Mendip Studio School

A guide to courses at KS4

Designing your experience, developing your skills, defining your future.
Mendip Studio School

Mendip Studio School is all about freeing the talents within every young person - identifying your talents, nurturing them and teaching you how to apply them.

We believe in first class care, a personalised curriculum and providing opportunities for our students to design and build their own futures.

To help us to achieve these goals, you will benefit from a range of employer and Higher Education links - employers work with students every week. Our facilities are industry standard and we offer a broad experience so that you will have the edge over your peers when you take your next steps, regardless of whether you choose to enter into Higher Education, Apprenticeships or Employment.

Every student truly does matter and we will work closely with you, your parents/carers and your teachers to support and challenge you to be the best you can be.

Designing your experience, developing your skills, defining your future.

How are we different?

Mendip Studio School will help to prepare you for the next step, whether that is University, Apprenticeships or Employment - this is at the heart of our mission.

- Unusual, but well recognised qualifications for STEM subjects e.g STEM, BTEC and Engineering.
- Work Experience
- Employers regularly working with students during the school day
- A vertical tutor-coach pastoral model so that students develop their social skills, resilience and
- A small school where students benefit from a caring student-centred team focusing on each individual’s need
- Additionally you can also access more traditional subjects, wide ranging extra-curricular clubs and activities because we benefit from close collaboration with Writhlington.
## My programme of study

What are the option blocks that I can choose from for my Year 10 and 11 curriculum?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td><strong>Triple Science</strong></td>
<td><strong>History</strong></td>
<td><strong>Geography</strong></td>
<td><strong>Triple Science</strong></td>
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<tr>
<td>Art</td>
<td>French</td>
<td>French</td>
<td>Computer Science</td>
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<tr>
<td>Dance</td>
<td>Geography</td>
<td>History</td>
<td>PE</td>
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<tr>
<td>PB</td>
<td>Music</td>
<td>Philosophy and Belief</td>
<td>Drama</td>
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<tr>
<td><strong>STEM BTEC</strong></td>
<td><strong>Design Technology</strong></td>
<td><strong>Graphics</strong></td>
<td>Engineering</td>
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<tr>
<td>Business Studies</td>
<td>Hospitality and Catering</td>
<td><strong>Business BTEC</strong></td>
<td>Sport BTEC</td>
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<td>GCSE/BTEC</td>
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<tr>
<td>Sport BTEC</td>
<td>ICT</td>
<td>Global Geography</td>
<td>ICT</td>
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<tr>
<td>Media</td>
<td>Travel &amp; Tourism</td>
<td>Child Development</td>
<td>Media</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Photography</td>
<td>Film Studies</td>
<td>Child Development</td>
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Students choose one subject from A, B, C and D
What will my programme of study look like?

The blue subjects are Mendip Studio School’s Specialist Subjects: to join Mendip, you need to choose at least three specialist subjects from the blocks above. You can then choose one additional subject provided by Writhlington School or a fourth Specialist subject from Mendip.

The shading is there to help to suggest subject combinations and how they relate to your chosen pathway, assessment and future learning.

<table>
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<tr>
<th>Pathway</th>
<th>Assessment..</th>
<th>Can lead to..</th>
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<tbody>
<tr>
<td>GCSE (academic)</td>
<td>100% Exam (Y11)</td>
<td>A Levels</td>
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<tr>
<td>GCSE &amp; Applied Blend</td>
<td>Blend</td>
<td>A Levels &amp; BTECS (level 3)</td>
</tr>
<tr>
<td>Applied &amp; Practical Learning</td>
<td>25-50% Exam (Y2)</td>
<td>BTECs (Levels 2 and 3)</td>
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Developing social and mental well-being is extremely important to us and so we provide ample opportunity for students to take part in fun and interesting activities with their friends.

Whether you are a sportsman who enjoys team sports, a performance artist with a flare for Drama, Dance, Art and Music or an adventurer who loves the mountains, there is something for every student to take part in.

A huge amount of what we do in Mendip is centred around developing leadership skills and confidence. We want students to fully engage and develop a sense of responsibility and community during their time at Mendip. The Ambassador programme offers opportunities to lead in numerous areas of school. We have curriculum ambassadors in science and DT, fundraising and events ambassadors and listening ambassadors.
What is PSHE

Personal Social Health Education (PSHE) at The Mendip Studio School, we use PIXL EDGE. This provides a systematic framework to enable schools to develop and capture the student attitudes, attributes and skills which are so important for employment and life beyond school.

The Pixl EDGE is an innovative scheme intended, over time, to develop and accredit the life skills and attributes that employers are telling us they need such as Resilience, Independence, Active Participation and Role-modeling (RIAR). This will give students a qualification, which runs alongside their academic successes and recognises what they can do as well as what they know.

In order to gain the qualification at “Apprentice”, “Graduate” or “Masters” level, students need to complete a range of activities from an approved list. The activities can be many and varied and can be undertaken in normal lessons, in extra-curricular clubs or outside of school.

Progress on the scheme will be managed by students themselves using a specially designed online application, with tutors and Progress Leaders providing an oversight and awarding credits towards achieving the qualification.

We believe that ‘The Edge’ provides a real opportunity for students at The Mendip School to benefit in the future as they apply to colleges, universities and for positions of employment.

“Employers look for young people who are rigorous, rounded and grounded, with not only skills and knowledge, but also the wider behaviours and attitudes that are needed for success in life and work. Programmes such as The Edge that support and encourage this wider development in young people as a part of their school journey are a welcome step towards ensuring that all young people can fulfil their potential”

Neil Carberry - Director for Employment and Skills, CBI
Research and Development

Research & Development sessions take place every Thursday between 3.30pm and 4.30pm. There is a range of activities that take place in R&D that involve our link industry partners, including Dyson, Advetec, Universities of Kent, Cambridge, Bath and Bristol, as well as Kew Gardens Royal Botanical and Eden Project. Current activities also include VEX robotics, boat-building, computing, further maths and CREST Award Science. We also offer opportunities for employers and professionals to deliver one off workshops and talks. A recent example saw 2 healthcare scientists train students to perform ultrasound scans using specialist equipment.

Making the move from Year 9 to GCSE

This is the biggest jump in demand of work, concept and focus between any two phases in education: Level 2 studies are challenging, but that’s why they open up a world of opportunities when they are complete.

Rising to the challenge of GCSE & Level 2 Subjects

To help you to make a successful transition from year 9, Mendip Studio School provides a comprehensive Induction Process. This includes:

- A one-to-one interview with the Headteacher
- Induction lessons in the summer
- Personal Learning Checklists for all subjects

We passionately believe that all students must consider the following three things in order to select the right programme of study for their personalised curriculum:

- What you enjoy and have done well in
- How you learn e.g. practical, essays, making, designing
Meet the Tutor-Coaches

The Tutor-Coach programme

At Mendip Studio School, our tutor programme runs vertically. What this means practically is that each tutor group comprises all year groups, roughly four from each year. What this means educationally is that the experience here in Mendip marries the traditional secondary school experience with opportunities to work with students in other year groups. As members of our tutor groups, students learn from their peers, elders and younger students, which will prepare them for the next stage in their education and career. This provides excellent preparation for the real world which employers demand, alongside opportunities and experience that universities and apprenticeships often expect. For example, experience of working with children in an educational setting, if applying for caring and leadership professions. Our tutors support all of their tutees through a coaching model which helps our students to work independently.

Mendip Studio School proudly challenges students through its Research and Development (R&D) programmes and in tutor time through enquiry-based learning. This approach often sets problems and projects which students explore, research and develop on their own with the coaching and support of the tutors and fellow students. These are assessed using the Studio School’s CREATE framework which aims to develop key skills desired by educational establishments and employers. Each of the tutor research and development projects are linked to our Personal Social, Health and Economic programmes. This ensures that all students’ spiritual, moral, social and cultural development is fully supported.

<table>
<thead>
<tr>
<th>Team</th>
<th>Tutor-Coach</th>
<th>Email Address</th>
</tr>
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<tbody>
<tr>
<td>Ayrton</td>
<td>Mr J Noot</td>
<td><a href="mailto:jnoott@mendipstudioschool.org.uk">jnoott@mendipstudioschool.org.uk</a></td>
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<tr>
<td>Berners-Lee</td>
<td>Mr T Attfield</td>
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</tr>
<tr>
<td>Franklin</td>
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<td><a href="mailto:smcdonnell@mendipstudioschool.org.uk">smcdonnell@mendipstudioschool.org.uk</a></td>
</tr>
<tr>
<td>Guppy</td>
<td>Ms S Woodard</td>
<td><a href="mailto:swoodard@mendipstudioschool.org.uk">swoodard@mendipstudioschool.org.uk</a></td>
</tr>
<tr>
<td>Hawking</td>
<td>Mr S Pugh-Jones</td>
<td><a href="mailto:spugh-jones@mendipstudioschool.org.uk">spugh-jones@mendipstudioschool.org.uk</a></td>
</tr>
<tr>
<td>Stephenson</td>
<td>Mr J Ray</td>
<td><a href="mailto:jray@mendipstudioschool.org.uk">jray@mendipstudioschool.org.uk</a></td>
</tr>
<tr>
<td>Wilson</td>
<td>Mrs A Taylor, Mr T Howsam</td>
<td><a href="mailto:ataylor@mendipstudioschool.org.uk">ataylor@mendipstudioschool.org.uk</a>, <a href="mailto:thowsam@mendipstudioschool.org.uk">thowsam@mendipstudioschool.org.uk</a></td>
</tr>
</tbody>
</table>
Q. What Science subjects will my son/daughter study?
A. All three sciences: Biology, Chemistry and Physics. All students will achieve 2 GCSEs in Science, referred to as Double Science and if they opt to take a third GCSE, this is referred to as Triple Science.

Q. Is Triple Science harder?
A. No, Triple Science is the same standard as Double Science GCSE, you just study in the subjects in more depth and sit more exams.

Q. What is the English Baccalaureate or EBacc?
A. Students leave with certificates for each subject they study, the English Baccalaureate is recognised for students who achieve a 5 to 9 grade in all of the following subjects: English, Maths, Science, a Modern Foreign Language, History or Geography. An EBacc qualification is important for application to Russell Group universities.

Q. What are the main differences between Mendip and Writhlington other than subjects?
A. Science, Technology, Engineering and Maths (STEM), different buildings for some lessons, new vertical tutoring system, small school ethos. All students still have access to all of the facilities on our campus.

Q. What happens if my son/daughter wishes to change subjects once the GCSE courses start?
A. We run a transfer window in September. We recommend that all students stay in their subjects for 2 weeks before making the decision to change. After September students will not be able to change their options as teachers will have already covered too much content to recap.

Q. Do I need to study Triple Science to take A level Science in the Sixth Form?
A. No, what is more important is getting a higher grade in your GCSE. However, studying Triple Science would help prepare you because you study the subject in more depth.

Q. Are subjects set?
A. Only core subjects: English, Maths and Science are set, all options are taught in mixed ability groups.

Q. Can I study subjects from Writhlington as well?
A. To become part of Mendip Studio School we expect three of our four subject choices to be specialist (blue text), but one subject is available in Writhlington to complete your personalised curriculum.

Q. Where will I learn?
A. Most subjects are taught across all three buildings. Mendip has specialist facilities in the STEM subjects and more curriculum time will be spent in Mendip pursuing these subjects. Many subjects continue to be taught in Writlington and Sixth Form buildings, due to the excellent facilities available.
**Application Process timeline**

08/01/2018
Key Stage 4 Options booklet sent out with recommended Pathway

10/01/2018
Pathways & Options Assembly

15/01/2018
Two week Careers Focus

18/01/2018
Pathways Evening

19/01/2018
Two week window for Individual Careers and Options consultations

01/02/2018
Options Deadline

**Term 5**
Options confirmed in writing

**Term 6**
Induction days
Core Subjects
English Language GCSE

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

Year 10 and Year 11
Over the two years students will study all components of the Language course interwoven with the study of the Literature texts.

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

Section A: Reading
Students have one fictional source to read and 4 questions to answer.
Section B: Writing
Students complete one extended writing task. This is always a creative piece focusing on narrative and/or descriptive writing.

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

Section A: Reading
Students have two linked nonfiction sources from different time periods to read. They will answer four questions in total.
Section B: Writing
The task will require students to produce a written text to a specified audience, purpose and form in which they give their own perspective of the theme introduced to them in Section A.

Assessment method
Examinations: 100%
There are two examinations. Each paper tests reading and writing skills equally. The examinations focus on reading extracts from the 19th, 20th and 21st century.
Paper 1: Explorations in creative reading and writing.
Paper 2: Writers’ viewpoints and perspectives.
Speaking and Listening is credited as an extra endorsement.

Exam Board

For more information contact:
ljennnon@writhlington.org.uk

Futures
Employers value a good performance in English. The course is a good foundation for further study in Sixth Form in any subject. A high level is necessary to study English at 'A' Level or to continue at college or university.
**Overview**
During the course students will study a range of texts and will be shown how to respond to them critically and in detail. They will look at issues contained in the texts and how the authors have used language to achieve their effects. Students are encouraged to think and respond for themselves. They are taught how to communicate personal opinions and interpretations as effectively as possible. Some of the texts will be by pre 1914 writers; we also look at the social, historical and cultural influences on these

**Year 10**

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

**Paper 1 Section B:** The 19th-century novel - Students will answer one question based on a 19th-century novel studied in class (The Strange Case of Dr Jekyll and Mr Hyde). They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2: Section A:** Modern texts - students will answer one essay question from a choice of two on their studied modern prose or drama text (An Inspector Calls).

**Year 11**

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

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

**Assessment method**
Examinations: 100%
All examinations for English Literature are closed book which means they will not have seen the book before the exam.

**Paper 1**
Shakespeare and the 19th-century novel
**Paper 2**
Modern texts and poetry

**For more information contact:**
llennon@writhlington.org.uk

**Futures**
Because the study of literature broadens experience and develops analytical skills, a wide range of employers and educational institutions values it. A high level is necessary to study English at A level.
Overview
The new GCSE in Mathematics is designed to enable students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. Acquire, select and apply mathematical techniques to solve problems
● reason mathematically, make deductions and inferences, and draw conclusions
● comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Year 10 and 11
Over the 2 years, students will study the following aspects of mathematics:
Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics

Assessment method
Examinations: 100%
There are three examinations.

Paper 1 is non calculator
Paper 2 and 3 are calculator

For more information contact:
gfarr@writlington.org.uk

Futures
Employers value a good performance in Mathematics. The course is a good foundation for further study in Sixth Form in any STEM subject. A high level is necessary to study Maths at 'A' Level or to continue at college or university.
Overview
This is a double GCSE course that is completed over two years. Students are graded 1 - 9 and receive 2 GCSE grades as the course is worth two GCSEs due to the amount covered.

Students follow a scheme of work delivering the full National Curriculum program of study.

Year 10
**Biology:** Cell Biology; Organisation; Infection & response; Bioenergetics

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

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

Year 11
**Biology:** Homeostasis and response; Inheritance, variation and evolution; Ecology

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

**Physics:** Forces; Waves; Magnetism and electromagnetism

Assessment method
Examinations: 100%

There are six examinations papers

**Paper 1 and 2** are Biology
**Paper 3 and 4** are Chemistry
**Paper 5 and 6** are Physics

Papers 1, 3, & 5 examines the ‘year 10’ content with paper 2, 4, & 6 focussing on the ‘year 11’ content.

For more information contact:
mserle@writhlington.org.uk

Futures
Employers value a good performance in Science. The course is a good foundation for further study in Sixth Form in any STEM subject. A high level is necessary to study Sciences at 'A' Level or to continue at college or University.

Exam Board

AQA
Mendip Specialist Subjects
STEM BTEC

This is a hands-on course that gives students a taste of what the STEM sector is like, as well as the skills, confidence and industry links to succeed in their next steps.

This new award offers students the opportunity to study Science, Technology, Engineering and Mathematics whilst consolidating their skills in practical activities, working with industry partners to tackle real-life problems.

Problem solvers, critical thinkers and creative brains step this way!

Year 10

Unit 1 - Exploring the STEM sector
You will explore the STEM sector and the use of STEM disciplines when planning an approach to problem solving and plan your own STEM project.

Unit 2 - Implementing a planned STEM solution
You will implement a plan to solve a given STEM problem, evaluate and draw conclusions from the results.

Year 11

Unit 3 - Applying STEM knowledge and skills
You will develop and apply STEM skills to solve global and local issues in healthcare, the efficient use of resources, and the effective use of materials.

Assessment method
Unit 1 - Exploring the STEM sector (internally assessed)
Unit 2 - Implementing a planned STEM solution (internally assessed)
Unit 3 - Applying STEM knowledge and skills (scenario-based externally assessed task)

For more information contact:
spugh-jones@writhlington.org.uk

Futures
After completing the course, students can continue on to further vocational and/or academic study at level 2 and level 3, as well as apprenticeships and traineeships.

Additional Information
Students will work closely with our industrial partners in Science and Technology including the areas of biosciences and electronics.
# Separate Sciences GCSE

## Overview
This option consists of 3 separate GCSE courses that are completed over two years. Each qualification will be graded on a 9-point scale: 1 to 9, where 9 is the best grade. Students follow a scheme of work delivering the full National Curriculum program of study whilst also exploring additional contexts and breadth of study.

### Year 10
**Biology:** Cell Biology; Organisation; Infection & response; Bioenergetics

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

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

### Year 11
**Biology:** Homeostasis and response; Inheritance, variation and evolution; Ecology

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

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

## Assessment method
Examinations: 100%
There are two examination papers in each of the 3 GCSE courses.

In each course, paper 1 examines the ‘year 10’ content with paper 2 focussing on the ‘year 11’ content.

## Futures
Employers value a good performance in Sciences. The course is a good foundation for further study in Sixth Form in any STEM subject. A high level is necessary to study Sciences at ‘A’ Level or to continue at college or University.

## Exam Board

AQA

Biology - specification 8461
Chemistry - specification 8462
Physics - specification 8463

For more information contact:

mserle@writhlington.org.uk
Overview
Give students a real, in-depth understanding of how computer technology works. This course will give them an insight into what goes on ‘behind the scenes’, including computer programming, which many students find absorbing. It provides an excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

Component 1
Computer Systems
The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

Component 2
Computational Thinking, Algorithms and Programming
This component is focused on the core theory of computer science and the application of computer science principles.

Assessment method
Examinations:
Component 1 - 90 minutes - 40%
Component 2 - 90 minutes - 40%
Non Exam Assessment
Programming Project - 20 hours - 20%

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

Additional Information
This course has been developed with companies like Microsoft, Google and Cisco, organisations like Computing At School (CAS), plus teachers and academics.

Focuses on cyber security – It looks at phishing, malware, firewalls and people as the ‘weak point’ in secure systems, which students will study for the first time at this level.

Has a greater emphasis on ‘computational thinking’ – learning the theory and apply it in real life situations, in any computing language.

Encourages mental versatility – Students use their newfound programming skills on an independent coding project by solving a real-world problem of their choice.

For more information contact:
tattfield@writhlington.org.uk
Overview
WJEC Level 1/2 Vocational Award in Engineering offers an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in contexts that have many of the characteristics of real work.

Year 10
Unit 1 Engineering Design.
Students will analyse engineered products and propose design solutions for an engineering brief.

Unit 2 Producing Engineering Products.
Students will use skills developed in unit 1 to produce an engineered product.

Year 11
Unit 3 Solving Engineering Problems.
Students will use their knowledge and understanding of engineering processes and material properties to solve problems.

Assessment method
Unit 1 Engineering Design. (internally assessed)

Unit 2 Producing Engineering Products. (internally assessed)

Unit 3 Solving Engineering Problems. (externally assessed 90 minute examination)

Exam Board

For more information contact:
clong@writhlington.org.uk

Futures
The qualification provides learners with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training.

Additional Information
Making teaching vocationally relevant
Students will recognise that their learning is vocationally relevant. In this respect there will be opportunities to visits outside organisations, such as engineering companies and enjoy talks or master classes from visiting speakers.
Overview
Art Graphics is a dynamic and vibrant qualification which enables the students to demonstrate graphical skills across a wide range of different areas. The students will use a range of conventional techniques as well as using CAD software to produce high quality outcomes.

Year 10
The students will be developing skills across a wide range of different areas of graphic communications, these may include, graphics, design for print, advertising and branding, illustration, package design, typography, interactive design (including web, app and game), multimedia, motion graphics, signage and exhibition graphics.

Year 11
Students will be utilising the skills they developed throughout Y10 to develop a portfolio of their work which is submitted as Component One, as well as preparing for Component Two.

Assessment method
Component One: (60%) - Portfolio
A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student’s course of study.

Component Two: (40%) - 10hrs practical exam
Students will be using the knowledge and skills they have developed throughout Y10 and Y11 to produce a high quality graphical outcome to a set brief.

For more information contact: clong@writhlington.org.uk

Futures
Students have the opportunity to move on to a Level 3 course for Art Graphics, or to progress onto other Art based Level 3 courses. There are a variety of higher education qualifications and apprenticeship routes that can be accessed with successful completion of this GCSE.

Additional Information
A majority of the specialist equipment will be provided for the students, but each student needs to ensure that they have access to a set of good quality colouring pencils, felt tip pens and pencils.

Exam Board
AQA
Overview

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

Year 10

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

Year 11

In year 11 you will complete an iterative design challenge where you will ‘explore’ real needs and contexts, ‘create’ solutions and ‘evaluate’ how well the needs have been met and the problem solved. “Explore, create, evaluate” is a process that occurs repeatedly as design iterations are developed to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

Assessment method

The Iterative Design Challenge is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of ‘explore, create and evaluate’.

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

Exam Board

For more information contact: clong@writhlington.org.uk

Futures

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

Additional Information

You will gain skills useful in a wide range of jobs, in further study of design or engineering and in your personal life develop decision making skills, including the planning and organisation of time and resources when managing a project.

You will become an independent and critical thinker who can adapt your technical knowledge and understanding to different design situations.

You will learn to be ambitious and open to explore and take design risks in order to stretch the development of design proposals.

You will develop an awareness of implications of the costs, commercial viability and marketing of products.
Overview
This course is engaging and inspiring and reflects the demands of a truly modern and evolving business environment. This course enables you as a student to develop as commercially minded and enterprising individuals.

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

Year 10
2 portfolio units are completed in year 10:

Unit 5: Sales and Personal Selling
Students will explore the role of sales staff and also have the opportunity to demonstrate their own personal selling skills.

Unit 8: Recruitment and Selection and Employment
Students are introduced to the importance of recruitment in Business and get the opportunity to produce documents for Selection purposes and create their own career plan.

Year 11
1 portfolio unit (unit 1) and 1 external exam (unit 2) are completed in year 11.

Unit 1: Enterprise in the Business World
This unit introduces you to the language and terminology used in business. It explores what businesses do, trends that affect them, how they operate and the factors that influence their success.

Unit 2: Finance for Business
Students cover a range of financial topics including sales, costs, cash flow and indicators of success. This is assessed externally with a written exam.

Assessment method
The course is made up of both internal and external units.

Internal units (units 1, 5 & 8) are internally planned, taught and marked by teachers and externally verified by the exam board.

Unit 2 is a finance exam which is externally set. This will be sat in January in year 11 with the option of a re-sit if necessary in May.

Exam Board

For more information contact:
morton@writhlington.org.uk

Futures
Business Studies is the most popular and successful course in Post 16 and a lot of students choose this option after doing it in KS4.

Overview
To offer students the opportunity to develop the skills, knowledge and understanding which will prepare them for entry into further education or employment in a childcare setting.

Year 10
Unit 1
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.

Year 11
Unit 2
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.

Unit 3
This unit is a multiple choice exam based on the content from units 1 and 2.

Assessment method
Assessment of each unit is mainly based on portfolio evidence from assignments set and assessed by the school and moderated by the examining board. Students will complete a multiple-choice exam at the end of the course that they must pass.

Exam Board

For more information contact:
nking@writhlington.org.uk

Futures
The school offer a very successful Level 3 childcare course in sixth form which includes nursery placements.

The level 2 course can help also with the following careers:
Children’s Nursing
Social work (Child)
Teaching
Nursery Nursing
Fourth Choice  Subject
Business Studies GCSE

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

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

Year 10
Theme 1: Investigating Small Business
Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Year 11
Building a Business
Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

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

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

For more information contact:
mmorton@writhlington.org.uk

Futures
Business Studies is the most popular and successful course in Post 16 and a lot of students choose this option after doing it in KS4.


Exam Board

edexcel

Approved Centre from Pearson
Dance GCSE

Overview
Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity.

This course recognises the role of Dance in young people’s lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Year 10
Development of physical skills and technique for performance
Choreographic tool box
Set phrases for component 1 complete
Fortnightly theory lessons for written exam

Year 11
Group choreography and critical appreciation
Mock exam

Assessment method

Performance - 30%
• Set phrases through a solo performance (approximately one minute in duration).
• Duet/trio performance (minutes in a dance which is a maximum of five minutes in duration).

Choreography - 30%
• Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

Appreciation - 40%
• Knowledge and understanding of choreographic processes and performing skills critical appreciation of own work.
• Critical appreciation of professional works.

For more information contact:
switehead@writhlington.org.uk

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

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

Additional Information
Students will be required to wear appropriate clothing for movement in all classes.
Overview
In Drama, Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. This course offers so much opportunity for students to work creatively and collaboratively.

Year 10
Developing Skills in devising, studying the set play, scripted performance work.

Year 11
Unit 2
Devised exam Term 2
Scripted Exam Term 4

Assessment method
- Component 1: Written Exam 1 hour 45 minutes, 40% GCSE
- Knowledge and understanding of drama and theatre Analysis and evaluation of the work of live theatre makers
- Component 2: Internally marked externally moderated - 40%
- Devised performance and Log
- Component 3: Texts in Practice, Scripted performance to an external examiner

For more information contact:
swithehead@writhlington.org.uk
omurphy@writhlington.org.uk

Futures
Drama allows students to develop critical thinking and analytical skills, which complement a range of subjects. You may choose to study the subject at A level, as it is widely respected by many top universities.

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

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

Film is an important part of our lives. It is considered to be the major art form of the last hundred years and is certainly one that has had enormous influence on the way people think and feel.

A major part of the course - 30% - will involve you producing and editing your own film either alone or as part of a group. In this film you will get a chance to gain some really useful creative skills and apply the knowledge you have learned on the course. You will also look at the history of film and how changes in technology have had a major impact on the way in which films are made and viewed.

**Year 10**

- Global films: film style, representation and narrative
- British films
- Films from around the world

Coursework assignment: film production

**Year 11**

- Key developments in US film technology and film
- History of film

**Assessment method**

Two Written Exams and one coursework assignment

**Paper 1:** Key Development in US film (35%)

**Paper 2:** Global films, film style, representations and narrative (35%)

1 coursework assignment in which students will be required to produce a short film (30%)

**Exam Board**

For more information contact:
cdonovan@wrihlington.org.uk
kolive@wrihlington.org.uk

**Futures**

Film studies allows students to develop critical thinking and analytical skills, which complement a range of subjects such as English, History, and Philosophy and Belief.

You may choose to study the subject at A level, as it is widely respected by many top universities. Job prospects include; working in the film and television industries, journalism, teaching, writing, advertising, politics, graphic design, fashion, radio production, plus many more

**Additional Information**

Students will need to bring their iPads to each lesson as this will be used to assist them in filming, editing and planning film shoots.
FRENCH GCSE

Overview
A complete linear course of study based on a syllabus leading to a GCSE Certificate in French. Grades are awarded at the end of the course after four final exams. There is NO coursework or controlled assessment. Progress is assessed regularly throughout Y10 and Y11, which includes use of past papers and mock exams. Exams are taken at either Higher or Foundation level.

Year 10
Self, family & friends
School
Future plans
Jobs
Holidays
Free time
Past tense
Shopping
Healthy living

Year 11
Home & local area
Environment
Recycling
Social issues
Technology
Revision

Assessment method
Paper 1 - Listening
25% of marks

Paper 2 - Speaking
25% of marks
Exam includes a role play, discussion based on a photo card and general conversation.

Paper 3 - Reading
25% of marks
Exam includes questions to be answered in English and in French, as well a short translation from French into English.

Paper 4 - Writing
25% of marks
Exam to include writing a short message, a short passage, a structured task, an open-ended task and a translation from English into French.

For more information contact:
s nunley@writhlington.org.uk

Futures
Many UK universities require students to have a minimum grade 4 in a modern foreign language. Knowledge of a modern foreign language is helpful for jobs in these sectors:
• Education
• Business
• Finance
• Marketing
• Media
• Journalism
• Law
• Science
• Engineering
• Tourism

Additional Information
Much importance is placed on grammar and linguistic structures. Students are expected to apply knowledge of such structures in their own use of language.
Overview
This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between these topics and examine the battles between the man-made and natural worlds.

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

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

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

Year 10
Urban challenges
(Bristol trip approx £10-15)
Hazardous Earth
Physical landscapes -Rivers & Coasts
(Rivers trip approx £15-20)

Year 11
Economic challenges
The living world
Resource management

Assessment method
At GCSE there are three exams
Paper 1: Living with the physical environment 1hr 30mins 88 marks 35%

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

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

For more information contact:
ryoude@writhlington.org.uk

Exam Board

Futures
As well as studying a variety of engaging and relevant geographical topics you’ll learn a range of transferable skills that will help you with future work and study. These include:
• excellent communication and writing skills
• research skills • investigation and problem-solving skills • analytical and interpretation skills.
• statistical skills and a wider understanding of the world in which we live.

Studying geography can lead on to some exciting career options, including:
• Town Planning • Journalism • Law • Business • Politics • Travel and Tourism • Teaching • Environmental management • Migration • Hazard management and many more…!

Additional Information
Pupils must bring their iPads to all lessons and will need access to the internet at home to access their lessons, homework and textbook pages through Google Classroom.

Field Trip attendance is a mandatory element of the course
Overview
Studying GCSE History will help you to answer important questions such as:
• Why do wars happen? • Why do we have a welfare system? • How have we come to live in a multi-cultural society?

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

Year 10 - Shaping the Nation
Thematic Study
Britain: Health and the People c1000-Present
This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments and their impact on British society.

British Depth Study
Norman England: 1066-1100
This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Year 11 - Understanding the modern world
Period Study
Germany, 1890-1945: Democracy and dictatorship
This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change.

Wider World Depth Study
Conflict and tension between East and West, 1945-1972
This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War.

Assessment method
At GCSE there are two exams – Paper 1 and 2 are each worth 50% and last for 1 hour 45 minutes each. These exams consist of short answer questions and longer, essay type questions.

Paper 1: Understanding the modern world - 50%

Paper 2: Shaping the nation - 50%

Exam Board

AQA

For more information contact:
pallen@writhlington.org.uk

Futures
You will learn a range of handy skills that will help you with A-levels and future work including, excellent communication and writing skills, how to construct an argument, research and problem skills, investigation and problem-solving skills, analytical and interpretation skills.

Studying history can lead on to some exciting career options, including:
• Journalism • Law • Business • Politics • Archaeology • Marketing • Teaching.

Additional Information
Pupils must bring their iPads to all lessons and will need access to the internet at home to access their e-textbooks and Google Classroom.

Suggested revision guide: My Revision Notes: AQA GCSE (9-1) History - Hodder Education part of their school journey are a welcome step towards ensuring that all young people can fulfil their potential”
Hospitality and Catering (Vocational)

Overview
This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time.

Year 10
Students will spend this year preparing and completing their practical controlled assessment (Unit Two). They will develop a wide array of complex practical skills and theoretical knowledge, looking at areas such as nutrition, environmental issues in the food industry and food poisoning. They will undertake a range of mock assessments to prepare them for the completion of the practical assessment in the summer term.

Year 11
Students throughout this year will be utilising theory and practical tasks to cover a range of different topics. This will be to prepare themselves for a written exam during the summer exam series. Modules include

Assessment method
The students are challenged both practically and theoretically

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

Unit 1 (40%): The Hospitality and Catering Industry - Written exam - 1hr 30mins
Unit 2 (60%): Hospitality and Catering in Action - Practical controlled assessment

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

For more information contact: clong@writhlington.org.uk

Futures
Students can progress to the Level 3 course Food Science and Nutrition. Furthermore, the food industry is one of the largest employers in the UK.

Career options include: Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail.

Additional Information
Students will be expected to provide their own ingredients for the practicals. The school do run a contribution scheme of £10 per full term and all ingredients will be provided. PPI students are funded.
Media Studies GCSE

Overview
The media play a central role in modern day society and influences our thoughts, ideas and the way in which we view the world. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale.

Students will explore how the following media industries communicate with audiences in order to advertise, entertain, influence and reflect society;

Film and Television, Video Games, Music, News
Social Media, Magazines

Students will also undertake a practical project in which they will design and construct a media product.

Year 10
Advertising and marketing
Global media
Social media
Video games
Practical creative project

Year 11
Music industry
Television and broadcast media
Exam revision

Assessment method
2 written exams and one coursework project

Paper 1: Exploring Media Industries (35%)
Paper 2: Media Forms and Products (35%)

Coursework project: Creating Media Products (30%)

Exam Board

AQA

For more information contact:
cdonovan@wrihlington.org.uk
kolive@wrihlington.org.uk

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

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

Additional Information
Students will need to bring their iPads to each lesson as this will be used to assist them in filming, editing and planning film shoots
Music GCSE

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

At the end of the course you will have a really good understanding of how music is put together and why. You will be able to compose and perform with confidence.

Year 10
By the end of Year 10, pupils will have completed their first composition and will have completed the set works part of the listening exam. They will start learning and rehearsing their solo and ensemble pieces.

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

Assessment method
30% Performing: 2 performances: 1 solo, 1 ensemble.
30% Composing: 2 compositions
40% Listening: 1 hour 30 minute long exam. Pupils will listen to music and answer questions based on what they can hear and what they already know.

For more information contact:
jbriggs@writhlington.org.uk

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

Careers:
Professional musician, songwriter, composer, film composer, teacher, community music, music therapist, DJ, Live music Venue manager.

Additional Information
Pupils will need to be able to play or sing to Grade 4 standard. Ideally they should be able to read music and be having Peripatetic lessons.
Media Studies BTEC

Overview
This course is designed to equip you with the necessary skills for work in the media industry. You will develop communication, presentation and production skills and techniques in both print design and filmmaking through a range of ‘real life’ scenarios that you may come across in the workplace.

Year 10
Unit 1: Exploring Media Products
You will study a range of media products to find out how they appeal to their target audiences. You will also explore how films communicate by developing a range of film production techniques, such as using the camera, editing and recording sound.

Year 11
Unit 2: Developing Digital Media Production Skills
You will develop your digital design skills by undertaking an extended project developing ideas and creating both print and digital magazines.

Unit 3: Responding to a Brief
This will then lead into the external assessment in which you must respond to a brief given by a “client” where you will design and create a product as if you were working within a real digital media company.

Assessment Method
Assessment method
Unit 1: Exploring Media Products (internally assessed)

Unit 2: Developing Digital Media Products (internally assessed)

Unit 3: Responding to a Brief (externally assessed exam conducted over 10 hours)

Exam Board

For more information contact:
cdonovan@wrihlington.org.uk
kolive@wrihlington.org.uk

Futures
BTEC media allows students develop a range of creative and communication skills that will equip them for work in a range of jobs

Future prospects include; continuation of vocational study or A levels, plus a range of jobs including; working in the digital media industries, retail, business, hospitality, plus much more.

Additional Information
Students will need to bring their iPads to each lesson as this will be used to assist them in filming, editing and planning production work
Music Performance BTEC

Overview
This course is designed around all the skills needed to be a professional musician. You study performance skills and the different roles in the music industry.

You form a band and learn how to play as part of a band and work together to plan and create a live performance.

Year 10
Pupils will study Unit 1 and will work towards improving their performance skills as a solo musician and as part of a band. They will plan a live music concert and perform as a solo musician and as part of a band. Pupils will complete a performance log and set themselves short and long term goals.

Year 11
Pupils will complete Unit 1 and prepare for the exam. They will learn about recording techniques and how to use the recording studio to record two performances.

Assessment method
Unit 1: The Music Industry: externally assessed 1 hour long exam.

Unit 2: Managing a Music Product: internally assessed performance

Unit 3: Introduction to Music Performance: internally assessed, focussed on progressing as a musician.

Unit 4: Introduction to Music Recording: using the recording studio to create two professional sounding performances.

For more information contact: jbriggs@writhlington.org.uk

Futures
Btec Level 3 Music performance or BTEC Music Technology followed by University to study music as a BA Hons or BMus. 
Careers: Professional musician, songwriter, composer, film composer, teacher, community music, music therapist, DJ, Live music Venue manager.

Additional Information
This is a level 2 qualification and therefore you will need to be able to play your instrument/sing to around grade 3/4 standard. You do not need to read traditional music notation.
You will need to have lessons on your instrument/voice.
You will also need to be organised and keep on top of the written work part of the course.

Exam Board

Pearson
Overview
The aim of this course is to help students to:
• Perform effectively in different physical activities by developing skills and techniques
• Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport
• Understand how the physiological and psychological state affects performance in physical activity and sport
• Understand the contribution that physical activity and sport make to health, fitness and well-being
• Understand key socio-cultural influences which can affect people’s involvement in physical activity

Year 10 and 11
Students will have 4 theory lessons a fortnight and 1 practical lesson.
They will work through Paper 1 content during their week 1 lessons, and Paper 2 content during their week 2 lessons.

Assessment method
60% exam, 40% practical/coursework

Theory Content

Paper 1: The human body and movement in physical activity in sport (1 hr 15 mins, 78 marks, 30% of final grade)
Students will be examined on the following:
Applied anatomy & physiology
Movement analysis
Physical training
Use of Data

Paper 2: Socio-cultural influences and well-being in physical activity and sport (1 hr 15 mins, 78 marks, 30% of final grade)
Students will be examined on the following:
Sport psychology
Socio-cultural influences
Health, fitness & well-being

Practical Content
- Students are assessed in 3 different sports in the role of player/performer (one in a team activity, one in an individual activity, and the third in either)
- For each of the three activities, students will be assessed in their skill level (10 marks) and in the full game/performance context (15 marks)
Each of the 3 sports are worth 10% of the final grade.

- Students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

For more information contact:
aweeks@writhlington.org.uk

Futures
Sports related University/College courses, Sports Science, PE Teacher, Armed Forces, Physiotherapist, Leisure Industry, Personal Trainer

Additional Information
Students will need to be competing in at least one sport outside of school/competing in a number of extra-curricular sports in school

Students must bring their iPads to all lessons and will need access to the internet at home to access their revision resources and Google Classroom.

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

Philosophy and Belief is a lively and stimulating GCSE subject that provides a great opportunity for students to engage with current issues, developing social, cultural, political and historical awareness. It encourages philosophical thought and decision making skills, enabling students to discuss and analyse topics they encounter in society and through the media.

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

Year 10
Religion, Peace and Conflict
Section 1a: Key Religious Beliefs
Section 2 Crime and Punishment
Section 3 Living the Muslim Life
Section 4 Peace and Conflict

Year 11
Religion and Ethics
Section 1 Key Religious Beliefs
Section 2 Marriage and the family
Section 3 Living the Christian Life
Section 4 Matters of life and death

Assessment method
At GCSE there are two exams –
Paper 1 and 2 are each worth 50% and last for 1 hour 45 minutes each.
These exams consist of short answer questions and longer, essay type questions.

Paper 1: – Religion and Ethics
Paper 2: - Religion, Peace and Conflict

For more information contact:
pbuick@writhlington.org.uk

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

Additional Information
Pupils must bring their iPads to all lessons and will need access to the internet at home to access their e-textbooks and Google Classroom.

Suggested revision guide:
Revise Edexcel GCSE (9-1) Religious Studies B - Christianity & Islam Revision guide (Pearson
Overview
Being skilled at photography is becoming ever more important; the ability to produce effective photographs - whether it be a landscape, portrait, technical photographs or even piece of photo journalism will give great pleasure and be of incalculable value throughout your life and future career.

On this course a major part of the course - 60% - will involve you producing and editing your own photographs either alone or as part of a group. You will get to understand the functions of a camera and have plenty of time to practice your skills and try out ideas. You will also look at the various photographers and consider their work.

Year 10
You will be developing a wide range of photographic skills and producing a coursework portfolio.

Year 11
Students will be developing their work and preparing for the Practical exam.

Assessment Method
Component One: (60%) - Portfolio
You will produce a portfolio that demonstrates both your skills and a range of photograpic work.

Component Two: (40%) - Practical exam
You will receive a written brief and be expected to respond to it in a fixed timeframe.

For more information contact:
Mr C Donovan - cdonovan@writhlington.org.uk

Futures
Students have the opportunity to move on to a Level 3 course for Art Graphics, or to progress onto other Art based Level 3 courses. There are a variety of higher education qualifications and apprenticeship routes that can be accessed with successful completion of this GCSE.

Additional Information
Ideally students would have a DSLR or bridge camera - however there is a range of equipment which students can use.
**Overview**
The aim of the course is to:
- Encourage personal development through practical participation and performance in a range of sports and exercise activities
- Encourage learners to develop their people, communication, planning and teamwork skills

**Year 10**
Pupils will study Unit 1 and will work towards improving their performance skills as a solo musician and as part of a band. They will plan a live music concert and perform as a solo musician and as part of a band. Pupils will complete a performance log and set themselves short and long term goals.

**Year 11**
Pupils will complete Unit 1 and prepare for the exam. They will learn about recording techniques and how to use the recording studio to record two performances.

**Assessment method**
Students will study the following 4 units as part of the course:

1. **Fitness for Sports & Exercise (external exam)**
   Students will be assessed in the following through an onscreen test:
   - The components of fitness and principles of training
   - Fitness training methods
   - Fitness Testing

2. **Practical Sports Performance (coursework)**
   Students will be assessed on the following:
   - The rules, regulations and scoring systems for selected sports
   - Practically demonstrating skills, techniques and tactics in selected sports
   - Reviewing sports performance

3. **Training for Personal Fitness (coursework)**
   Students will be assessed on the following:
   - Designing a personal fitness training programme
   - Exercise adherence factors and strategies for continued training success
   - Implementing a self designed training programme to achieve own goals and objectives
   - Reviewing a personal fitness training programme

4. **Leading Sports Activities (coursework)**
   Students will be assessed on the following:
   - The attributes associated with successful sports leadership
   - Planning and leading of sports activities
   - Reviewing the planning and leading of sports activities

**For more information contact:**
aweeks@writhlington.org.uk

**Futures**
- Sports related University/College courses
- Sports Science
- PE Teacher
- Armed Forces
- Physiotherapist
- Leisure Industry
- Personal Trainer

**Additional Information**
students must bring their iPads to all lessons and will need access to the internet at home to access their revision resources and Google Classroom.

**Exam Board**
edexcel
ICT - Certificate in Digital Applications (CiDA)

Overview
The Pearson Edexcel Level 2 Certificate in Digital Applications has been designed to teach digital design skills and enable students to use digital tools to express their creativity in an informed and responsible way. It aims to equip students with the knowledge, understanding and skills they need to design and make effective digital products for others to use, and to support future learning and exploit the creative digital industries. The qualification has been developed to reflect the increasing use of creative digital computing in everyday life, with greater emphasis on creative design and development.

Unit 1
This unit acknowledges the increasingly significant role of the world wide web in everyday life. It develops the skills and knowledge needed to produce effective web authoring and evaluation skills.

Unit 2
This unit requires students to design, build, test and evaluate multimedia products using a variety of assets such as video, sound, images and text.

Assessment method
- Unit 1: 2.5 hour Practical Examination
- Unit 2: Creative Multimedia - Task set by exam board, marked in school and moderated by the exam board.

For more information contact:
tattfield@writhlington.org.uk

Futures
This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media. It supports progress to further study, including Level 3 BTECs in IT.

It also enhances young people’s overall digital literacy and gives them a solid foundation for further study and employment.

Exam Board
Fine Art GCSE

Overview
Provide students with an opportunity to explore, manipulate and use a wide range of mixed media and research and investigate traditional, contemporary and cultural artists and craftspeople using analytical and critical approaches. This will lead to independent learning, developing and making.

Year 10/11
Students produce a Portfolio of work, and an exam portfolio. These include a variety of themes, observation work, 2D/3D media research and recording of ideas and appreciation of work of artists/craftspeople.

Assessment method
Coursework portfolio:
60% internally marked and moderated internally Exam (Controlled Set Task)

40% externally set project, marked and moderated internally.

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

Exam Board

For more information contact:
mflagg@writhlington.org.uk

Futures

Additional Information
Gallery visits are arranged where possible and students are given opportunities to work outside Art lessons.
Travel and Tourism BTEC

Overview
BTEC Firsts in Travel and Tourism can help students take their first steps towards a career in retail or business travel. Learn essential skills such as business awareness, customer service and understanding destinations in the UK and worldwide. The course will give students the potential opportunity, in due course, to enter employment within a wide range of job roles across the travel and tourism sector, for example posts in travel agencies, visitor attractions and the tourist information centre.

Unit 1: The UK Travel and Tourism Sector - this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector.

Unit 2: UK Travel and Tourism Destinations - this unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes.

Unit 3: International Travel and Tourism Destinations - which looks at international travel and tourism destinations and gateways and reasons for their appeal to different visitors

Unit 4: Factors Affecting Worldwide Travel and Tourism - covers the influential factors on tourism and why events such as natural disasters can have a significant impact on the sector.

Assessment method
Unit 1 The UK Travel and Tourism Sector (externally assessed)

Unit 2 UK Travel and Tourism Destinations (internally assessed)

Unit 3 International Travel and Tourism Destinations (internally assessed)

Unit 4 Factors Affecting Worldwide Travel and Tourism (internally assessed)

For more information contact: mgrubb@writhlington.org.uk

Futures
The course is designed to inspire and enthuse learners to consider a career in the travel and tourism sector. To give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector. The course supports progression to a more specialised level 3 vocational or academic tourism course or an apprenticeship.

Additional Information
Students will need to bring their iPads to each lesson as this will be used to assist them in developing their coursework and preparing for the external assessment. To make this subject engaging they will take part in educational visits and receive information from keynote speakers in industry.