
Rugby	Softball	Dance	Swimming	Handball	Volleyball
Outdoor & Adventurous Activities			Rock-it Ball		

Assessment

Activities are covered in half term units and assessment is carried out and recorded at the end of each unit. The assessment takes into account a student's skill level and application of skills, as well as the understanding of rules, tactics, fitness and an ability to analyse performance.

Course Structure for Sports Leadership

Sports Leadership is taught once a week in Year 10 as part of the options programme. This is a nationally recognised award for young people aged 14–16 years of age. It introduces the area of leadership using sport as the emphasis but teaches generic leadership skills which are useful in all aspects of life. The course aims are: personal development; a stepping stone into employment; development of leadership qualities; community volunteering and involving young people in positive activities.

The course is divided into two modules

Module A covers the fundamentals of sports leadership – organisation, communication, health and fitness, fair play, officiating and knowledge of sport and recreational opportunities.

Module B students lead sporting activities which they have planned and organised themselves, putting into practice the work from Module A.

Assessment

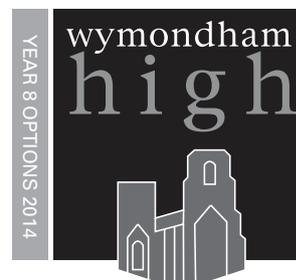
Leadership awards are based on continual assessment over the two modules by the delivering teacher.

Progression

Students are encouraged to continue their interest in sport and leadership through participation in clubs and teams both in and out of school. The school continually tries to expand these opportunities for students of all abilities.

OPTIONAL » GCSE Physical Education

Awarding Body and Specification
Code OCR J586



Overview

This is a full course GCSE qualification that covers three Areas of Study: Theoretical Knowledge; Practical Skills and Analysis of Performance. Students need to be able to show advanced skills in a selection of practical activities and demonstrate their abilities in increasingly challenging situations. Students need a keen interest in the factors that affect participation and performance.

GCSE Physical Education will be delivered over three years. This will give the opportunity for students to fully explore and understand, practically and theoretically, the major influencing factors which affect sports participation and performance. It also allows the required element of time to build their practical skills to GCSE standards across a range of activities.

Course Structure

Papers 1 and 3 are written papers. The theory content of the course is mainly taught during one or two lessons each week. This will be delivered both practically and theoretically. This will allow the content to be applied to physical activity and healthy lifestyle scenarios and for the work to be delivered in contrasting teaching styles so students gain maximum understanding. The syllabus is divided into three sections:

1. Key Concepts of Physical Education.
2. Key Processes of Physical Education.
3. Opportunities, Pathways and Participation in Physical Education.

Papers 2 and 4 are practical. Students will cover a selection of sports delivered in half term units. They will need to offer four sports for assessment at the end of the course. The practical activities are generally taught during one or two lessons each week.

In addition, students will develop their ability to analyse skilled performance and active, healthy lifestyles. This is delivered alongside both the theory and practical elements of the course.

Assessment

Paper 1 will be examined at the end of Year 11. This is worth 20% of the final mark

Paper 3 will be examined at the end of Year 11. This is worth 20% of the final mark.

Paper 2 and 4 require candidates to be assessed in four different practical activities, two for each unit.

Candidates are continually assessed throughout the course, with final assessments and moderation being carried out at the end of Year 11. This is worth 50% of the final mark.

The students' ability to analyse a lifestyle issue is assessed under controlled conditions during the course and analysis of skill performance is assessed similarly in Year 11. Each task is worth 5% of the final mark.

Additional Content

To support the GCSE Syllabus students will develop their leadership, coaching and officiating skills. This may lead to following nationally recognised awards in these areas but this will be a flexible area of the delivery and will be matched to the requirements of the students.

Progression

This qualification can lead onto further study in the area of Physical Education and Sports Studies. It is valuable to students considering employment in the public services and armed forces. It gives a good grounding for anyone interested in coaching and for everyone who wishes to understand how to improve their own and others' participation and performance. It will also develop valuable leadership and social skills needed in all areas of life and build an understanding of sport and how it plays such a major role in our society.

OPTIONAL » GCSE Product Design: Graphics

Awarding Body and Specification
Code AQA 4555



Overview

GCSE Product Design (Graphics) encourages students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible encouraging them to design and make quality products using a wide range of materials. Students will be able to choose other materials to study which might be: Textiles Products and Embellishment; Electronics; Plastics; or combinations of these. Their knowledge of the wider world is progressed through how products are manufactured commercially, and a consideration of the sustainability and the environmental impact of their designs.

Designing is an important part of the course. All project work is based on students designing their own outcomes before they make them. Skills in drawing, Computer Aided Design (CAD) and modelling will be taught to allow students to work at the highest levels. Practical and manufacturing skills including Computer Aided Manufacture (CAM) will be developed to ensure students make outcomes of which they are proud. The ability to research, test and develop knowledge is also important.

Students may be required to pay for the materials they use if they want to take their final products home.

What will you learn?

Photoshop, Illustrator, Techsoft 2D Design, printing techniques, Computer Aided Manufacture, textiles to develop graphic products and much more.

Course structure and assessment

Foundation Year	Y10 First Year of GCSE	Y11 Second Year of GCSE
Y9 will be a foundation year allowing students to work in a wide range of materials. They will improve their design, making and computer aided design skills.	In Graphics/Textile Products students will produce a range of projects which will develop their designing and making skills. In March students will start the GCSE Controlled Assessment task.	Focussing on the externally set assignment, which delivers 60% of the marks, students will design and make an item or items to fulfil the design brief. By the end of Y11 students will have been assessed on designing and making practical work (60% of the final grade) and a written paper (40% of the final grade).
During the 3 years students will also develop their design and written skills ready for the exam at the end of Y11.		

Progression

The course provides an excellent route into A Level Product Design and other Level 3 courses in Creative and Media, Textiles. Further progression post-18 will lead to careers in architecture, engineering, graphic design, textiles design, car design, animation, furniture making and industrial design. Students contemplating any practically based hands-on learning course can benefit from studying Product Design.

Is Product Design for you?

If you are someone who enjoys problem solving and can work on your own to develop solutions that can be modelled or made in workshops and design studios, then this course will suit you. You will be able to experiment with materials and spend time learning how to operate sophisticated machines that can help you make high quality items. You must enjoy drawing and sketching and be able to express your design ideas through words and computer images.

OPTIONAL » GCSE Product Design: Resistant Materials

Awarding Body and Specification
Code AQA 4560



Overview

GCSE Product Design (RM) encourages students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible encouraging them to design and make quality products using a wide range of materials. Students will be able to choose other materials to study which might be: Textiles; Electronics; Timber; Plastics; Metal or combinations of these. Their knowledge of the wider world is progressed through how products are manufactured commercially, and a consideration of the sustainability and the environmental impact of their designs.

Designing is an important part of the course. All project work is based on students designing their own outcomes before they make them. Skills in drawing, Computer Aided Design (CAD) and modelling will be taught to allow students to work at the highest levels. Practical and manufacturing skills including Computer Aided Manufacture (CAM) will be developed to ensure students make outcomes of which they are proud. The ability to research, test and develop knowledge is also important. Students may be required to pay for the materials they use if they want to take their final products home.

What will you learn?

How to use a wide range of tools and equipment to produce high quality products out of a variety of materials, SolidWorks, Techsoft 2D Design, computer aided manufacture, electronics and much more.

Course structure and assessment

Foundation Year	Y10 First Year of GCSE	Y11 Second Year of GCSE
Y9 will be a foundation year allowing students to work in a wide range of materials. They will improve their design, making and computer aided design skills.	In Resistant Materials students will produce a range of projects which will develop their designing and making skills. In March students will start the GCSE Controlled Assessment task.	Focussing on the externally set assignment, which delivers 60% of the marks, students will design and make an item or items to fulfil the design brief. By the end of Y11 students will have been assessed on designing and making practical work (60% of the final grade) and a written paper (40% of the final grade).
During the 3 years students will also develop their design and written skills ready for the exam at the end of Y11.		

Progression

The course provides an excellent route into A Level Product Design and other Level 3 courses in Manufacturing, Creative and Media and Engineering. Further progression post-18 will lead to careers in architecture, engineering, electrical engineering, graphic design, textiles design, car design, furniture making and industrial design. Students contemplating any practically based hands-on learning course can benefit from studying Product Design.

Is Product Design for you?

If you are someone who enjoys problem solving and can work on your own to develop solutions that can be modelled or made in workshops and design studios, then this course will suit you. You will be able to experiment with materials and spend time learning how to operate sophisticated machines that can help you make high quality items. You must enjoy drawing and sketching and be able to express your design ideas through words and computer images.

CORE OPTION » GCSE Religious Studies Philosophy and Ethics (RPE)

Course GCSE OCR Full course Religious Studies B J621



Overview

This course considers religious responses to life's ultimate questions and moral issues. Students will study personal, social, ethical and world issues from the perspective of religion.

Course structure

- Foundation Units
- Introducing Ethics
- Philosophy – For the love of Wisdom
- Basic Christianity

Candidates will study the following 2 topics from each unit:

Ethics 1 (B 603)

- Religion and Human Relationships – Roles of men and women, sexual relationships, marriage and divorce.
- Religion and Medical Ethics – Issues surrounding abortion, fertility treatment, cloning, animal rights and euthanasia.

Ethics 2 (B 604)

- Religion, Peace and Justice – War, pacifism, crime, punishment and social injustice
- Religion and Equality – Sexism, racism, prejudice, forgiveness and reconciliation

Philosophy 1 (B 601)

- Belief in Deity – Nature of God, 'proofs' of God's existence, miracles.
- The End of Life – The Soul, Life after Death, Funerals.

Philosophy 2 (B 602)

- Good and Evil – The problem of evil and suffering in the world, moral behaviour.
- Religion and Science – The origins of the universe, the Big Bang Theory, Evolution, Adam and Eve, people's relationship to animals and the environment.

Assessment

The scheme of work consists of one tier covering the whole ability range Grades A*–G. It is assessed by four 1 hour exams. This is an academic subject. There is no requirement to have any religious belief to study this subject.

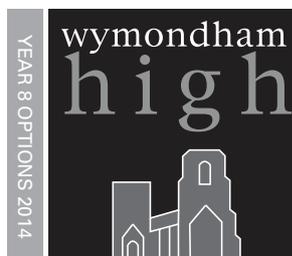
Progression

Candidates can use this qualification to proceed to Advanced level and as an entry level to Further Education. A qualification in Philosophy and Ethics is a useful discipline for anyone who wishes to work closely in careers with medicine, social work and teaching. The philosophical and ethical nature of this course means that it is popular with anyone considering legal work, journalism, broadcasting, the police or the armed forces. Philosophy and Ethics requires students to consider the beliefs of other people and it is therefore a good GCSE qualification for any career that involves working with people.

Methods of Teaching

If you enjoy discussing and debating controversial issues like abortion, war, capital punishment, what happens when we die and gender equality, this might be the subject for you! If you have ideas and opinions that you would enjoy sharing or would like to understand views that are different from yours consider RPE. RPE will also help students to develop essential skills of knowledge, understanding and evaluation in their written work.

CORE » GCSE Science



Edexcel Certificate in Sciences Level 1/Level 2 certificates: Biology, code KB10;
Chemistry, code KCH0; Physics, KPH0

21st Century Science Suite from OCR: GCSE Science A, code J241; GCSE Additional Science A, code J242;

GCSE Biology A, code J243; GCSE Chemistry A, code J244; GCSE Physics A, code J245;

BTEC First Award in Application of Science; BTEC First Award in Principles of Applied Science

A. Overview

With the transition to a three year KS4 at Wymondham High school, comes the opportunity to provide more students with the chance to study the three sciences separately. This will include most students in the cohort and will be tailored at both higher and foundation levels. Students that find the final modules in the separate sciences very challenging, may consequently be entered in the OCR double science award. All Year 9 students starting KS4 in September 2013 will follow a general science course. This will ensure all students develop their scientific knowledge in the common material required regardless of the pathway followed in Year 10. In Year 10 all pupils will progress onto one of the following pathways depending on their suitability, which will be assessed by a range of measures towards the end of Year 9:

- Edexcel Level 1/Level 2 Certificate in the Separate Sciences.
- OCR Separate Science GCSEs.
- BTEC First Awards in 'Application of Science' and 'Principles of Applied Science'.

Edexcel Level 1/Level 2 Certificates in the Separate Sciences

This qualification has been adapted from the well-established IGCSE course. It has been renamed and can now be examined in state schools. It is a challenging course and is only appropriate for the most able science students. There will be a small number of students in both bands offered this pathway. The course is assessed completely through external examinations, however learning through practical science will be a key factor in its delivery at Wymondham High Academy. This course provides a sound preparation for A-level studies in all three sciences.

OCR Separate Science GCSEs

The majority of students at Wymondham High Academy will undertake a science course that leads to separate GCSE's in Biology, Chemistry and Physics. This course is assessed by a combination of external examinations and coursework. It will also provide sound preparation for A-level studies in all three sciences.

BTEC First Awards in 'Application of Science' and 'Principles of Applied Science'

An alternative pathway for a small group of students will be to follow the BTEC level 2 Certificates in 'Application of Science' and 'Principles of Applied Science'. This two year course is broadly equivalent to 2 GCSEs A-C grades. It is suited to our students who have been less successful in the formal examination environment, but who have an interest in and enjoy practical Science.

B. Specifications and Course Structure:

All Science courses starting in September 2013 will be linear in nature. This means that all examinations will be terminal ones and therefore students will only be examined at the end of their studies in June 2016.

Edexcel Level 1/Level 2 Certificates in the Separate Sciences: Physics; Biology; Chemistry

This is generally considered to be a "traditional" science course that will engage and challenge the most able pupils in developing their scientific understanding. It is assessed externally through two examinations for each separate science. The first two hour examination is worth two thirds of the marks, the other is one hour long and accounts for the remaining marks. Practical skills are also assessed through these written examinations. These courses aim to provide candidates with an excellent foundation to progress to further studies of the Sciences. The Edexcel Certificates are not tiered and therefore range from A*-G grades.

OCR GCSE Separate Sciences: Biology A; Chemistry A; Physics A

These courses aim to provide candidates with the scientific understanding needed to progress to further studies of the sciences. In each of the separate sciences there are seven modules. The first six modules are common to the OCR dual award science courses. The seventh module in each of the separate sciences is extension material and constitutes the separate awards in Biology, Chemistry and Physics.

There is content in the traditional areas of Biology, Chemistry and Physics plus an additional theme called 'Ideas about Science'. This theme aims to develop investigative skills, communication skills, and general scientific literacy.

There are also internally assessed components. Students studying separate sciences also do a full scientific investigation; one for each subject. In each specification the coursework element is worth 25%. All other examinations are worth 25% each. Each module examination has two tiers of entry: foundation tier for grades C–G and higher tier for grades A*–D.

BTEC First Award in 'Application of Science' and the 'Principles of Applied Science'

These specifications cover the KS4 Programme of Study for Science. They are mainly assessed by written assessments that candidates complete throughout the course, however a 25% aspect is externally monitored. There are now 3 compulsory units, one for each discipline in each of the two BTEC awards.

C. Progression

GCSE or Level 1/Level 2 Certificates

Although many sixth form centres require a minimum of B grades as entry requirements to study AS Sciences, the following are possible progression routes with some providers:

- A*–C grades in GCSE or IGCSE (Level 1/ level 2 certificates in Separate Sciences) can lead to AS levels in those subjects.
- D–G grades in GCSE or IGCSE (Level 1/ level 2 certificates in Separate Sciences) will allow progression to NVQ level 2 courses.

BTEC First Awards

The BTEC Applied Science award is designed to enable progression to the BTEC Level 3 Nationals in Applied Science. It is however important to know that many colleges have in addition, minimum course requirements for qualifications in other subjects, before they will enter pupils onto any Level 3 course.

Learners could also progress onto a range of BTEC Level 2 National qualifications in related areas such as Beauty Therapy Science, Health and Social Care, Sport and Exercise Science, Engineering, Construction, Land-based Science, Pharmacy Services or Dental Technology. They could also progress to a variety of NVQs such as the Laboratory and Associated Technical Activities or Laboratory Science.

» GCSE Spanish

Awarding Body and Specification
Code AQA 4560



Overview

The GCSE course is a three year linear course which builds upon knowledge of topics and grammar studied in Years 7 and 8. During the first year of the course students will develop their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written Spanish. They will practise speaking and writing Spanish with increased accuracy as well as be able to give and justify their opinions on various issues.

Course Structure

The course covers the following contexts:

Lifestyle

- Health
- Relationships and Choices

Leisure

- Free Time and the Media
- Holidays

Home and Environment

- Home and Local Area
- Environment

Work and Education

- School/College and Future Plans
- Current and Future Jobs

Assessment

Students can be entered for different tiers in Listening and Reading

Unit 1	Listening	20% Foundation 35 minutes, Higher 45 minutes
Unit 2	Reading	20% Foundation 30 minutes, Higher 40 minutes
Unit 3	Speaking	30% (internally assessed)
Unit 4	Writing	30% (externally marked)

Progression

This qualification provides a foundation for the further study of Spanish at AS and A2. It is the basis of lifelong language learning.

The study of a language at Key Stage 4 is a requirement for many university and further education courses **as well as a requirement for entry to Wymondham High Sixth Form from September 2015**. Languages can be studied on their own or combined with many subjects such as Law, Business, Media, Literature, History of Art, Sciences, Humanities, IT and Engineering. Studying a language promotes the development of communicative, interpersonal and presentational skills as well as increasing job opportunities.





Wymondham High Academy Trust

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Please note that all information contained in this booklet is correct at the time of publication (January 2012) but may be subject to change.

Wymondham High Academy Trust
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Wymondham High places all students and staff at the heart of the learning process to provide a safe, secure and accessible environment in so far as the building will permit in terms of accessibility for all types of disability. To this end we will ensure that the needs of all learners are fully assessed prior to transfer to Wymondham High and that individual needs are met in as far as it is reasonably possible given the constraints of the building. In 2010 some new modifications were made to improve access arrangements to the school.