Options Subject Guide
Autumn 2018
Introduction

The purpose of this booklet is to provide information to pupils and parents and outlines the Options process and the choices available for study in Years Ten and Eleven.

This booklet is one component of a comprehensive consultation process between teachers, pupils and parents which is designed to enable appropriate subject selections to be made to suit each pupil.

The deadline for Options Applications is **5th December 2018**, however options can be selected prior to this date.

Further information regarding the options scheme is provided through the events outlined in the table below.

Additional information regarding these events will be sent to parents. If you should have any questions or queries that have not been dealt with by this process, there will be senior members of staff available at each of these events, or if you have any further questions, please see contact details below for the relevant pastoral team.

- Mr A Johns - Director of studies - key stage 3
- Mrs V Marriott - Head of year 9
- Miss G Datson - Director of studies key stage 4
<table>
<thead>
<tr>
<th>Information Event</th>
<th>Purpose</th>
<th>When?</th>
<th>Who is this event for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Nine Parents Evening</td>
<td>An evening when parents and pupils can discuss with teachers progress and attainment in current subjects being studied at Key Stage 3. Recommendations can be made regarding suitability for possible Options choices.</td>
<td>Wednesday 7th November 2018</td>
<td>Parents and Pupils</td>
</tr>
<tr>
<td>Subject Promotion</td>
<td>Subjects will be promoted through lessons during the build up to the options being selected. Teachers will outline the qualifications on offer, explain the course content and answer any queries that pupils may have. This is accompanied by a tutorial programme to allow students to reflect on each Option subject. There will be options assemblies for the subjects that are not taught at Key Stage 3.</td>
<td>Autumn Term</td>
<td>Pupils</td>
</tr>
<tr>
<td>Options Evening</td>
<td>Teachers from departments will be available to discuss the qualifications that are offered for study in detail and can answer any questions that you may have regarding the subject. Two Options meetings will be accessible during the Options evening which will offer an explanation of the selection process and curriculum on offer to pupils.</td>
<td>Thursday 1st November 2018 from 6pm-8pm</td>
<td>Parents and Pupils</td>
</tr>
</tbody>
</table>
Compulsory Curriculum

It is compulsory for all pupils to study particular subjects throughout years 10 and 11 – this is called the Compulsory Curriculum which is outlined below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of lessons per fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE Mathematics</td>
<td>8 lessons</td>
</tr>
<tr>
<td>GCSE English Language</td>
<td>9 lessons</td>
</tr>
<tr>
<td>GCSE English Literature</td>
<td></td>
</tr>
<tr>
<td>GCSE Separate Science</td>
<td>9 lessons</td>
</tr>
<tr>
<td>GCSE Combined Science</td>
<td></td>
</tr>
<tr>
<td>Personal, Social and Health Education (PSHE) inc Religious Education</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 lessons</td>
</tr>
</tbody>
</table>

Please find information regarding Compulsory Curriculum GCSEs on the following pages.

*courses are subject to change
Options Curriculum

Pupils are able to select a maximum of three additional subjects that they can study during years 10 and 11; these complete each pupil’s personalised curriculum. These are called the Optional Subjects. Each option choice subject is studied in 7 lessons per fortnight.

PATHWAYS

Students and parents have been emailed individualised pathway option letters which recommend a pathway for each student, the 2 available pathways are:

1) EBACC pathway or
2) Open Pathway

The pathways have been selected based on the students prior learning and attainment levels in their key stage 2 scores and their recent attainment levels in the following subjects; English, humanities (geography & history), French or Spanish. Please remember that these are recommended pathways and are not compulsory. If you wish to discuss this please contact your son / daughter's head of year / director of studies.

Ebacc Pathway
If your son / daughter has been selected to follow the Ebacc pathway they need to select two choices from the following subjects:

1) Geography or History.
2) French or Spanish.

Their third choice will come from an Open choice from all remaining subjects.

The Open Pathway
Students select 3 subjects of any combination from the subjects below.

For either pathway two further choices should be made as reserves, these will be substituted in place of any course which can not run.
## Optional Subjects

<table>
<thead>
<tr>
<th>GCSE Subjects</th>
<th>Level 1, 2 &amp; Vocational Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Art</td>
<td>French</td>
</tr>
<tr>
<td>Geography</td>
<td>Spanish</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Design and Technology (Electronics)</td>
</tr>
<tr>
<td>Religious Education</td>
<td>History</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Food Preparation and Nutrition</td>
</tr>
<tr>
<td>Design and Technology (Resistant Materials)</td>
<td>Music</td>
</tr>
<tr>
<td>Drama</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Economics</td>
<td>Support Studies</td>
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</tr>
</tbody>
</table>
*courses are subject to change

Before making choices from the above optional subjects it is recommended that you refer to the detailed subject information that is available in this booklet which explains the content and assessment arrangements for each of the qualifications identified above.

**Assessment Of Subjects**

GCSE courses have been assessed through a combination of examination and a practical or controlled assessment element, the blend of which will generate an overall grade (9-1). The emphasis is moving towards end of course examinations so fewer subjects will contain a controlled assessment element (coursework).

Level 2 courses including BTEC courses, construction, child development, engineering, graphic design and level 2 hairdressing and beauty therapy courses are graded: Referral, Pass, Merit, Distinction and Distinction* all are GCSE equivalent, but can be more vocational in their content and delivery.

**Examinations:** most qualifications are assessed through examinations which in the majority of cases take place in the May/June examination period at the end of year eleven. Examinations test understanding, practical skills, presentation of facts and application of knowledge from the studies covered in years 10 and 11. Some courses may choose to enter students during the summer of year 10 if appropriate.

**Controlled Assessments Tasks (CAT) and Non Examined Assessments (NEA):** is work completed at school but often requires preparation at home. The weighting of this form of assessment varies between subjects but requires considerable commitment during the period over which it is being completed. For new specification courses controlled assessments are significantly reduced on previous syllabus.
**Option Subject Application**

Each student should choose 3 “first choice” subjects that they would like to study as their preferred courses. They will also be asked to select 2 reserve choices. The options process will be completed online by following the instructions on the following pages.

If you require any further technical support or instruction this will be available on options evening, or by contacting the schools IT technical support team at the following address: ithelpdesk@wdf.school. The options process can also be completed via a paper copy if needed.

The deadline for applications is **Wednesday 5th December 2018** however applications can be submitted earlier than this date.

If the application is successful an individual timetable will be created displaying the selected option subjects. Where the applications are not deemed suitable or subject combinations are not feasible or recommended, further conversations will take place between home and school. A letter of confirmation will be sent to all parents once each pupil’s selections have been agreed. Note courses are subject to cancellation at the schools discretion.

Before selecting the three option subjects it is recommended that pupils and parents consider the following:

- A balance of subjects is important especially a broad choice of subjects.
- What advice has been given from teaching staff at Parents’ Evening?
- Which subjects do you achieve well in?
- What level of qualification is most suitable?
- Which subjects do you enjoy?
- What are your plans after Year 11?
- Only pupils who have studied the subject at KS3 can study French or Spanish at GCSE level.
- Study of a Modern Foreign Language is recommended for pupils wishing to go on to Higher Education at 18 plus as a Modern Language is considered by University Entry Tutors as part of a broad based curriculum at KS4.
Selecting Options Online

Browse to mail.google.com and log in with your school Google account. If you have forgotten your password, ask your teacher or the IT Support team to reset it.

Once logged in you will see an email inviting you to join SIMS Online. Click where it says ‘Click this link’.

Select Sign in with Google - You will already be logged in with your school account.
Select your account. E.g. FRED BLOGGS

Confirm the information is correct and press register.

For security, enter your date of birth.

Now shown is the your list of options. Click the name of your preferred options to select them. Press the corresponding ‘Reserve’ button to choose an option for reserve. You can reorder your choices on the left hand side and put any comments at the bottom.
Compulsory Subjects

It is compulsory for all pupils to study particular subjects throughout Year Ten and Eleven – this is called the Compulsory Curriculum:

- English Language
- English Literature
- Mathematics
- Science - either Separate (3 x GCSEs) or Combined (2 x GCSEs) department will advise on the most suitable course
- PSHE / Citizenship
- Core PE
# English

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: AQA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 100%</td>
<td>Controlled Assessment: None</td>
</tr>
</tbody>
</table>

**Overview:**
English is a vehicle for success beyond school because through being taught to write and speak fluently, pupils learn to communicate ideas and emotions to others. All the skills of language are fundamental to accessing other areas of the school curriculum but are also essential to participating fully as a member of society.

**Skills tested:**
- Reading for meaning and inference
- Analysis of language techniques
- Summary and synthesis
- Textual reference
- Comparative analysis
- Writing in a set form and for a specified purpose
- Writing to express a viewpoint
- Creative writing

**Course Outline:**
Paper 1 – Explorations in Creative Reading and Writing (50% of GCSE)
Section A: Responses to questions based on an unseen fiction text from 19th, 20th or 21st century.
Section B: A piece of descriptive or narrative writing using an image or concept as a stimulus.
20% of the marks awarded for this paper are for accuracy in spelling, punctuation and grammar.

Paper 2 – Writers’ Viewpoints and Perspectives (50% of GCSE)
Section A: Responses to questions based on two unseen fiction texts from 19th, 20th or 21st century.
Section B: Writing to express a viewpoint via a response to a given statement.

**Additional Information:**
Pupils will also complete a ‘Non-Examination Assessment – Spoken Language’ unit which is assessed separately and will be graded as a pass, merit or distinction.

For further information please visit our department section of the school website or contact:
Head of Department: Telephone: Email: edevries@wdf.school
Department: 01245 326386
Mrs E de Vries
# English Literature

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: AQA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 100%</td>
<td>Controlled Assessment: None</td>
</tr>
</tbody>
</table>

## Overview:
GCSE English Literature is a challenging course that allows pupils to experience a wide-range of high-quality literature including:

- Nineteenth Century Novel
- Shakespeare Play
- Modern Text
- Poetry
- Unseen Poetry

Through reading, pupils not only acquire knowledge but are given the opportunity to develop culturally, emotionally, spiritually and socially.

## Course Outline:
The examinations test pupils’ understanding and analysis of literature and writer’s craft from the following areas:

**Paper 1 - Shakespeare and the 19th Century Novel**
A written examination of 1 hour 45 minutes, worth 40% of the GCSE.
Responses to printed extracts from the two texts. Pupils are expected to have read the whole texts and to be able to make reference to different parts of the text.

**Paper 2 – Modern Texts and Poetry**
A written examination of 2 hours 15 minutes worth 60% of the GCSE.
Essay based question on a modern text.
Comparison of two poems from an anthology studied in class.
Responses and comparison of two ‘unseen’ poems.

## Additional Information:
All pupils will study for GCSEs in both English Language and English Literature.

It is recommended that pupils buy their own copies of texts as they can then annotate them for exam revision purposes.

All English Literature examinations are ‘closed book’ and thus emphasis is put on pupils being extremely familiar with the texts they study.

For further information please visit our department section of the school website or contact:
**Head of Department:** Mrs E de Vries  
**Telephone:** 01245 326386  
**Email:** edevries@wdf.school
# COMBINED SCIENCE - Biology, Chemistry and Physics

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: Edexcel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 100%</td>
<td>18 Mandatory Core Practicals - assessed during the final exams.</td>
</tr>
</tbody>
</table>

## Key Concepts

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts in Biology</td>
<td>States of matter &amp; mixtures</td>
<td>Conservation of Energy</td>
</tr>
<tr>
<td>Natural Selection &amp; Genetic Modification</td>
<td>Atomic structure, the periodic table &amp; its groups</td>
<td>Motion</td>
</tr>
<tr>
<td>Cells &amp; Control</td>
<td>Modes of bonding</td>
<td>Waves &amp; the EMS</td>
</tr>
<tr>
<td>Genetics</td>
<td>Calculations</td>
<td>Electricity</td>
</tr>
<tr>
<td>Health, Diseases and the Development of Medicines</td>
<td>Fuels, earth &amp; atmospheric science</td>
<td>Energy-forces</td>
</tr>
<tr>
<td>Plant structures</td>
<td>Inorganic physical chemistry</td>
<td>Magnetism, motor effect &amp; electromagnetic induction</td>
</tr>
<tr>
<td>Animal coordination, control &amp; homeostasis</td>
<td>Acids &amp; bases</td>
<td>Particle model</td>
</tr>
<tr>
<td>Exchange &amp; transport in animals</td>
<td>Reaction energies</td>
<td></td>
</tr>
<tr>
<td>Ecosystems &amp; material cycles</td>
<td>Electrochemistry &amp; reversible reactions</td>
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</tbody>
</table>

## Additional Information:

Students started these courses in year 9

For further information please visit our department section of the school website or contact:

**Head of key stage 4 science:** Mrs R Rose

**Telephone:** 01245 326303  
**Email:** rrose@wdf.school
### SEPARATE SCIENCE - Biology, Chemistry and Physics

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: Edexcel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 100%</td>
<td>24 Mandatory Core Practicals - assessed during the final exams.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts in Biology</td>
<td>States of matter &amp; mixtures</td>
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</tr>
<tr>
<td>Cells &amp; Control</td>
<td>Modes of bonding</td>
<td>Waves &amp; the EMS</td>
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<tr>
<td>Genetics</td>
<td>Calculations</td>
<td>Electricity</td>
</tr>
<tr>
<td>Health, Diseases and the Development of Medicines</td>
<td>Fuels, earth &amp; atmospheric science</td>
<td>Radioactivity</td>
</tr>
<tr>
<td>Plant structures</td>
<td>Inorganic physical chemistry</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Animal coordination, control &amp; homeostasis</td>
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</tr>
<tr>
<td></td>
<td>Organic chemistry</td>
<td></td>
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<tr>
<td></td>
<td>Analytical chemistry</td>
<td></td>
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</tbody>
</table>

### Additional Information: Students started these courses in year 9

For further information please visit our department section of the school website or contact:

**Head of key stage 4 science:** Mrs R Rose  
**Telephone:** 01245 326303  
**Email:** rrose@wdf.school
## Mathematics

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: EDEXCEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 100%</td>
<td>Controlled Assessment: None</td>
</tr>
<tr>
<td>One Non Calculator paper</td>
<td></td>
</tr>
<tr>
<td>Two Calculator papers</td>
<td></td>
</tr>
</tbody>
</table>

**Themes studied:**
- Algebra
- Geometry
- Trigonometry
- Statistics
- Probability
- The most able students study further areas of mathematics as laid down by the National Curriculum.

**Course Outline:** Pupils are encouraged to investigate realistic statistical problems using actual data and to use their algebraic and geometrical skills to show how they solved a practical problem. They are expected to have a fluent use of arithmetical and algebraic skills without the help of a calculator. They also need to be able to use a calculator confidently in trigonometry, financial calculations and statistical processing, whilst being able to develop the ability to make appropriate mental approximations to test the validity of their answers.

In Years 10 and 11 we have developed a Maths Skills programme where the basic skills learnt at Key stage 3 are maintained and extended through a series of short tests. This helps to give our students confidence when dealing with the demands of GCSE.

**Additional Information:**
For further information please visit our department section of the school website or contact:

| Head of Department: Dr P Saich | Telephone: 01245 326320 | Email: psaich@wdf.school |
Options Choice Subjects

A reminder pupils are able to select a maximum of three additional subjects that they can study during years 10 and 11; these complete each pupil's personalised curriculum. These are called the Optional Subjects. Each Option Choice Subject is studied in 7 lessons per fortnight.

PATHWAYS

Students and parents have been given individualised pathway option letters (via email) which recommend two separate pathways:

1) EBACC pathway or
2) Open Pathway

The pathways have been selected based on the students prior learning and attainment levels in their key stage 2 scores and their recent attainment levels in the following subjects; English, humanities (geography & history), French or Spanish. Please remember that these are recommended pathways and are not compulsory. If you wish to discuss this please contact your son / daughter's head of year / director of studies.

Ebacc Pathway

If your son / daughter has been selected to follow the Ebacc pathway they need to select two choices from the following subjects:

1) Geography or History.
2) French or Spanish.

The third choice will come from an open choice from all remaining subjects. Two further choices should be made as reserves.
<table>
<thead>
<tr>
<th>Qualification level: GCSE (full course)</th>
<th>Exam Board: EDUQAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 100%</td>
<td>Controlled Assessment: None</td>
</tr>
</tbody>
</table>

**Themes studied:**

- Component 1: 50% Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification

Theme 1: Issues of Relationships
Theme 2: Issues of Life and Death
Theme 3: Issues of Good and Evil
Theme 4: Issues of Human Rights

- Component 2: Study of Christianity Written examination: 1 hour 25% of qualification
- Component 3: Study of a World Faith (Buddhism) Written examination: 1 hour 25% of qualification

**Course Outline:**
The courses will enable pupils to gain a fuller understanding of people from different faiths and backgrounds as well as encourage pupils to develop an empathy to the society around them. The key religions selected for students to study in GCSE are Christianity, Islam and Buddhism.

<table>
<thead>
<tr>
<th>Qualification level: GCSE (short course)</th>
<th>Exam Board: EDUQAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 100%</td>
<td>Controlled Assessment: None</td>
</tr>
</tbody>
</table>

**Themes studied:**

**Course Outline:**
The difference between short and full course is that more content is taught to students in full course for the exam. The topics are still very much the same for both papers.

**Additional Information:**
All pupils study Religious Education throughout Years Nine, Ten and Eleven. Those pupils studying GCSE Religious Education full course will be identified from their results following Year Eleven Preliminary Examinations in December.

**For further information please visit our department section of the school website or contact:**

- Head of Department: Mrs H Hall
- Telephone: 01245 326338
- Email: hhall@wdf.school
**Fine Art**

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: EDEXCEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 40%</td>
<td>Controlled Assessment: 60%</td>
</tr>
<tr>
<td>Externally set Assignment culminating in 10 hour examination.</td>
<td>Personal Portfolio comprising of one unit of independently produced coursework, teacher assessed over approximately 45 hours (15-18 school weeks, excluding teacher discussion and demonstration). Worth 60%</td>
</tr>
</tbody>
</table>

**Themes studied:**
- 2D which focuses mainly on drawing, painting and collage.
- Printmaking which may include screen printing, lino printing and batik.
- 3D which includes Ceramics, Sculpture and Modelling
- Digital Technology through Adobe Photoshop.

**Course Outline:** The GCSE Art Course is designed to accommodate various levels of ability. Enthusiasm, enjoyment and a willingness to work to the best of one’s ability are important requirements for prospective candidates. A high level of commitment will be expected of all pupils regardless of ability.

The aim of the syllabus is to develop skills, creativity and imaginative power along with the visual perception and understanding needed to express and experiment with ideas, feelings and meanings in visual form.

Students are encouraged to explore and experiment with themes, theoretical understanding, ideas, materials and techniques, keeping a sketchbook as a work journal to record their research, both personal and that of artists’ and designers.

**Additional Information:** It will be necessary for your son/daughter to do some of their preparatory work for their Art & Design assignments at home. We recommend, therefore, that they equip themselves with the following (which can be ordered through the Art department):
- An A1 folder in which their coursework may be stored and A3 sketchpad.
- A variety of drawing/painting materials.

There will be two trips to galleries or other related locations during the two years at a cost of approximately £20 each.

**Additional Information:** It will be necessary for your son/daughter to do some of their preparatory work for their Art & Design assignments at home. We recommend, therefore, that they equip themselves with the following (which can be ordered through the Art department):
- An A1 folder in which their coursework may be stored.
- An A3 sketchpad (compulsory)
- A variety of drawing/painting materials.

**Head of Department:** Mrs J Mahoney
**Telephone:** 01245 326355
**Email:** jmahoney@wdf.school
# Child Development

<table>
<thead>
<tr>
<th>Qualification level:</th>
<th>Exam Board: OCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Cambridge National Certificate</td>
<td></td>
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<table>
<thead>
<tr>
<th>Examination:</th>
<th>Controlled Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of GCSE</td>
<td>50% of GCSE</td>
</tr>
</tbody>
</table>

## Areas studied:
- Reproduction and the roles and responsibilities of parenthood
- Antenatal care and preparation for birth
- Postnatal care and conditions for development
- Childhood illnesses
- Childhood Safety
- Equipment and nutritional needs of children birth to five years
- The development of a child birth to five years including physical, intellectual and social norms.
- The benefits of learning through play

## Who is this qualification for?
This course is designed for learners aged 14 - 16 who have an interest in child development and wish to develop their skills and learn the theory that can prepare them for further study and employment within the childcare sector. It contains both practical and theoretical elements and focuses on the age group 0-5.

## Additional Information:
All students who opt for this course must be able to have access to a child aged between 0-5 who they can visit on a regular basis to enable them to complete their coursework.

## CAREER/PROGRESSION:
This course will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

For further information please visit our department section of the school website or contact:

| Head of Department: Mrs G Bell | Telephone: 01245 326389 | Email: gbell@wdf.school |
# Computer Science

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: Eduqas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examination:</strong></td>
<td><strong>Controlled Assessment:</strong></td>
</tr>
<tr>
<td>60% Written Paper</td>
<td>Non-exam Assessment</td>
</tr>
<tr>
<td>40% On Screen Examination</td>
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</table>

**Overview:** Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends the learners’ horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

**Themes studied:**  
- Algorithms and Programming  
- The Principles of Programming  
- Hardware  
- Local Operations  
- Communication  
- Data Representation and Data Types  
- Data Structures  
- Organisation of Data  
- Operating Systems  
- Software Engineering  
- Program Construction  
- Software Development  
- Security and Data Management  
- Ethical, Moral and Legal Impacts of Digital Technology on Wider Society

**Course Outline:**  
**Component 1: Understanding Computer Science**  
This component comprises the theoretical aspects of the course. Students will focus on hardware, communication, data representation, operating systems, organisation of data, software engineering, security, the principles of programming, ethical, moral and legal impacts of digital technology.

Written examination: 1 hour 45 minutes  
60% of the qualification
Component 2: Computational Thinking and Programming

This component focuses on students’ problem solving abilities. Students will develop skills using Java in Greenfoot, HTML and pseudocode.

On-screen examination: 2 hours
40% of the qualification
60 marks

Component 3: Software Development

Component 3 tests students’ abilities to analyse, design, implement, test, debug and evaluate a program that they develop from scratch. This component is taught in controlled assessment conditions in year 10/11, however students will spend time in year 10 preparing and developing their programming skills and logic.

Non-exam assessment
The extended project helps students to develop their problem solving and programming skills to consolidate learning across the other components.

Additional Information:
The study of Computer Science is open to all Year 10 students but it is recommended that students speak to their class teacher to establish whether the subject will be suitable for them.
In year 11 all Computer Science students will visit the Museum of Computing at Bletchley Park.

Head of Department: Mrs S Sibanda
Telephone: 01245 326 369
Email: ssibanda@wdf.school
## Business Studies

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: AQA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examination:</strong> 100%</td>
<td>Controlled Assessment: N/A</td>
</tr>
<tr>
<td>Two Exams – 1hr 45 mins each including a range of multiple choice and short and long answer questions based on content learnt.</td>
<td></td>
</tr>
</tbody>
</table>

### Themes studied:

**Paper 1: Influences of operations and HRM on business activity**

Pupils will delve into the theory behind setting up a business and then move onto explore the external influences on a business including technology, environmental and ethical considerations, and legislation. We will look at operation strategies and the importance of customer service, as well as labour force and marketing decisions made by businesses on a daily basis. Students will gain the understanding of how businesses work and the day to day decisions that owners and managers make.

**Paper 2: Paper 2: Influences of marketing and finance on business activity**

In this unit, we look at decision making in relation to marketing and finance. Pupils explore the reasoning behind product decisions, promotional and pricing tactics and how this changes throughout both a business and products life. This is examined in relations to finance and pupils interrogate why decisions are made in relation to cost and profit objectives. We learn to understand the importance of cash flow and how a multi-million pound business cannot afford to pay its workers, as well as the documents businesses need to present to their shareholders.

### Course Outline:

During the course students will be encouraged to develop initiative, problem-solving and decision-making skills and at times will also work in small groups. The course is designed for students to apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour and will apply their knowledge and understanding to business decision making including.

For further information please visit our department section of the school website or see contact details below.

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Head of Department: Mrs C Ilett  
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Email: cilett@wdf.school

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BTEC Business

<table>
<thead>
<tr>
<th>Qualification level: Level 2</th>
<th>Exam Board: Pearson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 1 on screen examination worth 25%</td>
<td>Coursework: 3 units totaling 25%</td>
</tr>
</tbody>
</table>

Themes studied:
The core units cover the essential knowledge and skills required in the business sector including the elements included in the creation of a business plan, the factors influencing the development of a new business as well as the important financial aspects needed to start up a business. The optional specialist units, covering branding and promotion, customer service, sales, retail business, recruitment and career development, and business support- 2 of these will be chosen to complete. In addition to this, the qualification provides opportunities for learners to develop the communication skills needed for working in the business sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions. Learners will develop their understanding through application to real life businesses and concepts, as well as the development of their own business idea and the factors involved in doing so.

Course Outline:
- Two core units must be completed followed by a choice of 2 optional units;
- One core unit worth 25 percent of the qualification that is externally assessed. Pearson sets and marks these assessments – using an onscreen test out of 50 marks
- One core unit to be completed where pupils will plan an idea for a realistic business start-up in the local area, and then create a business model and plan.
- Two further additional units can be chosen from a list but topics could include; Promoting a Brand, Customer Service, Sales and Personal Selling, Introducing Retail Business, Business Support, and Recruitment

Additional Information:
This is a coursework heavy subject and pupils will required to complete several assignments that is worked on in theory in the class but then may have to be completed at home. Pupils are expected to meet strict deadlines for assignments and must be able to manage the demands of a coursework subject.

Head of department: Mrs C Ilett
Telephone: 01245 326394
Email: cilett@wdf.school
Creative Imedia

Qualification level: Level 1/2
Exam Board: OCR

Overview: The rationale for the course is to:
- Inspire and enthuse learners to consider a career in the creative digital media industries.
- Give learners the opportunity to gain a broad understanding and knowledge, and develop skills, across the creative digital media sectors, e.g. moving image.
- Support progression to a more specialised level 3 vocational or academic media qualification or an apprenticeship
- Give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the creative digital media sectors.

Course Outline: Mandatory Units:
R081: Digital Media Sectors and Audiences – in this unit learners will explore the digital media industry including plan pre-production. Learners will also produce ad review pre-production documents such as mood boards and visualisation documents.

R082: Digital Graphics – in this unit learners will use their verbal, written and visual communication skills to enable them to plan, create and review a digital product for a specific audience.

Optional Units:
R085: Creating a Multipage Website – in this unit learners will investigate key features and conventions of website design in preparation for the planning, developing and evaluation of a website.

R091: Digital Photography – in this unit, learners will explore techniques and procedures for recording digital photographs using specialist equipment and will look at the effects of different locations and conditions. They will then plan, create, edit and review digital photographs for a specific theme and audience.

Head of Department               Telephone                        Email:ssibanda@wdf.school
Mrs S Sibanda                          01245 326369
**Drama**

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: EDEXCEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examination:</strong></td>
<td><strong>Coursework:</strong></td>
</tr>
<tr>
<td>Performance of play extracts 20% (Component 2)</td>
<td>Devising - making your own play - 40% of your GCSE. 30% is a record of the process and 10% the performed work (Component 1).</td>
</tr>
<tr>
<td>Written 40% (Component 3)</td>
<td></td>
</tr>
</tbody>
</table>

**Themes studied:**
You will develop your devising and acting skills to a high level. You will learn new and exciting ways of working. You will produce some original devised performance work that will have real impact for a live audience. You will also learn how to stage interesting plays that are put on by professional theatre companies. You will perform parts of a play live like a professional actor. Importantly you will also develop your knowledge and understanding of Drama to enable as an intellectual art form so you have ideas about directing for your written exam. You will watch some professional theatre to broaden your experience of Drama and you will write a review during your end of course exam.

**Course Outline:**
In Year 10 you learn lots of new performance skills and knowledge, which you will develop to a high level in preparation for assessment in Year 11.

**Component 1** (Devising coursework): your devising ability and performance skills are assessed. This is your chance to create a modern and innovative piece of work that has a real impact. You will create a meaningful performance which you will be proud of. You will keep a record of your developing thoughts and ideas as you create your performance, this will make part of your assessment. You will perform your work to a live audience as part of the assessment.

**Component 2** (Performance exam): This is a test of your acting skills that you have honed over the course. Like a professional actor you will have to learn lines and develop your characters to perform the work of a playwright. You will perform two extracts from the same play... Your performance will be assessed by a visiting examiner.

**Component 3** (End of course written exam 1.5 hours): You will prepare for this firstly by studying a play text practically in lessons to develop both your understanding of it and your own ideas about how it should be performed. The second part is practice for the exam. For the first part of the exam you are required to answer 6 questions on your ideas. For the second part of the exam you write a review of a play we have seen. This is a way of showing the examiner your knowledge and understanding. You can bring 500 words of notes into the exam to help you.

**Additional Information:** Drama GCSE is highly recommended if you wish to study Drama at A level and beyond. We will visit the theatre 2-3 times over the course so students can develop their experience of theatre in preparation for their exam. We are lucky enough to be a short journey from London; which is the best city in the world in which to watch live theatre! Please be aware that these trips will incur a cost. If there are any problems regarding affordability please contact the school.

Due to the nature of the subject and the team work required excellent attendance is vital. Students are also expected to attend some out of school rehearsals in order to prepare for their performance examinations.
For further information please visit our department section of the school website or contact:

<table>
<thead>
<tr>
<th>Head of Department</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Mrs E Beer</td>
<td>01245 326335</td>
<td><a href="mailto:ebeer@wdf.school">ebeer@wdf.school</a></td>
</tr>
</tbody>
</table>
**Economics**

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: AQA</th>
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<tbody>
<tr>
<td><strong>Examination:</strong> 100%</td>
<td><strong>Controlled Assessment:</strong> None</td>
</tr>
<tr>
<td>Two Exams- 1hr 45 mins each including a range of multiple choice and short answer questions on topics covered.</td>
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</table>

**Paper 1: How markets work**

Students will look at economic foundations such as the nature and purpose of economic activity, the factors of production and the importance of making choices. Students will also look at how resources are allocated using a market mechanism with a focus on how prices are determined. This introduces students to concepts such as supply and demand, intermarket relationships and price elasticity. Students investigate the significance of costs, revenue and profit for producers, leading to an understanding of the concepts of production, productivity and economies of scale and we then explore the importance of competition in relation to resource allocation, leading to an investigation of the factors that lead to market failure, with an emphasis on the significance of externalities. Students should be encouraged to explore the moral, ethical and sustainability issues that underpin economic decision-making and economic activity.

**Paper 2: How the economy works**

Students are introduced to the macro-economic element of the course – the wider economy from the perspective of the main economic groups: consumers, producers and government. We explore the significance of interest rates including their impact on saving, borrowing and spending as well as the economic objectives of unemployment, price stability, the balance of payments and competitiveness highlighting both the positive and detrimental impacts of decisions upon each other. World Trade is a key focus where we investigate the significance of both Global Trade and trade agreements and finally we investigate the role of money within the economy.

**Course Outline:**

The subject content looks at economic activity through the eyes of consumers, producers, government and the workings of the global economy. Students will be able to apply their learning to real-world issues of today and within the past 15 years and will be able to considers and reflect upon moral, ethical and sustainable issues that arise as a result of the impact of economics activity. This is a great accompaniment to the Business Studies course.

**Additional Information:**

For further information please visit our department section of the school website or contact:  

<table>
<thead>
<tr>
<th>Head of Department:</th>
<th>Telephone:</th>
<th>Email:</th>
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</thead>
<tbody>
<tr>
<td>Mrs C Ilett</td>
<td>01245 326394</td>
<td><a href="mailto:cilett@wdf.school">cilett@wdf.school</a></td>
</tr>
</tbody>
</table>
### Design & Technology – Specialising in Electronic Products

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: AQA</th>
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</thead>
<tbody>
<tr>
<td><strong>Examination:</strong> 50%</td>
<td><strong>Controlled Assessment:</strong> 50%</td>
</tr>
<tr>
<td>One 2-hour Exam</td>
<td>One final 35-hour project</td>
</tr>
</tbody>
</table>

**Themes studied:**
Design & Technology enables students to design and make products with creativity and originality, through using a range of materials and techniques. You will be using some of the department's most up-to-date equipment which includes using computers (CAD & CAM) to help you design and build electronic products. You will be designing, building and modifying circuits using real electronic components. Integrating them into and manufacturing working products on different themes.

Although the course is specialising in Electronic Products & Systems, the students will be expected as part of the coursework and exam elements to know, understand and apply a wide range of different mediums through which design & make activities are undertaken both within school and commercially including; metals, plastics, woods & textiles......

**Core technical Principles**
- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

**Specialist Technical Principles**
- Electronic and mechanical systems
- Papers and boards
- Timbers
- Metal based materials
- Polymers
- Textile based materials

**Designing and Making Principles**
Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They will need to demonstrate and apply knowledge and understanding of
designing and making principles through a final assessed piece of work, this will be through a brief set by AQA exam board in consultation with the subject teacher consisting of 1 Final prototype and a 20 page A3 portfolio of supporting work.

**Course Outline:**
Designing and making projects that use electronic circuits to do something useful. This course will make use of your scientific and mathematical skills. You will learn how electronic components work, how to make, test, modify and design electronic circuits, how to design and make "user friendly" electronic products and develop a deeper understanding of how electronics can be applied to both the home and industrial environments.

**Additional Information:**
Completion of the course can lead to exciting opportunities within a wide range of design and engineering disciplines. Students can continue with our ‘in house’ BTEC National Award Level 3 in Engineering (double & single award) or A level in Product Design both within the Sixth Form – both of which would be an excellent base from which to consider a Graduate course at university. You will be asked to contribute to the cost of materials that you use in your projects, however, if this causes any difficulties please let us know.

For further information, please visit our department section of the school website or contact:

| Head of Department: Mr B Dimopoulos | Telephone: 01245 326354 | Email: bdimopoulos@wdf.school |

*This course can not be chosen alongside Design & Technology -Resistant Materials
Design & Technology – Specialising in Resistant Materials

<table>
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<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: AQA</th>
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<tbody>
<tr>
<td>Examination: 50%</td>
<td>Controlled Assessment: 50%</td>
</tr>
<tr>
<td>One 2-hour Exam</td>
<td>One final 35-hour project</td>
</tr>
</tbody>
</table>

Themes studied:
Design & Technology enables students to design and make products with creativity and originality, through using a range of materials and techniques. You will be using some of the department’s most up-to-date equipment which includes using computers (CAD & CAM) to help you design and build make products from a variety of materials. You will be completing a variety of design and manufacture tasks including “Robot Challenge”, storage box, bracelet and pendants or paint stirrer.

Although the course is specialising in woods primarily, the students will be expected as part of the coursework and exam elements to know, understand and apply a wide range of different mediums through which design & make activities are undertaken both within school and commercially including; metals, plastics, electronics & textiles……

Core technical Principles
- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

Specialist Technical Principles
- Timbers based Materials
- Metal based materials
- Polymers
- Textile based materials
- Electronic and mechanical systems
- Papers and boards

Designing and Making Principles
Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They will need to demonstrate and apply knowledge and understanding of designing and making principles through a final assessed piece of work, this will be through a
brief set by AQA exam board in consultation with the subject teacher consisting of 1 Final prototype and a 20 page A3 portfolio of supporting work.

Course Outline:
Designing and making projects that use a range of materials (primarily woods). This course will also make use of your scientific and mathematical skills. You will learn how to make, test, modify and design everyday products, how to design and make using technical skills such as silver soldering, steam bending, constructing wood joints and develop a deeper understanding of how these taught skills can be applied to both the home and industrial environments.

Additional Information:
Completion of the course can lead to exciting opportunities within a wide range of design and engineering disciplines. Students can continue with our *in house* BTEC National Award Level 3 in Engineering (double & single award) or A level in Product Design both within the Sixth Form – both of which would be an excellent base from which to consider a Graduate course at university. You will be asked to contribute to the cost of materials that you use in your projects, however, if this causes any difficulties please let us know.

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<tr>
<th>Head of Department:</th>
<th>Telephone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr B Dimopoulos</td>
<td>01245 326354</td>
<td><a href="mailto:bdimopoulou@wdf.school">bdimopoulou@wdf.school</a></td>
</tr>
</tbody>
</table>

*This course can not be chosen alongside Design & Technology - Electronics*
## Engineering

<table>
<thead>
<tr>
<th>Qualification level: GCSE / Level 2</th>
<th>Exam Board: WJEC</th>
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<tbody>
<tr>
<td>Examination: 40%</td>
<td>Controlled Assessment: 60% -</td>
</tr>
<tr>
<td>1.5 hour exam</td>
<td>Two Controlled Assessment Tasks.</td>
</tr>
</tbody>
</table>

### Themes studied:

**Unit 1: Engineering Design** - The purpose of this unit is for learners to analyse engineered products in order to propose design solutions to meet requirements. What makes an MP3 player work? How can you make a games controller for young children? Can you make a basketball post that fits into a backpack? Whether making something new or adapting an existing product, engineers follow a design process. In this unit, you will learn about that design process. You will learn how to analyse a product so you can see what features make it work and how it meets certain requirements. You will learn how to take ideas from different products in order to produce a design.

**Unit 2: Producing Engineering Products** - The purpose of this unit is for learners to use skills developed to produce an engineered product. How do I know how to make something? How do I use a centre lathe? Can you use computers in engineering? How important is it to get measurements right? It doesn't matter whether making parts for space travel or toys, for bridges or power generation, using the right tools and equipment in a safe way is critical to production engineering. Production engineers, skilled machinists and maintenance engineers will use a range of engineering processes, equipment and tools to make engineered products. They will work from engineering information; they try out different ways of engineering a product. Through this unit, you will learn to interpret different types of engineering information in order to plan how to make engineered products. You will develop the skills needed to work safely with a range of engineering processes, equipment and tools. With these skills, you will learn to make a range of engineered products that are fit for purpose.

**Unit 3: Externally Assessed Examination** – The purpose of this unit is for learners to use their knowledge and understanding of engineering processes and material properties to solve problems. What materials can be used to go into space? Are some vacuum cleaners really innovative? How important was the development of the jet engine? How do engineers use computers and technology? How do I tell steel from aluminium? You will learn about materials, processes and maths that engineers use and how they are used to solve problems. In solving problems, you will learn to follow a process and develop drawing skills to communicate your solutions.

### Course Outline:

The work in school is based on several practical projects and relevant training in graphical communication and engineering theory. During Year 10, students complete the first of their two examination portfolios and design the solution to a set brief.
Year 11 sees the students complete their second portfolio where they have to produce an industrial standard production plan, then make an ‘engineered product’ to the highest standard of precision and finish.

**Additional Information**: Completion of the course can lead to exciting opportunities within a wide range of engineering disciplines including the opportunity to enter the world of work through ‘modern’ apprenticeships, OR students can continue with our ‘in house’ **BTEC National Award Level 3 in Engineering (Double or Single Award)** or **A level in Product Design** within the Sixth Form – both of which would be an excellent base from which to consider a Graduate course at university.

For further information please visit our department section of the school website or contact:

<table>
<thead>
<tr>
<th>Head of Department:</th>
<th>Telephone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr B Dimopoulos</td>
<td>01245 326354</td>
<td><a href="mailto:bdimopoulos@wdf.school">bdimopoulos@wdf.school</a></td>
</tr>
<tr>
<td><strong>French</strong></td>
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<td>---------------------------</td>
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<tr>
<td><strong>Qualification level:</strong> GCSE</td>
<td><strong>Exam Board:</strong> AQA</td>
<td></td>
</tr>
<tr>
<td><strong>Examination:</strong> 100%</td>
<td>All skills are tested by examination at the end of the two year course.</td>
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</table>

**Themes studied:**

Compared to other subjects a language is a practical skills based subject which develops speaking, listening, reading and writing. Therefore you will have the opportunity to develop excellent written and spoken communication skills across a range of themes. The main themes are: identity and culture, local, national and global areas of interest, current and future study and employment. Students will also have the chance to study authentic literary texts/films from the target language country.

**Course Outline:**

- Listening exam 25%
- Reading exam 25%
- Answers for Listening and Reading examinations are given in the target language and in English. Authentic and literary texts will be used.
- Speaking (25%) is assessed by an oral examination lasting 15 minutes at the end of the course in which students complete a role play, respond to a picture and have a general conversation. The oral exam is conducted with the teacher and marked by the exam board. Candidates are expected to be able to talk spontaneously and from memory on a range of topic areas covered in the course. No reference materials are allowed in the examination.
- Writing (25%) is assessed by one examination at the end of the course. Students are expected to write spontaneously and from memory in the target language in response to a picture or written stimulus on a range of possible themes. They are also expected to translate short passages from English into the target language. No reference materials are allowed in the examination.

**Additional Information:** It is hoped that trips to France, Germany and Spain will be offered to those students studying a language at Key Stage 4. Students should choose the language they have studied in the Lower School. It will be difficult to start a new language in year 10 unless the student has a background in that language and culture. Students will need a good bilingual dictionary, be prepared to undertake regular learning of vocabulary and take part in additional intervention lessons offered by the department.

For further information please visit our department section of the school website or contact:

| **Head of Department:** Mrs E Clarkson | **Telephone:** 01245 326332 | **Email:** eclarkson@wdf.school |
# Hospitality and Catering

<table>
<thead>
<tr>
<th>Qualification level:</th>
<th>WJEC Levels 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Award</td>
<td></td>
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</tbody>
</table>

## Examination: 40%
- 1 hour 30 minutes.

## Controlled Assessment: 60%
- 60% Practical Based Task

### Areas studied:
1. The industry - hospitality
2. Types of service provided and the related client groups
3. Job roles, employment opportunities and relevant training
4. Menu planning, preparation and presentation
5. Planning for functions and events
6. Communication and teamwork

The following skills and knowledge will be developed through the above themes:
- Understanding of the structure of the hospitality industry.
- Be able to identify a range of different services and identify the major client groups that use these services such as conference and function facilities used by business.
- Understanding of job roles in the industry along with duties and training
- Menu planning how to plan for different customer groups and special occasions with an understanding of the importance of colour, flavour texture and presentation when planning and preparing menus
- How to cost and nutritionally analyse dishes using ICT programmes
- Understanding of how to plan for functions looking at décor, presentation, room layout, promotion according to function
- Apply knowledge of the basic principles of costings and their application – Profit, labour, V.A.T.
- Understand good customer care and the importance of presenting a positive image.
- Demonstrate the importance of effective teamwork when carrying out Event Based Task.
- Environmental considerations showing knowledge of sustainability and conservation of energy and water related to establishment and customers.
- Develop the ability to manage a team and develop problem-solving and decision making skills

## Course Outline:
This course concentrates on the hospitality aspect of the hospitality and catering industry and in particular the skills related to the preparation and carrying out of events and functions. The majority of the specification will be delivered through preparation and
making activities. The coursework will consist of planning, carrying out and evaluating an event such as a fundraising event.

**Additional Information:**
This qualification will include focused teamwork where a portfolio is produced along with the completion of running an event. It will prepare you for further study or apprenticeships in the catering or food industries.
Due to the practical nature of this course it is important that parents and pupils realise that there is an element of cost involved. Students will be expected to provide ingredients for all practical tasks. In some cases the Department will require payment to meet the need of tasting or wherever ingredients are provided for the student.

For further information, please visit our department section of the school website or contact:

<table>
<thead>
<tr>
<th>Head of Department</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs G Bell</td>
<td>01245326334</td>
<td><a href="mailto:gbell@wdf.school">gbell@wdf.school</a></td>
</tr>
</tbody>
</table>
Food Preparation and Nutrition

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: AQA 8585</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 50% - 1 x 1 hour 45 minutes.</td>
<td>Controlled Assessment: 50% 2 x Controlled Assessment Tasks.</td>
</tr>
</tbody>
</table>

Themes studied:
1. Nutrition
2. Food
3. Cooking

The following skills and knowledge will be developed through the above themes;
- Recommended guidelines for a healthy diet. How peoples’ nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs
- The specific functions, main sources, and consequences of deficiency of macronutrients and micronutrients
- How to calculate energy and nutritional values and plan recipes, meals and diets accordingly
- Major diet related health risks obesity, cardiovascular, bone health, dental health, iron deficiency anaemia, diabetes
- Food provenance - where and how foods are grown, reared, or caught and the stages of processing, how processing affects the sensory and nutritional properties of ingredients ,the impact of food and food security on the environment, local and global markets and communities and the development of culinary traditions in British and two international cuisines.
- Food choice - how sensory perception guides the choices that people make Health and safety including correct food storage. the range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration, or occasion ,how to make informed choices about food and drink and how the information about food, including food labelling and marketing, influences food choice.
- Planning and organisation of time.
- Learn how to use relevant ICT programmes.
- Develop competence/creativity in a range of practical food skills.
- The scientific principles underlying the preparation and cooking of food.
- Appropriate use of a range of equipment and ingredients.

Additional Information:
The new qualification will be demanding and give you in-depth knowledge of nutrition, food choice, where food comes from, and practical cooking as well as the ability to apply this knowledge when cooking. It will prepare you for further study, such as higher level food science qualifications, or apprenticeships in the catering or food industries.
Due to the practical nature of this course it is important that parents and pupils realise that there is an element of cost involved. Students will be expected to provide ingredients for all practical tasks. In some cases the Department will require payment to meet the need of tasting or wherever ingredients are provided for the student. Students should not opt for this option along with Hospitality.

**Course Outline:**
GCSE Food Preparation and Nutrition sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification will be delivered through *preparation and making activities*. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

For further information please visit our department section of the school website or contact:
Head of Department: Telephone: Email:
Mrs G Bell 01245 326354 gbell@wdf.school
**Geography**

**Qualification level:** GCSE  
**Exam Board:** AQA

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**This course is assessed by 100% examination.**
One Physical Geography Exam (1 hour 30 mins)
One Human Geography Exam (1 hour 30 mins)
One Geographical Application exam (1 hour)

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**Themes studied:**

**Unit 1: Living with the Physical Environment**
- The Challenge of Natural Hazards
- Physical Landscapes in the UK
- The Living World

**Unit 2: Challenges in the Human Environment**
- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

**Unit 3: Geographical Investigation**
- Issue Evaluation
- Fieldwork Evaluation based on local fieldwork investigation

Geographical Skills are assessed throughout all units.

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**Course Outline**

Geographers have a unique viewpoint, combining political and economic aspects with an understanding of the physical processes. Geography develops the ability to combine principles with economic awareness, environmental concern and an appreciation of people’s’ attitudes and values.

The Geographical Investigation examination is split into two sections. Students will be given the opportunity to demonstrate geographical skills and applied knowledge and understanding by studying a current issue using pre-released material provided by the exam board. The second part of the examination is based on fieldwork that students will have undertaken during Year 11; they will be required to answer questions based on their findings.

**Additional Information:**
Recent international trips include Iceland, Morocco and China. Our next international trip will be to Sicily in 2020.

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Head of Department: Mrs C Reed  
Telephone: 01245 236337  
Email: creed@wdf.school
<table>
<thead>
<tr>
<th>Themes studied:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1- Introduction to graphic design</strong></td>
</tr>
<tr>
<td>Students will develop an understanding of the components of graphic design. They will do this by working with physical and/or digital materials and techniques. Students will be introduced to graphic design components through personal experimental work.</td>
</tr>
<tr>
<td><strong>Unit 2- Graphic design practice</strong></td>
</tr>
<tr>
<td>Students will explore design disciplines, examine the work of recognised designers and use their understanding of design components to identify successful design practice. They will choose one discipline, select some work by a recognised designer in that discipline and create their own piece of graphic design, taking inspiration from their research and using components found in the work of their chosen designer.</td>
</tr>
<tr>
<td><strong>Unit 3- Responding to a graphic design brief</strong></td>
</tr>
<tr>
<td>Students will analyse the requirement of a graphic design brief. They will understand the requirements and develop some possible ideas to meet the brief. Students will further develop an idea and present their final graphic design. Finally, students will analyse their work and review how they have met the brief.</td>
</tr>
<tr>
<td><strong>Unit 4- Graphic design portfolio</strong></td>
</tr>
<tr>
<td>Students will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. They will then design and create their own portfolio and review how the portfolio presents their skills as a graphic designer.</td>
</tr>
<tr>
<td><strong>Course Outline:</strong></td>
</tr>
<tr>
<td>Students will have to produce a portfolio of evidence to show how they have demonstrated an understanding of, practical demonstration of and a review of their own performance in Units 1 to 4 above. This work is internally assessed and externally moderated. Students will then have to take an externally assessed practical design examination which will test the understanding and skills gained from covering Units 1 to 3 above.</td>
</tr>
<tr>
<td><strong>Additional Information:</strong></td>
</tr>
</tbody>
</table>
| Completion of the course can lead to exciting opportunities within a wide range of design and engineering disciplines. Students can continue with our ‘in house’ BTEC National Award Level 3 in Engineering or A level in Product Design within the Sixth Form – both of which would be an excellent base from which to consider a Graduate course at
university. You will be asked to contribute to the cost of materials that you use in your projects, however, if this causes any difficulties please let us know.

For further information please visit our department section of the school website or contact:

<table>
<thead>
<tr>
<th>Head of Department:</th>
<th>Telephone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr B Dimopoulos</td>
<td>01245 326354</td>
<td><a href="mailto:bdimopoulos@wdf.school">bdimopoulos@wdf.school</a></td>
</tr>
</tbody>
</table>
**Hairdressing and Beauty Therapy**

<table>
<thead>
<tr>
<th>Qualification level:</th>
<th>Exam Board: VTCT</th>
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</thead>
<tbody>
<tr>
<td>Level 2 Certificate in Hairdressing and Beauty Therapy. GCSE equivalent.</td>
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</table>

**Examination:**
- 3 coursework based units
- 1 exam

**Controlled Assessment:**
- Practical assessments carried out and internally assessed.

**Themes studied:**
- Understanding the Hair and Beauty sector (exam)
- Hair & beauty research project
- Hair and beauty science
- Responding to a hair & beauty design brief

**Practical elements include:**
- Health and safety in the salon
- Plaiting & styling long hair
- Shampoo & condition
- Blow drying and setting techniques
- Basic manicure and nail art techniques
- Basic skin care and makeup application

**Course Outline:**
The lessons will be a mixture of theory and practical, all in a salon classroom environment. Written projects provide the theoretical basis for your practical in each area and both the project (written work) and practical skills are assessed.
You will spend all of your lessons in the new H-Block Hair & Beauty Salon Classroom.

**Additional Information:**
Due to the practical nature of this course it is important that parents and pupils realise that there is an element of cost involved. Contributions will be requested for consumables and all students will have the opportunity to visit an international industry exhibition during the course.

For further information please visit our department section of the school website or contact:

<table>
<thead>
<tr>
<th>Head of Department:</th>
<th>Telephone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr B Dimopoulos</td>
<td>01245 326354</td>
<td><a href="mailto:bdimopoulos@wdf.school">bdimopoulos@wdf.school</a></td>
</tr>
</tbody>
</table>
# Health & Social Care

<table>
<thead>
<tr>
<th>Qualification level: BTEC Level 2</th>
<th>Exam Board: EDEXCEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: None</td>
<td>Controlled Assessment: 40%</td>
</tr>
<tr>
<td></td>
<td>Coursework ; 60%</td>
</tr>
</tbody>
</table>

**Themes studied:**
This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It includes the knowledge and understanding of human development and care necessary for working with people in a variety of health and/or social care settings.

**Course Outline:**

**Unit 1: Human Lifespan Development** - Coursework unit (30% value); this unit covers topics such as:
- What growth and development are and how they differ.
- How people develop throughout the different life stages.
- Factors that can influence human growth and development.
- Life events – both expected and unexpected and how people deal with these life events.

**Unit 2: Health and Social Care Services and Values** – Coursework unit (30% value); this unit covers topics such as:
- Duty of care.
- Person-centred approach to care delivery.
- Safeguarding and Confidentiality.
- Dignity
- Respect for the individual.
- The different types of health and social care services.
- Barriers to accessing these services.

These units are set by the examining body (BTEC Edexcel) and will be assessed internally (by a teacher). They are made up of a range of tasks that will be submitted to complete the unit assignment.

**Unit 3: Health and Wellbeing** - Examined unit (40% value); this unit covers topics such as:
- Knowledge and understanding of factors that affect health and wellbeing.
- Knowing how to interpret health indicators such as a person’s blood pressure.
- Designing a health and well-being improvement plan to meet an individual’s needs.
- Understanding how to overcome barriers relating to implementing improvement plans.
It consists of a 2 hour controlled assessment marked externally by the exam board.

**Additional Information:**
Students who study this course will develop the skills and attributes essential for successful performance in all aspects of their working life, not just the Health and Social Care sector. The course allows students to progress to Level 3 Health and Social Care or directly into the workplace. This course can subsequently be continued at a higher level as professional development within the Health and Social Care sector. The course will involve links with external agencies and will involve a vocational style of delivery.

For further information please visit our department section of the school website or contact:

<table>
<thead>
<tr>
<th>Head of Department:</th>
<th>Telephone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs C Ilett</td>
<td>01245 326354</td>
<td><a href="mailto:cilett@wdf.school">cilett@wdf.school</a></td>
</tr>
</tbody>
</table>
History

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: AQA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 100%</td>
<td>Controlled Assessment: 0%</td>
</tr>
</tbody>
</table>

Paper 1: Understanding the modern world

- **America 1840-1895: Expansion and Consolidation**
  This topic focuses on the development of America in the 1800s including the settlement of the 'American West', the different people who moved to America, the American Civil War and the wars against the Plains Indians.

- **The First World War 1894-1918: Conflict and Tension**
  This new topic concentrates on the causes of the First World War, why a stalemate developed and the reasons for Germany's surrender in 1918.

Paper 2: Shaping the Nation

- **Britain: Health and the people**
  A study of how medicine has developed and the historical reasons for medical progress such as war, religion, government and technology. From the impact on Britain from the ancient worlds of Greece and Rome to the creation and development of the NHS.

- **Medieval England: The reign of William the Conqueror or Edward I**
  A study of a specific medieval time period through the examination of a particular site (e.g. castle). The site will be used to examine medieval life, government and warfare with a particular focus on the role of a king (William the Conqueror or Edward I) in shaping medieval England.

Course Outline:

The syllabus aims to give pupils opportunities to:

- acquire knowledge of the development of Britain and the wider world
- investigate historical events, people, changes and issues
- develop an understanding of how the past has been interpreted
- use historical sources critically in their historical context

Additional Information:

Trips currently include a medieval site visit (e.g. castle) in Year 10 as well as trips to London museums to study the development of medicine. The study of History is open to all Year 10 students but it is recommended students speak to their teacher to establish whether the subject will be suitable for them, based on KS3 achievement.

For further information please visit our department section of the school website or contact:

**Head of Department:** Mr T Frankland
**Telephone:** 01245 356338
**Email:** tfrankland@wdf.school
### Multi-Skills Construction

<table>
<thead>
<tr>
<th>Qualification level:</th>
<th>Exam Board: WJEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE equivalent level 2 - (professionally recognised qualification)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Examination:</th>
<th>Controlled Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online exam 25%</td>
<td>75% - Through assessed tasks and portfolios</td>
</tr>
</tbody>
</table>

#### Themes studied:
- Carpentry and Joinery
- Plumbing
- Painting and Decorating
- Health and safety in the work environment
- Communication and technical information.
- Planning for construction work operations
- Sustainable construction and the environment

#### Course Outline:
Constructing the Built Environment Level 2 Award is designed to support learners in developing an awareness of certain key considerations relating to the construction industry. It mainly supports students who want to learn about the construction industry from the build perspective.

This course provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available to them.

Assessment for this qualification is through the completion of three separate units.
- Safety and security in construction. all students will work towards gaining a good understanding of how H&S is managed and monitored in the working environment. This includes an online exam at the end of their first year.
- Practical construction skills based tasks set and assessed on site and the production of a portfolio of evidence. This includes written planning, research and costing of work carried out.
- Planning construction projects that will allow the learners to gain the knowledge and understanding needed to plan straightforward design and build projects from the ground up.

#### Additional Information:
Completion of the course can lead to exciting opportunities within a wide range of disciplines including further study and apprenticeships. Students can continue with our ‘in house’ BTEC National Award Level 3 in Engineering (double & single award) or A level in Product Design within the Sixth Form. You will be asked to contribute to the cost of materials that you use in your projects, however, if this causes any difficulties please let us know.

For further information please visit our department section of the school website or contact:

<table>
<thead>
<tr>
<th>Head of Department:</th>
<th>Telephone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr B Dimopoulos</td>
<td>01245 326354</td>
<td><a href="mailto:bdimopoulos@wdf.school">bdimopoulos@wdf.school</a></td>
</tr>
</tbody>
</table>
## Physical Education

<table>
<thead>
<tr>
<th>Qualification level: GCSE</th>
<th>Exam Board: Edexcel</th>
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</table>

| Examination: 60%          |                      |
| Two written exams         |                      |
| **Exam 1** – Fitness and body systems | 1hr and 45 minutes  |
| 90 marks - 36%            |                      |
| **Exam 2** – Health and Performance | 1hr and 15 minutes  |
| 70 marks - 24%            |                      |

<table>
<thead>
<tr>
<th>Non-Exam assessment: 40%</th>
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</thead>
<tbody>
<tr>
<td>30% is from practical assessment – 105 marks. Marked /35 for 1 team sport (from a specific list) Marked /35 for 1 individual sport (from a specific list) Marked /35 for a sport chosen by your teacher (from a specific list)</td>
</tr>
<tr>
<td>10% is from your Personal Exercise Program (PEP). All marks awarded are based on the analysis and evaluation section of your own exercise program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Themes studied:</th>
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</thead>
<tbody>
<tr>
<td>There are four areas of subject content and assessment</td>
</tr>
</tbody>
</table>

1. **Fitness and the Body Systems** – including areas such as Anatomy and Physiology, Movement Analysis, Data Analysis and Physical Training.
2. **Health and Performance** – including areas such as Health, Fitness and Wellbeing, Sports Psychology, Socio-Cultural Factors and Data Analysis.
3. **Practical Performance** – 3 sports you will perform practically during a controlled moderation
4. **Personal Exercise Programme (PEP)** - marks awarded for analysis and evaluation sections of PEP

<table>
<thead>
<tr>
<th>Course Outline:</th>
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</thead>
<tbody>
<tr>
<td>If you pick GCSE PE you will receive two lessons of practical and two lessons of theory although whilst creating your PEP and during revision this may change to accommodate more theory lessons. Your theory lessons will focus on GCSE theory knowledge from the Edexcel specification gaining you one GCSE.</td>
</tr>
</tbody>
</table>
Additional Information: Mrs Edwards is in charge of GCSE PE; however your PE teacher will advise you if this course is suitable for you based on your previous 3 years of PE lessons.
The expectation is that you will attend at least one extra-curricular club a week to help support your practical grade.

| For further information please visit our department section of the school website or contact |
|-----------------------------------------------|---------------------------------|-----------------------------|
| Head of department:                          | Telephone:                      | Email:                      |
| Miss L Edwards                               | 01245326323                     | ledwards@wdf.school         |
| Music |
|------------------|------------------|
| **Qualification level:** | **Exam Board:** |
| GCSE | Eduqas |
| **Examination:** | **Controlled Assessment:** |
| 40% listening paper. A one hour and 15 mins written paper containing questions based on four areas of study | 60% |
| 30% performing (15% solo, 15% ensemble) | |
| 30% composing (two compositions based on different areas of study) | |
| Themes studied: | |
| Students will be required to perform, compose and appraise different styles of music drawn from the four areas of study: | |
| Area of study 1: Musical Forms and Devices (includes one prepared extract: *Eine Kleine Nachtmusik, Movement 3, Minuet* by Mozart). Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music (includes one prepared extract: *Since You've Been Gone* by Rainbow). | |
| **Course Outline:** | |
| **PERFORMING:** (this accounts for 30%) | |
| (a) **Solo Performance:** Students will perform one solo piece (15%) | |
| (b) **Ensemble Performance:** Students will perform one ensemble piece (15%) | |
| **COMPOSING:** (this accounts for 30%) | |
| (a) **Composition 1:** One composition, written to a brief set by Eduqas (15%) | |
| (b) **Composition 2:** Another composition, free choice brief (15%) | |
| **EXAM** (this accounts for 40%) | |
| The exam will consist of eight questions, two on each area of study. Of the eight questions, six will be on unprepared musical extracts and two on the prepared extracts which relate to two areas of study. Within the exam students will have to complete a short melodic or rhythmic dictation exercise and answer all questions using correct musical terminology. | |
| **Additional Information:** If students opt to take GCSE music, they will be provided with 15 minutes of weekly instrumental tuition free of charge. Students will be expected to participate in extra-curricular music activities and listen to a wide variety of music from different styles and ethnic backgrounds. | |
| For further information please visit our department section of the school website or contact: | |
| Head of Department: Telephone: 01245 326336 | Email: bcarter@wdf.school |
Spanish

**Qualification level:** GCSE  
**Exam Board:** AQA

**Examination:** 100%  
All skills are tested by examination at the end of the two year course.

**Themes studied:**
Compared to other subjects a language is a practical skills based subject which develops speaking, listening, reading and writing. Therefore you will have the opportunity to develop excellent written and spoken communication skills across a range of themes. The main themes are: identity and culture, local, national and global areas of interest, current and future study and employment. Students will also have the chance to study authentic literary texts/films from the target language country.

**Course Outline:**
- Listening exam 25%
- Reading exam 25%
- Answers for Listening and Reading examinations are given in the target language and in English. Authentic and literary texts will be used.
- Speaking (25%) is assessed by an oral examination lasting 15 minutes at the end of the course in which students complete a role play, respond to a picture and have a general conversation. The oral exam is conducted with the teacher and marked by the exam board. Candidates are expected to be able to talk spontaneously and from memory on a range of topic areas covered in the course. No reference materials are allowed in the examination.
- Writing (25%) is assessed by one examination at the end of the course. Students are expected to write spontaneously and from memory in the target language in response to a picture or written stimulus on a range of possible themes. They are also expected to translate short passages from English into the target language. No reference materials are allowed in the examination.

**Additional Information:** It is hoped that trips to France, Germany and Spain will be offered to those students studying a language at Key Stage 4. Students should choose the language they have studied in the Lower School. It will be difficult to start a new language in year 10 unless the student has a background in that language and culture.
Students will need a good bilingual dictionary, be prepared to undertake regular learning of vocabulary and take part in additional intervention lessons offered by the department.

For further information please visit our department section of the school website or contact:

**Head of Department:** Mrs E Clarkson  
**Telephone:** 01245 326332  
**Email:** eclarkson@wdf.school
# SPORT BTEC

<table>
<thead>
<tr>
<th>Qualification level: BTEC Level 2 worth 2 GCSE equivalent</th>
<th>Exam Board: EDEXCEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: 25% 1 online exam Anatomy and Physiology</td>
<td>Controlled Assessment: 75% 4 units of work</td>
</tr>
<tr>
<td>Students must pass the Unit 1 exam.</td>
<td></td>
</tr>
</tbody>
</table>

## Themes studied:
There are four units that need to be completed across the two years:
- Anatomy & Physiology
- Practical Sports Performance
- Leadership in Sports
- Sports Performer in Action

## Course Outline:
If you pick BTEC PE you will have three lessons a week. These lessons will predominantly be in a classroom where you will complete your assignments. Your assignments will be assessed in a variety of ways including; presentations, coaching, booklets, leaflets, written documents, diaries and many more.

## Additional Information:
Mr Cooper is in charge of BTEC PE; however your PE teacher will advise you if this course is suitable for you based on your previous three years of PE lessons.

Due to its coursework assessment nature, it suits those pupils who are organised, motivated to learn and can meet rigorous deadlines whilst being committed to the practical elements of the course. Although the practical element is not assessed we will expect all pupils to meet the same standards of effort and kit that we would expect from those pupils on the GCSE Course.

For further information please visit our department section of the school website or contact:
- Head of Department: Miss L Edwards
- Telephone: 01245 326323
- Email: ledwardst@wdf.school
<table>
<thead>
<tr>
<th><strong>Support Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualification level:</strong></td>
</tr>
<tr>
<td>No qualification</td>
</tr>
<tr>
<td><strong>Exam Board:</strong></td>
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<tr>
<td>NA</td>
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<tr>
<td><strong>Examination:</strong></td>
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<tr>
<td>NA</td>
</tr>
<tr>
<td><strong>Controlled Assessment:</strong></td>
</tr>
<tr>
<td>NA</td>
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</tbody>
</table>

**Course Outline:**

Students requiring extra support with their literacy and English should speak to Mrs S Wilkinson (SENCO) to ensure that they are a suitable candidate.

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For further information please visit our department section of the school website or contact:

- **Head of Department:** Mrs S Wilkinson
- **Telephone:** 01245 326323
- **Email:** swilkinson@wdf.essex.sch.uk