



# Wallington High School *For Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE



**Ms T. O'BRIEN  
HEADTEACHER**



**Key Stage 4  
Subject Information  
2026-2028**

# 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' in December 2025
- Opportunities to discuss subjects with your teachers.

Your choices need to be made and the Subject Choice Form completed and returned by **Tuesday 24 February 2026**. There will be a *straw-poll* survey of choices to determine demand for subjects via email on **Monday 12 February**. In the 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 (beginning of April). 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 and make an informed and educated choice. You may want to choose subjects based on some of the following:

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.

- Choose subjects that you enjoy.
- Choose subjects that you are good at.
- Think about your potential A-level choices.

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/>
- <https://www.informedchoices.ac.uk/>
- <https://www.unifrog.com>

Good luck with your choices.

Ms T O'Brien  
Headteacher

# CONTENTS

Page Number	
3	<u>Personal, Social, Health &amp; Citizenship Education (PSHCE)</u>
	<u>Careers Information, Advice and Guidance (CIAG)</u>
4	<u>A note from your Head Girls</u> <u>Changes to the GCSE Grades &amp; GCSE Courses</u>
5	<u>Art &amp; Design: Fine Art</u>
6	<u>Art &amp; Design: Photography</u>
7	<u>Economics</u> <u>Computer Science</u>
8	<u>Dance</u>
9	<u>Drama</u> <u>English Language</u>
10	<u>English Literature</u>
11	<u>Food Science Preparation and Nutrition</u>
12	<u>Geography</u>
13	<u>History</u>
14	<u>Mathematics</u>
15	<u>Media Studies</u>
16	<u>Modern Foreign Languages</u>
17	<u>Music</u>
18	<u>Physical Education</u>
19	<u>Product Design: Textiles</u>
20	<u>Product Design: Graphics</u> <u>Product Design: Resistant Materials</u>
21	<u>Psychology</u>
22	<u>Theology &amp; Philosophy (Religious Studies)</u>
23	<u>Science</u>



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:

- Advocating a local charity in partnership with First Give, including presentation skills
- Careers and the future
- Education on how to remain mentally healthy
- Preparation for coping with the pressures of GCSEs
- The workplace and financial planning
- Sex and relationships education
- Drugs and addiction education

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.



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:

- A one to one meeting with the school's independent Careers Advisor, tailored to their future interests.
- A one to one meeting with a Senior member of staff about their KS5 choices.
- An opportunity to sit the UNIFROG Careers Assessment which provides analysis of aptitudes, interests, motivations and provides students with suggested paths for further education and employment.
- Access to quality information about their choices in education, training and employment Post-16 through the PSHCE programme.
- Careers workshops which cover a variety of industries and job roles, giving them meaningful encounters with employers and enabling them to explore a wide range of career paths.
- Talks from other educational establishments on the range of options available to students post-16.
- Access to advice and guidance, to support and promote sound decision-making and self-management of their own future as an individual.
- A week long work experience placement.
- Students with Special Educational Needs will be provided with specialist help as needed.

### Work Experience

Students will 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 three times per fortnight. They are offered a range of new activities, which may include health-related fitness, outdoor adventurous activities, basketball, badminton, korfbal, tennis, athletics and fielding games. Lifelong participation in physical activity and sport is encouraged as well as students' physical and mental health being looked after. Additionally, as well as students participating as performers, they adopt leadership roles such as coaches, umpires and scorers to help build confidence, aid holistic development **both inside and outside of the sporting world**. It is hoped that they will continue with at least one activity in their own time either within the extra-curricular programme provided at Wallington or outside of school.

## 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.

We wish you the best in this exciting endeavour,

**Lucy and Efe**

## CHANGES TO THE GCSE GRADES

Over the past few years, 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.



For information on the options process, or KS4 curriculum you can talk to:

Mr Sanderson—Options Lead  
Mrs Godyn – Deputy Headteacher  
Miss Khan – Head of Year 9

For information about option subjects please speak to a class teacher or the relevant Head Of Department.

Miss Pye – Head of German  
Mrs Sarson – Head of French  
Mr Bermudez-Caro – Joint Head of Spanish  
Mrs Rivadeneira-Cabalin – Joint Head of Spanish  
Ms Richards —Head of Geography  
Mr Bouri-Ward – Head of Economics  
Mr Lawrence – Head of History  
Mrs Bochenski – Head of Theology and Philosophy  
Mrs Moore – Head of Art and Photography  
Mrs Ngobi - Head of Music  
Mrs Wadsworth – Head of PE and Dance  
Mr Slight – Head of Technology  
Mrs Beales – Head of Food and Nutrition  
Mr Ghundale – Head of Computing  
Ms Borrageiro-Maier – Head of Drama  
Ms Khan – Head of Media Studies  
Miss Clayton – Head of Psychology

For information about core subjects, students should talk to their classroom teacher.

## GCSE COURSES

You will find information on each subject over the next few pages.

# ART & DESIGN; FINE ART

Examination board - AQA



## WHY STUDY ART?

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

## COURSE CONTENT

Students will develop knowledge and understanding through a variety of learning experiences and approaches, allowing them to develop the skills to explore, create and communicate their own ideas. 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. In Year 10 students begin with an experimental project titled "The Everyday", split into sub-themes such as "everyday people" and "everyday scenes". This develops into more personal projects as the course progresses into Year 11, covering a significant range of media and techniques.



## ASSESSMENT

Component 1: Portfolio. The portfolio consists of a sustained project evidencing the journey from initial engagement to the realisation of intentions as well as a selection of further work undertaken during the student's course of study. Through both classwork and homework students produce 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.

Component 2: The Externally Set Assignment requires students to respond to a chosen theme set by AQA. Students research, experiment and develop their ideas before producing a sustained outcome during ten hours of supervised time.

Both components are NEA (Non-exam assessment). Component 1, worth 60% of the total grade is set and marked by the art department and moderated by AQA during a visit. Component 2, worth 40% of the total grade is set by AQA, marked by the art department and moderated by AQA during a visit. Students work is displayed at the end of the course in a school exhibition for both moderation and for family and friends to enjoy.



## BEYOND KEYSTAGE 4

This course is very useful to those interested in progressing towards a variety of careers including Art and Design, teaching, media, advertising, architecture, museum and gallery work, medicine & dentistry.



Art at KS5 is a popular option with many students progressing to Art Foundation courses prior to a specialised degree course and career in the creative industries.

# ART & DESIGN: PHOTOGRAPHY

Examination Board – AQA

## 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.

Visual imagery is at the center 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 a number of 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 Adobe Photoshop.

The creative element will be explored through the history of photography, building an appreciation of a range of artists, 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 but we do have cameras available for students to sign out at weekends.

## ASSESSMENT

Component 1: Portfolio. The portfolio consists of a sustained project evidencing the journey from initial engagement to the realisation of intentions as well as a selection of further work undertaken during the student's course of study. Through both classwork and homework students produce personal responses to a 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 photographer or artists work and making judgements about working practices and procedures.

Component 2: The Externally Set Assignment requires students to respond to a chosen theme set by AQA. Students research, experiment and develop their ideas before producing a sustained outcome during ten hours of supervised time.

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## BEYOND KEY STAGE 4:

GCSE Photography will appeal to creative students 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. With enough interest/enough numbers, studying A Level Photography here has been a popular choice in the past.



# ECONOMICS

Examination Board – AQA (8136)

## WHY STUDY ECONOMICS?

Economics is an exciting and interesting course which will both inspire and challenge you through the two year's. You will have the opportunity to reflect upon the world around you and make you aware that the world's resources are limited but human wants are unlimited. Economics deals with this basic problem. By studying GCSE Economics you will learn the economist's approach to how households, businesses and governments make difficult decisions. In your first year you will understand the basic principles in an exciting and enjoyable way. Your learning will initially develop study skills, followed by approaching a series of examination style questions. The questions will be scaffolded and will support your development of the higher level order skills. Year two of the course will build up on the skills developed in year one and will involve approaching more complex tasks and examination questions. questions, building up to more difficult tasks towards the final year.

### Course Content:

The subject is real, relevant and rewarding to study. You will have a high number of opportunities to develop both your independent skills and team working skills, which will prepare you for further academics studies and your future careers. The course will also provide you with the academic skills required to study Economics at A Level.

Much of the work in lessons will be based around case studies, group work, discussions and debates. But remember this is a very academic subject. So, there will be opportunities to put your economic skills to use. Students get a great deal from the course and achieve excellent results, often going on to study Economics or Business at A- Level and beyond.

### ASSESSMENT

Two written exams with equal weightings externally assessed. (Both exams are for a duration 1hr 45 minutes and consist of multiple choice questions., calculations and short and long mixed questions.

Paper 1 How Markets Work (50% of the course)

Paper 2 How the Economy Works (50% of the Course)

Both assessments test the students knowledge and application skills as well as their higher level analytical and evaluative skills. You will need a positive attitude and a commitment to hard work and be willing to research around concepts covered in class.

### BEYOND KEY STAGE 4

Economics (EDEXCEL At A-level can be studied without completing the GCSE course. Although the GCSE course is very useful preparation for the work of KS5, the course is attractive to anyone with an interest in Economics, both within the UK and globally. This subject will be of significant benefit, whether or not students intend to study Economics and A Level and undergraduate level. The course also covers areas relating to areas such as inflation, economic growth and how the government makes the UK a fantastic country to live, which motivates a high number of students to study Economics at A 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 take part in a programming task that allows them to build on their coding skills. This will be completed in year 11.

### ASSESSMENT

AQA Computer Science (8525)

Paper 1- Computational Thinking (50%)

Paper 2 – Theoretical Knowledge (50%)

### 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 60% practical 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 as well as create their own or group choreographies. Students love being able to escape into the dance studio for 4/5 of their dance lessons, a huge release from the rest of their studies.

## COURSE CONTENT:

Year 10: Students will primarily develop their confidence in Year 10. They will explore a range of different dance styles and techniques whilst also developing their performance and choreographic skills. Students will perform in a range of different group sizes each half term, exploring different stimulus as well as developing choreography taught to them. They will also explore 6 professional dance works within their theory lessons, focusing on analysing aspects such as costume, lighting, aural setting, action content etc.

Year 11: GCSE Dance requires students to perform, choreograph and critically view their own dances and those of professional dancers. Within practical lessons students will begin learning, creating and developing each of the 4 practical assessments. They will complete 2 short solo's in which they learn a given set phrase from the exam board and perform them thinking about their physical, technical and expressive skills. Students will then spend a term creating and developing their duo/trio performance piece based upon a given stimulus. At the beginning of the year, students are given their GCSE Dance practical paper which outlines 5 choreographic stimulus for them to select and create from. They will then choose dancers from either their year group or across the school to be part of their very own choreography, of which will end up being 4-5mins in length. This is assessed in April, with all their practical units finished by this point.

## ASSESSMENT:

### Practical Assessment (60%):

- Solo performance - Set Phrase Breathe: 5%
- Solo performance - Set Phrase Shift: 5%
- Group choreography (Based on a chosen stimulus): 30%
- Performance in a duo/trio (Based on WW2 or Fear of the outside world): 20%

### Written assessment (40%):

- Written examination (Analysis of 6 professional dance works): 40%

### Beyond Key Stage 4

- Many students who study GCSE Dance enjoy it so much that they want to take it further, including as part of a wider Degree Programme we continue to offer.



# DRAMA

Examination Board - AQA

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 drama and develop your core performance skills. After an introduction to key skills, we will begin studies of your set play for the examination at the end of Year 11. We will explore this through practical workshops and written exercises. On completion of this we will create your 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 work we create. Previous projects have included “The First World War” and “Grimm’s Fairytales” underpinned by the work of physical theatre company Frantic Assembly.

In Year 11 you study a play of your teacher’s choice to create an in-depth characterisation informed by the style of a second international theatre company or recognised theatre practitioner. Previously we have performed the play “Kindertransport” and “A Midsummer Night’s Dream” using the ideas of Constantin Stanislavski. This unit is worth 40 marks- 20 marks per extract. During your course we prepare for your written examination by visiting a professional theatre performance, in order to respond to an examination question on the work of live theatre makers (worth 32 marks). In addition, once your practical examinations are complete, we 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 44 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 A 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 a variety of careers ranging from theatre and television, to the business and corporate sector and the sciences including medicine.

# ENGLISH LANGUAGE

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



# ENGLISH LITERATURE

Examination Board – AQA

## 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:

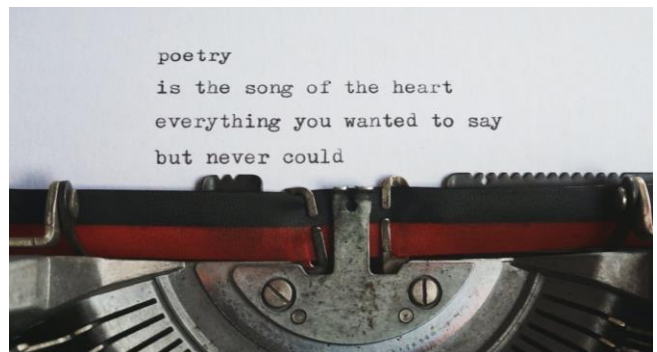
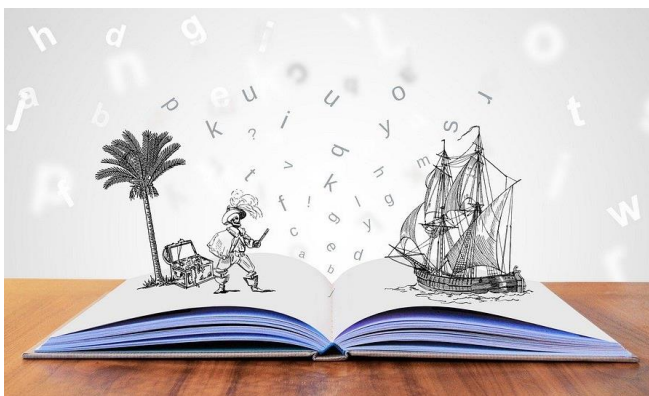
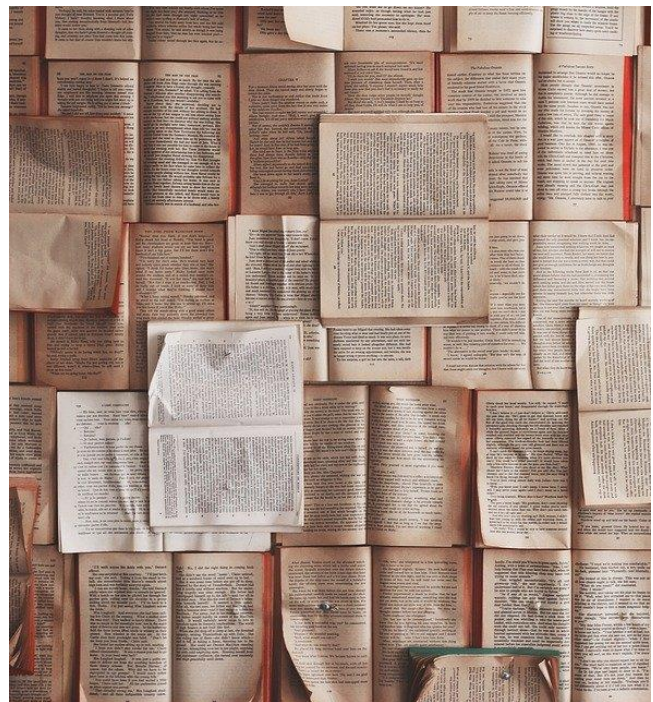
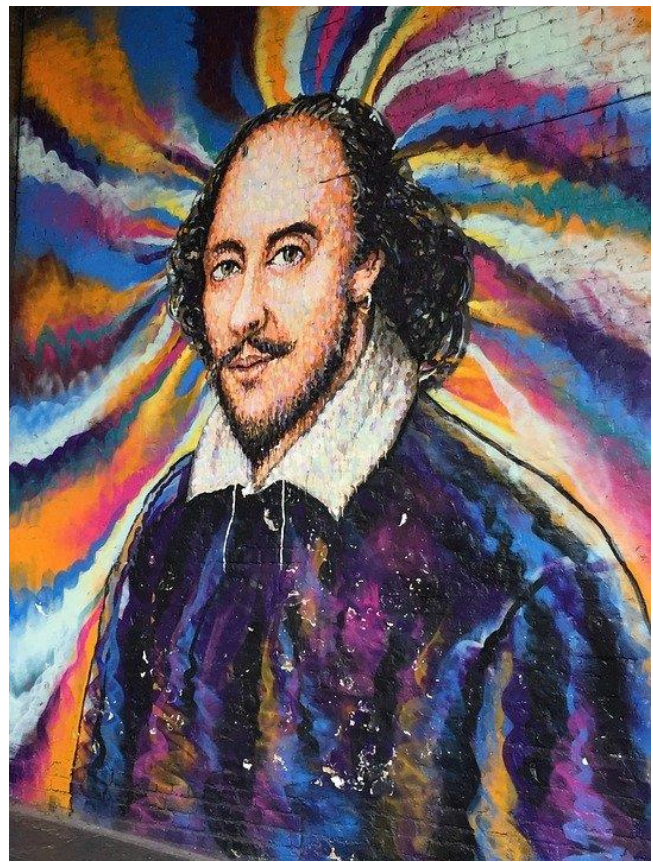
Students will answer one essay question from a choice of two on their studied modern prose or drama text.

### 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 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).

## BEYOND KEY STAGE 4

Food: it's not just cooking – its science. Careers in the industry are often perceived as focusing on cooking, or being a chef, meaning the STEAM principles that underpin everything we eat are often ignored. So, when students are wondering where to take their passion for science they need to look at the opportunities available to them in the Food industry. Food and the food sector in its widest sense has vast job prospects in food science, nutrition and product development.



# GEOGRAPHY

Examination Board – EDEXCEL GCSE  
Geography A (9-1) 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 focused 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 – including sub-topic 6A: Energy 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; the component one exam lasts for one hour and forty-five minutes, component two and three 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

Choosing to study Geography at an advanced level leaves open a wide range of options for university study. Doing Geography GCSE and A level can help prepare you for a degree in a huge number of areas. Our previous Geography A level students have gone on to study a variety of courses at university including English, Politics, Economics, Medicine and of course... Geography! Geography is seen by many businesses as a highly employable university 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 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 are 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: GERMANY 1890-1945: DEMOCRACY AND DICTATORSHIP

This unit of your GCSE begins with the study of Germany from before the First World War and the rule of the Kaiser. We consider 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.

### 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, 1660-1685

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%. 2 hours  
Section A Period study: Germany, 1890-1945  
Section B Wider world depth study: Conflict and tension between East and West, 1945-1972

Paper 2: Shaping the nation. 50%. 2 hours  
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, 1660-1685

## 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

## WHY STUDY MATHEMATICS?

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

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

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 adaptation in depth of study and support.

Students will have access to an online textbook that covers the whole course and students are required to have a **scientific calculator** and appropriate geometrical equipment for lessons, homework and assessments.

The department has developed a Programme of Study that delivers engaging extension and enrichment work to enhance the Edexcel syllabus and prepare students for Advanced Level Mathematics in the Sixth Form. It also extends students understanding to why concepts work and gives them a broader idea of the history of Mathematics.

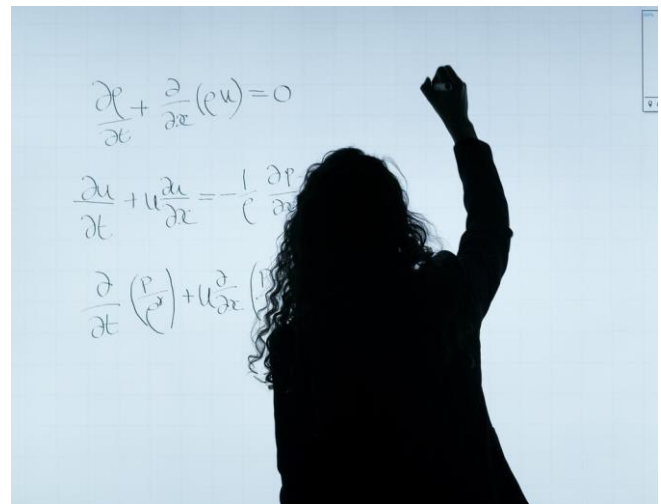
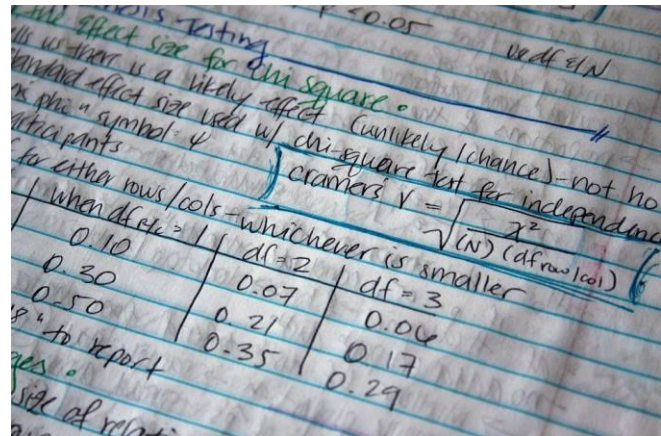
The GCSE course consists of a number of elements: Number, Algebra, Ratio and Proportion, Geometry and measure, Probability and Statistics. Particular emphasis will be placed on the algebra content.

## 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.** Students will be regularly assessed and their performance monitored.

## FURTHER MATHS GCSE

Alongside their Maths GCSE, the top sets in Year 10 and Year 11 will also study the Level 2 Certificate in Further Maths (AQA). This qualification assesses students' higher order thinking skills in greater depth and offers more opportunities for stretch and challenge.



Further Maths places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

The qualification is assessed through two, equally-weighted final exams ; one non-calculator and one calculator paper.

## BEYOND KEY STAGE 4

Maths is a very popular A 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.

# MEDIA STUDIES

Examination Board – EDUQAS

## WHY STUDY MEDIA STUDIES?

Both the skills and subject knowledge of Media Studies help to provide students with the flexibility, understanding and ability to synthesise 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 – EXPLORING THE MEDIA

This component provides a foundation for analysing media products, introducing students to media language and representation through the study of print media forms. Students will develop their ability to analyse media language, representations and meanings in a range of media products.

***This component makes up 35% of the qualification and is assessed through a 1hr 30 min examination***

## COMPONENT TWO – UNDERSTANDING MEDIA FORMS AND PRODUCTS

In Component two, students will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. Students will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products.

In this component students will explore particular media forms in depth through both of the following topics:

- 1) Television: crime drama
- 2) Music: music video and online media

***This component makes up 35% of the qualification and is assessed through a 1hr 30 min examination***

## COMPONENT THREE – CREATING MEDIA PRODUCTS

This component draws together knowledge and understanding of the media theoretical framework gained throughout their course by requiring students to apply their knowledge and understanding of the media synoptically through practical production. The set production briefs will change every year, requiring students to create a production in a different genre/style and/or for a different intended audience.

***This component makes up the remaining 30% of the qualification. It is internally assessed and moderated by the exam board.***

## BEYOND KEY STAGE 4

Film Studies is available as an A level option at WHSG. Focused on the medium of Film, the course is both academic and creative.



# MODERN FOREIGN 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 into 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. 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. It is expected that the minimum standard of performance for entry to the course will be grade 3 or equivalent and you should normally be having instrumental or vocal lessons to support your studies.

### 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 ¾ 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 admission 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 students:

Become increasingly physically competent through being actively engaged in a range of physical sporting activities. Develop skills, tactics and performance in a range of sports in lessons (3/5 lessons are practical)

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. Examples of things you will cover include, the biology of the heart, psychology of an elite athlete, training methods, illegal drugs in sport etc (2/5 lessons are theory).

Students will attend an outdoor activity 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 written coursework task for one of their activities in Year 11. They must choose at least one sport from each category (Team or Individual).

TEAM SPORTS	INDIVIDUAL SPORTS
Football	Boxing
Badminton	Athletics
Basketball	Badminton
Cricket	Canoeing
Dance	Cycling
Handball	Dance
Hockey	Diving
Lacrosse	Equestrian
Netball	Figure Skating
Rowing	Golf
Rugby L	Gymnastics
Rugby U	Kayaking
Squash	Rock Climbing
Table Tennis	Rowing
Tennis	Skiing
Volleyball	Squash
Acrobatic Gym	Swimming
Ice Hockey	Table Tennis
Sailing	Tennis
	Trampolining

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 their 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). Students will also attend rock climbing and an outdoor activity visit to explore some of the OAA type sports listed above.

It is an expectation that all students on the course attend at least one extra-curricular club or are participating in sport outside of school.

### 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 A 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: TEXTILES

Examination Board - AQA Design and Technology



## WHY STUDY D&T TEXTILES?

From the clothes we wear to the products that we surround ourselves with, textiles play a huge role in our lives and textile innovation is an exciting ever-changing field. D&T Textiles challenges students to question the world around them whilst equipping them with the practical skills and technical expertise to see their designs turn into reality! If you are a creative thinker who enjoys problem solving and have an interest in textiles and design then this is the course for you.

## ASSESSMENT

Written Paper - 50%

Core questions across the subject and specialist material questions on Textiles

Non-Examined Assessment (NEA) - 50%

A single design & make coursework portfolio in a Textiles material

## COURSE CONTENT

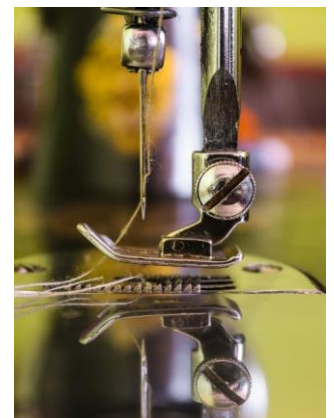
In Year 10, the course is delivered through a series of projects where you will develop practical and theoretical knowledge. You will use various techniques, some very traditional, and others that link to exciting new technologies; outcomes include garments, interactive E-Textile products and wearable accessories. You will learn weaving, dyeing and printing techniques and we encourage all students to make use of the extensive machinery in the department, including over-lockers and computerised embroidery machines as well as the 3D printer. You will learn to communicate designs effectively and often use CAD software, such as Photoshop and Illustrator, to do so.

As a textiles-specialist you will investigate the unique characteristics of fabrics in depth, focusing on natural and synthetic fibres along with modern and smart materials. You will also gain an understanding of other core materials, such as polymers and timbers, to master the theoretical knowledge within the wider subject. You will study influences on design including cultural and environmental factors and study past and present designers including the iconic fashion designers Vivienne Westwood and Mary Quant.

The coursework (NEA) starts at the end of Year 10 and is worked on in Year 11. You will have the freedom to curate a portfolio demonstrating an ability to research, design, develop, make and evaluate a product from a list of contexts set by the exam board. Final outcomes can range from anything from a fashion garment, an interior product to sportswear (pretty much any product that is made from textile materials!) We encourage you to experiment with materials and techniques, take risks and be adventurous within the confines of the given context.

## Beyond GCSE D&T Textiles

Studying any D&T specialism will give you the skills needed for employment in key growth sectors like manufacturing, design, engineering and creative industries. Along with practical expertise, the critical thinking, problem-solving and communication skills that you will gain are highly transferable and would be beneficial for a wide range of careers. Some textile-specialists may wish to consider careers within Fashion and Textile Design, Product and Furniture Design, Fibre and Fabric Technology, Interior Design and Fashion Marketing.



# 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 Product Design 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.

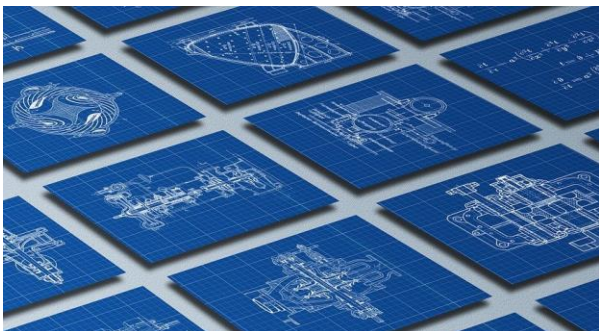
## ASSESSMENT

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. Electronics can also be utilised in any final project and we have a large range of specialists and resources to support any student wanting to use them. Both Resistant Materials and Graphics are covered under the Product Design banner and students can choose what route they want to take in their exam and in their final assessed project.

In Year 10, all students work on a selection of projects, including clocks and lighting, that give them a thorough grounding in 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, 3D printers or vinyl cutter can often be utilised for intricate work.

Students who have studied Product Design RM or Textiles in Year 9 are welcome to study Product Design RM 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

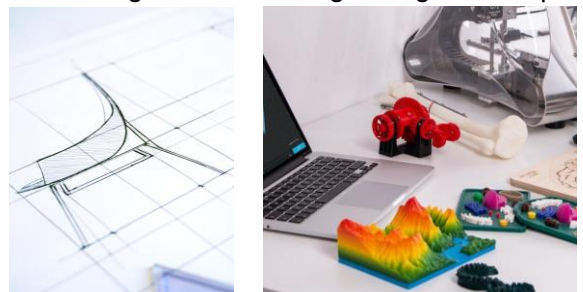
Coursework Project in Year 11:

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 aerospace



# 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 (processes and structure of memory as well as factors that influence the accuracy of memory)
- 2) Perception (visual illusions, theories of Gibson and Gregory and factors that influence how we perceive items)
- 3) Development (early brain development, Piaget's stage theory, Dweck's theory of motivation, Willingham's theory of education and learning styles)
- 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)
- 3) Brain and neuropsychology (structures and functions of the nervous system and the brain)
- 4) Psychological problems (characteristics of clinical depression/addiction, theories of depression/addiction and therapies for depression/addiction)

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:**

<http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/specification-at-a-glance>



# THEOLOGY & PHILOSOPHY (RELIGIOUS STUDIES)

Examination Board – EDEXCEL

## WHY STUDY THEOLOGY & PHILOSOPHY

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 ethical issues involved in matters of life and death along with studying marriage and the family. It is important to note that this is always done in a critical fashion prompting student to think for themselves and debate the key ethical issues arising from each topic.

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.

Further to this the course is structured to ensure ample in-class revision time once the content has been completed. The systematic and comprehensive revision lessons support our students by giving them detailed revision resources and in-depth guidance. Therefore, allowing them to be thoroughly prepared for their GCSE exam and able to reach their full potential in the subject.

## ASSESSMENT

The course is assessed by two exams each 1 hour and 45 minutes long. These exams are split by religion; one on Buddhism then later in the exam period one on Christianity. Each of the exam papers consists of 4 sets of questions; one on each topic studied.



## BEYOND KEY STAGE 4

Students of Theology and Philosophy are prized for their skills of analysis, argumentation and essay writing; it is therefore a subject which is highly respected by universities and employers. The department prides itself on promoting independent thought and the art of conversation, skills which are not only needed for university and job interviews but also for every-day life. 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.

*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 Covid-19, genetically modified crops, foot and mouth outbreaks, pollution of the environment or the latest breakthrough in medical research.*

Studying Biology GCSE will help prepare students 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?

*If you have ever wondered if time travel is possible, whether we are alone in the Universe, how atoms came into being or even just why it seems possible to walk into another room holding a cup of tea without spilling some if it as you go, Physics is the subject for you. As the most fundamental science, Physics explores how the Universe works. It forms the basis of most modern technologies and holds within it the solutions to many of the biggest problems the world currently faces.*

Physics presents us with the exciting and ongoing challenge of attempting to understand the physical world around us. It covers an immense range of topics from the exploration of the smallest sub-atomic particles to the study of massive galaxies. Physics is also becoming increasingly multi-disciplinary, combining well-established fields such as Engineering and Geophysics with more recently emerging areas such as Medical Physics. Physics is at the heart of everything we do and is a highly rewarding discipline to study at school and beyond, especially if you have an enquiring and mathematical mind. Due to its problem-solving nature, Physics opens doors to a wide variety of careers (and not just within the Sciences!).

### 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