

Key Stage 4  
Curriculum  
2024 - 2026  
Enrichment Pathway



# INTRODUCTION

## Introduction

Welcome to the Key Stage 4 Options Process. This is a very exciting time for you, the first time you have most probably had to make a significant decision about your future. Making this can feel overwhelming however, the Options Process is designed to ensure you have all the information you need to make an informed decision with confidence .

This is the Options and Curriculum Handbook which contains information about the exciting courses on offer to you in Years 10 and 11. Make sure you read it carefully. Some subjects are so important for your general education that everyone has to study them up to 16 years of age as part of the National Curriculum – these are called the Core Subjects. We believe you will do your best if you are also studying subjects that are important to you. That is why we have created an options process which gives you the flexibility to choose subjects that meet your needs, abilities and interests – these subjects are your Option Subjects.

It is always best to take advice about which subjects to choose. You should discuss your choices with your parents/carers, your subject teachers and your tutor. Remember that, even if you think you have a clear idea of your future career, your ideas are likely to change (sometimes many times) before you start work. For this reason, you should make sure your option choices cover a good range of subjects. This is called a broad and balanced curriculum.

Follow the step-by-step guide to making your Option subject choices and, as you do, make sure that any subjects you choose are suitable for you. Think about where they may lead after Key Stage 4. Once you have made your choices and submitted them to us, there is a consultation period of time where we may wish to discuss your choices further with you.

Whilst we will endeavour to meet all students' preferences, there will be cases where you may need to accept your alternative choices. These will be called reserve subjects.

I know you will think very carefully about the subjects you ultimately choose. All the courses require two years of hard work if you are to reach your potential at the end of Year 11. Well thought through choices now will set you up for the future. Remember, we are here to help so you must ask us if you are unsure about anything.


Miss C Shardlow  
Deputy Head Teacher



# EXAMINATIONS AND NATIONAL QUALIFICATIONS

Everyone in the school has the opportunity to take examinations and gain national qualifications. How many qualifications you gain and how well you do in them depends on you. It depends on how hard you are prepared to work and how determined you are to make a success of Years 10 and 11. We cannot promise you an easy time. Success in examinations requires hard work but it is all worthwhile as they will be the key, which open many doors to future pathways for you.

*Why do exams and qualifications matter?*

- ♦ Examination results and the gaining of qualifications prove to employers that you have worked well, with effort, and that you are likely to be the kind of person whom they would like to employ.
  - ♦ Examination results and the gaining of qualifications matter because they are required for entry into many careers.
  - ♦ The examinations and the gaining of qualifications at the end of Year 11 are the keys for many of you into Years 12 and 13 (or to a college of further education) on the way to higher education and/or highly trained professions.
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# CHOOSING YOUR OPTION SUBJECTS

## Core Subjects

These subjects matter so much that everyone has to do them. You do not have a choice about these subjects.

## Optional Subjects

You have three option subjects which you are able to choose to study from June 2024, although this is not a totally free choice. For more details about what you may choose from please see the next page. Consider all of the following points when you choose your optional subjects.

- ♦ Balance - are your subjects balanced with a good variety of areas for you to study?
- ♦ Personal preference - have you chosen the subjects you enjoy the most and you will be successful in? Consider that you may have a different subject teacher.
- ♦ Information about subjects - you should not make a choice without knowing exactly what is required in that subject.
- ♦ Selection for success - have you chosen the combination of subjects which will enable you to achieve the best grades you can?

Remember not to choose subjects because of the teacher or because your friends have chosen them. Teachers change and two years is a long time to study a subject you didn't really want to do.

## Getting help in choosing your Option subjects

This Options Booklet - this will give you a lot of information about the courses offered. Read it carefully.

Parents/Carers - they will want what is best for you and they can help you make the right choices. **Ask them to read this booklet too.**

Teachers - talk to your teachers about the courses you could be studying next year.

Tutors and Head of Year - they know you well as an individual and can give you all-round advice.

Yourself - you know your aims and ambitions, the subjects you are best at and those subjects which interest you. Help yourself to make a good choice. Remember - you will be following the courses for two years. It's worth giving a lot of thought to your choice.

We will try hard to give you all of your chosen subjects but choose your reserves with care as you may be required to study them.

**In a small number of cases students may choose subjects which appear to be inappropriate for their level of ability or in helping them achieve their ultimate goals beyond school. In this case consultations will be arranged between the school, the student, carers and/or a careers advisor to put together a curriculum specifically designed for that student.**

**The Academy has the ultimate responsibility for finalising programmes for each student.**



# YEAR 9 OPTIONS

You will be following the Enrichment Option Pathway

## **Choices**

Choice 1 - Choose between History, Geography or Computer science

Now choose two further subjects from the options subjects and two reserve subjects.

All students need to give careful thought to their reserve subjects. We always aim to provide every student with all their first three option choices, but there will be a small number of instances where the combination will not work given the number of teachers and classes that we are able to put into the options system . In these circumstances students will be allocated their reserve subjects.



# THE OPTIONS TIMELINE

**Options Launch** - Wednesday 24th January 2024

Assembly to all Year 9 students.

**Options Open Evening** - Wednesday 31st January 2024 6pm

Presentation from Miss Shardlow, Deputy Headteacher

Marketplace held in school for students and for Parents/Carers showcasing the Option subjects offered to students.

**Options Deadline** - Monday 19th February 2024


Students complete a form indicating their Option preferences.

**Final Options Confirmation** May 2024

Confirmation of the Option choices offered will be issued to all students and Parents/Carers.

One-week deadline issued for students to raise any final concerns/issues with Option subjects.

Students expected to commit to all Option choices from the start of September 2024.



# CORE SUBJECTS

These subjects will be studied by all students.

ENGLISH

MATHEMATICS

PHYSICAL EDUCATION (NON GCSE)

SCIENCE

ENRICHMENT PATHWAY



# ENGLISH

All students will take both subjects as two separate qualifications. Before the current specification, coursework or controlled assessment formed part of the final grade. Now these are assessed through terminal exams at the end of both courses. English Language and English Literature are untiered and this means all students sit the same examination papers.

## ENGLISH LANGUAGE

Assessment will consist of two examinations and one non-examination assessment:

### **Paper 1: Explorations in Creative Reading and Writing – 50% of GCSE**

- ♦ Section A: Reading – one literature text (multiple questions)
- ♦ Section B: Writing – descriptive or narrative writing (single extended writing response)
- ♦ Written exam totalling 1 hour and 45 minutes

### **Paper 2: Writers' Viewpoints and Perspectives – 50% of GCSE**

- ♦ Section A: Reading – one non-fiction text and one literary non-fiction text (multiple questions)
- ♦ Section B: Writing – writing to present a viewpoint (single extended writing response)
- ♦ Written exam totalling 1 hour and 45 minutes

### **Non-examination Assessment: Spoken Language (0% weighting of GCSE but awarded as a separate endorsement)**

- ♦ Focuses on skills of: presenting, responding to questions and feedback, and the use of Standard English
- ♦ Set and assessed by teacher during course

## ENGLISH LITERATURE

Assessment will consist of two examinations:

### **Paper 1: Shakespeare and the 19<sup>th</sup>-century Novel – 40% of GCSE**

- ♦ One Shakespeare play
- ♦ One 19<sup>th</sup>-century novel
- ♦ Closed book written exam totalling 1 hour and 45 minutes

### **Paper 2: Modern texts and Poetry – 60% of GCSE**

- ♦ Modern prose or drama texts
- ♦ Poetry Anthology
- ♦ Unseen poetry
- ♦ Closed book written exam totalling 2 hours and 15 minutes

For further information contact [English@southwolds.uk](mailto:English@southwolds.uk)





# MATHEMATICS

## Why study Maths?

Maths is an important subject because it helps us to understand the world around us. Many areas of life require us to have a solid grasp of the subject, whether balancing a household budget or applying for a mortgage. Maths helps to develop an organised mind which can reduce problems into clear, simple and logical steps.

Many students at South Wolds choose to continue Maths to A Level. This enables them to access a wide variety of careers and university opportunities.

The mathematics taught from Year 9 onwards is organised in such a way as to allow students to maximise their potential in their GCSE exams.

Each student is placed into a group according to their ability. They then follow a suitable course using relevant text books and other materials.

Regular assessments take place to aid the careful monitoring of their progress throughout the course and twice a year students will sit a GCSE style internal exam. As a result some movement may occur between groups.

Students will be entered for GCSE at a level (tier) that reflects their ability and achievement in Mathematics. The tiers and the grades available within each tier are as follows:

Higher Tier	9, 8, 7, 6, 5, 4
Foundation Tier	5, 4, 3, 2, 1

The course is a linear course with three papers in Year 11 and has greater emphasis on Functional Maths than previously. There is no coursework.

Paper 1 =  $33\frac{1}{3}\%$  (Non Calculator Paper)

Paper 2 =  $33\frac{1}{3}\%$  (Calculator Paper)

Paper 3 =  $33\frac{1}{3}\%$  (Calculator Paper)

Each paper is  $1\frac{1}{2}$  hours.

We expect all students to have a scientific calculator for the GCSE course.

For further information contact [Mathsdept@southwolds.uk](mailto:Mathsdept@southwolds.uk)



## PHYSICAL EDUCATION

KS4 PE lessons are designed to give you more opportunities to experience a wider range of practical skills and to extend ones you have already learnt. You will be encouraged to take on more responsibility for the courses you follow, in order to develop your own personal interests, improve your standard of performance or simply gain new experiences. You will be able to choose the activities you take part in during lesson. Every effort will be made to give you your first choice, although at times it may not be possible due to staffing, facilities, group sizes, etc.

The types of activities on offer include: football, rugby, hockey, netball, badminton, basketball, table tennis, aerobics, weight training, dance, spin bikes, rowing, trampolining, athletics, tennis, rounders and cricket.

Should you wish, you will also be able to opt during PE lessons in Year 10, to participate in the Sports Leaders Award, a national qualification.

This course is designed to develop leadership skills which can be applied to a variety of sporting activities. It is a practical qualification in which you will be asked to demonstrate knowledge and understanding through physical competence rather than written work.

You will be taught and asked to demonstrate your competency in the following areas:  
Organisational skills, Communication skills, Health and Fitness, Fair Play in Sport, The role of the Official, Opportunities in Sport and Recreation

PE kit is compulsory as is the removal of all jewellery for health and safety reasons. A note will be required if you are ill or injured and unable to take part in the practical activities. You will be expected to be with the member of staff who teaches you even if this means being outside on these occasions.

For further information contact [PE@southwolds.uk](mailto:PE@southwolds.uk)

## SCIENCE

Science is an important subject because it links direct practical experience with ideas. This means that students at all levels can become engaged with the subject. It stimulates curiosity about the world around us and satisfies this curiosity with knowledge. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought. Through science, students understand how major scientific ideas contribute to technological change impacting on industry, business and medicine and improving quality of life. Many students at South Wolds choose to continue their Science studies at A Level. Science is, of course, A highly-regarded pathway for entry into many different careers.

Students take Trilogy award Science GCSE over years 10 and 11 resulting in two GCSEs.

For further information contact [Science@southwolds.uk](mailto:Science@southwolds.uk)



## Enrichment Pathway

This pathway has been developed to suit students who would benefit from small group teaching, additional focus on their core subjects, and a hands on and practical approach to learning. This pathway offers the opportunity to gain nationally recognised qualifications that are a useful route to, amongst other things, vocational college courses and apprenticeships.

Please read the course descriptors below to find out more about the variety of learning opportunities that are being offered.

These courses are delivered by our experienced Learning Support staff.

## Additional Maths, English and Science

The students will complete either Functional Skills Level 1, or Entry Level Maths and English, depending on their abilities, as well as Entry Level Science. These qualifications are in addition to sitting GCSEs in these subjects. The lessons closely follow the standard GCSE curriculum, so are an excellent opportunity to consolidate knowledge and skills.

## ASDAN Personal Social Development (PSD)

### What is it?

The Personal and Social Development (PSD) qualification offers imaginative ways to support young people in:

- ♦ becoming confident individuals who are physically, emotionally and socially healthy
- ♦ being responsible citizens who make a positive contribution to society and embrace change
- ♦ managing risk together with their own wellbeing

as well as introducing them to new activities and personal challenges.

### Facts and Figures

Nationally recognised certification

Opportunities will include activities both inside and outside of school and in non-formal situations. Emphasis will be on practical work, with some paper based activities.

100% coursework, internal assessment and external moderation.

There is strong evidence that ASDAN qualifications improve performance in English and Mathematics.

Studies show students who complete this course have an increase in success with their GCSE Maths and English. Please follow this link for the studies:

<https://www.asdan.org.uk/news/2014-04-report-shows-cope-boosts-pupils-gcse-success>

### Structure

Students must complete enough units to reach the required number of credits.

8 credits are required for a Level 1 Award.

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## **Units – 2 credits each**

HL1 – **Healthy living.** To introduce students to ways in which they can contribute to a healthy lifestyle and encourage them to engage in activities that will improve their lifestyle

MOM1 – **Managing own Money.** To introduce students to the basic elements of managing their personal finances including engaging them in planning a personal budget and carrying out transactions competently

EA1 - **Environmental Awareness.** To support students in developing an understanding of the environmental impact of their actions and to encourage them to engage in activities to improve the environment in their local area

HE1 - **Healthy Eating.** To enable students to understand the importance of maintaining a healthy diet and to recognise how diet contributes to a healthy lifestyle



# ADDITIONAL CURRICULUM

The following section contains information about all the additional subjects offered in Key Stage 4.

**You must choose:**

Three subjects in total and two reserves

When choosing additional subjects please follow this simple advice:

**DO NOT** follow your mates;

**DO NOT** choose because you like your Year 9 teacher;

**DO NOT** wait until the last minute to choose;

**DO** discuss your options with staff and family;

**DO** stick to deadlines.



# ART GCSE

The Art Department offers **two GCSEs** for Art and Design. Fine Art and Photography cover the same syllabus and components.

## FINE ART

### Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

- ♦ Drawing
- ♦ Painting
- ♦ Sculpture
- ♦ Installation
- ♦ Lens-/light-based media
- ♦ Photography and the moving image
- ♦ Printmaking
- ♦ Mixed media
- ♦ Land art.

They may explore overlapping areas and combinations of areas.

## PHOTOGRAPHY

### Areas of study

In Component 1 and Component 2 students are required to work in one or more areas of photography, such as those listed below:

- ♦ Portraiture
- ♦ Location photography
- ♦ Studio photography
- ♦ Experimental imagery
- ♦ Installation
- ♦ Documentary photography
- ♦ Photo-journalism
- ♦ Moving image: film, video and animation
- ♦ Fashion photography.

They may explore overlapping areas and combinations of areas.

Art develops technical and thinking skills. In the ranking of high order thinking skills (Blooms Taxonomy) creativity is the highest skill. The UK creative industries are worth over £71bn a year, which is why Art continues to provide students with the creative outlet for their skills, passion and interests and transferrable skills needed in ever changing job market.

If you are confident and enthusiastic in your artistic abilities and you have your own ideas then Art is an excellent GCSE option.

**The Course:**

Component 1: Portfolio 1: A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement to the realisation of intentions.

2: A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements.

Component 2: Externally set assignment (including 10 hour final exam) AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.

**Independent Sketchbook/photography studies**

Due to the demanding and time consuming nature of the subject, students are expected to complete a significant amount of independent sketchbook/photography work (homework). This work will usually be extension work or continued classwork. It is expected students should spend at least an hour a week on these studies. To support students, the Art rooms are open most lunchtimes and at least twice a week after school.

**Progression**

Students who wish to continue studying Art after GCSE can choose from the Creative Arts at A Level. At present we offer Fine Art, Graphic Communication, Photography and Textiles. Post 18 progression from South Wolds has seen students go on to study Foundation Art and a wide variety of degrees including: Architecture, Special effects make up and design, Photography, Fine Art and many more.

For further information contact [Art@southwolds.uk](mailto:Art@southwolds.uk)



# COMPUTER SCIENCE GCSE (part of the English Baccalureate)

Computer Science is a modern, fascinating subject.

The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

## **Why should you choose Computer Science?**

Develop problem solving skills; learn through exploration; change the world; solve real-world problems; learn how to create your future and open the door to your future career.

## **So what will you learn about?**

You will cover the following topics in lessons and your understanding of these will be assessed in the final examinations:

### **Computer Systems (50% of the total GCSE exam)**

- 1.1 Systems architecture
- 1.2 Memory and Storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

### **Computational Thinking, Algorithms and Programming (50% of the total GCSE exam)**

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

## **Develop Programming Skills**

As part of the course you will learn to program. Programming is a very important skill to learn. It helps you to:

- Break down problems effectively
- Solve complex problems
- Think logically
- Learn through exploration

Computer Science is a great subject ... but combined with other subjects it can open up a whole world of opportunities.

We currently follow the OCR syllabus for GCSE Computer Science.

For further information contact [ict@southwolds.uk](mailto:ict@southwolds.uk)





# DESIGN AND TECHNOLOGY GCSE - PRODUCT DESIGN

## Why Study Design and Technology?

Product designers have a huge influence on the form, function and style of many of the objects we use in our daily lives, everything from kettles to telephones to televisions, as well as creating much more specialist products, such as medical equipment.

The course encourages students to look at the everyday products they use in life and understand how they were made, why they have been designed as they have and how they could be improved whether that be functionally, environmentally or in any other way.

During Year 10 students will work on a variety of mini projects which develop their skills in areas such as sketching and presentation; CAD (Computer Aided Design); CAM (Computer Aided Manufacture); and model making practical skills using a range of materials.

Students studying Design and Technology are expected to study Graphics as a core skill with Resistant Materials (wood, metal and plastic) as their secondary subject area. Students can choose to complete their controlled assessment project using either or both material areas.

## Course structure :

### Unit 1: Written Paper (50%) 2 hours

Section A– Core technical principles (multiple choice)

Section B– Specialist technical principles (2-5 mark questions)

Section C– Designing and making principles ( various mark questions, one 12 marks)

### Unit 2: Designing & Making Practice (Non-Exam Assessment)

A single design and make project, started in June of Year 10 based on a topic set by the exam board. Students can use any material to make a high quality prototype of their final design. The project is presented in a portfolio that is approximately twenty pages long and marked in the following categories:

- ♦ Investigating
- ♦ Designing
- ♦ Making
- ♦ Analysing and Evaluating

Work will be marked by teachers and moderated by the exam board.

Current Year 11 Design and Technology controlled assessment is worth 50% of GCSE. The NEA element is introduced on the 1st June at the end of yr10. AQA the Examination Board, publish three starting points or titles for the students to choose from. The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

## Skills you will develop through the course:

- ♦ Drawing/sketching and visual communication
- ♦ Modelling prototypes using hand skills and CAD
- ♦ Problem solving and creative thinking
- ♦ Researching and analysing existing products
- ♦ Organisational and planning skills

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**Related Careers:**

A range of transferable skills applicable to all areas of design, including: Product Design, Interior Design, Graphic Design, Furniture Design, Architecture and Design Engineering.

For further information contact [dt@southwolds.sch.uk](mailto:dt@southwolds.sch.uk)

*Controlled Assessment work may require students to buy their own materials, depending on the project students choose to undertake, this will be explained to them prior to the selection of their projects.*



# DRAMA GCSE

## **What is GCSE Drama all about?**

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different situations and will be given the opportunity to create your own work as well as working on plays written by other people. You will have to be willing to perform but you must also spend time thinking and developing your work for presentation. You will spend virtually all your time working with others and whilst the course will help to develop your group work skills, a willingness to work with others is essential. Those who create the best work in Drama are able to trust, support and co-operate.

## **How is GCSE Drama assessed?**

We follow the Eduqas GCSE Drama specification. The course is split into three components:

### **Component 1 - Devising Theatre (non-exam assessment)**

For this component you will work in a group to create a piece of original theatre. This will be based on a stimulus and will be influenced by a practitioner or genre. In addition to the performance you will also provide a portfolio of supporting evidence that explores and evaluates your performance. The portfolio can be written, a video or a combination of both. Component 1 makes up 40% of the final grade.

### **Component 2 - Performing from a text (non-exam assessment)**

In component 2 you will prepare a performance that explores two extracts from a complete play text. This can be virtually any published full length play and you will have input in the choice. Although this is categorised as 'non-exam assessment', the performance is marked by a visiting examiner and is, to all intents and purposes, a practical exam. Component 2 makes up 20% of the final grade.

### **Component 3 - Interpreting Theatre (written exam)**

The written exam for component 3 assesses your ability to analyse one set text as an actor, designer and director and to develop workable and fully justified ideas as to how it could be staged. In the second section of the exam you will review a piece of live theatre that you have seen during the course. Component 3 makes up 40% of the final grade.

## **What could I do next with GCSE Drama?**

It may be that you wish to take a GCSE in Drama for its own sake because you are interested in Drama as an art form. However when you have completed the course a wide variety of courses are available for further study including A Level Drama & Theatre, BTEC Performing Arts and courses that look at the technical and design elements of theatre. In addition you may wish to develop the kinds of transferable skills that Drama offers. The course and the skills you will develop are of great importance in any job that requires you to interact with others. It is worth noting that in a number of surveys employers have said communication and teamwork skills are top of the list when asked what they look for in an employee. These are two things you cannot avoid in GCSE Drama.

For further information contact [Dramadept@southwolds.uk](mailto:Dramadept@southwolds.uk)



# FOOD PREPARATION AND NUTRITION GCSE

## Why study Food Preparation and Nutrition?

Would you like a practical challenge? Do you enjoy working with food? Would you like to be kept up to date with food and nutrition issues? Are you ready for life away from school? If you have answered yes to these questions then choose to study Food Prep. In this course you will develop your knowledge and skills through studying a range of different topics.

## You will study:

- Food preparation skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food provenance
- Food choice

## You will learn how to:

- Cook! By demonstrating a wide range of skills and techniques used in the kitchen
- Carry out food investigations
- Improve your organisational skills and learn how to work effectively under time constraints.
- Apply your theoretical knowledge to an end of GCSE exam.

## How will my course be assessed?

All assessments take place in Year 11.

September - December: Non Examination Assessment (NEA) Task 1 - Food Science Investigation (10 hours) = 15% of GCSE

December - April: NEA Task 2 - Food Preparation Assessment (20 hours including a 3 hour assessment) = 35% of GCSE

May - June: 1 hour 45 minute exam = 50% of GCSE

## Related Careers:

Food Technology is one of the world's fastest growing industries. In fact over 20% of the top 100 British companies are in food manufacturing. The food and drink industry is booming, with employment reaching the heights of 650,000 people and an annual turnover of £66 billion. Some examples of careers in food include:

Teacher, Dietician/Nutritionist, Food Sales and Promotion, Product Development, Consumer Technologist, Chef/Baker/Caterer, Food Journalist/Food Critic, Environmental Health Officer, Health & Safety Inspector, Food Service Management, Delicatessen/Restaurateur, Food Wholesaler, Production and Manufacturing, Quality Assurance/Standardisation, Purchaser, Store Manager, Supermarket or Fast Food Chains and Packaging Technologist.

For further information contact [dt@southwolds.uk](mailto:dt@southwolds.uk)



# GRAPHIC COMMUNICATION GCSE

Graphic Communication is an exciting introduction to visual arts delivered as a cutting edge programme. We enthuse our students to work as creative designers and illustrators and to take inspiration from real life briefs and professional practices. Graphic Communication is a creative subject that allows and encourages ideas to be formed using traditional drawing, mixed media and computer skills. The emphasis is to allow individuals to experiment and develop a range of skills that they are then able to build on, developing an understanding of how Graphic designers use colour, image and typography to communicate an idea. It is highly influenced by current trends including music and fashion and is at the forefront of modern design.

## How is it assessed?

There are two components to the course:

Component 1: Portfolio (60% of GCSE)

This is a portfolio of work set by the school and marked by the school which covers a variety of different topics and skills developed by the student over the length of the course.

Component 2: Externally set assignment (40% of GCSE)

The exam board provide a starting point for an assignment which students are given time to prepare for and then given 10 hours of supervised time to work on their final piece. This is marked by the school and moderated by the exam board. This usually takes place in June.

## What types of areas will students be working in?

In Component 1 and Component 2 students are required to work in **one or more** areas of graphic communication, such as those listed below:

- ♦ communication graphics
- ♦ advertising and branding (design for print)
- ♦ illustration
- ♦ package design
- ♦ typography
- ♦ interactive design (including web, app and game) motion graphics
- ♦ multi-media
- ♦ exhibition graphics.

They may explore overlapping areas and combinations of areas.

## What skills will you learn?

Within the context of graphic communication, students must demonstrate the ability to use graphic communication techniques and processes, appropriate to students' personal intentions, for example:

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**Related Careers:**

A range of transferable skills applicable to all areas of design, including: Product Design, Interior Design, Graphic Design, Furniture Design, Architecture and Design Engineering.

For further information contact [DT@southwolds.notts.sch.uk](mailto:DT@southwolds.notts.sch.uk).

*Controlled Assessment work may require students to buy their own materials, depending on the project students choose to undertake, this will be explained to them prior to the selection of their projects.*



# GEOGRAPHY GCSE (part of the English Baccalaureate)

## Why Study Geography?

Geography is a 'facilitating subject'; this means it is highly recommended by leading UK universities in preparation for a range of degree courses and career pathways. This is because Geographers are people who are interested in the world they live in; and are able to imagine how the world might be for others too. GCSE Geography is an exciting course which will help understand geographical issues which are relevant to your generation. There is an equal mix on studying our human and physical worlds and the interactions between them. Importantly we look at new ways of sustainably managing our world around us; and geographers often end up working in weird and wonderful jobs to address the problems of today and tomorrow. In our course you will have the opportunity to consider how your opinion compares to that of others on a variety of topics and in doing so become a knowledgeable and critical geographer. There are lots of opportunities to develop and refine your problem solving and decision making skills,

## What topics will I cover?

We will study the **GCSE AQA** Specification. This will then prepare students for A-Level Geography where we also study the AQA specification.

**Paper 1: Living with Physical Environments** - Tectonic and climatic hazards, coasts, rivers, ecosystems and physical fieldwork skills

**Paper 2: Challenges in Human Environments** - Urban issues and challenges, changing economic world and globalisation, food security and human fieldwork skills

**Paper 3: Geographical Applications** - Decision-making skills and issues which relate to real-world and contemporary issues such as flooding, migration, climate change and regeneration of urban developments.

## How will I be assessed?

**Paper 1:** Written exam (Question types: multiple-choice, short answer, levels of response, extended prose): 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)) • **35% of GCSE.**

**Paper 2:** Written exam (Question types: multiple-choice, short answer, levels of response, extended prose): 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)) • **35% of GCSE.**

**Paper 3:** Written exam: 1 hour • 76 marks (including 6 marks for SPGST) • **30% of GCSE**  
Pre-release resources made available from 15 March in the year of the exam.

**What skills will I develop?** This course enables you to develop a range of skills that are an asset in any school or workplace situation, and as a result are highly sought after by employers. Your non examined assessment invites you to embark on a fieldtrip to gain first hand experience of collecting and interpreting data within the field. In addition you will have the opportunity to develop:

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<b>Problem Solving:</b> Posing questions and investigating the answers helps you in complex decision making.	<b>Analytical Skills:</b> Geography tests hypothesis and involves data analysis.
<b>Numeracy and Literacy Skills:</b> Planning reports, examining data and interpreting conflicts encourages clarity and preciseness in language and numeracy skills.	<b>Social, Economic and Environmental Awareness:</b> Being world aware and being able to connect ideas together are valuable skills.
<b>Spatial Awareness:</b> Map reading, interpreting photographs and satellite images nurtures a sound sense of place.	<b>Team Work:</b> Using a combination of group activities and field work develops your team player, management and leadership skills.

### Where could Geography take me?

Future careers from studying Geography at GCSE and beyond include: National Geographic Explorer, Ethical Tea Taster, Dormouse ecologist, Innovative social entrepreneur, Education co-ordinator for the UN, Urban farmer, Safety consultant for journalists in war torn places, Green energy engineer. Also Lawyer, Chartered Surveyor, Crime Analyst, Retail Location Analyst, Tourism Officer, Environmental Consultant, Teacher, Town Planner, Risk Assessor, Geologist, Media Researcher, Business owner and many more!

### Did you know?

Geography offers a balanced curriculum between the arts and the sciences and as a result compliments a large range of subjects. By studying Geography it can contribute as one of your subjects for achieving the English Baccalaureate. Geography is an extremely popular option and we would welcome enthusiastic and hard working students.

For further information contact [geography@southwolds.uk](mailto:geography@southwolds.uk)

*Did you know that Prince William has a degree in Geography?*

*'Geography is the subject which holds the key to our future'*

*'In the UK we have the best Geography teachers in the world!'*

*"The study of **geography** is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."* **Barack Obama**





# HISTORY GCSE (part of the English Baccalaureate)

## **Unravel the past, understand the present, be ready for the future**

Choosing History at GCSE will help students to gain and extend their historical knowledge, investigate people and events in history, study different opinions and use sources of evidence critically to draw conclusions on historical issues.

History is well regarded by employers as an excellent subject for most careers due to the develop key skills such as reading, writing, summarising and recalling information, as well as encouraging students to think for themselves by using sources of evidence, detecting bias and forming their own opinions and interpretations.

History is a popular subject at GCSE and the History Department has a strong and successful record of helping students to achieve or exceed their potential.

## **Topics and Assessment**

### **1. Medicine in Britain, c.1250–present *and* the British sector of the Western Front, 1914–18: injuries, treatment and the trenches.**

This unit looks at how people lived and what they believed about the causes and cures of illness, We look at the ways people attempted to deal with outbreaks of disease with natural and supernatural ideas in dealing with the Black Death, the Great Plague and cholera outbreak in Victorian England. There are case studies on significant individuals like William Harvey, Edward Jenner, Florence Nightingale and Louis Pasteur. The unit on the First World War looks at life and death in the Trenches; how and where injured soldiers were treated and who provided medical care.

*Written examination: 1 hour and 15 minutes 30% of the qualification*

### **2. Early Elizabethan England, 1558–88.**

This unit looks at Queen Elizabeth and how she ruled England, the plots and threats she faced at home and abroad and how she dealt with key events such as war in the Netherlands, the execution of Mary Queen of Scots and the Spanish Armada.

### **AND Superpower Relations and the Cold War, 1941-91**

This unit looks at how a post-second worlds war became a race between two superpowers to control the world economically, technologically, politically and culturally. We look at a number of events from around the world that contributed to what became known as the Cold War.

*Written examination: 1 hour and 45 minutes 40% of the qualification*

### **3. Weimar and Nazi Germany, 1918–39**

This unit looks at the impact the First World War had on Germany, the problems Germany faced in the 1920s, how Hitler became leader of Germany, what life was like for children, women, minority groups and opposition groups in Hitler's Germany and the persecution of the Jewish people.

*Written examination: 1 hour and 20 minutes 30% of the qualification*

For further information contact [history@southwolds.uk](mailto:history@southwolds.uk)



# PHYSICAL EDUCATION GCSE

The course is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle and can lead on to further study, such as A levels and degrees in Sport.

## Assessment

The assessment of the course is as follows:

**30% Practical** (3 different activities – ongoing assessment)

**10% Analysis and Evaluation of Performance** (written coursework)

**60% Theory** (2 one hour exams in year 11).

In Year 10, there are 2 practical and 3 theory lessons per fortnight. In Year 11 lessons become more theory based and often all 5 lessons will be theory

## Practical Activities (30%)

You will be assessed in a number of practical activities in Years 10 and 11. The marks for your **three** highest activities will be used for your final practical mark. Your assessment must include one in a team activity, one in an individual activity and a third in either.

Practical activities must be chosen from the following list: Football, Badminton, Basketball, Cricket, Dance, Handball, Hockey, Lacrosse, Netball, Rowing, Sculling, Kayaking / Canoeing, Rugby, Squash, Table tennis, Tennis, Volleyball, Boxing, Athletics, Cycling (Track or Road), Diving, Golf, Gymnastics, Equestrian, Rock Climbing, Skiing, Snowboarding, Swimming, Trampolining.

You will need to have a good level of performance and will be expected to already have a knowledge of tactics and skills, rules and regulations. There will be individual skills practice, work in 2s or 3s and small sided games, as well as the full version of the game. You will be expected to put in a full commitment to all of this. It is recommended that you play **at least one if not two sports outside of school.**

## Analysis and evaluation of performance (10%)

You will be assessed on your ability to analyse and evaluate a performance and to bring about improvement in one of the above activities. This is a written piece of coursework.

## Theory Content (60%)

There are 2 exams at the end of year 11. Each exam lasts 1 hour and consists of a mixture of multiple choice questions, short answer questions and extended answer questions.

The content of these exams is as follows:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences

Cont....



## 7. Health, fitness and well-being

Homework is set regularly and there is a significant amount of written work.

If you choose this course you will continue to take part in the normal timetabled Core PE lessons. You will still be expected to wear the FULL CORRECT PE KIT, provide a note if you are unable to take part in the practical sessions, and remove your jewellery for health and safety reasons. You will be expected to be with your group at all times, even if it means outside on the fields. If you feel you will be able to cope with all the written work and understand that the practical involves much more than just 'playing games' then choose PE.

For further information contact [pe@southwolds.uk](mailto:pe@southwolds.uk)



# TEXTILES DESIGN GCSE

## Why study Creative Fashion and Textiles?

Creative Fashion and Textiles is a well established , high performing subject which opens up opportunities in a wide range of fields, from the scientific to the artistic. It develops a number of key skills enabling individuals to become highly creative in a rapidly changing world. Creative people are highly employable due to their creative thinking!

The work of previous students has been on display at various city centre locations including: John Lewis, The Intu Shopping Centre and Nottingham Train Station.

The subject can be studied to A level here at The South Wolds Academy and Sixth Form.

## How is it assessed?

There are two components to the course:

### Component 1: Portfolio (60% of GCSE)

This is a portfolio of work set by the school and marked by the school which covers a variety of different topics and skills developed by the student over the length of the course.

### Component 2: Externally set assignment (40% of GCSE)

The exam board provide a starting point for an assignment which students are given time to prepare for and then given 10 hours of supervised time to work on their final piece. This is marked by the school and moderated by the exam board. This usually takes place in June. This is a practical exam.

## What types of areas will students be working in?

In Component 1 and Component 2 students are required to work in one or more areas of textile design, such as those listed below:

- ♦ Art Textiles
- ♦ Fashion Design and Illustration
- ♦ Costume Design
- ♦ Constructed Textiles
- ♦ Printed and Dyed Textiles
- ♦ Surface Pattern
- ♦ Stitched and/or Embellished Textiles
- ♦ Soft Furnishings and/or Textiles for Interiors
- ♦ Digital Textiles
- ♦ Installed Textiles

## Progression

This course would naturally lead onto A level Art Textiles where students could study the subject at a deeper level in preparation for a career in one of the creative Industries or progression to university. This course would complement GCSE courses in a number of other subjects areas including : Business studies, Product Design and Photography to name a few.

## Related careers

Fashion or Textile designer, Artist, Fashion Journalism, Photographer, Graphic Designer, Interior Designer, Printed Textiles, Fashion Marketing, Buyer, Merchandiser, Set or Costume design, Museum curator, Stylist, Public relations and many more!

For further information contact [DT@southwolds.notts.sch.uk](mailto:DT@southwolds.notts.sch.uk)

