



KEY STAGE 4

GCSE



CURRICULUM BOOKLET



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Dear Student

### **Year 10 Option Choices for September 2021**

You will soon be making key decisions about your academic future; this booklet has been produced to help you to plan your curriculum choices for GCSE. There are subjects that are compulsory for all students in schools in England and these make up the core curriculum at Key Stage 4. These are shown on the curriculum model on the next page. We have devised a curriculum for Key Stage 4 to provide a broad and balanced curriculum and to prepare you for the next stage of your education or training. Our Key Stage 4 curriculum is delivered by subject specialists.

You will notice that some subjects are listed as EBacc subjects and are marked with an \*. The EBacc subjects are the more traditional academic subjects, which have been identified by the government as making up a balanced academic curriculum. Additionally, we have vocational qualifications – Sports Studies, Health & Social Care, Creative iMedia and Engineering Design.

We would now like you to read through this booklet carefully with your parents/carers and make a provisional choice of three option subjects. Students need to consider carefully all of their choices. These should be filled in online, an email link will be sent at a later date. In addition to the online presentation, we have a number of other events scheduled, which provide an opportunity for our young people to consider and discuss their choices. (These are outlined below.) Within school, Mrs Gerald coordinates the Options process and has already spoken to each Tutor Group about the process we are about to commence.

Please complete the options selections by 11<sup>th</sup> February. This will allow us to finalise our curriculum and identify any subject areas that may need additional resources or staffing for September 2021. If you have any queries or areas of concern, please do not hesitate to contact us at the Academy.

Yours faithfully

Ms J McBrearty  
Principal

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### **COMING EVENTS**

<b>11<sup>th</sup> February</b>	Complete Option Choices online
<b>May 2021</b>	Confirmation of GCSE Choices
<b>July 2021</b>	GCSE Induction
<b>TBC</b>	Year 9 Mock Interview Day

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Core Curriculum		GCSEs
<b>English Language &amp; Literature*</b>	4	2
<b>Maths*</b>	4	1
Citizenship	1	0
PE Core	1	0
<b>Double/Triple Science*</b>	6	2/3
	<b>Total: 16</b>	

## Options

Additional Studies [invited students] Art & Design: Fine Art Art & Design: Textiles Business <b>Computing*</b> Design Technology Drama Food Preparation & Nutrition	<b>French*</b> <b>Geography*</b> <b>German*</b> <b>History*</b> Media Studies Music PE [GCSE] RE	<b>Spanish*</b> Dance [optional 4th choice after school] Statistics [optional 4th choice after school] Creative iMedia [Cambridge National] Engineering [Cambridge National] Health & Social Care [Cambridge National] Sport Studies [Cambridge National]
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# CORE



# SUBJECTS

# ENGLISH LANGUAGE & LITERATURE



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE English Literature	AQA	8702
GCSE English Language	AQA	8700

**WEBSITE:** [www.aqa.org.uk](http://www.aqa.org.uk)

**HEAD OF DEPARTMENT:** Mr T Mummery [mummeryt@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

**GCSE English Literature** offers students the opportunity to study 16<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century literature. Students will study and respond to whole texts from Shakespeare, Dickens, J.B.Priestley and an anthology of poetry. Students will be encouraged to engage with the themes and ideas in the texts, as well as analysing the writers' use of language and considering the social and historical context in which the works were written. For this course, students will develop higher order reading skills and be encouraged to read widely and often.

**GCSE English Language** offers students a skills-based approach to studying a range of fiction and non-fiction texts. Students will learn how to analyse language and the way a text is structured as well as developing their responses to texts, using inference and considering the writers' attitudes and methods. Students will develop higher order reading and critical thinking skills through exposure to a range of unseen texts covering a variety of topics and themes. Students will also learn to write for a range of purposes and audiences, ranging from creative and narrative writing to opinion pieces, producing texts to argue a viewpoint and influence the reader.

## ASSESSMENT DETAILS

### Internal Assessment:

Spoken Language Endorsement (0% of GCSE course)

Each half term there is both a reading and writing assessment. There are mock examinations in Years 10 and 11.

### External Assessment:

**GCSE English Language:** Two papers of 1 hour 45 minutes, both worth 50% of the course. For Paper 1, students respond to a fiction text and produce a piece of descriptive or narrative writing; for Paper 2, students respond to two non-fiction texts and produce a piece of writing which argues a viewpoint.

**GCSE English Literature:** Paper 1, worth 40% of the course, assesses students' understanding of a Shakespeare and 19<sup>th</sup> century text. For Paper 2, worth 60% of the course, students respond to an essay question about a modern text and analyse poetry, both from an anthology studied on the course and unseen poems.

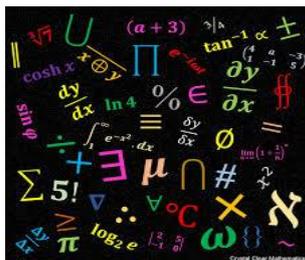
## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

### English Literature

Law, journalism, teaching, writing, newsreader, politician, actor... a must for many careers.

**GCSE English Language** is essential for most post-16 courses. Many jobs recognise the value of this qualification. It is core for all students.

# MATHEMATICS



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics (1MA1)	Pearson Edexcel	1MA1
<b>WEBSITE:</b> <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>		
<b>HEAD OF DEPARTMENT:</b> Mr A Gaskell [gaskella@wellandparkacademy.com]		

## DESCRIPTION OF COURSE:

GCSE Maths has changed and is more demanding for everyone:

- Students study topics in Number, Algebra, Shape & Data Handling and Ratio and Proportion.
- The total time for the examinations is 4½ hours. All exams will be sat at the end of the course.
- There are fewer marks at the lower grades and more marks at the higher grades at both Foundation Tier and Higher Tier.
- In the assessments there is a greater emphasis on problem solving and mathematical reasoning, with more marks now being allocated to these higher-order skills.
- Students will be required to memorise formulae – fewer formulae will be provided in examinations.

## ASSESSMENT DETAILS

### Internal Assessment:

End of unit assessments (19 – Foundation, 20 – Higher) over a 3-year period.

Seven end of term assessments over a three year period. Mock examinations in Years 10 & 11.

### External Assessment:

**Paper 1 – Non-calculator. Paper 2 – Calculator. Paper 3 – Calculator.** All examinations are **1 hour 30 minutes**, carry an equal weighting of 33.33% and will take place during the Year 11 summer examination period.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

GCSE Mathematics is essential for most post-16 courses.

Mathematics is an integral part of many science and engineering careers as well as being useful for careers in accountancy, banking and business.

# DOUBLE SCIENCE



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Combined Science Trilogy	AQA	8464

**WEBSITE:** <http://www.aqa.org.uk/subjects/science/gcse>

**HEAD OF DEPARTMENT:** Mr I Howes [howesi@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

For Combined Science students will study Biology, Chemistry and Physics. The students will build on previous knowledge and apply to various contexts. Students will go through the course in a logical order and they will gain two GCSEs at the end of Year 11. There are many practicals which will help the pupils' understanding and prepare them for the practical skill questions in the final exams. This course is suitable for all abilities (but is recommended for those below the Level of 5- in Year 9) and can lead on to Science subjects at 'A' Level.

Students will study topics such as: Infection & Response, Organisation, Bioenergetics, Ecology, Quantitative Chemistry, Energy Changes, Electricity, Magnetism & Electromagnetics, Bonding, Structure & the Properties of Matter, Forces etc.

## ASSESSMENT DETAILS

### Internal Assessment:

End of unit tests, assessment of practical skills knowledge, mock GCSE exams.

### External Assessment:

There are six exams that are sat at the end of the course in Year 11.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Students can use GCSE Science for any of the following careers. Here are just a few possible careers that Science would be helpful for:

Astronomer, chemist, electrician, food scientist, forensic scientist, physicist, pilot, science teacher, PE teacher, medicine, environmental scientist, meteorologist.

# TRIPLE SCIENCE



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Biology GCSE Chemistry GCSE Physics	AQA	8461 8462 8463

**WEBSITE:** <http://www.aqa.org.uk/subjects/science/gcse>

**HEAD OF DEPARTMENT:** Mr I Howes [howesi@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

For Triple Science the students will study Biology, Chemistry and Physics separately and will gain a GCSE for each. The students will build on previous knowledge and apply to various contexts. Students will go through the course in a logical order. There are many practicals which will help the students' understanding and prepare them for the practical skill questions in the final exams. Entry to this course is dependant on having a strong work ethic both at home and school, and achieving a suitable grade in the end of Year 9 exam.

Students will study topics such as: Infection & Response, Organisation, Bioenergetics, Ecology, Quantitative Chemistry, Energy Changes, Electricity, Magnetism & Electromagnetics, Bonding, Structure & the Properties of Matter, Forces etc.

## ASSESSMENT DETAILS

### Internal Assessment:

End of unit tests, assessment of practical skills knowledge, mock GCSE exams.

### External Assessment:

There are two exams per GCSE and they are sat at the end of Year 11.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Pupils can use GCSE Science for any of the following careers. Here are just a few possible careers that Science would be helpful for:

Astronomer, chemist, electrician, food scientist, forensic scientist, physicist, pilot, science teacher, PE teacher, medicine, environmental scientist, meteorologist.

# OPTIONS

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## How to choose the right option for YOU!

It is important that you make the right choices for your option subjects – make sure you think carefully about your choices and talk to your parents/carers and subject teachers about your choices.

Do some research – use this options booklet to read up about the courses you are choosing. Follow the web links to find out more information online. Also use the [icould.com](http://icould.com) website you used in Citizenship for advice about possible careers.

Choose subjects you enjoy and that you will be good at. Don't worry too much about your friends' choices - you may not be in the same groups even if you make the same choices.

Make sure you do not choose subjects that overlap too much - check with your teachers to see if the combination you are choosing is appropriate.

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# ART & DESIGN – FINE ART



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Art and Design - Fine Art	AQA	8202

**WEBSITE:** [www.aqa.org.uk/subjects/art-and-design/gcse](http://www.aqa.org.uk/subjects/art-and-design/gcse)

**HEAD OF DEPARTMENT:** Miss G Bond [bondg@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

Vibrant and dynamic, this specification will give students the freedom to explore GCSE Art and Design in ways that will inspire and encourage them to reach their full potential, whilst equipping them with the skills to continue the subject with confidence at 'AS', 'A' Level and beyond. The Fine Art course allows for flexibility in the choice of areas an individual may wish to work in. This allows students to build on their strengths whilst broadening their skill base. Students will develop their ideas and work in one or more areas of fine art, such as those listed below:

drawing - painting - sculpture - installation - lens/light-based media -  
photography & the moving image - printmaking - mixed media - land art

They may explore overlapping or combining these areas within their portfolio of work. In Year 10, students will explore a range of materials and techniques in a series of mini projects in the first term. They will then work on a mock exam task with the option of a day trip to museums and galleries. This will be the stimulus for a sustained project. In Year 11, students will specialise in their area of choice.

## ASSESSMENT DETAILS

### Internal Assessment:

Each student must select and present a coursework portfolio representative of their course of study. The portfolio will be marked out of a total of 96 marks. There is a maximum of 24 marks for each of the four assessment objectives. This portfolio has a weighting of 60% and contains work from the following:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.
2. A selection of further work resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

### External Assessment:

The exam is also marked out of a total 96 marks and has a weighting of 40%. An unlimited period of preparatory time is followed by 10 hours of supervised time during which students will develop their own unaided work. There is no restriction on the scale of work, media or materials used. Preparatory period – early January.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Animator, art therapist, arts administrator, ceramics designer, community arts worker, exhibition designer, fashion designer, fine artist, furniture conservator/restorer, furniture designer, glass blower/designer, graphic designer, heritage manager, illustrator, industrial/product designer, interior and spatial designer, jewellery designer, make-up artist, medical illustrator, museum/gallery conservator, museum/gallery curator, museum/gallery exhibitions officer, photographer.

# ART & DESIGN –TEXTILES DESIGN



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE in Art and Design - Textile Design	AQA	8204

**WEBSITE:** [www.aqa.org.uk/subjects/art-and-design/gcse](http://www.aqa.org.uk/subjects/art-and-design/gcse)

**HEAD OF DEPARTMENT:** Miss G Bond [[bondg@wellandparkacademy.com](mailto:bondg@wellandparkacademy.com)]

## DESCRIPTION OF COURSE:

This GCSE will introduce the pupils to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies.

They will explore relevant images, artefacts and resources relating to art and design from the past to recent times. Responses to these examples must be shown through practical and critical activities that demonstrates the pupils understanding of different styles, genres and traditions.

Pupils are required to work in one or more areas: fashion and/or costume, printed and/or dyed materials, domestic textiles, constructed textiles and/or applied textiles, constructed and /or stitched and/or embellished textiles.

Students will be given the opportunity to explore various techniques and processes such as digital imagery, construction methods, felting and printing. They will then work on a mock exam task with the option of a day trip to museums and galleries. This will be the stimulus for a sustained project. In Year 11, students will specialise in their area of choice.

## ASSESSMENT DETAILS

### Internal Assessment:

Each pupil must select and present a portfolio representative of their course of study. It must show evidence of working through 2-dimensional/3-dimensional processes with a practical application of skills. 60% of GCSE.

The exam and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

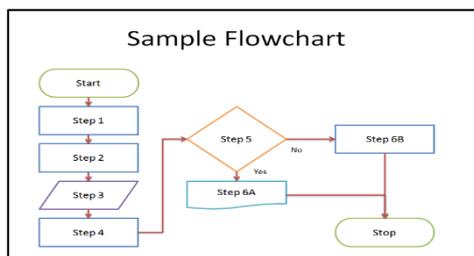
### External Assessment:

10 hours of supervised time. Unlimited period of preparatory time is followed by 10 hours of supervised time. No restriction on the scale of work, media or materials used. 40% of GCSE.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Print maker, hosiery designer, materials development, furniture design, accessories, sportswear, carpets, set design, interior design, fashion, costume, teacher, buyer, merchandiser, jewellery designer, retail, window dresser.

# BUSINESS



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Business	OCR	J204

**WEBSITE:** <http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/>

**HEAD OF DEPARTMENT:** Mr J Radbourne [radbournej@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

OCR's GCSE (9–1) in Business should enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

## ASSESSMENT DETAILS

**Business 1: business activity, marketing and people (01)**

This component is worth 80 marks, split into two sections and assesses content from business activity, marketing and human resources.

Section A contains multiple choice questions. This section of the component is worth 15 marks.

Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section of the component is worth 65 marks.

**Business 2: operations, finance and influences on business (02)**

This component is worth 80 marks, split into two sections and assesses content from operations, finance and influences on business.

This component assumes knowledge of business activity, marketing and human resources.

Section A contains multiple choice questions. This section of the component is worth 15 marks.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Through studying GCSE Business, students gain business knowledge, understanding and skills. They begin to understand current events in local, national and global contexts. They learn how to use relevant terms, concepts and methods effectively to describe business and economic behaviour. Students also consider business ethics and the impact of business on the environment. This could help students consider future careers in ICT support for businesses, marketing, social media co-ordinator and e-commerce.

# COMPUTING



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE (9 - 1) in Computer Science	AQA	8525
<b>WEBSITE:</b> <a href="http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520/specification-at-a-glance">http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520/specification-at-a-glance</a>		
<b>HEAD OF DEPARTMENT:</b> Mr J Radbourne [radbournej@wellandparkacademy.com]		

## DESCRIPTION OF COURSE:

Over the course students will cover the following:

- **Computational thinking:** this is the process of thinking through a complex problem, taking the time to understand what the problem is and then developing potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.
- **Theoretical content:** students will learn the fundamentals of data representation and computer networks. They will learn about the computer systems that they will create and use and also delve in to the world cyber security and ethical legal and environmental impacts of digital technology.
- **Aspects of software development:** understand how to implement and test a design to make sure it works effectively. Learn how to complete an overall evaluation to help refine the end product.

## ASSESSMENT DETAILS

Paper 1: Computational thinking and programming skills (2 hours, 50% of GCSE)

Covers computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

Paper 2: Computing Concepts (1 hour 45 minutes, 50% of GCSE)

Covers data representation, computer systems, networks, cyber security, relational databases and ethical, legal and environmental impacts of digital technology.

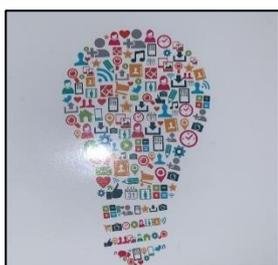
It is highly recommended that students have access to a computer at home as the development of programming skills using the Python programming language is central to Paper 1.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Database administrator, IT consultant, systems analyst, games developer, multimedia programmer, systems developer, information systems manager, network engineer, web developer.

GCSE Computer Science is not just for people wanting a career in the IT and computing industry – the skills and techniques learnt can be useful in any workplace. The creative and technical skills are relevant to a host of careers in a range of sectors, from arts and graphics-based roles through to engineering, finance and business.

# CREATIVE iMEDIA



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
Cambridge National Award in Creative iMedia	OCR	J807
<b>WEBSITE:</b> <a href="http://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/">www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</a>		
<b>HEAD OF DEPARTMENT:</b> Mr J Radbourne [radbounej@wellandparkacademy.com]		

## DESCRIPTION OF COURSE:

This course is hands-on. Students will use the computers each lesson as part of their learning. Digital media is a part of our everyday lives and students will be able to explore this and create their own products. Creative iMedia is scenario based – where students will be given a client brief. From this, students will plan, create and evaluate their own work.

This course would suit students who love the design element of CICT. Students can work with programs such as Adobe Photoshop and Illustrator. Other programs include Microsoft Word, Publisher and PowerPoint. Students have the opportunity to possibly create DVD covers, Websites, Magazine Adverts, Animations, Comic Strips and many more.

## ASSESSMENT DETAILS

Creative iMedia is a L1/L2 Cambridge National Vocational Course. It comprises of four units – 2 are mandatory; 2 optional (these may be chosen by the teacher delivering the course).

Three of the units are assessed internally and then sent off to moderators to be marked externally. The final unit is an end of course exam. At the moment, the students are able to take the exam twice – one in January and one in June (both year 11).

Each unit is worth 60 marks including the final exam. The marks from all four units are collated at the end of the course and a grade will be given overall.

The grade boundaries for Creative iMedia are as follows P1, M1, D1, P2, M2, D2, D2\*. P2 is the equivalent to the new grading system of 4.

## POSSIBLE CAREER APPLICATIONS

After gaining a Level 2 in Creative iMedia, students can go on to study Cambridge Technicals ICT at Level 3.

A qualification in ICT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly to all levels of business personnel; planning and project management skills; and excellent self-motivation, decision-making and problem-solving abilities.

# DANCE



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Dance	AQA	8236

**WEBSITE:** [www.aqa.org.uk](http://www.aqa.org.uk)

**HEAD OF DEPARTMENT:** Mrs C Towers [[towersc@wellandparkacademy.com](mailto:towersc@wellandparkacademy.com)]

## DESCRIPTION OF COURSE:

Dance helps students develop performance and choreography skills as well as studying six British dance works. The works studied range in style but include urban, ballet and contemporary dance.

## WHY STUDY DANCE:

Studying the GCSE dance specification can inspire students to develop their own performance, creative and choreographic practise at the same time as developing the knowledge, understanding and analytical skills required for critical appreciation. Studying dance also allows students to develop out of school interests and techniques.

This course will be offered as an extra after school GCSE (2 hours per week). It is suitable for students who already have some practical experience in Dance – ie have attended Dance classes for a minimum of two years.

## ASSESSMENT DETAILS

### Performance 30%

- Solo Performance: two set phrases (1 minute in length)
- Duet/Trio: using motifs from remaining 2 set phrases (maximum 5 minutes in length)

### Choreography 30% based on stimulus set by AQA

- Solo 2-2.5 minutes
- Group 3-3.5 minutes

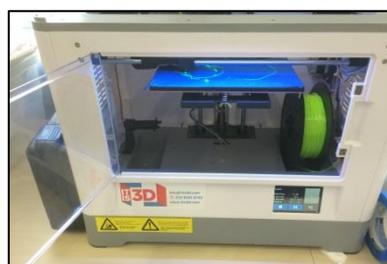
### Dance Appreciation 40%

1 hour 30 minute written exam to assess critical appreciation of six professional dance works and knowledge and understanding of choreographic processes and performing skills.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Performer, dance teacher, choreographer, dance lecturer, dance therapist

# DESIGN TECHNOLOGY



## COURSE TITLE

GCSE Design and Technology (8552)

## AWARDING BODY

AQA

## SPECIFICATION CODE

8552

**WEBSITE:** <http://www.aqa.org.uk>

**HEAD OF DEPARTMENT:** Miss G Bond [[bondg@wellandparkacademy.com](mailto:bondg@wellandparkacademy.com)]

### DESCRIPTION OF COURSE:

This course will enable students to acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students will develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of the nation and the global community.

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The GCSE Design and Technology specification enables students to work creatively when designing and making and apply technical and practical expertise, following an iterative approach.

There is one tier of assessment covering grades 9 - 1.

## ASSESSMENT DETAILS

**Paper 1: Written exam** 2 hours 100 marks 50% of GCSE (10% of these marks involve Science based questions and 15% are Maths related)

- Core technical principles
- Specialist technical principles
- Designing and making principles

### Non-Exam Assessment (NEA)

30-35 hours approx. 100 marks 50% of GCSE

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Possible career options for students choosing this GCSE are:

Advertising, architecture, branding and identity, illustration, exhibition design, magazine and newspaper layouts, games and web design, packaging and animation, animator, graphic designer, product designer, furniture design, automotive design, product innovation, interior designer, 3D design maker, project management, engineering/manufacture, lighting designer, jewellery designer, exhibition design, industrial design, digital web design, textiles industry.

# DRAMA



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Drama (9-1)	OCR	J316

**WEBSITE:** <http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/>

**HEAD OF DEPARTMENT:** Mr J Oakland [oaklandj@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

Over the length of the course students will be given the opportunity to explore the subject from a range of perspectives by:

- devising their own, original work from a range of stimuli
- bringing to life the work of a playwright
- thinking as theatre reviewers, developing their own thoughts on what makes drama and theatre successful
- working as creative artists building and bringing a character to life through exploration and rehearsal

## WHY STUDY DRAMA:

Students can choose to be assessed as either a performer or as a designer in the non-exam components. This means that students have the choice to complete the course as a performer, as designer or through a combination of both roles.

The designer option (lighting, sound, set, costume) has its own marking criteria and specification requirements, ensuring students are well supported in taking these options, and are credited for the individual skills needed for each discipline.

Students who follow this course must be motivated, enthusiastic, able to work independently and as part of a team and, very importantly, be committed to the subject.

## ASSESSMENT DETAILS

**DEVISING DRAMA:** Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board at the beginning of Year 10. Performances will be between 5 and 15 minutes, depending on the size of the group and will need to be supported by a portfolio of evidence. (30%)

**TEXT PERFORMANCE:** Students will take part in performing two extracts from a text set by the Academy. One of these must be as part of a group. Again performance length will vary depending on the size of the group and will need to be supported by written evidence. (30%)

**THE EXAM:** There are two sections. Section A will be based on their knowledge of Drama as explored through their practical work. Section B will consist of analysing and evaluating a live theatre performance they have seen using accurate subject-specific terminology.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Performer, sound/lighting technician, arts worker, drama therapy, director, set designers, broadcast or theatre operative, stage management.

# FOOD PREPARATION & NUTRITION



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Food Preparation & Nutrition	AQA	8585
<b>WEBSITE:</b> <a href="http://www.aqa.org.uk/8585">http://www.aqa.org.uk/8585</a>		
<b>HEAD OF DEPARTMENT:</b> Miss G Bond [ <a href="mailto:bondg@wellandparkacademy.com">bondg@wellandparkacademy.com</a> ]		

## DESCRIPTION OF COURSE:

This new GCSE Food Preparation and Nutrition is an exciting and creative course, which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics:

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

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

## ASSESSMENT DETAILS

### Internal Assessment:

**Task 1:** Food investigation (15%). Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2:** Food preparation assessment (35%). Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours.

Written or electronic portfolio (not exceeding 20 A4 pages) including photographic evidence. Photographic evidence of the three final dishes must be included.

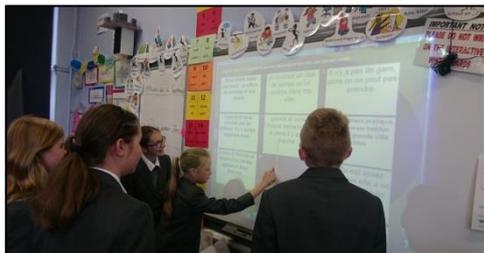
### External Assessment:

**Paper 1:** Food Preparation and Nutrition Written Exam: 1 hour 45 minutes - 100 marks - 50% of GCSE.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Food technologist; food journalist; food photographer/stylist; chef; teacher; food scientist; catering manager; retail; quality assurance technician manager; hospitality and catering; armed forces; nutritionist; dietician; confectioner; butcher; product developer; environmental health; microbiologist; brewer; baker; events management; food and beverage engineer; marketing and packaging; sports nutrition.

# FRENCH



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE French	AQA	8658

**WEBSITE:** <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

**HEAD OF DEPARTMENT:** Mr I Griffiths [griffithsi@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

The GCSE course encourages an interactive approach to language learning in order to help students become confident linguists who can manipulate language independently. In so doing they will develop a range of transferable skills, useful not only in day-to-day life but also should they want to learn another language in the future.

The course builds on what they have already learnt in Years 7-9 and takes it further, enabling them to express their point of view and discuss things in greater detail.

The course content is divided into three Key Themes:

- Identity and Culture (relationships, technology, media, sport, interests...)
- Local, National, International & Global Areas of Interest (the region, the environment...)
- Current & Future Study and Employment (school, future plans...)

## ASSESSMENT DETAILS

### Internal Assessment:

There are assessments at the end of each module, but these do not count towards the GCSE. These tests are to help students practise and develop skills and strategies, which will help students in their final exams.

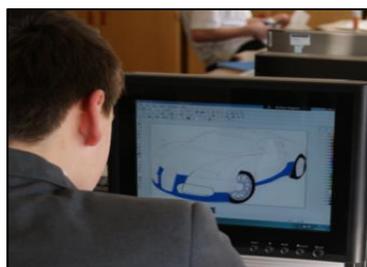
### External Assessment:

The Language GCSE is a two-year course with exams at the end of Year 11. All four skills are worth the same amount: Listening 25%, Speaking 25%, Reading 25%, Writing 25%. The speaking exam is done with their teacher.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Learning a language (or two) gives students a lifelong skill, just like playing an instrument or doing a sport. It also helps students to develop excellent communication and presentation skills, which are invaluable in life, future study and in their chosen career. In the current global market, a language qualification makes students stand out and is highly valued by employers. In some cases, it also leads to travel opportunities and higher salaries.

# ENGINEERING



## COURSE TITLE

## AWARDING BODY

## SPECIFICATION CODE

Cambridge National in Engineering Design

OCR

J831/J841

**WEBSITE:** [www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/](http://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/)

**HEAD OF DEPARTMENT:** Miss G Bond [bondg@wellandparkacademy.com]

### DESCRIPTION OF COURSE:

The Cambridge National in Engineering Design is a vocational qualification comprising of practical and theory coursework units as well as an exam. This course provides the opportunity for learners to develop their understanding of the requirements of design briefs and design specifications for the development of new products. Through research and practical activities, learners will understand how consumer requirements and market opportunities inform design briefs. Learners will understand the overall design process through study of the design cycle, existing product and life cycle analysis, study of new and improved materials and manufacturing processes, and how these and other factors influence a design.

## ASSESSMENT DETAILS

The Cambridge Nationals in Engineering Design level 1/2 consist of two qualifications:

The OCR Level 1/2 Cambridge National **Award** in Engineering Design consists of two mandatory units.

This consists of two projects one called 'Design briefs, design specifications and user requirements' which is a written paper OCR set and marked 1 hour – 60 marks. The second mandatory piece of work is called 'Product analysis and research' which is internally assessed and moderated.

The OCR Level 1/2 Cambridge National **Certificate** in Engineering Design consists of four mandatory units.

To be awarded the certificate in addition to the above mentioned mandatory units they must submit a further two pieces of coursework one called 'Developing and presenting engineering designs', the second piece of work is called '3D design realisation' both pieces of work are internally assessed and moderated.

## POSSIBLE CAREER APPLICATIONS

Possible career options for students choosing this GCSE are:

Advertising, architecture, branding and identity, illustration, exhibition design, magazine and newspaper layouts, games and web design, packaging and animation, animator, graphic designer, product designer, furniture design, automotive design, product innovation, interior designer, 3D design maker, project management, engineering/manufacture, lighting designer, jewellery designer, exhibition design, industrial design, digital web design, textiles industry.

# GEOGRAPHY



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Geography	AQA	8035
<b>WEBSITE:</b> <a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-8035">http://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>		
<b>HEAD OF DEPARTMENT:</b> Mrs J Smith [smithj@wellandparkacademy.com]		

## DESCRIPTION OF COURSE:

The course consists of three sections:

1. Living with the physical environment
2. Challenges in the human environment
3. Geographical application including fieldwork

Living with the physical environment includes the challenges of natural hazards, physical landscapes in the UK and the living world.

Challenges in the human environment includes urban issues and challenges, the changing economic world and the challenge of resource management.

Geographical applications include issue evaluation, fieldwork and geographical skills.

## ASSESSMENT DETAILS

### Internal Assessment:

Students will be tested at the end of each topic, to check knowledge and understanding according to GCSE criteria. Each test will have GCSE style examination questions.

### External Assessment:

This course is 100% externally examined in three examination papers. Paper 1 and 2 are both written examinations, 1 hour and 30 minutes long and each one 35% of the GCSE. (Each one – 88 marks, including 3 marks for spelling punctuation, grammar and specialist terminology). Paper 3 is a 1 hour 15 minute examination worth 30% of the GCSE. (76 marks including 6 marks for spelling, punctuation, grammar and specialist terms). All papers include multiple choice, short answers, levels of response and extended prose type questions.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Geography is a broad base subject and respected by employers. Geography graduates have one of the highest rates of graduate employment. The subject involves many transferable skills enabling a vast array of career paths such as in the energy, environment, sustainability, transport, town planning, surveying, civil service, education, tourism, insurance, marketing, sales and human resources sectors.

# GERMAN



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE German	AQA	8668

**WEBSITE:** <http://www.aqa.org.uk/subjects/languages/gcse/german-8668>

**HEAD OF DEPARTMENT:** Mr I Griffiths [griffithsi@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

The GCSE course encourages an interactive approach to language learning in order to help students become confident linguists who can manipulate language independently. In so doing they will develop a range of transferable skills, useful not only in day-to-day life but also should they want to learn another language in the future.

The course builds on what they have already learnt in Years 7-9 and takes it further, enabling them to express their point of view and discuss things in greater detail.

The course content is divided into three Key Themes:

- Identity and Culture (relationships, technology, media, sport, interests...)
- Local, National, International & Global Areas of Interest (the region, the environment...)
- Current & Future Study and Employment (school, future plans...)

## ASSESSMENT DETAILS

### Internal Assessment:

There are assessments at the end of each module, but these do not count towards the GCSE. These tests are to help students practise and develop skills and strategies which will help students in their final exams.

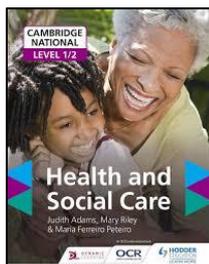
### External Assessment:

The Language GCSE is a two-year course with exams at the end of Year 11. All four skills are worth the same amount: Listening 25%, Speaking 25%, Reading 25%, Writing 25%. The speaking exam is done with their teacher.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Learning a language (or two) gives students a lifelong skill, just like playing an instrument or doing a sport. It also helps students to develop excellent communication and presentation skills, which are invaluable in life, future study and in their chosen career. In the current global market, a language qualification makes students stand out and is highly valued by employers. In some cases, it also leads to travel opportunities and higher salaries.

# HEALTH & SOCIAL CARE



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
Cambridge National in Health & Social Care	OCR	J811

**WEBSITE:** <https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811-j821/>

**HEAD OF DEPARTMENT:** Mrs D Pendell [pendell@wellandparkacademy.com]

**DESCRIPTION OF COURSE:** Health and Social Care is a thought provoking and engaging subject that affects all of our lives. Most students following the Cambridge Nationals course in Key Stage 4 achieve the OCR Cambridge Nationals Level 2 Certificate in Health and Social Care. This course is appealing to students who do not like exams as the course is made up of three internally assessed coursework units worth 75% of the course and one external exam of an hour's length worth 25% of the course. The qualification is the equivalent to a full GCSE and it is recognised in league tables and in post-16 institutions as such, the difference being the grading of the qualification as it is graded pass, merit, distinction or distinction\*.

This is a vocational course which comprises group work, role-play and off site visits to care settings. The theory underpins the varied work undertaken in a range of care and public service settings

Should students fail to achieve all of the assessment criteria may still achieve a Level 1 qualification.

## ASSESSMENT DETAILS

Internal Assessment - Essential values of care for use with individuals in care settings:

- Communicating and working with individuals in health, social care and early year settings
- Understanding body systems and disorders
- Using basic first aid procedures
- As 3 pieces are non-examined assessments, there will be regular homework tasks based upon work covered in class to consolidate learning. The one examined unit will be continually assessed using past papers

External Assessment - Communicating and working with individuals in health, social care and early years settings:

- Understand how to support individuals to maintain their rights
- Understand the importance of the values of care and how they are applied
- Understand how legislation impacts on care settings
- Understand how personal hygiene, safety and security measures protect individuals

## POSSIBLE CAREER APPLICATIONS

HSC qualifications are for people providing care in a private home (someone's house), a care home or a nursing home. This includes:

- Care workers
- Personal assistants
- Support workers
- Key workers

# HISTORY



## COURSE TITLE

## AWARDING BODY

## SPECIFICATION CODE

GCSE History

AQA

8145

**WEBSITE:** <http://www.aqa.org.uk/subjects/history/gcse/history-8145/>

**HEAD OF DEPARTMENT:** Mrs J Smith [smithj@wellandparkacademy.com]

### DESCRIPTION OF COURSE:

GCSE History covers three eras of history:

1. Medieval
2. Early modern
3. Modern times

The students at Welland Park will study the following options:

**America, 1920-1973** - This unit includes the boom and bust years looking at the American dream and the divided society which leads to racial tension and the civil rights movement. It focuses on the Great Depression and its effects including gangsters and the Ku Klux Klan through to the Second World War.

**Conflict and Tension between East and West, 1945-1972** - This unit focuses on the Cold War and the conflict between the USSR and the USA including events such as the Berlin blockade and wall, the space race and the Cuban missile Crisis.

**Britain: Power and the People** - This unit studies the development of the power struggle of the people in Britain including Magna Carta, the English Civil War, the American Revolution, protest and reform and women's rights.

**Elizabethan England, c1568-1603** - This unit focuses on the key events of Elizabeth's reign as an in depth study. These include conflicts over religion and with Spain and the Elizabethan Golden Age. This course also links to the local environment through the study of an historic building.

## ASSESSMENT DETAILS

### Internal Assessment:

Students will be tested at least once every half term to check knowledge and understanding according to GCSE criteria. Each unit will have a GCSE style exam paper as a mock examination in Years 10 and 11.

### External Assessment:

The course is 100% externally examined in two examination papers. Each written paper is 1 hour 45 minutes long and worth 50% of the GCSE. 84 marks are allocated to each paper with 40 marks for each unit. 4 marks are given for spelling, punctuation, grammar and specialist terminology.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

History gives you the ability to construct arguments and communicate your findings in a coherent and persuasive way. It encourages you to think critically and analytically to solve problems and understand varying viewpoints. It develops independent research skills and the ability to use information to form opinions based on evidence. These skills are transferable to many high level careers within the civil service, law, journalism, teaching at all levels, publishing, media, advertising and politics, along with careers directly associated with History such as museum curators, heritage managers, researchers and tourism.

# MEDIA STUDIES



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Media Studies	WJEC	C680QS

**WEBSITE:** <http://www.eduqas.co.uk/qualifications/media-studies/gcse/>

**HEAD OF DEPARTMENT:** Mr T Mummery [mummeryt@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

This subject is vibrant, exciting and relevant to the modern world. It teaches students the skills to understand and study the extent to which media impacts on modern society. The course will encourage students to think critically about the media that surrounds them and analyse their own and other people's responses to it. The ability to design, construct and edit media products makes students of this subject highly employable.

Media Studies offers:

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- A choice of assignments for production and pre-production
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries
- Opportunities for progression, especially to GCE Media Studies

## ASSESSMENT DETAILS

Assessment:

### Component 1: Exploring the Media

Written Examination – 1 hour 30 minutes – 40% of qualification

### Component 2: Understanding Media Forms and Products

Written Examination – 1 hour 30 minutes – 30% of qualification

### Component 3: Creating Media Products

Non-exam assessment – 30% of qualification

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Media is an expanding industry. This subject can start students on the road to a career in the media, including areas like advertising, music, film, magazines, photography, newspapers and of course web-based media. Prospective employers look for experience of practical skills and the ability of candidates to work independently. This subject will ensure that students have developed a bank of skills that make them very desirable employees.

# MUSIC



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE MUSIC	OCR	J536

**WEBSITE:** <http://ocr.org.uk/qualifications/gcse-music-j536-from-2016>

**HEAD OF DEPARTMENT:** Mrs C Towers [toweresc@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

The OCR Music GCSE (9-1) provides a contemporary, accessible and creative education in Music. Students are able to demonstrate their musical skills through performing, composing and appraising (listening).

Through studying five set 'Areas of Study' students broaden their musical understanding and appreciation. Diverse styles of music are explored, from past and present, from Western traditions and other cultures. Students are encouraged to be creative with them through their own performances and compositions.

## WHY STUDY MUSIC?

Studying Music at GCSE allows students to develop their interest and musical skills in a wide range of styles. They will make music both as an individual and as part of a small group.

Life skills will be developed including critical and creative thinking, aesthetics sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

Students wishing to take GCSE Music (9-1) must have good instrumental or vocal skills, motivated, enthusiastic, independent, good team players and committed to the subject.

## ASSESSMENT DETAILS

The assessment of GCSE Music (9-1) consists of three mandatory components:

1. Performance on the learners' chosen instrument. Composition to a brief set by the learner.  
**Assessment Overview:** Integrated portfolio – 60 marks – non-exam assessment
2. Ensemble performance. Composition to be OCR set.  
**Assessment Overview:** Practical component – 60 marks – non-exam assessment
3. Listening and appraising. A written paper with CD. Aural recognition and context unheard/unfamiliar music from within the areas of Study 2, 3, 4 & 5.  
**Assessment Overview:** Listening and appraising (05) – 80 marks – 1 hour and 30 minutes written paper.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Professional musician, music teacher, composer, music director/conductor, music therapy, music publishing, sound engineer, producer, sound/lighting technician.

# PHYSICAL EDUCATION



## COURSE TITLE

GCSE Physical Education

## AWARDING BODY

OCR

## SPECIFICATION CODE

J587

**WEBSITE:** <http://www.ocr.org.uk/gcsephysicaleducation>

**HEAD OF DEPARTMENT:** Mr J Button [buttonj@wellandparkacademy.com]

### DESCRIPTION OF COURSE:

There are three components for GCSE PE:

1. Physical Factors affecting Performance (theory) – applied anatomy and physiology & physical training.
2. Socio-cultural Issues and Sports Psychology (theory) – socio-cultural influences, sports psychology & health, fitness and well-being.
3. Performance in Physical Education – practical performance in three activities and analysing and evaluating performance.

## ASSESSMENT DETAILS

### Internal Assessment:

Practical Performance -30% of the qualification - three practical activities from a set list (1 team, 1 individual and 1 free choice from the list).

Analysing and Evaluating Performance Task - 10% of the qualification.

### External Assessment:

2 written examinations.

1. Physical Factor affecting Performance – 1 hour – 30% of the qualification
2. Socio-cultural Issues and Sports Psychology – 1 hour – 30% of the qualification

The assessment consists of multiple choice, short answer, and extended answer questions.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Further Education ('A' Level & Degree PE/Sport), sports coaching, physical education teacher, personal trainer, physiotherapist, sports medicine, sports scientist.

# RELIGIOUS EDUCATION



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Religious Education	AQA	8062

**WEBSITE:** <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

**HEAD OF DEPARTMENT:** Mrs Moolraj [moolrajm@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

The students at Welland Park Academy studying GCSE Religious Education will be taught in two components.

**Component 1** will be on the study of beliefs, teachings and practices of the two religions Christianity and Sikhism.

**Component 2** will be a thematic approach on the following four topics:

1. Relationships and families
2. Religion and life
3. Religion, crime and punishment
4. Religion, human rights and social justice

## ASSESSMENT DETAILS

### Internal Assessment:

Students will be tested at least once every half term from components 1 & 2 to assess knowledge and understanding based on the GCSE criteria. Each test will be based on GCSE style exam paper, including mock examination in Years 10 & 11.

### External Assessment:

The course is 100% externally examined and is in two components.

The first component is the study of Christianity and Sikhism that includes a written exam worth 96 marks, for the duration of 1 hour 45 minutes. Component one is worth 50% of the GCSE paper.

Component two is a written exam on our chosen theme outlined above, worth 96 marks for the duration of 1 hour 45 minutes long. This component is 50% of the GCSE paper.

Both components are awarded five marks for spelling, punctuation, grammar and specialist terminology.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

There are many places to go with the GCSE qualification of Religious Studies. It imposes no limitations but lends its own particular strengths to a number of different career choices. Studying Religious Studies means exploring the beliefs, practices, values and doctrines of people around the world and Religion majors have successfully gone on to professional training in:

Business (particularly international business), Counselling and Social Work, Education, Journalism, Law, Medicine. Others have moved directly into the job market, taking up positions in:

Event planning, hospitality, or the service industry, the Government, foreign service, or the Peace Corps, marketing and management, museums and the arts, non-profit or non-governmental organizations and publishing.

# SPANISH



## COURSE TITLE

GCSE Spanish

## AWARDING BODY

AQA

## SPECIFICATION CODE

8698

**WEBSITE:** <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

**HEAD OF DEPARTMENT:** Mr I Griffiths [griffithsi@wellandparkacademy.com]

### DESCRIPTION OF COURSE:

The GCSE course encourages an interactive approach to language learning in order to help students become confident linguists who can manipulate language independently. In so doing they will develop a range of transferable skills, useful not only in day-to-day life but also should they want to learn another language in the future.

The course builds on what they have already learnt in Years 7-9 and takes it further, enabling them to express their point of view and discuss things in greater detail.

The course content is divided into three Key Themes:

- Identity and Culture (relationships, technology, media, sport, interests...)
- Local, National, International & Global Areas of Interest (the region, the environment...)
- Current & Future Study and Employment (school, future plans...)

## ASSESSMENT DETAILS

### Internal Assessment:

There are assessments at the end of each module, but these do not count towards the GCSE. These tests are to help students practise and develop skills and strategies which will help students in their final exams.

### External Assessment:

The Language GCSE is a two-year course with exams at the end of Year 11. All four skills are worth the same amount: Listening 25%, Speaking 25%, Reading 25%, Writing 25%. The speaking exam is done with their teacher.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Learning a language (or two) gives students a lifelong skill, just like playing an instrument or doing a sport. It also helps students to develop excellent communication and presentation skills, which are invaluable in life, future study and in their chosen career. In the current global market, a language qualification makes students stand out and is highly valued by employers. In some cases, it also leads to travel opportunities and higher salaries.

# SPORT STUDIES



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
Cambridge National in Sport Studies	OCR	J803/J813

**WEBSITE:** <http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j803-j813/>

**HEAD OF DEPARTMENT:** Mr J Button [buttonj@wellandparkacademy.com]

## DESCRIPTION OF COURSE:

The Cambridge National in Sport Studies is a more vocationally-related qualification. It takes a more sport sector-based focus, whilst also encompassing some core Sport/Physical Education themes. Students will have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models and sport and the media.

There are two mandatory units of work students have to study, contemporary issues in sport and developing sports skills. They then complete two other units in the following areas: Sports Leadership and Developing Knowledge and Skills in Outdoor Activities.

## ASSESSMENT DETAILS

**Internal Assessment:** Assignments to be completed in the following areas:

Developing Sport Skills – 30 marks

Sports Leadership (30 marks)

Developing Knowledge and Skills in Outdoor Activities (30 marks).

**External Assessment:**

1 written examination – 1 hour

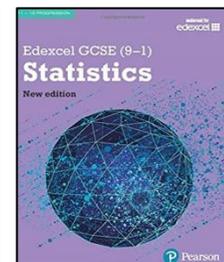
Bases on the unit area of Contemporary issues in Sport.

The assessment consists of multiple choice, short answer, and extended answer questions.

## POSSIBLE CAREER APPLICATIONS

Further Education ('A' Level & Degree PE/Sport), sports coaching, physical education teacher, personal trainer, physiotherapist, sports medicine, sports scientist.

# STATISTICS



COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Statistics	Edexcel	1ST0
<b>WEBSITES:</b> <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html</a>		
<b>HEAD OF DEPARTMENT:</b> Mr A Gaskell [gaskella@wellandparkacademy.com]		

## DESCRIPTION OF COURSE:

GCSE Statistics is a two year course, beginning in Year 10. This is an after school option, once a week from 3.30 until 5pm, and therefore requires dedication and commitment from the students.

There is an overlap with GCSE Maths so this course consolidates and strengthens some of the GCSE Maths content. The emphasis is on developing transferable skills for future study. Pupils will find GCSE Statistics very useful in other subjects such as Biology, Geography, PE and Chemistry.

## ASSESSMENT DETAILS

### Internal Assessment:

Regular formative and summative assessments.

### External Assessment:

The qualification will be assessed with an examination worth 100% of the course. Controlled assessment is no longer part of the course.

## POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

The GCSE Statistics qualification develops skills that students will use in other subjects such as science and geography, and reinforces techniques needed for GCSE maths as well as supporting progression to A level maths. Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world.

# SAMPLE ONLY—DO NOT USE



Welland Park  
Academy

Year 10 Options Form Academic Year 2021/22

## Draft Plan for September 2021

Name:

Tutor Group:

Option Subjects—Students choose a first and second choice from each block numbered 1 and 2 in order of preference

Option A		Option B		Option C	
Additional Studies		Art & Design: Fine Art		Business	
Computing		Art & Design: Textiles		Design Technology	
Computing		Drama		Engineering Design (Cambridge National)	
French		German		Food Preparation & Nutrition	
Geography		Health & Social Care (Cambridge National)		French	
Geography		History		Geography	
German		Media Studies		Music	
History		Creative iMedia (Cambridge National)		PE	
History		PE		RE	
Spanish		Sports Studies (Cambridge National)		Spanish	

Dance

Statistics

Please make a note here of any combinations you cannot do:



# CONTACT DETAILS

<b>Principal</b>	Julie McBrearty
<b>Vice Principal</b>	Matt Jerred
<b>Assistant Principals</b>	Cheryl Gerald, Danielle Pendell, Caroline Bowden, Martin Towers
<b>Progress Leader for KS3</b>	Ellie Askham
<b>Assistant Progress Leader – Year 9</b>	Sam Blades
<b>Telephone Number</b>	01858 464795
<b>Email Address for PA to the Principal</b>	burgessn@wellandparkacademy.com
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<b>Address</b>	Welland Park Road Market Harborough LE16 9DR