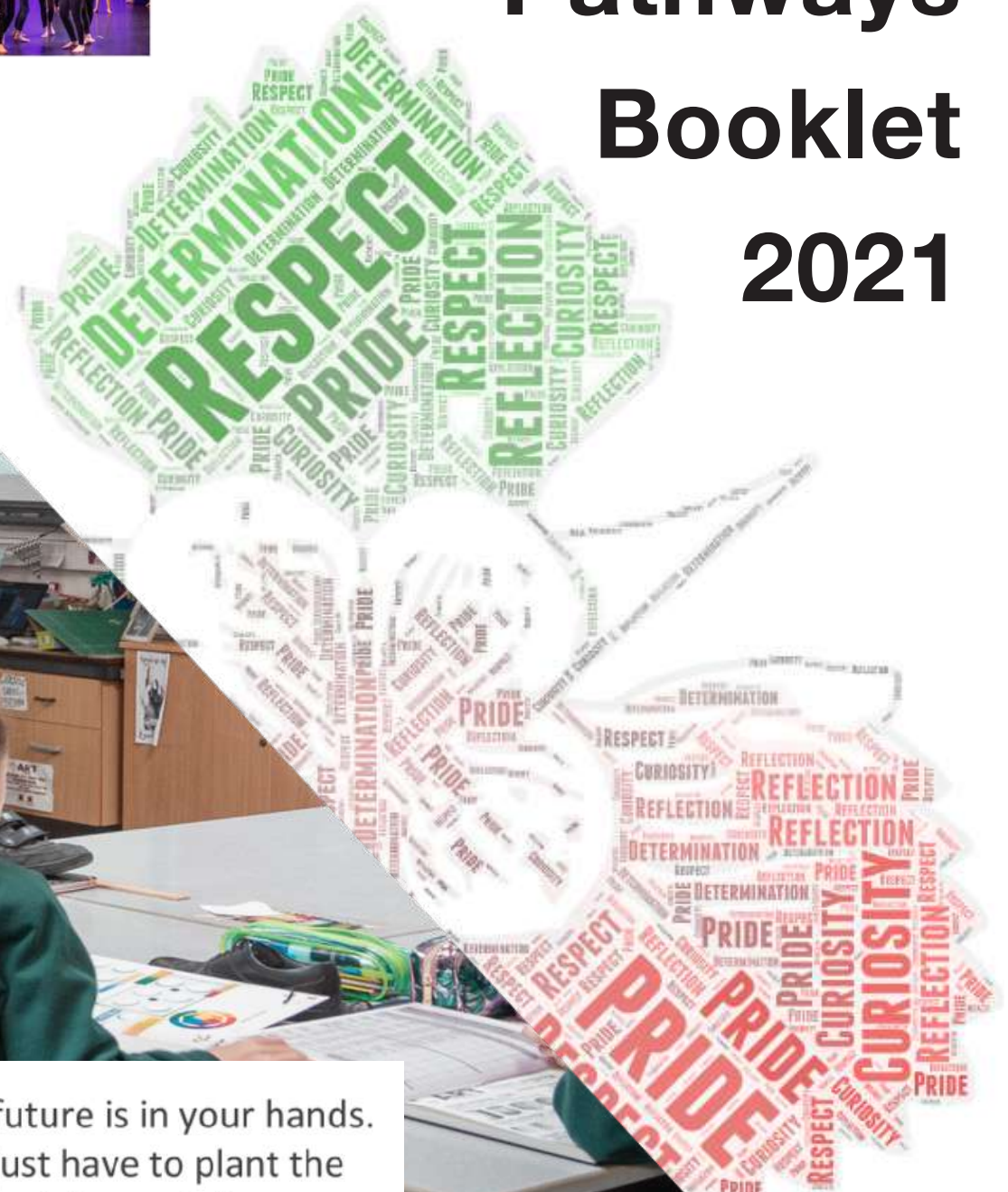


# WILDERN SCHOOL

## Pathways

## Booklet

# 2021



“Your future is in your hands.  
You just have to plant the  
right seeds.”

Master Choa Kok Sui  
Chemical engineer and businessman

Every Student Matters, Every Moment Counts



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## Year 8 Pathways

Welcome to the 2021 subject pathways process for year 8. During this process, students will choose the subjects they would like to continue from September in Year 9.

As a school we have identified a pathway which we feel is the most appropriate to your child's abilities and needs. Within this pathway there is still the flexibility to choose a range of different subjects.



### Making the right choice

This is an exciting but very important new chapter in your child's school life. It is important to consider these choices carefully so that your child is in a good position to make an informed decision. Once these decisions have been made it is very difficult for them to change.

We encourage you to have a good look through this booklet with your child and have an open discussion at home about all the possible subject choices.

It is important for your child to consider:

- Their interests and areas of strength
- What each subject involves, including examination and non-examination assessment requirements (coursework)
- Future career paths or what they might like to study at College

Subject information can be found in this booklet. You and your child will be able to talk to subject teachers at Parents Evening on **Wednesday 10th February**.

### Advice for students:

- Choose a subject you enjoy and are good at.
- Don't choose a subject because your friends are doing it or because you like a particular teacher.  
Most probably your friends will be in a different class and you will have a change of teacher.
- Do not select a subject thinking that you can change your mind later.
- Talk to your subject teachers, form tutor, Mr Henser, Careers Advisor, or students who already study the subject.
- If you have any questions, please ask for advice.
- Think carefully about what you are going to do when you are 16. Find out what subjects you will need to do the courses you might be interested in taking at college or university.





# The English Baccalaureate

The English Baccalaureate is a suite of subjects recommended by the Government to ensure students study a broad and balanced curriculum.

These subjects are:

English  
Mathematics  
The Sciences including Computing Science  
An Ancient or Modern Foreign Language  
History or Geography.



Within the core curriculum all students will study English, Mathematics, Science, and either Geography or History. The government aim is 90% of students will study a language.



## Modern Foreign Languages

As a school, we have always acknowledged the importance of studying a language and believe that gaining a GCSE qualification in a language is an important part of a rounded education.

We encourage students to take a GCSE in an MFL subject to prepare them to become global citizens who are curious and knowledgeable of the world that surrounds them..

Language learning promotes resilience, independence and an ability to problem solve; all skills that are widely recognised and sought after by top colleges and universities. A GCSE in a language is attractive to future employers and enables students to understand their own language with more depth and to explore other cultures and people.

If your child has been selected for the MFL Pathway (identified on the sticker on the front of this booklet) they must continue the language that they have studied at Key Stage 3.

**The information in this booklet is designed to be a guide for you in determining the most appropriate pathway for your child. Whilst we endeavour to give the most accurate detail, changes regarding the curriculum at a national level may result in amendments being made to the way in which a course is delivered.**

## GCSE overview and grading system.

The GCSEs in England have a 9 to 1 grading scale. The top grades (9, 8 and 7) replace the old A\* and A grades. A Grade 4 and above is recognised as a standard pass.

Securing English and Mathematics is crucial for any child in terms of offering the best future life chances.

The Government has stated that any students who do not achieve a Grade 4 (new grade equivalent to a low grade C) in English and Mathematics will be required to retake this qualification at college.

College entry requirements will consider a students' best 8 qualifications including English and Mathematics, using an Average Point Score system. This means all qualifications are equally important and that students should strive to achieve the best grades they can in all areas.

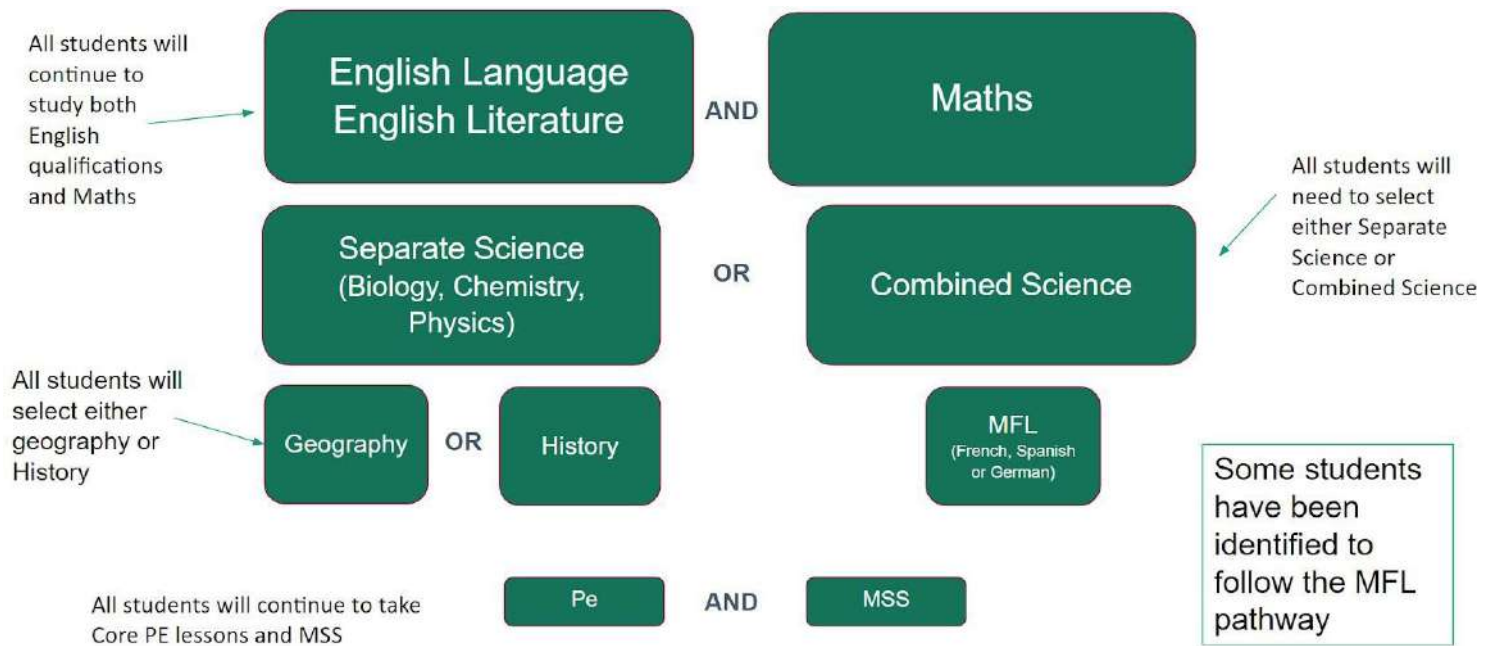
New Grade Structure	Previous Grades
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

**GOOD PASS (D/E)**  
5 and above = top of C and above

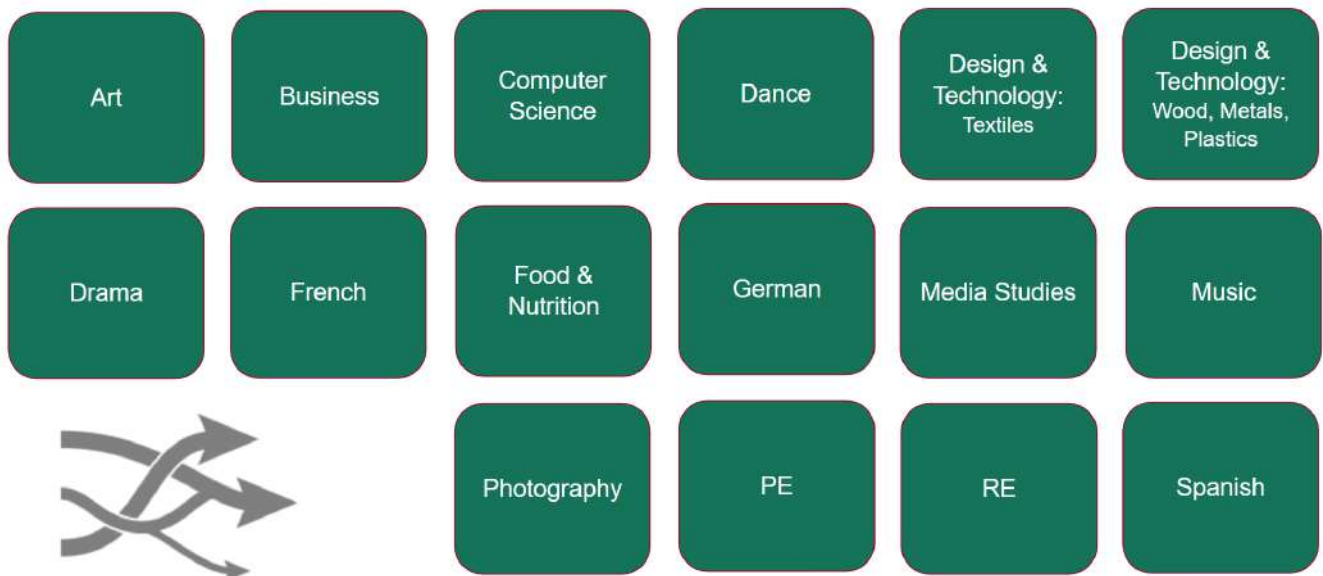
**AWARDING**  
4 and above = bottom of C and above



# Year 8 GCSE Pathway Choices 2021 – 2024



**Depending on the identified pathway, your child will study either 2 or 3 subjects from this list:**



If your child has been identified for the MFL pathway they will make two choices from this list. All other students will select three subjects.

In addition, all students will need to select one reserve option. We will always try to accommodate students' first choices, however in the event of an oversubscribed course some students may have to take their reserve choice. For this reason it is important to consider this reserve choice carefully.

At this time, ICT is not available for this cohort as the cambridge national iMedia course is being reviewed by the exam board and has not been accredited for assessment in 2024.

## Example Pathways Form

Name	Tutor Group	MFL Personalised Pathway														
<p>Please refer to your personalised pathway letter and the pathways booklet for guidance about selecting appropriate pathways.</p> <p>You will choose two pathways and one reserve subject, indicated in preference order. We will endeavour to provide you with two out of the three pathways chosen.</p> <p>* You may only choose one Music course.</p> <p>* If you select Art, you will be asked to choose a specialism. You may only choose one Art course.</p> <p>* You can only study one Technology course. If you select more than one, only one will be assigned to you.</p>																
<p>You will study either Geography or History. Please select which you would prefer.</p> <p><input type="checkbox"/> Geography    <input type="checkbox"/> History</p>		<p>You have been invited to study Separate Science. Please select which Science course you wish to study.</p> <p><input type="checkbox"/> Separate Science    <input type="checkbox"/> Combined Science</p>														
<p>You will study two more pathways. Please identify your top three choices from the following list of subjects.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                     Art                      Business                      Computer Science                      Dance                      Design Technology: Textiles **                      Design &amp; Technology: Wood, Materials &amp; Plastics**                      Drama                 </td> <td style="width: 50%; border: none;">                     Food and nutrition **                      French (as a second MFL subject)                      German (as a second MFL subject)                      Media                      Music GCSE *                      PE                      RE                      Spanish (as a second MFL subject)                 </td> </tr> </table>			Art Business Computer Science Dance Design Technology: Textiles ** Design & Technology: Wood, Materials & Plastics** Drama	Food and nutrition ** French (as a second MFL subject) German (as a second MFL subject) Media Music GCSE * PE RE Spanish (as a second MFL subject)												
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<p>Future Aspirations: At the moment, which of the following job areas are you interested in when you leave education? Please choose three.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Medicine and the sciences</td> <td style="width: 50%; border: none;"><input type="checkbox"/> IT</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Law, Business and Finance</td> <td style="border: none;"><input type="checkbox"/> Media, Fashion, Art &amp; Design</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Sport, Fitness and Leisure</td> <td style="border: none;"><input type="checkbox"/> Hair &amp; Beauty</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Construction and Maintenance</td> <td style="border: none;"><input type="checkbox"/> Government, Armed Forces &amp; Public Sector</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Environment, Agriculture and Animal Care</td> <td style="border: none;"><input type="checkbox"/> Travel &amp; Tourism</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Engineering</td> <td style="border: none;"><input type="checkbox"/> Education &amp; Care</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Other</td> <td></td> </tr> </table>			<input type="checkbox"/> Medicine and the sciences	<input type="checkbox"/> IT	<input type="checkbox"/> Law, Business and Finance	<input type="checkbox"/> Media, Fashion, Art & Design	<input type="checkbox"/> Sport, Fitness and Leisure	<input type="checkbox"/> Hair & Beauty	<input type="checkbox"/> Construction and Maintenance	<input type="checkbox"/> Government, Armed Forces & Public Sector	<input type="checkbox"/> Environment, Agriculture and Animal Care	<input type="checkbox"/> Travel & Tourism	<input type="checkbox"/> Engineering	<input type="checkbox"/> Education & Care	<input type="checkbox"/> Other	
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<input type="checkbox"/> Engineering	<input type="checkbox"/> Education & Care															
<input type="checkbox"/> Other																
<p>What job would you like to do in the future?</p>																



# Chromebooks Scheme for Year 9 Students in 2021



This scheme is non-profit making for Wildern and enables families to either lease a Chromebook over the course of your child's GCSE studies, having full ownership of the device at the end of the scheme. Or alternatively to purchase a Chromebook independently, insure the device and enable your son/daughter to bring it to school.

## What is a Chromebook?

It is different to a laptop in that it runs the Google Chrome Operating System. This means it runs primarily through a wireless connection with apps and documents available whilst online in the cloud.

## Why Chromebooks? Benefits for the student:

- 8 second boot-up-time means there is no time wasted waiting for the device to start-up
- All work will be in one place and accessed via their school Google account
- It is 'their' device so it can be used for learning at school and their own personal use at home
- Automatic updates, meaning there is no need to buy and purchase new software and install on device
- Can be used for self-study
- Technical support at school through the Genius Bar and the digital leaders student team run drop in sessions at lunch times



## Benefits for parents:

- No upfront cost if you chose to lease
- Full warranty
- Full insurance
- Technical support
- Scheme runs for the 3 years supporting your child during their GCSE studies
- Research has shown these devices are very reliable and have good longevity. Furthermore Chromebooks are increasingly being used in further and higher education establishments.
- It will be used as a professional tool at school and for self-study, but students can use for their personal use at home
- Supporting students in developing technological skills for the world of work
- Choice of outputs meaning that students will still use pen and paper as the Chromebook is not a substitution for writing by hand
- Full ownership of device at end of the scheme of monthly payments
- Support for all parents how the device can be used for learning through WINKs. This will include advice on keeping the device safe and e-safety tips.



**Further information about how the scheme will be rolled out and take part will be shared at the WINK Pathways evening on 5th May 2021 and through the school website.**



# **Core Pathways**



# English Language & English Literature



## English Language -

### Reading -

- Students will be exposed to a range of short unseen extracts and articles, both modern and pre twentieth century.

### Writing -

- Using the skills developed in KS3, students will analyse, compare and evaluate unseen texts using a range of writing frames.

- Responding to a stimulus, students will explore writing creatively, using a range of figurative language and experimenting with narrative structure.

- Expanding their portfolio of non fiction writing, students will look at writing for a range of purposes including speeches, letters, articles and information guides.

### Speaking -

- Developing their oracy skills, students will deliver speeches to small groups, focusing on tone and content. Across the KS4 programme, students will be expected to complete a range of mini assessments and practice exams to prepare them for their GCSE. For English Language, they will



complete two exams for their GCSEs, one looking at fiction writing and the second at non fiction. In both papers, 50% of the marks are on analytical skills and 50% of their marks come from their own creative writing.

In addition, students will have a spoken language assessment which they will undertake in Year 9.

## English Literature –



### Reading -

- Students will critically explore key GCSE texts in depth. This includes an anthology of 15 'Power and Conflict' poems, a Shakespeare play, a modern text and a Nineteenth Century novel.

- To develop their poetry skills, students will also explore unseen poetry and learn to analyse this in depth.

### Writing -

- To demonstrate their literary knowledge, students will develop their ability to craft a sophisticated essay, exploring key quotes, context and effect on readers.

Across the KS4 programme, students will be expected to complete a range of mini assessments and mocks to prepare them for their GCSE. For English Literature, they will be expected to complete two exams for their GCSEs.

The first looks at Shakespeare's 'Macbeth' and a Pre Nineteenth Century text Stevenson's 'Jekyll and Hyde'.

This entails looking at an extract from the book and play they have studied and writing an analytical essay on it. The second explores a pre studied modern text Priestley's 'An Inspector Calls', the poetry anthology and unseen poetry.





# Mathematics



## Students will:

- develop skills in number, algebra, geometry, statistics, ratio and proportion.
- use and apply mathematics in practical tasks and in real life problems
- develop mental arithmetic skills
- use calculators appropriately and efficiently
- be equipped to cope with the numeracy demands of everyday life and future work situations
- develop their confidence and enjoyment of the subject
- work both independently and co-operatively

Assessment is by examination. Currently, candidates sit three exam papers within their tier of entry.

One non-calculator paper  
Two calculator papers  
Examination: 100%

Two Overlapping Tiers:

Foundation	GCSE grades 5 - 1
Higher	GCSE grades 9 - 4

Candidates will be entered for the tier most suited to their ability.

Final decisions will be made in Year 11 but students must have covered the content of a tier to have any chance of success.

We expect total commitment from students. Self-study will need to be completed and handed in on time.

## Equipment needed:

A ruler, protractor, compasses and a scientific calculator for all lessons and self-study.

Students will be expected to make notes in lessons for revision, including worked examples. If they miss a lesson for any reason they will be expected to catch up the work missed.







# Combined Sciences



GCSE students will:

- Follow a course which aims to stimulate curiosity, interest and enjoyment in science
- Acquire a systematic body of scientific knowledge
- Develop an understanding of science, including its power and limitations
- Develop abilities and skills that are relevant to the study, practice and application of science, which are useful in everyday life and which encourage safe practice
- Develop an understanding of the nature of scientific ideas and activity and the basis for scientific claims
- Develop an understanding of the technological and environmental applications of science and of the economic, ethical and social implications of these



Students will be completing a GCSE programme which will be assessed externally at the end of the course on a range of concepts from Biology, Chemistry and Physics. This is a double award, which will result in students being awarded two grades.



Students will be examined on a range of concepts from Biology, Chemistry and Physics. They will sit six examinations, two Biology, two Chemistry and two Physics.

Each examination is worth a total of 70 marks and will last 75 minutes and each will account for 16.7% of the overall GCSE grade.

As well as assessing knowledge of key scientific concepts, students will be required to have knowledge of key practical techniques and to apply simple mathematical techniques.

These will be assessed through the examinations.





Students will be invited to take this pathway. To be selected for the Separate Sciences pathway students must:

- 1) Enjoy Science
- 2) Have achieved a minimum of a “consistent” attitude to their learning in Science in their WAD
- 3) Be a committed and conscientious worker
- 4) Have high levels of attendance
- 5) Be capable of completing the course in the allotted time
- 6) Be a confident mathematician to access the high levels maths content

## GCSE students will:

- Follow a course which aims to stimulate curiosity, interest and enjoyment in science
- Acquire a systematic body of scientific knowledge
- Develop an understanding of science, including its power and limitations
- Develop abilities and skills that are relevant to the study, practice and application of science, which are useful in everyday life and which encourage safe practice
- Develop an understanding of the nature of scientific ideas and activity and the basis for scientific claims
- Develop an understanding of the technological and environmental applications of science and of the economic, ethical and social implications of these

Students will be completing a GCSE programme which will be assessed externally at the end of the course on a range of concepts from Biology, Chemistry and Physics. Students will be awarded a grade for each of the Separate Sciences.

For each GCSE, students will be examined on a range of concepts from either Biology, Chemistry or Physics. They will sit two examinations for each Science, each worth a total of 100 marks and lasting 105 minutes. Each examination will account for 50% of the overall GCSE grade for each Science.

As well as assessing knowledge of key scientific concepts, students will be required to have knowledge of key practical techniques and to apply simple mathematical techniques. These will be assessed through the examinations.



Please note students will be completing 3 GSCEs in the same time as the combined science students will be completing 2 so the workload will be higher.







# Core P.E



Students follow a personalised pathway for PE during Years 9, 10 and 11. Students choose their pathways which are based around the PE National Curriculum, including areas such as invasion, maximum performance, outwitting an opponent and replication of action.

In Year 11 students may have the opportunity to go off site to participate in offsite activities.

Dependent on the pathway chosen classes are all mixed ability and either mixed sex or single sex classes.

Students have 2 practical lessons a fortnight.

Practical content is:

Maximum Performance  
Outwitting an opponent (Hockey, Football,  
Tag Rugby, Netball, Handball)  
Outdoor Adventurous Activities  
Athletics  
Striking and Fielding (Rounders, Cricket)  
Short tennis/Tennis

### Year 11 only

Swimming  
Trampoline  
Personal survival  
Water Polo  
Bowling  
Golf



During practical lessons, all students are expected to attend and participate in full P.E. kit at all times, in order to meet the standards set by the department and the course. Students who are unable to take part must still change for the lesson and bring a note. They are expected to be fully involved in the lesson through umpiring, coaching and analysing performance.

Please note course content varies depending on populations and groups due to facility availability.



# Careers Education and Guidance



Careers Education and Guidance is delivered in different ways across the curriculum: during Moral and Social Studies (MSS) programme; Student Learning Reviews (PLRs), and whole year group activities and events.



## In Year 7

- Students examine different jobs and what they entail through discussion, role play and creative thinking in MSS lessons & Dragons Den Enterprise Day.



## In Year 8

- Careers Networking meeting real employers and finding out about the world of work.
- In MSS lessons students use decision making models, and on-line resources to investigate strengths, qualities and skills to help with option choices and future career choices.
- Opportunity for some students to visit a college to learn about life post-16

## In Year 9

- Students complete a 10 lesson module in MSS lessons entitled 'When I grow up' to investigate work and occupations in the world of work. This will include the issues of finance, mortgages, gross and net pay and budgeting.
- Students will take part in a work skills day that requires students to develop future skills, work in a team and to a deadline.

## In Years 10 and 11

Students will have the opportunity to participate in:

- 6 week Careers Module in MSS
- post-16 options
- Wildern School Careers Fair with presentations from the local colleges and a selection of Training Providers
- presentations from local colleges within assemblies
- College open evenings advertised
- Some students will get the opportunity to visit a HE fair at a local college
- Practice interviews
- College Taster days



Year 11 – all students will meet with a careers advisor for a tailored session

The Career corner is situated in the LRC and is open during normal opening times.

Careers information is available on the parents area of the school website, the Careers Department. Also:  
the [careers@wildern.org](mailto:careers@wildern.org) – the @wilderncareers twitter, and the half termly careers bulletin sent to all parents and also from Prospectuses that are available in the LRC.





**Personalised  
Learning  
Pathways**



# Art & Design (GCSE Fine Art, GCSE Photography)



Students may be entered for a GCSE in Fine Art or Photography through this pathway.

Whilst studying for the GCSE Art and Design course students work on themed projects that are designed to allow them to choose the direction of their own work. Students are taught the skills that are needed to make a success of their work. Drawing from real life is a key skill and often forms the starting point of a new project. This can then lead into art or photography work, produced in any media; drawing, painting, clay work, printing, sculpture, batik, computer based art and photography are all available to GCSE students.



The Year 9 course is an opportunity for students to try out and experiment with a wide range of materials and techniques, mastering skills and developing confidence within a personal approach.



## Art/Fine Art

Students are encouraged to try out a range of different approaches to making Art work in Year 10 and to develop a more individual direction as they progress into Year 11. Students choose to work in a range of media; such as ceramics and sculpture, drawing and painting, printmaking or photography.



Throughout the course students learn about the work of modern and contemporary artists and in Year 9 they may be offered the opportunity to visit an Art Gallery.

Students learn how to plan and research their own art work thoroughly as they build up a folder of coursework.

## Photography

This course is suitable for students who are not only keen and dedicated but have also shown a real passion and interest for photography and have access to a camera.

In Year 9 there are three extended photography projects that both enable students to develop skills whilst preparing for GCSE Photography in Years 10 and 11. Students will be introduced to basic camera control, photographic techniques and digital manipulation using such programmes as PIXLR and Adobe Photoshop. The majority of the course involves editing photographs, therefore students must be confident with ICT and be well organised.



During the course, students will develop appreciation of well known and practicing photographers. In Year 9 they may be offered the opportunity to visit a Gallery.



Equipment: Students will have access in school to SLR cameras, digital cameras, scanners and Adobe Photoshop. Students will need a memory stick to save research and photographs on, be computer literate and organised, downloading and saving their photographs prior to each lesson. Students need to have good ICT skills and be well organised in advance of each lesson.

There is an examination in Year 9 and students are assessed via three projects. Year 10 students sit a 5 hour exam; the work produced then forms the basis of a coursework unit. Year 11 students sit both a 10 hour practice exam in the autumn term along with the final 10 hour GCSE exam in the summer term.

Examination - 40% (10 hour)

In Year 11 a two day practical examination is undertaken with preparation work being produced as part of the assessment prior to exam, the preparation period is 10 weeks, and students are required to meet all of the 4 assessment objectives.

Coursework - 60%

Students produce up to 3 units of coursework over the GCSE course.

At the end of the course students present their work in a portfolio and as an exhibition. The art exhibition is also an opportunity for parents and the community to view art work produced, this happens in the Summer Term.

Self-study tasks are set termly and students will be required to both take photographs and research artists and photographers as part of their self-study tasks.

Self-study is seen as a vital part of the GCSE course.



# GCSE Business



GCSE Business enables students to understand more about the business world. It enables them to develop as a commercially minded and enterprising individual who thinks critically, drawing on business information and evidence to develop arguments and make justified decisions. GCSE Business will motivate and challenge students and prepare them to make informed decisions about further study and career pathways.

## Objectives

The course is designed to 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 an enterprising individual with the ability to think commercially and creatively to demonstrate business awareness, and draw on evidence to make informed business decisions and solve business problems
- develop as an effective and independent student, and as a critical and reflective thinker with an enquiring mind
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-evidenced, balanced and structured arguments, demonstrating your depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

## Subject knowledge

GCSE Business will enhance knowledge and understanding of:

- Business activities
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources
- Use of quantitative skills
- Interpretation

### Progression

- A Level Accounting
- A Level Business Studies
- NVQ Level 3 Certificate in Business and Administration
- BTEC Level 3 Business and Services

GCSE Business consists of two externally-examined papers that are 50% of the qualification each.



- Theme 1: Investigating small business (1hr 30mins)
  - Enterprise and entrepreneurship
  - Spotting a business opportunity
  - Putting a business idea into practice
  - Making the business effective
  - Understanding external influences on business
- Theme 2: Building a business (1hr 30mins)
  - Growing the business
  - Making marketing decisions
  - Making operational decisions
  - Making financial decisions
  - Making human resource decisions





# Computer Science



GCSE Computer Science allows students to develop a set of computational thinking skills that enable them to understand how computer systems work, and design, implement and analyse algorithms for solving problems. Learning to program is a core component of a computer science course and students will become competent at designing, reading, writing and debugging programs.

They will learn how to apply their skills to solve real problems and produce robust programs and how different types of data are represented in a computer. Students will become familiar with the hardware and software components that make up a computer system and recognise that computers take many forms from embedded microprocessors to distributed clouds. Students will understand the key principles behind the organisation and of computer networks and become aware of the influence of computing technology and recognise that computing has an impact on nearly every aspect of the world in which they live.

## Objectives

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems and how they communicate with one another and with other systems
- understand the impact of digital technology on wider society, including issues of privacy and cybersecurity
- apply mathematical skills relevant to computer science.



## Subject Knowledge

GCSE Computer Science will enhance your knowledge and understanding of:

- Computational Thinking
- Data
- Computers
- Networks
- Issues and Impact of Technology
- Problem Solving with Programming

## Careers

- Game or App Developer
- Web Developer
- Software Developer
- Robotics Engineer
- Hardware Engineer
- Network Administrator
- Systems Analyst
- Cyber Security Analyst

GCSE Computer Science consists of two externally-examined assessment pieces, each worth 50% of the qualification.

Component 1: Principles of Computer Science - An externally-examined paper assessing knowledge and understanding of Computational Thinking, Data, Computers, Networks and the Issues and Impact of Technology.

Component 2: Application of Computational Thinking - An externally-examined practical programming task assessing knowledge and understanding of Problem Solving with Programming.





GCSE Dance is ideal for enthusiastic and committed dancers who enjoy performing but also analysing and writing about Dance. Students have 1 theory lesson & 4 practical lessons over a fortnight.

**Year 1** - This year will allow students to achieve a strong understanding of all of the elements of GCSE Dance.

Students will study:

- Physical skills
- Expressive skills
- Technical dance skills
- Group choreographic skills
- Professional dance analysis and appreciation
- Historical and cultural influences in dance

**Year 2** – This year will give students the opportunity to present the skills they have developed in Year 1 through the 2 components of the GCSE course.

Students will study:

Component 1: Performance and Choreography

Performance- Set phrases through a solo performance and a duet/ trio performance – 30%

Choreography- Solo/Group Choreography – 30%

Component 2: Dance appreciation

Written examination – 40%



**Year 3** – This final year will transfer all of the knowledge gained in Year 1 and 2 into the final GCSE coursework and examinations.

Students will study:

Component 1: Performance and Choreography

Performance – 30%

Choreography – 30%

Component 2: Dance appreciation

Written examination: 1 hour 30 minutes – 40%

Students will be expected to spend time out of normal lesson times rehearsing.

Students will be expected to attend Dance workshops, showcase and trips.

Students will:

- work on extending their movement vocabulary through technique and improvisation classes
- learn the basics of dance composition - in both solo and group work
- learn to analyse and evaluate dance by watching videos and live performances from a variety of dance genres
- have opportunities to perform to a variety of audiences
- study an anthology of 6 professional dance works and be able to discuss their structure

Examined components Component 2 - 40% Moderated components Component 1 – 60%

Students will be expected to wear appropriate dance clothing:

Girls - black leotard, tights or black leggings or dance trousers, black round necked T shirt or black vest with thick straps.

Boys - black round necked T shirt, black tracksuit trousers or shorts.

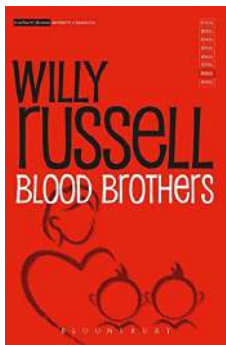
Wildern Dance Kit available to purchase in the Summer term ready for September. Students will dance in bare feet. Long hair must be tied back / no jewellery.

# Drama GCSE



Our KS4 Drama curriculum has been designed to be practical, engaging and creative. The course allows learners to study drama in an academic setting while developing transferable skills desired by further education, higher education and employers in all sectors of industry.

The course offers students the opportunity to work from published play scripts as well as creating their own devised work from a range of stimuli. Texts that have previously accompanied the course have ranged from theatrical classics such as “Blood Brothers” by Willy Russell and “Journey’s End” by R C Sheriff, to more contemporary texts such as “Teachers” by John Godber and “The Lying Kind” by Anthony Neilson. Students have access to the Drama Department Library, which enables them to independently study a variety of scripts from different time periods and genres as well as giving them access to technical handbooks, to widen their knowledge of theatre production.



Students also study various theatre practitioners during the course. This not only allows them to learn about the history of acting and theatre but also supports their understanding of how to develop and shape their own drama work. The practitioners that are studied include naturalistic theorists such as Constantin Stanislavski, and more abstract practitioners including Jerzy Grotowski, Bertolt Brecht and Rudolf Laban.

The course concludes with a written exam weighted at 40% of the overall GCSE grade. To support pupils in their preparation for this paper, each area of study is accompanied by an extended written task. This will either take the form of an essay or several comprehensive questions linked to the area of study or a live performance review of a play that they have watched.

## Devising Drama

Students explore and research a stimulus, work collaboratively and create their own devised drama. The stimuli is provided by the exam board, and currently include a photograph, a piece of music, a painting, a piece of prose and a historical event. For students with a passion for the technical aspects of theatre, there is the opportunity to support the devised work with a design project in either lighting, sound, set design or costume.

This assessment is worth 30% of the overall grade and is marked by the class teacher and externally moderated.





## Presenting and performing texts

Students develop and apply theatrical skills by presenting a showcase of two extracts from a published script: they can choose to specialise in either acting or design (lighting, sound, set design, costume).

This assessment is worth 30% of the overall grade and is marked by an external examiner.

## Performance and response

The written exam is comprised of two papers. For the first paper, students respond to a script which they have practically explored. In the second paper, students analyse and evaluate a live theatre performance.

The written exam lasts for 1hr 30mins and is worth 40% of the overall grade.



- Students are expected to attend theatre visit and/or Live Screening arranged by the department, one of which is compulsory
- Students are expected to attend lunchtime and after school rehearsals, as directed by their class teacher
- The drama department offer various extra curriculum activities such as HAMDRAM, a local theatre competition, 'Shakespeare' run in conjunction with The Berry Theatre, The National Theatre Connections project and LAMDA exams, all of which support the GCSE course and provide additional performance opportunities for our students





Studying Geography GCSE will give students a critical insight into our developing and adapting planet. Set over three years, the Geography GCSE allows students to travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies and lower income countries. Topics of study include climate change, the growing development gap, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Fieldwork is an intrinsic part of the course and students will carry out two geographical enquires in contrasting environments to show an understanding of both physical and human geography.



A further strength of the course are the skills that students will master such as statistical analysis, resources interpretation and decision making.

The GCSE course covers the following geographical themes:

- The challenge of natural hazards
- Physical landscapes in the UK
- The living world
- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Year 9

- Urban issues and challenges
- The challenge of natural hazards
- Physical landscapes in the UK - Rivers

Year 10:

- The living world
- Physical landscapes in the UK - Coasts
- Fieldwork Enquiry

Year 11

- The changing economic world
- The challenge of resource management



There are 3 external examinations to be completed at the end of year 11.

Paper 1: Living with the physical environment. This is a 1 hour 30 minute written exam, which assesses students' knowledge and understanding of the challenge of natural hazards; physical landscapes in the UK and the living world. This exam is worth 35% of the GCSE.

Paper 2: Challenges in the human environment. This is a 1 hour 30 minute written exam, which assesses students' knowledge and understanding of urban issues and challenges, the changing economic world and the challenge of resource management. This exam is worth 35% of the GCSE.

Paper 3: Geographical Applications. This is a 1 hour 15 minute written exam, which assesses students' application of geographical skills and fieldwork techniques. Pre-release resources will be made available from 12 weeks before the exam to allow students preparation time. This exam is worth 30% of the GCSE.



# History GCSE



This course runs over three years and students study a variety of topics to enrich their understanding and study of the history curriculum and develop their knowledge from Key Stage 3. History at Key Stage 4 is taught in an innovative way using a variety of teaching and learning techniques to enable students to develop transferable skills to answer key historical questions. These skills are also vital beyond the classroom and will enhance students' interpersonal communication skills and ability to critically assess and explain.

## The GCSE History Exam

Students will be required to complete 5 units in total. These units will be assessed in two external exam papers at the end of Y11

Paper One – Understanding the modern world (50% of the final GCSE grade)  
Unit 1 - American: Expansion and Consolidation (25% of the final GCSE grade)  
Unit 2 - Conflict and Tension 1918 – 1939 (25% of the final GCSE grade)

Paper Two – Shaping the Nation (50% of the final GCSE grade)  
Unit 3 – Britain: Health and the People (25% of the final GCSE grade)  
Unit 4 and 5– Norman England c1066 - c1100 (25% of the final GCSE grade) This unit includes a study of History Around Us – a source based exercise based on how local Norman history has been shaped

## Unit 1 America: Expansion and Consolidation

Students will be required to complete 2 pieces of internally assessed work based on the course of American Expansion in the nineteenth century including the struggle for the Great Plains 1845 – 1895.

Topics will include:

- The Native Americans of the Plains
- The Early Settlers (Mountain Men, Goldminers, Mormons, First Farmers)
- The Late Settlers (The Homesteaders)
- The American Civil War
- The Destruction of the Native Americans and the Plains Wars



## Unit 2 Conflict and Tension 1918 – 1939

Students will be required to produce two pieces of internally assessed work based on the First World War and the Inter-war years, including the causes of The Second World War.



Topics will include:

- The consequences of the First World War
- Peace-making including the Armistice and The Treaty of Versailles
- The successes and failures of The League of Nations and key international events of the 1920s
- The origins and outbreak of the Second World War including Hitler's aims and actions and the failure of appeasement
- The responsibility for the outbreak of war, including that of key individuals such as Hitler, Stalin and Chamberlain



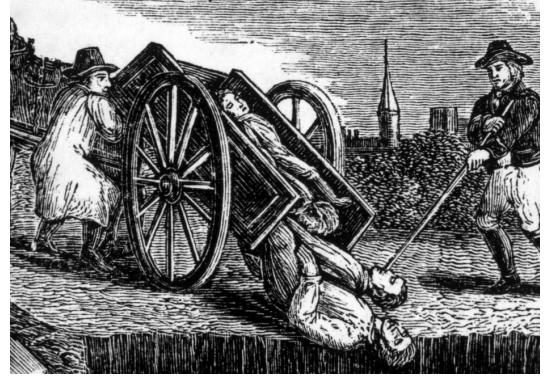


## Unit 3 Britain: Health and the People

Students will be required to complete two pieces of internally assessed work based on the development of medicine and public health in Britain from 1000AD to the present day.

Topics will include:

- The legacy of Greek and Roman medicine, natural, supernatural ideas and treatments of disease, Medieval surgery and anatomy, The Black Death and its impact
- The impact of the Renaissance on Britain: developments in surgery and anatomy, dealing with disease: traditional and new methods of treatments; quackery; methods of treating The Great Plague
- The development of Germ Theory and its impact on the treatment of disease in Britain, A revolution in surgery: anaesthetics
- Modern treatment of disease: the development of modern treatments, penicillin, antibiotic resistance and alternative treatments , the impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole



## Units 4 and 5 Norman England c1066 - c1100

Students will be required to complete two pieces of internally assessed work based on the Norman Conquest and its legacy.



Topics will include:

- The Normans: conquest and control
- Causes of Norman conquest, The Battle of Stamford Bridge and The Battle of Hastings
- Life under the Normans, Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution, the Domesday Book.
- The power of the Norman Church, monastic life; learning; schools and education; Latin usage
- The historic environment of Norman England is 10% of the overall course. Students will be examined on a specific Norman site in depth, eg. a Norman Castle, Cathedral or Monastery.





# Media Studies GCSE



Students complete a Core Skills unit in Year 9 where they gain an understanding of the theoretical framework in Media Studies – Media Language (forms and conventions), Representation, Industry and Audience. Students will look at a range of different media for analysis (moving image, print, web and radio).



The second and third year continues with the GCSE syllabus. This covers a range of different types of media and allows students to study particular genres in detail.

In particular students will:

- Research different issues and industries surrounding the media
- Develop a critical understanding of different media forms and specialist language to analyse them
- Develop an understanding of how media texts are constructed to suit specific audiences
- Investigate the impact of the media on society
- Develop an understanding of how the media represents people, culture and issues
- Create media products in draft and using software
- Develop an understanding of how the media is used to promote products

## Examination – 70%

Two written exams will be completed in the summer of Year 11 worth a combined total of 70% of the final grade. The exam incorporates longer written responses in an essay format.

## Non-Exam Assessment – 30%

The coursework will be a creative task based on a brief released by the exam board in the summer of Year 10. It will showcase students' ability to plan and create a media product independently. Students will be expected to take their own photography for this project outside of lesson time.

Media studied will be selected from the following:

- Moving image
- Advertising and marketing
- Radio
- Print
- Web-based media
- Promotion of music
- News broadcasting
- Social and interactive media





# Modern Foreign Languages GCSE



Single language:

French, German or Spanish

This course is available to all students who have studied a Modern Foreign language at KS3.

Students must select the language they have studied at KS3.

Students complete the GCSE course over 3 years and will:

- develop the ability to understand and respond to spoken language (listening)
- develop the ability to communicate in group and pair situations (speaking)
- develop the ability to read, understand and respond to written language (reading)
- develop the ability to communicate in writing
- use dictionaries, language software, digital recording tools
- work both independently and co-operatively

The course content is taught across three key themes: 1) identity and culture, 2) local, national, international and global areas of interest and 3) current and future study and employment. Lessons are taught using a grammar and skills approach to ensure students have a strong linguistic foundation; transferable structures and key language underpins each topic.

## ASSESSMENT

Listening, Reading, Speaking & Writing - Final exam

Listening – 25%  
Speaking – 25%

Reading – 25%  
Writing – 25%

Two tiers: Foundation and Higher.

Foundation awards grades 1- 4. Higher awards grades 5-9



Students will be entered for either Foundation or Higher level after consultation following the practice examinations. The tier of entry will be the same for all skill areas.



Students will be expected to undertake regular grammar self-study and weekly vocabulary learning to support the depth of the MFL GCSE content. Students need to be ready for a challenge, motivated and committed.





# Modern Foreign Languages GCSE (from beginners)



## French, German or Spanish

Some students may choose to study a further MFL Pathway in addition to continuing to learn the language they have studied in Key Stage Three.

Students may take a second language at GCSE, beginning from scratch in year 9 and learning alongside students who have been studying the language since year 7. They may take French, German or Spanish while continuing to learn their first foreign language. It is ideal for those looking for a future using languages or who wish to challenge themselves further. It is very much for students who are already excelling in their main language and want to push themselves further.

Students complete the GCSE course from beginner level over 3 years and will:

- develop the ability to understand and respond to spoken language (listening)
- develop the ability to communicate in group and pair situations (speaking)
- develop the ability to read, understand and respond to written language (reading)
- develop the ability to communicate in writing
- use dictionaries, language software, digital recording tools
- work both independently and co-operatively



The course content is taught across three key themes: 1) identity and culture, 2) local, national, international and global areas of interest and 3) current and future study and employment.

Lessons are taught using a grammar and skills approach to ensure students have a strong linguistic foundation; transferable structures and key language underpins each topic.

Listening, Reading, Speaking & Writing - Final exam

Listening – 25%  
Speaking – 25%

Reading – 25%  
Writing – 25%



Two tiers: Foundation and Higher.

Foundation awards grades 1- 4. Higher awards grades 5-9

Students will be entered for either Foundation or Higher level after consultation following the practice examination. The tier of entry will be the same for all skill areas.

Students will be expected to undertake regular grammar self-study and weekly vocabulary learning to support the depth of the MFL GCSE content. Students need to be ready for a challenge, motivated and committed.



\*Please note that this is a 'from scratch' course and students will be in a class with students who have previously learnt the language. Parents should contact the Director of Learning for MFL to discuss their child's suitability prior to selecting this option.

Students must reflect carefully prior to choosing this Pathway due to the high demands of working towards a concentrated 3 year GCSE.





GCSE Music is about performing, composing and listening to music.

It is based around the four areas of study:

- Western Classical Tradition 1650-1910
- Popular Music
- Traditional Music
- Western Classical Tradition since 1910



## AIMS



- Develop performing skills both as a soloist and in an ensemble (group)
- Develop composing skills individually and in groups for specific occasions and purposes
- Explore a range of musical styles from Beethoven to the Beatles and beyond
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop awareness of music technologies and their use in creating music- including software such as Logic, Sibelius and Garageband
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development
- Prepare students to progress further to AS/A2 level studies in Music or Music Technology



## Performance

a) Solo performance (15%)

Playing on their instrument or voice with an accompaniment or backing track OR using music technology to record a solo piece. Students submit one solo piece.

b) Ensemble Performance (15%)

Playing in a group OR using music technology to record using multi-track techniques, 3 parts of which must be played by the student.

## Composing (30%)

Using music studied as a guide, students will compose music in a range of styles, which will be internally assessed. For GCSE, students submit two compositions, one must be in response to an externally set brief and the other is a free composition

## Listening and Appraising

Students gain an appreciation of a wide range of music and musical styles. For GCSE a 1 ½ hour written paper is based on a combination of set works and unfamiliar music associated with areas of music studied throughout the course.

Students should be proficient in their musical performance skills and must already be at least Grade 1 standard in singing or on their respective musical instrument. During the course students will work towards ABRSM Grade 5 theory.

Students will need to be in the habit of practicing regularly on their chosen instrument or voice to ensure best possible performances. In Year 9 students will work towards Grade 1-3 (or above) theory exam depending on previous experience.



Computers and Music Technology can be used as a performance instrument.



# Physical Education



Students studying Physical Education will work both practically and theoretically to work towards their qualification.

This will include;

- Developing practical skills in a range of sporting activities.
- Acquire a range of skills which lead to performance within competitive situations.
- Develop an appreciation of sporting performance and the ability to observe, analyse and suggest ways to improve techniques/tactics.
- Explore the principles of training and the effects that this has on the body physiologically and psychologically. Experience methods of fitness testing and training.
- Become more creative in the way that they work independently and as a group to answer theoretical and practical challenges.
- Explore and learn the anatomy of the body and then apply this to sporting performance.

Currently students have 3 theory and 2 practical lessons a fortnight due to the assessment requirements of both courses. The practical lessons are designed to develop and put into context the theory covered whilst also improving their practical skills. This can change throughout the course of the 3 years for example in the build up to exams where students will have more theory lessons.

## Year 9

In Year 9 all students will follow the core component of Physiology and Anatomy.

This covers:

- Fitness, Movement Analysis and Body Systems;  
Skeletal, Muscular,

Respiratory and Cardiovascular System

At the end of Year 9, students will move on to the GCSE PE or VCERT Health and Fitness\* pathway and will study for this qualification throughout Years 10 and 11. This decision, in consultation with parents, will be based on student's learning styles and aptitude for PE during Year 9.



## Year 10 and 11:

Currently the courses are assessed as follows: GCSE PE (Pearson Edexcel)

Component 1: Fitness and Body Systems  
Written examination: 1 hour and 45 minutes  
36% of the qualification

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Component 2: Health and Performance  
Written examination: 1 hour and 15 minutes  
24% of the qualification

Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data



# Physical Education (Cont...)



Component 3: Practical Performance  
Non-examined assessment: internally marked  
and externally moderated  
30% of the qualification  
Team/Individual/Other

Component 4: Personal Exercise Programme  
(PEP)  
Non-examined assessment: internally marked  
and externally moderated  
10% of the qualification

GCSE Grades available: 9-1

## VCERT Technical Award in Health and Fitness (NCFE)\*

### Unit 1

40% Written examination – externally assessed

- Skeletal System
- Muscular System
- Respiratory System
- Cardiovascular System
- Energy systems
- Health and fitness and the principles of training

### Unit 2

60% Synoptic Project (Fitness Training Programme) – internally assessed

Learners will know and understand the information that should be included in a health and fitness programme;

- An overview of the health and fitness programme, with reference to clients' goals and rest days
- Lifestyle analysis and action plan
- Fitness test results
- Session cards

Grades available: Distinction\* - Level 2 Pass (equivalent to GCSE grades 8.5-4)

\*NB: or other equivalent vocational qualification

We expect students to be 'active' in organised sporting activities and to attend extra curricular clubs and sports to support their skill development.

Equipment needed:

Correct kit for the sporting activity being delivered  
Exercise book and pens etc

Students will be set self-study and it is expected that they complete this for the deadline given and to the best of their ability.



# Religious Studies



The GCSE is broken down into two exams:

## Part One:

The study of TWO religions with a focus on Beliefs, Teachings and Practices (worth 50% of the qualification)

Students will study Christianity and Islam in depth focussing on the key beliefs, teachings and practices of each religion and the influence that this has on individuals, communities and societies.



## Part Two:

Thematic Studies: An exploration of religious, ethical and philosophical themes (worth 50% of the qualification)

Students will study FOUR themes considering different beliefs and attitudes to religious and non-religious issues in contemporary British society:

- Religion and life – the origin and value of the universe and human life including scientific and religious views on these and the relationship between them. The use of the environment and animals and ethical arguments relating to abortion, euthanasia and life after death
- Religion, peace and conflict – including the key concepts of war, peace, justice and reconciliation. An exploration into the reasons for war, a just war, terrorism, pacifism and responses to war in the 21st century
- Religion, crime and punishment – the causes of crime and different aims of punishment including ethical arguments on the death penalty
- Relationships and the Family – including concepts such as marriage, divorce, cohabitation, polygamy, sexuality and the family.

This GCSE is 100% exam based; students will sit two exams in Year 11. During the course students will be given practice exams and questions in preparation for the real exams.

A GCSE in Religious Studies is highly valued by employees due to the nature of transferable skills that it develops. These include, analysis, evaluation, empathy, interpretation, reflection and justification to name a few. It allows students the opportunity to delve into the world that we live in, exploring religious and non-religious views on several themes as well as fostering an ethos of respect for others, an opportunity to challenge stereotypes and build an understanding of other cultures and beliefs. Religious Studies provides a space for students to reflect on their own ideas and develop their thoughts about questions of meaning and ethics.





# Food Preparation & Nutrition GCSE



## Year 9 and 10

During year 9 and 10 the GCSE course content, along with a range of practical skills, are taught to students. The course is structured to embed a range of technical skills within the theoretical aspects of the syllabus. Through a series of modules students will learn the principles of nutrition, whilst acquiring an understanding of hygiene and safety, food science, the functional properties of different ingredients, food provenance and industrial production methods.

Subject knowledge is assessed through mini projects, exam questions and self-study tasks. Practical and making skills are also assessed throughout the course.

## Year 11

During year 11 students will complete two Non-Examination Assessment tasks (NEA). The assessment of the NEA tasks equates to 50% of the final GCSE grade. Students will begin the first of these tasks in September of Year 11. Following the completion of the second NEA task students will review and revise the content of the syllabus in preparation for their final written examination.

### Practical work

- Students are expected to take part in all practical activities including the tasting and testing of a variety of different food products.
- Students will be expected to provide their own ingredients for practical work and to come fully equipped to every lesson with basic classroom equipment.
- During the course, students will be assessed on their technical skills and will complete practice practical exams in preparation for the assessed practical task in year 11.

**Assessment** - The GCSE will be graded on a 1-9 scale.

### Non-Examination Assessment (NEA)

Non-Examination Assessment forms 50% of the final GCSE grade. The NEA consists of two projects, the first is entitled 'Food Investigation' (15%) and the second, 'Food Preparation' (35%).

During the 'Food Investigation' task students will explore the functional properties of a particular ingredient through practical investigation and produce a written report to record the findings of their investigation.

The 'Food Preparation' task includes a three hour practical exam. Students will present a portfolio of research, investigation and planning work in response to a given task, as well as photographic evidence of their technical skills. During the final practical exam students will cook and present a three dish menu.

### Written Examination

The remaining 50% of assessment will be in the form of a 1 hour 45 minute written examination paper. Students will sit the exam at the end of year 11.

### Additional Information

- Students need to be aware that although this is a practical based subject there is an equal amount of written work and individual research involved.
- The three year course is planned in modular form to cover all areas of study and each unit will be assessed.



NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject.



## Year 9

In Year 9 all students will follow the same curriculum regardless of their preferred material. Students will be taught the skills and knowledge to prepare them for the GCSE syllabus. Students will get the opportunity to develop their knowledge and skills in textiles as well as woods, plastics, metals, CAD/CAM and graphic communication.

In addition they will learn about sustainability principles and the social, moral and cultural factors involved in design and manufacture.



## Year 10 and 11

Students will:

- Complete a design and make a project in textiles where they will be prepared for how to succeed in the GCSE Non-Examination Assessment (NEA).
- Study detailed theory lessons to further their understanding of the core and specialist material knowledge
- Attain specialist skills in textiles, including manufacturing and the use of CAD/CAM.

The GCSE will be graded on a 9-1 scale, 50% examination and 50% is Non-Examination Assessment.

## Assessment

Owing to the linear nature of the new GCSEs all examined assessments will take place in the final year (Year 11).

The first section of the exam will be based on the core knowledge, which includes knowledge on all material areas. The second section of the exam will ask questions about Textiles only.

Note: Maths based questions make up 15% of the exam & are linked to real D&T situations. The Maths content is equivalent to high end KS3 content.

## Non-Examination Assessment

This will be one final made prototype based on a design brief they develop in response to a contextual challenge set by the examination board. This starts on the 1st June in Year 10. For this Non-Examination Assessment students will be able to work in textiles.





Why do a Design and Technology GCSE?

Design and Technology provides students with the skills that employers and Further Education course providers seek from applicants in the UK and the rest of the world.

- Solving problems with creative and innovative strategies.
- Being logical and pragmatic, interested in the process necessary for an idea/concept to become a product.
- Being conscious of global social, cultural and environmental issues in relation to Design and Technology.
- Attention to detail, numeracy and high levels of computer literacy.
- Being effective communicators, capable of team working and able to take on responsibility



By shaping the objects, interactions and environments we live around and within, design literally changes the world. Humans use technology to travel, to communicate, to learn, to do business and to live in comfort.

“Design and Technology is a phenomenally important subject. Logical, creative and practical, it’s the only opportunity students have to apply what they learn in Maths and Science – directly preparing them for a career in Design and Engineering.”

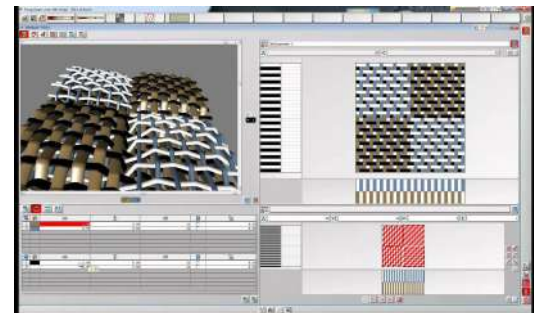
*Sir James Dyson, Founder and Chairman of Dyson.*

## Curriculum Developments

All Technology specialism GCSEs have been combined into a single GCSE called ‘Design Technology’. Students will need to have a knowledge of a number of different materials. These will include woods, metals, plastics, textiles and electronics.

In order to succeed students will need a breadth of core knowledge of all materials. When selecting this pathway, students will have the opportunity to choose a preferred material for their design and make project.

Students need to be aware that although this is a practical subject there is an equal amount of written work and they will also be expected to undertake individual research and investigation as well as regular self-study.



Students may need to provide some of their own materials for the course.

NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject.





# Design & Technology : Woods, Metals, Plastics



## Year 9

In Year 9 all students will follow the same curriculum regardless of their preferred material. Students will be taught the skills and knowledge to prepare them for the GCSE syllabus. Students will get the opportunity to develop their knowledge and skills in woods, plastics, metals, textiles, CAD/CAM and graphic communication. In addition they will learn about sustainability principles and the social, moral and cultural factors involved in design and manufacture.

## Year 10 and 11

Students will:

- Take part in a design and make a project in their specialist material, where they will be prepared for how to succeed in the GCSE Non-Examination Assessment (NEA).
- Take part in detailed theory lessons to further their understanding of the core knowledge and specialist material knowledge
- Attain specialist skills in their chosen material with regard to manufacturing and the use of CAD/CAM.

The GCSE will be graded on a 9-1 scale, 50% examination and 50% is GCSE Non-Examination Assessment (NEA).

## Examination Assessment

Owing to the linear nature of the new GCSEs all examined assessments will take place in the final year (Year 11).

The first section of the exam will be based on the core knowledge, which includes knowledge on all material areas. The second section of the exam will ask questions about timbers only.

Note: Maths based questions make up 15% of the exam & are linked to real D&T situations. The Maths content is equivalent to high end of KS3 content.

## Non-Examination Assessment (NEA)

This will be one final made prototype based on a design brief they develop in response to a contextual challenge set by the examination board. This starts on the 1st June in Year 10. For this NEA students will be able to work in wood, plastic and metal.



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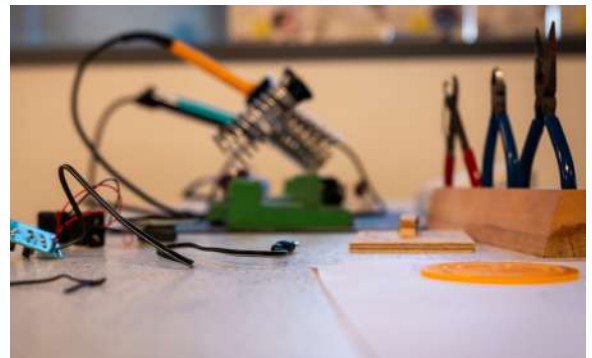
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In order to succeed students will need a breadth of core knowledge of all materials. When selecting this pathway, students will have the opportunity to choose a preferred material for their design and make project.

Students need to be aware that although this is a practical subject there is an equal amount of written work and they will also be expected to undertake individual research and investigation as well as regular self-study.



Students may need to provide some of their own materials for the course.



NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject.







wildernschool



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