

KEY STAGE 4

> COURSE OPTIONS

2022 - 2024



Willington
COMMUNITY SCHOOL

Glossary

- + **AQA/Pearson/OCR**
Examination boards.
- + **English Baccalaureate (EBACC)**
Set of qualifications intended to qualify successful candidates for higher education.
- + **NCFE/BTEC**
These are types of vocational qualification, all equivalent to GCSE and at Level 2.
- + **Non-exam Assessment**
An internal assessment marked by a teacher.
- + **Core Subject**
A compulsory subject that all students will study.
- + **GCSE**
General Certificate of Secondary Education.
- + **Key Stage 3**
The curriculum studied in Year 7, 8 & 9.
- + **Key Stage 4**
The curriculum studied in Year 10 & 11.
- + **Level 2**
Courses are equivalent to GCSE.
- + **Progress/Attainment 8**
A government expectation of courses students study.
- + **Option Subject**
A subject that you can choose and is not compulsory.
- + **Terminal Exam**
The final exam for a non-modular course.

Making Your Option Choices

Making your option choices will help you in the future, so this is a very important decision and you need to think carefully about what options you make. You will be choosing 4 subjects which will be in addition to the compulsory subjects you have to take at GCSE. It is important you make an informed choice so try to consider the following points when making your decisions.

- Think about subjects you have enjoyed in Key Stage 3. Look carefully at what they include in GCSE, does it look interesting?
- Look at the KS3 grades you have been getting, are you thinking of taking the subjects you perform most strongly in?
- What are your future plans? Make sure you are trying to choose the options that will support your career choice.
- Are you keeping your options open? Try to achieve a balance of different types of subjects.
- Ask! Speak to your parents and teachers, ask advice and do your research if you need to.
- Don't choose a subject because of the teacher: there are no guarantees you will get the teacher you want!
- Be your own person! Don't choose an option because of your friends: there are no guarantees that they will be in the same group as you.
- You need to aim high!

Please note: Not all options will run. It will be determined by the take up of an option to ensure we have a viable group. Students are required to indicate a second choice in case this happens. Whilst we try to accommodate all first choices, it is not always possible to give all students their first preferences.

Progress 8

The government expects all students to study a curriculum which enables these areas to be covered. All of the subjects we offer, count towards this measure.

Progress 8 Measure

1

English
Double-weighted*

* Higher score of English Language
English Literature double-weighted if
a student has taken both qualifications

2

Maths
Double-weighted

3

Facilitating Subjects/
Qualifications
(Sciences, Computer Science,
Geography, History and Languages)

4

5

6

'Open Group'
Remaining Facilitating Subjects/
Qualifications and other
approved qualifications (GCSEs
and other approved academic,
arts or vocational qualifications)

7

8

Choosing the right subject combinations for you

It is important for you to consider carefully the range of subjects that are going to give you a broad foundation for future study, but also suit your strengths. This year we have increased the number of options that students can study to four. This is because we believe that going forward this gives you the breadth of study at Key Stage 4 to not only allow those of you who want to do the English Baccalaureate range of subjects a greater chance to do so, but also to enable all of you to choose a wider range of other subjects that interest you. If you don't want to pursue a full range of academic subjects, we have a wide range of more practical and vocational subjects in the options menus. This will help prepare you for the huge variety of further education pathways you can pursue beyond Willingdon. For a very small number of students who may need something a little different, this full diet of subjects may not be entirely appropriate and we may offer an alternative pathway. We will approach you if we believe that this would be more suitable.

English Baccalaureate

The English Baccalaureate is a combination of the following subjects:

English | Foreign Language | History or Geography | Maths | Science
incl. Computer Science

All students have the chance to study the subjects to qualify for EBACC.

It is an important measure that some universities and employers may look for you to have in the future. You should consider the EBACC suite of subjects if you are aiming for the top universities.

If you are in a depth group for Science you need to opt for triple science in option 4.



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COMPULSORY

EXAMINATION SUBJECTS



GCSE English Language and Literature (AQA)

All students will take GCSE English Language and GCSE English Literature. Both courses are assessed through examinations at the end of the course (Year 11).

GCSE English Language

Students will study a range of extracts from the nineteenth, twentieth and twenty-first century. They will explore big ideas, themes and the writers' ideas to investigate how language is used to influence and create meaning. Some of the key knowledge and skills that we will revisit are based around the idea of students becoming critical thinkers. This includes the key analytical reading skills of exploring, understanding, summarising, analysing and comparing. Furthermore, students will refine their creative writing skills (descriptive, narrative and persuasive) to learn how to construct their own writing using key aspects of the genre or story that they are mimicking.



There are two exams for English Language (AQA 8700). Both are 1 hour 45 minutes in length and involve reading and writing sections.

Paper 1 – Explorations in creative reading and writing.
Paper 2 – Writers' viewpoints and perspectives.

GCSE English Literature

Students will be taught how to appreciate the power of the written word and will explore the ideas of great writers. A wide range of texts will be studied in lessons with links to wider reading to broaden students' knowledge and understanding. These include 19th century prose (A Christmas Carol), Shakespeare (Romeo and Juliet), modern texts (An Inspector Calls) and Love and Relationships poetry. In Literature, students will develop the knowledge of how to analyse the characters, themes or big ideas of a text. They will be challenged to produce sophisticated analysis to show an understanding of the text from the beginning of Year 10.



There are two exams for English Literature (AQA 8702).

Paper 1 – Shakespeare and the 19th century novel. (1 hour 45 minutes)
Paper 2 – Modern texts and poetry. (2 hours 15 minutes)

GCSE Mathematics (EDEXCEL)

The GCSE maths course follows directly from the work of the first three years at Willingdon, building on and extending the topics in Number, Algebra, Shape & Space (Geometry) and Data & Probability that students have already encountered in Key Stage 3.

Maths provides an unparalleled opportunity to develop transferrable skills in analysing problems and in the communication of complex ideas. Problem solving activities and mathematical investigations are key elements of many lessons, allowing students the opportunity to develop resilience in situations when the route to a solution is not obvious.

We are conscious of the importance of maths in other subjects, such as science and geography, and regularly make these links apparent to the students. The maths curriculum is regularly modified in consultation with other departments to ensure that topics needed in other courses are covered in maths at an appropriate time.

Students are taught maths in sets based on prior attainment. There are opportunities for a student to be moved between groups at certain points during the course should we become convinced that this will produce the best outcomes at GCSE.

We take this opportunity to remind students that pen, pencil, ruler, protractor, compasses and calculator are all basic requirements for the Mathematics course. Calculators are available to buy from the Maths Department.



There are two tiers of entry.

The tier at which we enter a student depends very much on the quality of everyday work in the classroom, as well as on examination results at the end of Key Stage 3 and during Key Stage 4.

Grades 1 to 5 can be awarded at the Foundation Tier of entry and 4 to 9 at the Higher Tier.

The examination consists of three written papers, one non-calculator, each equally weighted.

GCSE 9-1 Combined Science & Separate Sciences

The GCSE Science programme of study is presented in four sections:

Biology, Chemistry, Physics and Required Practical. The required practical content is integrated through the context of the subject content. The pathway you follow in Year 11 is dependent on the results of the Year 9 mocks. This means that those who work hard will have the opportunity to take all 3 science GCSEs if they achieve at least a grade 6.

GCSE Combined Science Trilogy (AQA)

This course is studied by the majority of our students here at Willingdon. This challenging course allows students to learn key concepts in all disciplines of science; Biology, Chemistry, Physics. GCSE Combined Science Trilogy is a double award GCSE. Being a double award means that students will be awarded two GCSE grades. GCSE Combined Science Trilogy is a double award GCSE. Being a double award means that students will be awarded two GCSE grades.

There are six written exams, assessed externally by AQA, each of which:

- Is offered in Foundation and Higher Tiers.
- Incl. assessment by use of multiple choice, short answer, open response and structured questions.
- Incl. assessment of practical scientific and mathematical skills.

PAPER	EXAM STRUCTURE	WEIGHTING
PRACTICAL SCIENCE SKILLS	16 REQUIRED PRACTICAL ACTIVITIES	COMPLETE PRIOR TO ENTRY
BIOLOGY PAPER 1 / PAPER 2	EACH PAPER IS 1:15h LONG AND HAS 70 MARKS AND IS AVAILABLE IN HIGHER OR FOUNDATION TIERS	EACH PAPER CONTRIBUTES 16.7% TOWARDS THE GCSE
CHEMISTRY PAPER 1 / PAPER 2		
PHYSICS PAPER 1 / PAPER 2		

GCSE 9-1 Separate Biology, Chemistry & Physics qualifications (AQA)

This pathway is aimed at a smaller number of our most capable scientists who are considering pursuing a science based career, such as medicine, dentistry or veterinary surgery. Students that follow this pathway will have excelled consistently in this subject from Year 7 onwards. Students who follow the Separate Sciences pathway will study biology, chemistry and physics as separate GCSE subjects leading to three separate GCSEs. Practical science is taught throughout each course and students have to complete a total of twenty one required activities. Practical knowledge and techniques will be assessed during the examinations.

GCSE	ASSESSED MATHS SKILLS	ASSESSMENT	WEIGHTING
BIOLOGY	10%	TWO PAPERS EACH OUT OF 100 MARKS AND A DURATION OF 1:45h	EACH PAPER CONTRIBUTES 50% OF TOTAL GCSE
CHEMISTRY	15%		
PHYSICS	20%		



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COMPULSORY
NON-EXAMINATION SUBJECTS



Core Physical Education

We believe that Physical Education is an essential part of a student's education, development and in promoting lifelong engagement in physical activity and sport. PE embeds the importance and understanding of physical and mental health and well-being. Students in PE will participate in a range of physical activities which include invasion games, aesthetic activities and personal fitness activities. Year 10 students are also offered the opportunity to follow the Bronze and Silver Duke of Edinburgh Award. The range of physical activities followed will promote an active, healthy lifestyle. Students will develop their leadership skills throughout the activities they choose, taking responsibility for leading aspects of the lessons.



The Personal Development Curriculum

Relationships, Sex & Health Education (RSHE)

The broader Personal Development Programme encompasses statutory RSHE study at KS4, in which students work through a programme of study including; Health and Wellbeing, Relationships and Living in the Wider World. All resources are age appropriate and designed in consultation with the PSHE Association and the East Sussex PSHE hub network. A wide range of local partners, including East Sussex County Council, Kent Community Health Services, Theatre companies and Neighbourhood Police Officers support the design and delivery of the lessons. Students make progress in RSHE through continued teacher assessment of their Knowledge Attributes and Skills. Through the tutor, assembly and regular timetabled opportunities, KS4 students also continue to develop their understanding of moral, social and cultural issues in Britain today. Citizenship is considered by looking at the place of the UK in the wider world, the relationships with UN, Commonwealth and European Union. Human rights and British Values in a multicultural society are interleaved throughout the programme, developing a strong appreciation of diversity and inclusion.

Religious and Ethical Studies

Core Religious Studies focuses on the emerging needs of the UK and influential markets, cultures and religions. We reflect on the diversity seen in today's society allowing students to explore different points of view. Topics include; the environment, prejudice, crime, morality, human relationships and world religious views. This informs student's development and understanding of the world around them covering crucial learning points stipulated in the Locally Agreed Syllabus. Students are provided information to explore ensuring they are empowered to make a change in their local, national and global community, seeking to act on the discrimination and hardship expressed across the globe.

Work Related Learning and Careers Education

Careers education is embedded in core and optional GCSEs to demonstrate to students the relevance of subjects to their future job. Making this link builds motivation and allows a clear understanding of what qualifications can lead to. In addition to this, a comprehensive Careers Education Programme has been developed for tutor time so that students gain a greater awareness of the skills they need to be a successful candidate and employee. Learning outcomes of tutor careers sessions are divided under three main headings: Self Development, Career Exploration and Career Management. The programme includes topics such as decision making, alternatives at 16+, further education, training opportunities, selection procedures, application, interview techniques and action planning. It also allows students the opportunity to explore the huge range of jobs available so that they understand the scope of what is accessible locally, nationally and globally. As a school, we have close links with all local post 16 providers which allows Year 10 students to participate in 'Taster' days, which are always very popular and successful. We also run visits to various local and national universities so that all students have the opportunity to visit and gain an understanding of university life. To ensure students gain an insight into the world of work we offer a work experience programme at KS4 and are constantly working to develop links with businesses and employers so that students have knowledge and understanding of the vast range of career choices and opportunities available to them.



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OPTIONAL
EXAMINATION SUBJECTS



GCSE Modern Languages: French (AQA)

French is a truly global language. It is spoken in 5 continents and is the official language of most international organisations. Students in Year 9 are highly encouraged to study GCSE French at Key Stage 4, particularly now that a modern foreign language is an essential component of the English Baccalaureate or “EBacc” – a group of subjects the government considers very important for young people to study. Those students who are likely to continue their studies should consider opting for this course as learning a language will help give you the competitive edge you need, it will make you stand out from the crowd. It is also crucial to realise that languages can be a very valuable subject to take alongside another degree. For instance, in an increasingly international world, multinational companies are always looking to recruit candidates who have studied a language.

We follow the AQA exam specification that is supplemented by a wide range of other resources and interactive websites such as; The Language Gym, Studio KS4, Quizlet and a range of authentic materials. We also develop students’ cultural awareness and prepare them for the wider world through trips abroad and reference to life in France using our personal experience.

A GCSE in French broadens students’ horizons and encourages them to step outside the familiar. The language GCSE will equip learners with the knowledge, understanding and skills, required to communicate in the target language. Students will work on a range of current and relevant topics from environmental issues to social media, pressures at school to hopes and ambitions for their future and leave school with a highly regarded qualification for their future.



The French course concentrates on all the four skills of Listening, Speaking, Reading and Writing, each being worth 25% of the final grade. The course is designed to cover the following three themes which are divided into four sub-topics:

THEME 1: IDENTITY AND CULTURE

Topic 1

Me, my family and friends
Relationships with family and friends
Marriage / partnership

Topic 2

Technology in everyday life
Social media mobile technology

Topic 3

Free-time activities
Music, cinema and TV, food and eating out
Sport

Topic 4

Customs and Festivals in French speaking countries and communities

THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

Topic 1

Home, town, neighbourhood and region

Topic 2

Social issues, charity / voluntary work, healthy / unhealthy living

Topic 3

Global issues, the environment, poverty / homelessness

Topic 4

Travel and tourism

THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

Topic 1

My studies topic

Topic 2

Life at school / college

Topic 3

Education post-16

Topic 4

Jobs, career choices and ambitions



“French is really good. You have to learn lots of vocabulary and interesting stuff that you have to remember for your tests... French is a really good subject to take as you get to learn lots of interesting things about France and the language will help you later in your life – getting into college, university and even getting a job”.

“Taking French means a lot of things to me. Because of the career I want to do when I am older, French is very important. The teachers are very helpful in this subject and I appreciate their help a lot. As my learning progressed, I began to speak more fluently in the lessons (and outside) which helped me learn and to revise for my tests at the same time!”



GCSE Modern Languages: Spanish (AQA)

Why GCSE Spanish?

- + Spanish is the second most spoken language in the world and is the official language of 23 different countries!
- + Languages are an essential component of the English Baccalaureate or “EBacc”
- + You are considering a career in:
 - Travel and tourism
 - Business
 - Media (Journalism / Translation / Editing)
 - International law
 - Science (South America, Environment)
 - Fashion / Art
 - Sport (particularly football)

By studying Spanish, you will also develop transferable skills such as problem solving and communication skills. You will develop your resilience and improve your memory (essential GCSE skills).

What will you study? How will you be assessed?

A GCSE in Spanish broadens students’ horizons and encourages them to step outside the familiar. Students will work on a range of current and relevant topics from environmental issues to social media, pressures at school to hopes and ambitions for their future. Students will also have the opportunity to develop cultural awareness through trips abroad and exchange with a partner school in Spain.



The Spanish course concentrates on all the four skills of Listening, Speaking, Reading and Writing, each being worth 25% of the final grade. Four Final exams at the end of Year 11.

The course is designed to cover the following three themes which are divided into four sub-topics:

THEME 1: IDENTITY AND CULTURE

- Topic 1
Me, my family and friends
Relationships with family and friends
Marriage / partnership
- Topic 2
Technology in everyday life
Social media mobile technology
- Topic 3
Free-time activities
Music, cinema and TV, food and eating out
Sport
- Topic 4
Customs and Festivals in Spanish speaking countries and communities

THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

- Topic 1
Home, town, neighbourhood and region
- Topic 2
Social issues, charity / voluntary work,
healthy / unhealthy living
- Topic 3
Global issues, the environment, poverty / homelessness
- Topic 4
Travel and tourism

THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Topic 1
My studies topic
- Topic 2
Life at school / college
- Topic 3
Education post-16
- Topic 4
Jobs, career choices and ambitions

GCSE Geography (AQA)

This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.



+ Paper 1: Living with the Physical Environment (35% of the GCSE)

Section A: The Challenge of Natural Hazards

This will include looking at tectonic hazards, tropical storms, extreme weather in the UK and climate change.

Section B: The Living World

In this section of paper one we examine ecosystems, tropical rainforests, and cold environments.

Section C: Physical Landscapes in the UK

In this section we look at the coastal and river landscapes of the UK.

+ Paper 2: Challenges in the human environment (35% of the GCSE)

Section A: Urban Issues and Challenges

This involves the study of global trends and patterns, the impacts of rapid urbanisation and the resulting opportunities and challenges in two contrasting cities. There will be a detailed study of a UK city and one in a LIC/NEE.

Section B: The Changing Economic World

This looks at the complexities of measuring development and ways of reducing the development gap. Issues of trading relationships, international aid and the role of TNCs are explored. There will be a detailed study of one named LIC or NEE and a contrasting study of economic futures in the UK and the place of the UK in the wider world.

Section C: The Challenge of Resource Management

This section studies the increasing global demand for resources, highlighting stark inequalities. Issues of resource provision in the UK are examined in detail. Resource security in relation to food, water or energy are also covered with the reasons for insecurity outlined.

+ Paper 3: Geographical applications (30% of GCSE)

Section A: Issue Evaluation

Students learn about an issue, study options to solve it and make a decision. They consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. This section includes a question on pre-released material which the students have access to 12 weeks before the examinations.

Section B: Fieldwork and Geographical skills

Students will plan and undertake fieldwork locally comprising physical and human elements. They will then be assessed on the processes, data collection and data presentation techniques used. This section also includes questions on field techniques from unseen investigations.

GCSE History (AQA)

The study of History is central to our understanding of the world in which we live. The roots of so many of today's news stories can be found in the past, and the insights gained may shed light on the solutions to many of the issues that face us both now and in the future. This course will provide you with a deeper understanding of important social issues; encourage you to think independently and to develop opinions based on evidence.

Why study History GCSE?

The study of History involves developing transferable skills. The ability to detect bias, to evaluate different sources of information with a critical eye, to empathise with others and to communicate ideas and information are all central to this subject and are valued in all areas of education, employment and life.



Students who chose History say..

"I love talking and am very opinionated so History suits me down to the ground."

"I chose History because you learn about real events that still affect the world today."

"It is challenging... but I like that, I think it's important to push yourself. History is a great subject for people who want to go into journalism or law because it's all about weighing up the evidence and making supported arguments."



The course covers 1,000 years of British and World History. There are two papers sat in the summer of Year 11.



Paper 1: Understanding the Modern World

The USA 1919 – 1973: Opportunity and inequality

- The economic boom and the 'Roaring 20s'.
- The Depression and the New Deal.
- Post war America – including Rock and Roll, Civil Rights.

Conflict and tension 1950-1975

- Conflict in Korea
- The Vietnam War



Paper 2: Shaping the Nation

Britain: Power and the people c1170 to the present day

• A thematic study looking at the development of the relationship between the citizen and the state over a long period of time. You will discover who has held power in different periods and how protest has been used to change the balance of power.

Norman England c1066-c1100

- Conquest and control.
- Life under the Normans.
- The Norman Church and monasticism.
- The Historic environment - a study of a specific historical site in depth.

Assessment – both papers are 2 hours and worth 50% of the GCSE.



GCSE Computer Science (OCR)

This course allows students to gain a GCSE in Computer Science.

+ Students will be taught:

- Computational thinking skills.
- Problem solving skills.
- How computers work.
- How computers communicate.

Students will undertake a number of programming tasks and projects to build their problem solving and programming skills.

+ Previous tasks have included:

- Writing a program that allows users to order pizza.
- Writing a program that allows students to make their Year 9 options.
- Creating a dice-based game.
- Writing a technical support program.

Students are taught to code using Python, one of the most popular and in-demand programming languages in 2020. While it is used widely across the technology industry, including in Instagram and Google, it is also known for being one of the easiest languages to learn due to its simplified syntax so is an ideal first programming language to learn.



The course is assessed through two 90-minute exams, each worth 50%.

J277/01: Computer systems

This component will assess:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming

This component will assess:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments



Y11 Student:

"GCSE Computer Science is an option that takes dedication, hard work, and definitely a passion for the subject. It's incredibly rewarding and great fun - I mean, what isn't fun about creating programs that can do awesome things? But you will also have to put a lot of effort into your work during the course. I recommend this subject for people who are creative, have a passion for computers, enjoy maths and people with dedication. But have fun too; it's a highly enjoyable course!", and people with dedication. But have fun too; it's a highly enjoyable course!"



GCSE Business (EDEXCEL)

A GCSE in Business provides you with an insight into what business is; what it could involve and different ways in which it works. Who does it well? Who did it well? How you could do it? We consider the ever-changing dynamic nature of the world and how businesses need to take advantage of opportunities as they arise, as well as safeguard themselves against previously unforeseen forces.

We look at small local businesses and huge multi-nationals; the financial risks and rewards of being an entrepreneur, as well as how different business skills and talents can be applied to a vast number of sectors from fashion to sports to the environment.

This GCSE will support whatever your plans are for the future; because whatever the plan is, it will be affected by business. The better you understand the nature of making money, the better prepared you will be to make it work for you. Be the boss. Choose business.

+ What skills will I need?

An interest in the news.

Problem solver.

Be able to come up with persuasive arguments using facts given.

Be able to do calculations from given formula and interpret data.

Be able to come up with creative ideas, evaluate them and make them better.

A can-do attitude!

Please note: this option will demand a commitment to learn the necessary vocabulary, as well as an element of expressing yourself verbally, as well as in writing. You should have a desire to become more aware of the working world around you.



Two papers - each worth ninety marks; each 1 hour and 30 minutes long and each worth 50% of your grade.

Paper one investigates small businesses:

Enterprise and entrepreneurship,
How to spot a business opportunity,
Putting an idea into practice,
Making a business effective,
Understanding external influences on a business.

Paper two looks at building a business:

Marketing decisions,
Operational decisions,
Financial decisions,
Human resources.



The papers break down into three parts:

- Section A (35 marks)
- Section B (30 marks)
- Section C (25 marks)

Section A is multiple choice and short answer, while sections B and C are extended writing questions based on a given business context. Calculators can be used.

GCSE Design & Technology (AQA)

During Key Stage 4 students will take part in a 'design and make' project that is linked to enhance the quality of students' work, including computer-aided design and manufacture (CAD/CAM) including laser cutting, 3D printing and ICT-based sources for research. Projects will also include control and programming.

Students will consider how technology affects society and their own lives and learn that new technologies have both advantages and disadvantages. They will develop an awareness of design by looking at products already on the market, from past to present, and studying styles of design such as 'Memphis' and influential designers such as Alessi and Starck.

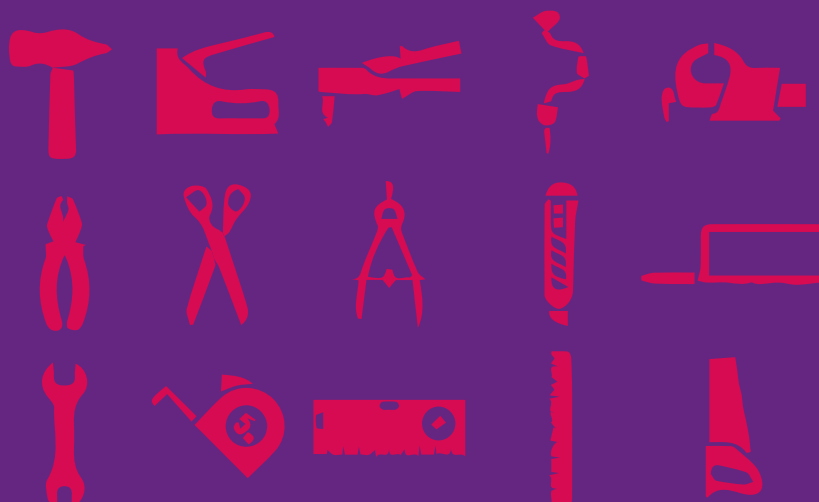
The Controlled Assessment task, set by AQA, will bring together a wide range of techniques, requiring students to create, develop and communicate solutions to their own individual project briefs. Students will find out about materials and manufacturing techniques and develop high quality design skills and modelling techniques.

This course offers students the challenge to become creative, independent thinkers and the outcomes will include designing, making and marketing. Students will submit a concise design e-portfolio with appropriate ICT evidence, together with a 3D working prototype.



Assessment:

50% of the total marks are allocated to the Controlled Assessment task of approximately 30-35 hours. The Controlled Assessment coursework project consists of a single design and making activity from set AQA Design Tasks. Coursework will be internally assessed and moderated, before being seen by the external AQA moderator. The written paper accounts for 50% of the total marks.



GCSE Food Preparation & Nutrition (AQA)

GCSE in Food Preparation and Nutrition will equip learners with the knowledge, understanding and skills, required to cook and also to apply the principles of food science, nutrition and healthy eating. Studying this course will allow students to make informed decisions about food and nutrition both now and later in life, as well as understand the huge challenges that are faced globally to supply the world with nutritious and safe food.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
- Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
- Food safety – Food Spoilage, Contamination and the Principles of Food Safety.
- Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation.
- Food Labelling and Marketing.
- Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.



+ Component 1. Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of qualification

This component will consist of two sections and will assess the six areas of content as listed in the specified GCSE content:

Section A: questions based on stimulus material / multiple choice.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

+ Component 2. Food Preparation and Nutrition in Action (Non-examination assessment)

Internally assessed, externally moderated

50% of qualification

Assessment 1: GLH 10 hours

Assessment 2: GLH 20 hours

Assessment 1. The Food Investigation Assessment

Students will carry out a series of scientific food investigations which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

A report of 1500 - 2000 words will be produced.

Assessment 2. The Food Preparation Assessment

Students will prepare, cook and present a menu which will assess the learner's knowledge, skills and understanding, in relation to the planning, preparation, cooking and presentation of food.

A report of 15 A4 sides will be produced.



BTEC Tech Award

Digital Information Technology (Pearson)

The UK is a world leader in the creative digital industries, such as in the creation of visual effects for the design of interactive interfaces. However, there is growing recognition that we need to build on and improve the UK's capability and capacity for technical innovation and creativity in this area.

This BTEC is a Level 2 qualification GCSE equivalent. This course has been designed to engage and enthuse young people with an interest in creative computing, for example the design and use of user interfaces in our world.

The course will encourage learners to consider pursuing education, training and career paths which will contribute to the nation's economic wellbeing, while achieving job satisfaction and rewards in the ICT industry.



The DIT BTEC is a three-unit course; there are two control assessment elements (60% of final grade and an exam unit (40% of the final grade).

- + **Unit 1: User interfaces. (Controlled Assessment)**
- + **Unit 2: Spreadsheet analysis. (Controlled Assessment)**
- + **Unit 3: Effective digital working practices. (Exam Unit)**

This is an exciting and engaging course that covers a range of practical and creative uses of ICT designed to better prepare students and equip students for a changing future in the ICT field of work.



Y10 student:

"I am doing the BTEC IT course, it is allowing me to learn and develop a wide range of creative ICT skills. I did this course because I like ICT in general and I wanted the chance to do the creative things I enjoy. I am designing a user interface for a Morfa Bay. I have learnt how to implement rollover images, embedded maps, sounds and YouTube clips to promote it. I'd recommend this course as it's fun and will help me secure a college course in ICT"



GCSE Art & Design (AQA)

Art and Design is a general art course in which students have the opportunity to work with a wide range of Art and Design two and three dimensional materials and processes in both preliminary studies and in their final outcomes. They will have the opportunity to create two dimensional artefacts such as drawings, paintings, photographs, prints, stencils and collages as well as three dimensional outcomes to include mixed media paintings, vessels, and decorative frames using wood or card. Depending on the theme of the project, students may also have opportunities to work with willow cane, papier-mâché and mod-roc plaster. This course offers students the chance to work in two and/or three dimensions at different points depending on their strengths and interests.

This course builds on the important Art and Design approaches that students have learned at Key Stage 3. Learners will continue to develop key art making skills such as: drawing; painting; research and presentation techniques; and the exploration and development of ideas. Final pieces are created at the end of each project and are the result of the creative and investigative work that students will have done in their workbooks up to that point.

Students will be expected to research relevant artists, designers, print-makers, sculptors and photographers and demonstrate a critical understanding of contemporary and historical art forms, using art related language and vocabulary. Some written work will therefore be expected at different points of the course in the form of annotations and notes in students` workbooks as well as research and the student`s personal response to the artist or designer they are focusing on. Students will also develop key skills in writing in terms of the evaluation and analysis of their own work. All students in Year 10 have the opportunity to develop their critical and cultural understanding further and at first hand by visiting an art gallery in London in the summer term. In previous years, we have visited the Tate Modern and the Victoria and Albert museum. Projects in Art and Design are inspired by broad themes such as `Natural Forms`, `Costumes`, `Japanese art`, `Buildings and Structures` and `Marine Life` and `Portraiture`. These themes have been adapted from the AQA syllabus and prepare students for the kinds of questions they will encounter in the final exam paper in Year 11.



+ **Controlled assessment**

One main project completed in Year 10 and a second, smaller project, completed in term 6 of Year 10 and in Year 11, in terms 1 and 2. This portfolio makes up 60% of the final grade.

+ **Examination**

An individual response to a theme set by the exam board. Students produce a final piece during a 10 hour exam which follows a three month preparatory period (January – March) in Year 11. This portfolio makes up 40% of the final grade. This is a practical exam. Written responses are required in the form of artist research and annotations explaining the design developments as part of the portfolio.



GCSE Drama (AQA)

Do you enjoy?

- Expressing yourself in a creative and confident way?
- Working as part of a group, contributing ideas and supporting others?
- Exploring new and imaginative ideas, creating your own performances?
- Working with scripts and plays?
- Attending live theatre?

Drama is a creative and imaginative subject; commitment and a sense of humour are very important. You need to be able to work well with other students and contribute ideas.

If you answered yes to any of these and this sounds like you, then Drama could be the right GCSE for you.



+ **Component 1:** Understanding drama 40% (Written Paper) Externally set and marked

This is a written exam that takes place at the end of the second year of study. This written exam is structured to enable candidates to demonstrate their knowledge and understanding of drama skills from all aspects of the 2 years of study. Students will visit several live theatre productions in preparation for the paper and explore a variety of texts. Students will be expected to complete a range of written tasks which will enable them to demonstrate knowledge and understanding of performance skills.

+ **Component 2:** Devising drama 40% (practical)

This component is marked by teachers and moderated by AQA.

Over the two years of study you will complete 2 practical devising units of performance for assessment. You will work with a range of stimuli such as poems, objects, pictures, newspapers and music to create original performances. Each option consists of 2 parts as the assessments take into account the students' work and contributions during the preparation period as well as their final performance:

1. Devising log. (60 marks)
2. Devised performance. (20 marks)

In preparation for this unit you will need to be committed to attending after school rehearsals.

+ **Component 3:** Texts in practice 20% (practical)

This component is marked by AQA.

You will have the opportunity to study and perform a range of plays. You will learn about structure, character objective, pace, technique, subtext, creating tension and comedy with plays. Your assessment for this component will consist of performing two extracts from one play for an external examiner.

GCSE Music (Eduqas)

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and a positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of all culture, past and present, music helps students understand themselves, relate to others and develop their cultural understanding, while forging important links between home, school and the wider world. There are no previous learning requirements for this specification, although the KS3 curriculum is designed to prepare the students in every way. The Key Stage 3 curriculum is designed to link to the areas for study and assessment objectives outlined by the exam board at GCSE. Therefore, students opting to take music GCSE will have a solid core understanding from their Key Stage 3 study to enable success in later examinations. The spiral learning approach gives students confidence by rotating through genres and musical devices at an incrementally higher level every time. This is also important for embedding confidence around new musical language and exam focussed writing rubrics. Eduqas builds on subject content which is taught at Key Stage 3 and provides a suitable foundation for the study of music at either as BTEC or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject but ensure they become a culturally rich and well-rounded person. You do not need to be an instrumentalist, but you must be willing to compose and perform, either as an instrumentalist or on the Macs as a producer.

Unit 1: Performance

Value 30% A minimum of two pieces

- One must be ensemble
 - The other can be solo or another group piece
- 5% for programme notes linked to an AoS on one of the pieces

Unit 2: Composing

Total duration of compositions: 3-6 minutes 35% of qualification

Section A: Composing (30%) Two compositions, one of which must be in response to a brief set by the exam board. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Section B: Evaluating (5%) An evaluation of the piece composed in response to a brief set by the exam board.

Unit 3: Appraising (Being able to talk about music using the correct vocabulary)

Written examination: 1 hour (approximately) 30% of qualification

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music



Assessment objectives and weightings

Learners must demonstrate their ability to:

- AO1 - Perform with technical control, expression and interpretation
- AO2 - Compose and develop musical ideas with technical control and coherence
- AO3 - Demonstrate and apply musical knowledge
- AO4 - Use appraising skills to make evaluative and critical judgements about music

GCSE Physical Education (EDEXCEL)

The PE course(s) running will be finalised once option numbers are in. Once numbers are clear, a decision will be made whether to run the GCSE PE course or the Vcert Technical award. Both courses are GCSE equivalent and are recognised by future sixth form providers.

Who is the course aimed at?

- Students who demonstrate an excellent commitment to their PE curricular study and extra-curricular work.
- Students who are driven to succeed and have a passion for sport.



Coursework

30% of the final GCSE grade comes from the student's practical ability. These performances are assessed during the general presentation of the fine skills and during the performance of tactics and techniques.

Students are assessed in 3 different sports. (1 team activity, 1 individual activity and 1 which is a free choice). These sports can be assessed during curriculum time or if students are participating in sports which are not covered in our curriculum, they can still be assessed.

For one sport, students will have to complete a PEP (Personal Exercise Programme) as part of their assessment. This contributes to 10% of the final grade.

Final Examination

60% of the final grade is achieved through two written examinations.

The two main focus areas of the examinations are:

- Fitness and Body Systems.
- Health and Performance.



Tech Award

Health & Fitness (NCFE LEVEL 1&2)

This qualification is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress to further study.



This qualification has two assessments: one external written examination and one internal synoptic project. The examination is worth 40% of the technical award and is 1½ hours long. The internal synoptic project is worth 60% of the technical award.

By the end of the course, students will be able to:

- Understand the structure and function of body systems and how they apply to health and fitness.
- Understand the effects of health and fitness activities on the body.
- Understand health and fitness and the components of fitness.
- Understand the impact of lifestyle on health and fitness.
- Understand how to test and develop components of fitness.
- Understand how to apply health and fitness analyses and set goals.
- Understand the principles of training.



Tech Award

Child Development & Care (NCFE LEVEL 2)

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at those who wish to be introduced to childcare and development of children aged 0-5 years. All units have to be passed to achieve the qualification. A*- D are the grades awarded.



Unit 1: An introduction to working with children aged 0 - 5 years

This unit aims to give an overview of the types of settings and provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers.

+ Externally set task - Internally assessed

Unit 2: Development and well-being 0 - 5 years

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

+ Externally set task - Internally assessed

Unit 3: Childcare and Development 0 - 5 years

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

+ Exam (short written answers)

Tech Award

Dance (BTEC LEVEL 1&2)

Students to be assessed in various dance styles by following a project and practical based course. Learners will examine live and recorded performances in order to develop their understanding of practitioners' work in dance, with reference to influences, outcomes and purpose. The course is designed to challenge and motivate students through practical performance and choreography.



There are 3 components to the course:

- Component 1: Exploring Performing Arts - Dance Approach
- Component 2: Developing Skills and Techniques
- Component 3: Responding to a brief

Assessment:

- Components 1 and 2 are internally assessed.
- Component 3 is a synoptic external assessment set by the exam board.



GCSE Religious Studies (AQA)

What is Thematic Studies?

You will debate contemporary issues present in today's society, forming your own moral opinion, whilst exploring the influential beliefs of others. We explore questions such as; is the death penalty morally acceptable? Is there real equality in family relationships? Is gender and sexuality fixed? Is war ever justified? Is there life after death? What is the value of human life? Is there a God? How was the universe created?

What are Theological Views?

Theology is the study of religion, exploring the fundamental religious beliefs that influence people's behaviours, actions and thoughts. For many people around the world religion underpins their actions, studying the beliefs and practices of religious people can give you a holistic understanding of human behaviour. Understanding religious identity can help support the understanding of diversity across the global community. We study Christianity and Buddhism at GCSE, exploring contrasting beliefs that range from the West to the Far East.

I think, therefore I earn!

You can use Thematic Studies and Theological Views for careers in; business, medicine, health, teaching, law, management, social work, community work, media, government, journalism (especially international), human resources, international aid, construction, police, youth work, counsellor and many more. This is an academic subject welcomed by top colleges and Russell Group universities. This is because it allows you to develop balance in your arguments and supports literacy skills in extended writing.

Paper 1: Beliefs, Teachings and Practices

- Christian Beliefs and Teachings – The concept of God, salvation, the afterlife.
- Christian Practices – Worship, the sacraments, festivals, evangelism, persecution.
- Buddhist Beliefs and Teachings – Life of Buddha, Dhamma, the noble truths, traditions.
- Buddhist Practices – Worship, meditation, festivals, karma, compassion.

Paper 2: Thematic Studies

- Relationships and Families – Marriage, relationships, purpose of family, gender equality.
- Religion and Life – The origins of the universe and life, environment, animal ethics.
- Religion, Peace and Conflict – Nuclear war, Holy war, forgiveness, terrorism.
- Religion, Crime and Punishment – Types of punishment, aims of punishment, types of crime, the treatment of criminals.

GCSE Sociology (AQA)

Sociology students are particularly in demand for 'people centred' jobs and professions that need people to be analytical in their approach, weighing up evidence and reaching considered conclusions. Professions such as media research, law, police, journalism, teaching, social and welfare work, civil service and local government research and policy making, advertising, nursing, medicine and market research.

During the course students will study the following topics:

Unit 1

- Families.
- Education.
- Relevant areas of social theory and methodology.

Assessment - Written paper 50% of total marks.

1hr 45 mins

Unit 2

- Social Stratification.
- Crime and Deviance.
- Relevant areas of social theory and methodology.

Assessment - Written paper 50% of total marks

1hr 45 mins.

Tech Award

Travel and Tourism (Pearson BTEC LEVEL 1&2)

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism is for students who want to acquire sector-specific applied knowledge through vocational contexts by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism as part of their Key Stage 4 learning.

Students taking this qualification will study three components, covering the following content areas:

- + The aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- + How organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- + Factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

This Tech Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening learners' experience and skills participation in different contexts, with the opportunity for them to practically apply their knowledge and skills through areas such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.



The first two units are internally assessed and external moderated. The third unit is completed under controlled assessment in the school and sent away to be externally moderated. All units must be passed to achieve the qualification.



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