



OPTIONS

Options Booklet 2015

Y8

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THE OPTIONS PROCESS STEP-BY-STEP

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 Wednesday 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 4th February: 8T, Thursday 12th 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 23rd February**.

Dear Parents/Carers and Students

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. We would now like to welcome you to the start of the journey! 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.

The 3-year Key Stage 4 is now well-established at Wymondham High - as well as fast becoming the norm in high schools across Norfolk and beyond. We firmly believe that a three year journey towards GCSEs is of real benefit to all our students. Many subjects design courses that have a 'foundation year' before embarking on GCSE syllabuses; in a few subjects, examinations are taken in Year 10 with the opportunity to broaden knowledge even further in Year 11.

At Wymondham High, the "Broad and Balanced" Key Stage 4 curriculum has been designed to strike a balance between making sure that students study a wide range of subjects and allowing them to develop their own interests. In September, when our current Year 8 students will be starting Key Stage 4, there will be a CORE of compulsory subjects as well as a series of OPTIONAL subjects.

We are taking great care to ensure that what is offered at Key Stage 4 within school reflects the rapidly changing national picture where GCSEs are undergoing fundamental reform. To reflect DfE policy and guidance, 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 4th February: 8T, Thursday 12th 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 23rd February**. The processing of these forms will begin on **Tuesday 24th 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 preferences, we may need to consider reserve preferences. Once the selections have been finalised, students are expected to follow their chosen subjects from the start of Year 9.

J Dickson, Assistant Principal

Choosing Your Options

Make a Broad and Balanced Choice of Subjects

1. 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.

2. 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 3 different OPTIONS PATHWAYS. Each Pathway features a different combination of the various qualifications we offer.

PATHWAY A: Core + 4 Optional Subjects

PATHWAY B: (from Y10 only): Core + Foundation Programmes

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

PATHWAY A

Core + 4 Optional Subjects

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!

PATHWAY B *From Y10 and by invitation only*

Core + Foundation Programme

PATHWAY B 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 B towards the end of Year 9. Further details about the Foundation Programme can be found on page 6.

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

Students may choose PATHWAY C 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 C 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 Humanities and Languages options. They will however drop the Open Option 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 to make use of the best specialist facilities and staff. Real work experience – personalised to each student's interests – is included as part of all college courses. We will not know until early 2016 exactly which college courses will be on offer from September 2016. Popular courses in the past have included: Childcare; Construction; Hair and Beauty; Health and Social; Land-based Courses (Animal Care; Engineering; Horticulture).

TYPES OF QUALIFICATION WE OFFER

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

3.1 BTECS

Most 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!

Under the new arrangements outlined by the DfE, a list of approved BTEC courses will be published on an annual basis.

* There is now an important distinction to be drawn between the value of a BTEC to the student and its value to the school. For the student, a BTEC First Certificate is worth 2 GCSEs and a BTEC First Diploma is worth 4 GCSEs. A school on the other hand is only able to include two BTEC results per student when measuring its performance and each BTEC only counts as 1 GCSE!

3.2 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 in the Spring of 2016. 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 contact us through your child's Head of House. Places on this course are strictly limited to ensure the best possible

3.3 PROGRESS PLUS

Progress Plus is a non-examination course which will give a relatively small group of students an alternative to studying a modern foreign language at GCSE. It is also an opportunity to take one fewer GCSE options than other students, thereby reducing the pressure and stress of exams. Instead, students taking Progress Plus will receive support to develop their literacy, numeracy and study skills

Students on this programme will have two extra periods of Maths and two extra periods of English a fortnight. In addition, they will have one period a fortnight of Study Skills. The programme is designed to be as flexible as possible to meet all the learning needs of students who select it. 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.

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 examination 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).

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.

CORE » GCSE Mathematics

Awarding Body and Specification
OCR GCSE Mathematics B J567 (Linear, no coursework)



Overview

Mathematics GCSE consists 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 1 - 5, formerly grades G–C) or Higher (grades 4 - 9, formerly grades D–A*). Grade 5 (C grade equivalent) achieved on the Foundation tier is identical to a grade 5 on the Higher tier and students will be entered according to the best possible chance for them to secure their potential. Coursework is no longer required for GCSE Mathematics.

Assessment

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

Number – Calculating with whole numbers, fractions, decimals, percentages, indices and ratios and using these in other contexts such as financial decision making or probability. The 2015 syllabus will place more emphasis on ratio, proportion and rates of change. Venn diagrams have also been introduced to the syllabus.

Algebra - Evaluating and manipulating algebraic expressions, forming and solving different types of equations (using both algebraic methods and trial & improvement or iteration) and drawing and interpreting graphs. At Higher level basic calculus (differentiation) will now be included.

Geometry & Measure – Using rules and relationships associated with angles, perimeter, area and volume for a variety of shapes including circles and triangles (Pythagoras and Trigonometry). 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: Assess the validity of an argument and critically evaluate a given way of processing information.

Analysing problems presented as 'larger' questions, where the traditional step by step question structure has been 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.

Pupils are expected to know more formulae as there are no formulae sheets given. However some questions will include the necessary formulae.

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).

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.

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. Grades 7 to 9 in GCSE Maths are highly recommended prior to 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.

CORE OPTION » GCSE Computing

Awarding Body and Specification: OCR Computing GCSE
Code J275



Overview

N.B. Students must choose either Computing GCSE or ICT GCSE in the Core. The choice is not part of the main options form. Instead students will have information and guidance in lessons in the Spring about both courses and the choice will be made by parents and students in March.

Computing gives students the opportunity to discover how computer technology works and to take a look at what goes on "behind the scenes". Computing will help students develop their understanding of the fundamental hardware components of a computer system, common types of software and simple logic problems. Students will acquire the skills to design, write and test computer programmes like Python as well as look at the development of computer technology and the effects it has had on the world around us.

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

In Year 9, students learn the fundamental concepts of computer coding using Python. Students complete different assignments that build their programming skills and understanding so that by the end of Year 10 and the start of Year 11 they can successfully complete the controlled assessment tasks.

Computing is a more specialist course than ICT and students must have the 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.

There is at present a serious skills shortage in the UK and globally of people who can write computer code. 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 ICT

AAwarding Body and Specification: EDEXCEL IT GCSE275



Overview

N.B. Students must choose either Computing GCSE or ICT GCSE in the Core. The choice is not part of the main options form. Instead students will have information and guidance in lessons in the Spring about both courses and the choice will be made by parents and students in March.

Students will learn how to make the best use of ICT tools to plan, produce and evaluate products for different purposes. These include leaflets, websites, business reports, videos, radio podcasts and presentations. Students will also use database software and create complex spreadsheets to analyse and present information. Students also learn how new technologies are revolutionising the way we work, communicate and socialise.

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%

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.



A. Overview

The three year KS4 at Wymondham High has presented us with the opportunity to provide more students with the chance to study the three sciences separately. This will include the majority of students in the cohort and will be tailored at both higher and foundation levels. Students that find the final modules in the separate sciences particularly challenging, may at a later date be individually entered for the double award level 1 level 2 certificates.

All Year 9 students starting KS4 in September 2015 will follow a science course that will ensure they all develop their scientific knowledge in the common examination material required for all qualifications delivered at the academy. However, when in Year 10, all pupils will progress onto one of the following pathways depending on their suitability, which will have been assessed by a range of measures towards the end of Year 9:

- Edexcel Level 1/Level 2 Certificate in the Separate Sciences (IGCSE).
- OCR 21st Century Science A GCSE and BTEC First Award in 'Principles of Applied Science'.

Edexcel Level 1/Level 2 Certificates in the Separate Sciences (formerly IGCSE)

These separate qualifications in Chemistry, Biology and Physics have been adapted from the well-established IGCSE courses. They have been renamed the Level 1/ Level 2 certificates, accredited and can now be delivered in English state schools. It is a high quality traditional course which provides a sound preparation for A-level studies in all three sciences. The course is assessed entirely through external examinations, however learning through practical science will always be a key feature in its delivery at Wymondham High Academy.

OCR 21st Century Science A GCSE and BTEC First Award in Principles of Applied Science

An alternative pathway for approximately 60 pupils is to follow both the OCR GCSE Science course and the BTEC level 2 Certificate in 'Principles of Applied Science' concurrently. The BTEC course in particular, which will be delivered over the two years, will enable students who have found the formal examination environment very challenging to have greater success through assessment work.

B. Specifications and Course Structure:

All GCSE Science courses are now linear in nature, meaning that all examinations, except those in the BTEC course, will be terminal. This means that the current Year 8 students will only be examined at the end of their studies in June 2018.

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

This is generally considered to be a "traditional" science course that will engage and challenge all students. It is assessed externally through two examinations for each of the three separate sciences. 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 potentially range from A*-G grades.

OCR 21st Century Science A GCSE

This course aims to provide candidates with the scientific understanding needed to progress to further studies of the sciences. 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 is also an internally assessed component which is worth 25%. The examinations have two tiers of entry:

Foundation Tier for grades C–G

Higher Tier for grades A*–D.

BTEC First Award in Principles of Applied Science

The new generation BTEC qualifications cover the KS4 Programme of Study for Science in an interesting and engaging way. It also supports and complements the OCR 21st Century course in several key areas. The course is mostly assessed (75%) through written assessments that candidates complete throughout the two years, however the remaining marks are assessed through a formal external examination, which unlike the GCSE examinations, can be retaken if required. There are four compulsory units in total, one each for Biology, Chemistry and Physics and the last unit is a test which examines on all three disciplines.

The course is graded:

Level 1 Pass

Level 2 Pass; Merit; Distinction and Distinction*.

(The Level 2 Pass is equivalent to a C grade at GCSE / IGCSE)

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 note 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.

Overview

Geography is a huge part of our lives. It's a constant source of amazement; it's ever changing, and it's vital for managing our environment – from towns to natural hazards to ecosystems. From choosing our summer holidays to 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. No other subject is as regular a feature in the news: be it migration, planning for new housing, natural hazards or global warming, to name just a few issues.

Wymondham High Geography Department's approach to Geography is one of discovery. We live on an incredible, diverse planet and we 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 developing geographical skills that are important for completing the GCSE successfully – skills such as decision making exercises, research projects, fieldwork projects and map work skills. There will be a field trip to The Broads to investigate sustainable management of the environment and tourism in this area of outstanding natural beauty.

The GCSE enables 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 downsides 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.

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.

CORE OPTION» GCSE History

Awarding Body and Code

AQA History A (Schools History Project) (4042)



Overview

As a Department we are very excited at the dynamic content of our GCSE course and the consistently good GCSE results that we achieve each year. History is a three-year course that starts with a preparation year where we focus in on some very exciting and dramatic investigations of key events at the end of the C19th and beginning of the C20th, many of which have defined the world that we live in today. A full list of these is outlined below.

We start the GCSE syllabus in the summer term of Year 9 and begin our study of Medicine through Time. What did people from different places and different times believe caused illness and what weird and wonderful approaches did they have to treatments? We start in prehistory and finish by speculating on the immediate future. We study the role of War and Technology, Science and Religion on the development of medical thinking and knowledge. If you like Horrible Histories you'll love this topic. However, be warned, you'll need a stout heart and a strong stomach to investigate the horrors of Surgery through the ages - let alone the stench and misery of living conditions in many of our cities!

In Year 11 we study Germany from the end of WWI to the end of WWII. We examine the terrible consequences for Germany of losing WWI and the emergence of Adolf Hitler and the Nazi party. How did this ruthless Dictator seize control of Germany and what methods did he and his supporters use to maintain control once they'd claimed it? This is a fascinating and infamous chapter of our recent history and always grabs the attention and interest of students. Only through studying events such as these can we properly understand the world around us today and make some sense of the dangers and problems that we continue to face.

Studying History develops many essential skills and it is a gateway subject for a vast number of professions such as the law, the media, the civil service, travel and tourism, the Arts, museums and education, journalism etc. The critical thinking skills that it encourages make History a profoundly respected subject by all Universities and the best additional subject for careers in such diverse areas as Medicine, Accountancy, Business, Engineering, Architecture, Art and Design and ICT. It is a subject that develops the powers of reasoning, forming and winning arguments and also the self-confidence to present information and speak in public. In short, History allows students to write, communicate and think with greater clarity and purpose.

In addition to a rich and varied approach to the teaching of the subject in the classroom we incorporate a number of trips and visiting practitioners into our curriculum throughout the three years. The highlight is a 4-day residential visit to the WWI Battlefields that has proved enormously popular for many years now. It is a deeply moving and poignant trip, not least at the moment, as we mark the centenary of the conflict.

Foundation Course Units

- Unit 1** **Who was Jack the Ripper?** What did he do and how did he get away with murder in Victorian London?
- Unit 2** **World War 1: A Study in Depth from the causes of the war to life in the trenches.** Students research into the life and experience of a soldier: either a family relative or a name remembered on a local memorial.
- Unit 3** **Why did Women get the Vote in 1918?** Was it the militant tactics of the Suffragettes or the patriotic contribution of women during WWI?
- Unit 4** **Were the "Roaring Twenties" an Age of Excess in America?** Gangsters and Flappers; new Fashions and Inventions; Poverty, Racism and Communism in the 1920's
- Unit 5** **The Holocaust:** From anti-semitic persecution in Norwich in the Middle Ages to moving personal stories from the concentration camps of WW2. Why did these terrible events happen and what can we learn from them?

GCSE Course Structure and Assessment

Assessment Exercise	Course Content	How Assessed	% of GCSE
Unit 1. Study in Development Medicine Through Time (40401A)	From Prehistory to the C21st we ask questions and investigate the story of Medicine: What people believe caused disease? How did they treat disease? Who looked after the sick? The developments and changes in Surgery and Public Health.	Exam: 1hr 45 mins Year 11	35%
2. Enquiry in Depth Germany 1919-1945 (40402D)	Through studying Germany from 1918 to 1945 we study the circumstances behind the rise of the Nazi party, how they took power in Germany and the many methods they used to control the country once in power.	Exam: 1hr 45mins Year 11	40%
Unit 3. Historical Enquiry History Around Us (40403)	An assignment based on the study of Gressenhall workhouse. How and why were the poor treated in the way that they were in C19th? Why were workhouses like Gressenhall built and what was life like for the people who lived there?	Controlled Assessment (2000 words) Year 11	25%



CORE OPTION » 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.

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.



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.

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.



CORE OPTION » 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.

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.



CORE NON-EXAM Communication and Culture (Comms)



Overview

Core Communication & Culture at Key Stage 4 consists of Citizenship and PSHE. Citizenship is a statutory subject at Key Stage 4. Both strands are delivered as Comms.

Citizenship helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship fosters students' keen awareness and understanding of democracy, government and how laws are made and upheld. In Comms we are equipping students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. Students undertake and evaluate different ways that citizens can act together to solve problems and contribute to society. Students are also equipped with the skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

PSHE is tailored to reflect the needs of our pupils, helping students to develop as young adults with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE covers drug education, financial education, Sex and Relationship education and how to maintain a healthy lifestyle. Careers also forms part of Comms working with the school's Information Advice and Guidance Officer.

Content

Some of the topics and issues covered are outlined below:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent
- explain some of the financial products and services that will help them manage their current and future personal finances
- make judgments about their personal qualities, skills and achievements and use these to set future goals.
- describe the short and long-term consequences of personal health choices, including choices relating to sexual activity and substance use and misuse and make decisions based on this knowledge.
- identify reasons why people might use illegal drugs and explain how drug use can impact on physical, mental and economic aspects of people's lives, relationships and the wider community.
- relate their abilities, attributes and achievements to career plans, setting personal targets and

Delivery

In Year 9 students have two lessons a fortnight. In Year 10 and 11 "drop-down days" are planned whereby students will not be in their timetabled lessons for a day but instead will have a day of Comms. This allows us to address the different needs of the group as they mature and build on the learning done in previous years.

CORE NON-EXAM Physical Education



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. The curriculum in Year 9 will be a set programme of activities in one lesson each week and a pathway choice in their second weekly lesson. 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		

The pathway lesson will be a choice of activities throughout the course of the year. One pathway is mainly team based games activities, a second is more individual and creative activities and the third choice a balance between the two. These are designed to allow the pupils to pick a set of activities which match their strengths and their interests with a goal of maximum enjoyment in PE and life-long learning.

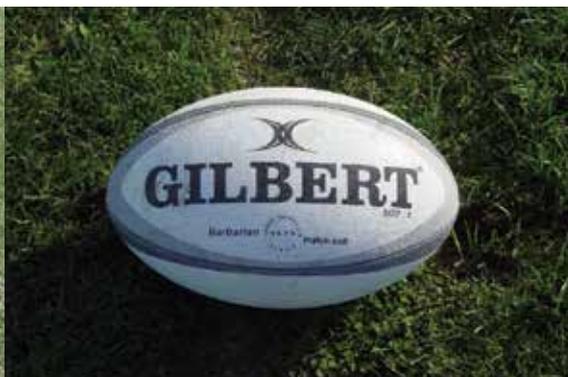
Assessment

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.

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 Art (Fine)

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



Overview

The Art Department now has the opportunity to extend its three successful 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.

Year 9: 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
<p>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.</p>		

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.

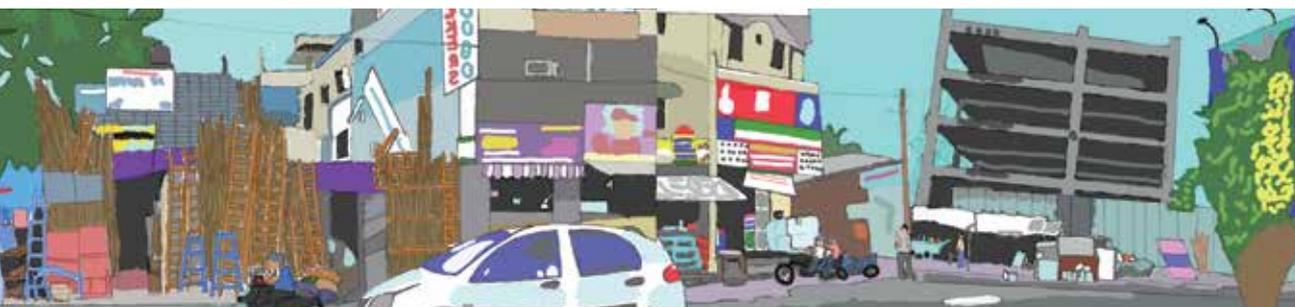
What do you need to know, or be able to do?

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.

OPTIONAL » GCSE Art (Fine) *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 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 Art Department now has the opportunity to extend its three successful 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.

Year 9: 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
<p>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.</p>		

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.

OPTIONAL » GCSE Art Textile Design

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 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 Photography

Awarding Body and Specification
EDEXCEL 2 PHY01 (GCSE PHOTOGRAPHY)



Overview

The Art Department now has the opportunity to extend its three successful GCSE courses over three years to provide a more personalised and contemporary curriculum for Year 8 students who enjoy an Arts based 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

Year 9: 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.

- 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!



OPTIONAL » GCSE Drama

Awarding body and Specification
Number: WJEC GCSE Drama



Overview

This specification fosters candidates' creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It promotes students' involvement in and enjoyment of Drama as performers, devisers, directors and designers. It provides opportunities for students to attend professional and community dramatic performances and to develop their skills as informed and thoughtful audience members.

Through the study of this specification, students will be given opportunities to participate in and interpret their own and others' Drama. They will investigate the forms, styles, and contexts of Drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances.

By studying GCSE Drama, pupils will learn more about the subject and its contribution to social and cultural commentary and will come to appreciate that Drama, whether intended for audiences or not, provides significant opportunities for expressing cultural and personal identity.

This GCSE specification in Drama aims to encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It aims to prepare learners to make informed decisions about further learning opportunities and career choices.

Following a course in GCSE Drama will enable students to:

- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Reflect on and evaluate their own work and the work of others
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Develop a basis for their future role as active citizens in employment and society in general as well as for the possible further study of Drama;
- Consider and explore the impact of the social, historical and cultural

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

Practical exams – 60% of GCSE is a practical performance. Students will participate in a devised performance (Unit 1) and a duologue (Unit 2). These are performed in front of an audience, and assessed by teachers and external examiners.

Coursework – 20% of GCSE is controlled conditions coursework. Students will keep a working journal of their devising experience, and use this to support their coursework, which explores their understanding and evaluation of devised theatre.

Final Exam- 20% of GCSE is a final exam. Students study a play in performance, and write about their understanding of acting, directing and producing the script. Students will also evaluate their own performance as part of the exam, by evaluating their own videoed performance of their duologue.

OPTIONAL » GCSE Drama *continued*



Course Structure

GCSE Drama is a two year exam course, followed by a work-related learning year.

Year 9:

Students will learn the Drama strategies and performance skills necessary to create effective performance. They will evaluate and analyse their own and other's performances and experiment with theatre practitioners such as Stanislavski, Brecht and styles such as Theatre in Education and Physical Theatre. Students complete a Mock Unit 1: Devising Exam in the Autumn Term. In the Spring Term, students will complete a Mock Unit 2: Duologue Performance Exam. In the Summer term, students will begin their devising process, choosing a practitioner or style of performance in which they are interested. They will read their assigned play-script and complete textual analysis over the summer.

Year 10:

Students will complete their Unit 1: Devising Exam in the Autumn Term (60%). They will complete their Unit 2: Duologue Performances in the Spring Term (20%). When the practical exams have been completed, students will explore the assigned play-script and commence practical exploration of the text. They will then complete Unit 3: a Written Exam (20%), exploring their understanding of the script from an acting, design, and directing perspective. They will also evaluate their own performance in the exam.

Year 11:

The aim of this course is to introduce students to both production and performance skills by creating a professional theatre company which will produce an original production. The first part of the course aims to teach students the roles and responsibilities within the theatre from stage management to directing. Students will learn how to create an overall production and design concept, learn how to manage front-of-house and backstage, as well as liaise with local press to advertise their new production. The second part of the course entails choosing the script which will be performed, allocating company roles to each member of the class, and rehearsing the script. Students will be in charge of creating original music, lighting, set, and sourcing costumes. The third part of the course focuses on production and performance both at school and onstage at a professional theatre. The production will be evaluated by a professional director invited in to the school.

Progression

Skills – Communication, negotiation and problem solving are just some of the skills students can develop. The study of Drama can help develop transferable skills, which can take students into any career or job. Key Skills are integral to the study of GCSE Drama and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

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; Any A Level that requires textual analysis, evaluation and interpretation of source material.

Why take Drama?

Drama is about creativity, communication and cooperation. It is a collaborative art form and throughout the course students will be required to create work as a team. Public performance is a requirement of the course, and all students will have an assessed performance every term. Drama develops your evaluative and analytical skills, encourages you to take risks and think beyond yourself, exploring a wide variety of contexts.

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 Food Technology: Catering



Overview

The WJEC GCSE Catering specification offers a unique opportunity for candidates to develop their knowledge and extend their skills within catering in a vocational context. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. Catering and the service industry is one of the largest in the country; this course will offer valuable preparation for those entering the world of work.

Typical areas that are covered in GCSE Catering are:

- The Food and Drink Industry
- Food preparation, cooking and presentation
- Specialist equipment
- Job roles, employment opportunities and relevant training
- Nutrition and menu planning
- Communication and record keeping
- Health, safety and hygiene
- Costing and portion control Environmental considerations.

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. During the course students will have the opportunity to plan and cook a wide variety of dishes that would be suitable for the service industry. Particular attention is paid to presentation of dishes and meals.

Examination

1 exam paper 40% Unit 2

Controlled Assessment (Practical Task and Portfolio) 60%

- Two practical assessments supported by a written portfolio.
 - One assessment to be completed in the Spring Term of Year 10 (20%) Unit 1a
 - One assessment to be completed in the Spring Term of Year11 (40%) Unit 1b

Support Materials and Requirements:

To make the catering course as realistic as possible we would like the students to purchase chef whites which cost £25 (ordered through the school). They will last the 3 years at school and beyond if they study catering at college.

Opportunities

Students will have the opportunity to: enter competitions; cook for guests in school and events; go on trips to catering facilities. After completing the course at Wymondham High Academy, you can continue your study to A levels in Catering and Hospitality or go to a Further Education College to gain higher qualifications. Jobs - after training in a Further Education College - could include work in a restaurant, hotel, gastronomy pub or café. The list of career opportunities is endless! By completing these qualifications and courses you will be able to work as a chef, waitress / waiter or barperson. Your newly-learned skills could well be a passport to world-wide travel!



OPTIONAL » GCSE Product Design: Graphics

Awarding Body and Specification
Code AQA 4555



Overview

Graphics is all about designing, making, developing logos, images, branding, packaging development, display and film merchandise and much more. 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 are 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

Year 9: Foundation Year	Year 10: First Year of GCSE	Year 11: 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, 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..	Focusing 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

Resistant Materials is all about investigating, designing, making through a range of materials like woods, plastics, metals, fabrics and any other materials to make high quality products. Resistant Materials 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, 3D printing, electronics and much more.

Course structure and assessment

Year 9: Foundation Year	Year 10: First Year of GCSE	Year 11: 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.	Focusing 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 RM 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 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.

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 Classical Civilisation

Awarding Body and Code
AQA Classical Civilisation (4022)



Overview

What did the Greeks and Romans ever do for us? Classical Civilisation at GCSE is your chance to find out! After the huge success of 'A' Level Classical Civilisation we are very proud to be able to offer this fascinating and exciting subject at GCSE. The subject involves studying two of the greatest and most influential civilisations in the history of the world, namely the Ancient Greeks and the Romans. The influence of these two civilisations affects everything around us from Democracy to Drama, Art to Architecture, Inventions to Ideas and even the very language that we speak. The course investigates these two civilisations and examines their troubled histories, their power and influence on the world at the time and their legacy for the world that we live in today.

Uniquely, Classical Civilisation allows students to study a variety of subjects within one subject area. For example, the topic on Livy's History of early Rome mixes History with English Literature. The study of Pompeii mixes History, Geography and Archaeology; the study of Greek festivals and drama combines History with Religious Studies and Drama and the in-depth study of the rule of Emperor Nero allows us to look at the history of this exciting period in Imperial Rome. It offers a delightful mix of all the best parts of these subjects. The course has been designed for students who wish to gain a sound knowledge and understanding of the classical world and to develop the range of evaluation and research skills associated with such study. It is suitable for students of all abilities.

At GCSE you will study four topics by looking at primary classical sources (texts in translation or physical evidence). You will start the GCSE syllabus in the summer term of Year 9. In the first half of Year 9 you will follow an introductory foundation course, some of the details of which are outlined below.

Foundation Course

The Foundation course will involve a study of the background to ancient Greece and Rome. You will explore the:

- People and Places – The Parthenon, the Colosseum, Socrates, Aristotle, Julius Caesar etc.
- Religion – The Gods and Goddesses – Zeus, Aphrodite, Poseidon etc.
- Stories and Myths – The Trojan War, Theseus and the Minotaur, Jason and the Argonauts etc.
- Everyday life – The Roman Army, the Olympic Games, the Gladiators, Roman women etc.



OPTIONAL » GCSE

Classical Civilisation *continued*

Awarding Body and Code
AQA Classical Civilisation (4022)



Course structure and assessment

Unit	Course Content	How Assessed	% of GCSE
Unit 1 Stories and Histories Topic 1B Livy, Stories of Rome	In this unit you will study Livy's account of the legendary founding of Rome by Romulus and Remus and her subsequent rule by 7 kings. Through examining the colourful characters and gruesome events you will examine the reasons for the expulsion of the last king and assess which was better, the Republic or the Monarchy.	Exam: 1 hour Year 11	25%
Unit 2 Drama and Life Topic 2A Greek Tragedy and Drama Festivals	In this unit you will study the play 'Medea' by Euripides. At its core is a woman so set on revenge that she is prepared to murder her own children! Hell hath no fury like a woman scorned is one interpretation of Euripides' play. You will look at the origins of theatre and its main festival, the City Dionysia in Athens.	Exam: 1 hour Year 11	25%
Unit 3 Conflict and Carnage Topic 3D Pompeii and Herculaneum	What happened to the unfortunate citizens of Pompeii and Herculaneum when the volcano Vesuvius erupted so violently in 79AD? Their misfortune has been history's good luck since so much remains from these two settlements that we can learn enormous amounts about everyday Roman life. You will look at the topography of the two towns and how they were destroyed, using both literary and archaeological sources.	Exam: 1 hour Year 11	25%
Unit 4 An Evaluative Study Topic 4G Nero	Mad or misunderstood? There have been few rulers in history as controversial as the Roman Emperor Nero. In this unit you will study his reign to reach your own conclusions. You will explore his complex personality, his troubled relationship with his family and other important Romans. You will examine major events in his reign and investigate his successes and failures both as a man and an emperor.	Controlled Assessment Year 11	25%

Papers are available at Higher and Foundation Tiers, giving access to the course for students of all abilities. You will be able to combine written papers from Higher and Foundation Tiers, thus increasing the flexibility of the specification still further.

Progression

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

OPTIONAL » GCSE Religion, 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 both from their own view and 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 (B603)

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 (B604)

Religion, Peace and Justice – War, pacifism, crime, punishment and social injustice

Religion and Equality – Sexism, racism, prejudice, forgiveness and reconciliation

Philosophy 1 (B601)

Belief in Deity – Nature of God, 'proofs' of God's existence, miracles.

The End of Life – The soul, life after death, funerals.

Philosophy 2 (B602)

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, humans' 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. 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.

Statutory RE (Core Programme)

RE is a statutory subject at Key Stage 4. This means that all students will continue to have a core programme in the subject throughout Years 9, 10 and 11. Students who opt to take GCSE RPE will also follow this programme

OPTIONAL » GCSE Sociology

Awarding Body and Code
AQA Sociology (4190)



Overview

Sociology is the study of human social life, groups and societies. It is a dazzling and compelling enterprise, having as its subject matter our own behaviour as social beings. Sociology offers students the opportunity to study an academic and thought-provoking GCSE that considers how society shapes the behaviours of individuals. The scope of Sociology is extremely wide, ranging from the analysis of passing encounters between individuals in the street up to the investigation of world-wide social processes. Sociology is a subject which questions, investigates and tries to make sense of the world around us.

It is a subject for those who like to discuss, question and understand the world they live in. It encourages a critical awareness of the social structures and the taken for granted assumptions of the world we live in. It helps us understand ourselves and our relationship with our own society as well as differences in other societies. Studying Sociology will develop a variety of skills, including those of discussion and debate. The valuable skills of logical argument alongside analysis and evaluation are also developed and can be transferred to other areas of study

Course Units

After students have become accustomed to Sociology and the work of Sociologists, they will study 6 units;

1. Education
2. Families
3. Crime and Deviance
4. Mass Media
5. Power
6. Social Inequality.

GCSE Course Structure and Assessment

Unit 1: Studying Society; Education; Families (41901)	<ul style="list-style-type: none">• Written Paper – 1 hour 30 mins• 90 marks – 50%• Three Compulsory topic areas• Topic 1 - Candidates answer all questions• Topic 2 and 3 – Candidates answer six compulsory questions and one question from a choice of two.
Unit 2: Crime and Deviance; Mass Media; Power; Social Inequality (41902)	<ul style="list-style-type: none">• Written Paper – 1 hour 30 mins• 90 marks – 50%• Candidates choose three topic areas from four options• For each topic area chosen, candidates answer six compulsory questions and one question from a choice of two

Progression

Students with a GCSE in in Sociology have the option to carry it on at A Level and beyond, providing a good stepping stone for further study in this field. Sociologists are trained to think critically about the world around them and to construct clear and logical arguments supported by appropriate evidence. This transferable skill will enhance student performance in other areas of study and their future professions. There are many careers for which Sociology is an important and useful qualification, including social work, counselling, journalism, law, and of course, teaching.



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Please note that all information contained in this booklet is correct at the time of publication (January 2014) but may be subject to change.

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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.