



Pride participation empathy

Urmston Grammar School

Urmston Grammar
GCSE options
2021

For Year 9 students, parents and carers

Foreword

The transition from Key Stage 3 to 4 is an important step for all of our students. As the challenge and demand of study increases, and GCSE examinations approach, it is vital that all of our students consider carefully the options they will be making, while also preparing themselves to start their GCSEs with a positive mindset. We want our students to take on the challenges in front of them and recognise the opportunities these bring them.

We want to see:

- students increasingly taking responsibility for their own learning and progress;
- a commitment to building on their independent study skills, to help them deepen and embed their learning through home study;
- resilience in the face of challenge. We want our students to embrace challenging tasks without fear of failure. Savouring any mistakes they make as important opportunities to learn from and improve on;
- a careful and considered decision making process, where subject options can be chosen

With all of this in place I have every confidence that our students will approach Summer 2022 with the mind set and ethic that will allow them to thrive in their GCSE examinations. Ready to take their next steps into the competitive worlds of further education or training.

We will make every effort to provide all courses listed in our option blocks, subject to the constraints staffing and timetabling.

Starting point

Care and consideration is essential for students as they approach transition to Key Stage 4 and the decisions they will need to take. As a school we recognise the value of structured and targeted support. As such we will work closely with students, parents and carers throughout the process.

This booklet will hopefully answer a number of questions that may arise, but the list below highlights some of the extra support we will be offering.

January 2021

Pupils will receive talks in lessons (And outside lessons where necessary – including subjects students have not yet had the opportunity to study) about the subjects they may choose for GCSE.

Friday January 8th 2021

Pupils will receive a presentation in assembly about the process, their role in it and advice on how to make informed choices.

This will include a talk from our career's adviser Amy Marshall, who will offer her expertise and guidance. She will also be operating 'drop in' sessions on Thursdays for students who wish to discuss further.

January 2021

Parents/carers & students will receive a video presentation. An overview of the process will be delivered and a mechanism to ask questions will be discussed.

After this parents & carers will have the opportunity to contact Heads of Department to manage any subject specific questions. This can be managed via the 'contact us' section on our website.

Our careers adviser will also be involved in our options presentation.

Late January

Our careers adviser will see all of our students remotely, to introduce them to software that they can use to help them make informed decisions.

Reading list

Clicking [here](#) will direct you to our departmental reading list. This may be useful as a guide to how subjects might develop as GCSE approaches.

Next steps

Care and consideration are key in these next few weeks and students, parents, carers and teachers will all be busy discussing options, sharing information, researching and asking questions. The aim of all of this is that students feel confident in the choices they make.

By the time choices have to be submitted, in addition to the structured timetable outlined previously, the following support will also be available:

- students will have received a full subject report outlining progress across all curriculum areas;
- all students will have had a mentoring session with their form tutor.

Submission deadline

We ask that all options are completed and submitted by **Friday 26/02/21**

This deadline is crucial as it gives us time to analyse the choices and check the feasibility of staffing and timetabling of lessons for the next year based on expected numbers

Some students may be invited to a follow up meeting to discuss their choices and be given an option to reflect on choices and potentially rethink initial options. In these circumstances, parents will also be notified and their views sought.

The aim of this process is to make the transition to Key Stage 4 as smooth and successful as possible. If after reading this booklet you have any further questions or comments, please do not hesitate to make contact



RS Wall

Headteacher



P Roberts

Assistant Headteacher/Head of School

January 2021

Introduction

Although in some subjects, students have already experienced GCSE standard work, Year 10 marks the real beginning of their examination journey. In Years 7-9, all subjects have been compulsory and there has been an opportunity to build and deepen understanding in a huge range of curriculum areas.

In Year 10, some of these subjects remain compulsory, but there are also choices to make. This booklet will guide students through the options process and prepare them for the informed decisions that will need to be made in a few weeks.

Key Stage 4 curriculum

All students will take GCSEs in the following subject areas

English

Students will sit **two** English GCSEs

- English language
- English literature

Mathematics

All students will be entered for Mathematics GCSE

Science

All students must choose from one of **two** pathways in science.

Trilogy Science	Separate Sciences
Students will be entered for 2 GCSEs (Note: This still includes all three disciplines of Science)	Students will be entered for 3 GCSEs separately in Biology, Chemistry and Physics It will include all content covered by trilogy students, with additional content

Teaching of Science GCSE begins in year 9, offering students an insight in the demands of the course.

Modern foreign language

All students must opt for at least one modern foreign language. If students choose to pursue only one language it will generally be the one they have studied since Year 7. If students have shown potential in languages, they may be offered the opportunity to instead pursue the language introduced in Year 8 or to take both languages at GCSE level.

Humanities

Students must select one of the following as their humanities option:

- Geography;
- History;
- Religious studies.

Optional subjects

All students will then choose **three** of the following subjects (this will be provided on the options form at the back of this booklet)

Block A	Block B
Music	Drama
Business studies	Business studies
Computer Science	Computer Science
PE	MFL
Food nutrition and preparation	Food nutrition and preparation
Photography	Computer Science
Art	Geography
History	Religious studies
	Design and Technology

Separate Science students will choose **one** option from either **block A or B**.

Trilogy Science students will choose **one** option from **block A** and one from **block B**

Students will then choose **one further** option as a reserve. While we will endeavour to ensure students get their first choices, we cannot guarantee this

Completing the curriculum

In addition to the GCSE subjects, students will also attend the following lessons.

General PE (2 lessons per week)

General RE (1 lesson per week)

Please note that these will form part of the timetable **in addition** to GCSE PE or Religious studies.

Examinations

All GCSE examinations are now linear, with examinations all taking place at the end of the two year period. It is important that students consider this when competing work. Thorough learning through the course will help embed knowledge more deeply. An awareness of, and experience of a range of revision styles is also crucial

GCSE grades now operate on a scale of 9-1. Where 9 is highest possible grade. Grade 4 is equivalent to the old grade C.

Grade 9s are given to the top 20% of all students who achieve a grade 7 or above.

General advice

- Take the time to read about each subject in this booklet to keep you as informed as possible in your decision making process.
- Pay particular attention to information about NEAs (Non exam assessment) which play a significant role in some subjects, where work prior to the examination counts towards your final grade.
- Don't pick a subject because your friend is doing the same. It's far more important to pick what is right for you. You may not end up in the same class as your friend even if you choose the same subjects!
- Don't pick a subject because you like the teacher. You may not get them next year!
- If you think of questions you need to ask, email the relevant teachers, your form tutor, Head of Year or Mr Roberts
- If you know what career you want to pursue, find out which GCSEs are important for that career. If you have no idea (and many people don't!) choose subjects that you will enjoy and that you think you will succeed in.



Mr P Roberts

Assistant Headteacher/Head of School

January 2021

English (Language and literature)

English GCSE is a compulsory National Curriculum subject for all students in Years 10 and 11. At Urmston Grammar all students take two GCSEs: English Language as well as English Literature.

For English Language students will sit two terminal examinations. They will be presented with challenging texts and will evaluate them critically, identifying and interpreting themes, ideas and information. Also, students will be asked to create their own texts, showing off the control and mastery of technique, vocabulary and sentence structure they have learnt over the two-year course.

Speaking and Listening skills, though not part of the English Language qualification are still examined by a stand-alone assessment and are still greatly valued: there will also be many opportunities throughout the two years for students to practise and perfect these skills and increase their confidence in talking before the class.

English Literature is also examined through two terminal examinations for which students write essay questions on a 19th Century Novel, a Shakespeare Play, a Modern Novel or Play, and a range of Poetry they have studied throughout the two-year course. As students will be expected to respond to complex literary texts that they will not have seen before they will have many opportunities to engage with a huge range of different texts, appreciating, and hopefully enjoying, how different authors prompt such a diverse range of reactions from their readers.

Useful websites

Specification: www.aqa.org.uk/subjects/english/gcse

Wider reading: <https://www.bl.uk/learning/online-resources>

Guidance: www.bbc.co.uk/education-bitesize

Key personnel

Key personnel: Mrs L C Derby – Head of English

Mathematics

Overview

Mathematics is a Core National Curriculum subject and gaining a high grade is a major indicator to employers and universities of students' key problem-solving skills. The specifications aim to develop; fluency, the ability to work and reason mathematically, problem solving skills, and enjoyment of this inspiring subject.

At Urmston Grammar, we also aim to develop students' resilience and self-confidence when faced with challenging problems. In Years 10 and 11, all students will follow the higher tier programmes of study for Key Stage 4.

Although year 10 is the formal start to the GCSE Mathematics course, topics covered in year 9 will form an important basis for this work.

Students are set according to mathematical ability within each section; however, every student will cover the same content during the course, just at a different pace.

Examinations

The exam comprises 3x90 minute papers, first will be non-calculator. The papers include a mixture of topics, with no specific topics on each paper. Within the content of the GCSE, there continues to be a strong emphasis on students choosing their own strategies with fewer structured questions. Students will always benefit from setting out their working logically and neatly and this is also expected in their everyday classwork and homework. Good written and mental arithmetic, therefore, remains essential, as does appropriate use of scientific calculators. It is most important that students bring equipment to all lessons; in particular, they should have their own scientific calculator in each lesson. At GCSE, students may benefit from buying the new Casio FX991 EX 'classwiz' calculator as it contains functions which will enhance students' ability to check answers. These are available through ParentPay and, for anyone who continues to A Level Mathematics, these calculators are essential.

Progress and Assessments

Students are tested at appropriate intervals and they are expected to revise thoroughly for all tests and examinations. Student attitude is crucial to success in Mathematics; high grades can be achieved by learning facts and techniques, practising lots of exam style questions and seeking teacher's help when problems arise.

Useful websites

Dr Frost Maths – www.drfrostmaths.com

Maths Genie – www.mathsgenie.co.uk

Corbett Maths – <https://corbettmaths.com>

BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb>

Edexcel specification

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

Key personnel

Mr D Penney (Head of Mathematics)

Drama

Why Study this subject?

The content of the course is designed to allow students to develop their practical, theoretical and analytical skills. The focus of creativity, community and culture runs through the student work at KS3 and KS4, and their deconstruction of live theatre, devised theatre and published texts strengthens their deeper understanding of the performing arts. GCSE Drama is not simply about 'becoming an actor'. The course has many transferable skills, which can be applied to other areas of study and future careers.

Transferable skills include:

Creativity	Organisational skills
Cultural understanding	Self-discipline
Confidence	Time Management
Research Skills	Self-awareness
Communication skills	Teamwork
The ability to deal with critique	Leadership skills

Course Outline:

There are six areas of study covered during the course, where you will demonstrate your practical abilities, as well as your theory and understanding in the written paper:

Written Exam: (40% of qualification):

- Theatre roles and terminology
- Study of set text: Blood Brothers (Willy Russel)
- Live theatre performance

Coursework: (60% of qualification)

- Creating/performing devised drama
- Portfolio of written supporting evidence
- Performing from a text

This course provides a strong foundation for courses in Drama, Media, Law and the performing Arts.

Future career pathways include:

Actor/presenter/voiceover, Drama therapist, television/theatre crew, teacher, researcher, playwright, Director/producer, Lighting/sound/costume designer, lawyer

Useful websites

<https://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF>

Key personnel: Mrs D Ripolles (Head of Drama)

Music

Music GCSE is a superb choice for an existing musician. If you already play an instrument or sing to grade 3 or equivalent standard, you already have 30% of the GCSE covered! We can advise you on your suitability for the course in advance of your options decision.

Music GCSE is an excellent choice to showcase your talent and commitment to your instrument but also demonstrates technical and creative skill. It is a highly sought-after and impressive qualification that showcases a breadth of ability. It has a strong analytical and academic content but allows for freedom of expression through a significant amount of practical coursework.

There are three components to the course;

Performance Coursework	30%	Composition Coursework	30%	Listening Exam (Summer Y11)	40%
Two performances, including 1 minute of ensemble performance, in any style that you like. You record a minimum of 4 minutes total and can re-record until you are happy with the finished performance.		Two compositions, one completed each year, composed using live instruments or software. You compose a minimum of 3 minutes total and create one 'free' composition in any style you choose.		An exam paper which tests your ability to listen to contrasting genres of music and appraise the key features, instruments and style. Topics include film music, world music, Pop 1950-2020 and the orchestral Concerto.	

You receive significant individual support in GCSE, with ample time given to you one-on-one, mentoring you through your composition development and nurturing your talents and skill as a performer.

Useful websites

OCR Music GCSE specification:

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

Ms Langham's Youtube page:

<https://www.youtube.com/channel/UCKmPNt3zFr3j7wtU2ScDrjQ>

BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc>

Key personnel : J Langham (Head of Music)

Physical Education

Physical Education GCSE is 40% practical and 60% theory. To achieve to the highest standards, students will need to show skill in at least 3 practical activities. In addition, they will also need to maintain high standards in the accompanying theoretical work. The GCSE will provide students with a subject that is recognised as part of applications for 6th form, further education and employment.

The lessons will be clearly defined as practical or theory lessons. All students will also undertake statutory core PE lessons alongside their GCSE studies.

The examination will contain a mixture of multiple choice and objective test questions, along with short and extended answer questions.

Practical performance will be assessed in 3 physical activities in the role of player/performer (One in a team activity, one in an individual activity and one in either)

GCSE PE should be viewed as a self-contained option, not an extension of PE lessons. Homework will be set weekly and there are high standards expected in all aspects of the course.

Useful websites

AQA specification

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/changes-for-2021>

Key personnel

Mr M. Bradshaw (Head of Department)

Geography

Key information

We follow OCR specification B (link included) which is based around eight key topic areas, and fieldwork, giving students a wide variety of knowledge and skills; offering a good mix of topics studied lower down the school with new, never before studied topics.

Fieldwork

There will be at least two days of fieldwork undertaken outside of school, currently this is delivered as a residential weekend in Wales in May. This is to build on topics taught in school and to gain many transferable skills, such as: observations, measurements, data collections, map use, diagram and graph construction and interpretation, reaching evidenced conclusions. Fieldwork is explicitly examined on both Paper 1 and 2.

How will you be assessed?

There are 3 written examinations, which are graded using a numeric system with 8 and 9 being the highest grades. Paper 1 tests 4 physical topics whilst Paper 2 tests 4 human topics. Paper 3 is a synoptic, often decision making, style.

The course involves the study of a wide variety of places and topics and learners will be encouraged to make links between topics and challenge ideas and concepts through an enquiring approach. Case studies used are often currently in the news, making it a very relevant and up to date course. Geography helps you to develop a wide range of skills, including the use of primary and secondary data sources, critical analysis of issues and arguments and the use of information technology. Geography is an academic qualification recognised by a wide range of professions and career areas, including education, law, media, business and finance. It is also recognised as a science because of the Physical Geography elements. In 2019 59% of GCSE students achieved the top grades of 7-9, with 27% exceeding their target grade. Many of our GCSE students go on to study the topic at A Level, in 2019 13% of our A-level students exceeded their target grade with over a quarter achieving A and A* grades.

Useful websites

<https://www.ocr.org.uk/Images/207307-specification-accredited-gcse-geography-b-j384.pdf>

Key personnel

C Bramwell (Head of Department)

History

Overview

Why, in 1069, did the people of Yorkshire resort to cannibalism in order to survive and why, in 1870, did a Glaswegian surgeon think it would be a good idea to spray acid all over his patient throughout an operation? Why, in 1930s Germany, were women awarded medals for having eight children and why, in 1962, did the world come close to total annihilation. Why, in 1939, were over half a million Germans banned from buying a lottery ticket by the government and why, in 1078, did the simple act of urinating cause a civil war in England? If you are intrigued by these questions, then perhaps GCSE history is for you. You will certainly be able to find out the answers to them if you come and study the Pearson/EDEXCEL GCSE history course with us in the history department. In addition to investigating some fascinating stories we also teach some important academic and life skills in history. You will learn how to assess and judge the value of evidence, how to interpret, dissect and evaluate an argument and you will learn how to construct and support your own interpretations and conclusions.

Course content

GCSE history is comprised of four modules. In year 10 we begin with the British depth study – an investigation of Anglo-Saxon and Norman England – before completing the thematic and historic environment module – an investigation of medicine and health in Britain from 1200 to the present day and an investigation of trench warfare and medical treatment in WWI. In the summer of year 10 we start the period study and finish with an in-depth investigation of German history from 1918 to 1940. We are in the process of changing our depth study so, at this point in time, the topic is TBC, but it will be the Cold War or the Arab-Israeli conflict. We are also aiming to take history students to the Thackray Museum in Leeds as part of the medicine and health unit.

Assessment

GCSE history is assessed through three exam papers at the end of year 11. There is no coursework.

Useful websites

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

Key personnel

Dr M McPartland (Head of Dept)

Religious studies

“Diversity is the hardest thing for a society to live with, but the most dangerous thing for a society to be without” - William Sloan Coffin Jr

Subject Intent

It is our firm belief that in order to understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture. Through a variety of teaching strategies, study of diverse world views and current issues we enable our students to understand what's going on in the world and break it down so they can make sense of it.

Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at Urmston Grammar gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life.

In RE, in addition to learning about beliefs and practices of the 6 main world religions, students consider the many possible answers to 'Ultimate questions such as 'Why are we here?' 'Is there life after death?' and 'Why is there evil in the world?'

Later in the course students are encouraged to address ethical and moral issues such as 'Should we be able to choose when we die?', 'Should religion be involved in law?' and 'Is there ever a 'just war?'

Throughout the course, students are taught to think critically. Through debate students develop their reasoning skills and ability to appreciate opinions that differ from their own. By the end of the course students are well equipped to effectively articulate their own beliefs, interrogate arguments, to question and evaluate effectively.

GCSE RE

The GCSE in Religious Studies allows students to engage with the key beliefs, teachings and practices in Christianity and Islam, whilst also studying some of the key themes in philosophy, ethics and contemporary moral issues. The course enables students to examine in detail, teachings and attitudes from the main world religions on issues such as war, animal rights, abortion, crime and punishment and euthanasia. Students are also encouraged to engage in discussion and lively debate on their personal response to such issues.

How is it assessed?

The course is assessed through two exams, both sat at the end of the course. One of the exams will assess understanding on religious beliefs and practices, the other will focus on ethical, philosophical and moral issues.

Why study it?

Religious Studies is a valuable qualification that will significantly broaden students' understanding of the world around them and provide a firm foundation for future study. Students' who do not come from a faith background should not be discouraged from studying for the qualification; all that is needed is an open mind and a willingness to engage in discussion. For those wishing to pursue careers in politics, journalism, education, medicine, law or social work, a GCSE in Religious Studies is invaluable as it not only allows you to study and understand how beliefs affect actions, but also to engage with questions regarding our existence and the meaning of life.

Useful websites

OCR Website link for the specification we follow:

<https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/>

Key personnel: Miss Stedman (Head of Department)

Business

Is this the right subject for me? Business is new for all students at GCSE. If you are interested in business, what it takes to be a great entrepreneur, or if you want to start your own business one day, this could be the subject for you.

This course is both active and enjoyable, especially for those with an enquiring mind and who want to learn more about the world around them. You need to be good at communicating and explaining your ideas, and not afraid of learning new things and working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. What's more, you will also learn about the world of business through research and investigation, as well as through practical tasks. If you enjoy watching TV programmes like *The Apprentice* and *The Dragons Den*, then you will certainly enjoy GCSE Business.

What will I learn? Initially, you will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity and turn that into a successful business. In the second unit, you will focus on how and why businesses make the decisions they do; this may be decisions relating to operations, finance, marketing or human resources. You will also develop the ability to analyse, solve problems and evaluate business opportunities, helping to develop your business acumen for the future.

How will I be assessed? At the end of the two-year course, you will take two 90 minute, written examinations; both exams follow the same format with a mixture of multiple choice, calculations, short-answer and extended-writing questions; questions in sections B and C will be based on business contexts given in the paper.

What can I do after I've completed the course? Business subjects are now some of the most popular courses at universities, and their graduates command the highest salaries. This course helps you prepare for A Level study in Business or Economics, and for future careers in Accountancy, Law, Banking, Marketing, Sales or HR. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating, and working as part of team. These are transferable skills, crucial in almost any career path.

Useful websites

http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf

Key personnel

Mr D Kearns (Head of Department); Mr B Hains (Lead teacher)

Modern languages

Studying both French and German to GCSE

If you currently study both French and German and are keen to continue working hard in both languages, you are welcome to opt to keep up both to GCSE. Advantages include:

- typically attaining a very high grade in **both** languages as the French and German exams follow an **identical** format;
- gaining a **deeper understanding of languages**, which makes it easier to learn new languages in the future;
- for at least one of your languages, a **small teaching group** with all the benefits this offers.

Your GCSE language

All our students study at least one language to GCSE. If you study one rather than two languages to GCSE it will normally be **the language you studied in Year 7**, i.e. French or German. This is because you will have had far more lessons in this language than in your second language. By continuing with your year 7 language you are maximising your chances of a high GCSE grade.

GCSE French and German exams

You won't be surprised to learn that these assess **listening, speaking, reading and writing** including **translation** so that, by the end of the course, you will aim to have mastered the basics. Whether you enjoy simply following a French or German film, trying out your language on holiday, or end up studying or working in a French or German-speaking country, **it all starts with GCSE!**

Useful websites

Specifications/course information

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

Key personnel

Head of Faculty: Mr A Elston

Head of German: Mr S Cummins

Science

At Urmston Grammar we offer two possible pathways in GCSE Science. **Combined Sciences** which leads to **TWO** science GCSEs (in combined Biology, Chemistry and Physics) or **Separate Sciences** which leads to **THREE** science GCSEs (in Biology, Chemistry and Physics).

All pupils will study the core parts of the Biology, Chemistry and Physics subject specifications. Both pathways enable pupils to qualify to study A level Sciences.

Pathway 1:

Combined Sciences involves working with **a shorter subject specification** that includes the core science content.

You will take two **shorter examination papers** (2 x 1 hr 15 mins) in each of the three sciences.

Pupils studying combined sciences will have a teaching allocation of **4.5 hours per week**.

Pathway 2:

Separate Sciences involves working with **a more detailed subject specification** that includes extended subject content.

You will also take two **longer examination papers** (2 x 1 hr 45 mins) in each of the three sciences.

Pupils will study sciences for **7 hours per week**.

Who should study Combined Sciences?

- Pupils who enjoy science, but whose interests and aptitude may be in other subject areas.
- Pupils who may wish to choose a different subject option other than separate sciences.
- Pupils who wish to devote more time to studying their other GCSE subjects.
- Pupils who wish to spend additional revision time on other subjects.
- Pupils who wish to choose a broader range of GCSE subjects.
- Pupils who may still decide to study A level sciences (with grades appropriate for sixth form entry).

Who should study Separate Sciences?

- Pupils who have an aptitude for and enjoy all three sciences.
- Pupils who are confident scientists in all three sciences.
- Pupils who are clear that they wish to study a reduced variety of GCSE options, but with more science content.
- Pupils probably considering A level sciences in the sixth form.
- Pupils who enjoy the challenge of studying three sciences and the increased demand of studying additional content.
- Pupils able to commit more time to science to prepare for the extended examination papers
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Useful websites

AQA.org.uk (examination board for past examination papers, subject specifications and course information)

www.bbc.co.uk/bitesize/science (revision and subject-related activities)

www.gcsepod.com (online revision tutorials accessed via school subscription)

Key personnel

Dr. O. G. Richards (Head of Biology & Curriculum Leader for Science)

Mr T. Parker (Head of Chemistry)

Mr R. Murray (Head of Physics)

Food preparation and nutrition

GCSE Food Preparation and Nutrition is a topical, exciting and diverse subject that equips you with the knowledge, understanding and skills required to apply the principles of food science, nutrition and healthy eating. The study of nutrition and food provides a solid academic education and practical training for a variety of career opportunities in industry, healthcare, medicine, pharmacy, sports and media.

The subject content is delivered by a hands-on practical approach to embed and apply theoretical food science and nutritional knowledge creating an enjoyable and rewarding learning environment. High technical practical skills are developed through a range of making activities such as pasta, pastry, butchery and bread products. The content is split into the following six topics.

- | | | | |
|---|----------------------|---|------------------------------|
| 1 | Food commodities | 2 | Principles of nutrition |
| 3 | Diet and good health | 4 | The science of food |
| 5 | Food provenance | 6 | Cooking and food preparation |

The course is assessed in the following ways.

Component 1:	Written Examination 1 hour 45 minutes. 50% of the qualification			
Component 2: Non-examination assessment (NEA) Both assessments are set by the exam board in Year 11.	NEA1: Food Investigation Assessment	15%	NEA 2: Food Preparation Assessment	35%
	You will investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to write a report.		You will plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. This includes a timed assessed practical.	

Useful websites:

[Eduqas FPN Specification - https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_overview](https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_overview)

Key personnel : Mrs S Rowlands (Head of Department)

Art and design: Photography

The Department follows the Art & Design: Photography specification provided by AQA. The course builds upon the foundations of the National Curriculum and aims to develop each student's creative and imaginative thinking through both practical and contextual processes. Students learn to express and communicate ideas, feelings and meanings through art activities that involve a structured exploration of materials, tools and techniques. The work of artists, craftspeople and designers is integrated into student's practical work in order to provide an understanding of the contexts in which they worked both historically and culturally.

Areas of Study

- Fine Art photography, photographic installation
- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography, (working from natural or manufactured objects).
- Photography involving a moving image, (television, film and animation).
- New media practice such as computer manipulated photography and photographic projections.

Course Structure and Assessment

The course itself consists of two parts:

Coursework Portfolio	60%
Externally Set Assignment	40%

All work produced during lessons and homework from Year 10 to Year 11 is used for the coursework element. This together with the work produced during the exam is displayed in an exhibition at the end of Year 11. It is at this point that final assessments are made. Art and Design is a subject that requires good time management and commitment, but it is also one from which students gain a great deal of enjoyment and satisfaction. It is also a subject that encourages independent thought, ideas and imagination.

Enrichment Opportunities

Weekend residential to Conway Center on Anglesey with full tuition from practicing artists and teachers, Day trip to Liverpool Architectural tour

Careers

There are many career options available to those students who take Photography. Some examples include:

ANIMATION – Video games design, computer animation, 3d animation

ARCHITECTURE – Naval Architect, Landscape Architect, Industrial Design

DESIGN – Medical illustrator, Graphic Design, Website Design, Interior design, Automobile Design, Jewellery Design, Logo Designer, Fashion Design

EDUCATION - Teacher, Art Therapist, Journalist

PHOTOGRAPHY – Wedding photographer, Wildlife Photographer...

THE LIST IS ENDLESS!!

Useful websites:

<https://theartyteacher.com/ted-talks/>

Key personnel: Mrs Nanzavadeh (head of Art, Design and Photography)

Art and design: Fine art

The Department follows the Art & Design: Fine Art specification provided by AQA. The course builds upon the foundations of the National Curriculum and aims to develop each student's creative and imaginative thinking through both practical and contextual processes. Students learn to express and communicate ideas, feelings and meanings through art activities that involve a structured exploration of materials, tools and techniques. The work of artists, craftspeople and designers is integrated into student's practical work in order to provide an understanding of the contexts in which they worked both historically and culturally.

Areas of Study

- Painting and drawing
- Mixed media, including collage and assemblage
- Sculpture
- Installation
- Printmaking: relief and intaglio.

Course Structure and Assessment

The course itself consists of two parts:

Coursework Portfolio	60%
Externally Set Assignment	40%

All work produced during lessons and homework from Year 10 to Year 11 is used for the coursework element. This together with the work produced during the exam is displayed in an exhibition at the end of Year 11. It is at this point that final assessments are made. Art and Design is a subject that requires good time management and commitment, but it is also one from which students gain a great deal of enjoyment and satisfaction. It is also a subject that encourages independent thought, ideas and imagination.

Enrichment Opportunities

- Weekend residential to Conway Center on Anglesey with full tuition from practicing artists and teachers.
- Day trip to Liverpool Architectural tour
- Day trip to Chester Zoo

Careers

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ANIMATION – Video games design, computer animation, 3d animation

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Design and technology

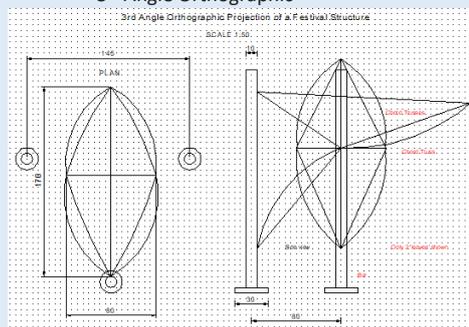
Overview - Students design and make an innovative product and study different material technologies and design principles for a single 1 hour and 45 min written exam.

Careers - This is a course for students interested in design related careers in Architecture, Engineering, Product Design or Graphic Design.

Details

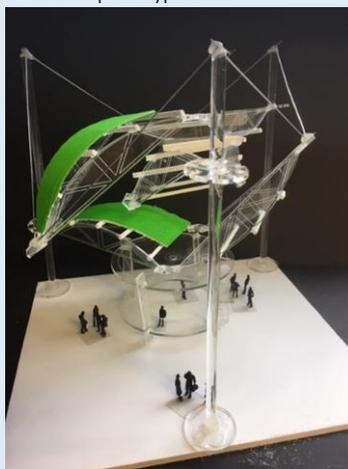
<p>Component 1</p> <p>Exam: 50%</p> <p>100 marks</p> <p>Single 1 hour 45 min written Paper with two sections A and B</p>	<ul style="list-style-type: none"> Section A – 40 marks - Core Technologies - builds upon material areas taught in KS3 i.e. Electronics (systems), Materials (Woods, Plastics) and Graphic Products. Section B - 60 marks - Specialist section - Systems (electronic products with mechanisms) – builds upon electronic products taught in KS3 (light, lamp and speaker) Maths Content - 15 marks in the exam are applied Maths calculations on topics such as geometry, ratios, percentages, mechanical efficiency and bending moments.
<p>Component 2</p> <p>Project: 50%</p> <p>100 marks</p> <p>30-35 hours</p>	<ul style="list-style-type: none"> Select a design challenge from a choice of contexts - architecture, Systems (engineering), Graphic design or a combination. Assessed in four areas -Investigation, Design and Development, Make and Evaluation Folder - A maximum of 20 succinct A3 pages demonstrating ICT and Graphic Communication skills including CAD. Make – Construct 3D development models, electronic circuits and a final prototype product using a range of hand and machine tools (including CAM i.e. a Laser cutter and 3D printer)

3rd Angle Orthographic



Sample of work at UGA
Evan Hoult (Level 9 – 2019)
 Jazz Festival Stage with leaf forms (biomimicry)

Laser-cut prototype



Stage Lighting (Astable and decade counter)



Useful websites

Course specification: edexcel-gcses/design-and-technology-2017.html School visit: newdesigners.com Design inspiration: makezine.com iconeye.com designweek.co.uk creativereview.co.uk

Key personnel – Mr T. Barber (Head of Design and Technology)

Computer Science

We offer a full GCSE course to study Computer Science no matter what career plan you have planned, since the skills and issues developed throughout the course feed into many other GCSE subjects. Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in Computer Science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Topics covered in the course:-

- **Principles of Computer Science** - As part of exploring the principles of Computer Science, this unit creates an understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code as well as an understanding of computer networks, the internet and the worldwide web. Finally, this unit aims to develop an awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- **Application of Computational Thinking** – This unit is also theory based but is linked directly with programming, with the main focus of this component being the understanding of what algorithms are, what they are used for and how they work; Although this unit draws from some of the components mentioned in the “Principles of Computer Science” unit, “Application of Computational Thinking” develops a deeper understanding of some of the fundamental concepts of Computer Science. We tend to use a DJI Robot and Edbot for some of the programming concepts explanations as well as using Python as our main programming language.
- **Python Project** – This is a practical unit consisting of a board set controlled assessment project which is done at home and school. The unit consists of developing a computer program using a chosen programming language (Python). The practical unit focusses on algorithms, decomposition, abstraction, design, writing a program, testing a program and refining a program and data. This unit sits in with Application of Computational Thinking but does not count towards the student’s final grade.

How will you be assessed?

At the end of Year 11, students will sit two exams which will be 1hr 30 mins in duration and each exam will be worth 50% of the overall GCSE.

Post 16 Options?

The majority of GCSE Computer Science students decide to continue onto A level or further IT courses in 6th form colleges.

Useful websites

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/>

Key personnel:-

Mr S Verma

Miss S Cooper

Year 9 post-16 Pathways

The following provides a summary of opportunities that GCSE study may lead to

Art

A-levels including Art or Textiles

BTEC/vocational courses including Art & design, Fashion and textiles, Hair and Media make-up

Advanced apprenticeships including Beauty therapy, Design engineering, Fashion studio assistant and Hairdressing

Business

A-levels including Accounting, Business, Economics and Law

BTEC/vocational courses including Applied law with Business and Business with accounting

Advanced apprenticeships including Assistant accountant, Business administrator, Customer service specialist, Digital Marketer, HR support and Retail team leader

Computer Science

A-levels including Computer Science, Maths and Physics

BTEC/vocational courses including Computer Science and Digital technologies

Advanced apprenticeships including IT solutions technician, Infrastructure technician and Software development technician

Design Technology

A-levels including Graphic design and 3D/Product design

BTEC/vocational courses including Construction & built environment and Graphic design

Advanced apprenticeships including Building service design technician and Design engineering

Drama

A-levels including Dance, Drama & Theatre studies, English language and English literature

BTEC/vocational courses including Performing arts (Acting, Dance, Musical Theatre & Technical theatre production)

Advanced apprenticeships including Community Arts, Live event technician, Technical theatre lighting and Sound stage.

Food preparation and Nutrition

A-levels including Biology and Chemistry

BTEC/vocational courses including Food and beverage services, Professional chef, Professional pastry chef and Restaurant management

Advanced apprenticeships including Chef de Partie, Food technologist and Hospitality supervisor

Geography

A-levels including Biology, Environmental science and Geography

BTEC/vocational courses including Agriculture, Aviation operations, Construction & built environment and Travel & tourism

Advanced apprenticeships including Aviation ground specialist, Horticulture, Logistics operations, Property services, Transport planning technician and Travel consultant

History

A-levels including Ancient History, Classical civilisations, History, Law and Politics

BTEC/vocational courses including Applied Law with Business, Creative media production (TV and Film)

Advanced apprenticeships including Legal services, Marketing assistant, Teaching assistant and Team leader/Supervisor

MFL

A-levels including French, German and Spanish

BTEC/vocational courses including Aviation operations and Travel & Tourism

Advanced apprenticeships including Aviation ground specialist, Logistics operations and Travel consultant

Music

A-levels including Drama & Theatre and Music

BTEC/vocational courses including Music performance, Music technology and production and Vocal artist

Advanced apprenticeships including Community arts, Live event technician and Technical theatre (Sound & stage)

PE

A-levels including Biology, Health and social care, PE and Psychology

BTEC/vocational courses including Sport, Sport & Exercise Science, Uniformed public services

Advanced apprenticeships including Armed forces, Leisure operations and management, Outdoor activity instructors and Sports development

Photography

A-levels including Media studies and Photography

BTEC/vocational courses including Creative media production (TV & Film) and Photography

Advanced apprenticeships including Creative & Digital media and Photo imaging

Religious Studies

A-levels including Criminology, Philosophy & Ethics, Psychology, Religious Studies and Sociology

BTEC/vocational courses including Childcare & Education and Health & Social care

Advanced apprenticeships including Lead adult care worker, Senior healthcare support worker and Teaching Assistant

Making your choices

Option choices will be made via the digital form you have been sent. Please note the deadline for these options is **Friday 26th February 2021**