

**WILLIAM  
HOWARD**  
SCHOOL



# KS4

OPTIONS PROSPECTUS

**2026**

[www.williamhoward.cumbria.sch.uk](http://www.williamhoward.cumbria.sch.uk)

## Our aspirations for our students

A curriculum exists for those it serves. If our Key Stage 4 curriculum is successful, it will allow our students when they leave us to “Be The Best They Can Be.”

Our curriculum is underpinned by our values, and as such we seek to ensure our students show the following characteristics when they leave our institutions:

### Responsibility

They will understand their place in society, valuing their own contributions to social and economic activity and always be dedicated to lifelong learning and enjoyment of their endeavours. Our students will be self-motivated to drive their own learning and fully understand the role they can play as citizens of their school, their local community and their world.

Our learners understand the different needs of others and believe they can make a difference. Across our Trust we constantly seek to forge, sustain and deepen our relationships to provide the best we can for our students.

### Respect

British values underpin our beliefs and actions. Our students will be tolerant and respectful, taking care of others and valuing personal and shared resources. They will be understanding and reflective; being willing to reason and accept new people, new ideas and new challenges. They will make a meaningful contribution to their communities and families.

We all acknowledge people are good at different things and that we can all learn from each other. We show care for the environment and have the highest expectations of our own behaviours in how we interact with people with different beliefs.

### Resilience

They will understand and embrace challenges, be continual with effort in the face of adversity. As a result, our students will develop their own self-esteem and self-respect enabling them to cope with challenge and to accept that personal growth comes from taking risks and experiencing failure. They will develop problem solving skills and self-help strategies to live a fulfilling and healthy life. They will be given opportunities across the curriculum to demonstrate perseverance, build aspirations for the future and experience challenge.

*William Howard School is proud to be part of Cumbria Education Trust, responsible for the education of more than 6000 pupils and students across 18 schools.*



## Making the right choices at WHS

It is an exciting time for our Year 9 students to be choosing their GCSEs. We have subject staff to support the process giving key information about each subject. The Year Group team will support every student to make the right choice for them. We are proud of our curriculum offer at William Howard and believe we deliver a strong academic curriculum with many unique options to supplement a truly broad and balanced offer.

What matters now is picking the right learning pathway for success in 2028.

This booklet, alongside our Options Evening, tutor and assembly programme, should combine to give students and their families the information required to make the best choices.

### Key Events and Dates

#### **PARENTS AND OPTIONS EVENING:**

**Wednesday, 25<sup>th</sup> February 2026**

This is an opportunity to speak to your child's current teachers about their progress to date in Year 9 and their potential in each subject going forward. Subjects that are not offered at KS3 can be visited during the evening at their subject stands.

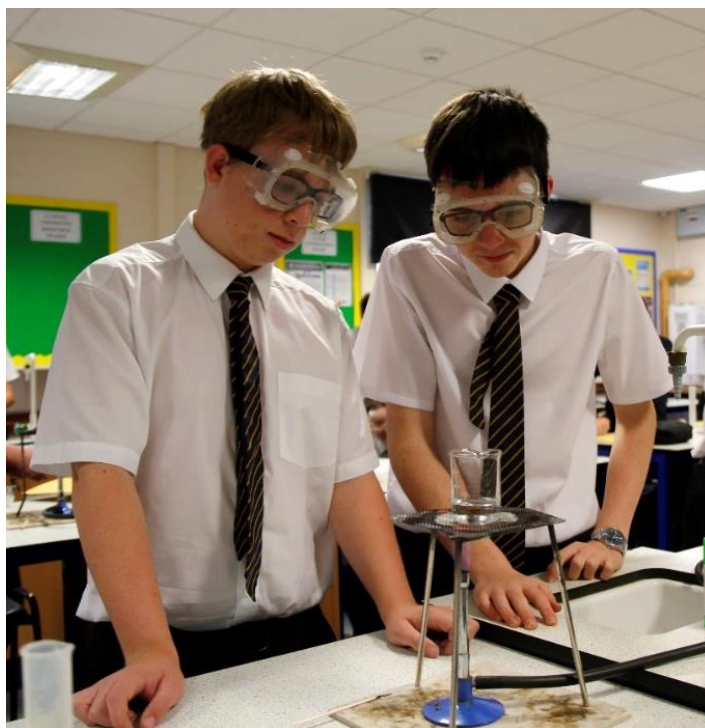
#### **DEADLINE**

All option forms are to be completed by **Friday, 13<sup>th</sup> March 2026**

## Our Curriculum Principles

At William Howard School, we believe passionately in ensuring we can provide each student with a curriculum that will challenge them, engage them and give them the right skills and qualifications to progress on to the next phase of their learning and beyond.

It is vitally important that we ensure the curriculum we offer sets students up to be motivated, successful and ready for the next stage of their education and training. Students at William Howard follow a two-year Key Stage 4, recognised as best practice across the country by the Department for Education and Ofsted.



All students follow a core academic curriculum with a broad and balanced set of option subjects. This will allow every student to develop academically and creatively, whilst also providing them with diverse option choices from Geography and Drama to Childcare and Religious Studies. Whether our students' aspirations are to progress on to university, apprenticeships, or vocational training, we aim to give them a firm foundation for their future.

## Contents

- 2 Our aspirations for our students
- 2 Making the right choices at WHS
- 2 Key events and dates
- 3 Our curriculum principles
- 4 Guided option process
- 4 More than just qualifications
- 4 Core subjects
- 4 Option subjects
- 4 What qualifications do students study for?
- 5 Making an informed choice
- 5 William Howard School Sixth Form
- 6 Options columns

### CORE SUBJECTS

- 8 English
- 10 Maths
- 11 Science (Triple and Combined Sciences)
- 15 Physical Education (Core)
- 16 Personal Development

### OPTION SUBJECTS

- |   |                      |
|---|----------------------|
| 18 Art                                    | 27 French            |
| 20 Child Development                      | 29 Geography         |
| 21 Computer Science                       | 30 History           |
| 22 Dance                                  | 32 Media Video       |
| 23 Design Engineering<br>& Product Design | 34 Music             |
| 25 Drama                                  | 36 PE/Sports         |
| 26 Food Preparation<br>& Nutrition        | 37 Photography       |
|   | 39 Religious Studies |
|   | 40 Spanish           |



## Guided Option Process

Our Key Stage 4 curriculum is based on a guided options process. We will support students and parents in making the right decisions for their options so that they can be successful and thrive within their academic studies as they enter into Year 10. Students who are taking separate sciences (triple science) will have one less hour of PE, to allow the additional time to study their science subjects.



## More than just qualifications

A student's experience throughout Key Stage 4 is much more than just the qualifications they study. A happy and successful experience in Key Stage 4 involves students engaging and taking every opportunity within and outside the curriculum. Work experience and mock interviews can open doors and opportunities to the next stage of education or training. Fieldwork in Geography motivates those wanting to explore and know more about the physical world. Supporting younger students in academia and sport is a key role our KS4 students play, and we believe it is very important that they contribute to the lower school at WHS raising aspirations and displaying our core behaviours. Students also have the opportunity to complete their Duke of Edinburgh Awards working their way through Bronze and Silver to aspire one day to finishing with Gold in the Sixth Form.

The final celebration of KS4 comes in the form of the Year 11 Prom and a Leavers Day.

## Core Subjects

There are some core subjects that all students have to study, as part of the National Curriculum. These are:

- GCSE ENGLISH LANGUAGE
- GCSE ENGLISH LITERATURE
- GCSE MATHS
- GCSE SCIENCE  
(Students will be advised as to whether they should consider the combined or triple science route).
- CORE PE
- PERSONAL DEVELOPMENT

## Option Subjects

Students make three choices in addition to the core subjects listed above. One of the choices must be Geography, History, Computer Science, or a language. They can, of course, choose more than one of these.

At WHS we believe passionately in enabling students to explore the arts, and enable students to study a creative, expressive subject alongside their other qualifications.

Please note that it may not be possible for every student to do every subject they have selected, but we will endeavour to make this possible.

All courses are offered subject to viable numbers of students selecting the subject. There may also be slight alterations to the courses outlined in this booklet.

## What qualifications do students study for?

All students study predominantly GCSEs. Since 2018 the format of GCSEs has changed. GCSEs are now graded under the new numerical grading structure. If students choose to study a GCSE they will achieve a grade 1-9. Grade 4 is a standard pass and a grade 5 is a strong pass. Students who do not achieve a grade 4 or above in English and Maths are expected to continue to study the subjects post 16.

If students choose to study a BTEC they will achieve a Level 1 or 2 Pass, Merit, Distinction or Distinction\*.



## Making an Informed Choice

To make an informed choice students are encouraged to follow the advice below:

- Read all course information in this booklet. Know what is expected.
- Speak to teaching staff during Options Evening.
- Talk to students who are currently studying the courses for a student perspective.
- Research different pathways post 16 to determine what subjects you may need.
- Discuss as a family and keep an open mind.
- Do not pick a subject because of a teacher, there is no guarantee that teacher will be teaching the course.
- Always have a backup plan in case a course does not run.
- Take your time - it may not be possible to change course once all options have been chosen.



## William Howard School Sixth Form

Looking beyond Year 11, it is important that students are supported in choosing the course that is right for them. Throughout their Key Stage 4 (Years 10 and 11) students will have a rich advice and guidance programme where they will be given an insight into the different options available. We are proud of the success of our Sixth Form provision, allowing students to access high quality academic, creative and vocational courses. Entry into Year 12 at our Sixth Form will not depend on which GCSE route students follow, as long as they achieve the required GCSE entry grades in the subjects they have selected for A Level and BTEC study. It is worth noting that some universities and colleges require a language pass (likely to be grade 5 or above) at GCSE for some courses, although not all. Employers can also look favourably at a good language pass at GCSE level.



More than just qualifications, our Sixth Form is full of opportunities, from foreign trips to Iceland to being selected on the Head Student or Prefect Leadership Team. Maybe it's the Sixth Form Derby or charity work that appeals more to your child, but one thing is for sure - there is a place in WHS Sixth Form for everyone who achieves the suggested entry grades and criteria for each course.

## Options Columns

Please choose **one** subject from each column.

All students **must** choose at least **one** of the following: a language, Computer Science, History or Geography. This forms part of the guided pathway, as directed by the Department for Education.

Try to avoid similar subjects to ensure a breadth of choice.

**Please be aware that courses are subject to change due to exam board amendments and, in the current funding climate, courses will only run if numbers opting make it financially viable. Therefore, we ask all students to choose 2 different subjects as a reserve.**



*This copy is for you to keep. Enter a tick for your first choice and choose two reserve options:*

OPTION 1	✓	OPTION 2	✓	OPTION 3	✓
Art		Design Engineering		Dance	
Child Development BTEC		Food Prep & Nutrition		French	
Computer Science		Geography		Geography	
Drama		History		Media Video BTEC	
Geography		Music		Photography	
History		Product Design		Spanish	
RE		Spanish		Sport and PE	

Reserve choice 1:	
Reserve choice 2:	

**Please complete the online form with your choices by Friday, 13<sup>th</sup> March.**

**A link to the form can be found on our website here:**

<https://www.williamhoward.cumbria.sch.uk/parent-hub/ks4-options/>

# CORE SUBJECTS



# ENGLISH LANGUAGE & LITERATURE GCSEs

All students will follow the AQA new GCSE qualification in both English Language and Literature.

Throughout both courses you will develop the skills needed to read, understand and analyse a range of different texts covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century time periods, as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Each qualification is assessed through an external examination at the end of Key Stage 4.

**ENGLISH LANGUAGE** is assessed through two papers in which both the reading and writing tasks are linked by a theme/topic. **Paper 1: Explorations in Creative Reading and Writings**, will provide you with an opportunity to explore how writers use narrative and descriptive techniques to engage the interest of the reader.

Within **Paper 2: Writers' Viewpoints and Perspectives**, you will discuss and compare how different writers present a similar topic over time.

	Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives
<b>Section A Reading</b>	You will be asked to explore a literature fiction text through a range of short, long and extended questions.	You will be asked to explore a literary fiction text and a non-fiction text through a range of short, long and extended questions.
<b>Section B Writing</b>	You will be asked to produce a descriptive or narrative piece of writing.	You will be asked to produce a piece of writing in which you present a viewpoint.
<b>Assessment</b>	Written exam – 1 hour 45 minutes (80 marks) 50% of your total GCSE Mark	Written exam – 1 hour 45 minutes (80 marks) 50% of your total GCSE Mark

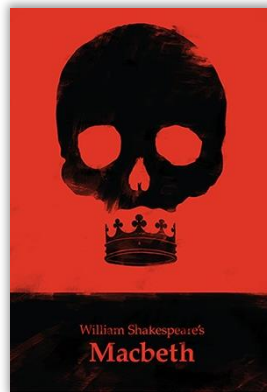
**ENGLISH LITERATURE** is assessed through two papers in which the reading skills covered within English Language are further developed. Both papers will provide you with an opportunity to explore and analyse a range of Literature genres – ranging from texts that have had a significant influence on our heritage to contemporary and modern texts.

Paper 1: Shakespeare and 19 <sup>th</sup> Century Novel	Paper 2: Modern Texts and Poetry
<p><b>Shakespeare Play</b> You will answer one question which is split into two parts:</p> <ul style="list-style-type: none"> <li>• Part A - you will write about an extract in detail</li> <li>• Part B - you will write about the play as a whole</li> </ul>	<p><b>Modern Texts</b> You will answer one question on a modern play or novel.</p>
<p><b>19<sup>th</sup> Century Novel</b> You will answer one question which is split into two parts.</p> <ul style="list-style-type: none"> <li>• Part A - you will write about an extract in detail</li> <li>• Part B - you will write about the novel as a whole</li> </ul>	<p><b>Poetry</b> You will study one cluster of poems from the AQA Poetry Anthology and answer one question.</p> <p><b>Unseen Poetry</b> You will experience a wide range of poetry in order to develop your ability to analyse unseen poems.</p> <p>You will be asked to analyse and compare the content, themes, structure and language.</p>
<p><b>Assessment:</b> Written exam – 1 hour 45 minutes (64 marks) 40% of your total GCSE Mark</p>	<p><b>Assessment:</b> Written exam – 2 hours 15 minutes (96 Marks) 60% of your total GCSE Mark</p>

You will have the opportunity to cover one of the following texts (as a whole) in each category:

**Shakespeare Play:**

- Macbeth

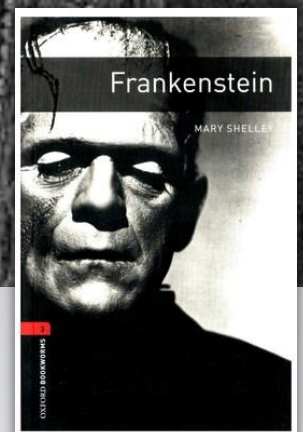
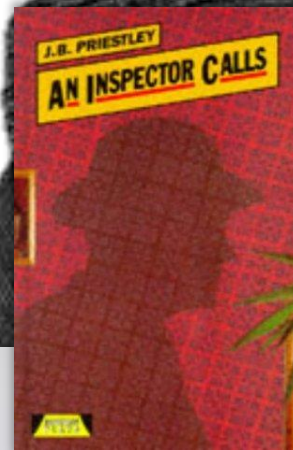
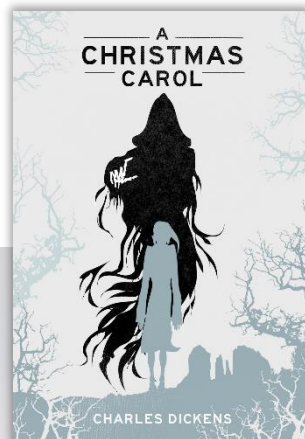
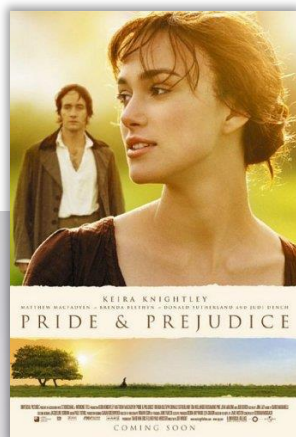


**Modern Texts (Drama or Prose):**

- JB Priestley – Inspector Calls
- Willy Russell – Blood Brothers

**19<sup>th</sup> Century Novel:**

- Robert Louis Stevenson – The Strange Case of Dr Jekyll and Mr Hyde
- Charles Dickens – A Christmas Carol
- Mary Shelley – Frankenstein
- Jane Austen – Pride and Prejudice



# MATHEMATICS GCSE



All students will follow the AQA Mathematics Linear Course (8300).

## Assessment

The GCSE Mathematics course has two-tier entry, Foundation (grades 1-5) and Higher (grades 4-9). Assessment is by written examination only; there is no coursework component.

The GCSE course has lots of material and has an increasing emphasis on contextual and problem-solving questions, many of which are multi-staged. The ability to retain and recall key facts in mathematics is fundamental to one's success, regardless of level of attainment.

Assessment consists of three examination papers, each lasting for 90 minutes and each counting for a third of the final grade. The first paper is non-calculator and the remaining two allow a calculator to be used. Each paper may test any content from the syllabus, either discretely or through interlinked questions. Students are expected to be fully equipped for all three of their mathematics exams, this includes full mathematics equipment and a calculator where permitted.

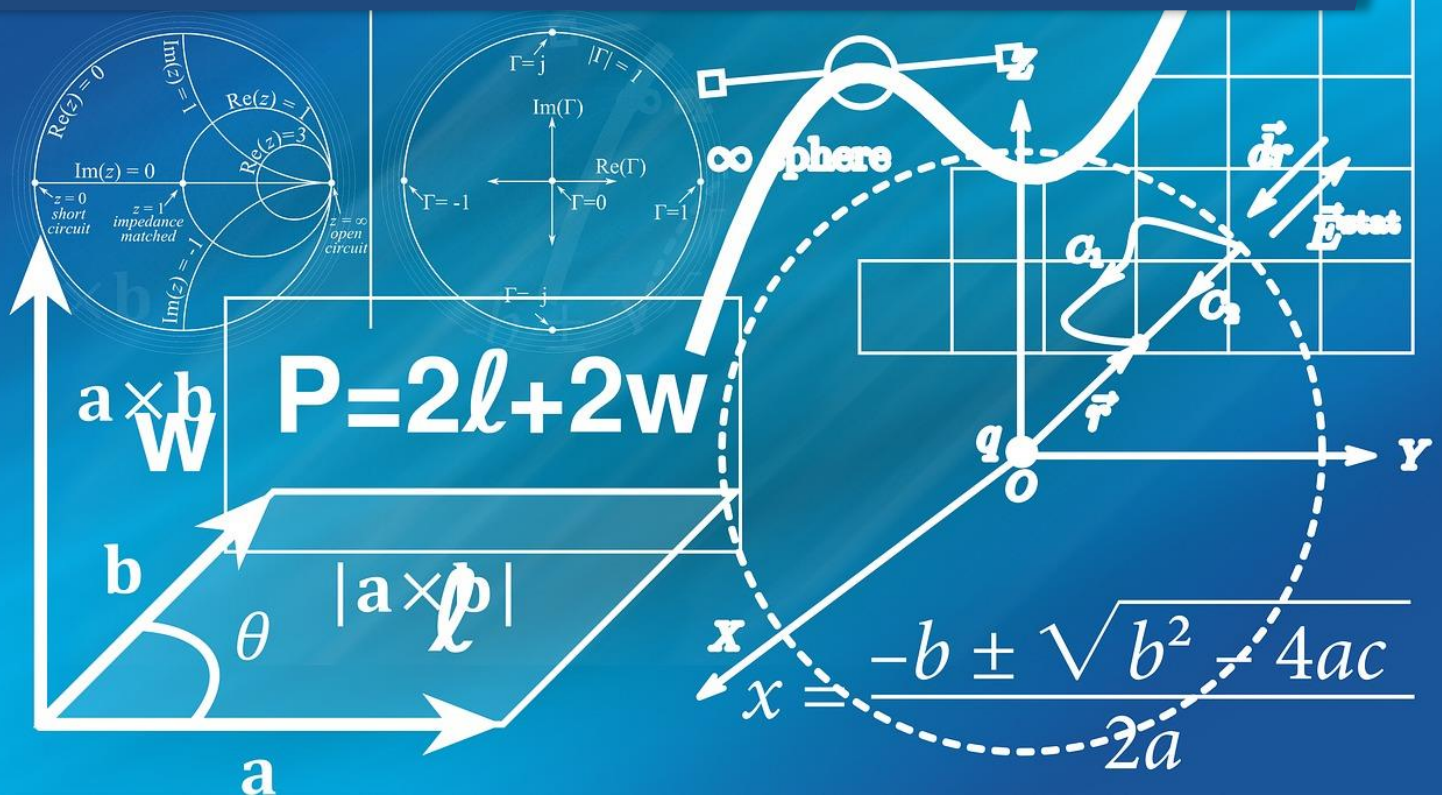
## Content

The content of this course and specification is common to all awarding bodies and is consistent with the statutory Programme of Study for Mathematics in the Key Stage 4 National Curriculum.

Content is grouped into 6 main areas: Number, Algebra, Ratio & Proportion, Geometry & Measures, Probability and Statistics. However, the ability to make links between these areas will be tested and is essential to being successful at GCSE.

Full details of the specification can be found at:

<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification/specification-at-a-glance>



# GCSE COMBINED SCIENCE: TRILOGY (2 GCSEs)



**OUR PHILOSOPHY: *Science for all***

We believe that science has something to offer every student. That's why we deliver the AQA's suite of science qualifications for Key Stage 4, as we believe that this best fits students of all abilities and all aspirations.

The subject content and required practical lessons in this specification are also included in our GCSE Biology, Chemistry and Physics courses. This provides us with the ability to co-teach across our range of classes and share expertise.

All assessment will be via exams with no coursework or controlled assessment element. Practical knowledge will be assessed within the exams with questions based around the required practicals.

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

## What's assessed in the Biology component?

	Paper 1	Paper 2
<b>Topics covered</b>	Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.	Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
<b>How it's assessed</b>	<ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• Foundation and Higher Tier</li><li>• 70 marks</li><li>• 16.7% of GCSE</li></ul>	<ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• Foundation and Higher Tier</li><li>• 70 marks</li><li>• 16.7% of GCSE</li></ul>
<b>Questions</b>	Multiple choice, structured, closed short answer, and open response.	Multiple choice, structured, closed short answer, and open response.

## What's assessed in the Chemistry component?

	Paper 1	Paper 2
<b>Topics covered</b>	Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	Chemistry topics 13–17: The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; and using resources.
<b>How it's assessed</b>	<ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• Foundation and Higher Tier</li><li>• 70 marks</li><li>• 16.7% of GCSE</li></ul>	<ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• Foundation and Higher Tier</li><li>• 70 marks</li><li>• 16.7% of GCSE</li></ul>
<b>Questions</b>	Multiple choice, structured, closed short answer, and open response.	Multiple choice, structured, closed short answer, and open response.

## What's assessed in the Physics component?

	Paper 1	Paper 2
<b>Topics covered</b>	Physics topics 18 – 21: Energy; Electricity; Particle model of matter; and Atomic structure.	Physics topics 22 – 24: Forces; Waves; and Magnetism and electromagnetism.
<b>How it's assessed</b>	<ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• Foundation and Higher Tier</li><li>• 70 marks</li><li>• 16.7% of GCSE</li></ul>	<ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• Foundation and Higher Tier</li><li>• 70 marks</li><li>• 16.7% of GCSE</li></ul>
<b>Questions</b>	Multiple choice, structured, closed short answer, and open response.	Multiple choice, structured, closed short answer, and open response.



**OUR PHILOSOPHY: *Science for all***



We believe that Science has something to offer every student. That's why we deliver the AQA's suite of Science qualifications for Key Stage 4, as we believe that this best fits students of all abilities and all aspirations.

You'll see that our GCSE Biology, along with Chemistry and Physics, is a clear straightforward specification, with clear straightforward exams, so all your students can realise their potential.

All assessment will be via exams with no coursework or controlled assessment element. Practical knowledge will be assessed within the exams with questions based around the required practicals.

## What's assessed for the Biology GCSE?

	Paper 1	Paper 2
<b>Topics covered</b>	Cell biology, organisation, infection and response and bioenergetics.	Homeostasis and response, inheritance, variation and evolution and ecology.
<b>How it's assessed</b>	Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50% of GCSE	Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50% of GCSE
<b>Questions</b>	Multiple choice, structured, closed short answer and open response.	Multiple choice, structured, closed short answer and open response.

## What's assessed for the Chemistry GCSE?

	Paper 1	Paper 2
<b>Topics Covered</b>	Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, and energy changes.	The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources
<b>How it's assessed</b>	Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50% of GCSE	Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50% of GCSE
<b>Questions</b>	Multiple choice, structured, closed short answer and open response.	Multiple choice, structured, closed short answer and open response.

## What's assessed for the Physics GCSE?

	Paper 1	Paper 2
<b>Topics Covered</b>	Energy, Electricity, Particle model of matter, and Atomic structure.	Forces, Waves, Magnetism and Electromagnetism and Space Physics.  Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.
<b>How it's assessed</b>	Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50% of GCSE	Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50% of GCSE
<b>Questions</b>	Multiple choice, structured, closed short answer, and open response.	Multiple choice, structured, closed short answer, and open response.



# CORE PHYSICAL EDUCATION

At Key Stage 4 all students in Years 10 and 11 select areas of study to pursue in greater depth. Knowledge, skills and understanding are developed in chosen areas from a range of activities.

In the programme of study, students will continue to develop the six key areas that they have worked on during the KS3 PE, which are:

- Physical skill development
- Social skills
- Personal skills
- Cognitive skills
- Creativity
- Health and fitness

During Key Stage 4 students tackle complex and demanding activities applying their knowledge of skills, techniques and effective performance. They decide whether to get involved in physical activity that is mainly focused on competing or performing, promoting health and well-being or developing personal fitness. They also decide on roles that suit them best including performer, coach, choreographer, leader and official. The view that they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life. There is also strong research to suggest that regular physical activity improves academic performance.



# PERSONAL DEVELOPMENT

## Course Organisation

This is a modular course consisting of Health Education, Careers and Economic Well-Being Education and Citizenship.

## Health Education

In Years 10 and 11, the Health Education course concentrates on personal safety as well as relationships and sex education (RSE). Legal and moral aspects are considered and the implications of sexual behaviour are included. Contraception, reproduction, infections and self-checks for cancers are covered in lessons, as is an update on drugs education. Sexuality and stereotypes are also discussed. Pornography, incel and coercive control are key focuses in Year 11.

Students learn through a mixture of styles of working – worksheet, knowledge organiser, discussion, videos etc. and there is a large focus on topical information and what is in the news. Students are always welcome to request information from their teacher.

## Careers and Economic Well-Being Education

In Years 10 and 11, the Careers Education course concentrates on skills development and preparation for the world of work. Topics include: writing a Curriculum Vitae; filling in application forms; successful interview techniques; and money management.

During Key Stage 4 students have an opportunity to attend a work experience placement for a one-week period. This is a valuable opportunity to develop key skills for future success. The Work Experience Programme is coordinated by Mrs Hill.

In addition, there will be experiences during Years 10 and 11 during which students will have a chance to participate in 'mock interviews' with members of the local business community, and explore the world of work, education and training through encounters with employers and further and higher education providers.

## Citizenship

The aim of the course is to give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It promotes their spiritual, moral, social and cultural development. Students are encouraged to play a helpful part in the life of the school and their community. It also teaches about our economy and democratic institutions.

Topics taught within the modular programme will include study on the importance of British Values, how to balance competing human rights, the criminal and civil justice system, and UK national politics.

## Religious Education

As part of their core curriculum, all students will study a unit on RE during their PD time. They will be considering a range of moral and philosophical questions, and reflecting on how these impact on their lives and the lives of others. In Year 10 the focus is on forgiveness, and in Year 11 on what it means to live a 'moral' life. This core RE will not be examined.



# COURSE OPTIONS



*Being creative is the next big thing!*

## *Join the Creative Economy!*

Every good company realises that creativity and good design are important factors in generating new business. So your creativity isn't just a way of satisfying your artistic soul...it can open the door to career opportunities as well.

Have you ever considered who has designed your favourite jeans or mobile phone? From joinery to brain surgery, art has many benefits in all walks of life.

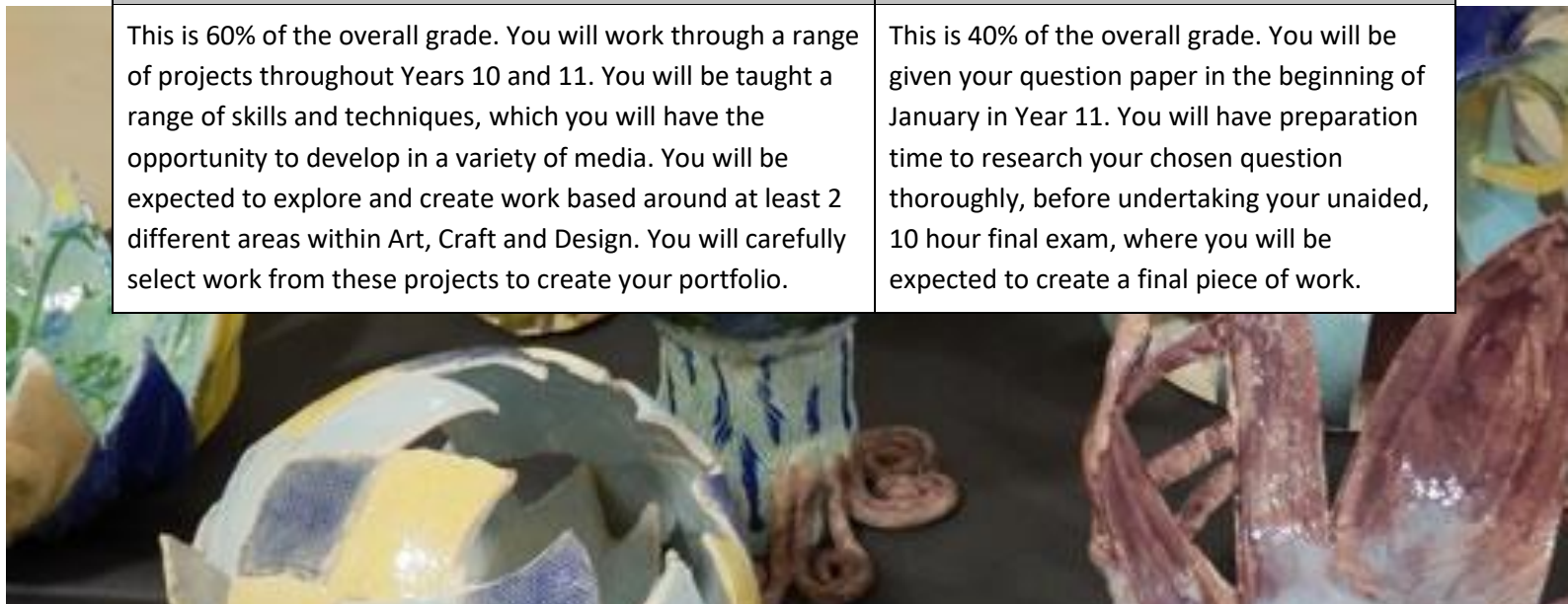
Whether you want to make your fortune from web designing, or want to create the latest animated film blockbuster, or simply enjoy making and creating, then Art and Design would benefit you!

## ART AND DESIGN OPTION

This is a broad 2 year course. You will explore practical and critical/contextual work and develop new skills in a range of 2D and/or 3D processes and new media and technologies.

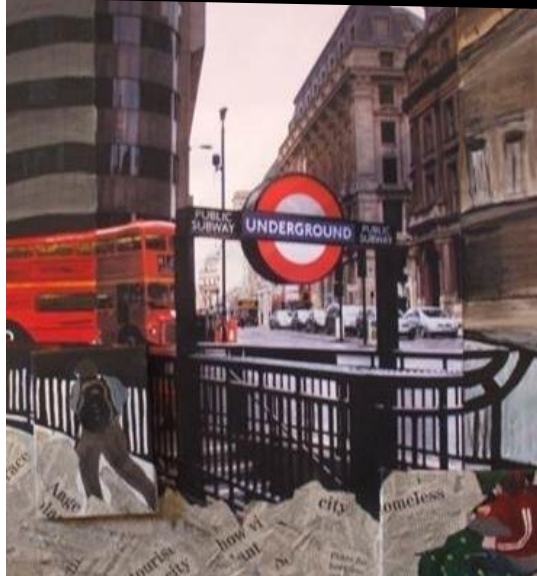
It is an unendorsed course where you will work in a variety of art, craft and design materials and processes. You will produce practical and contextual work associated with two or more of the following areas: fine art, graphic communication, 3D design, photography, printmaking, textiles, ceramics, drawing and painting, mixed media.

Component 1: Portfolio of work	Component 2: Externally set task
This is 60% of the overall grade. You will work through a range of projects throughout Years 10 and 11. You will be taught a range of skills and techniques, which you will have the opportunity to develop in a variety of media. You will be expected to explore and create work based around at least 2 different areas within Art, Craft and Design. You will carefully select work from these projects to create your portfolio.	This is 40% of the overall grade. You will be given your question paper in the beginning of January in Year 11. You will have preparation time to research your chosen question thoroughly, before undertaking your unaided, 10 hour final exam, where you will be expected to create a final piece of work.



Projects are made up of 4 equal parts. Students will need to demonstrate skills, knowledge and understanding in the following areas:

- **Investigate.** Develop your ideas through investigations of the work of others, informed by contextual and other sources demonstrating analytical and cultural understanding.
- **Development.** Refine ideas through experimenting and selecting appropriate resources media materials techniques and processes.
- **Record.** Record ideas and observations relevant to your intentions in visual and/or other forms.
- **Present work and final pieces.** Present a personal and meaningful response showing analytical and critical understanding.



## Homework

You will be expected to complete homework relating to set projects. This may be whole group or specific, individual tasks. Homework is set on a weekly basis and can be done in lunchtimes or in after school sessions; where you will have the assistance of teaching staff or at home.

This is a very rewarding course that not only develops creative skills but also a wide range of transferable skills that are required for a range of subjects and career choices.

For more information on this course and career options see your Art teachers and look at current GCSE work around the department.

# CHILD DEVELOPMENT BTEC Level 1/2 Tech Award

## Who is it for?

Anyone who thinks they might want to work with children up to the age of 5 should consider taking this course. Students do not need to have any particular skills to do this course, but they will need to be interested in the development of children from 0–5 years old and will need to undertake work experience in relevant settings.



## What does the course cover?

There are three units in the course we are offering:

1. Children's Growth and Development	
On completion students should: <ul style="list-style-type: none"><li>• Understand the growth and development of children</li><li>• Understand the characteristics of children's development from birth up to eight years</li><li>• Understand how adults in early year's settings can support children's development</li></ul>	This unit is internally assessed and externally moderated. It is a controlled assignment which will take approximately 10 hours to complete in exam conditions in the classroom environment.  It will include the growth and development of a particular age range and a chosen development and two case studies of children of different ages and abilities.
2. Learning through Play	
On completion students should: <ul style="list-style-type: none"><li>• Understand how children play</li><li>• Understand the different stages and types of play</li><li>• Understand how children's learning can be supported through play</li><li>• What the adult's role is in play activities</li></ul>	This unit is internally assessed and externally moderated. It is a controlled assignment which will take approximately 10 hours to complete in exam conditions in the classroom environment.  It will include writing an article about a child of a certain age and how they will play, creating an activity plan for a child of a set age and creating a play experience for a group of children of a given age
3. Supporting Children to Play, Learn and Develop	
On completion students should: <ul style="list-style-type: none"><li>• Understand how individual needs impact on play, learning and development</li><li>• Know how to create safe environments to support play</li><li>• Be able to adapt play to promote inclusive learning and development</li></ul>	This unit is the externally examined unit and will cover everything that has been taught in the coursework units in addition to the new content.

## How is the course assessed?

There is one external examination and all other work is internally assessed by the school and the Exam Board check the quality of our assessment, by sampling work which will be sent for moderation each year.

Assessment is completed through a series of set assignments. The Exam Board sets the controlled assessment, and it is completed in school under exam conditions supervised by your teacher.

## Is it possible to progress from this course into the Sixth Form?

Yes, you would be able to go on and study BTEC Level 3 Health and Social Care.

## Is there any other important information?

The course will be taught for three hours per week with no compulsory homework.

For more information, please contact Mrs Nettleton.





# DANCE GCSE



**Dance is an expressive subject, which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.**

GCSE Dance follows the AQA Syllabus, which consists of 2 components. You will study a range of dance styles including contemporary dance and develop your ability to perform, choreograph and analyse professional dance works.

Throughout the course you will be taught technique, performance skills and have opportunities to perform in showcases. Other opportunities could include theatre trips to see live dance and workshops with professional dance practitioners.

## What will I be learning about?

Students will follow:

1. Performance and Choreography (60%)	2. Dance Appreciation (40%)
<p><b>Performance (30%)</b></p> <ul style="list-style-type: none"><li>• Two set phrases performed as a soloist (approx. 1 minute in duration each)</li><li>• Duet/trio performance (3½ minutes in duration)</li></ul> <p><b>Choreography (30%)</b></p> <ul style="list-style-type: none"><li>• A solo or group choreography from a stimulus set by the exam board<ul style="list-style-type: none"><li>• Solo (2 to 2½ minutes)</li><li>• Group choreography for 2 to 5 dancers (3 to 3½ minutes)</li></ul></li></ul>	<p>A written examination testing your knowledge and understanding of choreographic processes, performance skills and six set professional works. These include:</p> <ul style="list-style-type: none"><li>• <i>Artificial Things</i> – choreographed by Lucy Bennett</li><li>• <i>A Linha Curva</i> - choreographed by Itzik Galili</li><li>• <i>Infra</i> – choreographed by Wayne Macgregor</li><li>• <i>Shadows</i> – choreographed by Christopher Bruce</li><li>• <i>Within Her Eyes</i> – choreographed by James Cousins</li><li>• <i>Emancipation of Expressionism</i> – choreographed by Kenrick H2O Sandy</li></ul>

## Why should I take GCSE Dance?

Do you enjoy practical lessons? Do you enjoy being creative? Most of all, do you like to dance? In GCSE dance you get the chance to study and work as a soloist and in groups. You should consider taking dance if you aspire to go into dance/performing arts/physical theatre/PE, but also GCSE Dance will develop your social skills (transferable skills) which will coincide with almost any potential career/job you decide to embark on.

## Can I continue my study after GCSE?

Yes – you can take A Level Dance and other suitable A Levels and BTECs such as BTEC Level 3 Extended Certificate in Performing Arts.

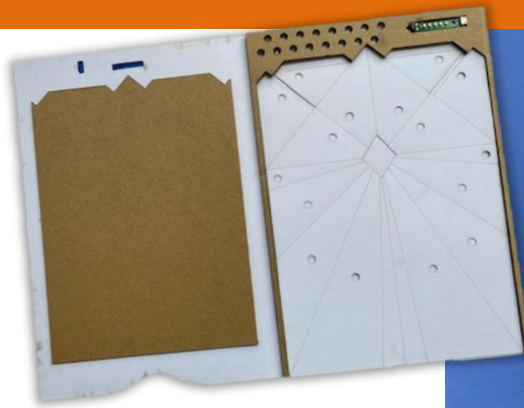


For more information, please see Miss Serrechia

# DESIGN AND TECHNOLOGY: DESIGN ENGINEERING and PRODUCT DESIGN GCSE

Design and Technology offers students the ability to use skills and knowledge to creatively and independently design and make products. The subject requires maturity, independence, discipline, time management, problem solving skills and creativity.

As our economy begins to rely again on the manufacturing industry, we aim to provide courses to prepare students to thrive in careers with bright futures. Architecture, industrial design, food scientist, fashion designer, interior designer and mechanical engineer are just a few of the possible opportunities.



Envelope Lamp

***“Design and Technology is about making things that work well. Creating these things is hugely exciting: it is an inventive fun activity”***  
*Sir James Dyson, Industrial Designer, Inventor and founder of Dyson.*

The following courses will be offered:

- **AQA Design and Technology: Design Engineering and Product Design**
- **AQA Food Preparation and Nutrition**

In all GCSE options, students are required not only to sit a written examination but also to produce a **major piece of coursework**.

**In all of the courses the emphasis is on designing and making quality products.**



**VERSION ONE**

A bar or stopper will have to be put in here as well, otherwise the chair may rock back and injure the client.

to hold up the base of the seat. Alternatively, some kind of locking mechanism could be used, though mechanisms are often a weak-point, so it will need to be durable to ensure longevity. I may add this into the second or third model, as I think adding in too many moving parts might make this model too fragile.

Through modelling I discovered this was a potential weak-point, as it is a 90 degree angle with little surface area holding the two pieces together. In order to fix this I'm going to have to manufacture some right-angled triangles to reinforce the connection and evenly spread the strain.

Chair swivels down to an angle where the rain should be able to simply roll off – no mechanical action from the user should be necessary to remove the water. However, another potential issue here is that rain might collect in the bottom area of the chair – this can be remedied by removing a large chunk of the bottom area so the water can drain out.

**Client comments:**  
I like the design, but a lot of these designs look like they might be uncomfortable as they're flat and angled.

For the final product I will look at ergonomics – on my second model, there is a more angled seat but I could maybe add a curved

frame which allows me to make the model slightly more precise and rigid. I can also drill through and make use of small bolts for my pivot points. I also streamlined the upper area of the frame so it's slightly more aesthetically pleasing, and the chair fits together more cohesively.

I added in a locking mechanism in the form of a dowel rod. It locks the chair into place so people can be seated on it. There is a small channel on the bottom of the seat that guides the rod to the other side so it doesn't slip out of place.

There is an extra piece of dowel on the back also, that serves as extra protection to prevent the chair rocking backwards at any point. It also adds another element of structural stability to the design. In addition, I added in some small right angled triangles to the corners, as squares can be a bit wobbly and fragile, so this makes it more robust.

The rod can slot back in here to hold the seat down, ensuring this part is kept at an angle where the rain can just slide off.

**VERSION TWO**

Here are some websites for you to find out more about careers in DT... and make an informed choice:

**Help and advice for a Creative Career:**

<http://www.creative-choices.co.uk>

**Tomorrow's Engineers:**

<http://www.tomorrowseengineers.org.uk/students/career-finder/>



# DESIGN & TECHNOLOGY (Design Engineering / Product Design)

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

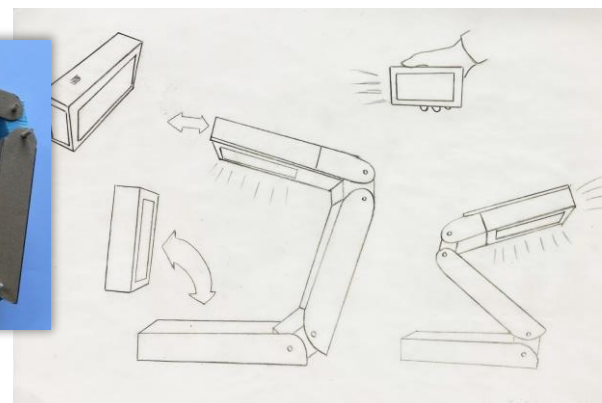
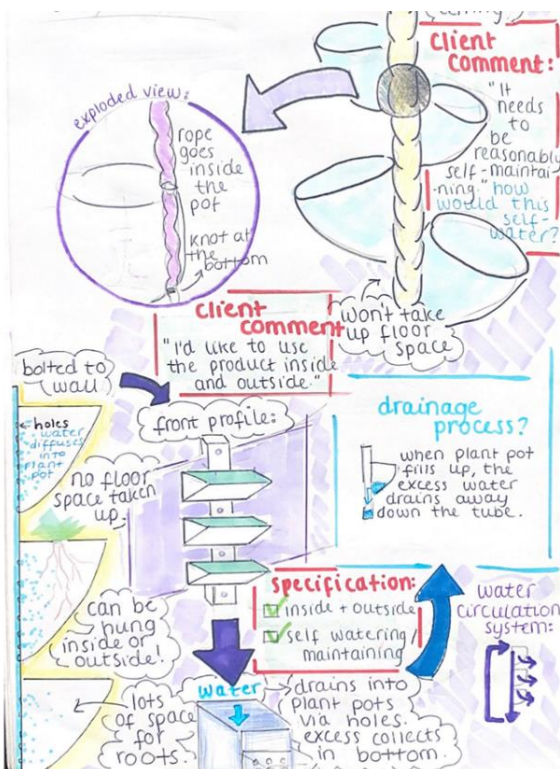
The DT course is equally weighted between the exam and coursework. A focused, determined and self-disciplined approach is needed to overcome problems inherent with designing new products. Students will be expected to write a brief and respond to real life situations. The coursework will be completed within each discrete materials area, although any material will be able to be utilised to best solve the problem. The context title will be released in the Summer just before Year 11 starts, which means that all coursework can only be completed in Year 11. Theory will be completed throughout both years to support success in the final exam. At this point we will communicate with you the interim deadlines designed to support student progress.

The exam covers a variety of core and specific principals where students demonstrate knowledge and understanding of all material areas and theory from energy production through to smart materials and much, much more. The theory expectations are varied and cover design in a much wider context. It's an exciting specification.

This course will suit independent self-disciplined, creative students who enjoy problem solving, and have an interest in the world of design. Students are encouraged to experiment with materials and techniques, take risks and be adventurous within the confines of the given context.

Example contexts include:

- Addressing the needs of the elderly
- Children's learning and development
- The contemporary home



## What will I learn?

In Year 10, students will learn how to shape and form a variety of materials and make a range of products using the selected materials area. Students will learn how design and production techniques have influenced the world. Students will focus on theory lessons throughout both years.

In the Summer of Year 11, students will focus on reacting to the context with a creative brief and solution. As solutions are student driven, they must be determined and resilient. Students are expected to make a contribution to the cost of materials/ ingredients they choose to use.

Everything around us is designed and manufactured: everything from your iPad, to chairs, to pens and buildings.

# DRAMA GCSE

## Why should I take Drama at GCSE?

Drama is an academic subject which aims to inspire creativity and confidence. Whilst the course has both practical and written assessments, the lessons are delivered with a practical approach which encourage critical thinking. There are also many transferable skills which you will develop from taking Drama which can be applied to almost any career path such as the use of teamwork, communication and empathy.

Finally, you should opt for GCSE Drama if you enjoy it!

## What will I be learning about?

The Drama Department will follow the Edexcel Syllabus which consists of 3 components.



### 1. Devising

40%

This component deals with devising which is an exciting and challenging opportunity to work collaboratively to explore a stimulus in order to create an original performance piece.

There are three areas of focus:

- Creating and developing the devised performance;
- The performance;
- Analysing and evaluating the creative process and the group performance.



### 2. Performance from Text

20%

A practical examination of two scripted extracts from a play to an audience including a visiting examiner. The performances can be any combination of monologue, duologue or group performance.



### 3. Theatre Makers in Practice

40%

This is a written exam in two sections:

1. 6 questions on how we move 'from page to stage' based on an extract from a set text;
2. 2 questions on a live theatre performance that you have seen.



For more information, please see  
Miss Serrechia or Miss Inglesfield

# FOOD PREPARATION AND NUTRITION GCSE

GCSE Food Preparation and Nutrition is an exciting and creative course which has a focus on theoretical knowledge as well as practical skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification aims to focus on students' practical cookery skills alongside a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

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



The food industry is Britain's largest industry, and Food Preparation and Nutrition is a useful subject that could lead to careers in nutrition, medicine, dietetics, food product development, marketing, manufacturing, hospitality, food styling, journalism and many more.

Upon completion of this course, students will be qualified to go on to further study, including the Food Science and Nutrition Course at Sixth form, one of many nutrition-based degrees, embark on an apprenticeship or full-time career in the food industries or medical profession.

Students will complete 2 non exam assessments worth a total of 50% of the final grade. The first task is a food science investigation where students will demonstrate an understanding of the working characteristics, functional and chemical properties of ingredients through practical activities.



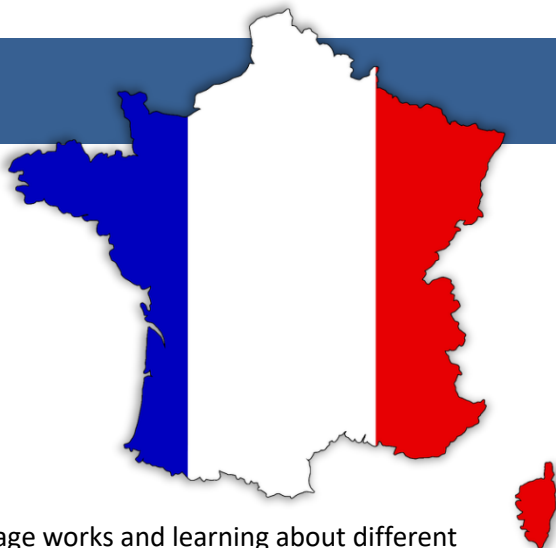
The second task is a food preparation assessment in which students' knowledge, skills and understanding in relation to planning, preparation, nutrition, cooking and presentation of food will be evaluated. Problems to solve and example contexts include:

- Addressing the nutritional needs of different life stages
- British and international cuisines
- Preventing diet related disease and illness

Students will be expected to provide their own ingredients or pay to cover the cost for each practical lesson.

The remaining 50% of the grade is a written examination that will assess the knowledge of food preparation and nutrition and is based on the five core topics listed above.





In the Languages Department, we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something which you should enjoy and find rewarding.

## Why should I study this course?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French is an excellent choice for you.

You will learn to understand a lot more French when you hear it or read it and be able to say and write a lot more in French.

There are many reasons for taking this GCSE course:

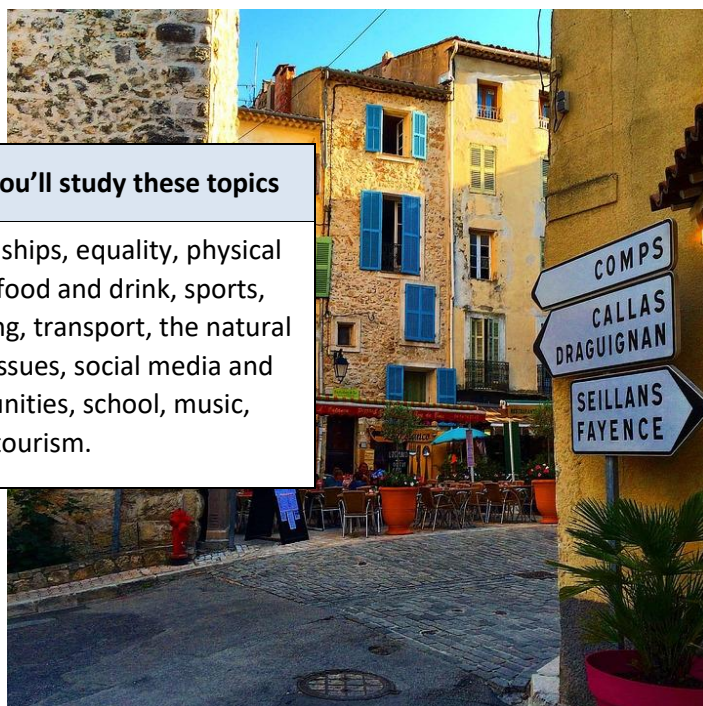
- You will be able to share your interests, ideas and opinions with other people who speak French.
- You will learn about the Countries where French is spoken and get a lot more from a visit there.
- You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.
- You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc.
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

## What do I need to know, or be able to do, before taking this course?

If you've studied French at Key Stage 3, you're well prepared to do this GCSE course. You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on these topics during your GCSE course, as well as moving on to new topics.

## What will I Study?

Themes	Within these themes you'll study these topics
<ul style="list-style-type: none"> <li>• My Personal World</li> <li>• Media and Technology</li> <li>• Lifestyle and Wellbeing</li> <li>• Studying and my Future</li> <li>• My Neighbourhood</li> <li>• Travel and Tourism</li> </ul>	family, friends, relationships, equality, physical and mental wellbeing, food and drink, sports, places in town, shopping, transport, the natural world, environmental issues, social media and gaming, future opportunities, school, music, film, accommodation, tourism.



## How will I be assessed?

There are four exams at the end of the course, in Listening, Speaking, Reading and Writing. Each exam is worth 25% of your overall grade. You are entered for the same tier, Foundation (F) or Higher (H), for all four papers.

Listening	Speaking	Reading	Foundation Writing	Higher Writing
(2 tasks) listening comprehension (question and answers in English), dictation (French into French).	(3 tasks) read aloud and answer 2 questions, role play, picture task with conversation.	(2 tasks) reading comprehension (questions and answers in English), translation from French to English.	(4 tasks) picture-based task, formal writing (40-50 words), informal writing (80-90 words), translation. (English into French)	(3 tasks) informal writing (80-90 words), formal writing (130-150 words), translation. (English into French)

## What can I do after the course?

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons! Taking GCSE French means you will:

- have much more fun when travelling to a French speaking country
- be able to study A Level French
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or to work abroad.



# GEOGRAPHY GCSE

## Who is it for?

Do you want to make sense of the world around you? Geography allows you to get to grips with some of the big questions which affect our world. Geography will help you understand the social, economic and physical forces and processes which constantly shape and change our world.

If you are interested in the natural world and all of its challenges and would like to develop a knowledge and understanding of current events, then Geography is for you!

There has never been a better time to study Geography. It is hands on, it is relevant, and it is fun.

## What does the course cover?

Students follow the new AQA Geography syllabus. There are three themes of study to this course:

1. **Living with the physical environment** (Natural Hazards, UK Physical Landscapes, the Living World)
2. **Challenges in the human environment** (Urban Issues, the Changing Economic World, the Challenge of Resource Management)
3. **Geographical applications** (fieldwork and geographical issues)



## How is the course assessed?

Written exams at the end of Year 11 will enable you to show geographical skills, knowledge and understanding.

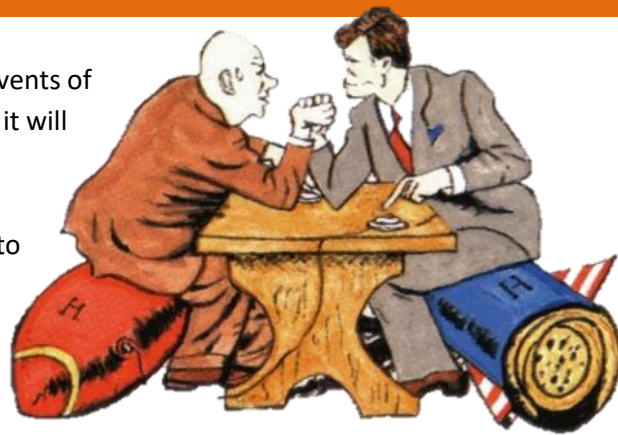
There are three papers examining the themes you will study:

- Paper 1: Living with the physical environment (1 hour 30 minutes - 35%)
- Paper 2: Challenges in the human environment (1 hour 30 minutes - 35%)
- Paper 3: Geographical applications (1 hour 30 minutes- 30%)

Students are examined at the same level, there are no tiered examinations and there is no coursework/controlled assessment. All exams are taken at the end of Year 11.

All students will carry out two days of fieldwork, there will be one trip to study physical geography (landforms and natural processes), and one to study human geography (interaction of humans and their environment).

The GCSE History course is a fascinating study of some of the key events of the past. Undoubtedly the course is designed to challenge you and it will allow you to develop a range of skills that can be used beyond the classroom such as oral and written communication, research and presentation skills and the development of an enquiring approach to the Medieval, Early Modern and Modern world.



## Course Delivery

The aim of the course is to build on the skills students have developed at Key Stage 3. Students will become more proficient in using historical sources, as well as looking at representations of the past. A key focus is teaching students how to handle the demands of the exam papers. To support this, all students build up a portfolio of practice questions, which are marked using the new GCSE exam criteria. This provides them with a bank of written feedback and plots their progress over time. Homework will focus on research and exam practice.

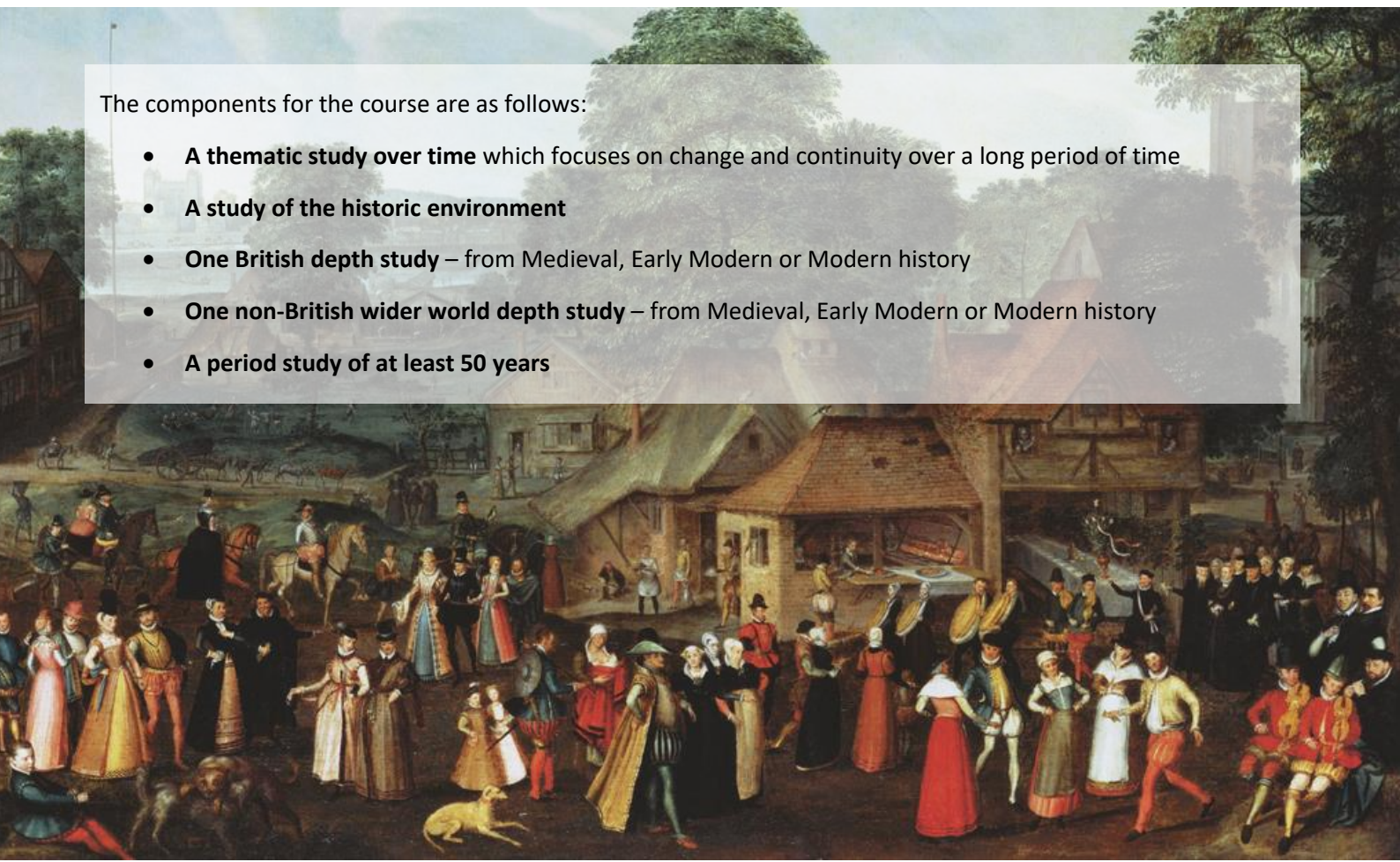
The content of the course is taught through a variety of methods. We use primary sources such as photographs, cartoons and posters, as well as textbooks, documentaries and film extracts, to help students develop their knowledge and understanding of the past from the Medieval to the Modern period. The department also makes extensive use of IT in the classroom to support the learning.

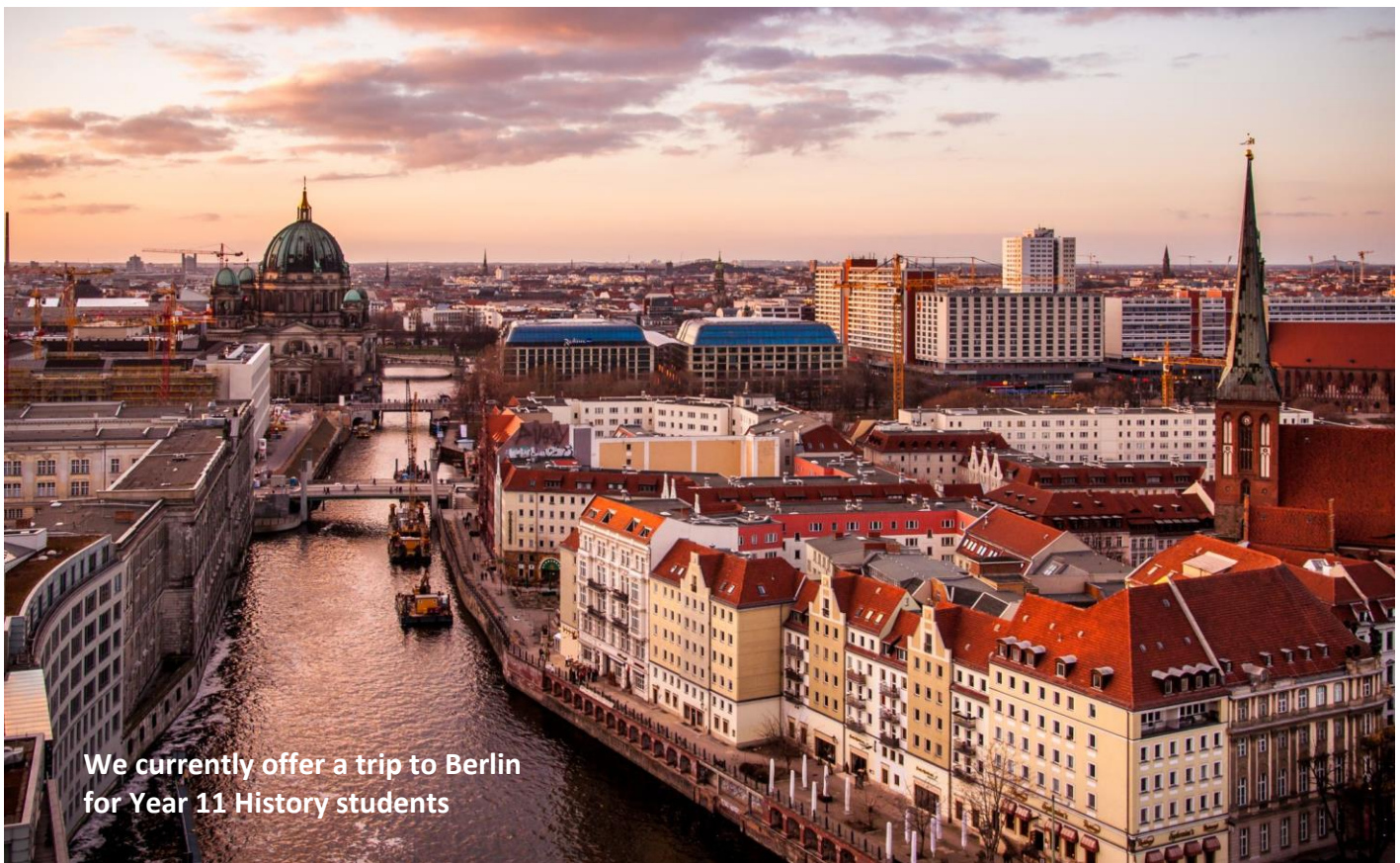
Students are also provided with learning experiences outside of the classroom. We currently offer a trip to Berlin for Year 11 History students, and we arrange a Holocaust Survivor talk, which takes place in school for our Year 10 students.

There are no longer any controlled assessment or coursework components for this course. The course is **100% exam-based** and all exams must be sat at the end of the course.

The components for the course are as follows:

- **A thematic study over time** which focuses on change and continuity over a long period of time
- **A study of the historic environment**
- **One British depth study** – from Medieval, Early Modern or Modern history
- **One non-British wider world depth study** – from Medieval, Early Modern or Modern history
- **A period study of at least 50 years**





We currently offer a trip to Berlin for Year 11 History students

## Course Content:

### **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. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

### **Britain: Health and the people c.1000 to the present day**

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, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

### **Elizabethan England c.1568-1603**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

### **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 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. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

# MEDIA (VIDEO PRODUCTION) Edexcel BTEC Level 1 / Level 2 Tech Award in Creative Digital Media Production

Film and television continue to be a huge and growing part of the British economy, and an increasing number of Universities and Colleges offer courses in film, television, digital media skills and animation.

## Who is it for?

Anyone who thinks they might want to work in the media industry should seriously think about taking this course. Anyone who enjoys films, television programmes and animation or is interested in marketing and wants to know more about how they are put together should also consider it, as should anyone who wants to develop digital skills including filming and editing.



You do not need to have any particular skills to do this course, but you will need to be interested in all aspects of film & television and other media products like music videos and advertisements. You should be interested in learning how to make film. You also need to enjoy working on computers, as this is what you will be doing most of the time, and be interested in the media generally, as part of the course covers this.

## What does the course cover?

There are three components in the course we offer:

### Component 1: Exploring Media Products

There are two learning aims for this unit:

- Investigate media products
- Explore how media products are created to provide meaning and engage audiences

You will study the purpose and audience for media products from the three different sectors:

- Moving image
- Publishing
- Interactive

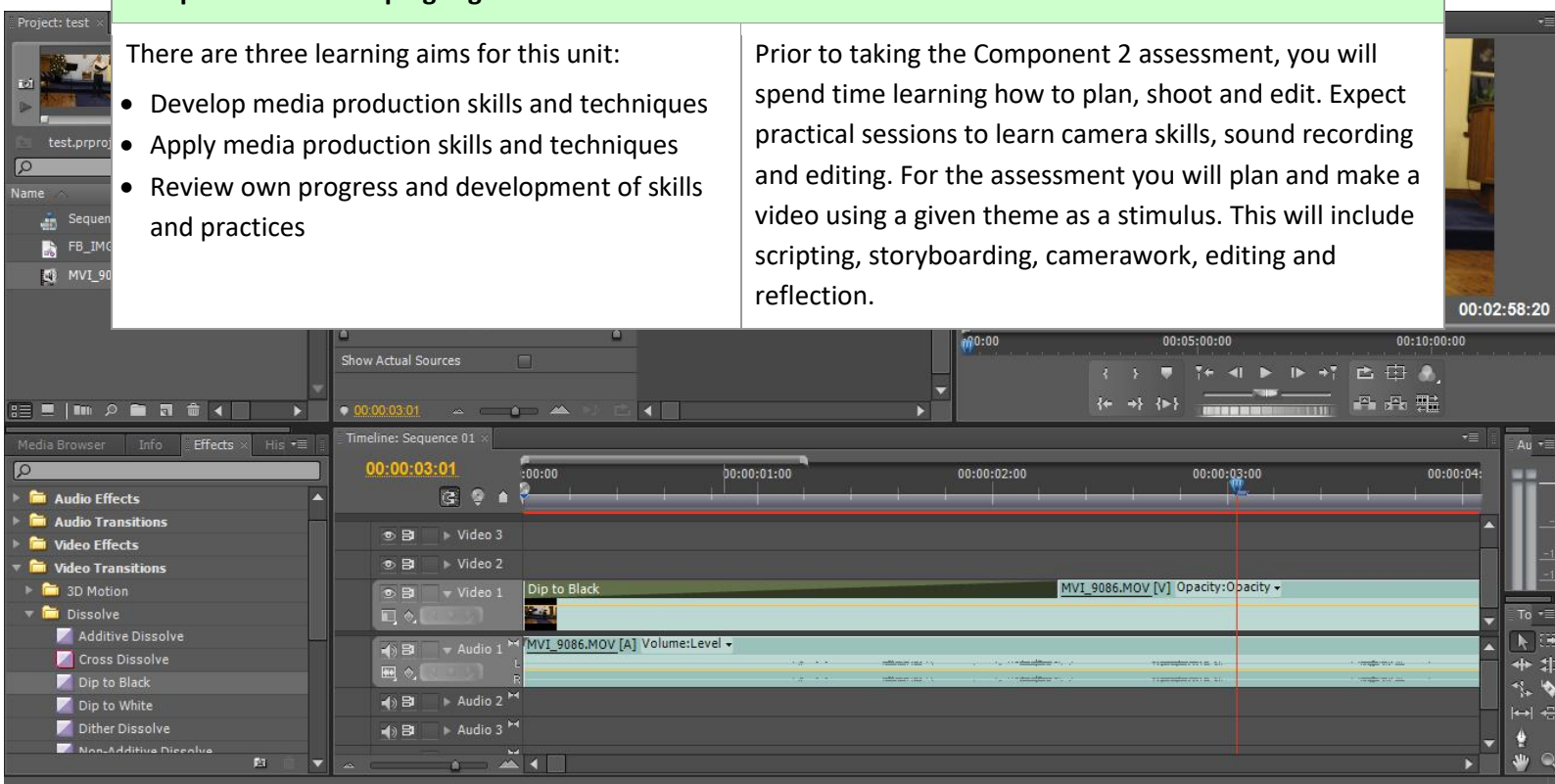
The assessment for this component will ask you to apply your knowledge to a given theme and provide examples and case studies to highlight your understanding.

### Component 2: Developing Digital Media Production Skills

There are three learning aims for this unit:

- Develop media production skills and techniques
- Apply media production skills and techniques
- Review own progress and development of skills and practices

Prior to taking the Component 2 assessment, you will spend time learning how to plan, shoot and edit. Expect practical sessions to learn camera skills, sound recording and editing. For the assessment you will plan and make a video using a given theme as a stimulus. This will include scripting, storyboarding, camerawork, editing and reflection.



### Component 3: Creating a Media Product in Response to a Brief (external assessment)

There are four assessment objectives for this unit:

- Understand how to develop ideas in response to a brief
- Develop planning materials in response to a brief
- Apply media production skills and techniques to the creation of a media product
- Create and refine a media product to meet the requirements of a brief

You will take everything you have learned about making videos and apply it to a brief from the exam board. You will have a limited time to plan a response to the brief, then a few weeks to get everything ready before finally editing your video in a limited time slot.

### How is the course assessed?

Components 1 and 2 are both assessed in school with the marking checked by the Exam Board. Component 3 is completed in class time in school but marked by the Exam Board.

Assessment is done through a series of assignments. The Exam Board insists that assignment briefs show you exactly what you are assessed on and include the assessment criteria so you can see exactly what you have to do.

Students are assessed through a wide variety of means. There is assessed practical work and reports and evaluations which can be written or spoken – you will sometimes have a choice about how to present your work. Precise details of the assessments required will be included in each assignment brief.

### Is it possible to progress from this course into the Sixth Form?

We currently offer a Level 3 BTEC in Broadcast & Studio and this is the ideal progression route, perhaps before moving on to study film & television production or animation at university.

### Is there any other important information?

The course does not always have regular homework, although you will often be expected to do work outside school as the assignments require. School computers with the specialist software will be made available by arrangement if you need them, at lunchtime and/or after school.

Some previous student film work is available on the Media Department YouTube channel at <https://www.youtube.com/user/williamhbroadcast>

Mrs Gregory currently teaches this course and it is intended that she will teach this course in September 2026 as well. For more information, please see Mrs Gregory or access the Edexcel website at: <http://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>



# MUSIC GCSE

**Music GCSE is a practical course for anyone who enjoys Music.**

The performance element of the course requires that students will have reached approximately Grade 3 standard by the final term of the course in Year 11. This is manageable for all students, even if they have not previously studied an instrument, other than in Key Stage 3 classroom Music lessons. Students are offered free one-to-one singing or instrumental lessons to support this part of the course.

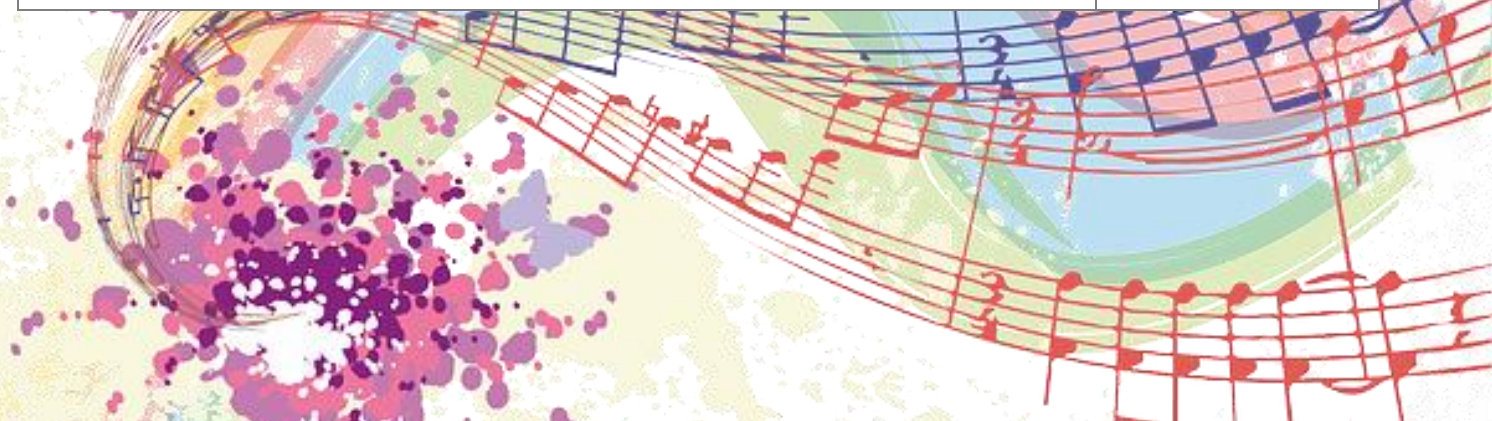
*"Music is great – I look forward to it every week – whilst still being challenging, it is an opportunity for us to escape the heavier writing and reading from other subjects – the practical elements allow us the freedom to be creative and does not restrict us"*

## Course Content: EDUQAS Music GCSE

Students will explore how great pieces of music are put together, using these techniques to compose their own music. This will involve using computer software as well as being encouraged to write for a specific purpose and style.

Students will listen to a variety of music, learning how to identify musical elements and being able to describe how these elements are used to create specific effects/moods. There will also be a focus on how music is used for different purposes and occasions.

Unit	Assessment
<p><b>1. Performing Music</b></p> <p>Students will prepare for this unit throughout their GCSE course with the support from their free one to one instrumental/singing tuition.</p> <p>In Year 11 they must perform a minimum of two pieces, lasting a total of 4-6 minutes. One piece must be a solo, the other an ensemble (group piece). The pieces performed must be of Grade 3 or above standard.</p>	<p>Two performances</p> <p>Internally assessed/ Externally moderated</p> <p>30%</p>
<p><b>2. Composing Music</b></p> <p>Students will prepare for this unit throughout their GCSE course, where they will be taught how to compose using specific elements to create music in various styles.</p> <p>In Year 11 they are to compose two pieces: one in response to a brief set by the exam board; the other to be a 'free composition' where students can compose in any style.</p>	<p>Two compositions</p> <p>Internally assessed/ Externally moderated</p> <p>30%</p>
<p><b>3. Music - Listening &amp; appraising</b></p> <p>Students will prepare for this 1hour 15min exam throughout their GCSE Course. The listening examination will have 8 questions, 2 based on each area of study:</p> <ul style="list-style-type: none"> <li>• AoS 1: Musical Forms and Devices (including a set work)</li> <li>• AoS 2: Music for Ensemble</li> <li>• AoS 3: Film Music</li> <li>• AoS 4: Popular Music (including a set work)</li> </ul>	<p>Written paper with CD</p> <p>External</p> <p>40%</p>



## Where can music lead to?

Music GCSE can lead to studying Music at A Level and Degree Level.

Music offers a wide range of career options available, both inside and outside the industry including performer, teacher, music therapist, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher. The range of roles can seem quite endless!

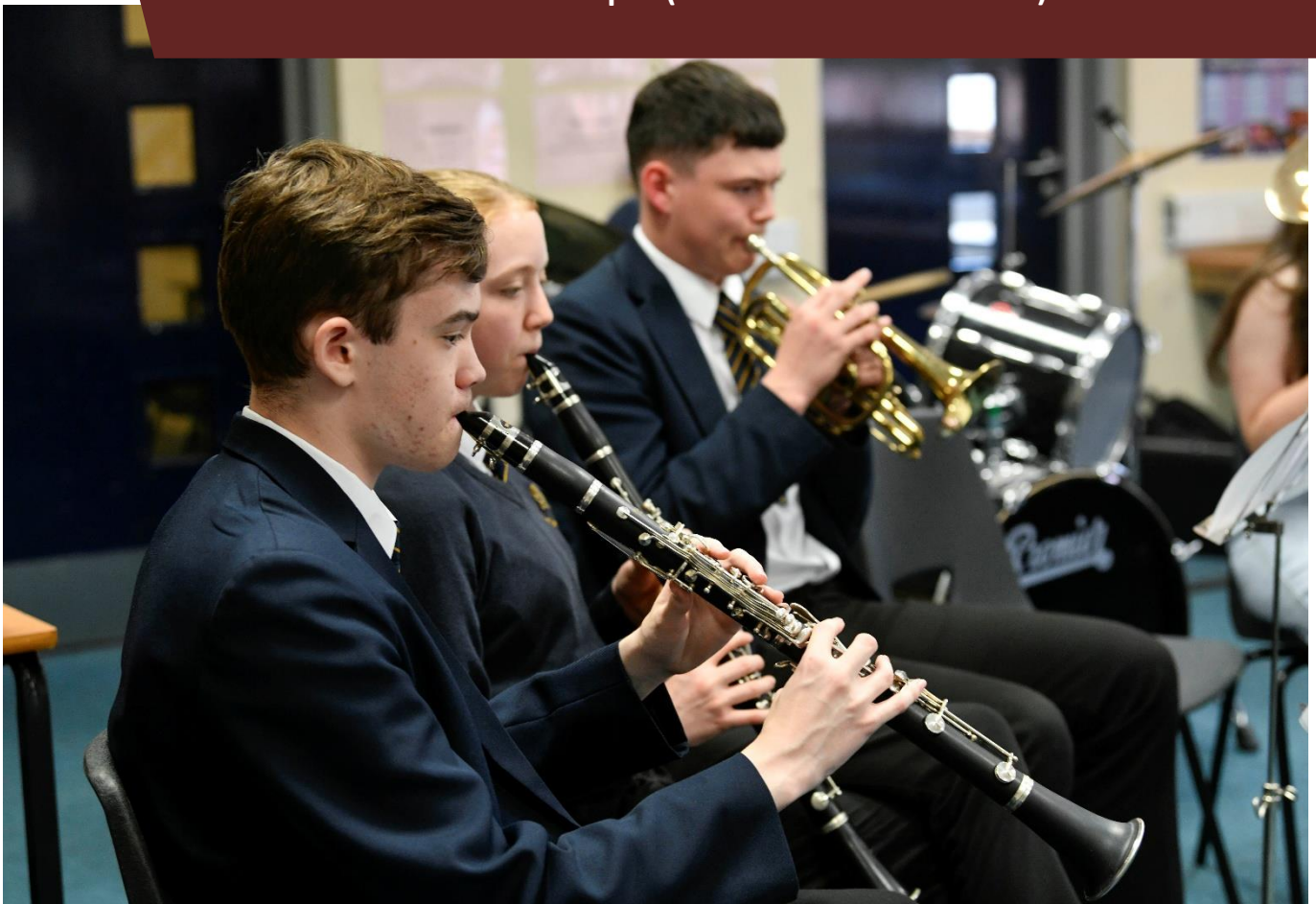
There are also more jobs than ever in music/arts business related areas, such as careers in digital marketing, social media, PR, technology, label services, arts administrator, TV and Film production, ticketing and merchandising.

It is very common to find GCSE music students in consultancy, finance, banking, medicine, and legal jobs.

Music can take you anywhere – you learn so many transferable skills such as confidence, teamwork, resilience, creativity and independence.

In the future, creativity is going to be one of the most important and in-demand skills at work (World Economic Forum). When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give the chance to succeed – whatever your ambitions. At the same time, students will find many opportunities to develop and improve their personal wellbeing both independently and as part of a wider community.

**GCSE Music is an exciting course for anyone wishing to develop and improve their musical skills. If you have any questions, please don't hesitate to ask Mrs Cooper (Director of Performance)**



# PE / Level 2 SPORTS PATHWAY

The sports pathway will lead to a qualification in either GCSE PE or a vocational BTEC Level 2 Award. Both courses are fully recognised by schools, colleges and Higher Education providers.

Students who select to study Sport at Level 2 will begin their learning journey as one cohort. Lessons will be practical and classroom theory based, investigating the importance of warm-ups and different reasons why individuals take part in sport and physical activity.

A decision in October will be made with regards to the most appropriate course for the student to reach their full potential. They will then be 're-grouped' to help refine and tailor their learning to suit the assessment needs of the course.

In brief, the differences are outlined in the table below. Both qualifications cover similar topics and enable future progression onto KS5, Level 3 Sports courses. The way in which the course is assessed is the biggest difference.



	Sport (2022) BTEC Tech Award Level 2	AQA GCSE Physical Education
<b>How many units are assessed?</b>	3	6 plus an NEA (Non-Examined Assessment)
<b>Are there written exams?</b>	1, at the end of Year 11	2, at the end of Year 11
<b>Is there coursework?</b>	2 units are assessed by internally marked coursework. The assignment is set by Pearson (PSA)	1 x Self Evaluation and analysis in one sport
<b>Is there a practical assessment</b>	In Component 1 you have to lead a warm-up In component 2 you are assessed in a sport as a performer and as an official	You are assessed in multiple sports but your final assessment is made up of your best 3 combination. 1 x Team sport 1 x Individual sport 1 x Individual or team
<b>Is it hard?</b>	Assessment is in Year 10 and in Year 11 and these count towards your final grade. The assignments are completed under high levels of control in school time with limited feedback to help you improve your work. It is a Level 2 qualification so expect the work to be challenging but rewarding.	Assessment is in Year 11 with the final practical in Jan – April and 2 external exams in May/ June. In-house assessment is continual and is during PE lessons. It is essential that you participate in sports competitively outside of school.
<b>What is the weighting?</b>	30% for each internally assessed component (1 & 2) 40% for the component 3	60% theory 40% NEA practical (10% each sport, 10% written coursework)
<b>What is the grading structure?</b>	Level 1 – Pass, Merit, Distinction Level 2 – Pass, Merit, Distinction and Distinction *	Grade 1 - 9

# PHOTOGRAPHY GCSE

Being creative is the next big thing!

Every good company realises that creativity and good design are important factors in generating new business. So, your creativity isn't just a way of satisfying your artistic soul...it can open the door to career opportunities as well.

This is a 2-year course. You will explore practical and critical/contextual work and develop new skills in a range of lens-based and light-based media, techniques and processes, including traditional and new technologies. You will explore relevant images, artefacts and resources from the past and recent times, including different styles, genres and traditions.

## Unit 1: Portfolio of work

This is 60% of the overall grade. You will be working in one or more of the following areas: portraiture, landscape, still-life, fashion, moving image, multimedia, documentary and computer manipulated photography. You will be given a variety of projects and starting points and will be taught a range of skills and techniques. Work from these projects will be used to create your portfolio.

## Unit 2: Externally set task

This is 40% of the overall grade. You will be given your question paper at the beginning of January in Year 11. You will have preparation time to research your chosen question thoroughly, before undertaking your unaided, 10-hour final exam where you will be expected to create a final piece of work.

**Projects** are made up of 4 equal parts. Students will need to demonstrate skills, knowledge and understanding in the following areas:

- **Investigate:** You will develop your ideas through investigations informed by contextual and other sources, including historical and contemporary developments, different styles and genres, how images, artefacts and products relate to social, historical, vocational and cultural contexts. You will demonstrate analytical and cultural understanding.
- **Development:** You will refine ideas through experimenting and selecting appropriate resources media materials techniques and processes responding to a theme, issue, concept or idea.
- **Record:** You will explore formal elements, such as line, form, colour, tone, pattern and texture. You will show the use of viewpoint, composition, focus control, movement and narrative. You will record ideas observations and insights relevant to intentions in visual and/or other forms.
- **Present work and Final piece/s:** You will present a personal, informed work demonstrating a meaningful response, showing analytical and critical understanding. You will use appropriate techniques, technologies and equipment and show understanding of developing, printing, manipulation and production qualities.



### Homework

You will be expected to complete homework relating to set projects. This may be whole group or specific, individual tasks. Homework is set on a weekly basis and may be done in lunchtimes or in after school sessions, where you will have the assistance of teaching staff or at home.

This is a very rewarding course that not only develops creative skills but also a wide range of transferable skills that are required for an array of subjects and career choices.

For more information on this course and career options see your Art teachers and look at current GCSE work around the department.



## Who is it for?

The course is suitable for everyone, regardless of ability or belief. People of any faith or no faith will enjoy the subject.

## What is it all about?

This course will give you the opportunity to explore some of the biggest moral and philosophical questions that affect all our lives. You will be encouraged to understand and explain your own views on a range of issues such as abortion, euthanasia, sexuality, life after death, war, peace and justice. Our study of these issues will be enriched through the study of the beliefs, teachings and practices of world two religions: Judaism and Christianity.

If you enjoy discussion, debate, learning about faith groups and exploring new ways of thinking, then GCSE Religious Studies is the subject for you!

## Why choose Religious Studies?

A GCSE in Religious Studies is a sign of a well-rounded student who can understand and relate to people. It is a great preparation for A Level subjects such as Philosophy, Psychology or Law. The subject would benefit anyone considering a career that involves working closely with people. You will develop skills of debate and understanding and gain a fascinating insight into viewpoints and cultures that differ from your own.

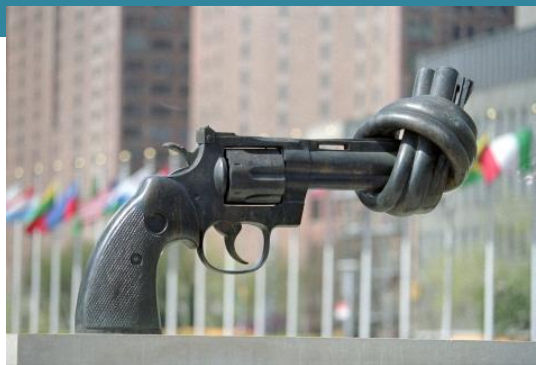
## What will I study?

The course is split into two parts: **the study of two different religions, and four moral themes.**

<b>Two religions</b>	
We will be looking at the central beliefs and practices of two contrasting religions: <b>Christianity</b> and <b>Judaism</b> . This will be an opportunity to stretch yourself and gain an in-depth understanding of two of the world's most important faiths. During the course it is our plan to take students to visit places of Christian and Jewish worship in Carlisle and Newcastle and to bring into school leaders in both religions to work with students.	
<b>Moral themes</b> – we shall be exploring some fascinating questions:	
<b>The existence of God and revelation:</b> Are there convincing arguments for the existence of God? Do miracles really happen? Why would a loving God allow suffering in the world?	<b>Peace and conflict:</b> Are there ever good reasons to use violence or go to war? Why does religious belief lead some people to engage in conflict and other people to work for peace and reconciliation?
<b>Religion and life:</b> How did life begin, and does it matter? Is there life after death? Are abortion and euthanasia acceptable? Do we have a responsibility to care for animals?	<b>Crime and punishment:</b> Why do we punish criminals? Is the death penalty acceptable? Should we try to forgive people who have done terrible things to us?

## How is it assessed?

There will be two exams at the end of Year 11, each lasting one hour and forty-five minutes. Students need to give a mixture of shorter and longer answers.





In the Languages Department, we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something which you should enjoy and find rewarding.

## Why should I study this course?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE Spanish is an excellent choice for you.

You will learn to understand a lot more Spanish when you hear it or read it and be able to say and write a lot more in Spanish.

There are many reasons for taking this GCSE course.

- You will be able to share your interests, ideas and opinions with other people who speak Spanish.
- You will learn about the Countries where Spanish is spoken and get a lot more from a visit there.
- You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.
- You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc.
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

## What do I need to know, or be able to do, before taking this course?

If you've studied Spanish at Key Stage 3, you're well prepared to do this GCSE course. You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on these topics during your GCSE course, as well as moving on to new topics.

## What will I Study?

Themes	Within these themes you'll study these topics
<ul style="list-style-type: none"> <li>• My Personal World</li> <li>• Media and Technology</li> <li>• Lifestyle and Wellbeing</li> <li>• Studying and my Future</li> <li>• My Neighbourhood</li> <li>• Travel and Tourism</li> </ul>	family, friends, relationships, equality, physical and mental wellbeing, food and drink, sports, places in town, shopping, transport, the natural world, environmental issues, social media and gaming, future opportunities, school, music, film, accommodation, tourism.



## How will I be assessed?

There are four exams at the end of the course, in Listening, Speaking, Reading and Writing. These will take place at the end of Year 11 and equivalent to 50 marks each.

Paper 1: Speaking	Paper 2: Listening	Paper 3: Reading	Paper 4: Writing
<p><b>Task 1:</b> Reading aloud (on one thematic context) - read aloud a short passage and answer two straightforward opinion-based questions.</p> <p><b>Task 2:</b> Role play based on one of ten possible transactional settings – ask and answer short questions.</p> <p><b>Task 3:</b> Photo card and follow up conversation based on one thematic context you will have chosen in advance.</p>	<p><b>Section A:</b> Listening comprehension – multiple choice, multiple response and short open response questions (question and answers in English, audio in Spanish).</p> <p><b>Section B:</b> Dictation – copy down the Spanish that you hear. 2/3 sentences to be completed with single words and 3/4 sentences copied in full.</p>	<p><b>Section A:</b> Reading comprehension – multiple choice, multiple response and short open response questions (questions and answers in English, text in Spanish).</p> <p><b>Section B:</b> Translation from Spanish to English. Foundation – 5 sentences Higher – 1 passage</p>	<p><b>Foundation:</b> Three open-response questions and one translation (English into Spanish)</p> <p><b>Higher:</b> Two open-response questions and one translation (English into Spanish)</p>



## What can I do after the course?

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons! Taking GCSE Spanish means you will:

- have much more fun when travelling to a Spanish speaking country
- be able to study A Level Spanish
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or to work abroad.



T 016977 45700  
E [mail@williamhoward.cumbria.sch.uk](mailto:mail@williamhoward.cumbria.sch.uk)  
W [www.williamhoward.cumbria.sch.uk](http://www.williamhoward.cumbria.sch.uk)

**KS4**  
**OPTIONS**  
**PROSPECTUS**  
**2026**