



# TOLWORTH GIRLS' SCHOOL

## GCSE 2024-2027

Year 9 2024-25

Year 10 2025-26

Year 11 2026-27

Your Future, Your Curriculum  
14-19 Course Information



INVESTOR IN PEOPLE

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January 2024



Dear Parents/Carers

**Options Information Evening on Tuesday 23 January 2024 6.00 - 8.00 pm**

Your daughter has now reached an important stage of her education. Since beginning her secondary school education, she has been following a carefully planned, broad and balanced curriculum and is now approaching the final stages of her Lower School Curriculum. As she prepares to enter Upper School, she will have the chance to select some GCSE subjects, from a range of options, to study alongside those subjects in the compulsory curriculum. Tolworth Girls' School is committed to the principles of personalised learning. This emphasises the importance of students choosing courses which match their interests and aspirations but still enable them to experience a full range of learning activities.

Taking time to make the right choices now will be crucial to ensuring that your daughter achieves her best in the future; historically, students from Tolworth Girls' School and Sixth Form have chosen diverse career paths, from architecture to zoology. We will provide all students with clear guidance throughout the options process to support decision making. Teachers from all GCSE subjects have presented to students in assemblies with a focused question and answer session and are always on hand to discuss any questions they may have.

We also value the important contribution parents make to this process and therefore will host a GCSE Subject and Careers Event on Tuesday 23 January where you and your daughter can find out about the process for selecting options and the structure of the Upper School, Development Curriculum. The evening will begin at 6.00pm and will finish by 8.00pm, including a presentation at 6:10pm which will be repeated at 7:20pm, as well as opportunities to speak with Industry Professionals and Subject Teachers about career pathways. The majority of our students choose to continue their education in our outstanding sixth form, if you have any questions relating specifically to studying beyond GCSE please speak to our Director of Sixth Form, Mr Rhead.

We look forward to seeing you on the evening but in the meantime if you have any queries please do not hesitate to contact Mr Thorne, Head of Year 8 or Ms Thornley, Deputy Head, Lower School.

Yours sincerely

A handwritten signature in black ink, appearing to read 'B. Thorne'.

Headteacher

# Planning your curriculum

## Guidance and Support

It is important that you seek help and advice about your GCSEs. Mr Thorne, your Head of Year and your Form Tutor will be very pleased to discuss any questions you may have. Your subject teachers will be happy to give you information about their subject areas.

We know that your parents and carers will want to play an active part in advising you on these important decisions. Please encourage them to watch the subject presentations which can be found on your Year Teams Page. Additionally, we encourage you to join your parents and carers at our GCSE Subject and Careers Fair, where there will be an opportunity to speak directly to your teachers and ask any questions about the courses available to you.

### Please remember the following points:

- Do talk to students who are in Year 9 & 10 about a specific subject you might wish to study. GCSEs have changed so older students may have completed a very different course to the one which you will study.
- Do refer the work that you have been doing in tutorial time and in option assemblies.
- Do get all the information you can from this document and by asking questions before deciding on your subjects.
- Try not to consider only the subjects you need, but also the subjects that interest you.
- Try not to choose a subject just because your friends are taking it. You may not be in the same group.
- Try not to choose a subject just because you like (or dislike) the teacher. You may have different teachers next year.
- Do think about your skills and how you work and try to match these with the different demands of the different subjects. Do think carefully about how you best work when making your selection of subjects.
- Make sure you understand what is involved in each subject before choosing it as an option.

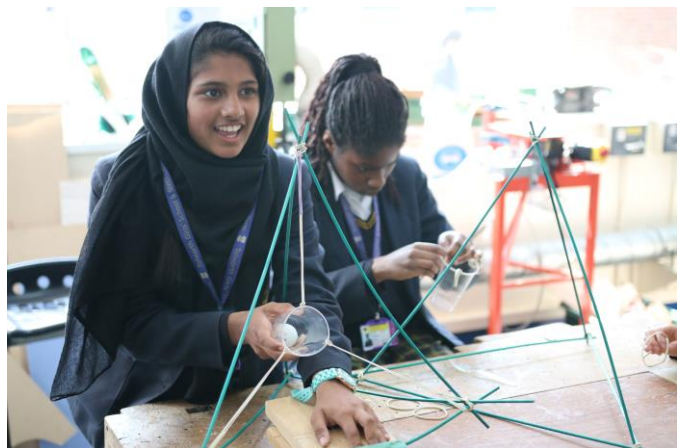
In the following pages we provide information about all the subjects offered for study in Years 9, 10 and 11. Please read the course descriptions carefully.

Do **NOT** fill in the online subject request sheet, which you will receive on Wednesday 24<sup>th</sup> January until you are happy that you have made the correct choices for your needs and interests.

### Making a Balanced Choice

It is important that you continue to study a variety of courses. Not only will this contribute to your general education, it will also mean that doors to a wide number of careers and further study will remain open to you

Remember to consider the range of skills that your subjects will provide you with. Some universities have indicated that continuing with a language subject at GCSE is of benefit for application for a wide range of courses. Students should take this into account when making their selection of subjects. See 'Looking Ahead' section on page 7.



## EBACC

The English Baccalaureate (EBACC) was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where students have secured a good GCSE pass, grade 5 or better across a core of academic subjects - English, Mathematics, History or Geography, the Sciences and a Language. The subjects included are designed to ensure that students have a rigorous academic foundation for Higher Education, ensuring that doors are not closed off to them in terms of future progression.

We recommend all students opt for subjects to make up the EBACC certification, however we do not make it compulsory for any student. It is important that you choose subjects that you enjoy and are therefore more likely to secure a good grade in. You should also consider your own talents and aspirations for the future.

## Grades

GCSEs are now awarded a numerical grade. Instead of grades A\*-G, you will be awarded a grade between 9-1. Please use the table below to give yourself a rough idea of how the new grades compare to the legacy grades.

9	8	7	6	5	4	3	2	1	U
A*	A	B	C	D	E	F	G	U	

Some subjects, e.g. Health & Social Care, are vocational qualifications and are graded as below:

Grade	Equivalent GCSE Grade
Level 2 Distinction*	
Level 2 Distinction	7
Level 2 Merit	
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	

# UPPER SCHOOL - DEVELOPMENT CURRICULUM

Your timetable will be divided into two types of subject: the common core and option subjects.

**Compulsory curriculum: Everyone takes these subjects.**

- ◆ ENGLISH LANGUAGE (equivalent to one full GCSE)
- ◆ ENGLISH LITERATURE (equivalent to one full GCSE)
- ◆ MATHEMATICS (equivalent to one full GCSE)
- ◆ RELIGIOUS STUDIES (equivalent to one full GCSE)
- ◆ SCIENCE (equivalent to either two or three full GCSEs)
- ◆ PE (non assessed)
- ◆ Pastoral and Life education - PSHCE (non assessed)
- ◆ Carousel Curriculum (Year 9 only - non assessed)

## Option Subjects

As well as studying all of the Common Core Curriculum, you must also choose four possible courses from the option subjects. From these, the school will do all it can to allocate you three of these choices.

In order to ensure a broad and balanced curriculum that will develop the range of skills you will need for future learning and career choice, your choices:

- **must include** a Humanities subject, either Geography or History
- should include a Practical subject
- should give strong consideration to taking a language, particularly if you plan to go on to study an academic course at university.

Where possible the school also actively encourages students to take GCSE examinations in their mother tongue language if this is appropriate.

When making your choice, please note the following:

- a) You are only expressing a preference for courses and the school cannot guarantee every combination of courses chosen.
- b) If through lack of numbers, or if there are too many students opting for a course which we cannot staff, we shall advise you of the problem and help you to choose an alternative course.
- c) The school reserves the right to give guidance to individual students about their choice of option subjects. This is based on prior knowledge and our professional responsibility to ensure that students make the best possible choices for their future aspirations and interests.

CURRICULUM AREA	OPTIONS AVAILABLE (GCSE UNLESS OTHERWISE STATED)
MFL - Languages	French Spanish
Humanities	Geography History
Practical	Art, Craft and Design Dance Design Technology Drama Food Preparation and Nutrition BTEC Health and Social Care ICT (Cambridge National L2) Computer Science Music GCSE Physical Education Fashion & Textiles
Other	Curriculum Support (see below)

### Curriculum Support

- ◆ This option is offered to students who would benefit from studying one fewer GCSE subject. During this time students will have the opportunity to develop the study skills needed to succeed in all subjects, including literacy, numeracy and revision strategies.
- ◆ The school will, in the first instance, approach students who it believes would benefit from taking Curriculum Support and discuss with them and their parents an appropriate choice of subjects. This will take place during the Spring Term of Year 8.

Please direct any conversations about this option to the SENCO or Head of Lower School.





## Looking ahead - your career

- ◆ As part of the Tutorial Programme you have started thinking about what you may hope to do in the future. You are not, of course, expected to make a final decision about your career but the Job Research you will complete, as part of the Programme, will help you to gain some general information about the directions in which you may hope to go.
- ◆ When you are finding out about next year's subjects you should above all consider carefully your strengths and your difficulties, your likes and dislikes.
- ◆ Do your research before you make your final choices. Some careers do ask for specific subjects as entry qualifications and, even at this stage, you may be closing the doors to some career areas.
- ◆ Remember that the job market is forever changing. You will need to be flexible in any plans you make. You need to find out as much information as you can about a variety of careers which may interest you in the future.
- ◆ All the evidence shows that the more qualifications you have the higher your earnings will be. You are also more likely to be successful in a career that you enjoy and feel passionately about.

We started to preparing students for this process by encouraging them to take part in the Step into the NHS competition so they could explore the wide range of roles available. All students have started using Morrisby (careers software programme) to research careers, matching their likes and skills to a variety of roles and the pathways to them.

Every student is entitled to a one-to-one Careers Interview with a Careers Adviser in school should they wish. Mrs Greenland is spending time visiting all tutor groups and can be contacted if any student would like to speak to her directly.

You can find more support here <https://careerpilot.org.uk/job-sectors/subjects>

**As you know there are a number of people who will be able to help you - your parents and carers, your Form Tutor, Head of Year, subject teachers and Careers Advisor.**





## Looking Ahead - Post 16

In three years' time you will be making another vital decision about your future. The law requires all students to stay in education or training until 18 and the vast majority of our student stay with us in Year 12 and 13. Tolworth Sixth Form offers a wide range of courses to meet the needs of all our students and has a new state-of-the-art facilities to go with the outstanding education on offer. Listed below are the types of courses which at present can be taken at Tolworth Sixth Form after Year 11:

### Advanced Level

Students wishing to achieve an 'A' Level in each of their chosen subjects will be able to do so at Tolworth Sixth Form. A levels are two-year courses that start in Year 12 and culminate with external A Level examinations at the end of Year 13, following two comprehensive years of study. Students traditionally study 3 A Levels of their choice in a typical programme of study. They are the traditional route to Higher Education. In most cases, an A Level is assessed by extended written examinations covering the topics taught over during Years 12 and 13.

Choices made at GCSE can affect what you go on to study later on, so you need to give it careful thought. **Usually, if you think you might like to take a subject at 'A' Level, you should also choose to study that subject at GCSE and in most cases students are required to achieve at least a grade 5 at GCSE in the subject itself.**

### Level 2 & 3 Vocational Courses

At Tolworth Sixth Form, we also offer two-year vocational courses such as the BTEC National Award (equivalent to either a GCSE or an A Level) or the BTEC National Certificate (equivalent to two A Levels). These allow students to progress either directly into employment or Higher Education as they carry UCAS points. Entry criteria for each course varies and students can choose to combine these courses with AS subjects. Vocational courses are assessed through a mixture of coursework, controlled assessments tasks and written examinations.

### GCSE Maths and English

You should note that any student who does not achieve a good pass at GCSE (Grade 4) in English Language and Maths, is required by law to continue to study towards these vital qualifications in the Sixth Form. These courses usually last one year and are assessed at different points throughout Year 12 and 13 until completed. It is important to note that specific university courses may require a grade 5 or higher for undergraduate entry.

All programmes of study will include **Key Skills** which are an important aspect of all Post 16 courses. Students will develop a range of transferable skills such as the ability to plan, research, present and evaluate different forms of information. They will also increase their self-confidence and their ability to work with greater independence.

*Mr Rhead, Director of Sixth Form, can answer any questions you may have about these courses.*

Some students may decide to complete an **Apprenticeship**. Apprenticeships are a way of combining employment and training. It involves learning about a profession at the same time as doing paid work. In most cases a student would work doing a particular job, but also go to college to study as well. Over a period of between one and three years apprenticeships allow you to combine earning and learning - as you would finish with an NVQ (or in some cases a BTEC). You can find up to date information about apprenticeships at [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk).

*Mrs Greenland our school Careers Advisor will be happy to help guide you.*

## Looking Ahead - Higher Education

In just five year's time, you could be thinking about which Higher Education degree course you want to study and at which University you would like to study. The decisions you make now, in terms of GCSEs and the grades you go on to achieve in them, will have an effect on the choices that are available to you in this increasingly competitive marketplace.

UCAS (Universities and Colleges Admission Service) has an excellent website that is full of course and institution information where you can research course requirements and entry criteria, as well as access lots of other information, which can help you choose your GCSE options. Please go to [www.UCAS.com](http://www.UCAS.com) for further details.



The Russell Group which represents twenty leading UK universities has also published advice about GCSE options. The following link supports students in making informed choices regarding University options: <https://www.informedchoices.ac.uk/>.

*When applying to a competitive university and especially for a very competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE or other standard level requirements.*

*Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) grade 9s.*

*GCSE English or another standard level equivalent is very often required at Grade 5 at least. At many universities, this is a universal entry requirement for any course. Mathematics is also often required at grade 5 at least.*

*Currently University College London (UCL) is the only Russell Group institution to require a Modern Foreign Language GCSE at grade 5 or above for all its programmes. Although only UCL has a formal requirement in place, Modern Foreign Language qualifications are valued by admissions tutors across the Russell Group.*

*For many courses a 6 grade at least in GCSE Maths is needed with Science and Engineering courses in particular often specifying this.*

*The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.*

- *Applicants to study Medicine, Dentistry and Veterinary Science are usually required to have very good GCSE results in Maths, Science, English Language and English Literature.*
- *For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language.*
- *For a Business degree, sometimes a grade 7, or more often a grade 6, in GCSE Maths is often required.*
- *A grade 6 in Maths is often required for a degree in Psychology, and a grade 6 in Science may sometimes be required.*
- *To study a Science subject at university (including Biology, Chemistry or Physics) applicants who are not offering Maths at Advanced Level will often need to have achieved a grade 5 in Maths*

## EXAMPLES OF JUST SOME OF THE UNIVERSITY DESTINATIONS OF TOLWORTH STUDENTS

Institution Name	Course
Bath Spa University	History/Music
Bournemouth University	Occupational Therapy
Buckinghamshire College Group	Makeup, Prosthetics & Costume for Film
Canterbury Christ Church University	Digital Media
Cardiff University	Journalism & Communications
Coventry University	Architecture
De Montfort University	Arts & Festivals Man & Drama
Imperial College London	Medicine
King's College London	English
King's College London	Nursing Studies
Kingston University	Aerospace Engineering
Kingston University	Marketing & Advertising
Kingston University	Product & Furniture Design
Lancaster University	Biomedicine (Study Abroad)
London South Bank University	Film Studies
Loughborough University	Textiles: Innovation & Design
Middlesex University	Law with Criminology
Nottingham Trent University	Zoo Biology
Plymouth University	Media Arts
Queen Mary University of London	Astrophysics
Roehampton University	Anthropology
Roehampton University	Theology & Religious Studies
Royal Holloway, University of London	Classics
Royal Holloway, University of London	Philosophy
St Mary's University, Twickenham	Primary Education with QTS
The University of Birmingham	Psychology
The University of York	Environmental Geography
University of Bath	Chemistry
University of Bristol	History
University of East London	Criminology & Law
University of Glasgow	English Literature/History
University of Gloucestershire	Popular Music
University of Hertfordshire	Diagnostic Radiography & Imaging
University of Hertfordshire	Interior Architecture & Design
University of Manchester	Medicine
University of Portsmouth	Engineering & Technology
University of Southampton	Philosophy & History
University of Surrey	International Business Management
University of Surrey	Politics
University of Sussex	Economics
University of Westminster	Law

## SELECTING YOUR OPTIONS

You must now choose four possible courses you would like to study next year and beyond, from which the school will do all it can to allocate you three of these.

In order to ensure a broad and balanced curriculum that will develop the range of skills you will need for future learning and career choice your choices:

- must include a Humanities, either Geography or History
- should include a Practical subject
- You are advised to take a language, particularly if you plan to go on to study an academic course at university.

When making your choice, please note the following:

- a) You are only expressing a preference for courses and the school cannot guarantee every combination of courses.
- b) If through lack of numbers, or too many students opting for a course which we cannot staff, we shall advise you of the problem and help you to choose an alternative course.
- d) The school reserves the right to give guidance to individual students about their choice of option subjects. This is based on prior knowledge and our professional responsibility to ensure that students make the best possible choices for their future aspirations and interests.

**Make a record of your option choices on this sheet.**

CURRICULUM AREA	OPTIONS AVAILABLE	Please tick your 4 choices
MFL - Languages	French	
	Spanish	
Humanities	Geography	
	History	
Practical	Art, Craft and Design	
	Dance	
	Design Technology	
	Drama	
	Food Preparation and Nutrition	
	BTEC Health & Social Care	
	Creative iMedia	
	Computer Science	
	Music	
	GCSE PE	
	Fashion & Textiles	

**Please note once your options are allocated you will not be able to change them. Your final submission will be via an electronic form sent to parents and carers on Wednesday 23<sup>rd</sup> January. You must submit the form on or before Wednesday 6<sup>th</sup> March, 2024.**

# **CORE CURRICULUM INFORMATION**

English Language

English Literature

Maths

Religious Studies

Science

# ENGLISH LANGUAGE

## Course Description

### Exam Board Details

We follow the AQA GCSE course in English Language.

While our English Language and English Literature GCSE courses result in two separate GCSE qualifications, the syllabuses have been constructed so that each course is integrated with the other.

English Language and English Literature are currently taught in eight lessons over a fortnight in Year 9 & 10 and nine lessons per fortnight in Year 11. The examinations will take place in June 2027 and students will achieve two separate numerical grades for English Language and Literature (1-9), replacing the traditional A\*-G qualifications.

### Exam-board guidance on the English Language GCSE

The English Language GCSE will encourage students to read a greater range of high quality, challenging literature and non-fiction text from a range of genres and types (from the 19th, 20th and 21st Centuries).

Reading and writing will be equally weighted in the English Language GCSE.

The English Language GCSE has a focus on making sure that students are able to write clearly and accurately, in good Standard English. There is an increased emphasis on spelling, punctuation and grammar including the use of vocabulary.

Tiers have been removed from GCSE English Language. This means that specifications and question papers cover the full range of abilities.

Speaking and Listening will be assessed through a presentation. There is an emphasis on teaching students to become more confident in formal speaking.

## What you will study in English Language

For your GCSE qualification in English Language, you will learn to analyse a variety of texts and you will use reading to improve your writing to argue, persuade, advise, inform, explain and describe. You will study the patterns, structures, grammar and conventions of written English and develop the ability to express yourself in an accurate, persuasive and sophisticated way.

## Vital skills you will develop in English Language

In English Language you will continue to develop the speaking, listening, reading and writing skills necessary to communicate with others confidently, effectively, precisely and appropriately. You will learn to select and adapt speech and writing to different situations and audiences to express yourself creatively and imaginatively and become critical readers of a range of texts.

## Course Assessment Structure

There are two papers for the English Language exams. You will prepare for these examinations with timed responses in class as well as homework and classwork tasks. This is a fully linear course so

all examinations take place at the end of Year 11 and there are no coursework elements. Students do, however, complete a Speaking and Listening task which will be a stand alone qualification on their GCSE certificate, graded pass, merit or distinction.

## **16+ Progression and Careers**

The English Language and English Literature GCSE are vital qualifications that will prepare you for the demands made on you in the future, whether in the world of work or further study. English Language is a core subject and everyone is encouraged to work hard in the subject and to get a good grade, as it will enable you to take up a range of academic or vocational courses. Our A level options include English Literature, English Literature and Language, and Media.

The study of English Language and English Literature opens up a wide range of career opportunities for you. You look forward to a career in Journalism, Publishing, TV and Radio, Advertising, Public Relations, Teaching at schools or university, Law or Librarianship, to name but a few.

## **A Student's Perspective**

*“English GCSE is an interesting subject as you get to explore different forms of writing and gain a wider knowledge about writing and analysing texts in a fun and productive way. It is a great subject and really useful for every subject.”*

Year 11 student



# ENGLISH LITERATURE



## Course Description

### Exam Board Details

We follow the AQA GCSE course in English Literature.

The English Literature syllabus is provided and assessed by AQA. While our English Language and English Literature GCSE courses result in two separate qualifications, the syllabuses have been constructed so that each course is integrated with the other. For further details see [www.aqa.org.uk](http://www.aqa.org.uk).

### What you will study in English Literature

For your GCSE qualification in English Literature you will concentrate much more on the study, interpretation and analysis of prose, poetry and drama texts. You will respond to texts critically and imaginatively and learn how to make comparisons and explain links between texts.

### What skills you will develop in English Literature

In English Literature you will develop an understanding of the ways in which literature is rich and influential. You will explain how language, structure and form contribute to writers' presentation of ideas, themes and settings. You will select and evaluate relevant textual detail to illustrate and support interpretations. The skills you learn will extend your interest in and enthusiasm for literature and will prepare you to make informed decisions about further learning opportunities and career choices.

## Course Assessment Structure

There are two written examinations.

Please see the table below for more information:

### AQA Guidance on GCSE English Literature

The English Literature GCSE encourages students to read a wide range of classic literature fluently with the assessment of:

- A 19th Century novel
- A Shakespeare play
- A selection of poetry since 1789 including representative Romantic poems
- British fiction or drama from 1914 onwards.

Tiers have been removed from GCSE English Literature. This means that specifications and question papers have to cover the full range of abilities.

There is an increased assessment of unseen texts.

The quality of writing in the response to texts will be assessed.

## 16+ Progression and Careers

The English Language and English Literature GCSE are vital qualifications that will prepare you for the demands made on you in the future, whether in the world of work or further study. English

Language is a core subject and everyone is encouraged to work hard in the subject and to get a good grade, as it will enable you to take up a range of academic or vocational courses. If English is a subject you particularly enjoy at GCSE, you can choose to study English Literature, English Literature and Language, or Media.

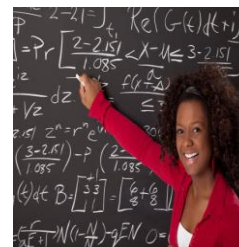
The study of English Language and English Literature opens up a wide range of career opportunities for you. You look forward to a career in Journalism, Publishing, TV and Radio, Advertising, Public Relations, Teaching at schools or university, Law or Librarianship, to name but a few.

## **A Student's Perspective**

*“During the GCSE English course we studied a variety of texts. The character studies, the issues explored and Dickens’ style made me feel like I would enjoy doing Literature at A Level which encouraged me to enrol on the course.”*

Year 12 student

# MATHS



## Course Description

### Exam Board Details

We study the Pearson Edexcel GCSE (9-1) in Mathematics (1MA1). Some students also study for the AQA Certificate Level 2 Further Mathematics.

### What you will study

GCSE Maths allows you to develop your skills and understanding in the key Maths areas of Number, Algebra, Ratio, proportion and rates of change, Geometry and Measures, Statistics and Probability. You will learn about the relationships between these areas of Maths, and where and how they apply to real-life situations.

### What skills you will develop

You will develop mathematical reasoning and problem solving skills, necessary in many situations, and strategies for using Maths knowledge to arrive at the answer to difficult problems by breaking them down into a series of simpler tasks. You will learn how to make deductions and to make and prove or disprove assumptions.

## Course Assessment Structure

Two tiers are available: Foundation and Higher (content is defined for each tier).

Each student is permitted to take assessments in either the Foundation tier or Higher tier.

You will be entered for either the Foundation or Higher paper, depending on which is most suitable for demonstrating your capabilities.

### Examination Papers Taken (100% written examinations)

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.


The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

Individual papers are not graded.

Foundation tier: Grades 1 to 5. Higher tier: Grades 4 to 9 (Grade 3 allowed).

Please see the table below for details:

Year	Activities Involved
Year 9 & Year 10	<p>Year 9 &amp; 10 in Maths takes topics studied during the previous two years and develops them further, often placing them in a problem-solving context and applying them to real-life situations.</p> <p>You will have regular assessments, a test after every four topics is completed, and an end of year exam. You will also be set regular homework, several of which will be given a formal grade.</p>
Year	Activities Involved

<p><b>Year 11</b></p>	<p>Year 11 completes the work undertaken in Year 10, and then time is spent on Functional Questions, which build on the problem-solving aspects of Maths and allow the development of thinking skills. There is time for a comprehensive programme of exam techniques and practice papers.</p> <p>There are regular assessments leading up to a Mock exam at the end of the Autumn Term. You will receive a detailed analysis of your Mock exam results, to enable you to identify areas for improvement.</p> <p>There is a further Mock exam in the middle of March to allow you to see how you are progressing. This is also analysed in detail to support your revision leading up to the final exams in June.</p>
<p><b>Year 11 additional Maths students</b></p>	<p>Some students may take Further Maths GCSE in Year 11. Further Maths Level 2 course allows students to demonstrate their higher order mathematical skills, particularly in algebraic reasoning, in greater depth. It is a good grounding for students who wish to take Maths further into Key Stage 5.</p> 

## 16+ Progression and Careers

For Foundation level students, many courses and careers now insist on a GCSE 9-1 Maths Grade 4/5 as part of the qualification for joining the course but any grade demonstrates to employers or selectors your ability level at Maths. Getting the best Maths grade you are capable of allows you more choice in which course or career is open to you.

For Higher level students, at Tolworth you could join our very successful Maths course offered at A Level (Advanced Level GCE) and for those demonstrating skills in the relevant areas you could consider Further Maths courses.

**Core Mathematics:** Core Maths is a brand new course for those who want to keep up their valuable maths skills but are not planning to take AS or A Level Mathematics. At the end of the course, you will come out with a Level 3 qualification - similar to an AS. The qualification is assessed by final examination and some courses also offer the option of submitting a portfolio of coursework.

A Level Maths appears on the list of subjects Universities regard highly as entry criteria for their courses; these include progressing Maths further to Degree level, or joining courses including Medicine, the Sciences, Engineering, Business, Finance and Economics.

## Student Perspective

*“I’ve always been good at Maths but at first I found the A Level course hard. However, by working hard and practising, now I’m getting really good results and these have helped me to get onto a petro-engineering course at University, about which I’m really excited. Maths is needed in a lot of university courses and my Maths meant I had more choice.”*

# RELIGIOUS STUDIES

## Course Description

### Exam Board Details

We study the Edexcel Specification (Religious Studies B)  
See [www.Edexcel.com](http://www.Edexcel.com) for further details.

### What you will study

All students will cover **Belief in God** and **Living the Religious Life** in both Christianity and Islam.

The course consists of a further two units of study:

- **Religion and Ethics**  
Marriage and the Family  
Matters of Life and Death
- **Religion, Peace and Conflict**  
Crime and Punishment  
Peace and Conflict



### Skills you will develop

GCSE Religious Studies builds upon all of the skills that you have learnt in Years 7-8. The course content ensures that your skills of empathy and understanding are developed whilst addressing diverse and controversial current and moral issues. You will explore both religious and non-religious responses to many 'Ultimate Questions' and you will develop excellent evaluation skills. Through the study of all units you will open your mind to different opinions and attitudes whilst ensuring that you can formulate clear and developed personal responses to the questions raised. GCSE Religious Studies is guaranteed to be an interesting and enlightening experience.

## Course Assessment Structure

At the end of Year 11 you will sit two examinations, one for each unit studied.  
Each examination will be 1 hour and 45 minutes.

Each examination paper will consist of four questions including short open, open response and extended writing questions. The papers will assess spelling, punctuation and grammar (SPaG) and use of specialist terminology will contribute to the marks of the overall weighting.

## 16+ Progression and Careers

Students who enjoy GCSE Religious Studies may continue this subject in the Sixth Form. At Tolworth you would join our very successful **Religious Studies: Philosophy and Ethics** course, offered as an A-Level qualification.

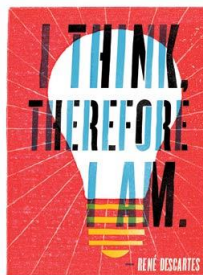


Skills gained through studying a Religious Studies qualification are valuable for both university applications and a variety of careers. Students wishing to pursue careers in Law, Journalism, Education, Travel and Tourism and Social Work, to name but a few, would benefit from such a qualification. Indeed, the skills acquired would be a distinct advantage for any career involving communication, empathy and working with others.

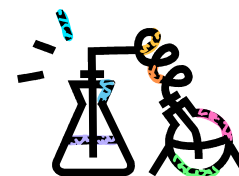
## Student Perspective

*“I enjoyed GCSE Religious Studies so much that I have decided to continue it at A Level. I particularly enjoy being able to express my own ideas and opinions within a class context. It is challenging to analyse my own beliefs and ideas whilst appreciating the views of others. Religious Studies is about people and the world around us. I particularly enjoyed learning about the issues of euthanasia, evil and suffering and miracles at GCSE.”*

Philosophy and Ethics student



# SCIENCE



## Course Description

### Exam Board Details

We study the AQA Specification (see [www.aqa.org.uk](http://www.aqa.org.uk) for further details).

- Combined Science students will complete six exams at the end of Year 11: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. All papers are 1 hour and 15 minutes in length.
- Separate Science students will complete three separate GCSE courses: Biology, Chemistry and Physics in Year 11. Each will be assessed via two exams papers both 1 hour and 45 minutes in length.
- Students start their GCSE Science courses at the beginning of Year 9. The decision around whether they complete Combined Science Higher, Combined Science Foundation or Triple Science is not decided until the beginning of Year 11, based on the Grade they achieved in their Year 10 Exams, although there is fluidity between pathways for the duration of the GCSE courses.

### What you will study

GCSE Combined Science incorporates different aspects of Biology, Chemistry and Physics. No matter whether you are following the double or triple pathway, you will learn about cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; ecology; atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources; energy; electricity; the particle model of matter; atomic structure; forces; waves; magnetism and electromagnetism.

Those studying Separate Science will cover the topics in more depth.

### What skills you will develop

You will develop an understanding of the nature of science, its laws and applications, and the influences of science on society. You will apply appropriate skills, including communication, mathematical and technological skills, knowledge and understanding in a range of practical and other contexts and use models to explain phenomena, events and processes.

Through practical work, you will analyse, interpret and evaluate a range of quantitative and qualitative data and information, and be able to draw conclusions which are consistent with the evidence.



## **Course Assessment Structure**

There are no coursework assignments for either GCSE pathway. However, there is a list of required practical assignments that the students are expected to cover during the course. Students may then be questioned on the practical assignments in the written examinations.

### **GCSE Combined Science: Trilogy**

This pathway will lead to six written exams being sat: two Biology, two Chemistry and two Physics. All are 1 hour and 15 minutes long.

The papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks available.

Combined Science entries can be for either the Higher or Foundation tier.

### **GCSE Separate Science**

Each of the subjects, Biology, Chemistry and Physics, are examined in the same manner. Two papers will be sat assessing knowledge and understanding across the subject e.g. Biology. Each paper is 1 hour and 45 minutes long and are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Separate Science entries are made for the Higher tier only.

# **CREATIVE ARTS**

## **Option Subject Information**

Art, Craft and Design

Dance

Drama

Music

GCSE Physical Education

Fashion & Textiles

# ART, CRAFT AND DESIGN



## Course Description

You will be studying GCSE Art, Craft and Design (8201) with AQA. Please see [www.aqa.org.uk](http://www.aqa.org.uk) for further details.

### What you will study

In Year 9 you will experiment and explore a wide range of techniques and media completing a 'Foundation' style course for a term. You will learn a variety of drawing and printing techniques, watercolour painting, oil painting, explore photographic imagery and editing, mixed media and clay. After completing the foundation course, you will start to apply and extend your knowledge within your first unit of coursework. This unit will consist of an A4 sketchbook of preparatory studies, as well as producing a final outcome in either, print, mixed media or painting based on the theme. This unit will be completed by the autumn term of Year 10, you will then start unit 2, whereby you will have the opportunity to investigate a second theme and explore both ceramic design and painting, print or drawing up until the end of the autumn term of Year 11.

Common to all project work is research into other artists and cultures, observational and imaginative skills, personal interpretations and responses to themes. It is therefore crucial that a sketchbook is used regularly for analysis and research. Preparation work accounts for 75% of the final mark.

### What skills you will develop

**Ceramic Sculpture:** You will learn to construct, coil, model or press mould a vessel investigating the theme of identity.

**Drawing/Painting:** You will learn to use a variety of media including pencil, charcoal, inks and pastels. You will also explore the possibilities of water colour, gouache, acrylic and oil paints and the use of mixed media in response to a given theme.

**Printmaking:** You will develop sophisticated printing techniques including mono-printing, collagraph printing, poly-printing, dry-point and reductive lino printing.

## Course Assessment Structure

There is no written exam for this course. You will be assessed through your practical work in lessons which will be used to build a portfolio of work, known as Component 1 (Coursework Units 1 & 2); this component accounts for 60% of the final mark. Component 2, which is the 'Externally Set Assignment' accounts for 40%. All of the portfolio work will be based around set themes or design briefs, while the externally set assignment (final exam) will be a practical response to a choice of questions set by the exam board. **All classwork and homework that is set will count towards the final grade.**

Please see the table below for details:

Unit of Work	Activities Involved	How Much is it Worth?
<b>Foundation course</b> Autumn Term Term 1 Year 9	You will experiment and explore a wide range of techniques and media, including drawing and printing techniques, watercolour painting, oil painting, explore photographic imagery and editing, mixed media. You will also learn how to research, analyse and respond to a range of artists.	
<b>Component 1: Portfolio (Project 1)</b> Spring Term 1 Year 9 → Autumn term 1 Year 10	You will follow a programme of study on the theme of 'Objects/Still Life' and shown how to respond to a variety of artists using a range of media and processes to enable you to present an imaginative, personal, informed and meaningful response when realising intentions on canvas or through print or drawing.	30%
<b>Component 2: Portfolio (Project 2)</b> Autumn Term 2 Year 10 → End of Autumn Term Year 11	You will follow a programme of study on the theme of 'Autobiography/Identity' and shown how to respond to a variety of artists using a range of media and processes to enable you to present two final realisations. One will be a ceramic vessel to illustrate your theme, the second final realisation will be realised in a medium of your choice (paint, print, drawing).	30%
<b>Component 2: Externally Set Assignment</b> Spring Term Year 11	The externally set task will be a practical response to a choice of questions set by the examination board. This exam paper will be distributed at the start of the Spring Term. You will then complete preparatory studies, similar to the process of your controlled assessment (coursework) that will enable you to complete your final realisation in a 10 hour practical exam.	40%

## 16+ Progression

There are many things you can go on to do with a GCSE in Art. It provides good preparation for independent learning and creative thinking in order to progress onto a variety of academic and vocational courses. At Tolworth Sixth Form you could join our extremely successful Art, Photography and/or Fashion & Textiles courses at A Level.

The creative industry is the second largest industry in the world; therefore people with creative skills in a variety of mediums will always be in demand. Art is valuable for a variety of careers not only those in the creative and media industries. The transferable skills developed would also be useful for students wishing to pursue a career in Engineering, Business and Marketing, Medicine, Social Work and any career that involves creative thinking, decision making and developing new ideas and initiatives.

We have several excellent degree-awarding colleges within easy access of this school and our art students have a great record of success in higher education. Occupational prospects for well-trained graduates are exceptional in the field of Art and Design. These may include all aspects of design; teaching art in schools and colleges; art therapy; medical illustration; museum and gallery work; conservation and restoration work; designing for TV and theatre - sets, costumes, make-up; architecture (a combination of Art, Maths and Sciences is valuable and a portfolio of creative work showing ability to think 3-dimensionally is needed); landscape architecture.

## Student Perspective

*“I really enjoyed Art at GCSE, as the subject taught me many new techniques which has enabled me to experiment, take risks and discover new ideas and creative processes. This experience has continued into my AS Level studies, as I am developing my own style and skill base, combining media to create innovative new ideas. Teachers are extremely supportive and are always happy to provide advice and guidance as my work develops. Having the opportunity to work in the Art department outside my lessons is also very valuable and it enables me to meet other students from a range of years - those who can share their ideas and experience, as well as those students I can give advice to also. In the future I hope to work in an art/design related industry.”*

Ella, Year 12

### **Additional Information: Special Equipment**

You will be required to pay a small studio fee to pay for their art sketchbook and equipment that they will use throughout the course of each year. Students will require art equipment at home, such as oil paint, brushes, black fine line pen & art pencils (2B-8B) in order to complete the independent tasks.

# DANCE



## Course Description

### Exam Board Details

AQA DANCE (8236). Detailed information can be found at:  
[www.aqa.org.uk](http://www.aqa.org.uk)

### What will you study

You will study **performance, choreography and the appreciation of dance.**

**Performance** - you will learn four set solo phrases of approximately 1½ minutes. These will be filmed, sent to AQA, examined and given a final grade. You will be examined on your physical (e.g. flexibility, balance) and technical skills as a dancer. You will also learn a group performance piece choreographed by the teacher and students. In addition, you will be required to perform in work created in lessons and for dance shows e.g. GCSE Choreography Show.

**Choreography** - you will create a solo or group choreography in response a stimulus set by the exam board. This will be assessed by the teacher, filmed and sent to AQA. You will also have to write a detailed programme note and this will contribute to your final grade.

**Appreciation** - you will develop your appreciation skills in dance by attending theory lessons and writing about the key elements of professional dance works. These include the physical setting (costume, lighting, set design), movements, accompaniment and choreographic devices used by the choreographer. Over the two years you will study six short professional dance works. You will also be able to write about choreography and performance and this will be assessed in a 1½ hour written paper at the end of Year 11.

### What skills will you develop

You will develop an awareness of how to gain a healthy lifestyle and working within a team. You will learn how to be independent learners, by managing your rehearsal sessions. You will begin to develop the skills and confidence to become critical and reflective thinkers. You will develop your understanding of a range of dance styles. You will develop your performance and choreographic skills. Your knowledge and understanding of choreography will improve in order for you to create your own solo and group dances. You will develop a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.

## Course Assessment Structure

Unit of Work	Activities Involved	How Much is it Worth?
<b>Unit 1</b>  <b>Performance and Choreography</b>	<b>Performance</b> a) Solo performance of set phrases (1 minute in length) b) Duet/Trio performance (3½ minutes in length).  <b>Choreography</b> Solo (2½ minutes) or group choreography (3½ minutes) in response to a chosen stimulus.	30%   30%
<b>Unit 2</b>  <b>Dance Appreciation</b>	Describing, analysing, interpreting and evaluating features of dance using appropriate terminology.  Comparing and contrasting different choreographers, dance works, styles and cultural influences.  Describing the relationship between choreography, performance and production including aural and physical settings, costume and dance for camera.  Describing the physical, aesthetic and artistic contexts of dance.  Written paper 1 hour and 30 minutes.	40%

## 16+ Progression

A GCSE in Dance is a sound basis for any further Performing Arts Course e.g. AS/A2 Dance or BTEC Dance, PE and or Drama. Tolworth Girls' School offer A Level Dance. Many of our students have gone on to study Dance at Higher Education.

Dance provides an excellent support subject for those considering teaching a performing art.

## Student Perspective

*"It is essential you must enjoy performing and choreographing dances as the course is 60% practical. If you work hard and rehearse during lunch and after school, you should do well!"*



# DRAMA



## Course Description

### Exam Board Details

We study the AQA Specification. Please see [www.aqa.org.uk](http://www.aqa.org.uk) for further details.

### Why Study Drama?

This exciting GCSE gives students the opportunity to explore the subject from a range of perspectives by devising their own original work; bringing to life the work of a playwright; theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal.

### What you will study

GCSE Drama builds upon all the skills you have learnt in Years 7&8. It is all about understanding what it is like to put yourself in somebody else's shoes.

During the course you will study:

- Acting
- Stage craft
- Scripts
- Practitioners
- A variety of styles and genres of Theatre
- Devising
- Improvisation
- Physical theatre
- Playwrights

### What skills you will develop

This course will engage and encourage students to become confident performers and designers with the skills they need for a bright and successful future. Students will learn to collaborate with others, think analytically and evaluate effectively. They will gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future ahead, students that study GCSE Drama emerge with a toolkit of transferable skills, applicable to further studies and the workplace.

## Course Assessment Structure

Students will be assessed on their knowledge and understanding of drama and theatre, their study of one set play, and an analysis and evaluation of the work of live theatre makers. This is through a written examination that will last 1 hour 45 minutes and counts for 40% of the GCSE. Students will also devise a piece of drama and perform extracts from a play. These practical components are worth 60% of the GCSE.

### Examination Papers Taken and Controlled Assessments

Please see the table below for details:

Unit of Work	Activities Involved	How Much is it Worth?
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<b>Non Examined Assessment</b>	<b>Component 2: Devising Theatre (Practical)</b> Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board. They will also write a logbook to reflect on the process of creating their performance.  <b>Component 3: Texts in Practice (Practical)</b> Students will study a text chosen by the Drama Department.	60%
<b>Exam Assessment</b>	<b>Component 1: Written Examination</b> The exam component will be assessed at the end of the qualification and will be 1 hour 45 minutes in length. Students will have to complete two compulsory sections.  <b>Section One</b> on which relates to practical work completed during the course.  <b>Section Two</b> on a study of a live performance seen.	40%

## Why Study Drama?

Some people think that the only worthwhile reason to be studying GCSE Drama is to become an actor or director. However, what people forget is that practical subjects like Drama allow you to develop hugely valuable skills which you will continue to use throughout your life, in and out of work.

- No subject will teach you how to work in a team quite like Drama does.
- In Drama you will be asked to improvise on a number of occasions. This allows you to think on your feet.
- Drama stimulates you to be constantly creative.
- You will develop empathy by being able to place yourself in someone else's shoes.
- Analysing Drama productions allows you to develop critical thinking skills.
- You develop confidence and grow as an individual.

Students have said that Drama has helped them to excel in other subjects such as speaking and listening in English and Languages.



## 16+ Progression and Careers

There are many things you can go on to do with a GCSE in Drama. It provides a good preparation for a variety of academic and vocational courses. At Tolworth you could join our very successful Drama and Theatre Studies course offered at A Level (Advanced GCE).

Drama is valuable for a variety of careers not only those in the creative, media and performance industries. The transferable skills developed would be useful for students wishing to pursue a career in Law, Business and Marketing, Medicine and Social Work, any career that involves communication and working with others.

**Why choose GCSE Drama?  
Because performance is paramount**

## Student Perspective

*"I am so glad I chose GCSE Drama. It is the one lesson that I can guarantee every week that I look forward to. The fact that we get to work in groups, problem solve, be creative, develop confidence and by analytical really means that it has it all. I know that I am learning skills for life"*

Year 11 student

# MUSIC

## Course Description



EDEXCEL GCSE MUSIC (9-1)

## Exam Board Details

We study the Edexcel Specification: see [www.Edexcel.com](http://www.Edexcel.com) for further details.

## What you will study

GCSE Music builds upon all the skills you have learnt in Years 7&8.

The course has three main activities: Performing, Composing and Listening. The syllabus includes a wide range of popular and classical styles and allows you to develop your strengths and interests.

You will do practical music-making, both individually and in small groups. You can use the Music Department's full range of equipment, including keyboards, percussion instruments, ukulele's, drum kit, piano, guitar, as well as singing. You will also learn how to use Music Technology software, Soundtrap and Noteflight.

## What skills you will develop

The course focuses on three activities: Performing, Composing and Listening.

In your Performing work you will learn how to become a performer either on an instrument or sing. You will develop skills such as accuracy, technique and expression on your instrument or voice and this can be done through all styles including pop, classical, folk and jazz music.

If you opt for GCSE Music it is advised that you have a weekly individual lesson on an instrument / voice to improve your performing skills. Your instrumental lesson can be arranged privately, or at school with a tutor from the Kingston Music Service.

In your Composing work you will be making up your own music in a wide variety of styles and forms. You will learn the building blocks of music and how to use these to create exciting pieces of music. You will learn Music Technology skills through this part of the course.

All styles of music will be included in your Listening work. Topics include pop, jazz, classical and world music. You will develop the aural skills needed to identify special features of a piece of music. For example, you might name the instruments playing or comment on the speed and volume of the music.

There are lots of opportunities to perform at school events, for example, the Christmas Carol Concert and Spring Concert. You are encouraged to join school music groups such as TGS Choir or TGS Band, or even form your own group, to extend your musical experience.

## Course Assessment Structure

Performing and Composing are controlled assessment activities. These take place during Year 10 and Year 11. Listening is assessed in a 1 hour 45-minute test at the end of the course.

Your work will be split into three 'Units of Work':

Unit 1: Performing - Unit 2: Composing - Unit 3: Listening

## Examination Papers Taken and Controlled Assessments

Unit of Work	Activities Involved	How Much is it Worth?
<b>Unit 1 Performing</b>	<p>One solo performance on any instrument or voice and in any style</p> <p>One ensemble (group) performance on any instrument or voice in any style.</p> <p>You will not be asked to perform in front of an audience for your GCSE. If you would like to perform in public, there will be many opportunities in our annual concerts.</p>	30%
<b>Unit 2 Composing</b>	<p>One composition created using the software Soundtrap in the style of Electronic Dance Music (EDM)</p> <p>One composition created using the software Sibelius. This composition will be a brief set by the exam board.</p>	30%
<b>Unit 3 Listening</b>	<p>You will learn eight set works from pop, jazz, classical and world music.</p> <p>You will listen to extracts of the set works and write about what you hear in an exam.</p>	40%

## 16+ Progression and Careers

There are many things you can go on to do with a GCSE in Music. It provides a good preparation for a variety of academic and vocational courses. At Tolworth Sixth Form you could develop your Performing, Composing and Listening skills by taking the Music A Level course. Another option would be to focus on your performance and technical skills and do a BTEC Music course at college.

Music is valuable for a variety of careers not only those in the creative and performance industries. The transferable skills developed would be useful for students hoping to pursue a career in Teaching, Therapy, and Administration: in fact any career that involves problem solving skills and working with others.

## Student Perspective

*"I enjoyed Music at GCSE and now I am taking Music A Level. It really encourages you to be creative. I have become good friends with the people in the class because we have to work with each other in a team. It's easy to get help with something I'm not sure about. I have enjoyed performing in class and at school concerts. In the future I hope to pursue Music as a hobby and improve my piano playing. In the future I want to pursue a career working with animals or children."*

Year 12 student

# PHYSICAL EDUCATION

## Course Description

### Exam Board Details

We will be studying the AQA GCSE specification (8582), see [www.aqa.org.uk](http://www.aqa.org.uk) for further details.

### What you will study

GCSE PE has two elements, theory (60%) and practical (40%). The theory lessons allow you to study areas such as anatomy and physiology (learning more about the skeleton, the muscles, and what happens to your breathing and your heart when you exercise), Movement Analysis, Physical Training (where you will build on what you have learned in Years 7&8 about different methods of training) and Sports Psychology. For the practical aspect of the course, you must be assessed in three different sporting activities. In school you are likely to study netball, badminton and trampolining, along with the opportunity to be assessed in indoor climbing on the PE residential trip. It is also compulsory that you attend an extra-curricular club outside of school in one of your chosen sports. You will also need to plan a programme to improve your fitness in one of your chosen sports.

### What skills you will develop

Through the practical element you will develop a wide range of skills including communication, organisation, leadership and team work. Through the theory element, you will develop your planning skills and written communication, as well as your evaluation and analytical skills when completing an analysis of your performance in one of your chosen sports. You will also learn to analyse and evaluate data.

## Course Assessment Structure

The course is 60% theory which is made up of two written exam papers taken at the end of Year 11. The practical (40%) is assessed throughout Years 10 and 11 with a final moderation day taking place at the end of the course. Students are assessed in three different activities (30%) and they must also complete a piece of coursework (10%).

### Examination Papers Taken and Controlled Assessments

Please see the table below for details:

Unit of Work	Activities Involved	How Much is it Worth?
<b>Paper 1</b> <b>1hr 15mins</b> <b>78 marks</b>	<u>Human Body and Movement in Sport</u> Anatomy and Physiology - Bones, muscles, respiratory system and cardiovascular system Movement Analysis Physical Training - Fitness testing, Types of training, Use of Data  This exam paper is made up of a mixture of multiple choice, short answer and extended answer questions.	30%

Unit of Work	Activities Involved	How Much is it Worth?
<b>Paper 2</b> <b>1hr 15mins</b> <b>78 marks</b>	<u>Socio-cultural Influences and Well-being</u> Sports Psychology - Goal Setting, Personality, Motivation Socio-cultural influences - Sponsorship, Technology in sport, Drugs in sport Health, fitness and well-being - Nutrition and Diet, Use of data  This exam paper is made up of a mixture of multiple choice, short answer and extended answer questions.	30%
<b>Non-examined Assessment</b>  <b>(Practical Performance)</b>  <b>75 marks</b>	You must be assessed in three different practical activities (30%). This must include: <ul style="list-style-type: none"> <li>• One team sport</li> <li>• One individual sport</li> <li>• One other sport (either a team or individual sport)</li> </ul> You will study netball, badminton and trampolining in lessons.  You will have the opportunity to learn indoor climbing on the PE residential trip.	40%
<b>Non-examined Assessment</b>  <b>(Analysis and Evaluation - Coursework)</b> <b>25 marks</b>	Students will identify two strengths and two weaknesses from one of their three sporting activities. One strength and weakness will be linked to components of fitness and the other linked to a specific skill performed in their chosen sport.  Students will then produce an action plan of how to improve their fitness using different methods of training (10%).	

## 16+ Progression and Careers

There are many things you can go on to do with a GCSE in PE. It provides a good preparation for a variety of academic and vocational courses. At Tolworth you could join our successful PE course offered at A Level (Advanced GCE).

PE is valuable for a variety of careers. Students use it to go into a range of sport-related careers including PE teachers, Sports Coaches, Recreation Management, the Armed Forces, Personal Trainers and the Police Force. Students also wishing to pursue careers in other areas such as Medicine, Physiotherapy and becoming a Paramedic, will find the science aspect of GCSE PE relevant to their career choice. Many of the skills learned in PE including leadership, teamwork, communication and organisation are also transferable to a wide range of other careers.

## Student Perspective

*“I took PE A Level because I enjoyed GCSE, having an opportunity to do practical PE and I thought the theory was really interesting. I am applying to do Sports Psychology at university.”*



Emma, Year 13

# FASHION & TEXTILES



## Course Description

You will be studying GCSE Textiles (8204) with AQA. Please see [www.aqa.org.uk](http://www.aqa.org.uk) for further details.

## What you will study

GCSE Textiles aims to develop your knowledge and skills in fabric manipulation, surface design and decoration. You will be introduced to a wide range of work produced by a variety of artists and designers, be encouraged to have a visual outlook on a diverse selection of subject matter and go on to develop your own ideas based on your research. The course allows you to express your creative flair and to become an artist/designer in your own right.

## What skills you will develop

- You will learn how to visually analyse and respond to the work of other artists and designers.
- You will have the opportunity to develop skills in a wide range of textiles techniques including; machine and hand embroidery, felting, batik, applique, fabric manipulation and embellishment.
- You will learn how to review and refine your work and how to translate your ideas into a successful final realisation.

## Course Assessment Structure

There is no written exam for this course. You will be assessed through your practical work in lessons which will be used to build a portfolio of work, known as Component 1; this component accounts for 60% of the final mark. Component 2, which is the ‘Externally Set Assignment’ accounts for 40%. All of the portfolio work will be based around set themes or design briefs, while the externally set assignment (final exam) will be a practical response to a choice of questions set by the exam board. **All classwork and homework that is set will go towards your final grade.**

Unit of Work	Activities Involved	How Much is it Worth?
<b>Component 1: Portfolio (Project 1)</b>  Autumn Term Year 9 → End of Autumn Term Year 10	You will follow a programme of study on the theme of ‘Natural Forms’. You will respond to a variety of artists using a range of media and processes to enable you to present an imaginative, personal, informed and meaningful response when realising your intentions in textiles.  All classwork and homework that is set during this time will go towards your final grade.	30%
<b>Component 1: Portfolio (Project 2)</b>  Spring Term Year 10 → End of Autumn Term Year 11	You will follow a programme of study on the theme of ‘My World’. You will respond to a variety of artists using a range of media and processes to enable you to present an imaginative, personal, informed and meaningful response when realising your intentions in textiles.  All classwork and homework that is set during this time will go towards your final grade.	30%

Unit of Work	Activities Involved	How Much is it Worth?
<b>Component 2: Externally Set Assignment</b>  <b>Spring Term Year 11</b>	The externally set task will be a practical response to a choice of questions set by the examination board. This exam paper will be distributed early in the Spring Term. You will then complete preparatory studies, similar to the process of your controlled assessment (coursework) that will enable you to complete your final realisation in a ten hour practical exam.	40%

## 16+ Progression

There are many things you can go on to do with a GCSE in Textiles. It provides good preparation for independent learning and creative thinking in order to progress onto a variety of academic and vocational courses.

At Tolworth Sixth Form you could join our extremely successful Fashion & Textiles, Art and/or Photography courses at A Level.

The creative industry is the second largest industry in the world; therefore, people with creative skills in a variety of mediums will always be in demand. Textiles is valuable for a variety of careers not only those in the creative and media industries. The transferable skills developed would also be useful for students wishing to pursue a career in Law, Business and Marketing, Medicine and Social Work, any career that involves creative thinking, decision making and developing new ideas and initiatives.

We have several and highly regarded degree-awarding colleges within easy access of this school and our Art students have an excellent record of success in higher education. Occupational prospects for well-trained graduates are exceptional in the field of Art and Design (refer to 'Careers and Occupations in Art' display in classrooms). If you feel that this is your field of interest and endeavour, talk it over with your Art teachers.

## Students Perspective

*"Textiles is a really enjoyable subject, which allows you to let your creative juices flow. Even though challenging at times, the feeling of satisfaction is worth it".*

*"I have enjoyed learning new techniques and looking at the work of other artists. I love learning to produce work on a large scale and feel that studying GCSE Textiles has enthused my passion for studying Art and decision to go on to a Foundation Course".*

## Additional Information: Specialist Equipment

You will be required to pay a small studio fee to pay for their art sketchbook and equipment that they will use throughout the course of each year. Students will require art equipment at home, such as oil paint, brushes, black fine line pen & art pencils (2B-8B) in order to complete the independent tasks.



# **MODERN FOREIGN LANGUAGES**

## **Option Subject Information**

French

Spanish

# MODERN FOREIGN LANGUAGES



## Course Description

### Exam Board Details

We will study the AQA GCSE Specification (French 8658, Spanish 8698) see [www.aqa.org.uk](http://www.aqa.org.uk) for further details.

We currently have five lessons per fortnight with Year 9 & 10 and four lessons per fortnight for Year 11. The students will sit their exams in 2027.

Grading system: Students will be awarded a 1 to 9 numerical grade, replacing the traditional A\* to G system.

### What you will study

GCSE Languages build upon all the skills, topics and grammar you have learned in Years 7 and 8.

The specification covers three distinct themes. These themes apply to all four question papers.

#### Theme 1 - Identity and culture

#### Theme 2 - Local, national, international and global areas of interest

#### Theme 3 - Current and future study and employment

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French or Spanish is spoken.

### What skills you will develop

The course focuses on the four skills of listening, reading, speaking and writing and these skills are equally weighted in terms of assessment (each skill is worth 25% of the final grade). You will increase your confidence in these areas as all lessons will incorporate elements of these skills.

Studying Languages is all about communicating with others. In many of your lessons you will work in pairs and groups so will not only develop your team working ability but, through self and peer assessment, you will develop your evaluation and self-management skills.

### Grammar

GCSE students will be expected to have acquired knowledge and understanding of French/Spanish grammar progressively during their course. In the exam, they will be required to apply their knowledge and understanding.

## Course Assessment Structure

GCSE French and Spanish have a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in

the same series. There are four units which assess each of the key skill areas (listening, speaking, writing and reading).

<b>Paper 1: Listening</b> - Understanding and responding to different types of spoken language	<b>How much is it worth?</b>
<p><b>Written exam:</b> 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Section A - questions in English, to be answered in English or non-verbally.</li> <li>• Section B - questions in the target language (French or Spanish), to be answered in the target language or non-verbally.</li> </ul>	<p>25%</p>
<b>Paper 2: Speaking</b> - Communicating and interacting effectively in speech for a variety of purposes	<b>How much is it worth?</b>
<ul style="list-style-type: none"> <li>• Speaking exam</li> <li>• 7-9 minutes (Foundation Tier) plus preparation time</li> <li>• 10-12 minutes (Higher Tier) plus preparation time</li> </ul> <p><b>Foundation Tier and Higher Tier</b> - same format for both tiers</p> <p>Stimulus material - Role play, Photo Card and general conversation.</p>	<p>25%</p>
<b>Paper 3: Reading</b> - Understanding and responding to different types of written language	<b>How much is it worth?</b>
<p><b>Written exam:</b> 45 minutes (Foundation Tier), 1 hour (Higher Tier)</p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Section A - questions in English, to be answered in English or non-verbally.</li> <li>• Section B - questions in the target language, to be answered in the target language or non-verbally.</li> <li>• Section C - translation from the target language into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).</li> </ul>	<p>25%</p>
<b>Paper 4: Writing</b> - Communicating effectively in writing	<b>How much is it worth?</b>
<p><b>Written exam:</b> 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier).</p> <p><b>Foundation Tier</b> - Written response to a photo, short response to four bullet points (40 words), translation and longer response to bullet points (90 words).</p> <p><b>Higher Tier</b> - Written response to bullet points (90 words), open ended task (150 words), translation from English to French/Spanish.</p>	<p>25%</p>

## 16+ Progression and Careers

Language learning improves your life chances. Learning a language improves our minds, it gives us a better understanding of the world, it increases life opportunities and travel opportunities, it helps us to embrace and accept other cultures, it helps us to develop better attitudes towards others, it makes us more employable and it makes us more likely to stand out and compete in a global market. Languages also combine extremely well with nearly all post-16 courses.

## Additional Information

As part of our course, you have the opportunity to take part in our very popular exchanges to Lyon, France and to Madrid, Spain. Students over the years have not only dramatically improved their ability to communicate in another language but have also made life-long friends with their exchange partners.

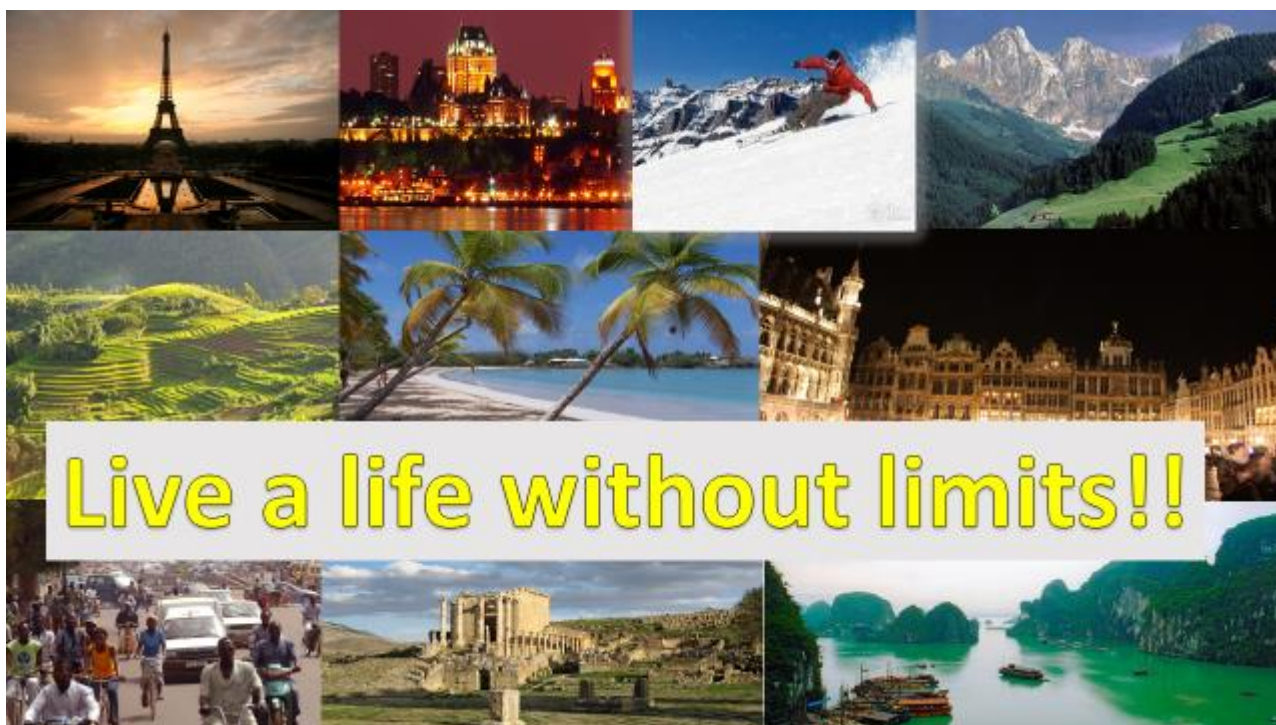
## Student Perspective

*"I chose French because it looks good on a cv and on university applications and so that you can speak the language on holiday."*

Holly

*"I think it is important to learn languages so that you can communicate with people around the world and learn about different cultures. I loved going to Madrid on the school exchange"*

Maja



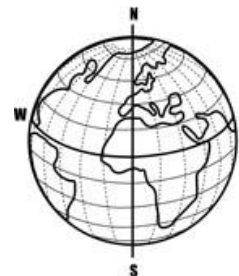
# **HUMANITIES**

## **Option Subject Information**

Geography

History

# GEOGRAPHY



## Course Description

GCSE Geography engages students through exploration and study of relevant and topical global issues. Students are encouraged to make geographical judgements and decisions by applying their knowledge, understanding and skills to real-life 21<sup>st</sup> century people and environment issues.

## Exam Board Details

We have chosen to study the Edexcel Geography B Specification - Investigating Geographical Issues (1GBO).

This specification will allow students to explore the world and the issues it faces as well as understanding their own place in it.

Please see [www.Edexcel.com](http://www.Edexcel.com) for further details.

## What you will study

Students will build upon the skills they have acquired in Lower School as well as returning to some of the topics they have studied, where they will explore these in more depth and detail.

The course is all about learning how people and environments are linked and support one another, as well as understanding how humans can interfere and change the natural and human landscape. The topics that will be studied are:

- **Topic 1: Hazardous Earth** - an understanding of the global circulation of the atmosphere and changing climate. Plus two studies of an extreme weather hazard and tectonic hazards at contrasting locations.
- **Topic 2: Development dynamics** - an understanding of the scale of global inequality. Plus a study of how one emerging country is developing and the consequences this has for people, environment and the country's relationship with the wider world.
- **Topic 3: Challenges of an urbanising world** - an overview of the causes and challenges of rapid urbanisation across the world. Plus, one study of a megacity in a developing or emerging country.
- **Topic 4: The UK's evolving physical landscape** - an overview of the varied physical landscapes of the UK resulting from geology, geomorphic processes and human activity over time. Plus, two studies of distinctive landscapes - coastal change and conflict and river processes and pressures.
- **Topic 5: The UK's evolving human landscape** - an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city.
- **Topic 6: Geographical investigations** - two investigations, including fieldwork and research, carried out in contrasting environments; 'River processes and pressures' and 'Dynamic urban areas'.
- **Topic 7: People and the biosphere**- why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources.
- **Topic 8: Forests under threat**- what are the threats to forest biomes and how can they be reduced?
- **Topic 9: Consuming energy resources**- what are the threats to forest biomes and how can they be reduced?

## What skills you will develop

GCSE Geography students are required to develop a range of geographical skills throughout their course of study. These include use of an atlas and maps, graphical skills, data and information research, investigative skills, cartographic skills and graphical, numerical and statistical skills.

## Course Assessment Structure

### Examination Papers Taken and Controlled Assessment

There are three components to the Geography GCSE:

Component 1: Global Geographical Issues	Written examination: 1h 30min 94 marks 37.5% of the qualification
Component 2: UK Geographical Issues	Written examination: 1h 30min 94 marks 37.5% of the qualification
Component 3: People and Environment Issues	Written examination: 1h 30min 64 marks 25% of the qualification

## 16+ Progression and Careers

Geography is highly valued by universities as an A Level choice.

Remember that geography as an A level gives you the chance to keep your options open as it covers both arts and science components. You may already be thinking ahead to potential university and career choices so it is worth bearing in mind that geography is a broad based subject that really fits well for your future progression.

It is quite likely that when you choose geography your classmates will all be doing different combinations of A Level subjects - this adds to the interest when it comes to discussions on issues as everyone will have very different ways of thinking and expressing their opinions.

### Student Perspective

“I like the wide range of topics that are explored. I also believe it gives me a greater insight into understanding the world around me.”

“Geography gives me a contextual understanding of the world that I am able to apply to my other subjects.”

“Geography encourages you to see the world (and its problems) in lots of different ways”

“Geography is a current subject which is applicable to our ever-changing modern society”

Comments from Year 13 currently studying A level Geography

# HISTORY

## Course Description

### Exam Board Details

We are following Edexcel History GCSE (9-1) see <http://qualifications.pearson.com> for further details.

### What you will study

The GCSE course encompasses a wide range of themes, historical events and eras so that students can understand the past and its impact on the world around us. The course will cover key events from the medieval period right up until the present day. There will be a combination of units that cover British History as well as units exploring European and international History. It is an academic and highly rated subject.

### What skills you will develop

In History, much of the work is based around the use of primary sources and evidence work. This work forms an important part of the assessment for the examinations. The other key skills you will develop in History are information handling, the understanding of people's motivations in the past and, most importantly, analytical skills.

In History lessons we focus on a lot of varied activities, for example, analysing evidence, debating, group tasks, field studies and presentations.

## Course Assessment Structure

There is no longer any controlled assessment and the GCSE is now 100% examination. All students enter the same GCSE (Edexcel) examination containing a complete range of skills. There are three written examination papers.



Unit of Work	Content	% of GCSE
<b>Paper 1:</b> British Thematic Study with Historic Environment	<ul style="list-style-type: none"><li>• Thematic study (20%): Medicine in Britain, c1250 to present</li><li>• Historic Environment (10%): the British sector of the Western Front: injuries, treatment and the trenches</li></ul>	30%
<b>Paper 2:</b> Period Study and British Depth Study	<ul style="list-style-type: none"><li>• Period Study (20%): Superpower relations and the Cold War, 1941 -91</li><li>• British Depth Study (20%): Early Elizabethan England, 1558-88</li></ul>	40%
<b>Paper 3:</b> Modern Depth Study	<ul style="list-style-type: none"><li>• Russia and the Soviet Union, 1917-41 (30%)</li></ul>	30%

## 16+ Progression and Careers





Those students who enjoy the GCSE History course may wish to continue their studies with AS and A2 Level History in the Sixth Form where there is plenty of opportunity to develop their key skills further. History is very popular at A Level and students achieve excellent results.

The skills you will acquire and develop in GCSE History will be useful for most careers, and are much sought after by future employers as well as leading universities. An understanding of the past will equip you to be a more thoughtful and well informed person.

Study and qualifications in History will also be of particular relevance to those students considering careers in Law, Journalism, Education, Politics and Television amongst many others.

## Student Perspective

*“History is a brilliant subject. Taking History enables you to learn why the world is how it is today. I chose History because I always enjoyed it in the lower school and the topics covered interest me. Having a History GCSE enables you to do so many A Levels and makes you a more rounded and aware student. The GCSE gives you many skills you can take onto further education; analytical skills, teamwork, speaking, listening and writing skills. I have found History to be a brilliant subject, taught in such a way that every lesson is interesting and engaging. I would hugely recommend taking History at GCSE. If you are interested in why the world is like it is, if you like learning in a variety of ways, if you like putting across your opinion, if you like working in groups, History is definitely the subject for you!”*

## Additional Information

As part of our course you may have the option of a three day visit to the Trenches during the Summer Term. This will give you the opportunity of studying WW1 in the Field and includes visits to key memorials, museums and a chance to go down and explore the actual Trenches that remain from the First World War.



# **COMPUTING TECHNOLOGY AND VOCATIONAL**

## **Option Subject Information**

GCSE Computer Science

Creative iMedia

Design and Technology

Food Preparation and Nutrition

BTEC Health and Social Care

# GCSE COMPUTER SCIENCE



## Course Description

## Exam Board Details

We study the AQA GCSE course in Computer Science. For further details see <https://www.aqa.org.uk/subjects/computer-science>

## What you will study in Computer Science

Computer Science is a rapidly growing ‘underpinning’ subject across Science and Engineering. It is an exciting subject that combines logic, problem solving and creativity. Computer Science is the study of computational thinking. At GCSE this covers a wide variety of topics. Primarily these include programming and problem solving - developing computer based solutions to real life problems. In addition we look at how computers work, computer arithmetic, the logic behind the computers, the representation of data, how computers work across networks, and systems development. You will also investigate and discuss the ethical, legal, cultural, environmental issues and privacy issues related to the use of technology.

## What skills you will develop in Computer Science?

GCSE Computer Science is part of the EBAC subjects and provides wonderful high earning career opportunities in the technology industry. During every lesson you will discover new things about computers and how it impacts our everyday life. The technology industry is the fastest growing industry in the world, you will be assured of a wide variety of careers to choose from. Students enjoy the challenges this course offers and it is seen as one of the prestige GCSE’s to take. Throughout the course of study, you will be given the opportunity to design, write and test and refine, using one or more high-level programming languages(s) with a textual program definition. In developing these skills you will have the opportunity to solving a specific problem or to a specification. This course is relevant to the modern, changing world of computing, it’s designed to boost computing skills essential for the 21st century. These include coding, mathematical, analytical, logical and evaluative computational thinking skills.

## Course Assessment Structure

There are two written examinations.

### Paper 1: Computational thinking and programming skills

#### What's assessed

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

#### How it's assessed

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

#### Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

### Paper 2: Computing concepts

#### What's assessed

The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

#### How it's assessed

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

#### Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

## 16+ Progression and Careers

The course provides access to A level Computer Science, as well as other STEM subjects that require problem solving and analytical skills. Most jobs require IT skills in the 21st century. Specific industries include data analyst, software architect, network manager, games designer, web development, cyber security and robotics.

# CREATIVE IMEDIA

## Course Description

### Exam Board Details

We study Level 2 Cambridge Nationals in Creative iMedia

See <https://www.ocr.org.uk/Images/115888-specification.pdf>  
<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/specification-at-a-glance/> for further details.

### What you will study

Creative IMedia will develop some of the creative ICT skills you have learnt in Year 8. The course will allow you to develop learning and practical skills that can be applied to real-life contexts and work situations. You will be expected to think creatively, innovatively, analytically, logically and critically. Develop independence and confidence in using skills that would be relevant to the media industry and more widely. You will learn to design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

### What skills you will develop

The course starts in Year 9, where you will build skills in planning and creating digital graphics, create and edit professional looking videos, build a website and creating comic characters and comic strips. You will practice these skills in an open supportive environment before completing the coursework in controlled conditions. You will undertake practise coursework unit where you will be able to apply the skills you have built. You will develop technical, analytical and evaluative skills. The course is graded on a scale from Level 1 pass to Level 2 distinction.

### Course Assessment Structure

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of three units. One written examination, two coursework units and one being mandatory. There are 5 optional units to choose from, which are **Characters and Comics, Animation and Audio, Interactive digital Media, Visual imaging and Digital Games**. Each optional unit has the same structure to your learning, but the conventions and practical skills are tailored to the media product being studied.

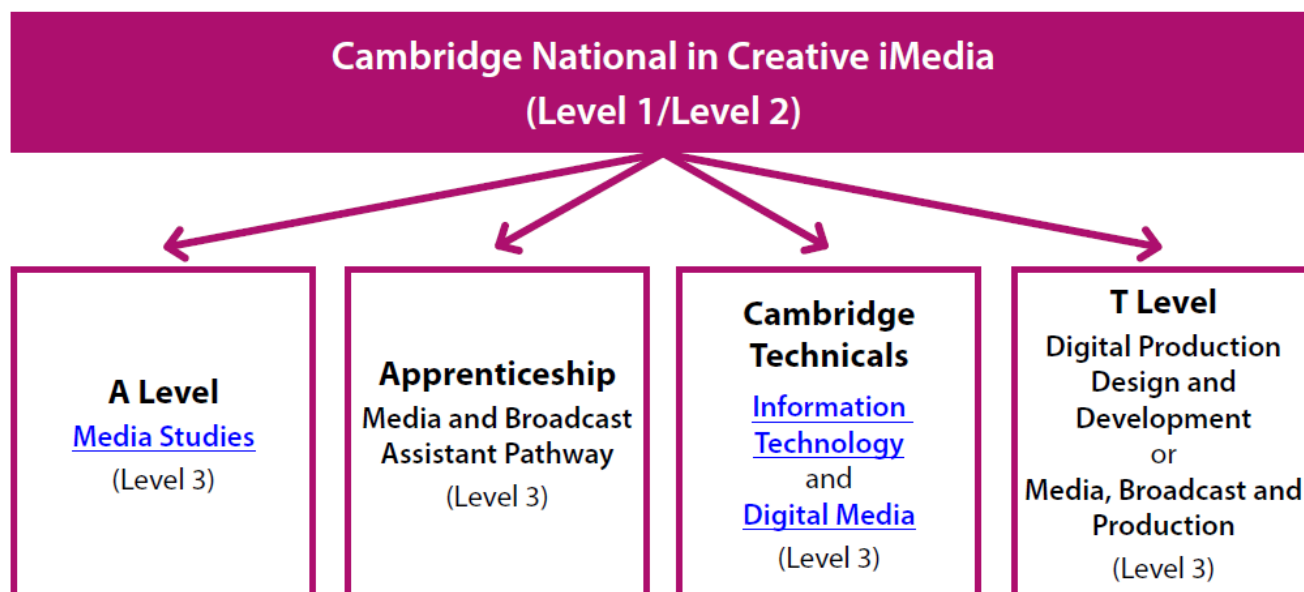
### Examination Papers Taken and Controlled Assessments

Unit of Work	Activities Involved	How Much is it Worth?
<b>R094: Creating Digital Graphics (Mandatory)</b> Year 10  30 GLH	Coursework unit  Unit R094: Visual identity and digital graphics  This is assessed by completing a set assignment.  In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: <ul style="list-style-type: none"><li>o Develop visual identity</li><li>o Plan digital graphics for products</li><li>o Create visual identity and digital graphics</li></ul>	<b>25%</b>

Unit of Work	Activities Involved	How Much is it Worth?
<b>R093: Creative iMedia in the Media industry (Mandatory)</b>  <b>External written Examination</b> 48 GLH	<b>External written Examination</b> 1 hour 30 minutes Creative iMedia in the media industry  This is assessed by taking an exam.  In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: <ul style="list-style-type: none"> <li>o The media industry</li> <li>o Factors influencing product design</li> <li>o Pre-production planning</li> <li>o Distribution considerations</li> </ul>	<b>50%</b>

## 16+ Progression and Careers

The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.

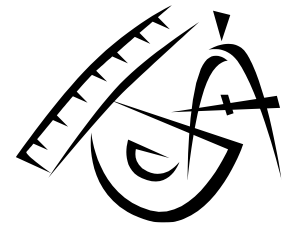


## Student Perspective

*“I took Creative iMedia at GCSE and followed it up by studying Digital Media at Sixth form. They are very practical courses and provide the opportunity to be creative, use specialist software to create professional looking Media products.”*

Year 12 student

# DESIGN AND TECHNOLOGY



## Course Description

### Exam Board Details

We will study the AQA specification 8553 please see [www.aqa.org.uk](http://www.aqa.org.uk) for further details.

### What you will study

Imaginative practical work is central to this course. You will explore, design, create and evaluate innovative prototypes to solve real and relevant problems, considering their own and others' needs, wants and values. Throughout the course you will develop your skills and knowledge to allow you to make prototypes using a variety of materials, tools and equipment.

Practical skills and knowledge will be taught through three main areas of the course:

- **Core technical principles**

In order to make effective design choices you will learn about new and emerging technologies; energy storage and generation; modern and smart materials; mechanical devices; materials and their working properties and a systems approach to designing.

- **Specialist technical knowledge**

You will develop a deeper understanding of at least one material area. The areas that you will learn about include; selection of material and components; forces and stresses; the environmental impact of materials and processes; and commercial processes that are used.

- **Designing and making principles**

You will learn about stages of the designing and making process by considering a range of contexts.

### What skills you will develop

Students learn by experience and there is a high practical element. Students will be expected to continue to develop their drawing skills to communicate their ideas. The course will also include the use of computer aided design programmes and students will be taught how to successfully use these. As part of their assessment students design and make a prototype of their own choice in response to a contextual challenge set by the exam board.

As well as your practical skills you will also develop problem solving skills, organisational and time management skills, creativity, communication skills and team work. Through evaluation of your work you will develop analytical skills and throughout the course you will further develop your verbal and written communication skills.

### Course Assessment Structure

You will be assessed by completing one piece of coursework (the Non-Examined Assessment) and a written exam. These units are assessed over Years 10 and 11 as set out below.

## Examination Papers Taken and Non-Examined Assessments

Unit of Work	Activities Involved	How Much is it Worth?
1	2 hour written paper  This assesses your theoretical knowledge of all areas of the course. It will be made up of multiple choice questions as well as questions that require longer answers.	50%
2	Non- examined assessment  This is a design and make task that will be based on a contextual challenge provided by the exam board.  As well as making a working prototype you will also produce a portfolio of evidence.	50%

## 16+ Progression and Careers

There is a huge demand for girls to enter fields which have, until now, been dominated by men. The focus on innovation encourages students to think for themselves and come up with often unexpected solutions; a creativity that is valued in many fields. Career opportunities are endless. A career as a Graphic Designer could lead to work in Advertising, Publishing, Packaging Design and Illustration. There are also many opportunities for work that is related to the mass production of consumer products. There are a growing number of Design Consultancies that advise clients on Corporate Identity and other Design Communication issues. Students also progress to pursue further qualifications in Interior Design and Spatial Design.

Studying Design and Technology with Maths or Science can lead to careers in Engineering and Architecture. It is also valuable for careers in Teaching.

### Student Perspective

*DT is undeniably my favourite GCSE subject. I'm glad that I chose it as an option because it teaches you a lot about other people and the world itself. DT allows you to be creative and imaginative, it helps you develop spontaneous but practical ideas; it also builds problem solving skills and how to take risks to become more innovative with your thinking. I really enjoy it because not only is it fun, but it gives you the opportunity to make a difference in the world to make it better. DT is exciting, visionary, and insightful so I would definitely recommend taking it.*

Year 11 student



# FOOD PREPARATION AND NUTRITION

## Course Description

### Exam Board Details

We study the AQA specification 8585, see [www.aqa.org.uk](http://www.aqa.org.uk) for further details.

### What you will study

GCSE Food Preparation and Nutrition will build upon all the skills that you have learnt in Years 7 & 8. The course focuses on practical cooking skills, including investigation tasks, to help you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Food preparation skills will be taught through the five main areas of the course.

- **Food, nutrition and health**

You will learn about the main nutrients that are needed; how to plan and modify recipes and diets to reflect the nutritional guidelines for a healthy diet; and the major diet related health risks.

- **Food science**

You will develop an understanding of the different methods of cooking and the functions and chemical properties of food ingredients.

- **Food safety**

You will learn about the main causes of food spoilage and contamination. You will also develop a thorough understanding of the food safety guidelines when buying, storing, preparing and cooking food.

- **Factors affecting food choice**

You will develop an understanding of factors that may influence food choice. You will study British and international cuisines and you will further develop your understanding of sensory evaluation.

- **Food provenance**

You will learn about environmental issues associated with food, as well as how some ingredients are grown and the sustainability of food.

### What skills you will develop

Through practical work you will develop a wide range of skills, not just your food preparation skills. You will develop organisational and time management skills, creativity, communication skills and team work. You will also develop your ability to work hygienically, safely and accurately. Through evaluation of your work you will develop analytical skills and throughout the course you will further develop your verbal and written communication skills.

## Course Assessment Structure

The course is assessed through a written exam paper and a non-exam assessment.

## Examination Papers Taken and non-exam assessment

Assessments	Activities Involved	How Much is it Worth?
1	<p>1 hour and 45 minute written paper.</p> <p>This assesses your theoretical knowledge of food preparation and nutrition. It will be made up of multiple choice questions as well as questions that will require a longer written answer.</p>	50%
2	<p>Non-exam assessment</p> <p><b>Task 1</b> is a food investigation that will require you to show your understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p><b>Task 2</b> is a food preparation assessment that will require you to show your knowledge, skills and understanding in relation to planning, cooking and presentation of food.</p> <p>You will prepare cook and present three dishes within a three hour practical session.</p> <p>Both of these tasks will be provided by the exam board and as well as the practical you will also produce written evidence of your work.</p>	<p>Task 1 15%</p> <p>Task 2 35%</p>

## 16+ Progression and Careers

There are many different career opportunities in the food and drink industry including, food designer or nutritionist. GCSE Food Preparation and Nutrition is also valuable for careers in hospitality and catering, environmental health, marketing, social work and teaching.

### Student Perspective

*Food preparation and nutrition is an exciting subject as you constantly mix your knowledge that you've gained in theory with the regular practical sessions. The practical sessions are always fun and a great way to experiment with cooking and try new cuisines. I also think that food preparation and nutrition is one of the most valuable GCSEs to have as you're learning life skills, not just facts to revise and remember for an exam. I highly recommend the subject to anyone that enjoys cooking and wants to develop their skills and knowledge further. It will definitely be the lesson on your timetable you look forward to!*

Year 11 student

# Cambridge National Level 2 HEALTH AND SOCIAL CARE

## Why study Health and Social Care?

Are you a naturally caring person? Do you like to be around people? Are you often the person that friends come to for advice? Are you passionate about your local community? If these questions describe you, then Health and Social Care is the course for you! This is an exciting vocational course that prepares you for the world of work within a Health and Social Care setting. You will learn about how lifestyle factors impact on a person's health and well-being, you will discover the services available which support people in need and you will offer practical advice in order to support a person's health and well-being.

## Exam Board Details

OCR is a leading UK awarding body. They provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

OCR's general and vocational qualifications equip students with the knowledge and skills they need for their future, helping them achieve their full potential.

<https://www.ocr.org.uk/about/>

## What you will study

**R032:** Principles of care in health and social care settings. This unit is assessed by an **exam**. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

**R035:** Health promotion campaigns. This unit is assessed by **coursework**. In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

**R033:** Supporting individuals through life events. This unit is assessed by **coursework**. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

## What skills will you develop?

Our Cambridge National in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

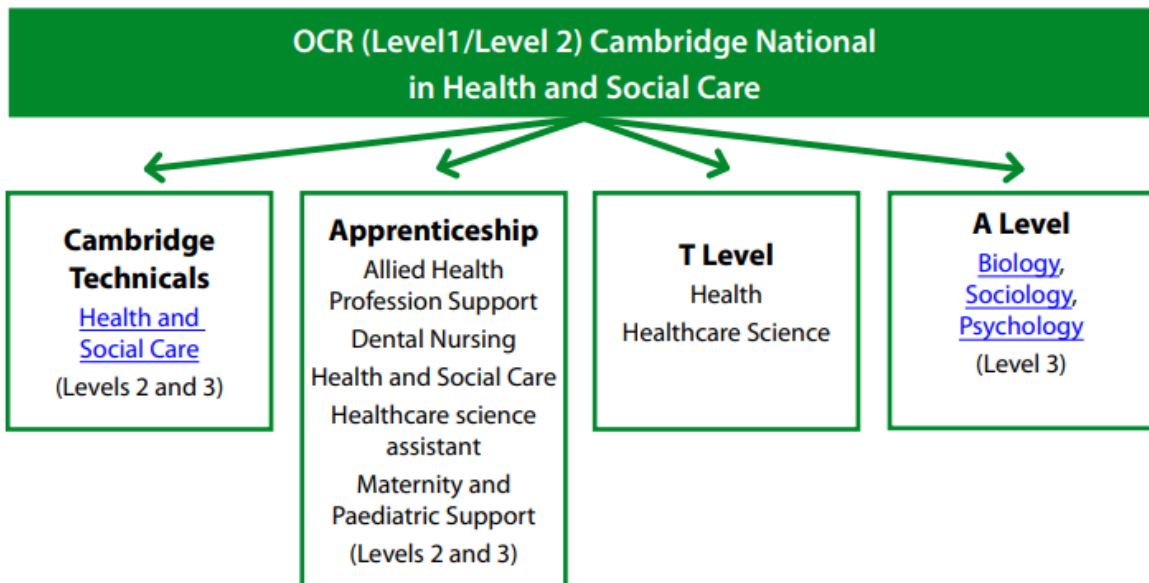
# Course Assessment Structure

**Key to units for this qualification:**

- M = Mandatory                      Students must achieve this unit
- O = Optional                        Students must achieve one of these units
- E = External assessment        We set and mark the exam
- N = NEA                              You assess this and we moderate it

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R032	Principles of care in health and social care settings	L/618/6302	48	E	M
R033	Supporting individuals through life events	R/618/6303	36	NEA	M
R034	Creative and therapeutic activities	D/618/6305	36	NEA	O
R035	Health promotion campaigns	H/618/6306	36	NEA	O

## 16+ Progression and Careers



**This qualification could lead to a career in any of the following;**

- Nurse
- Radiographer
- Midwife
- Physiotherapist
- Speech and Language Therapist
- Counsellor
- Audiologist
- Drama Therapist
- Teacher
- Family Support Worker
- Art Therapist
- Activities Coordinator
- Social Worker
- Domiciliary Carer and many more!

## SELECTING YOUR OPTIONS

**GCSE SUBJECT REQUEST - you will receive an online form on Wednesday 24<sup>th</sup> January via email. This form should be completed online and submitted on or before Wednesday 6<sup>th</sup> March.**

Please select the four subjects your child would like to study next year, of which three will be allocated. Please indicate why you would like to study each subject to help us in allocating the appropriate subjects for your child.

Please note that we **cannot** guarantee all subject choices which is why we need four subject choices. We will make every effort to honour three out of the four preferences.

Your choices:

- must include a Humanities, either Geography or History
- you are advised to take a language particularly if you plan to go on to study an academic course at University.
- you should include a Practical subject.

CURRICULUM AREA	OPTIONS AVAILABLE
Humanities	Geography
	History
MFL - Languages	French
	Spanish
Practical	Art, Craft and Design
	Dance
	Design Technology
	Drama
	Food Preparation and Nutrition
	BTEC Health & Social Care
	Creative iMedia (ICT)
	Computer Science
	Music
	GCSE PE
	Fashion & Textiles

### My subject choices

1. History / Geography (delete the one you do not want)
  
2. \_\_\_\_\_ (write here the subject that is your most preferred)
  
3. \_\_\_\_\_ or \_\_\_\_\_  
(select two subjects, one of which you will be given)

**The reason for these choices**

1.

2.

3.

Please state if you would like to take a home language GCSE other than English: \_\_\_\_\_

***Please note that once your options are allocated you will not be able to change them.  
You must submit your online form on or before Wednesday 6<sup>th</sup> March  
Make sure you keep a record of the option choices you submitted.***

***Signature of parent : \_\_\_\_\_***

***Signature of student : \_\_\_\_\_***