

# Wallington High School for Girls

## KEY STAGE 4 SUBJECT INFORMATION

### 2018-2020



Headteacher Mr R Booth



# CHOOSING YOUR GCSE OPTIONS

During the Spring Term you will make your choices for your GCSE subjects. This is the opportunity for you to choose subjects alongside those that you study as a compulsory part of the curriculum.

There have been, and will continue to be, several opportunities for you to find out about the subjects available and hopefully this has already helped you to begin thinking about your future studies. These opportunities include:

- This booklet – which gives detailed advice about the subjects available at GCSE.
- An 'Options Evening' on January 25<sup>th</sup> 2018
- Year 9 Assemblies with Miss McIntyre.
- Year 9 'Options Assemblies' where staff will be talking to you about the new subjects on offer.
- Opportunities to discuss subjects with your teachers within lessons.
- Tutor times from the start of the Spring term will focus on decision making

Your choices need to be made and the Subject Choice Form completed and returned by **Friday 2<sup>nd</sup> March 2018**. There will be a pre-option survey of choices to determine demand for subjects during tutor time in the week beginning 29<sup>th</sup> January 2018. In the unlikely case that there is only limited demand from students for a subject, then the school may decide not to run that subject at GCSE.

Once we have received all the option requests, we build our school timetable around them and our aim is to meet all the student choices. In the unlikely event that we cannot accommodate your subject choices, then we would meet with you to discuss appropriate alternatives. This will usually take place before the end of the spring term (end of March). We cannot guarantee that we can meet any requests to change your choices once made. Therefore, it is really important that you think very carefully about the subjects you choose. You may want to choose subjects based on some of the following:

- Choose subjects that you enjoy.
- Choose subjects that you are good at.
- Think about your potential A-level choices.
- Don't choose a subject because you like a particular teacher or your friend is taking it – there is no guarantee you will be in the same class as your friend nor taught by that teacher.

If you have any queries about your options, you can speak to:

- ☒ The Head of Department of a particular subject
- ☒ Your subject teacher
- ☒ Your form tutor or Head of Year
- ☒ UCAS course finder: <http://www.ucas.com/>
- ☒ <http://www.russellgroup.ac.uk/informed-choices/>

Good luck with your choices.

**Mr R Booth Headteacher**

# PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE)

The PSHCE curriculum that is taught in Key Stage 4 aims to help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities and debate, students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviour, and make positive contributions to their families, school and communities.

Moreover, we aim to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences in lessons, students begin to understand the nature of the world of work, the diversity and function of business and its contribution to national prosperity. We also provide advice and guidance with option choices and careers.

The Citizenship element of the course aims to give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. This is achieved through a mixture of class debate and discussion, academic study and analysis of current issues in school, the workplace, the local community, the UK and around the world.

## Course Content

In Years 10 and 11 students follow a curriculum designed to stretch and challenge them. It includes the following key areas:

- Preparation for coping with the pressures of GCSEs
- The workplace and financial planning
- Advocating a local charity in partnership with First Give, including presentation skills
- Careers and the future
- The relationship between the UK and the EU
- The relationship between the UK and the rest of the world
- 'Chance to be the Chancellor' – the British economy
- Sex and relationships education
- Drugs and addiction education
- Education on how to remain mentally healthy

Topics are studied with a focus on rights and responsibilities, decision-making, power and authority. We also ensure that, through our teaching of PSHCE, we promote fundamental British values such as democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

# CAREERS INFORMATION, ADVICE AND GUIDANCE (CIAG)

The focus of CIAG at Key Stage 4 is on allowing students to broaden their knowledge of working life and to develop the skills and qualities needed for a lifetime of learning and employability in the ever-changing world of tomorrow. Students will be provided with opportunities that include:

- Access to self-assessment tools to enhance their self-awareness and to build on skills developed at KS3
- Access to quality information about their choices in education, training and employment Post-16;
- Access to the latest software, enabling them to independently explore a wide range of career paths matched to their skills and interests.
- Access to advice and guidance, to support and promote sound decision-making and self-management of their own future as an individual.
- Access to an external Careers Adviser.
- Students with Special Educational Needs will be provided with specialist help as needed.

## **Work Experience**

Building on the experience they will gain during 'Daughters to Work Day' (16 March 2018) in Year 9, students will continue to gain valuable work experience at Key Stage 4 and beyond. There are two work experience weeks in total, one in Key Stage 4 and one in Key Stage 5. These are held at the end of the Summer Term, after exams.

Early in Year 11, students will be encouraged to apply for a placement in a work area of their choice, using the skills that they will develop in their PSHCE lessons. They will learn how to compose a CV and letters of application and will also be encouraged to develop their telephone skills and to negotiate the type of work experience they will need to achieve their career goals.

## **General Physical Education**

Students take part in general PE twice a week. They are offered a range of new activities, which may include health-related fitness, outdoor adventurous activities, basketball, badminton, trampolining, tennis, athletics and fielding games. They participate as performers as well as coaches, umpires and scorers. It is hoped that they will continue with at least one activity in their own time either within school or elsewhere.

## **Homework in Years 10 & 11**

In both Year 10 and Year 11, students are expected to complete homework for all subjects in line with departmental requirements. On entry to Year 10, students are given a calendar of the major project deadlines and are provided with a student planner in which to record work set and completed. This planner should be signed weekly by parents and is monitored by tutors.

Throughout the year, students will have Non-Examined Assessment tasks in some subjects that count towards their final GCSE marks. These are generally carried out in class time and are administered by departments. Students will be given clear instructions by their class teachers about preparation for these assessments.

## A NOTE FROM YOUR HEAD GIRLS

Choosing your GCSEs can seem really daunting. Of course you need to take it seriously but don't stress. It is a chance to take an active role in your learning and take charge of what you want to do. For this reason we want to encourage you to think hard about it, but don't worry if it isn't immediately clear which ones you'd like to take.

We think it is crucial to choose the subjects that you love. You will be spending a lot of time on them and it will be much easier if you enjoy them. Whichever subjects you choose, you will be able to develop your skills, increase your knowledge and build a strong foundation for later in life.

Both of us loved the freedom of choosing GCSEs. We know it is sometimes hard to let subjects go but it allows you to really delve into the topics you love. If you're ambitious, go for a twilight course but remember they are a lot of extra work. And it goes without saying, for any new subjects, make sure you do your research first! Trust your teachers, if you need any advice they are there for you. We are also happy to answer any questions and are sure that other students in the school would love to help too.

It has been a pleasure to be your prefects this year and we wish you the best in this exciting endeavour,

Temí & Lilian



## CORE CURRICULUM

### Changes to the GCSE Grades

The government has changed how GCSEs are graded. **Your GCSEs will all be graded on a scale from 1 to 9.** Grade 9 is the highest.

This will be the same across the whole country for your year group.

# GCSE COURSES

# ART, CRAFT & DESIGN

Examination Board – EDEXCEL

## Why study Art?

Wallington High School for Girls has a strong tradition in Art. The department has two main aims. Firstly, that students will develop a genuine love of art in all of its aspects, and secondly that each student should maximise her academic potential by obtaining the highest possible grade at GCSE, AS and A2 level. Visits to London galleries and museums are hugely popular and are organised as a vital learning experience on the course.

## Course Content

The learning in Art & Design includes self-assessment, discussion, kinaesthetic, visual and verbal learning. There is an emphasis on risk-taking and exploring the wider issues and concepts of art and design. Set themes will provide a starting point from which the class work and individual imaginative work will evolve. The main area of study in Years 10 and 11 is “The Human Condition”. This develops into wider projects as the course progresses, covering a significant range of media use.



## Assessment

Component 1: Personal Portfolio (coursework) consists of classwork, homework and personal responses to the set theme, which can often be interpreted in varied multi-media. Written work will take the form of evaluation and annotation - both personal analysis of own and other artists' work and making judgements about working practices and procedures. A written evaluation of each project undertaken must be produced. Coursework is always marked to GCSE criteria and marked within the approved range of marks.

The theme for Component 2: Externally Set Assignment (examination) at the end of the course is set by Edexcel. Students prepare and develop their ideas over eight weeks before sitting their ten-hour exam. The candidates' selected work is exhibited, with their examination piece, at the end of the course. Final grades are awarded on the standard of the coursework (60% of total mark) and examination work (40% of total mark) combined.

## Beyond Key Stage 4

This course is very useful to those who are interested in progressing towards a career in Art and Design, Teaching, Media, Occupational Therapy, Advertising, Public Relations, Architecture, Museum and Gallery work. Art at KS5 is a popular option with many students progressing to Art Foundation courses prior to a degree course and the creative industries; many of our students also progress on to degree courses in Architecture.

# BUSINESS

## Business

### Examination Board – OCR (J204)

#### Why Study Business?

Business GCSE gives a comprehensive overview of all key aspects of 21<sup>st</sup> century business activity and as such has significant appeal for students contemplating careers in industry, commerce or for students who wish to develop their insights into the way organisations develop and grow. The subject is real, relevant and rewarding to study.

#### Course Content

Business GCSE gives you an opportunity to study the dynamic environment within which firms operate and the techniques they use to become and remain competitive.

Subjects studied include entrepreneurship, marketing, human resources, production, finance, business ethics, economic environment and globalisation. Much of the work in lessons will be based around case studies, group work and simulations. So there will be plenty of opportunity to put your business skills to use. Students get a great deal from the course and achieve excellent results, often going on to study Business and/or Economics at A- Level and beyond.

#### Assessment

Two written exams with equal weightings externally assessed.

Paper 1 -Business activity, marketing and people.

Paper 2 -Production, finance and external influences on business.

#### Beyond Key Stage 4

Both Economics & Business Studies (Economics B Edexcel) and Economics (OCR) at A-Level can be studied without completing the GCSE course. Although the GCSE course is a really useful preparation for the work of KS5, the course is attractive to anyone with an interest in business and will be of significant benefit, whether or not students intend to study the subject at undergraduate level.

# COMPUTER SCIENCE

## Examination Board – AQA

### Why study Computer Science?

Computer Science is at the forefront of technology and innovation ready to be manipulated by you, the inventors of tomorrow. Currently there is a skills gap in computer science – and it is growing! From films to cars, planet-saving science to HIV vaccine, computer science drives everything we do. By studying Computer Science, you can learn about how society and new products utilise the growing skills in the design of innovative products and services from Apps to games to biotechnology.

### Course Content

Students at year 10 will follow theory which will allow students to understand how computing systems function and will also learn a programming language to enable them to fully understand how to create their own programs. They will begin their controlled assessment tasks as outlined below from March. This will be completed in year 11.

### Assessment

AQA Computer Science (8520)

Paper 1- Computational Thinking (40%)

Paper 2 – Theoretical Knowledge (40%)

NEA (Non Examined Assessment) – 20% made up of one programmable task

### Beyond Key Stage 4

Computer Science enables students to develop important subject knowledge together with a wide range of transferable skills which potential employers value highly. Almost every aspect of 21st century life has significant Computing components at its core.

Computer Science at A level provides a greater insight into the subject at a higher level and follows on from the GCSE.

# DANCE

## Examination Board – AQA

### Why study Dance?

As well as students attracted to dance as an eventual career, students choose to study GCSE dance because it is heavily practically focused with extensive opportunities to be expressive, creative and to perform. Lessons are fun and energetic with students given lots of opportunities to study a range of different dance styles.

### Course Content

GCSE Dance requires students to perform, choreograph and critically view their own dances and those of professional dancers.

Students study all aspects of a dance production: performance, including the dancer's training, choreography, design (set, costume and lighting) and the effectiveness of accompaniment.

### Assessment

Practical Assessment:

Solo performance: ..... 10%  
Group choreography: ..... 30%  
Performance in a duo/trio: ..... 20%

Written assessment:

Written examination: ..... 40%

### Beyond Key Stage 4

Many students who study GCSE Dance enjoy it so much that they want to take it further, either as an A-Level qualification or as part of a wider Degree Programme.



# DRAMA

## Examination Board – AQA

### Why study Drama?

As well as acquiring the skills to create and perform contemporary and classical Drama, you will also develop your ability to work effectively with others, problem-solving and communicating clearly. You will find that Drama will help you feel more self-confident and prepare you to deal with communicating and leading teams of people in the workplace.

### Course Content

In Year 10 you will explore the process of creating devised drama and keep a performance log of your rehearsal process. Your performance, performed to a live audience, will be worth 20 marks and your performance log 60 marks. We will use the stimulus of an international theatre company or a recognised theatre practitioner to inform the style of the work we create. Previous projects have included “the four elements” and “Grimm’s Fairytales” underpinned by the work of physical theatre company Frantic Assembly. On completion of this project we will then begin studies of the set play for the examination at the end of Year 11.

In Year 11 you study the play “Kindertransport” which highlights the journey of a Jewish refugee from World War II. We choose key scenes from the play and rehearse and perform two extracts for a live audience and a visiting examiner. This unit is worth 50 marks – 25 marks per extract. We then prepare for the written examination, visiting a professional theatre performance, in order to respond to an examination question on the work of live theatre makers (worth 30 marks), consolidate our general knowledge of professional theatre for the multiple choice questions (worth 4 marks) and re-visit our set text studied in Year 10 to prepare for questions worth 46 marks.

### Assessment

Written examination – worth 40% of the GCSE, Log book and performance of devised work - assessed by the teacher – worth 40% of the GCSE, performance work, worth 20% of the GCSE – assessed by a visiting examiner.

### Beyond Key Stage 4

Many students take AS and A2 Level Drama and Theatre Studies and the school has an excellent record in preparing students for successful drama and drama-related careers at all levels. Students have also used the life skills inherent in the subjects to apply successfully for careers in medicine.

## Examination Board - AQA

### **Paper 1: Explorations in Creative Reading and Writing**

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

#### **Section A: Reading (40 marks) (25%) – one single text**

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

#### **Section B: Writing (40 marks) (25%)**

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Paper 2: Writers' Viewpoints and Perspectives**

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

#### **Section A: Reading (40 marks) (25%) – two linked texts**

- one non-fiction text and one literary non-fiction text
- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

#### **Section B: Writing (40 marks) (25%)**

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Non-examination Assessment: Spoken Language**

## **Paper 1: Shakespeare and the 19th-century novel**

Written exam: 1 hour 45 minutes

64 marks

40% of GCSE

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

## **Paper 2: Modern texts and poetry**

Written exam: 2 hour 15 minutes

96 marks

60% of GCSE

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

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

# FOOD SCIENCE PREPARATION AND NUTRITION

Examination board: AQA

## SUBJECT CONTENT – what is covered?

Food preparation skills – these are intended to be integrated into five sections:

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

## ASSESSMENTS

**Exam: Paper 1: Food preparation and nutrition (50%)**

### What is assessed?

Theoretical knowledge of food science and nutrition from subject content.

### How it is assessed

- Written exam: 1 hour and 45 minutes
- 100 marks
- 50% of GCSE

### Question format

- Multiple choice questions (20 marks)
- Five questions based on the five topics above, each with a number of sub questions (80 marks)

## NON EXAM ASSESSMENT: (NEA)

### What is assessed?

#### Task 1: Food investigation (15%)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

**Practical investigations are a compulsory element of this NEA task.**

#### Task 2: Food preparation assessment (35%)

Students' knowledge, skills and understanding in relation to the **planning, preparation, cooking, presentation of food** and **application of nutrition** related to chosen task. **Students will prepare, cook and present a final menu of three dishes within three hours**, planning in advance how this will be achieved.

### How it is assessed

- **Task 1:** written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation (15% of GCSE)
- **Task 2:** Written or electronic portfolio including photographic evidence.
- Photographic evidence of the three final dishes must be included (35% of GCSE).



**AQA**   
Realising potential

# GEOGRAPHY

Examination Board – EDEXCEL (Syllabus A) → GCSE (9-1) New Specification from 2016

## Why study Geography?

Geography is a unique and dynamic subject that underpins both sciences and the arts. With this in mind, Geography can complement virtually every other subject you take at GCSE.

Geographers tend to have a diverse range of interests, which helps them see the world in many different lights. If you have an interest in:

- Finding out about cultures and societies that are different from your own;
- How people interact with each other and their environment;
- Physical landscapes and how they shape our environment;
- The inequalities within the world and how we could change them;
- Developing your research and ICT skills to use in 'real life' situations;
- Leaving the classroom to look at Geography in action.

...then Geography GCSE is for you!

## Course Content

We live in an ever-changing world and, as geographers, we learn about these changes and how they will affect you.

### Component 1: The Physical Environment

This unit is based on Physical Geography, in which you will study the following:

- Topic 1: The changing landscapes of the UK –including sub-topics 1A: Coastal landscapes and processes, 1B: River landscapes and processes
- Topic 2: Weather hazards and climate change
- Topic 3: Ecosystems, biodiversity and management

### Component 2: The Human Environment

This unit focuses on Human Geography, in which you will study the following topics:

- Topic 4: Changing cities
- Topic 5: Global development
- Topic 6: Resource management

### Component 3: Geographical Investigations: Fieldwork and UK Challenges

- Topic 7: Geographical investigations – fieldwork on human and physical environments
- Topic 8: Geographical investigations – UK challenges (students investigate a particular “challenge” e.g. climate change and link to the other topics studied)

→ Students are required to develop a range of geographical skills, including map and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers and will be taught within each component.

## Assessment

Each of the 3 components has an examination; all exams last for one hour and thirty minutes. Components 1 & 2 are worth 37.5% of your total GCSE, Component 3 is worth 25%. All components will be assessed in the June of your Year 11.

## Beyond Key Stage 4

Geography is seen by many businesses as a highly employable degree. This is not just because of the level of analytical and evaluative skills you gain throughout your Geography career, but also because of the variety of jobs to which Geography can lead. Some examples of vocations that recent geographers have entered are: law, medicine, journalism, media, marketing, environmental studies, leisure and tourism, government agencies, architecture, engineering, and of course teaching.



# HISTORY

## Examination Board – AQA

The History Department at the school is a place for ambitious and enthusiastic thinkers. We love our subject and we hope you do too. We aim to teach GCSE History creatively and with passion. We want you to be engaged with the exciting prospect of learning more history, enabling you to better understand the world in which you live. We cover relevant and interesting topics and you will develop academically respected skills, equipping you up well for whatever academic or professional choices you may make in the future.

This course is for you if:

- You love history!
- You interested in current affairs and follow the news on TV or in the press.
- You are interested in people – how we live today and how people lived in the past. Why do people do the things they do?
- You enjoy reading and can express your ideas clearly in writing.
- You are prepared to discuss your ideas and the ideas of others.
- You want to enhance your ability to analyse and evaluate, presenting your own well-constructed arguments.

### Course Content

The History GCSE is a very exciting prospect. It is full of variety as there are requirements to study an aspect of world history, an aspect of British history, the wider historic environment as well as subjects in breadth and in depth. Study of History provides an opportunity to open your mind to new history and new and wider understanding.

The four selected units will be examined across two papers in the following way.

Paper 1: 'Understanding the Modern World'. This paper has two sections.

### **Section A: EITHER: Germany 1890-1945: Democracy and Dictatorship OR Russia, 1894-1945: Tsardom to Communism**

Depending on which History teacher your History class is being taught by, you will either study Germany or Russia for this section of the GCSE. If it is Germany, you will be studying the history of Germany from before the First World War and the rule of the Kaiser, through Germany's defeat in the First World War, the failure of the Weimar Republic and the rise of Hitler. There will then be some time looking at what life was like for Germans under the Nazis. Alternatively, your studies may focus on the development of Russia during a turbulent half century of change. It was a period of autocracy and communism – the fall of Tsardom and the rise and consolidation of communism. You will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. You will also look at the role of key individuals and groups in shaping change and the impact developments had on them. We will consider in particular how Tsardom came to an end, the new society established by Lenin and then the dictatorship of Stalin as leader of the USSR.

### **Section B: Conflict and tension and tension between East and West, 1945-1972**

The wider world depth study will enable you to understand the origins and development of the Cold War. It will focus on the causes and events of the Cold War and seek to show how and why conflict occurred and why it proved difficult to resolve. We will consider the roles of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Paper 2: 'Shaping the nation'. This paper has two sections.

### **Section A: Britain: migration, empires and the people of the c790-the present day**

This thematic study will enable you to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. You will study invasions and conquests as well as the country's relationship with Europe and the wider world. You will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. We will also consider the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

Some of the specific areas we will study in this section are the invasions by the Vikings and the Anglo-Saxons; the development of the slave trade; colonisation of North America and then the loss of these colonies; expansion in India and in Africa; the end of Empire and the role of Gandhi, Nkrumah and Kenyatta; the Falklands War; European and non-European migration.

### **Section B: Restoration England, 1680-1685**

This section of the GCSE is all about Charles II. It is a depth study which will focus on the relationship between the Crown and Parliament as well as the court of Charles II. We will also consider life in Restoration England including the Great Plague of 1665 and the Fire of London in 1666. We will take a very exciting look at the culture of Restoration England and Charles II's patronage of the arts and science enabling us to discover the Royal Society, Samuel Pepys and Christopher Wren. And then, complementing our study of migration, we will consider how trade and war had a part to play in the claiming of land overseas.

The final part of this unit is concerned with the historic environment of Restoration England, giving you the opportunity to examine a specific historic site in depth. You will study this site in its historical context, examining the relationship between this place and associated historical events and developments. The examination board will select the site and whilst you are not required to visit it, you may want to organise your own day out! Depending on the site selected, we will be considering whether it is possible to include a visit as part of our enrichment programme.

### **Assessment Information**

Paper 1: Understanding the modern world. 50%. 1 hour 45 minutes

- Section A Period study: Germany, 1890-1945 OR Russia, 1894-1945
- Section B Wider world depth study: Conflict and tension between East and West, 1945-1972

Paper 2: Shaping the nation. 50%. 1 hour and 45 minutes

- Section A Thematic study: Britain: migration, empires and the people of the c790-the present day
- Section B British depth study with historic environment: Restoration England, 1680-1685

### **Beyond Key Stage 4**

History is well respected by top universities and employers because of its undisputed academic profile. History develops skills of using evidence, analysing issues, reasoning and creating strong arguments as well as essay writing. It combines very well with all subjects but especially English, Modern Foreign Languages, Economics, Politics, Classics and Sociology. Historians can become journalists, lawyers, teachers, civil servants and politicians as well as bankers and business managers. Studying History enhances your wider understanding and provides you with an invaluable skill set whatever your chosen career path.

# MATHEMATICS

## Examination Board – EDEXCEL (Linear)

### Why Study Mathematics?

Universities and employers value the academic training that mathematics provides and areas such as law, computing, architecture, medicine and veterinary science amongst others welcome the logical preparation provided by mathematics.

The study of Mathematics can satisfy a wide range of interests and abilities. It develops the imagination. It trains the mind in clear and logical thought. It provides exciting challenge with varieties of complex ideas and deals with the questions arising from the study of complicated structures.

Mathematics allows structured abstract thought about almost anything.

### Course Content

All students will do the **Higher Tier** examination, following the same syllabus, and everyone will have the opportunity to achieve the highest grades. In Years 10 and 11 Mathematics is taught in sets to allow for differentiation in depth of study and support.

All girls will be given a textbook that covers the whole course and students are required to have a **scientific calculator** for lessons, homework and assessments.

The department has developed a Programme of Study called “>**GCSE**”. The “More Than” curriculum delivers engaging extension and enrichment work to enhance the Edexcel syllabus and prepare students for Advanced Level Mathematics in the Sixth Form. This will involve use of ICT, ‘Thinking Skills’, group work, research assignments and exam preparation.

The GCSE course consists of a number of elements: Using and Applying Mathematics, Number, Algebra, Shape and Space, Functional Skills, and Handling Data. Particular emphasis will be placed on the algebra content.

### Assessment

The GCSE is assessed in three, equally weighted final exams: two calculator papers and one non-calculator paper. **There is no coursework component in Mathematics GCSE.** Girls will be formally assessed on four occasions each term and their performance monitored.

### Beyond Key Stage 4

Maths is the most popular AS Level subject at WHSG. Maths and Further Maths provide challenge and vigour to a Sixth Form diet. It is difficult to think of any course/career where it would not be welcomed in combination with other subjects.

### Extension

There will be an opportunity for selected students to study for an additional free standing qualification in Further Maths in Year 11.

# MEDIA STUDIES

## Examination Board – AQA

### Why Study Media Studies?

Both the skills and subject knowledge of Media Studies help to provide students with the flexibility, understanding and ability to synthesize and evaluate information which is so valued by employers in all areas of the Media and related disciplines. So if you are thinking of a career in journalism, television broadcasting, film making or radio, Media Studies will provide you with a strong foundation in all of these areas. Mediums that students might choose to create include the following: radio, film / video, newspaper or magazine publishing, advertising campaigns, computer games or web design. The hands-on nature of this course appeals to students as they learn about up-to-date technology and systems for creating their own media pieces.

### Course Content

In Media Studies students study a broad range of media texts. It is an accessible and exciting course which allows students to develop skills in their analysis and creation of print media texts, e-media and moving image. Students will develop a valuable understanding of how media texts are created and targeted at audiences. They will also consider how representations are used to communicate messages to viewers and readers and track the historical development of these media forms.

### Assessment

Assessment is through both examination and practical coursework. The coursework unit enables students to apply theoretical knowledge to the production of a practical project of their choice.

#### Component One – Coursework

Students will work at producing coursework in a variety of different media forms. They will also make, from scratch, their own piece of media that exhibits their understanding of their chosen medium and the processes and technology used to create it.

***This component makes up 60% of the final assessment mark.***

#### Component Two – examination

Students will complete case studies into a number of different types of media developing a thorough understanding of the origins of that media type. They will take into account the way that it is constructed, its historical development, its style and current media debates regarding its format and how it is received by audiences. This will be assessed in examination conditions where students will complete a number of tasks to demonstrate their knowledge and skill.

***This component makes up the other 40% of the final assessment mark***

### Beyond Key Stage 4

Media Studies at A Level and Media Studies at Degree are popular courses. Universities view a good grade in Media Studies at both GCSE and A Level as a strong indicator of academic and practical ability.

# MODERN LANGUAGES

## Examination Board – AQA French, German, Spanish

All students continue to study one language to GCSE, but why not do two? The skills you need to succeed are the same, and outweigh any danger of you getting muddled up!

### Why Study Foreign Languages

- According to Business Insider UK, speaking languages other than English can help you get a higher paid job.
- In fact, survey after survey show British businesses value linguists and prize cultural awareness. In a CBI survey 87 per cent of executives said there was a critical need for more than one language in use in their firm.

Speaking other languages opens doors, not only in terms of jobs: it enhances your life by making contacts with others and enriching your experience of travel. Learning other languages is shown to strengthen your memory, improve your English, increase your creativity and boost your ability to communicate generally. You don't know where your future life will take you, but learning languages will never be a wasted skill.

### Course content

Did you realise that you are already well on the way to achieving a GCSE qualification with the three years you have already put in to the study of your modern languages at Wallington High School for Girls? The fact is that the work you have done in Years 7 - 9 will all be relevant and useful for GCSE, so all you have to do is build on the patterns you have been learning since day one in French, German or Spanish, and keep on listening, speaking, reading and writing!

GCSE French, German and Spanish are designed to help you be able to talk about yourself and your family, your free-time activities, your education and your home as well as discuss some issues like the environment and learn about the culture of the country. You also practise understanding everyday language in reading and listening.

In Years 10 and 11 you will be encouraged to develop your language skills to your full potential, using up to date course books, an online learning platform and the internet. By the end of the course you should be able to speak and write confidently in the language(s) you are studying and will be amazed at the amount of the language you can understand when you hear or read it. You will have learned a skill for life.

### Assessment

Speaking Exam	25%
Writing and Translation Exam	25%
Listening Exam	25%
Reading and Translation Exam	25%

### Beyond Key Stage 4

Lawyers, doctors, scientists, engineers, business executives: all kinds of people find it useful to speak a language other than English, so gaining a GCSE or two in a language followed by an A Level will not only improve enjoyment of your holiday, but will also enhance your career opportunities in future. Admissions tutors at universities regard success in languages very highly, regardless of what subject you want to study, and undergraduate courses at the top universities will welcome you with open arms.

# MUSIC

Examination Board – EDEXCEL



## Why Study Music?

Music counts as an academic subject for university entrance and a variety of professions regard a qualification in music as well worth having.

For what other sort of jobs will music be useful? Sound recording, music technology, film and T.V. composing, music librarian, music therapist, orchestra administrator attached to a performance or musical company, instrument making, teaching as well as the more difficult jobs of making music for a living, but remember there is more to life than getting a job, the enjoyable study of music might give you an interest which could outlast your working life.

## Course Content

Do you enjoy making and listening to music? If so, this course should be of interest to you as the activities include performing, composing and listening to music. Music continues to have 60% coursework which consists of the Performing and Composing units outlined below.

### **Performing: 30% (Coursework- internally marked, externally moderated)**

There will be many opportunities to perform in groups as well as on your own, both in class and at school concerts and recitals. You will be required to record and present for assessment two pieces of music performed during the course: one will be a solo piece, and one will be as part of an ensemble. Final recordings will be made in year 11. It is expected that the minimum standard of performance for entry to the course will be grade 3 or equivalent. The style of music can be your choice, and you will be guided to perform a piece to the best of your ability with staff guidance and the criteria set out by the exam board.

### **Composing: 30% (Coursework- internally marked, externally moderated)**

You will learn to compose in a variety of styles and genres, and your two best pieces will be assessed. There is preparation and research before the controlled conditions begin and Sibelius 7.5 software is used to notate your compositions during lesson time. The 2 compositions last for a minimum of 4 minutes and one brief is set by the exam board at the beginning of year 11.

### **Listening: 40%**

You will become familiar with a wide variety of different styles of music, with a focus on set works. In the examination you will be asked specific questions about the set works as well as an essay style question. This part of the course will be tested at the end of Year 11 by a Listening Examination which is 1 ½ hours.

## Assessment

Performing	30%
Composing	30%
Listening exam	40%

## Beyond Key Stage 4

A-Level Music is a great choice for Key Stage 5. Many subjects combine well with music from humanities and languages to subjects such as mathematics and science. University admissions tutors value it as an important GCSE or A-Level as it takes a huge amount of specific skill and demonstrates talent, intelligence, application, discipline, focus and dedication.

# PHYSICAL EDUCATION

## Examination Board – AQA

### Why Study Physical Education?

Physical Education is an excellent GCSE choice since it helps the student:

- Become increasingly physically competent through being actively engaged in a range of physical activities.
- Develop an understanding and appreciation for the theory that underpins practical performance, including the study of Biology, psychology, historical and contextual studies relating to sport.
- Students will attend an outdoor activities visit to complete units in rock climbing, abseiling and other outdoor adventurous activities.

### Course Content

#### Practical - (40%)

Students are assessed in **three** sporting activities in a **competitive situation** at the end of the two years as well as an analysing performance task for one activity in Year 11.

The activities covered in lesson time across the two years will be: athletics, badminton, basketball, dance, gym, netball, swimming, cricket, football and trampolining. If students participate in or perform a sporting activity outside of school, this may also be used towards your practical mark. Students in the past have been assessed in skiing, horse riding and judo from out of school activities (students attending the school ski trip will also be assessed towards their GCSE PE in skiing).

It is an expectation that all students on the course attend at least one extra-curricular club.

#### Theory - (60%):

Paper 1: The human body and movement in physical activity and sport (Biology & Movement Analysis) Paper 2: Socio-cultural influences and well-being in physical activity and sport (Sports Psychology, Socio-Cultural, Health and Fitness)

### Beyond Key Stage 4

A qualification in Physical Education is well-regarded by Higher Education and provides the basis for A2 level Physical Education. Physical Education is one of the fastest growing areas of study today and links very closely to the growth of the Sports Science and Leisure industries. The Human Biology and Psychology aspects are also great for students wishing to go into Psychology or Medicine. A huge proportion of our past students have gone onto study Sports Physio/Rehab and Psychology at University.

# PRODUCT DESIGN GRAPHICS

## Examination Board – AQA

### Course Content

Graphic Products are made mainly from card, paper and modelling materials but can involve any other material that the student chooses including woods, metals, plastics or textiles. In Year 10, the majority of graphical presentation techniques, including computer-aided design and manufacture, are taught through a series of small projects. Skills are learnt through practical activity as far as possible. During year 11, students choose a project from a selection of briefs which allow them to be very creative and through which they can significantly extend their skills. The laser cutter and vinyl cutter are often used in their creations. The course also involves the study of contemporary designers, companies and architects and their work, such as Alberto Alessi, Sir Norman Foster Philippe Starck, Dyson and Apple.

Students who have studied Resistant Materials or Textiles in Year 9 are welcome to study Graphic Products at GCSE level.

This course will appeal to those who enjoy art and computer graphics, including Photoshop 2D Design, Illustrator and Pro-Desktop. The only limitation to a projects outcome is the students imagination and the resources we have to create it.

Possible career prospects include: Interior Design, Architecture, Advertising, Graphic Design, Product Design, Packaging Design, 3D Modelling and Animation.

### Assessment

Coursework Project in Year 11:

practical ..... 20%

folder ..... 30%

Written and drawn Examination: ..... 50%

# PRODUCT DESIGN RESISTANT MATERIALS

## Examination Board – AQA

### Course Content

The course is delivered through design and make tasks focusing on the use of wood, plastic and metal but can also involve any other material of the students choice such as paper, card, textiles or modelling materials.

In Year 10, all students work on a selection of projects, including clocks and lighting, that give them a through practical work, and students are encouraged to use the full range of machinery. Students also learn various drawing skills and use CAD/CAM when appropriate. The laser cutter or vinyl cutter can often be utilised for intricate work.

Students who have studied Graphics or Textiles in Year 9 are welcome to study Resistant Materials at GCSE level.

The syllabus also includes the study of contemporary product designers and their work, such as Philippe Starck, Alberto Alessi and Sir Norman Foster. They also study design movements and companies including Art Deco, Bauhaus, Apple and Dyson.

Year 11 students choose from a selection of briefs to create their final assessed project.

### Assessment

Coursework Project in Year 11:

practical: ..... 20%

folder: ..... 30%

Written and drawn Examination: ..... 50%

This is a very exciting subject where projects can be constructed in such a way that the only limitation is the students imagination and the technology available. Career opportunities extend into product design, architecture, theatre design, civil engineering, environmental engineering, technical management, marine engineering and the aerospace industry.

# PSYCHOLOGY

Examination Board: AQA

## Why Psychology?

Psychology is the scientific study of the mind and behaviour. It is a multifaceted discipline and includes many sub-fields of study such areas as human development, sports, health, clinical, social behaviour and cognitive processes. Psychologists use the same methods as other scientists to understand the world around them. Throughout the course you will learn to analyse many psychology experiments, evaluate their credibility, and reach conclusions that may be applied to improving society; you will develop skills that enable you to carry out your own research including analysing data. Psychology is a particularly engaging option because many of the topics you learn apply to your everyday life.

## Course content and assessment

### Paper 1 Topics:

- 1) Memory (process and structure of memory)
- 2) Perception (visual illusions, theories of Gibson and Gregory)
- 3) Development (early brain development, Piaget's stage theory)
- 4) Research Methods (designing research and analysing data)

### Written exam:

1 hour 45 minutes  
100 marks  
50% of GCSE

### Paper 2 Topics:

- 1) Social influence (conformity, obedience, prosocial behaviour, crowd and collective behaviour)
- 2) Language, thought and communication (human and animal communication, non-verbal communication)
- 2) Brain and neuropsychology (structure and function of the nervous system and the brain)
- 3) Psychological problems (characteristics of clinical depression, theories of depression, therapies for depression)

### Written exam:

1 hour 45 minutes  
100 marks  
50% of GCSE

## Beyond Key Stage 4

Choosing Psychology at A level gives potential routes into clinical, educational, sports, occupational and forensic psychology, amongst others. It also complements any career path that involves helping, understanding, or communicating effectively with people.

## For more information:

- 1) <http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/specification-at-a-glance>
- 2) Dr Wu (Head of Psychology and Sociology) email: [mwu@wallingtongirls.org.uk](mailto:mwu@wallingtongirls.org.uk)

# RELIGIOUS STUDIES

## Examination Board – Edexcel

### Why Study Religious Studies?

Religious Studies is a demanding and critical subject that provides a valuable insight into two major world religions while also providing students with a wonderful opportunity to explore and reflect upon some of life's most significant and challenging questions. Students are taught to become independent thinkers who are reflective, rational and at ease in discussing and debating significant issues in Religion, Philosophy and Ethics. In practice this means there is great emphasis placed on students developing their religious literacy as well as becoming creative, caring, collaborative and critical thinkers....sapere aude! In addition TP is a strong department with a reputation for great results and supportive staff.

### Course Content

At GCSE students study two major world religions: Buddhism and Christianity. Students will learn about the core beliefs and practices of both religions but drawing on Buddhism they will also explore issues of crime, punishment, war and violence, while drawing on Christianity they will also explore philosophical arguments for and against belief in God and ideas and beliefs regarding social justice. It is important to note that this is always done in a critical fashion prompting students to think for themselves.

On top of the lessons focused on covering the content necessary for success in the Summer exam students will also have at least two hour long P4C (Philosophy for Children) sessions per half-term. Such sessions offer a great opportunity for students to take control of their learning and discuss any question or issue of their interest in a safe but critical environment that promotes oracy and the art of conversation.

### Assessment

Two terminal exams each 1 hour and 45 minutes long

### Beyond Key Stage 4

Students of Theology and Philosophy are prized for their skills of analysis, argumentation and essay writing. In addition the department prides itself on promoting independent thought and the art of conversation. As such, this subject and department develops knowledge, skills and behaviours that compliment any future subject choices or career paths.

# SCIENCE

## Examination Board – Edexcel (Biology & Physics) and AQA (Chemistry)

Students will be studying a course in science that will lead to **three separate GCSEs** in Biology, Chemistry and Physics.

*These courses are new, with current Y11 students being the first cohort to study them. All courses are linear, with an increased mathematical demand. They are examined entirely through examination (with no coursework), although students will have to complete core practicals for each science within lessons, which they will then be examined on at the end of Y11.*

### Why Study Biology?

***Biology as a subject has never been more relevant to our society – rarely a day goes by without some biology-related topic appearing on the front pages or on our TV screens, whether it's to do with genetically modified crops, foot and mouth outbreaks, and pollution of the environment or the latest breakthrough in medical research.***

Studying Biology GCSE will help prepare your daughter for A-level Biology. This could then lead to a Biology degree and a variety of careers in the biological sciences. Some graduates pursue a particular area of interest by taking a doctoral degree and going on to a career in research. Others choose to work at the interface between science and non-scientists, using their skills and knowledge of the natural world to communicate science to others, or by making complex biological data comprehensible for companies and other organisations. Studying Biology will also give you training with wider applicability, such as intelligent decision-making about complex and changing situations. It will teach you how to locate, evaluate and analyse information from diverse sources and how to convey complex ideas in an accessible way. All of these skills are relevant to a great variety of professions, both within and outside the world of science.

### Course Overview:

- Topic 1 – Overarching concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines
- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

## Why Study Chemistry

**Chemistry lets you see the world differently. Studying the molecular world helps you learn to see more than what is obvious to others, to ask questions about how the current state came to be, to examine underlying mechanisms, to design experiments carefully, and to consider alternative explanations. Chemistry is already well known as a valuable foundation for professions such as medicine and law and is very useful in many areas of life.**

Chemistry is a unique science, which gives you the understanding of how new molecules can be created. Pursuing chemistry can lead you to fascinating careers where you can create new drugs, new materials, new technologies, new theories, new policies, or new businesses. The next Kevlar or nanotechnology could be your invention. Chemistry is critical to solving today's problems. Each day's news contains issues where chemistry matters: faster and cheaper drug development, cleaner and more economical fuel sources, safer air and drinking water, biotechnology to improve health and food sources around the world, nanotechnology to reduce the size and environmental impact of many consumer goods, and green industrial processes to prevent pollution.

### Course Overview:

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

## ***Why Study Physics?***

**Physics explores questions like: How did the universe begin? How will it end? What is a black hole? Is time travel possible? If you have an enquiring mind, always asking why things happen, then physics will help you find the answers. It forms the basis of most modern technologies and holds the future to global well-being.**

Physics presents us with the exciting and ongoing challenge of attempting to understand the physical world around us and of applying this knowledge to enable future technological advances. The topic of 'Physics' covers an immense range of activities from the development of devices on a nanometre scale to understanding distant (and massive) galaxies. Physics is also becoming increasingly interdisciplinary with the emerging field of Bio-Photonics and advances in Medical Physics at the forefront in current Physics research. Physics is at the heart of everything and is a highly rewarding discipline to study at school, university and beyond. Above all, physics opens doors to a wide variety of careers. The problem-solving and numeric skills are important for engineering and engineering-related courses.

### **Course Overview:**

- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity
- Topic 7 – Astronomy
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

# TEXTILES

## Examination Board – EDUQAS

### **60% Coursework (Portfolio) 40% Externally Set Practical Exam**

Length of Examination: 10 hours

GCSE Textiles is an exciting and challenging course that explores Art and Design through the medium of creative Textiles. You will explore pattern, colour and texture and learn new skills such as batik, tie dye, printing methods as well as building upon other techniques of stitched and constructed textiles such as felt making, appliqué, quilting, hand and machine embroidery.

In all the projects, you will learn about the work from textiles artists and designers from other times, cultures and the present day. This will influence and develop your skills to produce original and exciting pieces of textile work.

This course enables you to work with a variety of techniques and media and therefore is an excellent basis for students wishing to pursue a career in art or design based industries.

Much of the work you do in this course will be familiar to you as it leads on (at a higher level) from the work you completed in KS3. You produce work in sketchbooks, larger mounted sample pieces as well as producing final outcomes.

### **Course Content**

#### **Unit 1: Personal Portfolio** (*Coursework – 60%*)

This portfolio contains all your artwork produced during Y10-11. You will be expected to research broad themes and show evidence of how you have explored your ideas and developed your skills through mark making and experimental sampling of a range of practical techniques. Garments, purses/bags, belts, wall hangings and masks are examples of some of the possible final outcomes.

You will be expected to research themes, develop personal ideas and make observations related to artists that you have studied. Independent research is a key element of this and it is essential that your work is presented to a high standard at all times.

#### **Unit 2: Externally Set Assignment** (*exam – 40%*)

The assignment consists of a broad based thematic starting point set by the exam board. The topic will be given to you in January of Year 11 and you will have eight weeks of preparation time before a final ten-hour exam. Again, your preparatory material and research are as important as your final piece of work.

This is an excellent course for students with an interest in Textile design. You do not need any previous knowledge of Textiles but an interest in Fashion and Textiles would be ideal. A good grasp of art would be desirable. If you have an eye for detail, an interest in fashion/clothing/costume and you have good organisational skills, this would be an advantage. Students are expected to work with enthusiasm and be self-motivated. You will develop problem solving, creative thinking, investigation, research, and communication and teamwork skills. Employers and universities regard all of these highly.

### **Where will GCSE Textiles take you?**

Students will have the opportunity to continue their studies with our Art and Design (Textiles) A Level. This can lead to Foundation courses and/or University degree courses, developing into careers in Textile or Fashion Design, Costume, Interior Design, Soft Furnishing Design, Wallpaper/flooring/Surface Design, Trend Forecasting, Fashion Styling, Buying, Retail and Consultant Design roles.



# TWILIGHT CHOICES

## LATIN

### Examination Board – OCR

#### Why Study Latin?

In studying Latin you are studying the language of the ancient Romans, a people to whom we owe a great part of our modern civilisation, and a still greater part of our English language. You will experience at first hand elements of the culture, language and social and political life of the Roman civilisation which has inspired many later generations. As well as being exciting, challenging and inspiring, this course will help you to develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study.

Latin is logical and teaches us how to think. As well as providing a window into another world, it will open your eyes to the structure of English. Of the 20,000 words which you will most commonly meet in English, over half are of Latin origin. Thus Latin lives today in the speech of millions of people throughout the world – English, French, Spanish and Portuguese speakers especially - who are using words that were once part of the Latin tongue. Latin should not be described as a “dead” language, in the same way that the music of Beethoven or John Lennon, Mozart or Jimi Hendrix, cannot be described as “dead”.

#### Course Content

The course is based on the Oxford Latin books which tell the story of Horace, a famous Roman poet, who lived during one of the most exciting and interesting periods of Roman history. The story is told in Latin so that you very quickly learn to read the language.

The use of Latin in the modern world is never far away and time will be spent looking at its usage in the worlds of science, law, medicine, computing and even in the world of Harry Potter. In fact you can expect a number of surprises!

#### Assessment

No coursework or controlled assessments

Three written exams:-

- Language (worth 50% of the total GCSE)
- Prose Literature (worth 25%) – comprehension and appreciation
- Verse Literature (worth 25%) – comprehension and appreciation

#### Beyond Key Stage 4

If you want to study Modern Languages or English to AS or A-Level, or at University, this is the course for you. Do you want to be a doctor, or lawyer, or perhaps a vet? Or a computer programmer, archaeologist, historian or teacher? Latin helps you with just about anything. It even helps people with Mathematics because of the kind of thinking involved; in fact, nearly a third of graduates move into financial work of some kind. The former chief executive of IBM once said: *“Whatever the demands of technological and vocational training, the ability to communicate clearly and to think logically is as vital as ever. A Classical education, like Latin, provides this.”*

Latin lessons take place after school one night a week. You need to be prepared to work hard and it’s not for the faint-hearted. Why not come along and see if it’s for you?

*“Not to know Latin,”* as the central character in James Joyce’s ‘A Portrait of the Artist as a Young Man’ lamented, *“is to be forever a shy guest at the feast of the world’s culture.”*

# PHOTOGRAPHY

## Examination Board – EDEXCEL

### Why study GCSE Photography?

GCSE Photography is an exciting opportunity for students to explore a different media type and is designed for those who would like to further their skills in photography, video and animation. Students who reach a high level of attainment in Year 9 and are able to manage their time efficiently are invited to submit a selection of photographs and attend an interview.

Visual imagery is at the centre of many aspects of society from the creative arts, through media to advertising. Contemporary photography is central to this use of imagery and expresses clearly the rapidly changing social values and expectations of the society in which we live and work. GCSE Photography is an opportunity to learn foundation skills in one of the fastest changing and influential art forms of the day.

### Course Content

The course is designed to capture the student's imagination and develop both creative and technical skills. The Art & Design department has several digital SLR cameras to support learning in the classroom. The course covers essential skills including all basic camera settings and key concepts including, light, exposure, depth of field, aperture and shutter speed to obtain specific effects used in the industry. Students will also learn about post-production using the professional industry standard software Photoshop.

The creative element will be explored through the history of photography, building an appreciation of a range of artists, advertising concepts, and experimental work by the students themselves.

A good eye for detail and presentation skills are very important. It helps if students have access to their own cameras with manual settings to use outside of lesson time.

### Assessment

**Component 1:** Personal Portfolio (coursework) is 60% of the total mark, which includes written work.

**Component 2:** Externally Set Assignment (examination) is 40% of the total marks; the theme for the examination at the end of the course is set by Edexcel. Students prepare and develop their ideas over eight weeks before sitting their ten-hour exam.

### Beyond Key Stage 4:

GCSE Photography is a well-regarded qualification. It will appeal to students studying GCSE Art but combines well with many other courses. The imaging professions themselves are wide ranging and include General Practice, Fashion, Press and Journalism, Scientific, Medical and Forensic, Corporate, Industrial and Commercial. Many of these require both a technical and creative skills base as well as business knowledge. Comprehensive information can be found on the Skills Set web site, the sector skills council for creative media.

<http://www.skillset.org/photo/careers/photographers>

Photography lessons take place for one hour twice a week, after school, and you need to be fully committed to working hard beyond the main school day.

**Notes**