



## **GCSE Course Options and Information Booklet**

September 2017 entry

**L**earning | **E**ffort | **A**spiration | **R**espect | **N**urture | **W**ellbeing



## THE HEADTEACHER'S MESSAGE TO YEAR 9 STUDENTS

I am delighted to introduce you to the Year 9 to 10 Options programme for 2017-18. In September you will begin Key Stage 4. You will continue to learn some subjects that are compulsory because they give you skills that everyone needs, whatever you plan to do in the future. You will also, for the first time, have some choice over what you learn.

The information we provide will explain which subjects are compulsory and which are in our options programme. Where you do have choice there are many factors to consider before you make your decision: what you enjoy; what your strengths are; what the course consists of; what you want to do after Year 11 and in the future. You may not yet know what you want to do as a future career, in which case make choices that keep your options open and be aspirational! Discuss your choices with your family, your tutor and teachers or our careers advisor. Ultimately, you must make choices that are right for you. I do urge you to read the advice in this booklet carefully.

I wish you well in making your choices. Also remember that your levels at the end of Year 9 are an important influence on what grades you achieve at the end of Year 11, so continue to work hard and do your best this year.

Mr. R W Shadbolt

Headteacher



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## INTRODUCTION

The subjects that you choose to study for GCSE can have a major impact on the courses you will be able to study at A level and degree level, or the career path you choose to take. Having the right guidance and information now will give you a much clearer picture when the time comes to make up your mind.

This GCSE Course Guidance and Information booklet aims to help you make an informed decision when choosing your courses for GCSE and beyond. We hope this will be of use to you and your parents.

## THE CORE SUBJECTS THAT ALL OF YOU WILL STUDY

The following table shows the number of lessons per fortnight

SUBJECT	HOURS STUDIED PER FORTNIGHT
ENGLISH (LITERATURE AND LANGUAGE)	8
MATHEMATICS	7
SCIENCE	9
PHYSICAL EDUCATION (CORE)	3
PERSONAL DEVELOPMENT	1

- \* Science – you will be guided by your Science teachers to the course appropriate for you. This will take into account your current performance and your year 9 assessment results. This can also be discussed with your parents at the year 9 parents' evening.

## THE OPTIONAL SUBJECTS THAT WOOD GREEN SCHOOL OFFERS

ART AND DESIGN	BUSINESS STUDIES	COMPUTER SCIENCE
DESIGN AND TECHNOLOGY: PRODUCT DESIGN	DESIGN AND TECHNOLOGY: FOOD PREPARATION & NUTRITION	DRAMA
FRENCH	GEOGRAPHY	GERMAN
HEALTH AND SOCIAL CARE	HISTORY	HORTICULTURE
MUSIC	PHYSICAL EDUCATION	RELIGIOUS STUDIES
TRIPLE SCIENCE		

- \* In order to meet the requirements for Progress 8 you will need to choose at least one of the following: Triple Science, Computer Science, French, German, History or Geography. Please see below for more information about Progress 8.
- \* Personal Development will now be delivered as separate full days throughout the year in addition to lesson time.
- \* Courses will only run if there are sufficient numbers enrolled.

If we are unable to offer you the combination of subjects that you wish to study, then you will have the opportunity to discuss this with Mrs. Stevens (Deputy Headteacher).

## PROGRESS 8

Progress 8 was introduced for all schools in 2016 and replaces the 5 A\*-C measure. This is a great step forward for schools as it calculates all students' progress throughout the GCSE courses regardless of ability. Progress 8 encourages you to have a broad and balanced GCSE portfolio. There is strong governmental advice about the expected spread of subjects needed for all students regardless of what you wish to do to keep you competitive in the future.

The Progress 8 measure will be based on a student's eight best subjects within the following criteria:

- A double weighted GCSE Mathematics
- A double weighted English. This can be either GCSE English Language or English Literature, whichever is the higher grade, as long as you are entered for both qualifications
- The three highest grades from the subjects – Triple Sciences, Combined Science, Computer Science, Geography, History, French or German
- The best three grades from any of the remaining subjects included within the "Open Group". This can include the other English option not already counted.

The final GCSE scores from your best 8 are added together and then looked at against the score that you should have achieved.

A	B	C (Open)
Two from:	Any three from:	The English not used in column A can now be used in the calculation, or any 3 from:
ENGLISH LANGUAGE ENGLISH LITERATURE MATHEMATICS	COMPUTER SCIENCE FRENCH GEOGRAPHY GERMAN HISTORY SCIENCE	ART AND DESIGN BUSINESS STUDIES DRAMA FOOD PREPARATION & NUTRITION HEALTH AND SOCIAL CARE MUSIC PHYSICAL EDUCATION PRODUCT DESIGN RELIGIOUS STUDIES

## E-BACC

The English Baccalaureate (E-Bacc) was introduced as a performance measure for schools in England in the 2010 performance tables. It is not a qualification. The measure recognises students that have achieved a 4 or 5 (to be confirmed) grade or better in 5 subjects: GCSE English, Mathematics, a Science or Computer Science, a modern foreign language, and History or Geography. Students who are considering entry to a top university would be best advised to choose the E-Bacc subjects. All students, where possible, should do this too, for breadth and balance in their chosen courses.

For students hoping to go to university, the Russell Group guide on making informed choices for sixth form education identifies “facilitating subjects” at A level. These are the subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify are those included in the English Baccalaureate: English, Mathematics, the Sciences, Geography, History, Computer Science and Languages.

## HOW SHOULD I CHOOSE MY COURSES?

GCSEs offer academically demanding courses which have for many years been the main qualification for entry to Sixth Form, College and University. As all GCSE subjects are as demanding as each other it is important that you choose subjects that you will enjoy and are good at.

It is the school’s expectation of all year 9 students that you will choose a range of subjects so that you meet the requirements for Progress 8. This will give you a broad and balanced curriculum that leads to lots of different pathways. Your core subjects need to be enhanced by choosing at least one of Triple Science, Computer Science, French, German, History or Geography.

All students study the compulsory core curriculum and choose four option subjects. Our advice is that:

- All students **should** take **at least one** of: Triple Science, Computer Science, French, German, History or Geography to satisfy Progress 8
- We **strongly** advise students to take a language option for GCSE particularly if you aspire to go into the sixth form and then to university
- For success in the sixth form and in higher education, it is **highly recommended** that you choose a language and History or Geography so that you can achieve the English Baccalaureate (EB)
- You can choose a maximum of **two** from Art, Drama and Music
- Students may take Art and Graphics
- Students may take two languages
- Students may take two humanities

So for example, you could take the core subjects, then choose French, Geography, Drama and Music.

The Progress 8 subject spread should be suitable and advisable for all students. Should this not be the case for you please choose your preferred subjects and you will then have the opportunity to talk this through with Mrs. Stevens ([r.stevens@wgsnitney.org.uk](mailto:r.stevens@wgsnitney.org.uk)).

If you have a particular career in mind, check whether any particular GCSE subjects are required as acceptance for entry to that career. You can ask Mr. Bingham ([d.bingham@wgsnitney.org.uk](mailto:d.bingham@wgsnitney.org.uk)) our

Careers' Advisor for help with this if you are uncertain or ask Mr. Armstrong, our Head of Sixth Form (m.armstrong@wgswitney.org.uk) for advice.

Try to avoid too many practical option subjects as this makes coursework demands very heavy in Year 11. Keep your choices broad and balanced at this stage.

## **CURRICULUM CHANGE AND HOW IT WILL AFFECT YOU**

All GCSE and A level curriculums have changed over the last three years. At GCSE the courses are much more academically demanding and will be assessed by an examination at the end of year 11 only. More information about individual subjects can be found on the pages that follow. Some of the information in this booklet may change over the next few months as specifications are accredited and decisions about courses are confirmed.

The big difference is that all subjects will now be awarded numbers rather than letters and will be graded from 1 - 9, with 9 being the highest number grade that you can achieve.

## **SIXTH FORM**

Please check with the current Sixth Form Course Guidance and Information Booklet (available on the school website) for the entry criteria into Sixth Form. There is a general entrance requirement and subject specific requirements.

## **UNIVERSITY**

When applying to a university course, it is important that you consider all aspects of the entrance requirement, including the GCSE requirements.

Please look at the Russell Group advice in a document called Informed Choices for advice about applying to competitive universities. Follow the link below and read from page 18.

[www.russellgroup.org/InformedChoices-latest.pdf](http://www.russellgroup.org/InformedChoices-latest.pdf)

## **COLLEGE**

If you are thinking of applying to a college please be aware, that in the past, many college courses will require at least a grade 4 in GCSE English Language, Mathematics and Science. With the new grading you may be required to get a grade 4 or 5. There may well be other subject specific requirements so check carefully.

## **WHAT INFORMATION AND GUIDANCE IS AVAILABLE TO ME?**

1. Ask your subject teachers and tutor
2. Information Exchange 22/02/17 'The transition from year 9-10' held in the hall
3. Year 9 Parents' evening 09/03/17
4. Ask Mrs. Stevens, your Head of Learning Community or Mr. Armstrong
5. Attend Taster Lessons in both core and option subjects
6. Ask the careers' advisor Mr. David Bingham (contact your tutor for an appointment)
7. Ask your parents
8. Access the Russell Group information - "Informed Choices"- link above
9. Read this Course Guidance Booklet

## **HOW MANY COURSES SHOULD I CHOOSE?**



You should opt for four courses in addition to the core subjects. Have a look at the Option Form and choose your four options plus two reserve choices ensuring that you follow the guidance on the form.

Please note that some subject combinations are not possible. All advice will be given to you about this when you complete your application.

## **WHEN ARE THE TASTER LESSONS?**

The taster lessons will run from Monday 23 January - Friday 3 February. We will be running a whole series in normal lesson time. New option subjects will be timetabled and you will be able to sign up for these with your tutor. You can sample as many as you like to be certain that you have chosen the right subjects for you. Please take advice about this from your tutor.

Once you have started your courses in September it is very difficult to change to another course.

What should I think of when in a taster lesson for option subjects?

1. Take note of the curriculum content – “Am I interested in the topics covered?”
2. Ask yourself the question – “Have I got an interest in the subject outside of school?”
3. Try to work out the necessary skills needed, for example, extended writing or critical thinking skills or strong memory. Ask yourself “Am I good at these skills?” This is particularly important for subjects like Geography, Business Studies, History and Health and Social Care.
4. Find out the answer to the question, “Can I take this subject in Sixth Form or at college if I do not choose it for GCSE?”
5. Find out, “Do I need this subject for my future career or university course?”
6. Consider, “Do I enjoy the way the subject is taught?” For example, Music is very practical.
7. Reflect on, “Does this subject mean that I have a broad selection?” Perhaps choosing all arts subjects is not a wise move for your future career.

## **WHAT DO I DO NOW?**

Please fill in your Options Form and hand it in to your tutor by Thursday 23<sup>rd</sup> March 2017. Make sure that your parents also sign this to show that they approve of your choices.

Follow the instructions on the form carefully.

### COURSE DESCRIPTION

The new GCSE in English Language course is designed to provide appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students. It enables you to develop the skills you need to read, understand and analyse a wide range of different texts (both fiction and non-fiction) and write clearly and accurately. During the course of study you will be taught to read and respond to unfamiliar texts from across the 19th, 20th and 21st centuries. In addition, you will develop the skills needed to write creatively and to present a viewpoint in imaginative and accurate ways.

### ASSESSMENT

The course is linear and is assessed by two exams at the end of the two-year course. All texts will be unseen by you prior to the exam. The paper structures are as follows:

Paper 1 – Explorations in Creative Reading and Writing (50%) (1¾ hours)

Section A: Reading

- 1 literature fiction text
- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Section B: Writing: descriptive or narrative writing

Paper 2 – Writers' Viewpoints and Perspectives (50%) (1¾ hours)

Section A: Reading

- 1 non-fiction text and one literary non-fiction text
- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Section B: Writing: Writing to present a viewpoint

In addition, spoken language will be assessed by the teacher and a separate mark will be given – it does not form part of the grade for the qualification. These assessments will involve:

- Presenting
- Responding to questions and feedback
- Use of Standard English

### A LEVELS, COURSES AND CAREERS

English Literature and English Language and Literature, History, Drama, and Media Studies A-Levels and further education courses follow on from these subjects.

Careers which link to English Language include: journalism, teaching, marketing, advertising and writing.

### COURSE DESCRIPTION

The new GCSE in English Literature covers a range of literary texts including:

- Shakespeare
- 19th century fiction
- Poetry from different time periods
- Modern prose or drama

You will not only develop the confidence to read and respond to whole texts with unfamiliar language but will also learn how to analyse the writers' techniques and to evaluate the effects on the reader as well as considering the writers' purposes. The course requires you to learn how to write academically about these texts. It has been structured and designed to enable you to access the texts and ideas as well as stretching and challenging students to develop their thinking and understanding of literature from a range of different writers and periods

### ASSESSMENT

The course is linear and is assessed by two exams at the end of the two-year course. The paper structures are as follows:

Paper 1 – Shakespeare and the 19th Century Novel – 40% 1¾ hours – closed book (no access to the text in the exam).

Section A - Shakespeare: You will answer one question on the play you have studied. You will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B - The 19th Century Novel: You will answer one question on the novel you have studied. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2 – Modern Texts and Poetry – 60% 2¼ hours – closed book (no access to the text in the exam)

Section A - Modern texts: You will answer one essay question from a choice of two on your studied modern prose or drama text.

Section B - Poetry: You will answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster you have studied.

Section C - Unseen poetry: You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### A LEVELS, COURSES AND CAREERS

English Literature and English Language and Literature, History, Drama, and Media Studies A-Levels and further education courses follow on from these subjects.

Careers which link to English Language include: journalism, teaching, marketing, advertising and writing.

### COURSE DESCRIPTION

The content of the course divides into five main areas:

- Number
- Algebra
- Ratio and proportion
- Geometry
- Probability and statistics

Other aims of the course are to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

### ASSESSMENT

The new GCSE will consist of two tiers, Foundation (grades 1-5) and Higher (grades 4-9), there is an overlap of grades between Foundation and Higher. You must sit three exam papers at the same tier and in the same series. Each paper will be 1½ hours long and will be equally weighted. One paper will be non-calculator whilst the other two will be calculator papers, each will be of similar difficulty. There will be no coursework.

### A LEVELS, COURSES AND CAREERS

- Mathematics A level
- Further Mathematics A level
- Finance
- Accountancy
- Engineering
- Computing
- Many universities like to see A Level Mathematics in a student's portfolio of A levels

### COURSE DESCRIPTION

It is a government requirement that all GCSE students study Science at this level. It is important to have an understanding of Science in order to appreciate the things that affect our everyday lives. For example:

Should young girls have the Cervical Cancer Vaccine? Will we live on the moon one day? Should we buy GM foods? Is nuclear fuel the future of electricity production? How does a bullet proof vest work? Why is digital television better than analogue? What is the car of the future?

Regardless of your chosen career, a knowledge of Science will mean being able to make decisions and have opinions on issues with a full understanding of the facts. Students also get an insight into how scientists work and the exciting developments in technology due to the research carried out worldwide.

### OPTIONS

All GCSE courses at Wood Green are currently offered from the AQA GCSE Sciences Third Edition Syllabus.

**Option 1: Separate Sciences** is for students with a good level 6b or above in Science from Year 9. To be successful students need to be prepared to work at a faster pace in lessons and complete work to a consistently high standard.

This option will allow students to study for three GCSE qualifications – one for each of the Sciences. It is suited to those students who wish to study one of the Sciences at AS and A level. There are a number of ideas taught at the end of the course that are revisited in AS teaching and students get an insight into the nature of each Science through studying them separately.

**Option 2: Combined Science: Trilogy** - this course covers key aspects of all three sciences. The course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit. The course still enables students to study Science at AS or A Level but is taught at a pace suitable for all abilities. This will result in 2 GCSE qualifications.

**Option 3: Combined Science: Synergy** - this course covers key aspects of all three sciences. The course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit and is taught using real life situations and straight forward exam questions. This will result in 2 GCSE qualifications.

**OPTION 3: COMBINED SCIENCE: SYNERGY IS NOT SUITABLE FOR STUDENTS WHO WISH TO STUDY SCIENCE AT A LEVEL.**

### ASSESSMENT

All three courses involve examinations in year 11.

Option 1: Separate Sciences: There are two 1¾ hour exams in each of the three areas of Science; each paper is worth 50% of the grade.

Option 2: Combined Science: Trilogy: There are six 1¼ hour exams, two in biology, two in Chemistry and two in Physics, each paper is worth 16.7% of the grade.

Option 3: Combined Science: Synergy: There are four 1¾ hour exams, two covering Life and Environment and two covering Physical Sciences, each paper is worth 25% of the grade.

## **A LEVELS, COURSES AND CAREERS**

The three courses offered allow for different routes through the Sciences. They all allow the opportunity to develop a deeper understanding of Biology, Chemistry and Physics. The courses are designed to build new practical skills and apply these to real life situations. Students who complete the separate and trilogy courses are well placed to go on and study A Levels in Biology, Chemistry and Physics and then to complete courses in university such as biotechnology, veterinary science, dentistry, nursing, pharmacy and then pursue careers in those areas. Students who complete the synergy course are well placed to pursue courses leading to BTEC or NVQ qualifications before going to university to complete courses.

### COURSE DESCRIPTION

Art and Design at Key Stage 4 offers you the opportunity to develop practical skills using a range of materials, experiment with a variety of techniques, and use your imagination to develop ideas through to a finished piece of work. We offer a range of media and approaches including: drawing, painting, printing and sculpture/three-dimensional design. The new GCSE Specification has highlighted the importance of sustained observational drawing and written analysis; students must be prepared to explore ideas rigorously through drawing and annotation throughout the GCSE course.

The aims of the course are to:

- Develop ideas in response to set themes
- Study the work of other artists, art movements and cultures
- Record through sustained observational drawing
- Develop ideas using a range of media and techniques
- Realise a finished piece of work
- The course requires a significant amount of critical written analysis

### ASSESSMENT

The course is structured into two parts:

Coursework 60%. Presentation of a portfolio of work undertaken over 2 years.

Examination 40%. This will be externally set starting in January of Year 11. Students will produce preparatory studies over the spring term working with the support of their teacher. At the end of this period there will be a 10-hour exam realising a finished piece of work based on preparation work.

All units of work involve preparation pieces and a finished piece. All staff offer support to you after school for 1½ hours every week. Regular assessment will occur throughout the course. Much emphasis is placed on independent study with set home works of between 1½ hours and 2 hours each week.

### A LEVELS, COURSES AND CAREERS

The course offers you an opportunity to develop: creative thinking, independent work, knowledge/skills using a range of media, and presenting information/ideas in a lively and stimulating way. These skills are not confined to Art and Design but are relevant to most areas of working life.

Careers in Art and Design include the following: graphics, fashion, furniture, industrial, interior and theatre design.

Students from an Art and Design background are increasingly successful in the media industry.

### COURSE DESCRIPTION

Graphic Communication introduces students to a visual way of conveying information and ideas using a range of graphic media, processes and techniques. Students will explore primary and secondary sources in their design development working with traditional and new technologies. The balance between aesthetic and commercial purposes will be investigated throughout the course. Areas of study might include: advertising, communication graphics, design for print, illustration, interactive design, multi-media, package design, signage and typography. The new GCSE Specification has highlighted the importance of sustained observational drawing and written analysis; students must be prepared to explore ideas rigorously through drawing and annotation throughout the GCSE course.

The aims of the course are to:

- Creatively develop ideas in response to set themes.
- Develop critical thinking through analytical and experimental skills.
- Develop an awareness of different work practices in the design industries.
- Record through sustained observational drawing
- Develop ideas using a range of media and techniques
- Realise a finished product

### ASSESSMENT

The course is structured into two parts:

Coursework 60%. Presentation of a portfolio of work undertaken over 2 years.

Examination 40%. This will be externally set starting in January of Year 11. Students will produce preparatory studies over the spring term working with the support of their teacher. At the end of this period there will be a 10-hour exam realising a finished piece of work based on preparation work.

All units of work involve preparatory studies and a realized outcome. All staff offer support to you after school for 1½ hours every week. Regular assessment will occur throughout the course. Much emphasis is placed on independent study with set home works of between 1½ hours and 2 hours each week.

### A LEVELS, COURSES AND CAREERS

The course offers you an opportunity to develop: creative thinking, independent work, knowledge/skills using a range of media, and presenting information/ideas in a lively and stimulating way. These skills are not confined to Art and Design but are relevant to most areas of working life.

Careers in Art and Design include the following: graphics, fashion, furniture, industrial, interior and theatre design.

Students from an Art and Design background are increasingly successful in the media industry.



### COURSE DESCRIPTION

No matter what you do in life you will interact with businesses. Most of you will work for a firm and all of you will buy goods and services from businesses. Apart from being a great qualification to have for university and employers, GCSE Business teaches you to be smarter in your dealings with business, making and saving you money through life.

The course consists of two themes:

**Theme1: Investigating small business** where you learn about the skills needed to be an entrepreneur; how to spot a business opportunity; putting a business idea into practice; how to make the business effective; and how external influences like the economy affect business decisions

**Theme 2: Building a business** where you learn about how businesses grow and the issues involved in making marketing, operational, financial and human resource decisions.

You will be required to work individually, as one of a pair and in groups. You will learn to give presentations and take part in discussions.

Business is an ideal option if you want to learn how businesses thrive and what it takes to be a successful entrepreneur. You need to be good at communicating, thinking creatively and explaining ideas; not afraid of learning new things or working with simple numbers to solve business problems. It really helps to be interested in current events and the world around you.

### ASSESSMENT

There are formal tests at the end of each topic and mock exams in both Year 10 & 11. Final Assessment is in the form of two written examinations each lasting 1 hour and 30 minutes.

Each paper is divided into three sections: Section A: 35 marks | Section B: 30 marks | Section C: 25 marks. Each paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

### A LEVELS, COURSES AND CAREERS

A GCSE in Business Studies prepares you to study or work in areas like accountancy, business management, economics, running your own business, law, ICT, retail management, leisure management and the travel Industry.

### COURSE DESCRIPTION

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded resulting in new challenges for employers and employees. Businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries.

For this course you must have an interest in Computers and how they work, as well as a love for problem solving. You will need to have a logical mind and have the resilience and perseverance to overcome challenges. An interest in Mathematics and Physics would also be helpful.

The course consists of 3 Sections:

Paper 1: Computational thinking and problem solving.

In this section you will learn the art of computational thinking, problem solving and the theory of coding.

Paper 2: Written Assessment

This paper will cover aspects of computer systems, network, cyber security, software development and the ethical, legal and environmental impacts of digital technology on our society.

Non Exam Assessment (Controlled Assessment)

Students will be expected to analyse, design, implement and test a solution to a given problem.

### ASSESSMENT

Paper 1 is worth 40% of the GCSE and the exam is for 1½ hours. The exam paper will consist of multiple choice, short answer and longer answer questions assessing the student's practical problem solving and computational thinking skills.

Paper 2 is worth 40% of the GCSE and the exam is for 1½ hours. The exam paper will consist of a mixture of multiple choice, short answer and longer answer questions and extended response questions assessing the student's theoretical knowledge

The Non-Exam Assessment is worth 20% of the GCSE. Students are given 20 hours to complete the given task.

### A LEVELS, COURSES AND CAREERS

Computer Science is a discipline, like Mathematics, Physics or History. It has a body of knowledge, established techniques, and thinking skills, that will last students a lifetime. The core skill-set of Computer Science is independent of new technologies and programming techniques. Therefore, studying a GCSE in Computer Science will develop your knowledge and skills and provide the progression to A-level Computer Science, IT related apprenticeships and degree level courses in Engineering, computing and science.

### COURSE DESCRIPTION

GCSE Product Design covers a wide range of activities based on design and making products that are manufactured using materials such as wood, metal and plastic in many forms. As well as learning hand-making skills you will use a range of industrial processes to shape and form materials into functioning products. Over the two years you will develop a whole range of creative designing and making skills, technical knowledge and understanding. During the course you will produce a design portfolio showing how your ideas have developed, use modelling and CAD/CAM to develop design solutions and make a quality product.

### ASSESSMENT

There are two units:

Unit 1: Coursework - Creative Design & Make Activities (60%)

Completion of a design folder and a practical piece during controlled time of 40 hours which is internally and externally assessed. Marked out of 100 (design 50 marks/make 50 marks)

Unit 2: Examination - Knowledge & Understanding (40%)

One exam paper of 1½ hours at the end of the course applying knowledge and understanding of Resistant Materials Technology through multiple choice, short answer and extended writing type questions. Externally assessed and marked out of 80.

### A LEVELS, COURSES AND CAREERS

- Product Design A level
- Apprenticeships in Engineering
- Architecture
- Product Design
- Practical skills courses at Further Education College
- Apprenticeships in all building and joinery careers.

### COURSE DESCRIPTION

During the two year course various practical skills will be undertaken.

There are five main areas of study. These are:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

There will be an opportunity to develop the 12 practical skills included in the specification.

There will be at least one practical session per week.

### ASSESSMENT

Written examination: 1¾ hours

Paper 1: Food preparation and nutrition (100 marks, 50%). All the theory from the 5 sections above will be tested.

Multiple choice questions (20 marks)

Five questions each with a number of sub-questions (80 marks).

Non examination assessment:

#### **Task 1: Food investigation**

This assesses students' understanding of the working characteristics and functional and chemical properties of ingredients. A sample task is:

1. Investigate what type of flour is best for bread making
2. Investigate the use of raising agents in baked products.

Practical investigations are a compulsory element for this task. This task is assessed by students completing a written/electronic report (1500-2000 words) including photographic evidence of their practical investigation.

#### **Task 2: Food preparation assessment**

Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

This task is assessed by students completing a written/electronic portfolio including photographic evidence. The photographic evidence must include the three final dishes.

### A LEVELS, COURSES AND CAREERS

Catering diplomas at further education colleges, employment and training in the food industry.

### COURSE DESCRIPTION

GCSE Drama allows you to apply your knowledge and understanding when making, performing and responding to different Drama genres. Throughout the two years you will have an opportunity to take on the role of an Actor, Director or Designer (Lighting, Set, Sound, Costume).

The course will also allow you to develop a range of theatrical skills and styles.

You will be studying theatre practitioners such as: Bertolt Brecht, Stephen Berkoff, Theatre Complicate, DV8 Physical Theatre Company and many more.

There are ongoing assessments every term and a mock examination in year 10 and year 11 to make sure that you are on track to achieve your target grade.

### ASSESSMENT

**Component 1: Devising Theatre 40%:** You will be assessed on either Acting or a Design element. Internally assessed and externally moderated. In this unit you will create, develop and perform a piece of devised theatre using either the techniques of an influential theatre practitioner (Brecht, Berkoff, Stanislavski) or a genre. EDUQAS will set a stimulus. You will have to produce:

A devised performance

A portfolio of supporting evidence

An evaluation of the final performance

**Component 2: Performing from a text 20%:** You will be assessed on either Acting or a Design element. Externally assessed by visiting examiner.

You will study two extracts from the same performance text. You will then participate in one performance using a section of text from both extracts in front of an external examiner and audience.

**Component 3: Interpreting Theatre 40%:** Written exam - 1½ hours

Section A: Set Text

You will explore one set text practically in lesson looking at the role of Director, Actor or Designer.

The set text will be one of the following: "Hard to Swallow" by Mark Wheeler, "War Horse" by Michael Morpurgo or "DNA" by Dennis Kelly. You will then answer a series of questions on the set text.

Section B: Live Theatre Review:

You will answer one question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production you have seen during the course.

### A LEVELS, COURSES AND CAREERS

There are many things you can go on to do with a GCSE in Drama. You could go on to take an A level in Drama or a Performing Arts related college course.

You might wish to go onto a job where it is useful to have had experience of Drama or where you will need to use some of the skills developed during this course.

**COURSE DESCRIPTION**

For the new GCSE you will continue to practise and develop the skills of listening, speaking, reading and writing in the context of the following topics:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Those who are studying both French and German in Year 9 can choose to continue with both languages or just one, this does not have to be the one you started with in Year 7.

**ASSESSMENT**

You are assessed in the four skills of listening, speaking, reading and writing at the end of the course in Year 11. You will be entered for either Foundation or Higher tier for all four skills.

You will not be allowed to use dictionaries in any of the examinations.

Paper 1: Listening (25%) Written examination - Foundation tier 35 minutes, Higher tier 45 minutes.

Paper 2: Speaking (25%) Examination with your subject teacher - Foundation tier 7-9 minutes, Higher tier 10 -12 minutes.

Paper 3: Reading (25%) Written examination - Foundation tier 45 minutes, Higher tier 1 hour.

Paper 4: Writing (25%) Written examination - Foundation tier 1 hour, Higher tier 1¼ hours.

**A LEVELS, COURSES AND CAREERS**

Communication between countries has never been more important than it is now, and that means that the learning of foreign languages in schools takes on a new significance. Your generation has the opportunity to visit, to work and even to settle down in France, Germany and other European countries.

You will find that a Modern Language may be useful in an increasing number of careers including Travel and Tourism, Media Education, International Banking and Public Relations. Many universities are also beginning to request a language as an entry requirement to their courses.

### COURSE DESCRIPTION

Most major stories in the news recently can be linked to the GCSE Geography course. The issues arising from migration or an ageing population in the UK, Energy security and water resource management, Flooding, Climate Change, Deindustrialisation, growth of the NICs such as China and Globalisation all feature in this course. The need for urban regeneration, brownfield versus greenfield development debates and even rising unemployment and crime figures are assessed in relation to urban and social structure and change. The world is an increasingly connected place and geography enables you to study how these different aspects fit together. It also helps you to understand the issues that need to be managed in the future and helps you to learn the importance of acting responsibly and in a sustainable way.

Topic 1: Hazardous Earth

Topic 2: Development Dynamics

Topic 3: Challenges of an Urbanising world

Topic 4: The UK's evolving physical landscape – a focus on rivers and coasts

Topic 5: The UK's evolving human landscape – including dynamic UK cities

Topic 6: Geographical investigations – fieldwork opportunities in order to cover physical and human geography

Topic 7: People and the biosphere

Topic 8: Forests under threat

Topic 9: Consuming energy resources

There will be opportunities to complete fieldwork days to complete this course.

### ASSESSMENT

Component 1: Global Geographical Issues – Topics 1 to 3 worth 37.5% of the GCSE

Component 2: UK Geographical Issues – Topics 4 to 6 worth 37.5% of the GCSE

Component 3: People and Environment Issues – Making Geographical Decisions (decision making paper) worth 25% of the GCSE

All papers are 1½ hours long.

### A LEVELS, COURSES AND CAREERS

Geographers look at issues from a wide perspective and develop a range of transferable skills which are attractive to a very broad range of future employers. It is also considered to be a facilitating subject should you choose to go on to University and wish to study at one of the Russell Group universities.

Typically, you would go on to complete Geography A Level and can then go on to have jobs in Management and Law, the Financial Sector, Education, Further Masters training and Town Planning as well as other professions more specific to Geography such as Meteorology or River Catchment Management.

### COURSE DESCRIPTION

For the new GCSE you will continue to practise and develop the skills of listening, speaking, reading and writing in the context of the following topics:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Those who are studying both French and German in Year 9 can choose to continue with both languages or just one, this does not have to be the one you started with in Year 7.

### ASSESSMENT

You are assessed in the four skills of listening, speaking, reading and writing at the end of the course in Year 11. You will be entered for either Foundation or Higher tier for all four skills.

You will not be allowed to use dictionaries in any of the examinations.

Paper 1: Listening (25%) Written examination - Foundation tier 35 minutes, Higher tier 45 minutes.

Paper 2: Speaking (25%) Examination with your subject teacher - Foundation tier 7-9 minutes, Higher tier 9-12 minutes.

Paper 3: Reading (25%) Written examination - Foundation tier 45 minutes, Higher tier 1 hour.

Paper 4: Writing (25%) Written examination - Foundation tier 1 hour, Higher tier 1¼ hours.

### A LEVELS, COURSES AND CAREERS

Communication between countries has never been more important than it is now, and that means that the learning of foreign languages in schools takes on a new significance. Your generation has the opportunity to visit, to work and even to settle down in France, Germany and other European countries.

You will find that a Modern Language may be useful in an increasing number of careers including Travel and Tourism, Media Education, International Banking and Public Relations. Many universities are also beginning to request a language as an entry requirement to their courses.



### COURSE DESCRIPTION

This is a BTEC course which is equivalent to one GCSE. The four units you will study are listed below and will give you a well-rounded knowledge and the skills needed in this field of study.

BTECs are vocationally related qualifications where learners develop knowledge and understanding by applying their learning and skills in a work-related context.

Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team work; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners and open doors to progression into further study and responsibility within the workplace.

### ASSESSMENT

Edexcel BTEC Level 1/Level 2 First Award in Health and Social Care units: Core units

- |  |                        |
|--|------------------------|
| 1. Human Lifespan Development (January 2018) | Externally marked exam |
| 2. Health and Social Care Values             | Internally marked      |

Optional units

- |   |                   |
|---|-------------------|
| 3. Effective Communication in Health and Social Care Assessment | Internally marked |
| 4. The Impact of Nutrition on Health and Wellbeing Assessment   | Internally marked |

### A LEVELS, COURSES AND CAREERS

The Edexcel BTEC Level 1/Level 2 First Award in Health and Social Care provides a good foundation for learners for progression onto further education.

Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3, such as the BTEC Level 3 Nationals in Health and Social Care.

Health and Social Care BTEC will count as a full qualification when applying to Wood Green School Sixth Form.

## HISTORY:

### COURSE DESCRIPTION

- History explains why the world today is the way it is.
- History teaches you skills you can use in other subjects, like making judgements and processing information.
- History helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions.
- History teaches you how to construct arguments.
- History helps you understand the origins of modern political and social problems.
- History lets you learn how and why people behaved as they did.
- History provides you with the skills employers are looking for – working independently or with other people, writing skills, information gathering, considering a range of different opinions, making judgements and evaluating.

You will study four topics over the two years:

1. Medicine in Britain, c1250-present. This includes a study of the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.
2. Early Elizabethan England, 1558-1588. This includes government, religion, war with Spain and the Armada, and exploration.
3. Superpower relations and the Cold War, 1941-1991. This is a study of the Cold War from the end of the Second World War until the collapse of the Soviet Union.
4. The USA, 1954-1975: conflict at home and abroad. This includes the Civil Rights Movement with Martin Luther King and Malcolm X, as well as the Vietnam War.

There is also an opportunity to go on a residential trip to Ypres in Belgium to visit the First War battlefields and to study medicine in the First World War.

### ASSESSMENT

There are three exams which will be at the end of Year 11. There is a mixture of short and long questions which will focus on the skills of using knowledge, explaining change and continuity, causation and consequence, using sources, and analysing and evaluating interpretations.

### A LEVELS, COURSES AND CAREERS

Studying History does not mean you have to become a History teacher! Recent students at Wood Green have gone to university to study Government and Politics, Business and English amongst others. Many careers which welcome a study of History include: the legal profession, politics, publishing, journalism, media, business and commerce, the public sector and the charity and voluntary sectors. History is also valued for those moving into further education – whether it be college, A Levels, or university sector and the charity and voluntary sectors. Many of the skills you will learn while studying History will be welcomed by employers.

**FURTHER INFORMATION: MISS D MILNER**

**D.MILNER@WGSWITNEY.ORG.UK**

### COURSE DESCRIPTION

Horticulture is a very practical 'hands on' course that operates outside in all weathers. It offers you an experience of horticulture which will improve employment skills. You must be motivated and prepared to undertake manual and at times, dirty tasks. You will be expected to wear appropriate, non-school uniform during outdoor lessons. During the course visits will be made to Garden Centres, Nurseries, Parks and Gardens in the local area.

The Core Units:

- Prepare ground for sowing and planting
- Plant a container for display
- Sow seeds
- Plant bulbs for naturalisation
- Assist with planting and establishing plants

### ASSESSMENT

Students are assessed through completed worksheets and by observation of practical tasks. Each student will produce 5 portfolios of evidence that will be submitted to an external verifier.

Health and Safety is a key element of the course.

### A LEVELS, COURSES AND CAREERS

Those studying the course in the past four years have been able to further their studies in Horticulture (Level 2) at Abingdon & Witney College and Common Leys Campus, Hailey.

### COURSE DESCRIPTION

The GCSE in Music is designed to allow you to study music in an integrated way looking at performing, composing, listening, and appraising with opportunities to use music technology. There is no emphasis on one type of music and you get the opportunity to learn about many different styles of music.

The course is split into 3 units of work and you study different types of music through listening and appraising, performing and composing. 60% of the course is coursework and lessons will reflect the bias towards a more practical nature. There are three areas in which you are assessed by the Exam board: Performing, Composing and Listening and Appraising.

### ASSESSMENT

Performing - 30%.

You have to complete two recorded performances towards the end of the course. One must be a solo performance and one must be an ensemble. In total you will need to perform for a minimum of 4 minutes.

Composing - 30%.

This involves composing 1 piece to a given brief and a second piece where you will be able to compose in any style that you choose. The biggest difference between year 9 and GCSE will be that you have to work on your own to produce compositions and not in a group. You should complete 2 compositions and can use music technology or traditional instruments/voice.

Listening Exam - 40%.

This is taken in the summer of year 11 and tests the student's knowledge of key words and their listening skills. You will be tested on set works that you have been studying during the course. The areas of study will be Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions. You will not be tested on unfamiliar music. The set works are taken from a range of musical styles and gives you an interesting insight into these different genres.

### A LEVELS, COURSES AND CAREERS

Students studying Music GCSE often go on to study Music A Level and Music Technology A Level. You can also study music and music technology at degree level. Careers in music are varied and you can be a performer, a composer, a teacher, a sound engineer, a music administrator in a theatre or concert hall, a broadcaster or a manager for an Orchestra.

These are just a few examples of the variety of exciting opportunities in the music industry.

### COURSE DESCRIPTION

Physical Education is delivered through a combination of classroom lessons and practical learning opportunities. Students will learn about anatomy and physiology of the human body, biomechanics, sport psychology and sociocultural aspects of sport. Students who succeed in this course will be able to make links between participation and the theoretical topics which underpin the course. Students are encouraged to have achieved a good level of skill in both team and individual sports and be interested in watching others whilst analysing and improving performance. Students will be interested in the science of sport and how physical activity and training affects different aspects of the human body.

### ASSESSMENT

Two separate written examination papers, each lasting 1¼ hours, and worth 60% of the total course. Paper 1 will cover applied anatomy and physiology, movement analysis, physical training and use of data. Paper 2 will cover sports psychology, sociocultural influences, health, fitness and well-being and use of data. Students will be expected to answer questions from a combination of multiple choice, objective test questions, short answer questions and extended answer questions.

The practical performance in physical activity and sport will form 40% of the total course. Students are assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). They will be expected to analyse and evaluate performance to bring about improvement in one activity. For each of your three activities you will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

### A LEVELS, COURSES AND CAREERS

A natural progression would be to study A Level Physical Education at Sixth Form and then consider possible careers in sports coaching, teaching Physical Education, Physiotherapy, and other roles within the health and leisure industry.

### COURSE DESCRIPTION

The aim of the course is to encourage students to develop their knowledge and understanding of religious beliefs and teachings as well as non-religious beliefs, such as atheism and humanism. This will enable them to develop their ability to construct well-argued, well-informed, balanced and structured written arguments and so reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt; so contributing to their preparation for adult life in a pluralistic society and global community.

The course consists of:

#### **Year 10 - Component 1: The study of religions: beliefs, teachings and practices.**

In this component students will focus on two world religions, Buddhism and Christianity. They will explore their core beliefs, the lives of their founders, worship, festivals and the roles of these faiths in the lives of individuals, communities and societies, particularly in the UK.

#### **Year 11 - Component 2: Thematic studies.**

In this component students study four philosophical and ethical themes that impact on contemporary society.

The Four themes are:

1. **Religion and life**, including the value of the universe, human and animal life with particular reference to the issues of abortion, euthanasia and animal experimentation.
2. **The existence of God and revelation**, including philosophical arguments for and against the existence of God.
3. **Religion, peace and conflict**, including causes of violence, terrorism and war and the role of religion and belief in 21st century conflict.
4. **Religion, crime and punishment**, including the causes of crime, the purpose of punishment and ethical arguments related to the death penalty.

### ASSESSMENT

There is no coursework but two written exams of 1 hour 45 minutes each, taken at the end of Year 11.

### A LEVELS, COURSES AND CAREERS

A level Religious Studies is an obvious choice but the GCSE is equally complementary to the study of History, Sociology, Psychology or Politics.

There is no real limit to the careers you can pursue with a GCSE or A level in Religious Studies. Most students tend towards careers involving interaction with people; the law, education, Human Resources, charity work, the administration of the NHS and other large organisations that have a variety of roles to play in society.



**Please complete after the Parents Evening Thursday 9<sup>th</sup> March.**

Compulsory Core Curriculum	Language options	Humanity options	Technology options	Creative options	Additional options
English (EB)-2GCSEs Mathematics(EB)-1GCSE Science (EB)-2 GCSEs PE (Core)	French (EB) German (EB)	Geography (EB) History (EB) Religious Studies	Food and Nutrition Product Design	Art Drama Music	Business Studies Computer Science (EB) Health & Social Care BTEC Horticulture BTEC PE (GCSE) Triple Science (EB)

- All students study the compulsory core curriculum and choose four option subjects.

Our advice is that:

- All students **should** take **at least one** of: Triple Science, Computer Science, French, German, History or Geography to satisfy Progress 8.
- We **strongly** advise students to take a language option for GCSE.
- For success in the sixth form and in higher education it is **highly recommended** that you choose a language and History or Geography so that you can achieve the English Baccalaureate (EB)
- You can choose a maximum of **two** from Art, Drama and Music
- Students may take Art and Graphics
- Students may take two languages
- Students may take two humanities

Please fill in your option choices in the boxes below with Option1 being your first preference and option 4 being your fourth choice. Please also fill in two reserve choices in case it becomes impossible for us to timetable your four choices. If you are choosing Triple Science please put this in Option Choice 1.

Choice: Option 1	Choice: Option 2	Choice: Option 3	Choice: Option 4	Choice: Reserve 1	Choice: Reserve 2

Signed.....(Student).....(Parent).....(Tutor)

Please return this form to your tutor by **Thursday 23<sup>rd</sup> March** during morning registration at the latest.

We hope to be able to offer the option courses listed on this form, but this will depend on numbers opting for courses and staffing availability.