



Wadham School

A Church of England Community School



Key Stage 4 Courses 2022



Yeovil Road, Crewkerne, Somerset. TA18 7NT

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Headteacher: Mr M Gardner

Deputy Headteachers : Mrs S Coombe, Mr S White.



Wadham School

A Church of England Community School
Making opportunities to learn and achieve

Dear Student, parents and carers,

Students in all years at Wadham study a 'common core' of subjects. At this stage of Year 9 students are asked to make decisions about the subjects they wish to continue to study in Key Stage 4 (Years 10 and 11). This process enables students to request four 'option' subjects. Advice and guidance is available from all staff and tutors concerning these very important decisions.

Over the next few weeks there are two meetings to support this process for parents and students to attend. We welcome as many questions as you need to help.

- **Y9 Parents' Evening on Thursday 10th February, 4pm – 7pm.**
Discussions on student progress to this point and what can be done to progress further.
- **Y9 Options Evening on Thursday 17th February, 5pm - 6.30pm**
Details of 'option' courses.

All GCSE courses now result in a numbered grade 9 – 1, with 9 being the highest and 1 the lowest. A table on the last page shows you how the grading system matches to the former eight letter GCSE grades. Some of the courses we offer are equivalent to GCSE and use a different grading system which is also shown.

On page 5 of this booklet you will find instructions on how to submit your option preferences and the date this has to be completed by.

We hope that all the information in this booklet is helpful.
Please ask if you have any questions.

Yours faithfully,

Miss Keri Oaten
Director of Learning.



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The Curriculum in Years 10 and 11

What is studied is partly fixed (this is the core curriculum) and is partly open to negotiation.

The Core curriculum (subjects everyone studies)

- **English Language + English Literature** – 2 GCSEs
- **Mathematics** - GCSE
- **Science** (usually leading to at least 2 GCSEs, 3 for some)
- **Beliefs and World Views** - GCSE Religious Studies
- **Healthy, Active, Lifestyles (PE)** – not examined
- **PSHE & Citizenship**- not examined

The ‘Options’ (courses which students request to continue with)

GCSE COURSES (General Certificate of Secondary Education. The grades for GCSE are 9-1.)

Final grades are usually arrived at by taking **EXAMS**.

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TECHNICAL & VOCATIONAL COURSES (Level 1 / Level 2 Award or Certificate.)

In some practical, vocational and technical subjects **SCHOOL ASSESSED WORK** and /or a **PORTFOLIO**, will contribute to the grade as well. Subject descriptions in this booklet outline this information.

We would not expect students to choose more than two of these courses.

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| • ICT, Cambridge National in Creative iMedia | Page 21 |

IMPORTANT NOTES :

* Students can only opt for one subject from pages 9 and 10.

** Students can only opt for either GCSE PE or Health and Fitness

Please see Miss Oaten if you are considering opting for Performing Arts and Music.

Please see Miss Oaten if you are considering opting for iMedia and Computer Science

The curriculum at Wadham School is designed to provide everyone with the basic knowledge and skills needed for your future, whilst allowing you to “PERSONALISE” your learning by specialising in some subjects which particularly interest you.

Making your choice

Find out the requirements for **all** subjects you might be interested in studying.

Consider balancing between exam subjects and school assessed work / portfolio.

if you are good at languages you should give serious consideration to studying both FRENCH and GERMAN

If you are good at Humanities you might study both HISTORY and GEOGRAPHY

Some students and parents may be contacted to discuss the whether an alternative option is available to them to support their learning and progress.

University / Higher Apprentices (Post 18) Applications and GCSE Results

Grades achieved at age 16 have always been important and used by employers throughout a person’s working life, whether or not young people go on to do higher level qualifications. Young people wishing to go to university should be aware that with changes to ‘A’ Levels and other level 3 qualifications, GCSE grades will now be the only public exams that universities or higher apprenticeship employers will see until after the results of the ‘A’ Levels. This means, GCSE results will be crucial in deciding whether an applicant is successful or not at getting an offer.

**Some universities and apprenticeships are now requiring certain GCSE grades in some subjects in addition to certain ‘A’ Level grades.
(English Language, Mathematics and the Sciences are the most common)**

You should also be aware that some universities may expect a language at GCSE for some or all of their courses. Some of the more selective universities may want to see a language and one of History or Geography.

Making choices and submitting your choices to Wadham School

Students will usually study **FOUR** courses.

Please complete the online form to express preferences.

Please make sure you have read the details about the subjects in which you are interested very carefully and have talked to people who can explain what you will be choosing to study. We want to be sure that you have made your decisions thoughtfully and ensure that these decisions are sensible.

We cannot promise to meet everyone's wishes exactly.
Some courses may be under or over subscribed.

When too few students choose a course we shall decide not to run it.

When there are too many students for one group but not enough for two groups or when we don't have enough staff to run more than one group, we shall look at the following to make decisions: -

Whether the form was returned on time.
How it fits with the career pathway of a young person.
Performance and Attitude to Learning in that subject in Year 9.

We will do the best we can, though, to ensure a balanced and valuable education for every student.

SUBMITTING YOUR CHOICES TO WADHAM SCHOOL

You will receive details of how to access the online form for choosing your options via Edulink after the Options Evening.

This will allow you to make your option choices and submit your preferences to us. We also ask you to enter two reserve options, this will help with getting you the best options if any of your first preferences are not available as outlined above.
If you need a paper copy of this please contact the school office.

**Please ensure you complete and submit the online form by
Monday 28th February 2022.**

What happens next

Staff responsible for curriculum and student progress will check the course choices. If there are any difficulties with the availability or suitability of the courses chosen, students and parents will be contacted by the Easter holiday.

Parents will receive a letter confirming the study programme for Key Stage 4 by the summer half term holiday.

THE CORE CURRICULUM

English: (GCSE)

Exam Board: AQA, Specification: 8700 & 8720

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

The English Department at Wadham school offers AQA GCSE courses in English Language (8700) and English Literature (8702). Our aim is to dual-enter all candidates, though a small minority may have alternative provision.

English Language GCSE develops the skills students need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

In the English Literature GCSE the texts that will be read and analysed are Macbeth, An Inspector Calls, A Christmas Carol and Power and Conflict Poetry.

In the summer of year 11, candidates are entered for GCSE English Language and English Literature written examinations.

Science (GSCE)

Exam Board: AQA , Specification: Trilogy (2 grades awarded) or Biology, Chemistry & Physics (3 grades awarded)

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> [http://](http://www.aqa.org.uk/subjects/science/gcse/biology-8461)

www.aqa.org.uk/subjects/science/gcse/biology-8461

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Within the Science department we currently offer two pathways routes in Key Stage 4. Which route is followed by individual students is a judgement made by the teaching staff. All students will initially work towards the combined Science GCSE (2 Science GCSEs), with some students moving to Triple Science (3 Science GCSEs) at the appropriate time in Year 11. We will notify parents of the proposed route for their child and if any change is proposed during Years 10 or 11, as it is possible to switch between different routes. Whichever is chosen for them, they will continue to study Biology, Chemistry and Physics.

Route 1: Single Sciences. Students will study Biology, Chemistry and Physics in the most depth possible at GCSE and gain three GCSEs, one in each of the sciences of Biology, Chemistry and Physics.

Route 2: Science Trilogy. On this route students have the opportunity to gain the Double Award Science GCSE. Students will study Biology, Chemistry and Physics throughout year 10 and 11, and at the end of Year 11 they will take exams which cover all the content of the course, for which they get two GCSE grades. This is the route the majority of students will follow.

Both routes will help students gain the essential requirements to carry on with their science education post-16, at A Level should they choose wish to do so. A Level specifications are written on the assumption that route 2 has been followed, which remains the case nationally.

Mathematics (GCSE)

Exam Board: Edexcel, Specification: 1MA1

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

At Key Stage 4 we offer Edexcel Linear GCSE Mathematics, specification 1MA1 over a two year period. Students will take the examination papers at the end of Year 11. Students will be entered at either Foundation (grades 1 to 5) or Higher (grades 4 to 9) tier dependent upon target grade and achievement in class. All students are set according to ability.

Maths in Key Stage 4 is a continuation and extension of what has been studied in Key Stage 3. We aim to highlight why Maths is important and for students to engage with some of its uses in the real world. Our course, GCSE Mathematics (9 – 1), is a mix of activities that enrich students' understanding and the development and practice of key mathematical skills.

Enrichment activities are combined within our schemes of learning, on Alternative Timetable Days and through extra curricular opportunities. Including the UKMT Mathematics Challenge.

Beliefs and World Views (GCSE)

Exam Board: AQA

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

Course Structure:

The GCSE is split into modules covering the study of religion and modules based around themes in modern society and religious views on those themes.

Christianity and Islam.

Key beliefs of each faith

Authority within each faith (prophet hood, holy books, life of Jesus)

Practices within each faith (Worship, festivals, duties).

Relationships and Family

Different types of families, human sexuality, marriage, roles of men/women and child rearing.

Religion and Life

Origins of the universe, value of the world and stewardship, environment and conservation, euthanasia and abortion.

Peace and conflict

Peace, conflict, forgiveness and reconciliation. Religious teachings on terrorism and war including just war and holy war. Religious teachings about pacifism.

Crime and Punishment

Good and evil, types of punishment, reasons for punishing criminals, the death penalty, reasons for crime including hate crime.

THE 'OPTION' CHOICES

Art and Design Subjects

You may only choose *one* from Art, Craft and Design, 3D Design and Textiles.

Photography (GCSE)

Examination Board: AQA, Specification: 8206

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

What will I study;

The GCSE in Art & Design (Photography) will provide you with opportunities to develop your skills, knowledge and understanding in using digital SLR cameras and Photoshop CS2 whilst developing ideas on broad-based themes during Year 10. You will need to be prepared to embark on photoshoots from which selected images may be edited using Photoshop. As you experiment with the camera and gain knowledge and understanding, you will compile a visual dictionary and as well as gather information for the themes. Research into artists and photographers' work is crucial, for it underpins your own development of concepts.

How will I be assessed;

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your Portfolio, worth 60% of the GCSE. This will span the summer holidays and conclude during September of Year 11, after which you start to prepare for the demands of the Externally Set Assignment (ESA) which starts in January and comprises the remaining 40%. This is primarily a practical unit of work, informed by research and investigations into artists and photographers whose practice relates to the theme; having embarked on independent photoshoots you will be expected to experiment with editing processes before planning a final piece or pieces to be produced during the exam – in an ICT room.

There is only one tier for Art & Design (Photography), covering grades 9-1.

Extra requirements;

Please note: this is an Art & Design endorsement and you are required to draw – for both the portfolio and Externally Set Assignment.

NB If you opt for this course, you must have, or be prepared to purchase, a camera.

For more information, please see Mrs. Parker

Art, Craft and Design (GCSE)

Examination Board: AQA, Specification: 8201

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Art, Craft & Design may be a good choice for you if you are creative and are willing to experiment with materials and techniques, while looking at different artists to inspire your own work.

What will I study:

This course is designed to provide you with the opportunities to develop your skills, knowledge and understanding over broad-based themes during the first half of Year 10. You will be given the freedom to select from a range of starting points before generating final pieces in both 2D and 3D from ideas produced in your sketchbook and on paper. Research into artists' work is an important part of the course and is often set for homework, for lessons tend to be practical.

How will I be assessed:

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your Portfolio, worth 60% of the GCSE. This will span the summer holidays and conclude during September of Year 11, after which you start to prepare for the demands of the Externally Set Assignment (ESA) which starts in January and comprises the remaining 40%. This is primarily a practical unit of work, informed by research and investigations into artists whose practice relates to the theme; having generated a range of ideas, you will plan a final piece in a sketchbook to be done in an exam – in the art room. There is only one tier for Art & Design, covering grades 9-1.

For more information, please see Mrs. Parker and Mrs. Harris

Art & Design (3D Design) (GCSE)

Examination Board: AQA, Specification: 8205

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>

The 3D Design (Three-dimensional design) course focuses upon the design, prototyping and modelling or making of primarily functional and aesthetic products and objects, drawing upon intellectual, creative and practical skills. If you enjoy designing and making practical 3D products using predominantly woods, metals and plastics then this course is for you.

What will I study:

This course is designed to provide you with the opportunities to develop your design and practical skills, knowledge and understanding over broad-based themes during the first half of Year 10. You will be given the freedom to select from a range of starting points before generating 3D products from ideas produced in your sketchbook and on paper. You will develop skills, knowledge and understanding in working with a wide range of materials such as woods, metals, plastics, composites and found materials. You will use a wide range of 3D techniques and practical processes to realise your outcomes such as modelling, construction, surface treatment and assembling. Research into artists and designers' work is an important part of the course and is often set for homework, for lessons tend to be practical.

How will I be assessed;

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your Portfolio, worth 60% of the GCSE. This will span the summer holidays and conclude during September of Year 11, after which you start to prepare for the demands of the Externally Set Assignment (ESA), which starts in January and comprises the remaining 40%. This is primarily a practical unit of work, informed by research and investigations into artists/designers whose practice relates to the theme; having generated a range of ideas, you will plan a final piece in a sketchbook to be done in an exam – in the D&T workshops. There is only one tier for 3D Design, covering grades 9-1.

For more information, please see Mr Brunt

Art and Design (Textiles)(GCSE)

Examination Board: AQA , Specification: 8205

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

What will I study;

During Year 10 and the Autumn term of Y11 you will work on three projects. You will be given the freedom to select from a range of starting points before generating final pieces, which may be functional or decorative, from ideas produced in your sketchbook and on paper.

These projects are designed to work on new and creative textile embellishment techniques with a view to making two outcomes.

You will be introduced to a range of different media and will be encouraged to experiment with a range of materials and product designs.

Areas of study could include: Art textiles, Fashion design and illustration, Costume design, Constructed textiles, Printed and dyed textiles, Surface patterns, Stitched and/or embellished textiles , Soft furnishings and/or textiles for interiors

Within the context of textile design, you will demonstrate the ability to use textile design techniques and processes such as: Weaving, Felting, Stitching, Applique, Printing, Dyeing

How will I be assessed;

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your Portfolio, worth 60% of the GCSE. This work will be completed in the Autumn term of Yr 11. From January in Year 11 until the end of the course you will work on your Externally Set Assignment (ESA) which is worth up to 40%. This is primarily a practical unit of work, informed by research and investigation into artists whose practice relates to the theme; having generated a range of ideas, you will plan a final piece in a sketchbook to be produced in an exam in the textiles room. There is only one tier for Art and Design Textiles, covering grades 9-1.

Assessment details:

Component 1: Portfolios (60%)

Component 2: Examination piece (40%)

For more information please see Mrs. Hodge

Music (GCSE)

Examination Board: OCR, Specification: J536

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

Why Music is important

A qualification in music shows that you have practical skills and can express your ideas and feelings through a medium other than words. You will have imagination and an interest in different styles of music and can work co-operatively in a group as well as having the confidence to manage and develop your own ideas. It shows that you are self-motivated and can meet deadlines. These are all skills, which are greatly valued by employers and further education.

What will I study:

During the course you will concentrate on the following specific areas of study:

My Music (Performing and composing using your own instrument), Concerto Through Time, Rhythms of the World, Film Music , Conventions in Pop

How will I be assessed:

School Assessed Composing (30%)

For this part of the course you will be asked to compose one composition in your own chosen style and one written to a brief given by the exam board.

School Assessed Performing (30%)

For this part of the course you will do **two** performances on an instrument of your choice or voice. You will do a **solo performance** where you will perform a piece on your own, or with an instrumental accompaniment / CD backing track.

You will also do an **ensemble performance** where you will be asked to demonstrate that you can perform as part of a group.

You will have to submit a copy of the original recording or sheet music as part of this process.

Listening & Appraising Exam (40%)

A 1 hour 30 minute listening examination, externally set and marked by OCR. You will answer questions based around the areas of study listed above, assessing your ability to recognise different styles and use musical language to describe what you hear.

Instrumental lessons and ensembles:

It is not essential to have individual music lessons to do this course but it might help. It is strongly recommended that if you take GCSE music that you should take part in one of the groups that are available to support your playing and improve your grade.

If you would like to do Music, please indicate on the Options Form if you do or do not pay for music tuition and whether it is for an instrument (and which instrument) or for singing.

For more information, please see Miss Middleton

Performing Arts (Level 1/2)

Exam board: Eduqas, Specification: 603/7020/8

[Level 1/2 Vocational award in Performing Arts \(eduqas.co.uk\)](http://eduqas.co.uk)

What will I study?

Unit 1: Performing

Drama, Music, Music Technology or Musical Theatre (which may incorporate dance). You will learn the skills and techniques needed to put on a successful performance. The performance will be of something that already exists such as a piece of music or a section from a play or show.

Unit 2: Creating

Devised drama, Choreography, Composition, Composition using technology, Costume design, Lighting design, Make-up and hair design, Set design, Sound design. You will create your own original work in performing arts, such as choreography, designing costumes or composing music.

Unit 3: Performing Arts in Practice

You will learn about different areas of the performing arts industry that need to be considered when you have been asked to create a piece of performing arts, and how to manage them when coming up with and pitching your own idea.

How will I be assessed?

You will be assessed through project work. For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks.

In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

What skills will I develop?

Communication
Confidence
Learning independently
Organisation
Problem solving
Research
Self-discipline
Stamina
Taking on responsibility
Time management.

For more information, please see Miss Middleton

Food Preparation and Nutrition (GCSE)

Examination Board: AQA, Specification: 8585

<http://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse>

Students are given the opportunity to make a large range of products over the two year course in a well structured environment. This course will give you valuable key life skills enabling you to cook and make informed choices about what and how well you are eating.

What will I study:

Food Preparation Skills, Food Nutrition and Health, Food safety, Food Science, Food Provenance and Food Choice

During the course you will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food.

In year 11 students will concentrate on completing **two Non Examination Assessments (NEA)** using a variety of research and investigation methods. Students will respond to one of three specified tasks set by the exam board. Pupils will **not cook as much in year 11** due to NEA and preparing for their exam in the summer term.

Students will enjoy Food if they are **organised** and enjoy **experimenting** with food. It is more important for students choosing the course to enjoy **a large variety of foods** than to have a natural flair for cooking.

How will my course be assessed:

All assessments take place in Year 11

September-December. NEA Task 1 – Food Science Investigation (10 hours) = 15% of GCSE

December to February: NEA Task 2 Food Preparation Assessment (20 hours including a 3 hour practical assessment) = 35% of GCSE

May-June: 1 hour 45 minute exam = 50% of GCSE

How will it help me in the future:

Food Technology is one of the world's fastest growing industries. In fact over 20% of the top 100 British Companies are in food manufacturing.

The food and drink industry is booming, with employment reaching the heights of 65000 people and an annual turnover of £66 billion. The opportunities to work within the food industry really are endless. The food industry contains many multinational companies and opportunities for travel or work abroad exist for those who wish to spread their wings.

For more information, please see Mrs Hodge

Engineering (Level 1/2)

Examination Board: Eduqas, Specification: 9791/ 9792/ 9793

<http://www.wjec.co.uk/qualifications/design-and-technology/design-and-technology-gcse/>

Why Engineering is important

Engineers have a major impact on industry and society. The achievements they have made have improved the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering. Finding solutions to problems to ensure a product is fit for purpose involves:

learning about materials

design processes

engineering processes

safe use of tools and equipment

Maths that engineers use.

Eduqas Level 1/2 Award in Engineering is designed to mainly support learners in schools who want to learn about engineering from the design and planning perspective. It provides learners with a broad introduction to the engineering sector and the types of career opportunities available.

What will I study;

Engineering is made up of three vocational units:

Unit 1: Engineering Design (controlled assessment)

You will develop a design solution to a customer's design brief. You will learn to consider the important features of the customer's design brief, suggest design solutions in draft form and present your chosen design solutions to an expert audience.

Unit 2: Producing Engineering Products (controlled assessment)

In this unit you will make an engineered product. You will use a product specification, read and interpret engineering drawings and diagrams, select materials, create a production plan, use a range of tools including computer software and check the quality of your work against standard requirements.

Unit 3: Solving Engineering Problems (written exam)

You will investigate the impact of modern technology on design and manufacture in different engineering sectors. You will also learn about how new technologies can be used to the benefit of the work force, the community and the global environment.

How will I be assessed;

Units 1 and 2 are assessed internally under controlled conditions through a portfolio of work marked in school. Unit 3 is assessed externally through a written examination at the end of the 2 year course.

For more information, please see Mr Brunt

Humanities

Business Studies (GCSE)

Examination Board: OCR, Specification: J204

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

Why Business is important

The great thing about GCSE Business Studies is that it gives learners a more in-depth look into how business works. The Business Studies GCSE employs an analytical, evaluative and investigative approach. The course will allow better preparation for further education and careers through an understanding of business.

What will I study;

Business activity

The role of business enterprise and entrepreneurship

Business planning, ownership, aims & objectives, stakeholders and business growth.

The role of marketing

Market research, segmentation and marketing mix.

People

The role of human resources, Organisational structures and different ways of working

Communication in business, recruitment and selection, motivation and retention

Training and development & Employment law

Operations

Production processes, quality of goods and services

The sales process and customer service, consumer law

Business location & Working with suppliers

Finance

The role of the finance function & sources of finance

Revenue, costs, profit loss, cash flow & breakeven.

Influences on business

Ethical and environmental considerations

The economic climate & Globalisation

How will I be assessed;

Business is assessed through 2 external exams.

Paper 1 – Business activity, marketing and people (Year 1 content)

Paper 2 – Operations, finance and influences on business. (Year 2 content)

For more information, please see Mrs Finch

Child Development and Care **(Level 2 NCFE Technical Award)**

Exam Board: NCFE, Specification: 600/6644/1

Website: <https://ncfe.org.uk/schools/subject-areas/child-development-and-early-years/>

The level 2 Award in Child Development and Care has been designed to provide pupils with an introduction to child development and well being.

What will I study;

Unit 1 – An Introduction to working with children aged 0-5

This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers. You will also gain an insight into your preferred learning style and develop your ability to study.

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

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

Unit 3 - Childcare and Development

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

How will I be assessed;

Unit 1 and unit 2 are assessed through an externally set, internally marked coursework brief.
Unit 3 is assessed through an externally marked exam

For more information, please see Miss Oaten

History (GCSE)

Examination Board: Edexcel GCSE (9-1), Specification: 1H10

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

People who study history are fearless explorers of the past. They look at how things have developed over time and connect the dots to understand how we got where we are today.

Through your learning in History you will be encouraged to ask two very important questions: why and how. This is key to sharpening your critical thinking abilities, and provides you with the skills wanted by many different professions.

So if you have ever considered a job in the military, police, law, business, journalism, museums, politics, education, marketing; then History is the subject for you.

How will I be assessed;

GCSE in History consists of three externally examined papers.

Paper 1: Thematic study and historic environment (1 hour 15 minutes written exam, 30% of total grade)

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Students will grasp an understanding of the changing beliefs about the cause of disease and attitudes/approaches to cures and prevention.

Students will also focus on the various injuries suffered in WWI and the type of treatments offered.

Paper 2: Period study and British depth study (1 hour 45 minutes written exam, 40% of total grade)

Early Elizabethan England, 1558–88

Government and religion (Threat of Mary Queen of Scots), Challenges (Spanish Armada), Society (Education and leisure, the poor, exploration)

Superpower relations and the Cold War, 1941–91

Causes of tension between USSR and USA, Development (Building Berlin Wall, Cuban Missile Crisis), End (Collapse of the Soviet Union)

Paper 3: Modern depth study (1 hour 20 minutes written exam, 30% of total grade)

Weimar and Nazi Germany, 1918–39

End of WWI and creation of Weimar Republic

Hitler's rise to power

Nazi control and life in Germany

For more information, please see Mr Hopwood or Mr Cassidy

Geography (GCSE)

Examination Board: Edexcel, Specification: (B)

<http://qualifications.pearson.com/content/demo/en/qualifications/edexcel-gcses/geography-b-2016.html>

What will I study;

Is the subject right for me?

Do I want to:

- Learn about and understand the world I live in?
- Develop skills which will help me in other subjects and in employment such as ICT & research?
- Complete practical work away from the classroom?
- Learn how to work in a team with other students?
- Learn through investigative research in the classroom and at home.

How will I be assessed;

Paper 1: Global Geographical Issues

Written examination: 1 hour and 30 minutes 37.5% of the qualification (94 marks)

Content overview

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Paper 2: UK Geographical Issues

Written examination: 1 hour and 30 minutes 37.5% of the qualification (94 marks)

Content overview

- Topic 4: The UK's evolving physical landscape – including Coastal change and conflict
- Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities. Students choose one from two- optional questions (Dynamic urban areas or Changing rural settlements).
- Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5.

Paper 3: People and Environment Issues – Making Geographical Decisions

Written examination: 1 hour and 30 minutes 25% of the qualification (64 marks)

Content overview

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

For more information, please see Mrs Brown

Health & Fitness (Level 1/2 NCFE Technical Award)

Exam Board: NCFE, Specification: 603/2650/5

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>

This course will be interesting to you if you want to learn about health & fitness in a wider and theoretical sense. It is not a sports specific practical course – it is theoretically based.

What will I study?

It is a course made up of some practical, but mainly theoretical work. This means that it will involve a lot of work in the classroom with the production of written work to answer various assignment tasks as well as an external exam. Therefore, good ability in English and science is very helpful.

The course is made up of 2 units:

1. **Introduction to body systems and principles of training in health and fitness:** skeletal, muscular, cardiovascular, respiratory and energy systems, health and fitness, components of fitness, effects of exercise, principles of FITT and SPORT.
2. **Preparing and planning for health and fitness:** lifestyle factors (diet, sleep, stress, recreational and performance enhancing drugs, alcohol, smoking), training methods, fitness testing, goal setting, questionnaires, structure of an exercise regime.

How will I be assessed?

Your final grade will be made up of the combination of the 2 units.

- An externally marked exam in Year 10 (40%) = only unit 1.
- Internally marked coursework assignments in Year 11 (60%) = acting as a personal trainer and answering a brief, both unit 1 and unit 2.

It is worth noting if you are not successful at achieving your target grade in your first exam for unit 1, you can re-sit the exam in Y11, something other subjects do not offer.

This is up to the discretion of the teacher and is based upon your effort in class and your target grade.

Coursework assignments need to be word-processed so you will need good ICT skills. These units will be completed using written assignments which will require describing, explaining and evaluating information on the various unit topics.

Assignments will be assessed by the teacher, and near the end of the course an external moderator will also assess students' work and ensure marking is in line with appropriate standards.

Extra requirements

This course will require students to do lots of independent study and research to complete coursework assignments. Therefore, personal motivation will be a key requirement.

Regular involvement in sport, either in extra-curricular or out of school will be very beneficial.

For more information, please see Miss Oaten or Mr Doel

Physical Education (GCSE)

Exam Board: AQA, Specification: J587

[GCSE - Physical Education \(9-1\) - J587 \(from 2016\) - OCR](#)

This course is made up of some practical and some theory work. Two lessons a fortnight are practical PE lessons, and therefore three lessons a fortnight are theory based lessons. This means it will involve a lot of work in the classroom with the production of written work to answer various assignment tasks as well as an external exam. Therefore, good ability in English and Science is very helpful.

What will I study?

GCSE PE is made up of 4 components:

1. **Physical factors affecting performance:** body systems, effects of exercise, diet, principles of training.
2. **Socio-cultural issues and sports psychology:** socio-cultural and psychological influences on participation, sport psychology, health, fitness and well-being, influences of commercialisation, sponsorship and media.
3. **Practical performance:** students must perform in three practical activities demonstrating the use of tactics, good technique, ability to observe rules under applied conditions.
4. **Analysis and evaluation of performance:** critically evaluate their own or a peer's performance to produce and action plan for improvement.

How will I be assessed?

- 40% practical
- 60% exam

For the practical element you will be assessed on the following:

1. One team sport
2. One individual sport
3. Plus one either team or individual sport

You are therefore assessed on your performance in a competitive sense for three sports.

Extra requirements:

Students are expected to take part in at least one extra-curricular club in school each week, where possible two or three clubs. Students are also expected to train and play with one sports club outside of school to help with their practical scores.

For more information, please see Miss Oaten or Mr Doel

Mathematics and ICT

Computing iMedia (Level 1-2 Certificate)

Exam board: OCR, **Specification:** Cambridge Nationals Creative iMedia (level 1, 2)
<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

What will I study:

You will be inspired and equipped with the confidence to use skills that are relevant to the digital media sector and more widely. You will design, plan, create and review digital media products to meet client and target audience demands.

How will I be assessed:

R093: Creative iMedia in the media industry

In this unit, students will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.

Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

Assessment: Examination

R094: Visual identity and digital graphics

In this unit, students will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Assessment: Centre-assessed tasks, OCR moderated

R097: Interactive digital media (Optional unit, subject to change)

In this unit, students will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

Completing this unit will provide students with the basic skills for further study or a range of creative and technical job roles within the media industry.

Assessment: Centre-assessed tasks, OCR moderated

For more information, please see Mrs Hutter

Computer Science (GCSE)

Exam board: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Computer Science (1CP2)

What will I study:

"A new, up-to-date qualification reflects the fast-changing world of Computer Science - with innovative, future looking onscreen practical assessments to ensure all students develop the computational skills they need for an exciting future beyond the classroom."

This subject will suit students that like to solve problems and have an interest in Computing. Students should want to find out about how computers work, how they connect (network) to each other and the internet and what the risks and impact of computing has on the wider world. Students must also want to program computers to complete tasks, some of which can be quite difficult to achieve.

Computational thinking:

- understanding of what algorithms are, what they are used for and how they work;
- ability to follow, amend and write algorithms;
- ability to construct truth tables.

Data:

- + binary,
- + data representation,
- + data storage and
- + compression.

Computers:

- understanding of hardware and software components of computer systems
- characteristics of programming languages.

Networks:

- understanding of computer networks and network security.

Issues and impacts:

- awareness of emerging trends in computing technologies,
- the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Problem solving with programming:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs

How will I be assessed?

Written Paper (75 marks, 1 hour 30 minutes)

The written paper focuses on: computational thinking, data, computers, networks, the impact and issues of computing in the world today.

Onscreen Assessment (75 marks, 2 hours)

The practical onscreen assessment focuses on: the ability to analyse and solve problems by designing, writing testing and refining programs in a real world setting.

For more info, please see Dr James

Modern Foreign Languages

French & German (GCSE)

Examination Board: Edexcel

Why Modern Languages are important

The study of Modern Languages offers a key to a range of experiences inaccessible to those who only speak English. Learning a foreign language widens your horizons and gives you an interest in, an understanding of and a respect for the way of life in societies other than your own. It also makes you more aware of the nature and function of your own language. Learning a language should be an enjoyable experience, which provides you with skills and knowledge increasingly necessary for a wide variety of jobs.

Some universities may require a GCSE language qualification for some of their courses.

What will I study?

You will continue to develop the four skills of listening, reading, speaking and writing within the context of 5 themes:

- Identity and Culture
- Local Area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

There will be a focus on authentic materials and grammar and vocabulary knowledge will be improved. All themes must be studied in the context of both the students' home country and that of countries and communities where the language is spoken.

The GCSE course would enable you to continue your study of languages at 'A' level and is available to anyone who wishes to gain a GCSE in French or German.

How will I be assessed?

Each skill area (Listening, speaking, reading and writing- including translations in and out of the target language) are weighted at 25% each and the assessment is all final examination at the end of year 11. Some questions will be in English, some will be in French/German.

Throughout Year 10 and 11, at the end of each topic, you will have practice assessments in class, which will help you prepare for these examinations and give you an idea of the grade you are achieving.

For more information, please see Miss Davison and Mrs Osborne

Old GCSE A*-G Grade	9-1 Grade	WJEC L1/2 Engineering	Technical Award Health & Fitness	OCR Cambridge Nationals	Technical Award Child Development
A*	9 8	L2D*	L2D*	L2D*	A*
A	7	L2D	L2D	L2D	A
B	6 5	L2M	L2M	L2M	B
C	4	L2P	L2P	L2P	C
D	3		L1D*	L1D	D
E	2		L1D	L1M	
F		L1P	L1M		
G	1		L1P	L1P	



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