



# WOODHOUSE GROVE SCHOOL

## GCSE Handbook for September 2023

### CURRICULUM

In Key Stage 4 **all** pupils study English, maths and science to GCSE level. In addition, all pupils participate in PE and games and have PSHE lessons. These subjects constitute the core curriculum. To complete the timetable, it is necessary to then choose **four** further subjects, **one** from each of **four** blocks, shown below. All pupils, apart from those attending the Learning Support Unit or taking ESOL, are recommended to choose at least **one** modern foreign language. Particular thought should be given to new subjects that can have a superficial appeal as they have not been studied before!

Drama and PE are inevitably popular, possibly because of their practical nature. However, both PE and drama will involve a good deal of extra-curricular commitment so a decision to take one or both of these needs careful consideration. These subjects also entail appropriate academic study to balance the practical aspect, and attention needs to be paid to the details herein. **In order to successfully study PE, you must be a member of at least one school sports team per term.**

Over the last few years all GCSEs have been 'reformed' with grading now from 9 to 1 instead of from A\* to G. Most GCSEs are examined at the end of the course; any coursework takes the form of 'Non-Examination Assessments' which are completed in class under staff supervision, in some cases following strict examination rules.

### Planned Option Blocks

Block A	Block B	Block C	Block D
Business	Art	Art	Art
Drama	Business	Business	Business
French	Design Technology	Computing	Drama
Geography	Geography	Design Technology	History
German	History	Geography	Learning Support
History	Learning Support	PE	Spanish
PE	Music	RS	RS
RS	PE		

### ACADEMIC & PASTORAL MONITORING

Academic monitoring is carried out in the first place by the subject teachers and Heads of each Department. The Heads of Year are kept informed of all progress and have detailed knowledge of the achievements of every child in this area of the school. Pastoral and disciplinary matters are also the concern of the Heads of Year. Any parent who wishes to discuss his or her child should, in the first instance, contact the Head of Year.

### ATTENDANCE DETAILS

- 1. Absence/Leave.** Any request for leave from school should be addressed to the Headmaster. If a pupil is absent from school through illness, then we ask the parents to inform the school by telephone immediately, and follow this up with a letter to the form teacher on a pupil's return to school. In the case of a protracted absence, please contact the Head of Year.
- 2. Late for School.** Those pupils who arrive late should report to reception in the Sports Centre.

### YEAR 11 WORK EXPERIENCE

The school provides an opportunity for members of Year 11 to take part in a work experience scheme after they have completed their GCSE examinations. The scheme, which lasts for up to two weeks, is undertaken towards the end of June and early July. All placements are health and safety checked and pupils are monitored and visited during their placement.

## CAREERS

Pupils are encouraged to make appointments to see any of the careers staff or to discuss issues with form tutors or Heads of Year. There are dedicated form periods and assemblies with a careers focus, together with half-termly tasks set on Firefly, that help pupils to prepare for the next stage of their education. The school subscribes to the Start careers platform which allows students to build up a profile of their interests and achievements so that guidance can be personalised. The website offers information about careers and subject options as well as bringing together university information and apprenticeship vacancies in one location. The school library contains all the major career advice publications, together with prospectuses and Open Day dates for Colleges and Universities.

## PARENTS' EVENING

Parents' Evenings take place once a year.

## ENTRY INTO SIXTH FORM

Throughout Year 11, the school will provide advice and support to the pupils as they make plans for their next step. Advanced level pupils at the school are required to have a minimum of five GCSEs at grade 4 or above. Most departments will require at least a grade 6 if their subject is to be taken at A-level. It is our firm expectation, however, that pupils will stay on to the Sixth Form and complete their secondary education here at The Grove.



## GCSE SUBJECTS

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PSHEE (non-examined)	Page 14
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### Contact details

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## Section A: Options Subjects

### ART AND DESIGN

**Examination Board** Eduqas (WJEC)

**Portfolio of Work** 60%

**Externally set task** 40%

#### INTRODUCTION

GCSE Art & Design encourages pupils to develop:

- creative and imaginative powers, coupled with practical skills for communicating and expressing ideas, feeling and meanings in art, craft and design.
- investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical skills.
- understanding of codes and conventions of art, craft and design and awareness of contexts in which they appear.
- knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

#### OPTIONS

Pupils work on the Art and Design option, which allows individuals to work in any medium and in any style of their choosing. It also allows pupils to use all the skills and experiences gained from Years 7 through to 9 in their approach to the making of practical work.

#### PORTFOLIO

The coursework element of the course is a single portfolio unit. This portfolio should contain chosen elements of each candidate's work from both years of the course. The selected work should reflect the breadth and quality of their study but must include work from more than one project.

#### EXTERNALLY-SET TASK

Set by the exam board, the paper is given out on the 1<sup>st</sup> of January in the exam year. Pupils have twelve weeks of preparation time to respond to one of the fifteen set themes or questions. The examination then takes place in the art department for 10 hours over two days, completed under exam conditions.



#### ASSESSMENT OBJECTIVES

Each of the four assessment objectives carry equal weighting and are each 25% of the final mark. Both the portfolio and the externally set task must address all four of the criteria.

1. **Develop** their ideas through sustained investigations informed by artistic influences, contextual and other sources demonstrating analytical and cultural understanding.
2. **Refine** their ideas through experimenting and selecting appropriate resources, media, materials, techniques, composition and processes.
3. **Record** ideas, observations and insights relevant to their intentions in visual and/or other forms
4. **Present** a personal informed and meaningful response, demonstrating analytical and critical understanding, realizing intentions and where appropriate, making connections between visual, written, oral or other element.

#### WORK JOURNALS AND PREPARATION

Underpinning all practical enterprise for GCSE Art & Design is the sketch book. This journal presents evidence of work in all the assessment objectives and shows how ideas and skills have developed through time. Pupils may also use design sheets to present their preparatory work. These documents should be included in both their portfolio and as evidence in the externally set task.

#### EXTRA COSTS

Art & Design GCSE makes good use of many different materials. To offset some of the costs involved, pupils who opt for art will be charged £15 for the autumn and spring terms only, and be expected to pay for individual sketch books at cost price. This will normally be added to the bill. Any pupil who makes particularly large work in either 2D or 3D will be expected to make a further contribution to the cost of their material.



## **BUSINESS**

**Examination Board**

Edexcel

**Syllabus**

Business Studies 1BS0

### **INTRODUCTION**

This course covers all areas of business and is, therefore, a very useful addition to any future career. The vast majority of our students will work within a business setting at some stage of their lives and this course will give them a valuable insight into the business world. Students will develop their understanding of a range of business concepts, terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and the wider society. They will apply this knowledge to contemporary business issues and to different types of businesses in local, national and global contexts. Students should expect to develop as enterprising individuals with an ability to think commercially and creatively, allowing them to solve problems, making informed and fully justified business decisions.

### **SUMMARY OF CONTENT**

In Year 10, students will concentrate on the key business concepts, issues and skills involved in starting and running a small business. Students will develop an understanding of the interdependent nature of business activity through learning about the interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. They will cover areas such as enterprise and entrepreneurship, how to spot a business opportunity, how to put a business idea into practice, how to make a business effective and develop an understanding of the external influences on business.

In Year 11, students will examine how a business develops beyond the start-up phase. They will focus on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Students will also consider the impact of the wider world on the decisions a business makes as it grows. They will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. The 5 key topics this year comprise of understanding business growth, making marketing decisions, making operational decision, making financial decisions and making human resource decisions.

### **METHOD OF ASSESSMENT**

**Two exams – both sat at the end of Year 11:**

**Exam 1:** Investigating Small Business. Based on year 10 content. Questions will comprise of a combination of compulsory multiple-choice, short and extended answer, data response and scenario-based questions with a total of 90 marks: 1 hour 30 minutes. Some of the questions will be based on business contexts given in the paper. This paper accounts for 50% of the marks

**Exam 2:** Building a Business.

As above but focusing on the Year 11 content.

All teachers who deliver this course have worked in industry prior to their teaching careers and often draw upon this experience to bring the specification to life. Throughout the year, a range of industry specialists are invited into school to work with our students in order to support theoretical teaching.

Business Studies is a highly regarded GCSE qualification; it combines well with most subjects and provides a good grounding for A-level Business and A-level Economics as well as A-level Computing.

## **COMPUTER SCIENCE**

**Examination board** OCR

**Specification** GCSE (9-1) Computer Science J277

### **INTRODUCTION**

Computer Science is the study of how computer systems work and how they are constructed and programmed. It explores a set of techniques for solving problems and requires logical thinking to be developed to understand programming. These are some of the valuable transferable skills the specification is designed to cover.



### **SUMMARY OF CONTENT**

#### **EXAMINATION:**

#### **Component 01: Computer systems**

**Written examination: 1 hour 30 minutes**

**50% of the qualification (80 marks available)**

This component introduces students to:

- The central processing unit (CPU),
- Computer memory and storage,
- Data representation,
- Wired and wireless networks,
- Network topologies,
- System security and system software.

It also looks at the ethical, legal, cultural and environmental concerns associated with computer science.

## Component 02: Computational thinking, algorithms and programming

Written examination: 1 hour 30 minutes

50% of the qualification (80 marks available)

Students apply their knowledge and understanding gained in Component 01, developing skills and understanding in computational thinking. This includes:

- Algorithms,
- Programming techniques,
- Producing robust programs,
- Computational logic and translators.

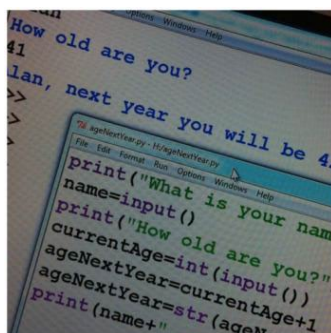
### PRACTICAL PROGRAMMING

Students are given the opportunity to undertake programming tasks during the course which allows them to develop their skills to design, write, test and refine programs using a high-level programming language like Python. Students will be assessed on these skills during the written examinations.

### FLIPPED LEARNING

Theory lessons frequently incorporate a flipped classroom approach, using the Cornell University note-taking method and developing skills useful for both A-level and University study.

### PRIOR LEARNING



Although it is preferable that those wishing to take this course have completed the Year 9 computing option, entry is not restricted to these students. The subject matter is suited to all those who enjoy logic puzzles and problem solving.

### LEADING ON TO ...

As well as developing some valuable skills, this course could lead directly to an A-level in Computer Science or would be a good foundation for a broad range of A-levels and courses at university.

Having programming and other technical computer skills opens up a wide variety of career opportunities for students. All industry sectors need people with programming skills to create applications for them. In particular, the video games industry needs more people with programming skills to create the next generation of games in this lucrative field. As more people depend on their smartphones, creating apps is also likely to be a big growth area requiring programming skills.

## DESIGN & TECHNOLOGY

Examination Board

AQA

Syllabus

GCSE (9-1) 8552 - Design & Technology

### AIMS

The aims of this course include:

- the development of awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing, making and evaluating, working with materials and tools.
- to stimulate the development of a range of communication skills which are central to the design, making and evaluation.
- to encourage the development of a range of making skills.
- to promote the development of curiosity, enquiry, initiative, ingenuity, resourcefulness and discrimination, and to foster awareness of the need to consider sustainability and the environmental impact of their designs.

### AREAS OF STUDY

Students will undertake a design and make project as part of their GCSE assessment. All research and development work is recorded using an appropriate means of presentation including sketches, CAD, written notes, modelling and formal drawings to create a Design Folder which alongside their final practical outcome forms the non-exam assessment (NEA) for the course (50% of GCSE). This will commence in the June of Year 10.

In addition to the design and realisation of ideas in the non-exam assessment (NEA) project, pupils will develop a working knowledge of the following which will be examined at the end of the course (50% of the GCSE):

Core technical principles

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

Specialist technical principles

- Selection of materials and components
- Forces and stresses
- Ecological and social footprint
- Scales of production
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes



- Specialist techniques
- Surface treatments and finishes

Designing and making principles

- Investigation, primary and secondary data
- Environment, social and economic challenge
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Tools and equipment
- Techniques and processes

### SCHEME OF ASSESSMENT

The GCSE therefore consists of a written paper and a non-exam assessment (NEA). These components are weighted as follows:

**Unit 1:** Written Paper. 50% of total GCSE (2 hours)

**Unit 2:** Design and Making, Non-exam assessment (NEA)  
50% of total GCSE (30 - 35 hours approx)

The **cost of the materials** used by individual pupils will be charged to their account at the end of each term; this will vary on the size/complexity and type of materials that are selected by the pupils.



## DRAMA

Examination Board Eduqas (WJEC)

### WHY CHOOSE DRAMA?

We firmly believe that through involvement in drama, young people can learn vital life skills such as teamwork, negotiation, problem solving, communication, listening, and can build their confidence and self-esteem.

Through taking GCSE drama, pupils who have a love of acting and the theatre can broaden their knowledge and understanding of this popular subject.



### Component 1: Devising Theatre

Internally assessed, externally moderated

#### 40% of qualification

Pupils will be assessed on either acting or design. Pupils participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by Eduqas.

Pupils must produce a portfolio which consists of:

- a final performance/design
- a portfolio of supporting evidence outlining 3 significant points in the development of the piece
- an evaluation of the process of development and final performance or design.

### Component 2: Performing from a Text

Externally assessed by a visiting examiner

#### 20% of qualification

Pupils will be assessed on either acting or design. Pupils study two extracts from the same performance text chosen by the centre. Pupils participate in one performance using sections of text from both extracts. Pupils must produce the following evidence:

- A final performance/design (interpretation of the script/a live theatre performance)
- A 150 word paragraph on: (Actor's) Artistic Intentions OR (Designer's) Artistic Intentions

### **Component 3: Interpreting Theatre**

Written examination: 1 hour 30 minutes

#### **40% of qualification**

##### Section A: Set Text

A series of questions on one set text from a choice of seven:

- Macbeth, William Shakespeare
- An Inspector Calls, J.B.Priestley
- Find Me, Olwen Wymark
- Noughts & Crosses, Malorie Blackman
- Refugee Boy, Benjamin Zephaniah
- I Love You Mum – Promise I Won't Die, Mark Wheeler
- The IT, Vivienne Franzmann

##### Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

NB: The nature of GCSE drama means that the pupil's previous and current commitment to the subject is taken into account when recommending a pupil to opt for GCSE drama. It may be that an audition process has to take place. An involvement at some level in extra-curricular activities, school productions, Speech and Drama lessons and/or groups outside of school is also expected and very beneficial.

#### **EXTRA COSTS**

Pupils will also attend a number of theatre trips, in order to meet the assessment demands of Component 3 and to develop their experience, knowledge and understanding of professional, live theatre performances.



## **GEOGRAPHY**

**Examination Board** AQA

**Specification** GCSE Specification (8035)



#### **INTRODUCTION**

The specification conforms to the National Criteria for Geography. It builds upon the Key Stage 3 programme of study followed in Years 7-9 of the Lower School. It also lays an appropriate foundation for further study of geography or related subjects at post 16 level.

The specification gives a balanced framework of physical and human themes and investigates links between them. Pupils will explore the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs), studying topics such as climate change, poverty, deprivation, economic powers and sustainability, and provide a perspective within which pupils can place local, national and international events.

#### **ASSESSMENT**

The programme of study in Years 10 and 11 is based on termly and half-termly units. The examination consists of three components:

#### **WRITTEN PAPER 1: Living with the physical environment**

**35% of the full GCSE**

**1 hour 30 mins**

Comprises of three sections which examine physical processes and systems, and their dynamic nature and human interaction over a range of scales and places. As well as written answers, skills related to ordnance survey mapwork, photographs, sketch maps, cross-sections, satellite images and other resources will be studied.



**SECTION A:** The challenge of natural hazards

**SECTION B:** Physical landscapes in the UK

**SECTION C:** The living world

Candidates answer **all** questions from **Section A**, **two** from **Section B** and **two** from **Section C**

Question types: multiple-choice, short answer, levels of response, extended prose

**WRITTEN PAPER 2: Challenges in the human environment**  
**35% of the full GCSE**

**1 hour 30 mins**

Comprises of three sections which examine human processes, systems and outcomes in a range of places in various states of development, at a variety of scale and how these change both spatially and temporally



- SECTION A:** Urban issues and challenges  
**SECTION B:** The changing economic world  
**SECTION C:** The challenge of resource management

Candidates answer **all** questions from **Section A**, **all** from **Section B** and **two** from **Section C**

Question types: multiple-choice, short answer, levels of response, extended prose

**WRITTEN PAPER 3: Geographical applications**  
**30% of total GCSE**

Comprises of two sections which allow pupils to show their breadth of understanding and appreciation of inter-relationships between different aspects of geography

**SECTION A:** Issue evaluation – this involves critical thinking and problem-solving and enables pupils to demonstrate geographical skills and apply knowledge and understanding to a particular issue based on the specification, presented in a pre-release resource sheet. Assessment will be based on questions relating to a geographical issue, and an extended piece of writing involving a decision with justification

**SECTION B:** Fieldwork – pupils undertake two geographical enquiries, each including the use of primary data, collected as a fieldwork exercise. Enquiries must be in contrasting environments and show an understanding of both physical and human geography. Assessment will be based on the use of fieldwork materials and the pupils' individual enquiry work

Pupils will have the opportunity to participate in a 1 day field course where first hand data will be collected. The estimated cost per pupil will be approximately £50, dependent on location, to cover the cost of coach travel.

Although, for assessment purposes the 'physical' and 'human' topics are examined separately, a people-environment theme is preserved throughout.

Geography is a highly regarded GCSE qualification; it combines well with most subjects and has strong cross links with science.

The majority of pupils find that many of the examination questions are 'common sense' as they look at current issues widely reported by the media.

All pupils will be given the opportunity to use a variety of textbooks, atlases, OS maps, photographs, fieldwork equipment and audio-visual and ICT resources.

## **HISTORY**

**Examination Board** CAMBRIDGE IGCSE  
**Syllabus** Syllabus B (Modern World) 0977

### **AREAS OF STUDY**

#### **Option B: Core Content: The 20<sup>th</sup> Century- International Relations in the 20<sup>th</sup> Century**

The content focuses on the following key questions:

- What caused the first world war?
- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?

#### **Depth Study – Russia 1905 - 41**

The content focuses on the following key questions:

- Why did the tsarist regime collapse in 1917?
- How did the Bolsheviks gain and hold on to power?
- How did Stalin gain and hold on to power?
- What was the impact of Stalin's economic policies?

#### **Coursework**

This will be completed in the autumn term of Year 11 with submission by March.

Candidates will complete a single question based on a taught course which will be USA, 1919-41.

Pupils will complete one written task of approximately 2000 words.

#### **Examinations and weighting**

Paper One: Written paper of 2 hours with assessment of Option B and the Depth Study. This is worth 40% of the GCSE.

Paper Two: Written paper of 2 hours with source assessment of Option B (core content). This is worth 33% of the GCSE.

Coursework: 2000 words (40 marks) and worth 27% of the GCSE.

#### **Extra Costs**

There is an opportunity for pupils to buy a GCSE History 'Hindsight' magazine which produces articles to enhance the understanding of the syllabus. This is not compulsory and is a cost of £9.95 for 3 copies. There are 3 copies in Y10 and 3 copies in Y11. Pupils are asked to sign up for this, and it is added to the school bill. Pupils usually also have the opportunity to go on a trip of 'historical significance.' Our destinations for a school trip would be Berlin where students can visit checkpoint Charlie and see the impact of the Cold War on Germany and Europe.



## **MODERN LANGUAGES**

### **FRENCH, GERMAN & SPANISH**

**EXAMINATION BOARD** AQA  
**SPECIFICATION** Modern Languages –  
French, German, Spanish

#### **CLASSES**

All 3 modern languages will be in the option blocks, with almost all students being recommended to choose at least one of the languages they have studied in Year 9. Pupils are welcome to opt for more than one language if they are sufficiently interested. They may be taught in sets in Spanish.

#### **AIMS**

French, German and Spanish are all major languages and our GCSE courses enable students to:

- develop understanding of the spoken and written forms of the language in a range of contexts;
- communicate effectively in speech and writing, using a range of vocabulary and structures;
- develop an awareness of grammar and the ability to apply it;
- extend their knowledge and understanding of the countries and communities where the language is spoken;
- acquire positive attitudes to language learning and a suitable foundation for further study of French, German or Spanish and of other languages
- prepare students for study of Modern Languages at A-level.

#### **COURSES**

All pupils should find the course both challenging and enjoyable. In all three languages we use up-to-date materials tailored to the current GCSE specifications, in which classwork, homework and assessment are all integrated.

The type of language taught is as 'authentic' as possible and set in the sorts of contexts a visitor to the foreign country might encounter. In order to help listening and speaking skills, each class in Years 10 and 11 will have regular contact with the relevant

foreign language assistant, and also frequent access to the language lab or access listening and online resources through the BYOD initiative.

Increased emphasis is now placed on grammatical accuracy and translation skills, both of which are reflected in our teaching and the final examination

#### **ASSESSMENT**

Pupils' progress will be regularly assessed in school as they proceed through the course. The GCSE is assessed at the end of the course and across the four skill areas of listening, speaking, reading and writing; each are worth 25% of the total marks.

The assessments will measure the candidate's ability to:

- understand and respond to the spoken language;
- communicate in the spoken language;
- understand and respond to the written language;
- communicate in the written language.

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Students can be entered for either the foundation tier (grades 5-1) or the higher tier (grades 9-4) and final decisions about the tier of entry for individual candidates will be made in Year 11, based on each student's potential.

## **MUSIC**

**Examination Board** AQA  
**Syllabus** Music

#### **Component 1: Understanding music**

**Listening and written exam lasting 1 hour 30 minutes – 40% of GCSE**

##### **Assessed externally by AQA**

Two sections: listening & contextual understanding.

Four areas of study and study pieces

- Western classical tradition
- Popular music
- Traditional music
- Western classical tradition since 1910

[AoS 1 is compulsory; 2 out of the other 3 chosen according to strengths and interests.]

Each area of study has prescribed study pieces which will develop understanding, listening and performing skills, and provide inspiration for creative work.

#### **Component 2: Performing music**

**Portfolio of performances; minimum of 4 minutes.**

**Assessed internally, externally moderated – 30% of GCSE**

- Each candidate performs a **minimum of 4 minutes** of music, through playing an instrument, singing or music technology, as both a soloist and as part of an ensemble which can be done within any ensemble, e.g. rock band, flute choir etc; at least **one minute** must be ensemble.
- There is no basic standard of performance required to start as the course caters for all levels of ability.
- All pupils receive help from Music Department staff and support from the peripatetic staff. It is expected that all pupils taking GCSE music will be having weekly instrumental or vocal tuition either inside or outside school.
- Performances are recorded and assessed in school in Year 11.
- Performances do not necessarily consist of one piece of music.

#### **Component 3: Composing music**

**Portfolio of two compositions; minimum of 3 minutes in total**

**Assessed internally, externally moderated – 30% of GCSE**

- Each candidate must compose two compositions:
    - Composition 1 – composing to a brief, set by AQA, based on the area of studies
- Briefs are issued in September of Year 11.
- Composition 2 – free composition.
  - The compositions must be submitted as both a score and a recording.

Course revision guides and workbooks are required for this subject, currently these retail at approximately £20 each.



## PHYSICAL EDUCATION

Examination Board OCR

Syllabus GCSE (9-1) Physical Education: J587

Assessment 60% in two one hour written exams, 40% Performance/Non-exam assessment.

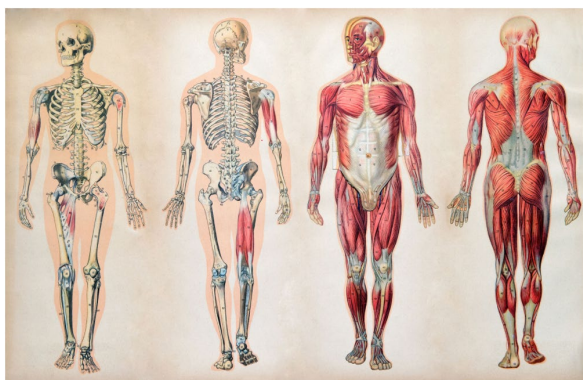
### Entry criteria

Suitable candidates for examination in this subject are expected to be committed to physical activity and a healthy lifestyle. To meet the physical demands of the course a significant involvement in the extra-curricular sports programme of the school is required. **A minimum requirement would be a regular commitment to at least one school team sport per term.** Also note that where a candidate has an interest in pursuing an off-site activity, not covered by the existing school programme, an even greater level of commitment is required to a Club and Coach formally accredited by the Sport's National Governing Body.

### Areas of Study and Assessment

#### Applied Anatomy and Physiology/Physical Training

1 hour paper - 30% of total marks



The following topics are included in this unit:

- Location of major bones and muscle groups
- Principles of training
- Components of fitness
- Movement analysis (planes/axis/movement types)
- Functions of the skeleton
- Aerobic and anaerobic exercise
- Structure and function of the cardiovascular and respiratory systems

#### Socio-Cultural Influences/Sports Psychology/Health, Fitness and Well-Being

1 hour paper - 30% of total marks

The following topics are included in this unit:

- Physical activity and sport in the UK
- Commercialisation of sport
- Health fitness and well-being
- Characteristics of skilful movement
- Participation in physical activity and sport
- Classification of skills
- Ethics, drugs and violence in sport

#### Practical activity assessment/Evaluating and analysing performance

40% of total marks

- Performance of **three** activities from two approved lists: one team/one individual and one other

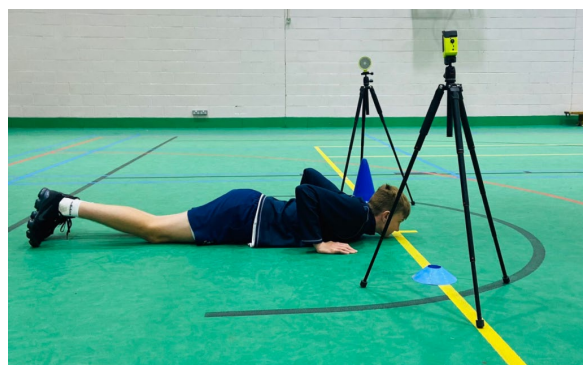
Suitable activities are listed in the specification:

<https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf>

Team (page 16) and individual (page 50)

- An analysing and evaluating performance task – strengths and weaknesses of personal performance

For the purpose of assessment, pupils are required to perform effectively in match conditions in their chosen activities. Assessment is completed internally and then moderated by a visiting OCR officer.



## RELIGIOUS STUDIES

**Examination Board** AQA

**Syllabus** Religious Studies Syllabus A

**Assessment** Two written examination papers - each lasting 1 hour 45 minutes.

Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Religious Studies has never been more relevant to modern life, and the subject provides a vital part of a pupil's learning that can easily be overlooked. It is important for any job that involves working with people, whilst it engages with the challenges and diversity of a modern global society. There are 2 components covered in the GCSE course.

### COMPONENT 1 – BELIEFS, TEACHINGS AND PRACTICES OF TWO WORLD RELIGIONS

The specification has an emphasis on studying the beliefs, teachings, and practices of **TWO** world religions from the following list. The ones highlighted in **bold** are the ones we study.

- Buddhism
- **Christianity**
- Catholic Christianity
- Hinduism
- Islam
- **Judaism**
- Sikhism.



### COMPONENT 2 - THEMATIC STUDIES.

The second component covers **four** religious, philosophical, and ethical studies themes. The themes highlighted in **bold** are the ones we study.

- Theme A: Relationships and families.
- **Theme B: Religion and life.**
- **Theme C: The existence of God and revelation.**
- **Theme D: Religion, peace, and conflict.**
- **Theme E: Religion, crime, and punishment.**
- Theme F: Religion, human rights, and social justice.



## LEARNING SUPPORT UNIT

In Years 10 and 11, the learning support department is able to provide a framework of support for pupils.

It is possible to forgo a GCSE and choose learning support as an option in order to have the space and time needed to organise both thoughts and work. Timetabling usually allows pupils to pick three academic subjects, with learning support filling a fourth slot.

The time released is equivalent to any other option subject. Pupils are expected to take responsibility for their learning and attend lessons with an assortment of tasks. Teachers experienced in supporting pupils across the curriculum are available during the learning support lessons to help pupils move forwards.

While time is available to work on prep, with the aid of teachers, the lessons are not just for prep. Time can be sensibly used for organising and consolidating class notes and referring to relevant sections of textbooks to build up revision notes over the two year period. At appropriate times throughout the year, pupils will also look at study skills, revision and exam techniques to help with exam preparation. With staff agreement, permission can also be sought to go to specialist rooms, for example, art and DT. This further helps with the idea of 'keep up and catch up' that is ever present in learning support.

As well as support with subject matters, there is also time to consider future plans, post-16. Should academic A-levels not be the most appropriate option, we are able to advise pupils of local opportunities for vocational courses and apprenticeships.

The effective use of learning support lesson time demands a considerable maturity on the part of the pupil. However, we are offering timetable flexibility and a supportive relationship with staff in order to boost pupils' confidence and develop their capabilities.

## Section B: Core Curriculum

### ENGLISH LITERATURE

**Examination Board** Edexcel

This course allows pupils to experience a range of literature: both traditional and modern texts, with focus on texts which have had a significant influence on our English heritage.

All students will study English literature alongside English language, in order to experience the full breadth of English studies.

There are **2 units** to study over the two year course.

#### **Component 1: Poetry and Modern Prose**

60% of total IGCSE

Pupils will study two texts: an anthology of poetry on a range of topics and a modern novel. A copy of the poems will be provided for the first section of the exam; the modern novel is examined in a 'closed book' format. Assessment: external examination (2 hours)

#### **Component 2: Modern Drama and Literary Heritage Texts**

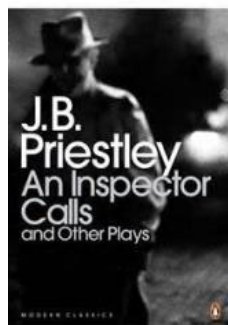
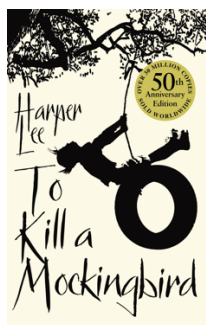
40% of total IGCSE

Pupils will complete two assignments as coursework; one on a Shakespeare play or 19th century novel, and another on a modern play.

Assessment: internal assessment

#### **EXTRA COSTS**

For all English courses, pupils buy their set books which they can then annotate. These books remain the property of the pupil at the end of the course. The cost of these books is normally charged to the school bill.

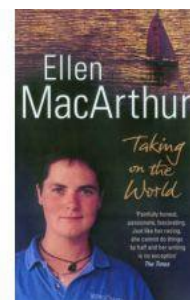


### ENGLISH LANGUAGE

**Examination Board** Edexcel  
**Specification** B

The IGCSE English language course builds upon skills and texts taught at key stage 3. It aims to extend students' knowledge by broadening and deepening skills; for example, students develop the ability to:

- Read and respond to materials from a variety of sources.
- Make comparisons between texts and analyse the ways in which writers achieve their effects
- Construct and convey meaning in written language, matching style to audience and purpose.



There are **3 units** to study over the two year course.

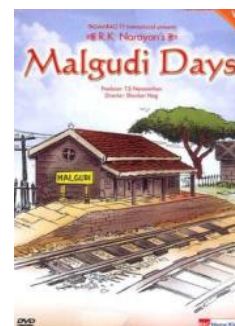
**Assessment: 100% examinations and a Spoken Language endorsement.**

**External examination (3hrs)**

Section A: Short and long answer questions on 2 unseen non-fiction texts.

Section B: Directed writing – 1 task with focus on audience, form or purpose.

Section C: 1 writing task from a choice of 3 – discursive, narrative and descriptive.



#### **Spoken Language endorsement**

Candidates must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

The presentation may take a variety of forms, including:

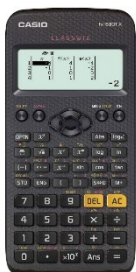
- a) a speech, followed by questions from an audience.
- b) a formal debate, followed by questions from the audience.

The assessment will be internally set and assessed. No marks area awarded for the assessment, instead pupils achieve a grade of Pass, Merit or Distinction.

## MATHEMATICS

**Examination Board** Edexcel  
**Syllabus** 4MA1

The IGCSE Mathematics course began in Year 9 and builds directly upon the work studied by the pupils previously. It is a linear course assessed by two 2 hour terminal papers, both of which allow the use of a calculator. There is no controlled assessment.



The course is taught using traditional methods with a focus on the application and understanding of the mathematics required, alongside developing problem solving skills and mathematical reasoning. Pupils will have access to the latest web-based revision and homework resources to support their learning. There are two entry levels:

- Higher tier - grades available 9 – 4
- Foundation tier - grades available 5 – 1

The large majority of our pupils are prepared for the higher tier exams, although a small number each year opt to take the foundation tier.

Students in set 1, along with motivated students in set 2, will also sit an additional maths qualification at the end of Year 11. This is currently the AQA Level 2 Certificate in Further Mathematics.

### **Assessment Objectives:**

**AO1: demonstrate their knowledge, understanding and skills in number and algebra (~60%)**

**AO2: demonstrate their knowledge, understanding and skills in shape, space and measures (~25%)**

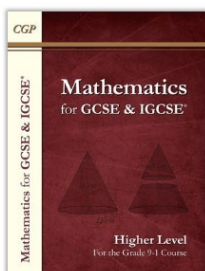
**AO3: demonstrate their knowledge, understanding and skills in handling data (~15%)**

Each paper is marked out of 100 and is assessed through a two-hour examination.

### **Resources**

It is vital that pupils are properly equipped for lessons and a suitable calculator is necessary in all maths lessons. When buying a new calculator, we recommend the fx-83GTX or fx-85GTX. Pupils are also expected to own standard geometrical instruments (ruler, protractor and pair of compasses).

All pupils will be issued with a CGP IGCSE textbook to use for the duration of the course; they will be using this book and other materials in lessons and for homework.



## SCIENCE

**Examination Board** Edexcel IGCSE  
**Syllabus** Co-ordinated Science (Syllabus code 4SD0)  
**Qualifications** Double Award Science  
  
Combined Science



### **Introduction**

In September, all Year 9 pupils started studying IGCSE Science. All sets cover the same material in the build-up to internal examinations in the summer term. They are initially set into three bands, which are based on their performance in the year 8 end of year exam, end of topic tests and professional judgement. Science IGCSEs are terminally assessed, with no re-sits of separate components allowed. They represent a rigorous and yet accessible course, which is assessed by examinations at the end of Year 11. There are no tiers of entry, and all students are prepared to access all the questions.



### **Aims**

Our aim is to help pupils to achieve their full potential in science, gain the highest grades possible and, where possible, prepare them for study of science at a higher level. The students will be aware of the relevance of the content they are covering to their current and future lives.

In general, the aim of the course is to:

- Develop the pupils' interest in, and enthusiasm for, science.
- Encourage pupils to develop a critical approach to scientific evidence, ethics, and methods.
- Develop the skills necessary to become a competent experimental scientist.
- Acquire scientific skills, knowledge and understanding necessary for progression and further learning.
- Equip pupils to make a successful transition to studying A-level sciences.

### Organisation

Pupils are in the same set for all three science subjects. There are six science sets in Years 9 to 11, with setting being done for the first time based on examination results at the end of Year 8 and progress throughout the year. Sets are based on achievement across all three sciences. Some pupils are transferred between sets at the end of the summer term in Year 9, and at the end of Year 10. Each of the three science subjects is taught by a subject specialist.

### Teaching Methods

IGCSE Science requires pupils to be taught the theory which underpins meaningful experiments. The departments are well resourced so that, when possible, students can learn actively through investigation, taking ownership over their own activities. Students will carry out modelling activities where practical is not applicable. Pupils are exposed to a range of differentiated teaching methods and ICT is regularly used in the classroom. Students will have the opportunity to produce independent work with thorough guidance and will be given the opportunity to work collaboratively with peers. There is an expectation that all students will have access to a device every science lesson. This will be used to access Firefly tasks, carry out independent research, learning apps and engage in virtual lab work. Many students choose to curate their notes on a device and store these on OneDrive, sharing a link to their work with their class teacher. Literacy and numeracy skills are practised within most science lessons. Students of all abilities will experience challenge in their class and prep work.

### Support materials

Students are given a revision guide for which they can access an online version to support learning in the lesson and at home. They are also provided with a workbook containing practice questions and mark schemes to aid their independent preparations for the external exams. Firefly resources are extensive, and we will be using these frequently and making every effort to minimise photocopying to meet schoolwide sustainability targets. Students may use their device to produce online notes which are monitored by teachers or use exercise books. Students will be expected to have pencils, rulers, protractors, compasses, pens, and calculators for each science lesson.

## PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION

Our PSHEE and SMSC programme along with our shared values for Methodist education and broad curriculum complement and reinforce our aims to provide pupils with a broad knowledge and understanding of many issues. We try to ensure each individual develops the ability to deal with a variety of situations, moral and social dilemmas, develop skills, acquire knowledge and make informed choices and decisions so they grow into responsible citizens. WGS has a whole school approach to develop the qualities and attributes that pupils need to thrive as individuals, family members and members of society plus also encompassing a greater care for our wider world.

Pupils follow a series of lessons based around the National Curriculum Programmes of Study:

### Health and Wellbeing

- How to manage transition.
- How to maintain physical, mental, emotional and sexual health and wellbeing.
- About parenthood and the consequence of teenage pregnancy.
- About STIs and safer sex.
- Manage risks and to stay safe.
- How to identify and access help, advice and support.
- How to make informed choices about drugs, alcohol and tobacco.
- Administering first aid.
- The role and influence of media on lifestyle.

### Relationships

- How to develop and maintain a variety of health relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- About the concept of consent
- About managing loss including bereavement, separation and divorce.
- How to recognise and respond to risky negative relationships including sexual harassment, peer on peer abuse and bullying and how to seek help.
- How to respect equality and diversity in relationships.
- How to identify and access appropriate advice and support.

### Living in the Wider World

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.
- How to make informed choices and be enterprising and ambitious.
- How to develop team work and leadership skills and develop flexibility and resilience.
- Careers, choices post 16, the world of work and work experience
- About the economic and business environment.
- How to manage personal finance.
- How to respect specified fundamental British Values.



These topics all provide opportunities for the pupil to grow and develop as individuals. They learn to work and discuss in groups and as a whole class unit thereby listening to other people's opinions and learning to work together.

Where appropriate the use of outside speakers is incorporated into the programme.



## **PHYSICAL EDUCATION & GAMES**

Please note that this is not the GCSE PE option but the compulsory PE and Games pupils take part in during Key Stage 4.

### **AIMS**

Our aim is to inspire lifelong engagement and participation in sport for all pupils – and develop an understanding of the importance of exercise and physical activity in contemporary lifestyles, irrespective of ability. We continue to challenge and develop experience and expertise in a number of activity areas, to challenge all pupils to be the best versions of themselves and strive for representative successes.

### **ORGANISATION**

Pupils are timetabled for 2 x 55 minute (single) periods of PE every two weeks and a 1 x 110 minute (double) Games lesson each week.

### **PE**

On a practical level, students can select a pathway that they think is best suited to them. There is a choice of 4 pathways for students to choose. Activities on these pathways include football, athletic development, table-tennis, netball, basketball, squash, volleyball, yoga, badminton, cricket, tennis, athletics and swimming.

### **TEACHING METHODS**

The focus of the curriculum is to develop knowledge and understanding through a variety of activity areas. The learning outcomes change for the different activity types but include;

- Developing and refining advanced skills and techniques.
- Evaluate and improve performance levels
- Use of tactics and strategies within game situations
- Developing the use of theoretical knowledge and terminology.

### **GAMES**

In the autumn term our major sports are rugby and netball, in the spring term they are netball, rugby sevens and football, and in the summer term they are athletics, cricket and tennis. We also offer competitive fixtures in badminton, basketball, cross-country, fencing, hockey, swimming, squash, table tennis and triathlon throughout the year.

All activities are taught during the double 'Games afternoon' period. The whole year group is timetabled for this and pupils are put into activity groups during these lessons. For those either not in School teams, or not wanting to take part in our major games, we give an opportunity to experience a range of activities through a sports carousel. Some of these include: badminton, basketball, climbing, fitness suite, hockey, swimming, squash and water polo.

### **TEACHING METHODS**

Our major sports practices take place during Games lessons, these are teacher led, pupils are challenged to continuously develop their individual and team skills, with the overall aim to increase performance. Every lesson has a competitive element in it and pupils are continuously challenged to develop not only their fitness levels but also their tactical knowledge and understanding of the sport in preparation for competitive fixtures which take place mid-week and on weekends.

The sports carousel option has been designed to be pupil led, we challenge the pupils to develop and refine skills and techniques in a wide range of activities. It provides pupils with an opportunity to improve their fitness levels and enhance their mental wellbeing.

