



OPTIONS

Options Booklet 2017

Y8

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THE OPTIONS PROCESS STEP-BY-STEP

In order to make the best choice of subjects to study in Years 9, 10 and 11, we suggest you follow the 5 steps listed below:

STEP 1 Take time to read through this booklet and consider which subjects you would like to study next year.

STEP 2 Come to the OPTIONS LAUNCH EVENING on Wednesday 11th January to have the whole process explained and to find out about option subjects at GCSE:

STEP 3 Attend Y8 Parents Evening at which you will be able to discuss students' current progress and attainment with their subject teachers. You will also be able to gauge a student's suitability for KS4 optional subjects.

Wednesday 1st February: 8T and 8Y, Wednesday 8th February 8W

STEP 4 Complete the Options Application Form (separate sheet).

STEP 5 Return the Options Application Form to Mrs Sharp in her office in North Block (next to the Principal's office) by 3.00pm, Monday 20th February.

Dear Parents/Carers and Students

We wrote to you at the end of the Autumn Term to inform you that Year 8 students were about to get started with the Options process. We would now like to welcome you to the start of the journey! This brochure contains all the information you need to make an informed decision about the subjects students will study from Year 9 to Year 11.

The 3-year Key Stage 4 is now well-established at Wymondham High - as well as having become the norm in high schools across Norfolk and beyond. We firmly believe that a three year journey towards GCSEs is of real benefit to all our students. All our subjects provide a 'foundation year' before embarking on GCSE syllabuses. This allows the students to get in to the new courses in some depth, developing the necessary skills before tackling the GCSE syllabuses towards the end of Year 9 or at the start of Year 10.

At Wymondham High, the "Broad and Balanced" Key Stage 4 curriculum has been designed to strike a balance between making sure that students study a wide range of subjects and allowing them to develop their own interests. In September, when our current Year 8 students will be starting Key Stage 4, there will be a CORE of compulsory subjects as well as a series of OPTIONAL subjects. This curriculum also ensures that the academy is complying with the Attainment/Progress 8 accountability measure.

We have taken great care to ensure that what is offered at Key Stage 4 within school reflects the rapidly changing national picture where GCSEs are completing fundamental reform. To reflect DfE policy and guidance, nearly all the available courses are GCSEs but there are also a few BTEC courses with a vocational emphasis (more direct focus on the world of work). Both awards carry equal weight as level 2 qualifications for entry in to our sixth form. The Options Application Form provides an overview of the subjects and Routes available (separate sheet).

What happens next?

1. Options Launch Evening Wednesday 11th January, from 5pm in the North Hall.
8T from 5.00pm; 8W from 5.30pm; 8Y from 6.00pm; Finish 7.30pm
2. Y8 Parents Evening at which you will be able to discuss students' current progress and attainment with their subject teachers. You will also be able to gauge a student's suitability for KS4 optional subjects.
Wednesday 1st February: 8T and 8Y, Wednesday 8th February: 8W.
3. Following this consultation period, we ask you to complete the Options Application Form (separate sheet). This should then be handed to Mrs Sharp in her office in the North Block (next to the Principal's office) by **3.00pm, Monday 20th February**. The processing of these forms will begin on **Tuesday 21st February**.

Every effort will be made to accommodate the subject choices of all students who return their forms on or before this date but it could be more difficult to give the same guarantee to later returns. Whilst our aim will be to satisfy all students' first preferences, we may need to consider reserve preferences. Once the selections have been finalised, students are expected to follow their chosen subjects from the start of Year 9.

J Dickson, Assistant Principal

Choosing Your Options

Make a Broad and Balanced Choice of Subjects

1. OPTIONS EXPLAINED

- Some subjects in Year 9 are compulsory and these are called CORE SUBJECTS.
- By contrast, an ENTITLEMENT is a group of subjects that must be available for students to study if they so wish. At Wymondham High, these Entitlements are arranged in four OPTION POOLS.

2. OPTION ROUTES EXPLAINED

We have tried to make the 3-year Key Stage 4 curriculum as flexible as possible. There is some flexibility even within the compulsory core curriculum! To deliver the Entitlements, we have designed 3 different OPTIONS ROUTES. Each Route features a different combination of the various qualifications we offer.

Route 1: Core + 4 Optional Subjects

Route 2: (from Y10 only): Core + 3 Options + College Course

ROUTE 1

Core + 4 Optional Subjects

All students will start off KS4 by following ROUTE 1. Since most subjects intend to offer a FOUNDATION YEAR in Year 9, it makes sense for students to choose 4 optional subjects that they will study alongside the compulsory core. By doing so, they will be 'keeping their options open' in a very real sense!

ROUTE 2 *From Y10 and by invitation only* Core + Optional subjects + College Course

Students will be invited to join the ROUTE 2 from Year 10. The college courses we offer are challenging and exciting opportunities for well-motivated 14–16 year old students with a passion to develop their understanding and skills in a sector in which they have a genuine interest or career aspiration.

The projects and assignments are based on realistic workplace situations, activities and demands, and are designed to develop skills and understanding of the sector. Students will also come into contact with new people and learning environments, and will gain valuable experience to help them think about life after school.

Students suited to ROUTE 2 will be invited to apply for a college course during the Spring Term of Year 9. If successful, they will continue with their core subjects in Year 10. **They will also carry on with their Humanities and Languages and IT options. They will however drop the Open Option subjects to enable them to attend college for one day a week during Years 10 and 11.**

College courses will be delivered by Easton College; City College Norwich; Norfolk Training Services; and other partners to make use of the best specialist facilities and staff. Real work experience – personalised to each student's interests – is included as part of all college courses. We will not know until early 2018 exactly which college courses will be on offer from September 2018. Popular courses in the past have included: Childcare; Construction; Hair and Beauty; Health and Social; Land-based Courses (Animal Care; Engineering; Horticulture).

TYPES OF QUALIFICATION WE OFFER

QUALIFICATION	SUBJECT	GCSE VALUE
GCSE	Most subjects	1 GCSE
BTEC 1st Award*	ICT/College Courses	1 GCSE (equivalent)*
BTEC 1st Certificate*	College Courses	2 GCSEs (equivalent)*

3.1 BTECS

Most college courses are accredited by BTECs. These courses are organised through the Business and Technology Education Council. Where GCSEs focus on particular subjects, BTECs will focus instead on qualifications for specific careers. These vocational courses tend to be a little more 'hands on', so if they appeal to you, then they could be the right choice!

Under the new arrangements outlined by the DfE, a list of approved BTEC courses will be published on an annual basis.

* There is now an important distinction to be drawn between the value of a BTEC to the student and its value to the school. For the student, a BTEC First Certificate is worth 2 GCSEs and a BTEC First Award is worth 1 GCSE. A school on the other hand is only able to include two BTEC results per student when measuring its performance and each BTEC only counts as 1 GCSE!

3.2 CURRICULUM ACCESS

For the majority of students at Wymondham High, the provision of a broad and full curriculum offer will provide the right level of challenge at GCSE. However, there are a small number of students who will benefit from significant curriculum adjustment in order to support progress across the curriculum – and particularly in the core areas of English and Mathematics. Consequently, it will be possible for a number of students to undertake a reduced options package and to access additional specialist instruction in both English and Maths during that time.

As well as additional English and Maths tuition, focused on the development of key skills required for examination success, students who are offered the reduced options package will also be provided with opportunities for additional guidance on revision and exam skills. There will also be an opportunity for over-learning and consolidating learning in other areas of the curriculum. Further intervention and support can also be scheduled to coincide with Curriculum Access periods, meaning that the provision of any additional support for those who need it would not affect learning in other areas of the curriculum.

Curriculum Access is a provision that will only be offered to a very small number of students – and therefore admission will be by invitation only. During the options process, Miss Sacre (Director of Learning Support) will contact the parents of students who may be likely to benefit from this provision. If you have any questions about Curriculum Access, please contact Miss Sacre.

CORE»GCSE English Language and English Literature

Awarding Body and Specification: AQA GCSE English Language (8700) and English Literature (8702)



Overview

The three year Key Stage Four Course in English will commence with a foundation stage for all sets. This will focus on the key competencies as examined in the AQA English Language and English Literature course. Students will be set according to ability and an internal examination at the end of Year 9 will provide opportunities for resetting where appropriate.

The examination course will commence in Year 10 and all students will sit the English Language and English Literature courses. A variety of assessments will be completed both within lessons and at home but the GCSE outcome will entirely be dependent on the performance in examinations at the end of Year 11.

Over the course, students will study a range of literary and non-fiction texts in preparation for their end of Year 11 examinations.

English Language

Across the three years, students will develop their analytical and writing skills across a range of literary non-fiction texts. They will also read and analyse literary fiction and develop their comprehension and analytical skills. The department is a thriving, exciting place to learn and our dynamic approaches to learning mean that you will be prepared for your examinations.

English Literature

Every student will study a range of literary texts in detail and every one will read a Shakespeare play, a Victorian novel and a range of poetry. They will also study a modern novel and need to respond to an unseen poem. Every effort will be made to ensure that, as far as possible, students attend trips to the theatre in order to see performances of their texts live.

Progression

English opens many doors: reading and understanding texts will help your comprehension skills – a valuable tool in the outside world; secure writing skills will allow you to communicate clearly with others and is essential for many A level courses; speaking and listening tasks will help build your confidence – another important asset for your future.

CORE » GCSE Mathematics

Awarding Body and Specification: OCR GCSE Mathematics
B J560 (Linear, no coursework)



Overview

Mathematics GCSE consists of 3 examinations at the end of Year 11: two calculator papers and one non-calculator. Topics from Number, Algebra, Geometry & Measure and Probability & Statistics will be spread between all three exams. The subject content for the examination papers is presented in two tiers: Foundation (grades 1 to 5, formerly grades G to B-) or Higher (grades 4 to 9, formerly grades C to A*+). Grade 5 (high C/ low B grade equivalent) achieved on the Foundation tier is identical to a grade 5 on the Higher tier and students will be entered according to the best possible chance for them to secure their potential. Coursework is no longer required for GCSE Mathematics.

Assessment

Assessment Objective A01 (Use & apply standard techniques), weighting 40-50%

Number – Calculating with whole numbers, fractions, decimals, percentages, indices and ratios and using these in other contexts such as financial decision making or probability. The 2017 syllabus will place more emphasis on ratio, proportion and rates of change. Venn diagrams have also been introduced to the syllabus.

Algebra - Evaluating and manipulating algebraic expressions, forming and solving different types of equations (using both algebraic methods and trial & improvement or iteration) and drawing and interpreting graphs.

Geometry & Measure – Using rules and relationships associated with angles, perimeter, area and volume for a variety of shapes including circles and triangles (Pythagoras and Trigonometry). Transforming shapes with reflections, rotations and enlargements. Using units of measure and compound measures such as speed and density.

Probability & Statistics – Calculating and using averages and measures of spread. Presenting data with appropriate graphs and charts and interpreting these to analyse data and draw conclusions. Calculating theoretical and experimental probabilities and expected outcomes.

Assessment Objective A02: Reason, interpret and communicate mathematically (25-30%)

Spotting rules and patterns and communicating these mathematically, assessing the validity of an argument, creating and presenting an argument or proof.

Assessment Objective A03: Solve problems within mathematics and in other contexts (25-30%)

Analysing problems presented as 'larger' questions, where the traditional step by step question structure has been removed. Putting subject skills and facts to use in the context of solving problems. Using strategies to break down problems into a series of manageable tasks.

Pupils are expected to know more formulae as there are no formulae sheets given. However some questions will include the necessary formulae.

Progression

During Year 9 students will study all AO1 topics in order to establish a suitable base of knowledge for Maths GCSE at the appropriate tier of entry. There will also be frequent applied and problem solving tasks in order to improve students' ability to think for themselves, apply the topics learned and form strategies (AO2&3).

During Years 10 & 11 students will study the main GCSE Maths course. There is no longer a need for top sets to take an additional GCSE in 'Further Mathematics' because the new 2016 spec Maths GCSE extends well into the realms of AS level standard Mathematics.

Further Progression

- GCSE Mathematics at a good standard is a requirement for most Sixth Forms and many employment opportunities.
- The skills learnt during the GCSE course provide essential knowledge for everyday life, logistics and personal finance.
- AS/A2 level Mathematics is an extremely well recognised progression supporting a huge number of degree courses and careers such as Economics, Accountancy, Design, Architecture, Law and Medicine. Grades 7 to 9 in GCSE Maths are highly recommended prior to commencing AS level Maths.

For sixth form students who are less confident with the demands of AS mathematics (e.g. grade 5 or 6 equivalent to former GCSE grade B) there is a new Core Maths qualification aimed at developing 'real world' Maths skills and this is an excellent 4th subject choice to help with the mathematical elements of the main 3 other AS subjects (e.g. Biology, Economics).

- For high achieving GCSE students, AS/A2 Further Mathematics is an increasingly popular subject which greatly assists degree courses with a high mathematical content such as Engineering.
- There are a number of degree courses which combine Maths with another subject.

A. Overview

The three year KS4 at Wymondham high has presented us with the opportunity to provide more students with the chance to study the three sciences separately. This will include a significant proportion of students in the cohort and will be tailored at both higher and foundation levels. Students who find the final modules in the separate sciences particularly challenging, may at a later date be individually entered for the double award.

All Year 9 students starting KS4 in September 2017 will follow a science course that will ensure they all develop their scientific knowledge in the common examination material required for all qualifications delivered at the academy. However, when in Year 10, all pupils will progress onto one of the following routes depending on their suitability, which will have been assessed by a range of measures towards the end of Year 9:

GCSE Triple Science

These separate qualifications in Chemistry, Biology and Physics will be part of the new Science Specifications to be commenced in September 2017. The course is assessed entirely through external examinations, however learning through practical science will always be a key feature in its delivery at Wymondham High Academy.

GCSE Double Science

This is expected to be the path that the majority of students follow will follow. The course will be part of the new Science Specifications to be commenced in September 2017. The course is assessed entirely through external examinations, however learning through practical science will always be a key feature in its delivery at Wymondham High Academy.

B. Specifications and Course Structure:

All GCSE Science courses are now linear in nature, meaning that all examinations will be terminal. This means that the current Year 8 students will only be examined at the end of their studies in June 2020. The Department has yet to determine the exact Specification we will be offering for the new course to start in September 2017. However we will be offering a combination of Double and Triple Science as outlined above.

C. Progression

GCSE or Level 1/Level 2 Certificates

Although many sixth form centres will require a minimum of grade 6 as entry requirements to study A level Sciences, the following are possible progression routes with some providers:

- 9 - 6 grades in GCSE can lead to A levels in science subjects.
- 5 - 1 grades in GCSE will allow progression to NVQ level 2 courses.

CORE OPTION » GCSE Computing

Awarding Body and Specification: OCR Computing GCSE
Code J276



Overview

NB Students must choose either Computing GCSE or BTEC ICT in the Core.

Computing gives students the opportunity to discover how computer technology works and to take a look at what goes on “behind the scenes”. Computing will help students develop their understanding of the fundamental hardware components of a computer system, common types of software and simple logic problems. Students will acquire the skills to design, write and test computer programmes like Python as well as look at the development of computer technology and the effects it has had on the world around us.

Computing is delivered in 4 hours a fortnight and students will take three years to build their skills and understanding to complete their GCSE and will therefore certificate at the end of Year 11.

In Year 9, students learn the fundamental concepts of computer coding using Python. Students complete different assignments that build their programming skills and understanding so that by the end of Year 10 and the start of Year 11 they can successfully complete the controlled assessment tasks.

Computing is a more specialist course than ICT and students must have the ability to think logically and have a good knowledge of Mathematics. This course would suit students who are targeted at least a 6 in Mathematics at GCSE.

Unit	Description	Weighting % of GCSE
Unit 1 Computer Systems	Written exam (1 hour 30 minutes): A mixture of short and long answer questions based on theory about topics including : hardware, software, networks, system security and communication.	40%
Unit 2 Computational Thinking	Written exam (1 hour 30 minutes): A mixture of short and long answer questions, some of which require candidates to write some program code.	40%
Unit 3 Programming Project	Controlled assessment (20 hours): Candidates create solutions to computing tasks from a set of options supplied by the exam board.	20%

Progression

Students who enjoy Computing at GCSE and are keen to continue can study A Level or other Level 3 Computing courses. At university there is a wide range of computer based degrees with options to specialise in areas of particular interest to the student.

There is at present a serious skills shortage in the UK and globally of people who can write computer code. Post, or even pre-university, there are a wide variety of lucrative careers involving computing for those with a passion for the subject and a willingness to keep learning. In fact, the growth and evolution of new technologies means in the future there will be lots of jobs that require computing skills that we have not even thought about yet! Computing is a subject that could awaken a passion that could lead anywhere and last a lifetime.

CORE OPTION » GCSE Award in ICT

by Edexcel



Overview

NB Students must choose either Computing GCSE or BTEC ICT in the Core.

ICT is a life skill for future learning, the world of business and personal use. The certificate from the BTEC First suite of qualifications is the equivalent of a GCSE and is 75% assessed by coursework projects.

Students will learn how to make the best use of ICT tools to plan, produce and evaluate products for different purposes. These include leaflets, websites, business reports, videos, radio podcasts and presentations. Students will also use database software and create complex spreadsheets to analyse and present information. Students also learn how new technologies are revolutionising the way we work, communicate and socialise.

Students need to complete several projects with a range of software to qualify **students need to complete units worth 120GLH**. Teachers and students will select options from the list below:

Assessment Edexcel ICT GCSE course

Unit	Assessment	GLH
1 The Online World	Compulsory (externally assessed)	30
2 Technology Systems	Compulsory (externally assessed)	30
3 A Digital Portfolio	Compulsory (internally assessed)	30
5 Creating Digital Audio	Optional (internally assessed)	30
6 Creating Digital Graphics	Optional (internally assessed)	30
9 Spreadsheet Development	Optional (internally assessed)	30
10 Database Development	Optional (internally assessed)	60
13 Website Development	Optional (internally assessed)	60
17 Multimedia Products Development	Optional (internally assessed)	60

ICT is delivered in 2 hours a week and students will take three years to build their skills and understanding to complete their ICT qualification and will therefore certificate at the end of Year 11.

Progression

ICT plays an important role in nearly all careers in 21st Century businesses and is an important life skill as technology impacts on so many facets of our modern lives. ICT is a useful route into further and higher education. You could develop a career on the creative side of new media like web-design or online publishing, or you might follow a path that leads into even more technical ICT areas. You might be more interested in managing the whole ICT process in a business, or you might use your software knowledge to take you into sales & marketing.

Overview

Geography is a huge part of our lives. It's a constant source of amazement; it's ever changing, and it's vital for managing our environment – from towns to natural hazards to ecosystems. From choosing our summer holidays to how and where to spend a gap year; to informing our shopping habits; to dramatic and heart breaking earthquakes and tsunamis, we are influenced by Geography. No other subject is as regular a feature in the news: be it migration, planning for new housing, natural hazards or global warming, to name just a few issues.

Wymondham High Geography Department's approach to Geography is one of discovery. We live on an incredible, diverse planet and we encourage all our students to ask questions that deepen their understanding of the physical and human characteristics of real places.

Students opting for Geography will take the following route: in Year 9 they will complete a 'foundation course'; in Years 10 and 11 students will follow the GCSE Geography course.

The Foundation Course aims to build on the learning in Years 7 and 8, continuing to develop subject knowledge for the GCSE, and developing geographical skills that are important for completing the GCSE successfully – skills such as decision making exercises, research projects, fieldwork projects and map work skills. There will be a field trip to The Broads to investigate sustainable management of the environment and tourism in this area of outstanding natural beauty.

The GCSE enables students to understand world issues whilst developing lifelong skills. The course places great emphasis on the idea of sustainability – a central focus of governments around the world. However it also develops the ability to organise, problem solve; interpret data, text, maps and images, and to write detailed reports justifying decisions - skills that are highly valued by employers.

Foundation Course Structure

The contents of this year's course will help Year 9 students to appreciate differences and similarities between places, people and environments. They will explore the social, economic, environmental and political connections between places, and aspects of interdependence. They will further develop their understanding of the concept of sustainability, for example in terms of managing our oceans' resources. Students will be encouraged to think critically, constructively and creatively. They will develop research, analysis and evaluation skills and will learn to draw and justify conclusions more effectively.

Foundation Course Themes

1. Development

How does economic development vary between places? Why are there such huge variations in economic development globally? How does the level of economic development affect other aspects of development of a country? Is anything being done to reduce the economic gap between countries?

2. The Ocean

What role does the ocean play in the natural life of our planet? How do we use the ocean? How are we harming the ocean and does it matter? How can we use the ocean more sustainably?

3. Plate Tectonics

Students learn about the structure of the Earth and about the different plate movements. They study the different plate boundaries and their characteristics. They learn about real events, using the most recent case studies on earthquakes, volcanic eruptions and tsunamis. They discover why people continue to live in such hazardous areas and how they try to adjust to the hazard.

4. Tourism

What is tourism? How important is it to a place? Is it all good, or are there downsides to tourism?

5. Global fashion

What is 'globalisation'? Who has driven it and why? What are TNCs? What are the costs and benefits of globalisation? Students will explore the clothing industry to discover the issues surrounding globalisation.

CORE OPTION » GCSE Geography *continued*



6. Close up on China

China has one fifth of the World's population and is the fourth largest country by area. 200 years ago it was the world's wealthiest country. Thanks to its size and rapid development in recent years, China's influence in the world is growing – Students need to know about China!

7. Our world in 2030

What is our 'ecological footprint?' Is our ecological footprint sustainable? What problems will arise if we carry on as we are? What can we do to make our eco-footprint more sustainable?

GCSE Course Structure

This course will be based around the study of six key themes:

- Theme 1 Rivers and Coasts** – Students investigate the dynamic nature of river and coastal systems and the factors which have shaped them. They will focus on flooding, coastal collapse and management.
- Theme 2 Population and Settlement** – Students investigate the link between population and economic development. What pressures do population changes put on resources and settlements?
- Theme 3 Natural Hazards** – Students study our planet at its most violent and hostile: earthquakes, volcanoes, hurricanes and drought. They investigate how risks can be managed and reduced.
- Theme 4 Economic Development** – Investigate why some countries are poorer than others and how this can be resolved. They assess the factors influencing industrial location and evaluate the effects of multinational companies. They study the environmental impact of different industries.
- Theme 5 Environmental Challenges**, incorporating ecosystems, resource management and climate change.
- Theme 6 Geographical Skills and Fieldwork Skills.**

Assessment

Candidates will be assessed via three exam papers at the end of Year 11.

Progression

GCSE Geography is an excellent foundation for progression to A level Geography, which sits well with both Science and Arts subjects. As Geography develops many transferable skills, this means a variety of degree options are available from Environmental Science, Development Studies to Architecture and Law. Recent Wymondham High School A-level Geography graduates include ICT consultants; environmental impact consultants; accountants; retail buyers; trainee town planners; a criminologist; and trainee solicitors.

CORE OPTION » GCSE History

Awarding Body and Code
AQA History 8145



Overview

As a department we are very excited at the dynamic content of our new GCSE course and the consistently good GCSE results that we achieve each year. We are very proud of how popular the subject is at the school and the very high esteem that the teachers in the Department are held in by staff and students alike. We are all committed to maximising each individual student's potential and teaching the syllabus in an engaging way. History is a subject that is accessible and enjoyable for all students, regardless of their academic level.

History is a three-year course that starts with a preparation year where we focus in on some very exciting and dramatic investigations of key events, all of which provide valuable background for the specific GCSE syllabus topics.

We start the GCSE syllabus in the summer term of Year 9 and begin our study with World War One. Why did this dreadful war take place? What were the conditions that soldiers faced? How did this affect the people left at home? How did governments deal with the impact of the war? It is a fascinating topic that is popular with every student. Our study is enhanced by a 4-day residential visit to the Battlefields surrounding Ypres and on the Somme.

At the beginning of Year 10 we study the '**Golden Age**' of Elizabeth I with a focus on a specific building from the period (tbc). The topic deals with Elizabeth's personal struggles as a woman ruling in a male dominated world, the violent clashes and suspicions between those of different faiths, notably Catholics v. Protestants, the genuine threat of an invasion from the Spanish Armada, the exploration of the 'New World' and the emergence of great cultural ideas and individuals in theatre, science and architecture. It promises to be a very colourful and exciting topic that incorporates iconic figures like Francis Drake and William Shakespeare. We then move onto an old favourite topic, **Medicine through Time**. What did people from different places and different times believe caused illness and what weird and wonderful approaches did they have as treatments? We start in Medieval Britain at the time of the Black Death and finish by speculating on the immediate future and where medicine is heading. We study the role of War and Technology, Science and Religion on the development of medical thinking and knowledge. If you like Horrible Histories you'll love this topic. However, be warned, you'll need a stout heart and a strong stomach to investigate the horrors of surgery through the ages - let alone the stench and misery of living conditions in many of our cities!

In Year 11 we study Germany from the time of the Kaiser in 1890 through WWI and ending with WWII. We look at the legacy of the Iron Chancellor, Otto von Bismarck, the industrial growth of this 'new' country, its entry into WWI and the appalling impact that the war had. We explore the rise of **Hitler and the Nazis** and their seismic impact on German society and end with the events of WWII. The focus is mainly on the terrible consequences for Germany of losing WWI and the emergence of Adolf Hitler and the Nazi party. How did this ruthless Dictator seize control of Germany and what methods did he and his supporters use to maintain control once they'd claimed it? This is a fascinating and infamous chapter of our recent history and always grabs the attention and interest of students. Only through studying events such as these can we properly understand the world around us today and make some sense of the dangers and problems that we continue to face.

Studying History develops many essential skills and it is a gateway subject for a vast number of professions such as the law, the media, the civil service, travel and tourism, the Arts, museums and education, journalism etc. The critical thinking skills that it encourages make History a profoundly respected subject by all universities and employers and is therefore the best 'additional' subject for careers in such diverse areas as Medicine, Accountancy, Business, Engineering, Architecture, Art and Design and ICT. It is a subject that develops the powers of reasoning, forming and winning arguments and also the self-confidence to present information and speak in public. In short, **History allows students to write, communicate and think with greater clarity and purpose.**

In addition to a rich and varied approach to the teaching of the subject in the classroom we incorporate a number of trips and visiting practitioners into our curriculum throughout the three years. The highlight is a 4-day residential visit to the WWI Battlefields that has proved enormously popular for many years now. It is a deeply moving and poignant trip, not least at the moment, as we mark the centenary of the conflict.

Foundation Course Units

- Unit 1** Why was Wymondham Abbey closed down in the C16th? We study Henry VIII, his personality, his personal life, his reign and its problems and how they all impact on Wymondham Abbey.
- Unit 2** Why did WWII happen only 21 years after WWI? Starting with the Treaty of Versailles we look at the ultimately flawed international attempts to maintain the peace in Europe in the face of threats such as Communism and Nazism. The key focus is on the rights and wrongs of the policy of trying to control Hitler, called appeasement.
- Unit 3** Who was Jack the Ripper? What did he do and how did he get away with murder in Victorian London?
- Unit 4** **The Holocaust:** From anti-semitic persecution in Norwich in the Middle Ages to moving personal stories from the concentration camps of WWII. Why did these terrible events happen and what can we learn from them?

GCSE Course Structure and Assessment

Assessment Exercise	Course Content	How Assessed	% of GCSE
Understanding the modern world			
Unit 1. Period Study	Germany 1890 - 1945	Exam: 1hr 45 mins Year 11	50%
Unit 2. Thematic Study	WWI		
Shaping the nation			
Unit 3. Thematic Study	Britain: health and the people	Exam: 1hr 45mins Year 11	50%
Unit 4 British depth study including the historical environment	Elizabethan England 1568 - 1603		



Overview

The GCSE course is a three-year linear course which builds upon knowledge of topics and grammar studied in Year 7 and 8. During the first year of the course, students will extend their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written French. They will practise speaking and writing French with increased accuracy as well as be able to give and justify their opinions on various issues.

Course Structure

The course covers the following themes:

Theme 1: Identity and Culture

- Me, my family and friends
- Relationships with family and friends
- Marriage/partnership
- Technology in everyday life
- Social media
- Mobile technology
- Free-time activities
- Music
- Cinema and TV
- Food and eating out
- Sport
- Customs and festivals in French-speaking countries/communities

Theme 2: Local, National, International and Global areas of Interest

- Home, town, neighbourhood and region
- Social issues
- Charity/voluntary work
- Healthy/unhealthy living
- Global issues
- The environment
- Poverty/homelessness
- Travel and tourism

Theme 3: Current and Future Study and Employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

Assessment

The course is linear which means students will sit all their exams at the end of the course.

Students can be entered for either Foundation or Higher. All four question papers must be taken in the same tier.

Listening exam 25% Foundation 35 minutes, Higher 45 minutes

Reading exam 25% Foundation 45 minutes, Higher 60 minutes

Speaking exam 25% Foundation 7 - 9 minutes, Higher 10 - 12 minutes (externally assessed)

Written exam 25% Foundation 60 minutes, Higher 75 minutes (externally marked)

Progression

This qualification provides a foundation for the further study of French at AS and A2. It is the basis of lifelong language learning.

It is, of course, invaluable for foreign travel. Languages can be studied on their own or combined with many subjects such as Law, Business, Media, Literature, History of Art, Sciences, Humanities, IT and Engineering. Studying a language promotes the development of communicative, interpersonal and presentational skills as well as increasing job opportunities.



Overview

The GCSE course is a three-year linear course which builds upon knowledge of topics and grammar studied in Years 7 and 8. During the first year of the course students will extend their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written German. They will practise speaking and writing German with increased accuracy as well as be able to give and justify their opinions on various issues.

Course Structure

The course covers the following themes:

Theme 1: Identity and Culture

- Me, my family and friends
- Relationships with family and friends
- Marriage/partnership
- Technology in everyday life
- Social media
- Mobile technology
- Free-time activities
- Music
- Cinema and TV
- Food and eating out
- Sport
- Customs and festivals in French-speaking countries/communities

Theme 2: Local, National, International and Global areas of Interest

- Home, town, neighbourhood and region
- Social issues
- Charity/voluntary work
- Healthy/unhealthy living
- Global issues
- The environment
- Poverty/homelessness
- Travel and tourism

Theme 3: Current and Future Study and Employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

Assessment

The course is linear which means students will sit all their exams at the end of the course.

Students can be entered for either Foundation or Higher. All four question papers must be taken in the same tier.

Listening exam 25% Foundation 35 minutes, Higher 45 minutes

Reading exam 25% Foundation 45 minutes, Higher 60 minutes

Speaking exam 25% Foundation 7 - 9 minutes, Higher 10 - 12 minutes (externally assessed)

Written exam 25% Foundation 60 minutes, Higher 75 minutes (externally marked)

Progression

This qualification provides a foundation for the further study of German at AS and A2. It is the basis of lifelong language learning.

It is, of course, invaluable for foreign travel. Languages can be studied on their own or combined with many subjects such as Law, Business, Media, Literature, History of Art, Sciences, Humanities, IT and Engineering. Studying a language promotes the development of communicative, interpersonal and presentational skills as well as increasing job opportunities.



Overview

The GCSE course is a three-year linear course which builds upon knowledge of topics and grammar studied in Year 7 and 8. During the first year of the course, students will extend their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written Spanish. They will practise speaking and writing Spanish with increased accuracy as well as be able to give and justify their opinions on various issues.

Course Structure

The course covers the following themes:

Theme 1: Identity and Culture

- Me, my family and friends
- Relationships with family and friends
- Marriage/partnership
- Technology in everyday life
- Social media
- Mobile technology
- Free-time activities
- Music
- Cinema and TV
- Food and eating out
- Sport
- Customs and festivals in French-speaking countries/communities

Theme 2: Local, National, International and Global areas of Interest

- Home, town, neighbourhood and region
- Social issues
- Charity/voluntary work
- Healthy/unhealthy living
- Global issues
- The environment
- Poverty/homelessness
- Travel and tourism

Theme 3: Current and Future Study and Employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

Assessment

The course is linear which means students will sit all their exams at the end of the course.

Students can be entered for either Foundation or Higher. All four question papers must be taken in the same tier.

Listening exam 25% Foundation 35 minutes, Higher 45 minutes

Reading exam 25% Foundation 45 minutes, Higher 60 minutes

Speaking exam 25% Foundation 7 - 9 minutes, Higher 10 - 12 minutes (externally assessed)

Written exam 25% Foundation 60 minutes, Higher 75 minutes (externally marked)

Progression

This qualification provides a foundation for the further study of Spanish at AS and A2. It is the basis of lifelong language learning.

It is, of course, invaluable for foreign travel. Languages can be studied on their own or combined with many subjects such as Law, Business, Media, Literature, History of Art, Sciences, Humanities, IT and Engineering. Studying a language promotes the development of communicative, interpersonal and presentational skills as well as increasing job opportunities.



CORE NON-EXAM Communication and Culture (Comms)



Overview

Core Communication & Culture at Key Stage 4 consists of Citizenship and PSHE. Citizenship is a statutory subject at Key Stage 4. Both strands are delivered as Comms.

Citizenship helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship fosters students' keen awareness and understanding of democracy, government and how laws are made and upheld. In Comms we are equipping students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. Students undertake and evaluate different ways that citizens can act together to solve problems and contribute to society. Students are also equipped with the skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

PSHE is tailored to reflect the needs of our pupils, helping students to develop as young adults with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE covers drug education, financial education, sex and relationship education and how to maintain a healthy lifestyle. Careers also forms part of Comms working with the school's Information Advice and Guidance Officer.

Content

Some of the topics and issues covered are outlined below:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- The United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- Human rights and international law
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent
- Explain some of the financial products and services that will help them manage their current and future personal finances
- Make judgments about their personal qualities, skills and achievements and use these to set future goals.
- Describe the short and long-term consequences of personal health choices, including choices relating to sexual activity and substance use and misuse and make decisions based on this knowledge.
- Identify reasons why people might use illegal drugs and explain how drug use can impact on physical, mental and economic aspects of people's lives, relationships and the wider community.
- Relate their abilities, attributes and achievements to career plans, setting personal targets and delivery

In Year 9 students have two lessons a fortnight. In Year 10 and 11 "drop-down days" are planned whereby students will not be in their timetabled lessons for a day but instead will have a day of Comms. This allows us to address the different needs of the group as they mature and build on the learning done in previous years.

CORE NON-EXAM Physical Education



Overview

All students will follow a practical physical education programme delivered over four lessons each fortnight. Lessons will focus on the students' participation and learning in a range of practical activities. The curriculum in Year 9 will be a set programme of activities in one lesson each week and an option activity in their second weekly lesson. In Years 10 and 11 it will be a balance between set activities and options.

Course structure for practical lessons

The aim of the practical lessons is to give students the opportunity to participate in physical activities conducive to a healthy lifestyle and to have the opportunity to reach their sporting potential. They will be taught and encouraged to develop a positive approach to sport which can be continued into adult life, with an emphasis on physical well-being and enjoyment. Students will learn through: formal teaching; movement experience; sports education; individual, small group and team activities. They will also develop their ability to analyse performance.

The range of sports which may be offered include:

Athletics	Badminton	Basketball	Fitness	Cross-Country	Table Tennis
Football	Hockey	Aerobics	Netball	Rounders	Cricket
Rugby	Softball	Dance	Swimming	Handball	Volleyball
Outdoor & Adventurous Activities			Rock-it Ball		

Assessment

Activities are covered in half term units and assessment is carried out and recorded at the end of each unit.

The assessment takes into account a student's skill level and application of skills, as well as the understanding of rules, tactics, fitness and an ability to analyse performance.

Progression

Students are encouraged to continue their interest in sport and leadership through participation in clubs and teams both in and out of school. The school continually tries to expand these opportunities for students of all abilities.



OPTIONAL » GCSE Art (Fine)

Awarding Body and Specification
Code EDEXCEL 2FA01 (Fine Art)



Overview

The Art Department has the opportunity to extend its three successful GCSE courses over three years to provide a more personalised and contemporary curriculum for Year 9 students who enjoy an arts based subject.

The first year of the Fine Art GCSE course is designed as a 'foundation year' based on a series of mini projects with an emphasis on practical art skills covering processes such as drawing, painting, printmaking, relief, photography, and digital media. Topics cover a broad range of ideas giving students the maturity, skills and experiences to launch their GCSE course in Year 10.

**Please note that all work that is generated in the foundation year is valued and will be included in the overall assessment at the end of Year 11.

Year 9: Foundation Year	Year 10: First year of GCSE	Year 11: second year of GCSE
3 skill based projects allowing students to learn and experiment with new and existing art techniques	(1) The Environment + Natural Form Project (2) Colour Project	(1) Image + Identity Project (Mock Exam project) Externally Set Assignment
Assessment: The final GCSE is made up of 60% coursework and 40% externally set assignment. All work is assessed using the four revised assessment objectives. These are summed up as; develop/review/record/present.		

Information you need to know

The foundation year offers students a range of starting points including observation, the work of others, and thematic enquiry. This combines a realistic opportunity to excel for those students who are more confident about their art skills. The Art Department places great emphasis on the process of making and the journey of the students' work. We provide regular opportunities for groups to discuss their work and share ideas both in class and in extra support sessions run after school. After school support sessions are available to all students, every day. There will also be a variety of enrichment opportunities over the 3 years to support students' creativity and imagination.

The Fine Art course suits students who enjoy being practical and creative and expressing their own ideas and feelings. Skills developed in the foundation year will be easily transferable to Art Textiles if students feel that this is the direction they wish to take their art practice at GCSE level.

What do you need to know, or be able to do?

It is important at Wymondham High that students have a commitment to, and love of, the subject and feel motivated to develop visual skills and express their own ideas. This is achieved by working with department staff through projects with a mature and focused work ethic.

This course is suitable for students who are:

- Keen to develop their visual art skills building on what they have learnt in Years 7 and 8.
- Creative, enthusiastic and imaginative.
- Able to sustain an investigation.
- Able to enjoy visits to galleries, museums, workshops and artists' studios.
- Willing to experiment and take risks in their work.
- Eager to review their progress and make improvements.

OPTIONAL » GCSE Art (Fine) *continued*



Coursework

Work produced in the foundation year and in Year 10 and Year 11 makes up the 'Personal Portfolio.' This covers a range of activities and in-depth assignments. Students will have the opportunity to experiment with different media and materials in order to explore their strengths and preferences. The main aim of the unit is to develop students' visual language skills and to build confidence and a comprehensive and fluent portfolio of work.

Externally Set Assignment (ESA)

Students will be given a ten-week period (20 hours) of preparation for the controlled test. During this period, students are supported by staff in a nurturing environment. The controlled final response (10 hours) is produced under examination conditions and must be unaided. During the ten-week preparatory period, an A3 sketchpad and body of appropriate supporting work is produced assisting in the progression of the externally set assignment.

What next after GCSE?

On completion of the rewarding GCSE Fine Art course, students have many options open to them. This may be continuing at AS Level at Wymondham High 6th form. Students can continue to study Fine Art or can consider Art Textiles or Art Multimedia. Students can also continue their studies at other local FE colleges. This can then lead to an 'Arts' foundation or a BA (Hons) degree course. Alternatively students may enter training and/or careers in art related vocations. The list and possibilities are endless so choose GCSE Fine Art for a balanced and well-rounded creative experience!



OPTIONAL » GCSE Art Textile Design

Awarding Body and Specification
Code EDEXCEL 2TE01 (Textile Design)



Overview

The Art Department has the opportunity to extend its three successful GCSE courses over three years to provide a more personalised and contemporary curriculum for Year 9 students who enjoy an arts based subject.

The first year of the Textile Design GCSE course is designed as a 'foundation year' based on a series of projects with an emphasis on practical making and design skills covering processes such as dyeing and designing fabric, painting, fabric manipulation, printmaking, relief, photography, machine and hand textile construction, three-dimensional design and digital media. Topics cover a broad range of ideas giving students the maturity, skills and experiences to launch their GCSE course in Year 10.

**Please note that all work that is generated in the foundation year is valued and will be included in the overall assessment at the end of Year 11.

Year 9: Foundation Year	Year 10: First year of GCSE	Year 11: Second year of GCSE
A series of mini projects allowing students to learn and experiment with new and existing techniques and processes	(1) The Environment + Natural Form Project (2) Colour Project	(1) Image + Identity Project (Mock Exam project) Externally Set Assignment
Assessment: The final GCSE is made up of 60% coursework and 40% externally set assignment. All work is assessed using the four revised assessment objectives. These are summed up as; develop/review/record/present.		

Information you need to know

The first year of the Textiles and Fashion foundation course introduces students into the exciting world of surface, pattern and texture. Students will learn, explore and discover a diverse range of textile and design processes, with an emphasis on fashion and fabric design. The course focuses on four different aspects: Dyeing; Fabric Manipulation, Printmaking and Hot Textiles. Each project is underpinned by a visual theme and student studies will be supported by investigation into contextual and conceptual artists and designers. Students will draw inspiration from the visual environment around them, translating the ordinary into the extraordinary. Students will develop skills used currently within the Fashion and Design industries and will gain experience in cutting edge technology and processes, enabling them to compete in a vibrant, thriving and creative sector.

We provide regular opportunities for groups to discuss their work and share ideas both in class and in extra support sessions run after school. After school support sessions are available to all students, every day. There will also be a variety of enrichment opportunities over the 3 years to support students' creativity and imagination.

What do you need to know, or be able to do?

It is important at Wymondham High that students have a commitment to, and love of, the subject and feel motivated to develop visual skills and express their own ideas. This is achieved by working with department staff through projects with a mature and focused work ethic.

This course is suitable for students who are:

- Keen to develop their visual art skills building on what they have learnt in Years 7 and 8.
- Creative, enthusiastic and imaginative.
- Able to sustain an investigation.
- Able to enjoy visits to galleries, museums, workshops and artists' studios.
- Willing to experiment and take risks in their work.
- Eager to review their progress and make improvements.

OPTIONAL » GCSE Art Textile Design

continued



Coursework

Work produced in the foundation year and in Year 10 and Year 11 makes up the 'Personal Portfolio.' This covers a range of activities and in-depth assignments. Students will have the opportunity to experiment with different media and materials in order to explore their strengths and preferences. The main aim of the unit is to develop students' visual language skills and to build confidence and a comprehensive and fluent portfolio of work.

Externally Set Assignment (ESA)

Students will be given a ten-week period (20 hours) of preparation for the controlled test. During this period, students are supported by staff in a nurturing environment. The controlled final response (10 hours) is produced under examination conditions and must be unaided. During the ten-week preparatory period, an A3 sketchpad and body of appropriate supporting work is produced assisting in the progression of the externally set assignment.

What next after GCSE?

On completion of the rewarding GCSE Textile Design course, students have many options open to them. This may be continuing at AS Level at Wymondham High 6th form. Students can continue to study Art Textiles or can consider Fine Art or Art Multimedia. Students can also continue their studies at other local FE colleges. This can then lead to an 'Arts' foundation or a BA (Hons) degree course. Alternatively students may enter training and/or careers in art related vocations. The list and possibilities are endless so choose GCSE Textile Design for a balanced and well-rounded creative experience!



OPTIONAL » GCSE Photography

Awarding Body and Specification
EDEXCEL 2 PHY01 (GCSE PHOTOGRAPHY)



Overview

The Art Department now has the opportunity to extend its three successful GCSE courses over three years to provide a more personalised and contemporary curriculum for Year 9 students who enjoy an Arts based subject.

Course Structure

The first year of the Photography GCSE course is designed like a 'foundation year' based on a series of mini projects with an emphasis on practical photography skills. In the foundation year students will gain an introduction to creative darkroom techniques and processes, as well as learning the basic skills of manual and digital photography and digital editing. Topics cover a broad range of ideas giving students the maturity, skills and experiences to launch their GCSE course in Year 10.

**Please note that all work that is generated in the foundation year is valued and will be included in the overall assessment at the end of Year 11

Year 9: Foundation Year	Year 10: First year of GCSE	Year 11: Second year of GCSE
A series of short workshops introducing students to darkroom, digital and manipulation processes.	(1) Light Project (2) Colour Project	(1) Order and/or Disorder project (Mock Exam project) (2) Externally Set Assignment
Assessment: The final GCSE is made up of 60% coursework and 40% externally set assignment. All work is assessed using the four revised assessment objectives. These are summed up as; develop/review/record and present		

Information you need to know

The foundation year offers students a range of starting points including observation, the work of others, and thematic enquiry. This combines a realistic opportunity to excel for those students who are more confident about their photography skills. The Art Department places great emphasis on the process of making and the journey of the students' work. We provide regular opportunities for groups to discuss their work and share ideas both in class and in extra support sessions run after school. After school support sessions are available to all students, every day. There will also be a variety of enrichment opportunities over the 3 years to support student's creativity and imagination and to provide additional opportunities for location-based photography.

The Photography course suits students who enjoy being practical and creative and expressing their own ideas and feelings.

What do you need to know, or be able to do?

It is important at Wymondham High that students have a commitment to, and love of, the subject and feel motivated to develop visual skills and express their own ideas. This is achieved by working with department staff through projects with a mature and focused work ethic.

This course is suitable for students who are:

- Keen to develop their photographic skills
- Creative, enthusiastic and imaginative.
- Able to sustain an investigation.
- Able to enjoy visits to galleries and location shoots.
- Willing to experiment and take risks in their work.
- Eager to review their progress and make improvements.

OPTIONAL » GCSE Photography *continued*



Coursework

Work produced in the foundation year and in Year 10 and Year 11 makes up the 'Personal Portfolio.' This covers a range of activities and in-depth assignments. Students will have the opportunity to experiment with different techniques and processes in order to explore their strengths and preferences. Coursework units will cover a range of photographic genres and techniques, explored through themes, briefs and live competitions. The main aim of the unit is to develop students' photographic and visual language skills and to build confidence and a comprehensive and fluent portfolio of work. The personal portfolio will consist of sketchbooks, prints and short films.

Externally Set Assignment (ESA)

Students will be given a ten-week period (20 hours) of preparation for the controlled test. During this period, students are supported by staff in a nurturing environment. The controlled final response (10 hours) is produced under examination conditions and must be unaided. During the ten-week preparatory period, an A3 sketchpad and body of appropriate supporting work is produced assisting in the progression of the externally set assignment.

What next after GCSE?

On completion of the rewarding GCSE Photography course, students have many options open to them. Skills learnt in GCSE Photography are ideal for progression to the hugely popular A Level Art Multimedia course at Wymondham High Academy, or students can also continue their studies at other local FE colleges. This can then lead to an 'Arts' foundation or a BA (Hons) Photography Degree course. Alternatively students may enter training and/or careers in art or photography related vocations. The list and possibilities are endless so choose GCSE Photography for a balanced and well-rounded creative experience!



OPTIONAL » GCSE Drama

Awarding body and Specification
Eduqas (601/8420/6)



Overview

The new Eduqas GCSE Drama specification combines practical performance alongside a comprehensive introduction to theatre. It is an exciting, inspiring and practical course that promotes involvement in, and enjoyment of Drama, as performers and designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Course Structure

The course is divided into three main areas:

Devising Theatre (40% of GCSE)

Learners are assessed on either acting or design. They participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the board.

Learners need to produce the following for assessment:

- A realisation of their piece of devised theatre
- A portfolio of supporting evidence
- An evaluation of the final performance or design

Performing from a Text (20% of GCSE)

Learners study two extracts from the same play and participate in a performance using sections from both extracts. They will be assessed on acting or design.

Interpreting Theatre (40% of GCSE)

Learners will sit a 90 minute written examination.

Section A:

Students answer a series of questions on 'DNA' by Dennis Kelly. In preparation, learners will explore the text practically as a performer, designer and director.

Section B:

Learners answer one question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Why Choose Drama?

Drama is about creativity, communication and cooperation. It is a collaborative art form and throughout the course students will be required to create work as a team. Public performance is a requirement of the course, and all students will have an assessed performance every term. Drama develops your evaluative and analytical skills, encourages you to take risks and think beyond yourself, exploring a wide variety of contexts.

Progression

GCSE Drama is perfect preparation for A Level Drama and Theatre Studies; Vocational A Level in Performing Arts; BTEC National Certificate or Diploma in Performing Arts; Performance Design and Technology. Drama is also ideal preparation for any other A Level course that requires textual analysis, evaluation and interpretation of source material.

OPTIONAL » GCSE Music

Awarding Body and Specification
OCR (J536)



Overview

The exciting new OCR GCSE specification places a great deal of emphasis on practical music making across all aspects of the course. Learners are encouraged to be creative and to broaden their musical horizons and understanding by exploring Areas of Study that inspire and challenge.

GCSE students are entitled to receive an individual half hour lesson once a week, on an instrument of their choice (or voice) free of charge for each of the 3 years of the GCSE course.

Course Structure - The course is divided into three main areas:

Performing (30% of GCSE)

- Learners must present for assessment at least two performances with a combined duration of between 4-6 minutes.
- One of these needs to be a solo performance (lasting for a minimum of one minute) and the other, an ensemble performance (lasting for a minimum of one minutes)
- Learners can choose to perform music in any style or genre. Learners are assessed on accuracy, technical control, expression and interpretation.

Composing (30% of GCSE)

- Learners will develop their composition skills across a number of different styles and genres during the three years of the GCSE course. Students will learn how to use the very latest music technology software (Logic Pro X and Sibelius 7) on our department Mac suite to support with composition work. They will put forward for assessment two compositions with a combined duration of at least 3 minutes.

Composition 1: (Written in response to a board set brief). - Learners will compose a piece of music in response to one of a selection of four briefs issued by OCR that provide them with the opportunity to specialise in an area of particular relevance to their own musical skills and interests.

Composition 2: (Written in response to a learner set brief). - Free choice composition in any style/genre for any combination of instruments/voices/technology of the learner's choosing

Listening and Appraising (40% of GCSE)

- Learners will sit a 90 minute listening exam, based on the styles of music explored through four Areas of Study.

The Concerto Through Time - Learners explore the development of this musical form through the Baroque, Classical and Romantic periods (1600-1900).

Rhythms of the World - Learners explore a wide range of music styles from across the globe, including: Samba, Bhangra, African Drumming, Calypso and Greek Folk Music.

Film Music - Learners explore how composers use music dramatically and expressively.

Conventions of Pop - Learners explore the development of popular music styles from 1950 right up to the present day. This includes the study of: Rock 'n' Roll of the 1950s & 1960s, Rock Anthems of the 1970s and 1980s, Pop Ballads of the 1970s, 1980's and 1990s as well as music by present day artists.

Opportunities Beyond the Classroom

If you are interested in all kinds of music and love performing, the Performing Arts Department at Wymondham High Academy has many different instruments, groups and bands to get involved with. We are a Musical Futures Champion School and one of the largest and liveliest music departments in Norfolk. Music is a popular GCSE option and for 6th formers, we are almost unique within the county in offering both Music & Music Technology courses at A-level. We currently run the following weekly groups: Academy Orchestra, Academy Singers, Jazz Band, String Ensemble, Wind Band and Guitar Ensemble. We also provide a Music Technology enrichment club for GCSE Music students where learners gain experience in using our state of the art music technology facilities and recording studio. We run an annual music tour as well as several concerts, trips and study visits throughout the course of the academic year.

Progression

As well as being a hugely enjoyable and rewarding option choice at GCSE, Music is highly favoured by further education providers and employers. This is because they recognise that musicians are creative, organised and tenacious. They are focussed, good at problem solving, independent, team players and able to focus on the finer details. In terms of 6th form progression, GCSE Music is essential preparation for both A-level Music and A-level Music Technology.

OPTIONAL » GCSE Food and Nutrition

Awarding Body and Specification
WJEC



Overview

The WJEC GCSE in Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Unit 1: Principles of Food and Nutrition

Written examination: 1 hour 30 minutes

40% of qualification (80 marks)

This unit will consist of two sections both containing compulsory questions.

Section A: Questions based on stimulus materials.

Section B: A range of question types to assess all content related to food and nutrition.

Unit 2: Food and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated

Assessment 1: 10 hours

Assessment 2: 15 hours

60% of qualification (120 marks)

Assessment 1: The Food Investigation Assessment:

20% of the total marks available will be allocated to a scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to the scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

40% of the total marks available will be allocated to a task which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of dishes to form a menu.

These assessments will be based on a choice of tasks released by WJEC annually.

Support Materials and Requirements:

To make the catering course as realistic as possible we would like the students to purchase chef whites which cost £25 (ordered through the school). They will last the 3 years at school and beyond if they study catering at college.

Opportunities

Students will have the opportunity to: enter competitions; cook for guests in school and events; go on trips to catering facilities. After completing the course at Wymondham High Academy, you can continue your study to A levels in Catering and Hospitality or go to a Further Education College to gain higher qualifications. Jobs - after training in a Further Education College - could include work in a restaurant, hotel, gastronomy pub or café. The list of career opportunities is endless! By completing these qualifications and courses you will be able to work as a chef, waitress / waiter or barperson. Your newly-learned skills could well be a passport to world-wide travel!



OPTIONAL » GCSE Design Technology: Graphics Focus

Awarding Body and Specification
AQA



You can only choose one Design and Technology focus: Graphics or Resistant Materials. You will cover a wide range of Design Technology skills but focus on paper and boards (Graphics) for the exam content.

Overview

Graphics is all about designing, making, developing logos, images, branding, packaging development, display and film merchandise and much more. Graphics encourages students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible encouraging them to design and make quality products using a wide range of materials. Students will be able to choose other materials to study which might be: Textiles Products and Embellishment; Electronics; Plastics; or combinations of these. Their knowledge of the wider world is progressed through how products are manufactured commercially, and a consideration of the sustainability and the environmental impact of their designs.

Designing is an important part of the course. All project work is based on students designing their own outcomes before they make them. Skills in drawing, Computer Aided Design (CAD) and modelling will be taught to allow students to work at the highest levels. Practical and manufacturing skills including Computer Aided Manufacture (CAM) will be developed to ensure students make outcomes of which they are proud. The ability to research, test and develop knowledge is also important.

Students are required to pay for the materials they use if they want to take their final products home.

What will you learn?

Photoshop, Illustrator, Techsoft 2D Design, printing techniques, Computer Aided Manufacture, textiles to develop graphic products and much more.

Course structure and assessment

Year 9: Foundation Year	Year 10: First Year of GCSE	Year 11: Second Year of GCSE
Y9 will be a foundation year allowing students to work in a wide range of materials. They will improve their design, making and computer aided design skills.	In Graphics, students will produce a range of projects which will develop their designing and making skills. In March students will start the GCSE Controlled Assessment task.	Focusing on the externally set assignment, which delivers 50% of the marks, students will design and make an item or items to fulfil the design brief. By the end of Y11 students will have been assessed on designing and making practical work (50% of the final grade) and a written paper (50% of the final grade).
During the 3 years, students will also develop their design and written skills ready for the exam at the end of Y11.		

Progression

The course provides an excellent route into A Level Product Design and other Level 3 courses in Creative and Media, Textiles. Further progression post-18 will lead to careers in Architecture, Engineering, Graphic Design, Textiles Design, Car Design, Animation, Furniture Making and Industrial Design. Students contemplating any practically based hands-on learning course can benefit from studying Product Design.

Is Graphics for you?

If you are someone who enjoys problem solving and can work on your own to develop solutions that can be modelled or made in workshops and design studios, then this course will suit you. You will be able to experiment with materials and spend time learning how to operate sophisticated machines that can help you make high quality items. You must enjoy drawing and sketching and be able to express your design ideas through words and computer images.

OPTIONAL » GCSE Design Technology: Resistant Materials Focus

Awarding Body and Specification
AQA



You can only choose one Design and Technology focus: Resistant Materials or Graphics. You will cover a wide range of Design Technology skills but focus on woods, metals or plastics for the exam content.

Overview

Resistant Materials is all about investigating, designing, making through a range of materials like woods, plastics, metals, fabrics and any other materials to make high quality products. Resistant Materials encourages students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible encouraging them to design and make quality products using a wide range of materials. Students will be able to choose other materials to study which might be: Textiles; Electronics; Timber; Plastics; Metal or combinations of these. Their knowledge of the wider world is progressed through how products are manufactured commercially, and a consideration of the sustainability and the environmental impact of their designs.

Designing is an important part of the course. All project work is based on students designing their own outcomes before they make them. Skills in drawing, Computer Aided Design (CAD) and modelling will be taught to allow students to work at the highest levels. Practical and manufacturing skills including Computer Aided Manufacture (CAM) will be developed to ensure students make outcomes of which they are proud. The ability to research, test and develop knowledge is also important. Students may be required to pay for the materials they use if they want to take their final products home.

What will you learn?

How to use a wide range of tools and equipment to produce high quality products out of a variety of materials, SolidWorks, Techsoft 2D Design, computer aided manufacture, 3D printing, electronics and much more.

Course structure and assessment

Year 9: Foundation Year	Year 10: First Year of GCSE	Year 11: Second Year of GCSE
Y9 will be a foundation year allowing students to work in a wide range of materials. They will improve their design, making and computer aided design skills.	In Resistant Materials students will produce a range of projects which will develop their designing and making skills. In March students will start the GCSE Controlled Assessment task.	Focusing on the externally set assignment, which delivers 50% of the marks, students will design and make an item or items to fulfil the design brief. By the end of Y11 students will have been assessed on designing and making practical work (50% of the final grade) and a written paper (50% of the final grade).
During the 3 years students will also develop their design and written skills ready for the exam at the end of Y11.		

Progression

The course provides an excellent route into A Level Design Technology and other Level 3 courses in Manufacturing, Creative and Media and Engineering. Further progression post-18 will lead to careers in architecture, engineering, electrical engineering, graphic design, textiles design, car design, furniture making and industrial design. Students contemplating any practically based hands-on learning course can benefit from studying Product Design.

Is RM for you?

If you are someone who enjoys problem solving and can work on your own to develop solutions that can be modelled or made in workshops and design studios, then this course will suit you. You will be able to experiment with materials and spend time learning how to operate sophisticated machines that can help you make high quality items. You must enjoy drawing and sketching and be able to express your design ideas through words and computer images.

OPTIONAL » GCSE Physical Education

Awarding Body and Specification
AQA 8582



Overview

This is a full course GCSE qualification that covers three areas of study: Theoretical knowledge; Practical Skills and Analysis of Performance. Students need to be able to show advanced skills in a selection of practical activities and demonstrate their abilities in increasingly challenging situations. Students need a keen interest in the factors that affect participation and performance.

GCSE Physical Education will be delivered over three years. This will give the opportunity for students to fully explore and understand, practically and theoretically, the major influencing factors which affect sports participation and performance. It also allows the required element of time to build their practical skills to GCSE standards across a range of activities.

Course structure

Papers 1 and 2 are written papers. The theory content of the course is mainly taught during one or two lessons each week. This will be delivered both practically and theoretically. This will allow the content to be applied to physical activity and healthy lifestyle scenarios and for the work to be delivered in contrasting teaching styles so students gain maximum understanding. The syllabus is divided into two sections:

1. The human body and movement in physical activity and sport
2. The socio-cultural influences and well-being in physical activity and sport

Paper 3 is practical. Students will cover a selection of sports delivered in half term units. They will need to offer three sports for assessment at the end of the course. One of these must be a team activity and one must be individual. The practical activities are generally taught during one or two lessons each week.

In addition, students will develop their ability to analyse and evaluate skilled performance. This is delivered alongside both the theory and practical elements of the course. For final assessment they will analyse and evaluate either their own or another person's performance in one activity.

Assessment

Paper 1 will be examined at the end of Year 11. This is worth 30% of the final mark

Paper 2 will be examined at the end of Year 11. This is worth 30% of the final mark.

Paper 3 requires candidates to be assessed in three different practical activities and complete an analysis task. This is worth 40% of the final mark

Candidates are continually assessed throughout the course, with final assessments and moderation being carried out at the end of Year 11.

Progression

This qualification can lead onto further study in the area of Physical Education and Sports Studies. It is valuable to students considering employment in the public services and armed forces. It gives a good grounding for anyone interested in coaching and for everyone who wishes to understand how to improve their own and others' participation and performance. It will also develop valuable leadership and social skills needed in all areas of life and build an understanding of sport and how it plays such a major role in our society.

OPTIONAL » GCSE Classical Civilisation

Awarding Body and Code
OCR Classical Civilisation (J280)



Overview

What did the Greeks and Romans ever do for us? Classical Civilisation at GCSE is your chance to find out! After the hugely successful introduction of 'A' Level Classical Civilisation we are very proud to be able to offer this fascinating and exciting subject at GCSE. The subject involves studying two of the greatest and most influential civilisations in the history of the world, namely the ancient Greeks and the Romans. The influence of these two civilisations affects everything around us from democracy to drama, art to architecture, inventions to ideas and even the very language that we speak. The course investigates these two civilisations and examines their troubled histories, their power and influence on the world at the time and their legacy for the world that we live in today.

Uniquely, Classical Civilisation allows students to study a variety of subjects within one subject area. For example, the topic on Rome mixes History with Sociology. The study of Pompeii mixes History, Geography and Archaeology; the study of Greek festivals and drama combines History with Religious Studies and Drama and the study of the Odyssey brings in Literature. It offers a delightful mix of all the best parts of these subjects. The course has been designed for students who wish to gain a sound knowledge and understanding of the classical world and to develop the range of evaluation and research skills associated with such study. It is suitable for students of all abilities.

At GCSE you will study four topics by looking at primary classical sources (texts in translation or physical evidence). You will start the GCSE syllabus in the summer term of Year 9. In the first half of Year 9 you will follow an introductory foundation course, some of the details of which are outlined below.

Foundation Course

The Foundation course will involve a study of the background to ancient Greece and Rome. You will explore the:

- People and Places – The Parthenon, the Colosseum, Socrates, Aristotle, Julius Caesar
- Religion – The Gods and Goddesses – Zeus, Aphrodite, Poseidon etc.
- Stories and Myths – The Trojan War, Theseus and the Minotaur, Jason and the Argonauts etc.
- Everyday life – The Roman Army, the Olympic Games, the Gladiators, Roman women



OPTIONAL » GCSE

Classical Civilisation *continued*

Awarding Body and Code
AQA Classical Civilisation (4022)



Course structure and assessment (subject to change with imminent new GCSE syllabus)

Unit	Course Content	How Assessed	% of GCSE
Unit 1: Myth and Religion	<p>The Gods: Greek & Roman, their responsibilities and powers</p> <p>The Universal Hero, Heracles: The myths surrounding him from Greece and Rome</p> <p>Religion & the City, Temples: What cults and temples did the ancients have? How did they worship?</p> <p>Myth & the City, Foundation Stories: Athens and Rome, Theseus & Romulus</p> <p>Festivals: The City Dionysia & Panathenaia in Athens and the Lupercalia & Saturnalia in Rome</p> <p>Myths & Symbols of Power: What do the sculptures on the Parthenon and the statues of Augustus reveal?</p> <p>Death & Burial: Funeral rites & Festivals of the dead</p> <p>Journeying to the Underworld: Who went to the Underworld and what was it like?</p>	Exam: 1 hour 30 minutes Year 11	50%
Unit 2: Roman City Life	<p>Roman Housing: Rich and Poor concentrating upon the study of Pompeii and Herculaneum that were destroyed by a Volcanic eruption. How big a divide was there in Roman society?</p> <p>The Roman Home & Family: The role and expectations of Father, Mother and children</p> <p>Society: Senators, Slaves and all those in between. How did Roman society function?</p> <p>Leisure and Entertainment: The Amphitheatre including the Colosseum, the Circus Maximus and the theatre. Were the Romans entertained by Gladiators and Chariot Racing?</p> <p>Satire & Fiction: Study of writers and humour in Ancient Rome. What made the Romans laugh and cry?</p> <p>Pliny & his Letters: Who was Pliny and what kind of commentary did he make on Roman life?</p> <p>Experiencing Roman City Life: How dangerous were Roman cities? How wild were Roman parties?</p> <p>Relationships & Roman Society: How did the following relationships shape ancient Rome? Slaves and masters, patrons and clients, men and women.</p>	Exam: 1 hour 30 minutes Year 11	50%

Progression

Students with a GCSE in Classical Civilisation can continue to study the subject at A Level and beyond. There are many choices open to those who have studied Classical Civilisation, such as careers requiring good communication skills as well as an ability to analyse and evaluate e.g. law, business, management, journalism, media, the health service, social work, travel and tourism, museums and archaeology, local government, politics, academic research and of course teaching!

OPTIONAL » GCSE Religion, Philosophy and Ethics (RPE)

Course GCSE OCR Full course Religious Studies- J625, J125



Overview

This course considers religious responses to life's ultimate questions and moral issues. The engaging and stimulating content which is studied throughout the GCSE course will provide students with a chance to understand the beliefs of two religions as well as apply this learning, to their own perspective, in both philosophical and ethical contexts. Our GCSE Religious Studies provision has been redeveloped for first teaching in September 2017 following draft content changes from the examination board.

Course structure

Foundation Units

- Introducing Ethics
- Philosophy – For the Love of Wisdom
- Introduction to two world religions

Religion, philosophy and ethics in the modern world from a religious perspective

Students are required to study the four themes below from the perspective of one religion.

- **RELATIONSHIPS & FAMILIES** – sex, marriage, cohabitation and divorce; roles of men and women, equality; gender prejudice and discrimination.
- **QUESTIONS OVER THE EXISTENCE OF GOD** – Nature of God, 'proofs' of God's existence, miracles.
- **CONFLICT, PEACE & RELIGION** – War, pacifism, crime, punishment and social justice.
- **DIALOGUE BETWEEN RELIGIOUS & NON- RELIGIOUS BELIEFS** – including learning about the perspective of non-religious beliefs including Agnosticism, Atheism and Humanism

2 hour written paper; 126 marks. 50% of final GCSE

Beliefs and Teachings & Practices

- **STUDY OF FIRST RELIGION** – 1 hour written paper; 63 marks. 25% of final GCSE
- **STUDY OF SECOND RELIGION** - 1 hour written paper; 63 marks. 25% of final GCSE

Assessment

The scheme of work consists of one tier covering the whole ability range; marked on GCSE grades 1 to 9. It is assessed by two 1 hour written paper exams and one 2 hour written paper exam at the end of year 11. There is no requirement to have any religious belief to study this subject.

Progression

Candidates can use this qualification to proceed to Advanced Level Qualifications and as an entry level to Further Education. A qualification in Philosophy and Ethics is a useful discipline for anyone who wishes to work closely in careers with medicine, social work and teaching. The philosophical and ethical nature of this course means that it is popular with anyone considering legal work, journalism, broadcasting, the police or the armed forces. Philosophy and Ethics requires students to consider the beliefs of other people and it is therefore a good GCSE qualification for any career that involves working with people.

Methods of Teaching

If you enjoy discussing and debating controversial issues this might be the subject for you! If you have ideas and opinions that you would enjoy sharing or would like to understand views that are different from your own consider RPE. RPE will also help students to develop essential skills of knowledge, understanding and evaluation in their written work.

Can killing someone ever be justified? Would your answer change in a war? What about capital punishment? What happens when we die? Are men and women equal? These are a handful of some of the questions you and your group will have the space to answer during this stimulating course.

Statutory RE (Core Programme)

RE is a statutory subject at Key Stage 4. This means that all students will continue to have a core programme in the subject throughout Years 9, 10 and 11. Students who opt to take GCSE RPE will also follow this programme.

OPTIONAL » GCSE Sociology

Awarding Body and Code
AQA Sociology (8192)



Overview

Sociology is the study of human social life, groups and societies. It is a dazzling and compelling enterprise, having as its subject matter our own behaviour as social beings. Sociology offers students the opportunity to study an academic and thought-provoking GCSE that considers how society shapes the behaviours of individuals. The scope of Sociology is extremely wide, ranging from the analysis of passing encounters between individuals in the street up to the investigation of world-wide social processes. Sociology is a subject which questions, investigates and tries to make sense of the world around us.

It is a subject for those who like to discuss, question and understand the world they live in. It encourages a critical awareness of the social structures and the taken for granted assumptions of the world we live in. It helps us understand ourselves and our relationship with our own society as well as differences in other societies. Studying Sociology will develop a variety of skills, including those of discussion and debate. The valuable skills of logical argument alongside analysis and evaluation are also developed and can be transferred to other areas of study

Course Units

Students will study 7 units over the 3 years of the course. These cover the following range of topics:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

GCSE Course Structure and Assessment

Unit 1: The Sociology of families and education; Families, education, relevant areas of social theory and methodology	<ul style="list-style-type: none">• Written Paper – 1 hour 45 mins• 100 marks – 50% Section A has two multiple choice questions followed by a range of short and extended responses. Section B has two multiple choice questions followed by a range of short and extended responses.
Unit 2: The Sociology of crime and deviance and social stratification; Crime and deviance, social stratification, relevant areas of social theory and methodology	<ul style="list-style-type: none">• Written Paper – 1 hour 45 mins• 100 marks – 50% Section A has two multiple choice questions followed by a range of short and extended responses. Section B has two multiple choice questions followed by a range of short and extended responses.

Progression

Students with a GCSE in in Sociology have the option to carry it on at A Level and beyond, providing a good stepping stone for further study in this field. Sociologists are trained to think critically about the world around them and to construct clear and logical arguments supported by appropriate evidence. This transferable skill will enhance student performance in other areas of study and their future professions. There are many careers for which Sociology is an important and useful qualification, including social work, counselling, journalism, law, and of course, teaching.



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Wymondham High places all students and staff at the heart of the learning process to provide a safe, secure and accessible environment in so far as the building will permit in terms of accessibility for all types of disability. To this end we will ensure that the needs of all learners are fully assessed prior to transfer to Wymondham High and that individual needs are met in as far as it is reasonably possible given the constraints of the building. In 2010 some new modifications were made to improve access arrangements to the school.