

Writhlington Curriculum Booklet Key Stage 4 2024 to 2026

CREATING
OPPORTUNITY
INSPIRING
ACHIEVEMENT



Writhlington
School



At Writhlington School our aim is create opportunities and inspire achievement in everything we do. Our curriculum aims to develop students with a growth mindset who are respectful, aspirational, resilient and communicative. It will equip our students with the skills, knowledge and understanding needed to make the most of life's opportunities and be successful in it whilst fulfilling their ambitions. A crucial element of this is the subjects that our students study during Years 10 and 11.

Year 9 is an exciting time for students as it provides the opportunity to reflect on their learning to date and aspirations for the future, and to make decisions that will help shape their educational journey. The transition from Year 9 to Year 10 where they start the Key Stage 4 Curriculum, is the first time they have genuine options about what they decide to study. These decisions influence what they will study post 16, be it in sixth form, at college or an apprenticeship and in turn after that in further or higher education. We see this as a crucial time in your child's educational journey and view it as a collaborative process between the student, their parents/carers and the school.

In Key Stage 4 (Years 10 and 11) we offer a broad and balanced programme to all. Students follow a range of subjects, including the core subjects of English, Maths, Science, Personal, Social and Health Education (PSHE) which includes Careers and Physical Education. Students can also choose a number of additional subjects which are outlined in the Key Stage 4 Curriculum booklet.

The combination of core and option subjects allows students to pursue subjects that suit their ambitions, aspirations and needs. Our Key Stage 4 Curriculum provides a range of courses, allowing all students to achieve success and fulfil their potential.

There are additional elements to our core curriculum that are covered during students' time in school that aim to:

- Fulfil the National Curriculum and additional statutory requirements
- Promote the development of the whole person and students' individual skills and interests
- Develop knowledge and skills that relate to learning in subjects as well as other, more generic, transferable skills through the Personal, Social and Health Education (PSHE), Spiritual, Moral and Social Cohesion (SMSC), Careers and an extra-curricular programme
- Make students aware of, and prepare them for, their role as global citizens in a complex and increasingly technological society
- Offer equality of access to the curriculum
- Equip students with the essential skills, values and qualities for their next steps in learning, life and employment



We run a pathways system in KS4 which recommends a route to students most suited to their needs and ability profile. Students follow a range of subjects, including the core subjects of English, maths and science. Students can also choose a number of additional subjects which are detailed in this booklet. If you feel you would prefer to follow another pathway then contact us so we can discuss it and look at changing it.

We recommend one of the pathways laid out in this booklet for your child. The recommendation is based on their current progress and achievement and how we feel they can best fulfil their potential. Please have a look at the overview of the subjects and course content in the Key Stage 4 Curriculum Booklet enclosed for more detail.

Following on from the information provided during the annual Pathways and Options Event, your child will have a career meeting to discuss career aspirations and ensure their pathway and subject choices are suitable. Parents and/carers are very welcome to join us for this meeting.

Blue Pathway

This is a traditional GCSE and vocational curriculum that meets the requirements of the English Baccalaureate (EBacc) which is achieved if students are awarded a grade 4 or higher in English Language and Literature, maths, science, history or geography and a modern language. In this pathway, you will study French as part of your programme of study. This range of traditional subjects are seen as rigorous and highly valued by universities and employers.

Green Pathway

This pathway provides a broad and balanced GCSE and vocational curriculum, all of which are widely accepted across all Post 16 and Higher Education providers. This pathway offers the foundations for A-levels, BTEC Level 3 and in turn university applications and employment.

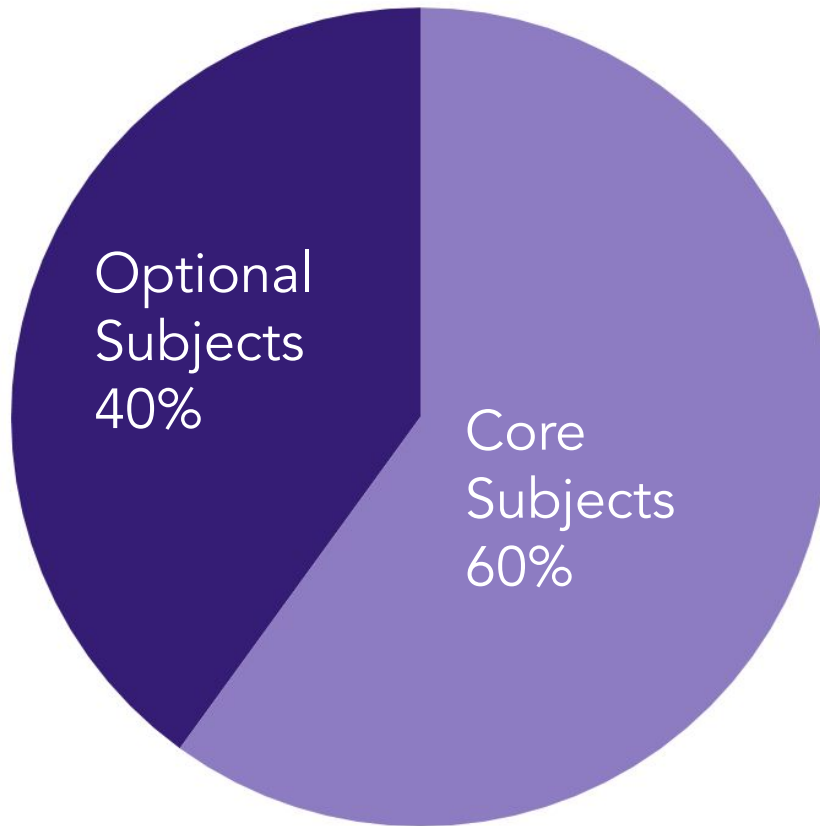
Enrichment and Support Programme

Students are invited to take this pathway by Ms Newland the SENDCo. This pathway offers the foundations for A-levels, BTEC Level 3 and in turn university applications and employment. They allow students to follow the subjects that best support their career aspirations and maximise students' chances of success in all courses.

These pathways are the foundations for A-levels, BTEC Level 3 and university applications. They allow students to follow the subjects that best support their career aspirations and maximise students' chances of success in all courses. They create a host of opportunities post 16 be it at sixth form, college or an apprenticeship, and in turn, university or higher level apprenticeship.

What do my GCSEs look like?

Please note that the GCSE qualifications will be graded on a nine point scale: 1-9 - where 9 is the best grade, grade 7 will be equivalent to the "old" grade A and grade 4 will be equivalent to the "old" grade C. Applied or vocational qualifications are all assessed at Level 1 or 2 using a Pass, Merit, Distinction and Distinction* criteria.



GCSE courses are a traditional style of examination and have been recently reformed main features of the new GCSEs are. A new grading scale of 9 to 1 will be used, with 9 being the top grade. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills. There is new, more demanding content, which has been developed by government and the exam boards across all subjects. Courses are designed for two years of study, are no longer divided into different modules and students take all their exams in one period at the end of their course.

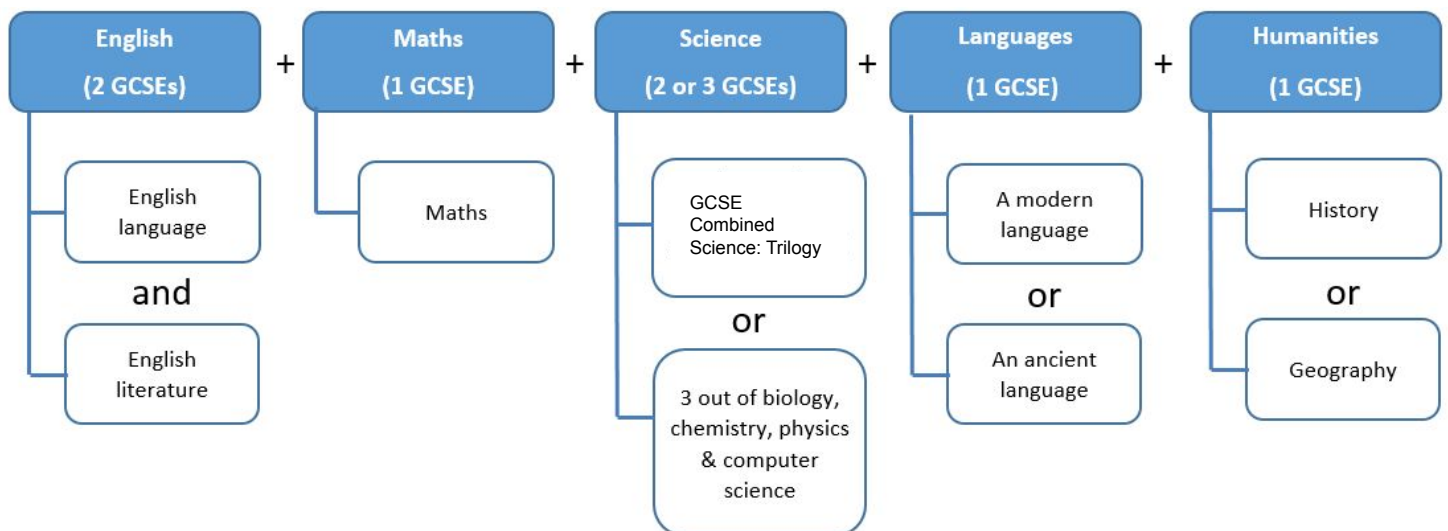
Vocational Qualifications are level 1 and 2 courses are high quality, 'hands on' qualifications grounded in the real world of work. You will learn by doing, and develop valuable employability skills that you will use throughout your future career or progression into university. Assessment is a combination of coursework and practical projects assessed internally (70%) with an external exam (30%). They all offer progression routes Post 16 and beyond.

English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is a performance measure for any student who achieves good GCSE pass in English, mathematics, history or geography, two sciences and a language.

Studying subjects in the English Baccalaureate increases the likelihood that a student will stay on at school and sit A-levels. The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors. These 'facilitating subjects' are preferred by the Russell Group of Universities.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.



Blue Pathway

This is a traditional curriculum which offers GCSE and vocational courses, it meets the requirements of the English Baccalaureate (EBacc). The EBacc is a traditional GCSE curriculum which is achieved if students are awarded a grade 4 (standard) or 5 (strong) or higher in English, maths, science, history or geography and a modern language. These subjects are traditionally academic and the foundation for A-levels and university applications, in particular the Russell Group universities. Students on this pathway, will study French.

All students follow a programme of study that develops character and culture through Personal, Social and Health Education (PSHE), Careers Information and Guidance (IAG) and PE and Games.

Core Subjects:

English Language
English Literature
Maths
Combined Science
PE and Games
PSHE

Languages - French or home language for students who have English as an additional language

Humanities - select History or Geography

Option Subjects: Select 2 options subjects and 2 reserve subjects.

Art & Design: Fine Art
Business Studies
Computer Science
Child Development (VCERT)
Design Technology
Drama
Geography
History
Hospitality and Catering
IT - Digital Information Technology (BTEC)
Media Studies (BTEC)
Music
PE (GCSE) or Sport (BTEC)
Philosophy & Belief

Green Pathway

This pathway provides a broad and balanced GCSE and vocational curriculum, all of which are widely accepted across all Post 16 and Higher Education providers. This pathway offers the foundations for A-levels, BTEC Level 3 and in turn university applications and employment. They allow students to follow the subjects that best support their career aspirations and maximise students' chances of success in all courses.

All students follow a programme of study that develops character and culture through Personal, Social and Health Education (PSHE), Careers Information and Guidance (IAG) and PE and Games.

Core Subjects:

English Language
English Literature
Maths
Combined Science
PE and Games
PSHE

Humanities - select History or Geography

Option Subjects: Select 3 subjects and 2 reserve subjects

Art & Design: Fine Art
Business Studies
Computer Science
Child Development (VCERT)
Design Technology
Drama
French
Geography
History
Hospitality and Catering
IT - Digital Information Technology (BTEC)
Media Studies (BTEC)
Music
PE (GCSE) or Sport (BTEC)
Philosophy & Belief

Enrichment and Support Programme

Students are invited to take this pathway by Ms Newland the SENDCo. As part of the Yellow Pathway, you will also complete a range of non-examined activities which will improve confidence and communication. There will be further support with English and Maths. You will also have the choice to take another course instead of a GCSE in French. You will also take geography, which will be supported through practical activities with a geography specialist. This pathway provides a broad and balanced GCSE and vocational curriculum, all of which are widely accepted across all Post 16 and Higher Education providers. This pathway offers the foundations for A-levels, BTEC Level 3 and in turn university applications and employment. They allow students to follow the subjects that best support their career aspirations and maximise students' chances of success in all courses.

All students follow a programme of study that develops character and culture through Personal, Social and Health Education (PSHE), Careers Information and Guidance (IAG) and PE and Games.

Core Subjects:

English Language
English Literature
Maths
Combined Science
PE and Games
PSHE

Humanities - Geography

Personal Development Programme - led by Ms Belbin Deputy SENDCo which is a board activity based course that develops learners personal, social and employability skills. It also includes a functional english course that will support their learning in other subjects and provide a qualification for further education and employment.

Option Subjects: Select 2 subjects and 2 reserve subjects

Art & Design: Fine Art
Business Studies
Child Development (VCERT)
Design Technology
Drama
Hospitality and Catering
IT - Digital Information Technology (BTEC)
Media Studies (BTEC)
Music
PE (GCSE) or Sport (BTEC)
Philosophy & Belief

KS4 Options Timeline

Please find the key activities and timeline for the options process below. We look to involve parents in this process at all stages as we know this leads to the best outcomes for our students.

Introduction to KS4 Pathways and Options Assembly for students	January
Careers Information and resources delivered to students during PSHE and tutor time	January
KS4 Curriculum Booklet sent home	January
KS4 Pathways and Options Evening for parents and students	January
Year 9 Progress Review sent home	December
Year 9 Subject Parents Evening	January
Subject options final deadline	End of January
Options Subjects confirmed for September	June

Frequently Asked Questions

Q. What Science subjects will my son/daughter study?

A. All three sciences: Biology, Chemistry and Physics. All students will achieve 2 GCSEs in Science, referred to as Trilogy (used to be called double or combined science) and if they are in the top set they will take separate sciences in Biology, Chemistry and Physics, this is sometimes referred to as Triple Science and they will achieve three GCSEs.

Q. Is Triple Science harder?

A. No, Triple Science is the same standard as Double Science GCSE, you just study the subjects in more depth sit a longer exam.

Q. What is the English Baccalaureate or EBacc?

A. Students leave with certificates for each subject they study, the English Baccalaureate is recognised for students who achieve a 4 to 9 (standard) or 5 to 9 (strong) grade in all of the following subjects: English, Maths, Science, a Modern Foreign Language, History or Geography.

Q. What happens if my son/daughter wishes to change subjects once the GCSE courses start?

A. The pace of learning is fast and so moving should be avoided as students will have missed valuable content and skills covered. If a student feels a subject isn't for them after the start of the course they should speak to their classroom teacher and then Progress Leader. In the first instance we'll look to overcome a barrier before moving to another subject.

Q. Do I need to study Triple Science to take A level Science in the Sixth Form?

A. No, what is more important is getting a higher grade in your GCSE. However, studying Triple Science would help prepare you because you study the subject in more depth.

Q. Are subjects set?

A. Yes in core subjects: English, Maths and Science, where possible setting takes place, some options subjects are taught in mixed ability groups due to only being one class.

English Language GCSE AQA

Overview

Year 10 & Year 11

The aim of the course is to help students communicate clearly, effectively and appropriately through both the written and spoken word. It also aims to provide a wide range of activities and skills that will allow students to enjoy, and become actively involved in, the subject. All students study the English Language GCSE course

Over the two years students will study all components of the Language course interwoven with the study of the Literature texts.

Paper 1: Explorations in creative reading and writing. This examination is split into a reading and writing section.

Section A: Reading

Students have one fictional source to read and 4 questions to answer.

Section B: Writing

Students complete one extended writing task. This is always a creative piece focusing on narrative and/or descriptive writing.

Paper 2: Writers' viewpoints and perspectives This examination is split into a reading and writing section.

Section A: Reading

Students have two linked non fiction sources from different time periods to read. They will answer four questions in total.

Section B: Writing

The task will require students to produce a written text to a specified audience, purpose and form in which they give their own perspective of the theme introduced to them in Section A

Futures

Assessments

Employers value a good performance in English. The course is a good foundation for further study in Sixth Form in any subject.

Assessment method Examinations: 100%

There are two examinations. Each paper tests reading and writing skills equally. The examinations focus on reading extracts from the 19th, 20th and 21st century. **Paper 1: Explorations in creative reading and writing.**

Paper 2: Writers' viewpoints and perspectives. Speaking and Listening is credited as an extra endorsement.

English Literature GCSE AQA

Overview

Year 10 & Year 11

During the course students will study a range of texts and will be shown how to respond to them critically and in detail. They will look at issues contained in the texts and how the authors have used language to achieve their effects. Students are encouraged to think and respond for themselves. They are taught how to communicate personal opinions and interpretations as effectively as possible. Some of the texts will be by pre 1914 writers; we also look at the social, historical and cultural influences on these authors.

Year 10

Paper 1 Section A: Shakespeare - Students will answer one question based on a Shakespeare play studied in class (Macbeth). They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Paper 1 Section B: The 19th-century novel - Students will answer one question based on a 19th-century novel studied in class (The Strange Case of Dr Jekyll and Mr Hyde). They 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: Section A: Modern texts - students will answer one essay question from a choice of two on their studied modern prose or drama text (An Inspector Calls).

Year 11

Paper 2 Section B: Poetry - Students will answer one comparative question on one named poem and one other poem from their chosen anthology cluster.

Paper 2 Section C: Unseen poetry - Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Futures

Assessments

The study of literature broadens experience and develops analytical skills, a wide range of employers and educational institutions value it.

Examinations: 100%

Paper 1 - Shakespeare and the 19th-century novel

Paper 2 - Modern texts and poetry

Mathematics GCSE Pearson Edexcel

Overview

Year 10 & Year 11

The new GCSE in Mathematics is designed to enable students 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.

Year 10 and 11

Over the two years, students will study the following aspects of mathematics: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability, Statistics

Futures

Assessments

Employers value a good performance in Mathematics. The course is a solid foundation for further study in Sixth Form in any STEM subject.

Examinations: 100%

There are three examinations. Paper 1 is non calculator, Paper 2 and 3 are calculator

Combined Science GCSE OCR

Overview

Year 10 & Year 11

This is a double GCSE course that is completed over two years. Students are graded 1 - 9 and receive 2 *GCSE grades as the course is worth two GCSEs* due to the amount covered. This is the standard course offered to most students in the U.K.

Students follow a scheme of work delivering the full National Curriculum programme of study, following the AQA Trilogy syllabus.

Year 10

Biology: Cell Biology; Organisation; Infection & response; Bioenergetics

Chemistry: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Electrolysis, Energy changes

Physics: Energy; Electricity; Particle model of matter; Atomic structure

Year 11

Biology: Homeostasis and response; Inheritance, variation and evolution; Ecology

Chemistry: The rate of chemical changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

Physics: Forces and motion; Waves; Magnetism and electromagnetism

Futures

Assessments

Employers value a good performance in Science. The course is a solid foundation for further study in Sixth Form in any STEM subject.

Examinations: 100%
There are six examinations papers.
Paper 1 for Biology, Chemistry and Physics
Paper 2 for Biology, Chemistry and Physics

Separate Science GCSEs AQA

Overview

Year 10 & Year 11

This option consists of *3 separate GCSE courses* that are completed over two years. This is considered a more challenging but rewarding option, delivered at an accelerated pace for students who are motivated to take separate GCSEs in each of the three sciences.

Each qualification will be graded on a 9- point scale: 1 to 9, where 9 is the best grade.

Students follow schemes of work delivering the full National Curriculum, following the AQA syllabi.

Year 10

Biology: Cell Biology; Organisation; Infection & response; Microbiology; Bioenergetics

Chemistry: Atomic Structure And The Periodic table; Bonding, structure and the properties of matter; Nanotechnology; Quantitative chemistry; Electrolysis, Energy changes

Physics: Energy; Electricity; Particle model of matter; Atomic structure

Year 11

Biology: Homeostasis and response; Inheritance, variation and evolution; Ecology

Chemistry: The rate of chemical changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

Physics: Forces and Motion; Waves; Magnetism and electromagnetism; Space physics

Futures

Assessments

Employers value a good performance in Sciences. The course is a solid foundation for further study in Sixth Form in any STEM subject.

Examinations: 100%

There are two examination papers in each of the 3 GCSE courses.

In each course, paper 1 examines the 'Year 10' content with paper 2 focussing on the 'Year 11' content.

Fine Art GCSE OCR

Overview

Year 10 & Year 11

The Art and Design department at Writhlington School is aimed to create an inspirational, exciting and stimulating centre of excellence, where pupils are encouraged to realise their artistic ambitions. In our school, Art and Design provides a vital form of communication, delivering a challenging program to stretch students of all levels. We aim to broaden thought processes within a wider world context, looking at the cultural, traditional and contemporary approaches to produce creative depth. We aim to encourage those practical and imaginative skills that result in a heightened sense of enjoyment, creativity, aesthetic appreciation and self-confidence. Here, visual and sensory experiences combine to provide a unique way of understanding and responding to the contemporary world. Adopting this working ethos allows the department to encourage the production of varied, refined and innovative artworks.

Students produce a Portfolio of work, and an exam portfolio. These include a variety of themes, observation work, 2D/3D media research and recording of ideas and appreciation of work of artists/craftspeople.

- Our department ethos at GCSE and Alevel is based on the foundations of four distinct, yet interrelated areas:
- The development of creative and exciting concepts and ideas. We encourage pupils to take ownership of their learning, and individual tasks and projects. They are pushed to challenge convention, solve problems, and think imaginatively. We applaud individuality and look to nurture a pupil's distinct and unique approach.
- The exploration of a wide and varied range of techniques and processes, where pupils can experiment with a broad range of media. Areas explored include: drawing, painting, printmaking, collage, mixed media, sculpture, photography, digital media, graphic communication, installation, fashion and textiles, critical and conceptual theory.
- The research and investigation into the works and lives of appropriate artists, designers, photographers and craftspeople. Critical, analytical and descriptive understanding is produced using subject vocabulary to support creative thinking, helping pupils to express personal ideas and feelings using a subject based language and vocabulary.
- Drawing and recording ideas, observations and insights through drawing and annotation are an important part of creating and developing ideas towards appropriate intentions and realisations

Futures

Assessments

A Level - leading to qualifications in the Art field; Television, Graphic Design, Illustration, Fine Art, Sculpture, Fashion and Textile Design, Theatre Set and Costume Design, Teaching, Art Therapy, Architecture, Product Design, Interior Design, Photography and Animation Desk Top Design.

Coursework portfolio:

60% internally marked and moderated internally Exam (Controlled Set Task)

40% externally set project, marked and moderated internally.

This project will be issued from January in Year 11. There will be approximately 3 months to research and develop your chosen theme with a 10-hour exam at the end of the 3 months.

Business Studies GCSE Pearson Edexcel

Overview

This course is engaging and inspiring and reflects the demands of a truly modern and evolving business environment. This course enables you as a student to develop as commercially minded and enterprising individuals.

We live in a Business world and an understanding in this will fully equip you for your next steps, giving you transferable skills and knowledge that will help you to succeed in your chosen pathway.

Year 10 & Year 11

Year 10

Theme 1: Investigating Small Business Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Year 11

Theme 2: Building a Business

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Futures

Business Studies is the most popular and successful course in sixth form and a lot of students choose this option after doing it in KS4.

Future job Opportunities include:

Advertising and Marketing, PR, Market Researcher, Research Analyst, Recruitment, Banking, Finance, Accountancy, Industry buyer, Retail, Distribution management, Human Resource Management, Sales, Stockbroker, Systems Analyst.

Assessments

2 exams at the end of year 11. Theme 1 - 1 hr 30 mins, 50%, 90 marks
Theme 2 - 1 hr 30 mins, 50%, 90 marks Both papers consist of calculations, multiple-choice, short-answer and extended-writing questions.

Students will be assessed throughout the two years with exam questions to best prepare them for their formal exams. These are planned, implemented and marked by expert examiners in the department who mark scripts for the Edexcel exam board each year.

Child Development NCFE VCERT

Overview

We learn about the effects of biological and environmental factors on the growth of a child, the importance of play and activities in a child's healthy development, and understand the ways to make a positive impact in this field. All of this will prepare you for entry into further education or employment in a childcare setting, working with children aged 0-5.

Year 10 & Year 11

Year 10 - Teaching and Learning

We cover a range of topics during Year 10. This allows you to gain a holistic understanding of the development of children and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will learn how biological and environmental factors have an impact on holistic development as well as transitions that children go through when they move from one setting to another.

In addition, you will learn how to prepare for working in settings and the responsibilities of early years workers. You will look at a range of case studies and childcare settings from playgroups, mother and toddler, childminders, preschools and reception classes. You will also look at legislation covering the early years provision and the roles and responsibilities of those who work in this area.

Year 11 - Assessment

In Year 11 you will complete a NEA unit. Preparing and planning for this, then sitting this assessment takes up the first few terms, then we focus on revision for the exam towards the second half of Year 11.

Futures

This course is great preparation for:

- Further study on courses such as Childcare or Health & Social Care
- An apprenticeship as an early years educator or teaching assistant
- A career in Children's Nursing, Social Work, Teaching, Nursery Nursing or working with children in an educational setting

Assessments

NEA - This is a non-exam assessment that is sat in school. This is a 14 hour piece of work made up of a number of tasks. Students are able to prepare notes to take into this assessment and it covers all aspects of the content taught in Year 10.

Exam - This is a 90 minute exam. This assesses all aspects of the content taught in Year 10.

Computer Science GCSE OCR

Overview

Gives students a real, in-depth understanding of how computer technology works. This course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

It provides an excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

Year 10 & Year 11

Component 1

Computer Systems

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. Understanding topics such as Networking, Computer Security, and Systems Architecture lead to a good foundation in the subject.

Component 2

Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles. Students will have the opportunity to design, code, test and develop programs using the python language, although the concepts learned apply to the majority of modern languages.

Futures

The course provides excellent preparation for students who want to study or work in areas that rely on problem solving and/or programming skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science, medicine and, of course, the many types of career within the computer industry.

Assessments

Assessment method

Examinations:

Component 1 - 90 minutes - 50%

Component 2 - 90 minutes - 50%

Design and Technology GCSE AQA

Overview

Year 10 & Year 11

A GCSE in design and technology will prepare students to become creative and critical thinkers, developing skills to design and deliver prototypes that solve real and relevant problems. It is a foundation in the principles and iterative design practices of various 21st century design and manufacture industries. The qualification offers flexibility in the approaches students use to apply knowledge and understanding of these practices and principles when designing and making prototypes that solve real and relevant problems.

Students will have the opportunity to work with a range of different materials throughout the course, with the students able to choose the materials in which they manufacture their final coursework practical. This course is therefore appealing to students who enjoy working in wood, metal and plastics, but also to those who have an interest in Textiles.

Year 10 - you will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, you will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on. You will also learn about wider design principles and the effect of design on users and the world we live in. You will develop this knowledge through both practical and theory activities.

Year 11 - you will complete a piece of coursework worth 50% of the final grade. You will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. This will be presented in a portfolio, where you will carry out a range of activities ranging from researching the initial idea, through designing and design development on to modelling and the production of a final product.

Futures

Assessments

The study of design and technology can lead to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future.

The coursework project taken in Y11 is a single task that is worth 50% of the qualification. AQA will release contextual challenges in June of Y10. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is 2 hours and questions offer full access to all learners regardless of their practical experiences in the subject. When in- depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

Drama GCSE AQA

Overview

In Drama, students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

This course offers so much opportunity for students to work creatively and collaboratively.

Students gain invaluable skills in time management and teamwork. Through taking GCSE Drama students work in a professional Theatre setting, and performance work is technically produced to a high standard.

Year 10 & Year 11

Year 10

Developing Skills in devising, studying the set play, scripted performance work.

Year 11

Unit 2 Devised exam Term 2 Scripted Exam Term 4

Futures

Drama allows students to develop critical thinking and analytical skills, which complement a range of subjects.

You may choose to study the subject at A level, as it is widely respected by many top universities.

Job prospects include; working in the creative industries and television, Performing, Theatre production. Students that study Drama are well prepared to continue at A Level and degree level.

Assessments

Component 1: Written Exam 1 hour 45 minutes, 40% GCSE Knowledge and understanding of drama and theatre Analysis and evaluation of the work of live theatre makers

Component 2: Internally marked externally moderated - 40% Devised performance and Log

Component 3: Texts in Practice, Scripted performance to an external examiner

French GCSE AQA

Overview

A complete linear course of study based on a syllabus leading to a GCSE Certificate in French. Grades are awarded at the end of the course after four final exams. There is NO coursework or controlled assessment. Progress is assessed regularly throughout Year 10 and Year 11, which includes use of past papers and mock exams. Exams are taken at either Higher or Foundation level.

Year 10 & Year 11

Year 10

Self, family & relationships, Hobbies, House & town, School, Healthy living, Holidays & festivals

Year 11

Environment, World of work, technology, social & future issues

Revision

Much importance is placed on grammar and linguistic structures. Students are expected to apply knowledge of such structures in their own use of language.

Futures

Some UK universities require students to have a minimum grade 4 in a modern foreign language.

Knowledge of a modern foreign language is helpful for jobs in these sectors:

- Education
- Business
- Finance
- Marketing
- Media
- Journalism
- Law
- Science
- Engineering
- Tourism

Assessments

Paper 1 - Listening 25% of marks

Paper 2 - Speaking 25% of marks

Exam includes a role play, discussion based on a photo card and general conversation.

Paper 3 - Reading 25% of marks

Exam includes questions to be answered in English and in French, as well as a short translation from French into English.

Paper 4 - Writing 25% of marks

Exam to include writing a short message, a short passage, a structured task, an open ended task and a translation from English into French.

Geography GCSE AQA

Overview

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between these topics and examine the battles between the man-made and natural worlds.

Students who complete the course will have the skills and experience to progress onto A-level and beyond.

The course boasts a practical element involving 2 field trips to an urban setting and river setting whereby students will experience hands on geography.

The range of topics promote a wide understanding of geography in the UK and wider world.

Year 10 & Year 11

Year 10

Urban challenges

(Bristol trip approx £10-15)

Hazardous Earth

Physical landscapes -Rivers & Coasts

(Rivers trip approx £15-20)

Year 11

Economic challenges

The living world

Resource management

Futures

As well as studying a variety of engaging and relevant geographical topics you'll learn a range of transferable skills that will help you with future work and study.

These include:

- excellent communication and writing skills
- research skills
- investigation and problem solving skills
- analytical and interpretation skills.
- statistical skills and a wider understanding of the world in which we live.

Studying geography can lead on to some exciting career options, including:

- Town Planning
- Journalism
- Law
- Business
- Politics
- Travel and Tourism
- Teaching
- Environmental management
- Migration
- Hazard management and many more...!

Assessments

At GCSE there are three exams

Paper 1: Living with the physical environment 1hr 30mins 88 marks 35%

Paper 2: Challenges in the human environment 1hr 30mins 88 marks 35%

Paper 3: Geographical applications 1hr 15mins 76 marks 30%

History GCSE AQA

Overview

Studying GCSE History will help you to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How have we come to live in a multicultural society?

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

Resources: Pupils will have access to resources through Google Classroom and through use of textbooks in lessons.

Trips: The history and politics department run a biennial trip to Berlin for years 10-13.

Suggested revision guide: The "Oxford AQA GCSE history" series is recommended. There is one guide for each of the four topics.

Year 10 & Year 11

Year 10

Thematic Study, Britain: Health and the People c1000-Present

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments and their impact on British society.

Period Study, Germany, 1890-1945: Democracy and Dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change.

Year 11

Wider World Depth Study, Conflict and Tension: the Inter-War Years, 1918–1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.

British Depth Study, Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Futures

You will learn a range of handy skills that will help you with A-levels and future work including, excellent communication and writing skills, how to construct an argument, investigation and problem- solving, analytical and interpretation skills. Studying history can lead on to some exciting career options, including: • Journalism • Law • Business • Politics • Archaeology • Marketing • Teaching.

Assessments

At GCSE there are two exams – Paper 1 and 2 are each worth 50% and 2 hours each. These exams consist of 4, 8, 12 and 16 mark questions which require answers ranging from a five minute paragraph to a 20-24 minute essay response.

Paper 1: Understanding the modern world - 50% (Period Study + Wider World Depth Study)

Paper 2: Shaping the nation - 50% (Thematic Study + British Depth Study)

Hospitality and Catering WJEC

Overview

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time

Year 10 & Year 11

Year 10

Students will spend this year developing both their theoretical and practical skills. The theoretical knowledge you will learn, looks at areas such as nutrition, environmental issues in the food industry and food poisoning. Over the duration of the year the students will also develop a range of practical skills that will support them in their coursework project. The students will experience using a range of different ingredients and techniques, such as pastry, advanced pasta making, butchering, fish filleting, sauces and breads.

Year 11

During this year the students will work on their coursework project, where the students will research and develop ideas linked to a given question. This will culminate in a practical exam when the students will have the opportunity to cook and present their dishes. After the culmination of the coursework the students will begin revision in preparation for the written exam which will be taken in the summer term.

Futures

Students can progress to the Level 3 course Food Science and Nutrition. Furthermore, the food industry is one of the largest employers in the UK. Career options include: Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management

Assessments

The students are challenged both practically and theoretically

Each unit is assessed as Pass, Merit and Distinction (this equates to GCSE grading 4-8)

Unit 1 (40%): The Hospitality and Catering Industry - Written exam - 1hr 30mins

Unit 2 (60%): Hospitality and Catering in Action - Practical controlled assessment

The practical controlled assessment is a 4hr practical exam where the students will be expected to produce two dishes and accompaniments to satisfy a chosen brief.

IT - Digital Information Technology Pearson BTEC

Overview	Year 10 & Year 11	
<p>You will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.</p> <p>You will explore how organisations use digital systems and the wider implications associated with their use. You will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems.</p> <p>Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce.</p>	<p>Y10 Component 1: Exploring User Interface Design Principles and Project Planning Techniques (coursework marked in school.) In this component you will learn about making systems for users. Without an effective user interface, an IT system cannot be effective. Some of the best user interfaces come from computer games, we will look at a broad range of different systems to understand what makes them work well. Many IT jobs involve project management, this component will also give you the skills to do with project planning to help to ensure that IT projects are successful.</p> <p>Y10 into Y11 Component 2: Collecting, Presenting and Interpreting Data (coursework marked in school) Computers work with vast amounts of data. This component helps you get to grips with making sure that data collected is good quality and decide how best to process it to get the IT system to produce the information you need using the knowledge and skills you have gained.</p> <p>Y11 Component 3: Effective Digital Working Practices (exam marked by the exam board) Using the knowledge you have gained in Components 1 and 2 and some other key topics, we will prepare you carefully for this exam. You will look at topics including: Modern Technologies; Cyber security, Wider implications of Digital Information technology and Planning and communication in digital systems.</p>	
Futures	Assessments	
<p>Clear progression onto Level 3 study for students who want to explore digital information technology further. Any Computing/IT or related fields of work. The average digital salary in the UK is £50,663 - 44% higher than the average non-digital salary. Particularly suited to careers involving Website Development, Social Media Strategy and Spreadsheet systems.</p>	<p>External (exam) Component 3: Effective Digital Working Practices. (40%)</p> <p>Internal Component 1: Exploring User Interface Design Principles and Project Planning Techniques (30%) Component 2: Collecting, Presenting and Interpreting Data. (30%)</p> <p>You will understand the characteristics of data and information and how they help organisations in decision making. You will also use data manipulation methods to create a dashboard to present and draw conclusions from information.</p>	

Media Studies Pearson BTEC

Overview

Creative Media Production Level 2 provides the opportunity for you to explore the varied world of digital Media in a highly engaging and practical way. By adopting both a practical and an investigative approach, you develop a range of skills while discovering the problems and opportunities faced within the industry. Throughout the course, students will learn how to:

- Analyse a range of Media to explore how meaning, messages and values are constructed in texts.
- Understand how to produce a Media product from initial idea to completion.
- Produce proposals in response to client's ideas to show an understanding of style, audience and purpose.
- See relationships between different aspects of the subject.
- Produce a digital Media product displaying a full understanding of the preproduction, production and post production practices required to make a successful product.

You will use a range of Media equipment, industry standard software, and ICT applications during the completion of the course for both research purposes and the completion of your project work.

Year 10 & Year 11

Year 10

Developing Digital Media Skills (30%)

Internally assessed coursework where you produce 2 portfolios that demonstrates how you have developed your design skills and can apply a range of skills and techniques to produce your own media product

Year 11

Exploring the media (30%)

Internally assessed coursework where you produce a written report that investigates a range of media industries, how they target specific audiences and how they portray people, viewpoints, and messages

Responding to a brief (40%)

External Assessment where students are given a brief from a 'client' and have to apply their knowledge and understanding of media industries and design skills to produce a media product in response to the brief

Futures

Media Studies allows students to develop critical thinking and analytical skills, plus the ability to interpret information and communicate thoughts and ideas digitally.

Students attain excellent results within the department and every year many go on to study a related subject in Media at Sixth Form and beyond.

Job prospects include; working in the film and television industries, journalism, teaching, writing, advertising, politics, graphic design, fashion, radio production, plus many more

Assessments

Developing Digital Media Skills (30%)

Exploring the media (30%)

Responding to a brief (40%)

Music GCSE WJEC

Overview

This course is designed to develop your skills as an all round musician: composer, performer and musicologist.

At the end of the course you will have a really good understanding of how music is put together and why.

You will be able to compose and perform with confidence.

Pupils will need to be able to play or sing to Grade 3 standard by the time of their exam in Year 11, which means they should be around grade 1 standard in Year 9.

Ideally they should be already having Peripatetic lessons or start having lessons this year. There is financial support available to pay the full cost for Pupil Premium Students or part of the cost of the lessons via our Privately funded Scholarship Fund.

Year 10 & Year 11

Year 10

By the end of Year 10, pupils will have completed their first composition and will have completed the set works part of the listening exam. They will start learning and rehearsing their solo and ensemble pieces. Their compositions can be recorded live in our recording studio or they can use Sibelius or Logic Software on our Macs.

Year 11

During Year 11 Pupils will record their solo and ensemble performance pieces, complete their second composition and undertake practice papers for the listening exam.

Over the two years they will study: Film Music, Pop Music, Music for Ensembles: Jazz, Musical Theatre, Chamber Music, Music from the Western Classical Tradition and Fusion Music.

Futures

A- Level Music/Btec Level 3 Music performance followed by University to study music as a BA Hons or BMus.

Careers:

Professional musician, songwriter, composer, film composer, teacher, community music, music therapist, DJ, Live music venue manager.

Assessments

30% Performing: 2 performances: 1 solo, 1 ensemble.

30% Composing: 2 compositions

40% Listening: 1 hour 15 minute long exam. Pupils will listen to music and answer questions based on what they can hear and what they already know.

Physical Education GCSE AQA

Overview	Year 10 & Year 11	
<p>The aim of this course is to help students to:</p> <ul style="list-style-type: none"> • Perform effectively in different physical activities by developing skills and techniques • Develop theoretical understanding of the factors that underpin physical activity and sport • Understand how the physiological and psychological state affects performance in physical activity and sport • Understand the contribution that physical activity and sport make to health, fitness and well-being • Understand key socio-cultural influences which can affect people's involvement in physical activity and sport. 	<p>Year 10 and 11</p> <p>Students will have 4 theory lessons a fortnight and 1 practical lesson.</p> <p>They will work through Paper 1 content during their week 1 lessons, and Paper 2 content during their week 2 lessons.</p> <p>Students will need to compete in at least one sport outside of school and competing in a number of extra-curricular sports at school Students will need access to the internet at home to access their revision resources and Google Classroom.</p>	
Futures	Assessments	
<p>Sports related University/College courses, apprenticeships, Sports Science , P E Teacher, Armed Forces, Physiotherapist, Leisure Industry, Personal Trainer</p>	<p>60% exam, 40% practical/coursework</p> <p>Theory Content Paper 1: The human body and movement in physical activity in sport (1 hr 15 mins, 78 marks, 30% of final grade) Students will be examined on the following: Applied anatomy & physiology Movement analysis Physical training Use of Data</p> <p>Paper 2: Socio-cultural influences and wellbeing n physical activity and sport (1 hr 15 mins, 78 marks, 30% of final grade) Students will be examined on the following, Sport psychology Socio-cultural influences Health, fitness & well-being</p> <p>Practical Content - Students are assessed in 3 different sports in the role of player/performer (one in a team activity, one in an individual activity, and the third in either) - For each of the three activities, students will be assessed in their skill level (10 marks) and in the full game/performance context (15 marks) Each of the 3 sports are worth 10% of the final grade. Students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p>	

Philosophy and Belief (Religious Studies) GCSE

Pearson Edexcel

Overview

From the beginning of time, humans have always asked fundamental questions, such as: What is the true meaning of life? What happens to us after death? How do we explain human suffering and injustices? These questions are still relevant today.

Philosophy and Belief is a lively and stimulating GCSE subject that provides a great opportunity for students to engage with current issues, developing social, cultural, political and historical awareness.

It encourages philosophical thought and decision making skills, enabling students to discuss and analyse topics they encounter in society and through the media.

Philosophy and Belief helps students to develop an understanding of their own values and beliefs, gaining a greater sense of their own identity, learning how to respect the rights and responsibilities of others. The study of PB helps students to learn how to think critically, listen empathetically, speak thoughtfully, and write clearly - all skills that will be of great use no matter what you go on to do in life.

Year 10 & Year 11

Year 10

Religion, Peace and Conflict

Section 1: Christian Beliefs

Section 2 Crime and Punishment

Section 3 Living the Christian Life

Section 4 Peace and Conflict

Year 11

Religion and Ethics

Section 1: Hindu Beliefs

Section 2 Marriage and the family

Section 3 Living the Hindu Life

Section 4 Matters of Life and Death

Pupils will receive all revision materials including Knowledge Organisers and Revision Guides. They will be set weekly homework tasks to complete online and extension materials.

Futures

Philosophy & Belief is good preparation for careers in the Police Force, Armed services, Medical fields (Doctor, nurse, science etc), Social work and Education. You may choose to progress and study for the Philosophy & Belief A level which is widely respected by top universities

Assessments

At GCSE there are two exams –

Paper 1 and 2 are each worth 50% and last for 1 hour 45 minutes each.

These exams consist of short answer questions and longer, essay type questions.

Paper 1: – Religion and Ethics

Paper 2: - Religion, Peace and Conflict

Sport Pearson BTEC

Overview	Year 10 & Year 11
<p>The aim of the course is to:</p> <ul style="list-style-type: none">- Encourage personal development through practical participation and performance in a range of sports and exercise activities- Encourage learners to develop their people, communication, planning and teamwork skills	<p>Students will study the following three components:</p> <p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity (30%).</p> <p>Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. This is coursework based and is 30% of the final mark.</p> <p>Component 2: Taking Part and Improving other Participants Sporting performance (30%).</p> <p>Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve performance. This is coursework based and is 30% of the final mark.</p> <p>Component 3: Developing Fitness to Improve Other participants Performance in Sport and Physical Activity (40%).</p> <p>Students will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. This is a final exam and is 40% of the final mark.</p>
Futures	Assessments
<ul style="list-style-type: none">• Sports related University/College/Apprenticeship courses• Sports Science• PE Teacher• Armed Forces• Physiotherapist• Leisure Industry• Personal Trainer	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity.</p> <p>Written coursework with one videoed practical task (leading a warm up)</p> <p>Component 2: Taking Part and Improving other Participants Sporting performance</p> <p>Written coursework with two videoed practical tasks (sports performance and leading a session)</p> <p>Component 3: Developing Fitness to Improve Other participants Performance in Sport and Physical Activity</p> <p>Written exam with multiple choice/short answer and longer answer questions taken in May 2026. This exam lasts 90 minutes.</p>



Writhlington
School