GCSE Options Booklet
2019

A World Class State Boarding and Day School

Pride • Passion • Positivity
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Dear Parents/Carers and Students,

From Year 9, we aim to allow students to take some control of their academic journey at the College within the broad confines of a traditional curriculum. We are passionate that our students should have access to a range of academic subjects, so we enter them into the ‘English Baccalaureate’.

The ‘Ebacc’ is not a qualification but instead recognises where students have achieved a Grade 4 or more across a core of traditional subjects. These must include: English Language, Mathematics, two Sciences, a Modern Foreign Language and either Geography or History. At Advanced Level, these subjects are known as ‘facilitation subjects’ and are preferred by the elite Russell Group of universities for entry on to competitive degree courses.

In addition to this academic core, our students will have the opportunity to tailor their remaining GCSE choices to fit their interests from a diverse range of optional subjects.
Core Curriculum

- English Language, English Literature and Mathematics
- Science - students study either Combined Science or Triple Award Science (Biology, Chemistry and Physics). The decision on whether a student follows a Combined or Triple Science course will be made towards the end of Year 9 and will reflect both their performance and interests.
- A Modern Foreign Language - either French or Spanish
- At least one of the Humanities subjects - either Geography or History
- Religious Education (core). The full GCSE may be chosen as one of the options subjects
- Physical Education
- PSHE
- Food and Nutrition (Year 9 only)
- Core ICT (Year 9 only)

It may be possible for a limited number of students to be withdrawn from the Modern Foreign Language or Humanities option if extra support is required in a variety of areas e.g. literacy or numeracy, but this is only done on a case by case basis and the College reserves the right to make the final decision, albeit in conjunction with parents and the student.

In addition to the core curriculum, students are required to make two options choices. They should think carefully about which subjects they enjoy, as well as what will assist them in further study or employment.

Options Choices

- Art (Fine Art)
- Art (Photography)
- Art (Textiles)
- Business
- Computer Science
- Creative Media
- Design & Technology
- Drama
- Food, Preparation & Nutrition
- French
- Geography
- History
- Music
- Physical Education (GCSE)
- Religious Studies
- Sociology
- Spanish

In addition to the two options choices, students should make a reserve choice. Whilst every effort is made to accommodate students’ choices, we cannot guarantee that individuals will be allocated places in their first two subjects as it is impossible to timetable every possible combination and some courses may not run if there is not sufficient demand.

Once students have embarked on their programme of study in Year 9, it is not normally possible for changes to be made to their chosen subjects. Brief details about each of the subjects available are outlined on the following pages.

All students are encouraged to discuss their choice of subject with subject teachers and tutors.

In a change to previous years, the Options Form itself will now be completed electronically on a Google Form. The link can be found on the College website, under main school-curriculum overview.


Mr P Nightingale, Assistant Headteacher - Curriculum
Fine Art is an exciting three year course that allows students to develop their creativity, individuality and visual skills. Art & Design is aimed at anyone who has a passion for the subject; who is interested in being creative, and who is willing to experiment with different approaches. Students can choose to do Fine Art, Textiles or Photography.

Creative ideas are explored through the medium of photography, painting, mixed media and 3D work where a flexible and individual approach is encouraged. Students will research and investigate a theme from which they will develop personal and creative responses. Inspiration is taken from other artists and designers, which is enhanced by many extra-curricular gallery trips.

Working from a theme, structured workshops will guide students and build their confidence in the first two years, which then broadens out to allow for your own individual response in Years 10 and 11.

GCSE Fine Art is a coursework subject that enables students to fulfil their potential, and is highly rewarding. Students will be expected to plan and develop work beyond lesson time and supported study is offered most evenings.

Assessments
1 piece of coursework (60% of overall marks)
1 externally set assignment (40% of overall marks)

Progression
From GCSE, students can continue to A Level specialism in Textiles, Photography or Fine Art. There are many career opportunities that lead from this and many students go on to have successful careers in Art & Design, for example as an Architect, Animator, Costume Designer, Graphic Designer, Web Designer, Art Editor, Fine Artist, Curator, Florist, Illustrator, Product Designer, Set Designer, Furniture Maker and many more.

Art & Design (Fine Art) Course Content

Unit 1: Coursework (60% of overall marks)
In Years 10 and 11, students will complete two or three thematic coursework projects, responding individually to a given theme. They will be given guidance on how to structure their projects to meet the assessment objectives, which are based on 4 categories:

1. Recording: drawing and taking photos from observation
2. Using your knowledge and understanding of artists’ work for inspiration to develop ideas
3. Experimentation
4. Producing final outcomes that draw together the different aspects of research

Unit 2: Externally Set Assignment (40% of overall marks)
Working to the same assessment objectives students will respond to a theme given by the exam board, which is issued in January of Year 11, before completing a final piece over 10 hours (usually 2 days) in May.

For further information please contact:
Mrs H Roberts - Head of Art
Roberthe.staff@wymondhamcollege.org
Photography is a three year course for those with an interest in developing visual skills through digital photography and who are willing to experiment with different approaches to the subject.

Camera control, compositional, lighting and photoshop skills are developed, as well as written contextual skills, which form an important part of the course.

Students will work to a theme, with structured exercises to guide them and give them confidence in the first two years, which then broadens out to allow their own individual response in Years 10 and 11.

GCSE Photography is a coursework subject that enables students to fulfil their potential, and is individually highly rewarding. Students will be expected to plan and develop work beyond lesson time and supported study is offered most evenings.

Assessments
1 piece of coursework (60% of overall marks)
1 externally set assignment (40% of overall marks)

Progression
Students may continue to study Photography at A Level. Many students go onto successful careers in Design, Media and Advertising.

Art & Design (Photography) - Edexcel

Art & Design (Photography) Course Content

Year 9
In the first year of the course students will complete a series of short, linked creative workshops using a variety of photographic techniques and processes, working to broad themes such as ‘Unusual Viewpoints’, ‘Portraits’ and ‘Light’.

Unit 1: Coursework
In Years 10 and 11, students will complete two or three thematic coursework projects, responding individually to a given theme. They will be given guidance in how to structure their projects to meet the assessment objectives, which are based on four categories:

1. Recording: taking photographs that explore different aspects of composition.
2. Using your knowledge and understanding of Photographers’ work for inspiration to develop ideas.
3. Experimentation.
4. Producing outcomes that draw together the different aspects of your research.

Unit 2: Externally Set Assignment
Working to the same assessment objectives students will respond to a theme given by the exam board, which is issued in January of Year 11, before then completing the mounting and presentation of a final group of photographs over ten hours (usually two days) in May.

For further information please contact:
Mrs H Roberts - Head of Art
Roberthe.staff@wymondhamcollege.org
This three year course is for those with enthusiasm and passion for fashion, textiles and art textiles. It is a highly creative course and encourages students to develop and be creative with a wide variety of materials and techniques including plastics, wire, felt and fabrics. The course is very practical with the focus on experimenting with textiles to create sculptures, artworks, fashion pieces or accessories. Teaching is tailored to students’ individual strengths and interests. Students create a wide range of individual and artistic responses.

Assessments
1 piece of coursework and 1 externally set assignment

Progression
GCSE Textiles is linear and flows directly into A Level. The fashion and textiles industry is one of the largest in the UK and can lead to a large variety of career opportunities in design, fashion journalism, costume design, theatre design, pattern cutter, tailor, fashion buyer, marketing and many more.

Art & Design (Textiles) - Edexcel

Year 9
The first year of the course will be thematic-based project work that will enable students to build up the skills and design process techniques needed to successfully complete the GCSE course. This includes learning to sew, plastics, dying techniques, monoprinting and felting. Students will complete a series of short, linked creative workshops using a variety of materials and techniques. They will then develop a design and make a garment incorporating some of these techniques. Students will study a variety of designers developing their knowledge of design techniques and processes.

GCSE Textiles is a coursework subject that enables students to fulfil their potential, and is individually highly rewarding. Students will be expected to plan and develop work beyond lesson time and supported study is offered most evenings. Please be aware that students will be required to provide individual materials with an average cost of £70 over the three years, however they get to keep their creative outcomes.

Unit 1: Coursework - Years 10 and 11
Students will complete two thematic coursework projects. They will follow a structured project plan and with teacher guidance, produce projects personal to them. They will gain confidence in creative design processes and the choices that are needed to develop them. Students develop the ability to evaluate and understand design elements and to apply these to their own design work. They will have extra-curricular trips to London museums and galleries to develop their knowledge and techniques.

Unit 2: Externally Set Assignment - Year 11
Students are given a theme by the exam board. They then complete the design process using sketchbook work, investigating and researching, developing and refining ideas, producing samples and a final outcome. Students are encouraged to develop individual work and explore a wide range of ideas with the outcome produced in the timed two-day exam at the end of Year 11.

For further information please contact:
Mrs H Roberts - Head of Art
Business - AQA

“Entrepreneurs are not born, they’re made” - Peter Jones

“Set goals for yourself and put actionable steps in place to ensure that you achieve them. Whether you aim to get a promotion at work or set up your very own business, these ideas will only remain dreams until you play out how you are going to reach them...” - Kelly Hoppen

Business touches on every aspect of modern human society. Not only will this course enhance the skills students require for further study and in your personal life, it will prepare you for a career.

It will give students an insight into the world of work, which they will all enter eventually. We will offer students the chance to see how businesses operate in the real world and how they can contribute towards their success. Additionally, you will explore the factors that could promote a successful business of their own.

The combination of academic challenge and practical focus makes the prospect of studying this business course highly appealing and very popular with Year 9 students each year.

Assessments
2 written exams, 1 hour 45 minutes per exam

Progression
Students will leave this business course with a number of transferable skills, including understanding how an organisation operates, communication, decision-making, numeracy and presenting – just to name a few, making them a suitable candidate for any A Level course.

Continuing to study business can lead students towards a wide number of exciting career paths including accounting and finance, marketing and advertising, as well as retail, sales, human resources and business consultancy.

Business Course Content

The course allows students to develop an understanding of business organisations and the internal and external factors that affect these. It provides them with knowledge in areas such as markets, customers, finance and competition. Students will learn to apply their knowledge of business to different contexts ranging from small enterprises to large multinationals, and businesses operating in local, national and global markets. They will develop an understanding of how these contexts impact on business behaviour.

The course consists of six units:
- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

Students will have the chance to learn about and visit real companies as well as complete “The £10 Challenge” where they are given £10 as a loan and they try to make as much profit as possible from that by coming up with a new business idea.

For further information please contact:
Miss N Weston - Head of Business Studies and Economics
westonna.staff@wymondhamcollege.org
Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science qualification values computational thinking, problem solving and system design.

Computer Science is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Computer Science contributes towards the English Baccalaureate and is considered the fourth Science.

Assessments
Computer Systems - examination (50%)
Computational thinking, algorithms and programming - examination (50%)
Programming project - non-exam assessment

Progression
These skills will be the best preparation for students who want to go on to study Computer Science at A Level and beyond. The qualification will also provide a good grounding for other subjects that require computational thinking and analysis skills.

Computer Science Course Content

Computer Systems
In Computer Systems, students will learn about how computers work, including systems architecture, memory, storage, networks, system security and software, they will also consider the ethical, legal, cultural and environmental concerns linked to computing.

Computational Thinking, Algorithms and Programming
Here, students will look deeply into computational thinking, including algorithms, programming techniques, computational logic, translators and facilities of languages and data representation.

For further information please contact:
Mrs K Williams – Head of ICT and Computing
williaki.staff@wymondhamcollege.org
All Wymondham College students follow a common Science course throughout Year 9, allowing suitability for courses to be refined at the end of the year. In Years 10 and 11, some students will be directed to study Combined Science GCSE. Studying Combined Science does not prevent studying A Level Biology, Chemistry or Physics.

A sound understanding of the underlying principles and concepts in science allows students to prepare themselves better for the rapidly changing world in which we all live. All three sciences are covered in equal detail, with two GCSEs being gained at the end of the qualification.

**Assessments**
Students will carry out 16 required practicals across the three sciences. At least 15% of the marks on the exam papers will be based on work done in these practicals.

Exam content: 2 Biology papers, 2 Chemistry papers and 2 Physics papers - 1 hour 15 minutes per paper. Each paper is 16.7% of the final grade GCSE.

The course is worth two GCSE grades from 9-9 1-1.

**Progression**
Science is not just about accumulation of knowledge, it is also about understanding the Scientific Method, which allows us to make new discoveries about the world around us and beyond. Barely a day goes by without a scientific story being in the news. Life in the 21st century required everyone to be fluent in the basics of what they see and read around them every day and this course allows students to gain that understanding.

Studying the Combined Science course does not prevent study of any of the A Level Science courses.

**Combined Science Course Content**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
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<tbody>
<tr>
<td>Cell Biology</td>
<td>Atomic structure and the periodic table</td>
<td>Energy</td>
</tr>
<tr>
<td>Organisation</td>
<td>Bonding, structure and the properties of matter</td>
<td>Electricity</td>
</tr>
<tr>
<td>Infection and Response</td>
<td>Quantitative chemistry</td>
<td>Particle model of matter</td>
</tr>
<tr>
<td>Bioenergetics</td>
<td>Chemical changes</td>
<td>Atomic structure</td>
</tr>
<tr>
<td>Homeostasis and Response</td>
<td>Energy changes</td>
<td>Forces</td>
</tr>
<tr>
<td>Inheritance, Variation and Evolution</td>
<td>The rate and extent of chemical change</td>
<td>Waves</td>
</tr>
<tr>
<td>Ecology</td>
<td>Chemical analysis</td>
<td>Magnetism and electromagnetism</td>
</tr>
</tbody>
</table>

For further information please contact:
Mr B Dewhurst – Head of Science
dewhurbe.staff@wymondhamcollege.org
The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

Most of the qualification is tested by coursework that is set and marked by the class teacher and moderated by the exam board throughout Years 10 and 11. If students like project work, enjoy research and doing practical things, they will enjoy Creative iMedia.

**Assessments**

- Pre-production skills - exam (25%)
- Creating digital graphics - internally assessed (25%)
- Creating a multipage website - internally assessed (25%)
- Developing a digital game - internally assessed (25%)

**Progression**

This course is a GCSE equivalent and so will contribute to entry to Sixth Form or College. Many students go on to study Creative Sciences, ICT or Computing at A Level or other Level 3 qualifications. There are a diverse range of careers in the digital media sector and degree choices such as Games Development, Interaction Design and User Experience Design as well as more traditional degree choices in Computing. There are also many apprenticeship opportunities in the sector.

**Creative iMedia Course Content**

**Pre-production skills**

Students are introduced to a range of essential pre-production techniques used in the creative and digital media industries, including client brief, time frames, deadlines and preparation techniques.

**Creating digital graphics**

Building on the skills and understanding that they have developed in the previous unit; students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

**Creating a multipage website**

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.

**Developing digital games**

Students create and test a playable game from an existing design or brief to develop their knowledge and understanding of different types of digital games creation software, hardware and peripherals.

For further information please contact:

**Mrs K Williams – Head of ICT and Computing**

williaki.staff@wymondhamcollege.org
The new Design and Technology GCSE is an exciting and challenging course. It combines a range of subjects, in a hands on way. It allows students to develop problem solving skills and encourages students to use knowledge from all areas of the curriculum. As their knowledge and understanding develops, they will design, develop, test and create products selecting appropriate materials to realise their designs. We will use practical work to encourage students to explore materials and processes to be able to develop products and prototypes. This course prepares students for 21st century understanding of the world including the use of new technology as laser cutting, 3D printing and programmable electronics.

Assessments
This course is 50% non-examined content and 50% examined.

The non-examined content is produced in class from June of Year 10 until February of Year 11 and consists of a 30 page E-portfolio of work and a working prototype.

The exam covers a range of questions on materials, processes, design and social issues. 10% of the exam is applied maths questions. Students choose an area of specialism to answer within the exam paper we focus on timber as our specialism.

Progression
This course could lead to entry into any of the following Design and Technology based future prospects: Product Design, Architecture, Engineering, Furniture Design and Graphic Design.

Design & Technology Course Content
In Year 9, students make skills sticks, introducing them to a wide range of materials and processes from welding to wood turning. They are inducted in CAD CAM facilities in the department and look at mechanisms.

In Year 10 we build on the designing and making skills in mini-projects throughout the year such as architectural modelling, development of products and investigating users. These projects are assessed using the same assessment as the NEA so students are aware of what is required in each section. We start the non-exam assessment in June of Year 10.

In Year 11, students focus on the non-exam assessment and we consolidate the theory they have learnt working on exam technique and focusing on the specialist area of timbers.

For further information please contact:
Ms C Lloyd – Head of Design & Technology
lloydca.staff@wymondhamcollege.org
GCSE Drama gives students a unique opportunity to build their confidence both on stage and off. Students are encouraged to work independently, and as part of a team, whilst they explore different performance styles. They will also learn to experiment with a number of dramatic techniques to enhance your understanding of dramatic conventions. Students work will be based upon a variety of stimulus material including scripts, music, photographs and poetry from a range of historical, cultural and social genres.

The course not only involves developing students’ own communication skills but also enhances their understanding of the ways in which performers, designers and directors communicate meaning to an audience. Drama is an exciting GCSE that offers the chance to share students’ own experiences and ideas with others and see them come to fruition in a practical sense.

Assessments

- Written examination (40% of overall mark)
- Devised performance and log (40% of overall mark)
- Performance of 2 extracts from a published script (20% of overall mark)

Progression

AQA Drama GCSE has a wide relevance to a range of career and future pathways. Previous students have studied a range of performance courses post-16 and at university and many have attended prestigious drama schools. Drama can also reinforce a broad skills set that will help with professions which might require the following: communication, time management, team work, focus and concentration.

Drama Course Content

Key areas of study for this course are outlined below:

- Devising performance from a range of stimuli including photographs, poetry and newspaper articles.
- Opportunities to view a range of live theatre performances in order to analyse and evaluate how meaning is created for an audience using acting, design and technical elements.

For further information please contact:

Mrs L Bryce / Mrs C Foreman – Joint Heads of Drama
brycela.staff@wymondhamcollege.org
foremacl.staff@wymondhamcollege.org
Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Assessments
Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers’ Viewpoints and Perspectives, looks at how different writers present a similar topic over time.

Paper 1: Explorations in Creative Reading and Writing (1 hour, 45 min)
Paper 2: Writers’ Viewpoints and Perspectives (1 hour, 45 min)
Non-examination Assessment: Spoken Language & Separate endorsement (0% weighting of GCSE)

Progression
The course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

For further information please contact:
Mrs F Borrett – Head of English
borrett.f.staff@wymondhamcollege.org

English Language Course Content
All texts for the examination are unseen. Therefore, the key skills we will develop from Year 9 to Year 11 are:

- Learning to read texts actively and critically
- Employing close reading skills to retrieve information
- Making inferences and giving informed comments on language in use
- Producing texts that are fit for purpose for an audience
- Writing with control and accuracy

Reading
Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text.

Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text.

Comparing texts: comparing two or more texts critically with respect to the above.

Writing
Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.

Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).
English Literature - AQA

The course encourages students to develop knowledge and skills in reading, writing and critical thinking across the English literary heritage. Students will read a wide range of classic literature fluently and with good understanding, and make connections across their reading.

Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure.

Assessments
- Paper 1: Shakespeare and the 19th-century novel (1 hour 45 minutes)
- Paper 2: Modern texts and poetry (2 hours 15 minutes)

Progression
Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

For further information please contact:
Mrs F Borrett – Head of English
borrettf.staff@wymondhamcollege.org

English Literature Course Content

- 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.
- 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.
- Modern texts: students will answer one essay question from a choice of two on ‘An Inspector Calls’.
- Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

Paper 1: Shakespeare and the 19th-century novel

Section A: Shakespeare (Romeo and Juliet, Macbeth, or The Merchant of Venice)
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 (A Christmas Carol, Frankenstein or The Sign of The Four)
Students will answer one question on their novel. 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

Section A: Modern texts
Students will answer one essay question from a choice of two on ‘An Inspector Calls’.

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, one unseen poem and one question comparing this poem with a second unseen poem.
Food, Preparation & Nutrition - Edquas

This modern, positive, highly relevant and lively course has the potential to open a world of practical possibilities to explore. We follow a new specification, a fusion of all the best elements from three different strands of food study – practical food preparation from the Catering angle, nutrition from the health perspective and food science from Food Technology.

GCSE Food Preparation and Nutrition is a brilliant option if you are interested in anything relating to food, enjoy cooking and are possibly thinking of pursuing a career within this area. The department believe in making learning enjoyable and accessible to all students. We build practical food work into our lessons every week and aim to enrich learning with guest speakers and educational trips throughout the course.

Assessments
Written examination - 1 hour 45 minutes (50% of overall mark)
Assessment 1 - Food Investigation (15% of overall mark)
Assessment 2 - Food Preparation (35% of overall mark)

Progression
This course provides a suitable foundation for the study of Level 3 Food, Science and Nutrition and other food-related courses. It is a coherent, satisfying and worthwhile course of study for learners and enables informed decisions about a wide range of further learning opportunities and career pathways.

Possible careers with food include food product development scientist, food lawyer, food stylist, food photographer, urban farmer, nutrition and dietetic technician, molecular gastronomist, international aid worker, health promotion specialist, medical sales representative, food and nutrition management, education and research, consultant/private practice, food taster, restaurant designer, mycologist, craft brewer, food market manager, community education officer, food technologist, registered dietitian nutritionist, sports dietitian, renal dietitian, paediatric dietitian, clinical dietitian, oncology dietitian, nutritionist, nutritional therapist, food labelling specialist, corporate wellness consultant, food safety auditor, regulatory affairs specialist, public health nutritionist, clinical nutritionist, nutrition services manager, humanitarian nutritionist, nutrition educator, nutrition writer, a chef, a restaurateur or work in catering, hotels, hospitality. There are also catering needs for schools, prisons, hospitals, emergency services, army, navy or air force catering.

Food, Preparation & Nutrition Course Content
1. Food Commodities – meats, fish, cheeses, milk, eggs, beans, soya, tofu, mycoprotein, sugars, fats and oils, cereals, (cakes, pastries, bread, dough, batter), fruit and vegetables.
2. Principles of Nutrition – nutrients – classifications, sources, functions, deficiencies and excess. We use computer programs to help us analyse recipes, meals and diets.
3. Diet and Good Health - Recommendations, how our needs change throughout our lives, how to plan diets for people with specific dietary needs and how our lifestyle can affect our food choice. We study vegetarianism, religious belief, allergies and intolerances.
5. Food Provenance – local, national and global. We study the technological developments affecting our food choice. Encompassing environmental concerns, packaging, sustainability, wastage and food security.
6. Cooking and Food Preparation – using all of the food commodities in practical lessons to develop higher level skills – eg, profiteroles: flour - choux pastry, whipping cream – aeration.

To give both boarders and day students the same opportunities, we now provide all ingredients. This also ensures consistent food safety standards. We request a yearly contribution from parents of £30, or £10 a term. This contribution does not apply to students in receipt of pupil premium funding.

For further information please contact:
Mrs J Minnis – Head of Food and Nutrition
minnisjo.staff@wymondhamcollege.org
“So many of the world’s current issues - at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them.” - Michael Palin

For students who are curious about the real world outside the classroom, Geography offers students the opportunity to make sense of the amazing world they live in. From the impact of tropical storms and the causes of climate change to the importance of the tropical rainforests to the growth of the global mega cities, GCSE Geography explores the planet by increasing knowledge and understanding of the diverse contemporary issues facing both the physical and human environment. The course contains cutting-edge study content, brought to life by engaging enquiry questions and a development of rigorous geographical knowledge. There is the opportunity to examine in-depth contemporary case studies across a range of scales, while developing the study of the geography of the UK in the 21st century. Through a variety of activities including map skills, GIS, case study analysis, problem-solving, debate and hands-on fieldwork - it is never dull!

Assessments
100% examination

Progression
Geography is the great adventure with a noble purpose, leading to a wide number of career paths. These include: environmental consultancy, planning and chartered surveying, land and marine management, ecological conservation, sustainability and development. Geographers also build up a large bank of transferable skills, which make them highly employable in a large number of other sectors. These include: medicine, information technology, law, management, research, marketing, finance and business, industry and manufacturing. GCSE Geography is also a very important step in taking the popular A Level Geography course, with many students going on to study Geography at University.

Geography Course Content

Unit 1: Living with the physical environment
Section A: The challenge of natural hazards
Section B: The living world
Section C: Physical landscapes in the UK

Unit 2: Challenges in the human environment
Section A: Urban issues and challenges
Section B: The changing economic world
Section C: The challenge of resource management

Unit 3: Geographical applications
Section A: Issue evaluation
Section B: Fieldwork

Fieldwork
Fieldwork is a vital component of Geography, students benefit from learning outside the classroom. There will be two field trips investigating an urban area and a coastal study, examining the impact of physical processes and management. The fieldwork will be examined in Unit 3 of the course.

For further information please contact:
Mr T Fromant – Head of Geography
fromanti.staff@wymondhamcollege.org
History encompasses all subjects. At GCSE you will study English through First World War poetry and Drama through Shakespeare’s plays. You will explore developments in Science, covering a thousand years of medical progress. Geography skills will be applied in order to understand different theatres of war. Vocabulary from a range of Languages will be used to comprehend sources produced in Germany, France and across Europe. An appreciation of Art and Music will allow you to evaluate culture in Nazi Germany. Ciphers and codes studied in ICT will be discussed when exploring Elizabeth’s spy network. Maths skills will be applied to evaluate the extent of Germany’s recovery under Nazi rule and a grasp of Economics will be necessary to study the impact of the 1929 Wall Street Crash. You will consider Religion by comparing Christianity and Islam in the development of medicine. The role of weaponry in the First World War will require an understanding of Technology and the motivation of individuals such as Adolf Hitler will allow skills to be applied from Psychology. Understanding the attitudes of Germans towards events such as the Holocaust will tie into both Philosophy and Sociology, while studying the role of the 1936 Olympics in Germany will allow for an appreciation of the role of Sport in society. History encompasses all subjects.

Assessments
Paper 1: 1 hour 45 minutes (50% of the overall mark)
Paper 2: 1 hour 45 minutes (50% of the overall mark)

Progression
History is a highly desirable, valued and respected qualification for Journalism, Law, Politics, Accountancy, Media, Teaching, Museums, Libraries, Archaeology, Army, Police and Medicine.

In today’s internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.

History Course Content

Germany 1890-1945: Democracy and Dictatorship
A fascinating story of democracy and dictatorship in Germany. Focuses on the development and collapse of democracy followed by the captivating rise and fall of Nazism.

Conflict and Tension, 1894-1918
An important unit exploring the causes, nature and conclusion of the First World War. Students learn how and why conflict occurred, and why it proved difficult to bring the war to an end.

Britain: Health and the People – c1000 to the present
Students will gain an understanding of how medicine and public health developed in Britain with a focus on the roles of themes such as war, religion and individuals.

Elizabethan England c1568-1603
This option allows students to study the problems, challenges and decisions made by Elizabeth I with a focus on a particular historic environment.

For further information please contact:
Mr S Dye – Head of History
dyst.staff@wymondhamcollege.org
We believe that maths is about discovering patterns; solving problems, explaining why things are the way they are, identifying exceptions, supporting opinion with fact, developing resilience, asking questions and finding answers and working together. These are key skills in the development of any young person and whilst we will work tirelessly to ensure the young person secures the best possible maths grade, we also want them to leave with an embedded “Love of Maths” to pass on.

As a department, we strive to maximise the mathematical potential of every student. The delivery of consistently high quality lessons that will enable students to appreciate and enjoy mathematics is a crucial part of achieving this. Students are encouraged to speak to staff when they require extra help at any time of the day.

**Assessments**

For any student starting Year 11 with Year 7-10 data that indicates they can achieve at least a Grade 5, we will enter them for the Higher Paper in maths.

For any student starting Year 11 with Year 7-10 data that indicates they can achieve at most a Grade 5, we will enter them for the Foundation Paper in maths.

The assessments consist of 3 x 90 minute papers.

**Progression**

Students who identify as wanting to do A Level Maths in Yr 10 will be encouraged to take the Further Maths GCSE as an additional qualification. This is delivered in after school sessions.

Students who achieve at least a Grade 7 will be encouraged to continue with A Level Maths.

Students who achieve at least a Grade 8 will be encouraged to continue with A Level and Further Maths.

**Mathematics Course Content**

We offer a progressive 5 Year scheme of work, from Year 7 to Year 11, based on the 2014 Curriculum:

- Number
- Algebra
- Ratio & Proportion
- Geometry and Measures
- Probability
- Statistics

For further information please contact:
Mr R Machin – Head of Mathematics
machinro.staff@wymondhamcollege.org
All students study a language at GCSE; those who show particular enthusiasm and aptitude for languages are able to take a second language if they wish to, learning their second language ab-initio in Year 9.

The aim of the course is to develop and promote effective understanding of, and communication in, the foreign language, as well as an appreciation for and understanding of the cultures in which the language is spoken. The syllabus encourages an understanding of key grammar and syntax, as well as the exploration and enjoyment of new cultures. The course content provides a solid base from which to pursue future study of the language, at either A Level or a later point in life.

**Assessments**
4 exams, weighted equally in speaking, listening, reading and writing in Year 11.

**Progression**
The MFL course content provides a solid base from which to pursue future study of the language, at A Level or a later point in life. Foreign language study has been proven to boost literacy, increase memorisation skills, and is well regarded by Sixth Form and University admissions. Beyond the traditional linguistic routes of translating and interpreting, language skills are required in almost every industry in today’s global economy, with employers rating proficiency in a second language second only to IT skills as the most desirable trait in a job candidate.

**Modern Foreign Languages Course Content**
The content covers three topic areas, with the aim of allowing students to narrate, describe, give and justify opinions on the 3 topic areas:

**Theme 1: Identity and culture**
Self, my family and friends, technology in everyday life, free-time activities, customs and festivals in target language-speaking countries/communities.

**Theme 2: Local, national, international and global areas of interest**
Home, town, neighbourhood and region, social issues, global issues, travel and tourism.

**Theme 3: Current and future study and employment**
My studies, life at school, education post-16, jobs, career choices and ambitions.

A GCSE vocabulary book, revision workbook and guide are available for purchase from the department. In Year 11 students are issued with a library copy of the GCSE textbook for independent study and revision.

For further information please contact:
Ms C Gilliam – Head of Modern Foreign Languages
gillhac.staff@wymondhamcollege.org
This qualification has been redesigned to reflect the demands of a truly modern and evolving music environment. It enables students to apply themselves and gives them the skills to succeed. The qualification has a straightforward three part structure involving performing coursework, composing coursework and one examined listening paper appraising eight set works. As part of the course, the College will pay for 6 term’s worth of music lessons on one instrument of the student’s choice to help them with the performing component. This has a current monetary value of £1,050.00. Composition work is completed using 'Sibelius' music software in a computer suite. Overall, this subject is very practically based and can be a very enjoyable contrast to other more essay dependant subjects chosen by students. The teacher/student ratio is usually very good in this subject, which has a very positive influence on outcomes.

Assessments
Paper 1 - Internally assessed/externally moderated (30% of the overall mark)
Paper 2 - Internally assessed/externally moderated (30% of the overall mark)
Paper 3 - Written paper externally assessed, 1 hour 45 minutes (40% of overall mark)

Progression
The Music Industry including performers, composers, educators, sales/promotions, arts administrators, journalism, sound engineers, recording engineers, producers, acousticians.

Music Course Content

Area 1: Instrumental Music 1700 - 1820
- J.S Bach: 3rd Mvt, Brandenburg Concerto No. 5 in D Major
- Beethoven: 1st Mvt, Piano Sonata in C Minor 'Pathetique'

Area 2: Vocal Music
- Purcell: Music for a while
- Queen: Killer Queen (Sheer Heart Attack)

Area 3: Music for Stage and Screen
- Schwartz: Defying Gravity (Cast of recording of Wicked)
- Williams: Main Title: Rebel Blockade Runner (Star Wars Episode IV: A New Hope)

Area 4: Fusions
- Afro Celt Sound System: Release (Volume 2:Release)
- Esperanza Spalding: Samba Em Preludio (Esperanza)

For further information please contact:
Mr A Day – Director of Music
Dayan.staff@wymondhamcollege.org
Do you...
• Want to become a Personal Trainer or Sports Coach?
• Think that physiotherapy or PE teaching may be a career choice for you?
• Want the knowledge to keep yourself fit, health and active for life?
• Find the human body fascinating?
• Want to learn how to train SMART, not just train harder?
• Want to develop the knowledge to get better in the sport or activity you take part in?

If so, Physical Education GCSE is for you.

Assessments
2 written exams - 1 hour 15 minutes per exam (60% of overall marks)
Non-exam assessment - practical performance in physical activity (40% of overall marks)

Progression
GCSE Physical Education is not just an excellent base for the AQA A-Level in Physical Education, it can take students much further. For those students fascinated by the human mind, why not carry on to Psychology? For people into the why of the human race this carries you through to Sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.

Beyond A Level, the study of Physical Education can lead on to university degrees in sports science, sports management, healthcare or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

Physical Education Course Content

Paper 1: The human body and movement in physical activity and sport
• Applied anatomy and physiology
• Movement analysis
• Physical training
• Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport
• Sports psychology
• Socio-cultural influences
• Health, fitness and well-being
• Use of data

For further information please contact:
Mr C Jones – Director of Sport
jonesca.staff@wymondhamcollege.org

Physical Education - AQA

Paper 1: The human body and movement in physical activity and sport
• Applied anatomy and physiology
• Movement analysis
• Physical training
• Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport
• Sports psychology
• Socio-cultural influences
• Health, fitness and well-being
• Use of data

For further information please contact:
Mr C Jones – Director of Sport
jonesca.staff@wymondhamcollege.org

Physical Education Course Content

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• Health, fitness and well-being
• Use of data

For further information please contact:
Mr C Jones – Director of Sport
jonesca.staff@wymondhamcollege.org
Religious Studies - Equips

Religious Studies is a subject which explores the beliefs and practices of different groups of people. It will develop knowledge and understanding of key teaching and sources of wisdom. It will develop a students’ ability to construct well argued, well informed, balanced and structured written arguments. It will demonstrate their depth and breadth of understanding of the subject. It will provide opportunities for students to engage with questions of belief, value, purpose, truth and their influence on human life. It will challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and this will contribute to their preparation for adult life in a pluralist society and global community.

Students will deepen their understanding of the relationship between people. They will become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed. They will demonstrate and understand that the religious traditions of Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, as well as other religions and non-religious beliefs, such as Atheism and Humanism.

Assessments
The GCSE is examined by three exams in Year 11 covering the units on religious, philosophical and ethical studies in the modern world.

Progression
Our A Level course uses the OCR specifications covering the philosophy of religion, religion and ethics and developments in Christian thought. Each unit will look in detail at classical and modern theories which address the philosophical ideas about God. In ethics we look at classical and modern theories which look at questions of morality and rules and how ethical theories are applied. In developments in Christian thought we look at theological questions relating to God, Jesus Christ, questions of church and state, liberation theology, gender issues.

Many of our A Level students go onto to study at university, choosing to read degrees in theology, philosophy, philosophy politics and economics.

Religious Studies Course Content

Unit 1: Philosophical and ethical studies in the modern world. Relationships
This paper looks at relationships and how family life has changed over time from the traditional nuclear family to a range of different types. We explore marriage from both a religious and secular view. We look at divorce and how religion and secular views differ and complement one another. We investigate the use of contraception and how traditional beliefs and modern ideas have developed in society. We look at the roles of men and women in society and how traditional and modern views are presented. We investigate the sanctity of life and link this to abortion and euthanasia. We investigate beliefs about life after death and look at funeral services. We look at the god and evil and link it to crime and punishment. We investigate forgiveness and is it always possible? We look at human rights and social justice. We investigate prejudice and discrimination. We look at issues of poverty and wealth.

Unit 2. Christianity
We investigate traditional ways to describe God as being omnipotent, omniscient etc. We look at what the incarnation or birth of Jesus means to Christians. We investigate Christian beliefs concerning creation. What look at beliefs and teaching about the person of Jesus Christ and how he is believed by Christians to be the saviour of mankind. We look at beliefs about the afterlife and judgement. We investigate forms of worship and the sacraments. We look at pilgrimage and the world wide Christian church.

Unit 3. Islam

For further information please contact:
Rev I Jones - Head of Religious Education
jonessa.staff@wymondhamcollege.org
Studying Triple Science enables separate qualifications in Biology, Chemistry and Physics to be obtained.

All Wymondham College students follow a common course throughout Year 9, allowing suitability for courses to be refined at the end of the Year 9. Any student who would like to do Triple Science should be on target to gain the equivalent of at least a current grade 5 by the end of Year 9 and be judged suitable of being able to cope with the demands of the course by his/her teacher. Studying Triple Science is not a requirement for studying A Level Biology, Chemistry or Physics.

Following this course requires a great deal of commitment and the workload must not be underestimated. The content is above and beyond the scope of the Combined Science course, requires good mathematical problem solving aptitude and the ability to think about problems in a number of different contexts. There is also a demand to understand the more conceptual areas of science. A good Triple Science student will not only be academically able, but have a keen interest in the world of science and scientific discoveries.

**Assessments**

Students will carry out 8 key practicals per science. At least 15% of the marks on the exam papers will be based on work done in these practicals.

Exam content: 2 Biology papers, 2 Chemistry papers and 2 Physics papers - 1 hour 15 minutes per paper. Each paper is 16.7% of the final grade GCSE.

The course is worth two GCSE grades from 9-9 1-1.

**Science (Triple Award) - AQA**

Progression

A solid understanding of the sciences and how we arrived at the knowledge we have now is essential to understanding the rapidly moving advancements of the modern world.

Science is not just about accumulation of knowledge, it is also about understanding the Scientific Method, which allows us to make new discoveries about the world around us and beyond. Students who follow the Triple Science course will gain a deeper understanding of everything from what is inside an atom to the forces that shape the universe and everything in between. Triple Science students, especially are encouraged to make links between the different sciences, rather than see them operating independently of each other. Whether it be a future in A Level sciences, or just that you have an interest in how the world around you works, the Triple Award Science GCSE is an engaging and rewarding qualification.

**Science (Triple Award) Course Content**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
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<tbody>
<tr>
<td>Cell Biology</td>
<td>Atomic structure and the periodic table</td>
<td>Energy</td>
</tr>
<tr>
<td>Organisation</td>
<td>Bonding, structure and the properties of matter</td>
<td>Electricity</td>
</tr>
<tr>
<td>Infection and Response</td>
<td>Quantitive chemistry</td>
<td>Particle model of matter</td>
</tr>
<tr>
<td>Bioenergetics</td>
<td>Chemical changes</td>
<td>Atomic structure</td>
</tr>
<tr>
<td>Homeostasis and Response</td>
<td>Energy changes</td>
<td>Forces</td>
</tr>
<tr>
<td>Inheritance, Variation and Evolution</td>
<td>The rate and extent of chemical change</td>
<td>Waves</td>
</tr>
<tr>
<td>Ecology</td>
<td>Chemical analysis</td>
<td>Magnetism and electromagnetism</td>
</tr>
</tbody>
</table>

For further information please contact: Mr B Dewhurst – Head of Science
dewhurbe.staff@wymondhamcollege.org
Sociology is the study of people in society. Throughout the GCSE we will look at the ways in which our behaviour, beliefs and identity are shaped by different social institutions and the world around us. Students will develop knowledge and skills so that you can investigate and critically analyse the social world, exploring issues such as gender, class, religion and crime. Studying sociology will allow you to explore controversial topics and to develop informed opinions based on knowledge and reasoning.

Assessments
Introduction, written exam - 1 hour
Paper 1, written exam - 1 hour 45 minutes
Paper 2, written exam - 1 hour 45 minutes

Progression
Studying Sociology will develop analytical, assimilation and communication skills by encouraging students to compare and contrast different perspectives on a variety of social issues, constructing reasoned arguments and reaching substantiated judgements and conclusions. These skills are transferable to a range of careers including, but not limited to, the caring professions, the diplomatic service, education, the media, or the Criminal Justice System. It will certainly provide a new perspective on the social world in which we live.

Sociology Course Content

Introduction to Society and Social Sciences
The first part of the course focuses on developing knowledge and skills essential for the study of Sociology. Students will gain an introduction to law and society, politics and power, and sociology around the central theme of the “Youth in Society.” This will enable students to build knowledge and understanding in a field of study they have not had the opportunity to study in Year 7 and 8.

Paper 1
• The sociology of families
• The sociology of education
• Relevant areas of social theory and methodology

Paper 2
• The sociology of crime and deviance
• The sociology of social stratification
• Relevant areas of social theory and methodology

For all units, students will use their on knowledge and understanding of the entire course to evidence deeper understanding of the above topics.

For further information please contact:
Miss C Lovatt – Head of Social Sciences
lovattca.staff@wymondhamcollege.org
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>29th January 2019</td>
<td>Launch Assembly</td>
</tr>
<tr>
<td>29th January 2019 (evening)</td>
<td>Options Evening</td>
</tr>
<tr>
<td>Early February 2019</td>
<td>Completion of Options online form can begin</td>
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<tr>
<td>15th March 2019</td>
<td>Deadline for completion of the Options online form</td>
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<tr>
<td>After 15th March-April 2019</td>
<td>Options blocks organised and consultation with parents (if required)</td>
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<tr>
<td>Early May 2019</td>
<td>Allocation letters published</td>
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