



ENTERING THE 14–19 LEARNING PHASE

The Warriner School
Options
for Key Stage 4

2021 – 2023

BLUE PATHWAY



OPTIONS FOR KEY STAGE 4

The purpose of this booklet is to give students and parents an outline of our curriculum offer and information about the syllabus content of courses that run in Years 10 and 11. Since the Key Stage 4 curriculum remains broadly-based and balanced, some aspects will remain part of the core learning for all students. However, there are some important choices to be made. Help and guidance will be available from Subject Teachers and Subject Leaders; tutors will also offer guidance through our tutorial programme. In addition, a number of staff play a key role. Please make use of their expertise and guidance.

LOTTY KEYS (Head of Key Stage 3) and **MIKE LOWDELL** (Head of School) will oversee the process in liaison with Subject Leaders and Year 9 tutors

PETER HOGBEN (Timetabler) is responsible for facilitating choices and creating the timetable

MICHAEL RAFFERTY (Careers co-ordinator) will give advice and guidance on careers as appropriate

PATHWAYS

The **Yellow Pathway** is designed for students who will almost certainly go to university (especially Russell Group universities) to follow academic subjects, and provides students with qualifications that make up the English Baccalaureate (EBacc).

The **Blue Pathway** is designed for students who may well be going to university and will definitely continue into further/higher education beyond GCSEs. The full suite of academic subjects are available.

The **Green Pathway** is a bespoke route and is designed for students who would benefit from a reduced suite of GCSE exam-based subjects complemented by subjects that are accredited in other ways.

INTRODUCTION

Our Key Stage 4 curriculum offers opportunity for our students to start determining their life path while adhering to the principle of breadth and balance.

Core Curriculum

All students will follow a common core curriculum in English, Maths and Sciences in addition to non-exam courses in Physical Education, Philosophy & Ethics and PSHE. Most students will be entered for English Literature and students demonstrating the appropriate skills in Maths lessons will be entered for Additional Maths.

Options

In the context of this broadly-based curriculum students only need to exercise choice in specific areas. That choice should reflect a blend of interest, aptitude, experience, enjoyment and future career interest.

The next few pages give an outline of the **Blue Pathway**, detailing the subjects that are available and explaining how students go about making their choices.

Later in the booklet there are detailed descriptions of all the courses on offer (across all the pathways) including those subjects that comprise the core curriculum. Please take time to read through these sections carefully.

At the end of the booklet you will find the options form which should be completed by those students for whom the **Blue Pathway** has been identified as being the most suitable.

DUE TO THE PARTIAL CLOSURE OF THE SCHOOL THIS TERM AN ONLINE VERSION OF THIS FORM SHOULD BE COMPLETED VIA THE SCHOOL WEBSITE.

WHO WILL HELP?

It is vital that students talk to subject staff about decisions they must make. They should ask Year 10 and 11 students too – they are closest to this process and can give “the real picture”.

Below is a list of the Subject Leaders responsible for each subject area. They will be happy to answer your questions and can be contacted via email. Please see the ‘Contact Us’ or relevant Department page on the school website for email details.

English – Miss Harley and Mrs Halsall

Maths – Mr White

Sciences – Mr Turner

Animal Care - Mr Holloway

Art and Design – Mrs Parkinson

Art and Design (3D) – Mrs Parkinson

Creative iMedia and Computer Science – Mr K Smith

Dance – Mr Richards

Design & Technology: Product Design/Timber and Metals – Mr R Lewis

Textiles – Ms Blythe

Food & Nutrition – Mr M Smith

Drama – Mrs Newman

Geography – Mr Farmer

History – Mrs Glaze

Modern Foreign Languages – Mr Traore

Music – Mrs Webb

Physical Education – Mr Richards

Religious Studies – Miss Williams

Sociology – Mrs Campbell

DECISIONS TO MAKE

Students will need to make important decisions about their courses in Years 10 and 11. To help decide, they should talk with parents and with staff in school.

They should read carefully the descriptions of the courses in this booklet and ask their tutor or teachers if there is something they do not understand.

Decisions should be made for the right reasons. Subjects should be chosen on the basis that students have previously performed well and have been interested in these. They should not choose subjects just because their friends are choosing them or because they think that there might be less work involved.

When choosing subjects, two considerations should be - potential future career paths and entry requirements for universities. The English Baccaulaureate (EBacc) suite of subjects may provide students with a broad range of subjects that would appeal to universities; these subjects are English, Maths, Science, a humanities subject (Geography or History) and a Modern Foreign Language. **The Blue Pathway does not require students to take the EBacc, therefore students should think carefully about their combination of subjects if they are considering applying to university.**

We will do our best to accommodate all students with their chosen courses. **However, we will only run a course if there are sufficient students who have chosen it. Similarly, there may be timetabling restrictions which make some students' course combinations impossible to run. Because of this, all students are asked to make a reserve choice when completing the options forms.**

Each subject choice would usually be countersigned by a member of the teaching staff for that subject area to ensure that students are making an informed choice. **As this will not be practical due to the partial closure of school this year we encourage students to discuss choices with their teachers through email or during Teams lessons; further advice and guidance will then be provided after students have submitted their forms should there be any concerns over course suitability.**

When students and parents have made their decisions, they should turn to the blue form at the end of this section. **This form should be completed, signed by parents and handed in to the student's tutor by Thursday 11th February. Failure to do this could lead to courses being full and students being unable to follow their chosen options.**

DUE TO THE PARTIAL CLOSURE OF THE SCHOOL THIS TERM AN ONLINE VERSION OF THIS FORM SHOULD BE COMPLETED VIA THE SCHOOL WEBSITE.

BLUE PATHWAY

All students will study the CORE curriculum and will choose four further courses from the Additional Courses list. **One of these four choices must come from this list of subjects: French, German, Geography, History, Triple Science, Computer Science**

The CORE Curriculum

- English Language (1 GCSE)
- English Literature (1 GCSE)
- Mathematics (1 GCSE)
- Sciences (2 GCSEs)
- Philosophy & Ethics/P.S.H.E (non-exam)
- Physical Education/Games (non GCSE)

Additional Courses

Students should choose **four** subjects from this list.

- Animal Care – BTEC*
- Art and Design (Fine Art)
- Art and Design (3D)
- **Computer Science**
- Creative iMedia (single or double option)*
- Dance
- Design & Technology: Timber and Metals or Textiles or Food & Nutrition
- Drama
- **French**
- **Geography**
- **German**
- **History**
- Music
- Physical Education GCSE
- Religious Studies
- Sociology
- **Triple Science**

At least one choice must come from the subjects listed in bold

*these are non-GCSE courses but have 'level 2 equivalence'

Core Subjects

Course Title:	English Language and Literature
Level and accrediting/examining body:	AQA English Language GCSE (8700) Eduqas English Literature GCSE (601/5246/1)
Length of course:	from: Sept 2021 to June 2023
Method of assessment:	Examinations
Date of examinations/final assessment	May/June 2023

Grouping Arrangements

The pace of learning, and the teaching strategies used, are matched to the needs of the students within each group.

At the end of the course, students sit 4 exams which will allow them to demonstrate knowledge, understanding and skills in response to a range of texts and poetry.

AQA GCSE English Language:

100% EXAM

Paper 1: Fiction (50%)

4 questions assessing Reading skills (25%)

1 question assessing Writing skills (25%)

Paper 2: Non-Fiction (50%)

4 questions assessing Reading skills (25%)

1 question assessing Writing skills (25%)

Spoken Language Assessment:

This is mandatory and will be assessed alongside your GCSE grade.

Eduqas GCSE English Literature:

100% EXAM

Paper 1 (40%)

A Shakespeare Play – *Macbeth*

Poetry Anthology

Paper 2 (60%)

A Modern Novel or Play – TBC

A 19th Century Novel - *The Strange Case of Doctor Jekyll and Mr Hyde* OR *A Christmas Carol*

Unseen Poetry

To support students in achieving their best possible GCSE grade for English Literature, we endeavour to give students the opportunity to engage with live performances of the set texts. To cover the cost of these extra activities, we need to ask for a voluntary parental contribution via ParentPay. We try to keep the cost of these trips as low as possible.

1 – 9 grades are available for both qualifications

Course Title:	Mathematics
Level and accrediting/examining body:	GCSE EDEXCEL Course No. 1MA1
Length of course:	from: June. 2021 to: June 2023
Method of assessment	Written exam (3 papers)
Date of examinations/final assessment	May/June 2023

The Maths department has a strong reputation for success and for its supportive ethos. We pride ourselves in ensuring that students continue to improve their mathematics as they progress through the school, and work hard to foster confidence, independence, and resilience in all of our students. The department has consistently achieved excellent results at GCSE and have extended this success to our A-level results in recent years.

KEY STAGE 4 MATHEMATICS

In Years 10 and 11 pupils work towards the Edexcel GCSE at either Foundation or Higher Tier. Assessment takes place regularly to provide meaningful feedback and promote effective retention of concepts and skills.

In addition to the Mathematics GCSE, some students may also have the opportunity to study the AQA Level 3 Certificate in Further Maths, which prepares students well for advanced mathematics and sciences, including Further Maths at A-Level, and supports their GCSE studies.

In addition to the understanding of mathematical concepts, a lot of teaching time is dedicated to applying this understanding through problem-solving, reasoning and real-life applications. Assessment of these more difficult skills forms 50% of the marks awarded at GCSE.

FINAL ASSESSMENT

Students will sit three 90-minute exams at either Foundation or Higher Tier.

Foundation Tier awards grades from 1 to 5, and Higher Tier from 4 to 9. Students sitting Higher Tier need to already have a strong grasp of the topics at Foundation tier.

There are two calculator papers and one non-calculator paper – any topic could appear on any paper.

Grades will be awarded from 1 (lowest) to 9 (highest).

Decisions about tier of entry will be finalised towards the end of Year 10.

EQUIPMENT

In addition to the basic equipment for all lesson, students must bring to the following equipment to every Maths lesson:

- Scientific calculator (we recommend the Casio fx-83GTX)
- Ruler
- Protractor
- Pair of compasses

Course Title:	Combined Science
Level and accrediting/examining body:	GCSE AQA Course No. 8464 or 8465
Length of course:	From Sept. 2021 to June 2023
Method of Assessment	6 Exams (8464) or 4 Exams (8465) both 100%
Date of examinations/final assessment	June 2023

There are two tiers of entry – Foundation and Higher. This course is a double award equivalent to 2 GCSEs.

Summary of Subject Content

Working Scientifically: how scientific methods and theories develop over time; using models in science; power and limitations of science; evaluating risks; the importance of peer review of results; developing and testing hypotheses; carrying out experiments; evaluating methods; interpreting results; presenting data; limitations of scientific evidence.

Biology: the structure of cells; cell division; transport in cells; animal tissues, organs and systems; plant tissues, organs and systems; communicable diseases; photosynthesis; respiration; homeostasis; the human nervous system; hormone control in humans; reproduction; variation and evolution; classification of living organisms; adaptations, interdependence and competition; organisation of an ecosystem; biodiversity and the effect of human interaction on ecosystems;

Chemistry: atomic structure; isotopes; the periodic table; ionic, covalent and metallic bonding; structure of materials; structure and bonding of carbon; quantitative chemistry; reactivity of metals; reactions of acids; electrolysis; exothermic and endothermic reactions; rate of reaction; reversible reactions and dynamic equilibrium; carbon compounds as fuels and feedstocks; purity, formulations and chromatography; identification of common gases; the composition and evolution of the Earth's atmosphere; carbon dioxide and methane as greenhouse gases; common atmospheric pollutants and their sources; using the Earth's resources and obtaining potable water; life cycle assessment and recycling

Physics: forces and their interactions; work done and energy transfer; forces and elasticity; forces and motion; momentum; energy changes in a system, and the ways energy is stored before and after such changes; conservation and dissipation of energy; national and global energy resources; waves in air, fluids and solids; electromagnetic waves; current, potential difference and resistance; series and parallel circuits; domestic uses of electricity; electrical safety; energy transfers; permanent and induced magnetism, magnetic forces and fields; the motor effect; changes of state and the particle model; internal energy and energy transfers; the particle model and pressure; atoms and isotopes; atoms and nuclear radiation.

Blue Pathway

Course Title:	BTEC Level 1 / 2 First Award in Animal Care
QN:	601/4530/4
Level and accrediting examining body:	Level 1 / 2 Edexcel/Pearson
Length of course:	June 2021 – June 2023
Method of assessment:	Continuous Assessment, via: assignments, practical observations and time-constrained assessments and Unit 1 is assessed via an externally set written examination.
Date of final examination:	May 2023

Animal care is a vital sub-sector within the land-based industry and is important to the UK economy. Due to huge demand from the sector, Pearson have created this qualification in line with the Department for Education (DfE) criteria for Key Stage 4 qualifications.

This qualification is a Technical Award equivalent in size to one GCSE. It is designed for pre-16 students working at level 2 who want to study animal care within their broader Key Stage 4 curriculum. It provides an introduction to some of the key themes within the industry, enabling students to develop their knowledge and practical technical skills; a large part of the course time will be practically based in Year 10.

The course is delivered and assessed at the Warriner School Farm, within normal timetabled lessons, and makes use of the routine tasks associated with the livestock enterprises and the small animal collection, as well as theory lessons delivered in the purpose-built classroom

Programme content:

Year 10

Unit 2: Animal Handling requires students to approach, handle and restrain animals safely, whilst also becoming familiar with the hazards and risks associated with handling animals. The unit also requires students to learn about industry guidelines, health and safety legislation and animal welfare legislation. It is internally assessed.

Unit 3: Animal Welfare. Knowledge of animal welfare is vital for anyone planning to work within the animal care sector. In this unit, you will gain an understanding of animal welfare, the purposes of working with animals and the responsibilities of animal owners. You will also learn how animal-related organisations promote good animal welfare and responsible animal ownership. It is internally assessed.

Year 11

Unit 1: Animal Health reflects vital aspects of working with animals in any field of the animal industry. It covers the fundamental knowledge and understanding required for undertaking health assessments alongside the identification of common diseases and disorders and their prevention. The unit also examines common parasites, from transmission to prevention. It is externally assessed.

Unit 5: Principles of Animal Behaviour. In this unit, you will learn about the normal behaviour that we expect to see in animals, as well as abnormal behaviours that may be caused by an animal's environment. It is internally assessed.

Progression opportunities:

Successful students would be able to progress to more in depth level 2 and level 3 qualifications in a land-based subject either: BTEC Level 2 Diploma or BTEC Level 3 Certificate/Diplomas or City & Guilds Level 2 & 3 Certificates/Diplomas. Or use the qualification to support a more traditional academic route through GCSE and A level biology. Successful students would also be in a good position to undertake animal care/veterinary nursing apprenticeships.

Equipment costs:

All students will be required to purchase safety work boots/safety wellingtons and a pair of overalls.

There may well be visits to other animal care organisations over the duration of the course which will require sufficient voluntary contributions to be able to run.

Further information:

Please contact Mr C Holloway, Programme and Farm Manager.

email: c.holloway@warriner.oxon.sch.uk

Course Title:	Art and Design (Fine Art)
Level and accrediting/examining body:	GCSE AQA Course No. 8201-6
Length of course:	from: Sept 2021 to: June 2023
Method of Assessment:	Coursework 60% Exam (controlled test) 40%
Date of examinations/final assessment:	March/May 2023

Year 9 students have all already successfully completed a GCSE style mini project. This has taught them what skills are needed to complete a GCSE in Art. Their current work could even be used as the start of one unit of GCSE coursework. You will need 1 unit of coursework for a full GCSE and a portfolio of supporting work. Students do well in this subject at GCSE. The exam board will also set one externally set project. GCSE take up is high and students reach beyond their expected progress.

Is this the right subject for me?

If you enjoy:

- developing your visual skills
- being creative, enthusiastic and imaginative
- visits to galleries, museums, workshops and studios
- experimenting and taking risks with your work

We are educating students to work with a high level of skill and to create a mature and professional style appropriate for a career within the subject.

If you like the sound of any of the above, our GCSE Art and Design is the ideal subject for you. We want you to work hard and have fun in our subject area. However the course does require a certain level of commitment and you need to be prepared to complete at least one piece of homework per week.

Over the 2 years students will be taught to use a range of media which may include drawing, painting, mixed media work, image manipulation, ceramics, printmaking, collage, photography/film and video.

Students begin their coursework portfolio with the first piece of work they do in Year 10, and continue to build their work in a series of projects. Each project is designed to develop skills, imagination and confidence, inspired by looking at the work of artists and craftspeople. Students learn how to critically appraise their own and others work.

Whilst the course is open to students of all abilities, a basic ability to draw reasonably well from observation is undoubtedly an asset. Students that have more ability in 3.D art will be encouraged to work to their strengths.

Assessment

One major project and a subsidiary project is submitted for assessment as COURSEWORK. The work that you submit will be completed over two years. The sketchbook is a very important part of the coursework submission since it contains a record of all work completed. All work in it should be of the best quality since it will be scrutinised by the examiners. As well as the sketchbook, other larger pieces of work will be submitted.

Candidates will be assessed on –

1. Art history work/linking their work to appropriate sources.
2. Experimenting and refining ideas/techniques.
3. Recording ideas through observation.
4. Presenting a personal and meaningful response to their project work in a final piece of work.

Coursework carries 60% of total marks

The 'controlled test' is completed in the final term of Year 11. It takes the form of another project. Students can choose from a selection of starting points, and they now have an unlimited amount of time to prepare their research and ideas. A further 10 hours, under exam conditions will be spent to complete a final piece.

This carries the remaining 40% of the marks

As students progress, they are expected to make more decisions for themselves. By the time the 'controlled test' is completed they are expected to have a clear understanding of how to develop a strong individual unit of work, where to go for help and advice, what their own strengths are and how to manage their time. We believe that studying an Art GCSE course creates confident and creative learners. Students work in a happy and relaxed environment, where each individual's unique skills are developed and enhanced.

Homework is an important part of the course, and students will be expected to complete about an hour a week. The work may be drawing, it may be research, or it may be collecting items. All homework goes towards the final GCSE grade.

The GCSE course is very popular and students continue the exciting work started in Years 7-9.

Written work in Art

Written work makes up part of the contextual history grade. You will write and explain your sketchbook pages similar to the work you have been completing in Year 7, 8 and 9. You should try to spell accurately using a good creative and personal vocabulary. Although writing is important it is a smaller element of the above course.

Course Title:	Art and Design (Three Dimensional Design)
Level and accrediting/examining body:	GCSE AQA Course No. 8201-6
Length of course:	From: Sept 2021 To: June 2023
Method of Assessment:	Coursework 60% Exam (controlled test) 40%
Date of examinations/final assessment:	March/May 2023

Year 9 students have all already successfully completed a GCSE style mini project in Art and rotations within Design and Technology disciplines to enable them to adapt to the challenges of working in 3D. This has taught them skills are needed to complete this GCSE in Three Dimensional Design. Students will need 1 unit of coursework for a full GCSE and a portfolio of supporting work; the exam board will also set an externally set project. This is a new course for the Warriner School but we are confident that students will do well in this subject at GCSE. Due to the nature of the materials, media and processes used within this new course this option will have limited numbers.

Is this the right subject for me?

Yea, if you enjoy:

- Drawing, photography and developing your visual skills
- Being creative, enthusiastic, imaginative and challenged
- Making and experimenting with different techniques, modelling and creative processes.
- Experimenting and taking risks with your work.

We want students to be able to experiment and experience the processes and techniques of being able to make creative work using three dimensional materials, e.g., ceramic.

If you like the sound of any of the above, our GCSE Art and Design is the ideal subject for you. We want you to work hard and have fun in our subject area. However the course does require a certain level of commitment and you need to be prepared to complete at least one piece of homework per week.

Over the 2 years students will be taught to use a range of media which may include drawing, painting, mixed-media work, ceramics, relief work, sculpture, found materials, paper and card, printmaking, collage, and photography.

Students begin their coursework portfolio with the first piece of work they do in Year 10, and continue to build their assessment evidence in a series of projects. Each project is designed to develop skills, imagination and confidence, inspired by looking at the work of artists and craftspeople. Students learn how to critically appraise their own work and that of others which is a key skill within creative industries.

Although this course is only available on this pathway, a basic ability to draw reasonably well from observation or photos is undoubtedly an asset.

Coursework

Coursework contributes 60% of the total marks for this award and will include:

One major project including a final piece and a portfolio or sketchbook of supporting work is submitted for assessment as COURSEWORK. The work that you submit will be completed over two years. Sketchbook work is very important part of the coursework submission since it contains a record of all work completed. All work should be of the best quality that students can produce as it will be viewed by external examiners.

As well as the sketchbook, other larger pieces of work will be submitted and final pieces must be in 3 Dimensional form.

This work should be completed by January of Year 11 to enable students to focus on the Externally Set Project.

Candidates will be assessed on for both Coursework and the Externally Set Project.

There are 4 Assessment Objectives each of them as marked equally and is worth 25% of the grade for Coursework of the Externally Set Project

1. Art history work/linking their work to appropriate sources.
2. Experimenting and refining ideas/techniques.
3. Recording ideas through observation.
4. Presenting a personal and meaningful response to their project work in a final piece of work.

Externally Set Project

This carries the remaining 40% of the marks.

Students will be given the topics that AQA have set for their Externally Set Project after January 2nd in Year 11. It takes the form of another project. Students can choose from a selection of starting points, with time to prepare their research and ideas. Students will have time in lessons and through homework tasks to prepare for the 'controlled test'. This is to be completed in the final term of Year 11. The 'Controlled Test' is 10 hours of practical work, under exam conditions, to complete a final piece. This will be done over at least 2 days and the time spent may be separated in order to allow for drying time.

Student Progress

As students' progress, they are expected to make more decisions for themselves and to discuss their ideas with their teachers. By the time the 'controlled test' begins students are expected to have a clear understanding of how to develop a strong individual unit of work, where to go for help and advice, what their own strengths are and how to manage their time. We believe that studying a Three Dimensional Design GCSE course creates confident and creative thinkers and learners. Students work in a happy and relaxed environment, where each individual's unique skills are developed and enhanced.

Homework is an important part of the course, and students will be expected to complete about an hour a week. The work may be drawing, it may be research, or it may be collecting items. All homework goes towards the final GCSE grade.

Written work in Art

Written work makes up part of the contextual art history grade which is worth 25% of the marks for the course. Students will be supported to enable them to produce the written work required and also to present it in a creative way that demonstrates their understanding of visual communication. Students will write and explain in their sketchbooks about the work of artists, designers and craftspeople who have inspired their work as well as annotate their sketchbooks to create a dialogue with the external moderator. Therefore written communication should be accurate, use a good creative vocabulary and expressive and whilst not the main basis of assessment, is an important element of the course.

Course Title:	GCSE Computer Science
Exam Board:	OCR
Length of course:	From June 2021 to June 2023
Method of assessment:	Two exams, each constituting 50% of final grade, PLUS a programming project which must be completed
Date of final exam / assessment:	May / June 2023

OCR GCSE Computing

Course structure

<i>Unit title and description</i>	<i>Assessment and duration</i>	<i>Weighting</i>
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Exam Paper 1: Computer systems

Focused on computer systems covering the physical elements of computer science and the associated theory. Includes: System Architecture; Memory and Storage; Computer Networks; Network Security; Systems Software; Ethical, legal, cultural and environmental impacts of digital technology.	1 hour 30 minutes Written paper <i>80 marks</i>	50%
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Exam Paper 2: Computational Thinking, Algorithms and Programming

This component is focused on the application of computer science principles, especially computer programming. Includes: Algorithms; Programming fundamentals; Producing robust programs; Boolean Logic; Programming Languages and Integrated Development Environments	1 hour 30 minutes Written paper <i>80 marks</i>	50%
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This course will require a **high level of mathematical and logical understanding**. We recommend that only students who are forecast a grade B and above in Maths sign up for this course, but if you are strong in modern foreign languages, music, or technical design, this can also be beneficial. Problem solving abilities and the ability to tackle problems with multiple different approaches are essential.

You will also need a determination to succeed – many individual problems could take a long time to fully solve. Attention to detail and a resilient nature is a must!

“Computer Science is no more the study of computers than astronomy is the study of telescopes” – Edsgar Dijkstra

If you like puzzles, solving problems, discovering answers to questions rather than being told them and learning new languages, this course will appeal to you. You will learn how to program computers, what happens inside the CPU, how to think in a logical and algorithmic manner, how to break large problems down into smaller problems, and why ducks are an important computer science tool.

You will also learn about computer security, networks and encryption and how to break computer security systems. You will also learn why breaking computer security systems is against the law and how long you can expect to spend in jail if you do so!

This course can lead to careers in Programming, Game Design / Creation, App development, Engineering, Financial and Resource Management, Science and Medicine, Cybersecurity, Embedded Systems Engineering, Data Science, Artificial Intelligence and Machine Learning.

Please come and talk to Mr Smith for further details.

Course Title:	Cambridge National in Creative iMedia
Exam Board:	OCR
Length of course:	From June 2021 to June 2023
Method of assessment:	25% External exam 75% Coursework
Date of final exam / assessment:	May / June 2023

OCR Cambridge National in Creative iMedia (Level 2)

(Level 2 iMedia is **equivalent** in level and teaching time to one GCSE at grades 9-5)

COURSE STRUCTURE - STUDENTS MUST COMPLETE:

UNIT R081 – Pre Production Skills

UNIT R082 – Creating Digital Graphics

And **TWO** other units which may be selected from the following:

UNIT R083 – Creating 2D and 3D Characters

UNIT R085 – Creating a Multipage Website

UNIT R088 – Creating a Digital Sound Sequence

UNIT R089 – Creating a Digital Video Sequence

UNIT R090 – Digital Photography

UNIT R091 – Designing a Game Concept

UNIT R092 – Developing Digital Games

Note that the optional unit selections will be selected to best match the abilities of the class as a whole

UNIT 1: Developing Web Products – 2 ½ hour practical computer-based examination.
(This is a Mandatory unit)

UNIT 2 Creative Multimedia – 75% coursework based unit that will be done in lesson time.

NB. These Units are graded at A*, A, B and C students not achieving a C or higher get no result

Students in Yr9 will have already studied a number of topics which will prepare them for success in this exam course. If you have enjoyed creating videos, radio adverts, digital posters, booklets, spreadsheets, animations, logo designs and slogans, etc then this course would be suitable for you. If you are interested in developing new skills in the area of digital graphics, sound, photography or videogame development, this course would be suitable for you.

Please be aware that this course has a substantial coursework element – it is a LOT of work! You will be asked to conduct independent research, to create work plans in addition to product plans, analyse client briefs and evaluate any of the graphics etc. which you create. Creativity is ESSENTIAL for success in this course – if you like art and you like computers, creative iMedia is a good choice

In **UNIT R081** you will develop the skills required to produce pre-production documentation for a variety of media products: mood boards; visualisation diagrams; spider diagrams; storyboards and scripts. You will also learn about the legal issues surrounding media production and learn how to fully plan a product from start to finish

In **UNIT R082 ‘Creating Digital Graphics’** you will put the skills you developed in unit R081 to use in order to design and plan a number of graphical assets for a specific audience and purpose. You will then use both vector and bitmap editing tools to create the assets before evaluating them.

The further two unit choices will be made by the Computer Science and Multimedia Department based on summary assessment of the first two units, in order to ensure that the best units are chosen to allow everyone the greatest chance of success.

You will need to be well organised and prepared to do a lot of practical work and a lot of theory and research to back up your practical work, including extensive planning of all products, in order to achieve success in this course.

Success in Creative iMedia can lead to careers in: Videogame design; filmmaking; digital graphics; graphical design; photography; radio/podcasting; computer animation

If you have further questions, please see Mr. Smith.

Course Title:	Dance
Level and accrediting/examining body:	GCSE AQA
Length of course:	from: June 2021 to: June 2023
Method of assessment	<p><u>Component 1: Performance and Choreography</u> - internally assessed and externally moderated</p> <p>Performance</p> <ul style="list-style-type: none"> • 30% of GCSE • 40 marks <p>Choreography</p> <ul style="list-style-type: none"> • 30% of GCSE • 40 marks <p><u>Component 2: Dance Appreciation</u> – written exam</p> <ul style="list-style-type: none"> • 40% of GCSE • Written exam: 1 hour and 30 minutes • 80 marks
Date of examinations/final assessment	June 2023

Why GCSE Dance?

Dance is a powerful and expressive art form. It is an opportunity to develop your creative and interpretive skills, as well as nurture your abilities and technique as a performer.

The GCSE Dance course is practical and has an exciting theoretical component. You will learn analytical skills through observation and analysis of anthology works, gain confidence in your own ability as a performer and develop leadership skills and organisation through choreography.

GCSE Dance will develop, and assess, your technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance

Dance is a subject of many skills: Dance teaches discipline, a desire for excellence and an appreciation of both teamwork and self-expression. It will enable you to demonstrate that you have an extended skill set that not only is creative but also academic. This important balance allows you to develop your knowledge and understanding of dance and, importantly, your confidence and self-belief.

What is involved in GCSE Dance?

Practical work – There will be technical and creative lessons to develop your knowledge and style of movement, giving you the opportunity to explore your own artistic development. Sometimes you will be involved in group work, sometimes individual improvisation. There will also be opportunities to perform and observe professional dance works and attend trips or conferences.

Theoretical work – You will be taught how to observe and critically analyse work – your own as well as professional works - and given plenty of opportunity to carry out your own research. Your teacher will describe and explain the theory behind your practical pieces and provide you with the information you need, and there will be ample time for class discussion too. You will build your knowledge and understanding of choreographic processes and performing skills. You will study and learn to critically appreciate six professional works.

Homework: Sometimes your homework will be to rehearse a group or solo piece. You could also be given set questions dealing with your comparative studies, some research, learning or practice exam questions.

Who is GCSE Dance for?

GCSE Dance would suit students who enjoy

- ✓ Self-expression and creativity
- ✓ working practically with others, and as an individual
- ✓ exploring ideas and movement through dance
- ✓ developing your own choreography
- ✓ being open-minded to creative works
- ✓ watching dance

How is GCSE Dance assessed?

GCSE Dance consists of 2 Components. These are shown in more detail below

Component 1 - Performance and Choreography (internally assessed and externally moderated 60% of GCSE)

PERFORMANCE:

- Solo performance: to include 2 set phases
- Duet/Trio: to include 2 set phases
- 30% of GCSE
- 40 marks

CHOREOGRAPHY:

- This is where YOU as a choreographer get to choose a stimulus/idea and then create either a solo or group piece.
 - 30% of GCSE
 - 40 marks
- Total component 60%

Component 2 - Dance appreciation (written exam)

The written exam involves critical appreciation of your own work and the work of 6 set professional works

- 40% of GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

The GCSE Dance course is a good foundation for further study in dance or performing arts, and provides a smooth transition to the requirements of A level Dance

2386 Course Title:	Design & Technology: Design and Technology
Level and accrediting/examining body:	GCSE AQA
Length of course:	From June 2021 to: June 2023
Method of Assessment	Written exam 50% Coursework Project 50%
Date of examinations/final assessment	Jan - Feb 2023 (NEA), June 2023 (Exam)

Course Structure:

The course builds on the Key Stage 3 programme of study. All students taking the Design and Technology course will be required to cover 'core content' of technical principles of product design; one section of the exam will be on this. Students will also opt to focus on one of the **specialist** content areas (**Timber and Metals or Textiles**). This will be the focus of practical projects (design portfolio) and the majority of the exam.

When opting to take Design and Technology **students will need to choose a specialist focus area**. The versatility of this course means that students are able to combine areas when producing work, making the course more product design based.

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

All of this section must be taught and all will be assessed.

Year 10

During the Year 10 course, students undertake a range of practical tasks that are designed to develop their knowledge of materials and processes, and improve their practical ability. Students will attend the vast majority of their lessons within their chosen focus area. Students will also undertake a practice NEA (non-examination assessment).

Year 11

During the Year 11 course students will work upon their chosen design brief, working towards a final 3D outcome, as well as undertaking lessons in both their specialist area and the core elements of the specification preparing them for the exam.

Changes to previous years:

It should be noted that the majority of the Year 11 project is Non Examined Assessment, there are guidelines we must follow with regards to marking and feedback, as well as the levels of work students can complete outside of the classroom. When a NEA session has taken place students cannot 'retake' the time to improve their work. It is therefore important that students are able to undertake self-directed study.

Students will however be asked to work on the *research* and *investigation* section of the brief during the Year 10 into Year 11 summer holidays, in order to help them to adequately prepare for the design portfolio which commences in September of Year 11.

Maths is now a key examined part of this specification students will expect to see 15% of the examination paper to include applied maths, as well as an expectation of mathematical proficiency within the design portfolio.

Key Skills:

- Ability to analyse products and re-design them.
- Communication through 2d and 3d drawings, 3d models and working prototypes.
- The ability to maintain a sketchbook detailing the route through the design process.
- Information technology – the ability to learn and apply the following programmes - 2D and 3D CAD, MS power point, Techsoft 2D design, Solidworks, one CNC, MS excel and MS word
- Application of number, volumes, formula, quantities, costing, percentages, scale.
- Working with others, maintaining a safe workshop environment.
- Improving own learning and performance
- Problem solving both on paper and practically.
- Practical Making Skills, accuracy
- The ability to plan a schedule of work and independently work towards the final outcome.
- The ability to critically evaluate performance and outcome.
- The ability to understand and apply maths to design and manufacturing work.

Assessment:

Written paper of 1 ½ hours (50% of marks)

One tier paper –assessed and graded 1-9. The question emphasis will be on design and product analysis. Within this paper one question will assess the quality of written communication; there will be a mathematical element to some of the questions.

Coursework (50% of marks)

The coursework project will be internally assessed and externally moderated. Candidates are required to submit a folder of 20 detailed **A3** pages, demonstrating their knowledge of materials, components, processes, techniques and industrial practice when designing and making quality products individually and in quantity. Students will also be required to maintain a sketchbook of research and ideas to support their design portfolio. They should take into account the wider effects of design and technology on society and how products are designed to be fully inclusive. The coursework should take up to 45 hours. Briefs for the subject areas are released by the exam board during Term 1 of Year 11, students will be required to complete this design portfolio, sketchbook and Prototype outcome during Year 11.

We ask for a contribution towards materials costs at the start of each academic year to cover the costs of general materials, if a project requires special/non stocked parts, parents/carers may be asked to contribute towards this. There will be some excursions and visits during the course for some of the focus areas, students will be required to attend these excursions, parents / carers will be advised of individual costs once the trips are planned.

When opting, students need to make clear the focus area that they wish to pursue (Timber and Metals or Textiles). Please be aware that there will be only one class for each specialism, therefore numbers will be limited.

Course Title:	Design & Technology: GCSE Food Preparation and Nutrition
Level and accrediting/examining body:	GCSE EDUQAS
Length of course:	From September 2021 to June 2023
Method of Assessment	Two internally assessed units 50% in total (NEA) One externally assessed written Exam 50%
Date of examinations/final assessment	June 2023 NEA assessments take place during Year 11

The Food Preparation and Nutrition qualification is a new and exciting GCSE. It enables students to demonstrate and apply their knowledge and understanding in six distinct areas: Food commodities, Principles of nutrition, Diet and good health, The science of food, Where food comes from, and finally Cooking and food preparation which includes Skills in Food Preparation and Cooking Techniques. This course provides a mix between creative practical work and Food related Science.

Students will complete both practical and theory study during their first year and then move on to complete two internally assessed tasks during the second year of the course in addition to a final written exam.

The 1st of which is a scientific investigation of a functional property of a named ingredient, the 2nd is a practical task requiring students to prepare, cook and serve a range of three chosen dishes, within a 3 hour period, for a specified situation. A final 1 ¼ hour written exam will conclude the course.

The Full Course Structure:

The course builds on the Key Stage 3 programme of study for Food Technology. Students should consider this course only if they have interest and strengths in this area as well as an aptitude for Science Investigation.

Ingredients for dishes will be required very regularly so it is important that students are fully prepared to both purchase and organise preparation of ingredients for lessons.

The course consists of three compulsory units:

Units 1& 2 are internally assessed through the production of two major pieces of written work which include practical investigation and food preparation 50%.

Unit 2 is externally assessed by a written examination 50%

Unit 1: Two internally assessed tasks

Students must complete two tasks

- 1) Investigation-research, planning, scientific investigation, analysis, evaluation.
- 2) Practical assignment-preparation, cooking skills and techniques, presentation, analysis, evaluation.

Internal Assessment 50%

All work must be done in Year11 under informal supervision.

Students will complete two tasks:

Research, preparation, analysis and evaluation may be completed under limited supervision.

Unit 2: Knowledge and Understanding

Students will develop knowledge and understanding of a range of major commodity groups identified on the eat-well plate. The nutritional and dietary needs of different groups and appreciation of the relationship between diet and health.

Externally assessed 50%

This unit is assessed through a 1-hour and 30-minute examination paper set and marked by Eduqas (one level entry grades1-9).

The examination paper will consist of short-answer and longer-writing questions.

Students will demonstrate and apply knowledge and understanding of food provenance, processing, production, security and technological development and awareness of culinary traditions, whilst showing appreciation of health and safety issues. Students will also learn about Food Science: why and how food is cooked, the effect on the nutritional value and palatability, working characteristics and functional and chemical properties of ingredients and management of microorganisms.

Skills

Food Preparation and Nutrition requires students to:

- Acquire and recall knowledge and understanding of Food commodities, processing and Nutrition
- Plan and work independently and with precision to carry out detailed investigation
- Learn basic skills and techniques to select prepare, cook and present food products
- Apply systems and control, computer-aided design/computer-aided manufacture
- Analyse and evaluate processes and products.

Course Title:	Drama
Level and accrediting/examining body:	GCSE Eduqas
Length of course:	From June 2021 to June 2023
Method of assessment	Component 1: Devising Theatre - internally assessed; written and practical: 40% Component 2: Performing from a text - practical exam: 20% Component 3: Interpreting Theatre: written Exam: 40%
Date of examinations/final assessment	June 2023

Drama GCSE develops and assesses students' acting skills, their ability to understand and analyse performance, to develop their own performances with other students and to independently develop creative ideas. It also develops students' confidence, their ability to work collaboratively and to manage a project.

While both written work and performance work are assessed for GCSE, the writing springs from practical experience and the focus of lessons is practical. Consequently, for students to succeed, they must demonstrate consistent effort and application in their homework.

Recent research by an education think-tank have shown that Russell Group universities value Drama highly for essay-based courses, and this is particularly true for Law degrees. The interpersonal, presentation, communication and analytical skills that are developed through learning Drama are useful and applicable to most career paths

The course is designed so that students can spend the first ½ year developing their skills and understanding. They then concentrate on those skills in more depth culminating in performances for coursework, a practical examination and a written examination.

The course also includes visits to the theatre as reviewing live theatre is a requirement. This usually costs around £70 across the 2 years although the department endeavours to keep costs as low as possible.

Financial support is available.

Students will also need to acquire a copy of a play which is available online for less than £10.

The areas of study for the course have been selected to provide a smooth transition to the requirements of A level Drama and Theatre Studies should the student wish to continue his/her studies in this subject.

Is this the right subject for me?

Drama suits people who enjoy:

- working practically with others,
- being challenged,
- developing your own work in your own way,
- being open minded about new things,
- going to the theatre.

The Course

Component 1 – Devising Theatre - coursework - 40% of total marks

Candidates will devise a practical performance based on a theme, linked with a practitioner. They also provide supporting evidence and a written evaluation of the performance.

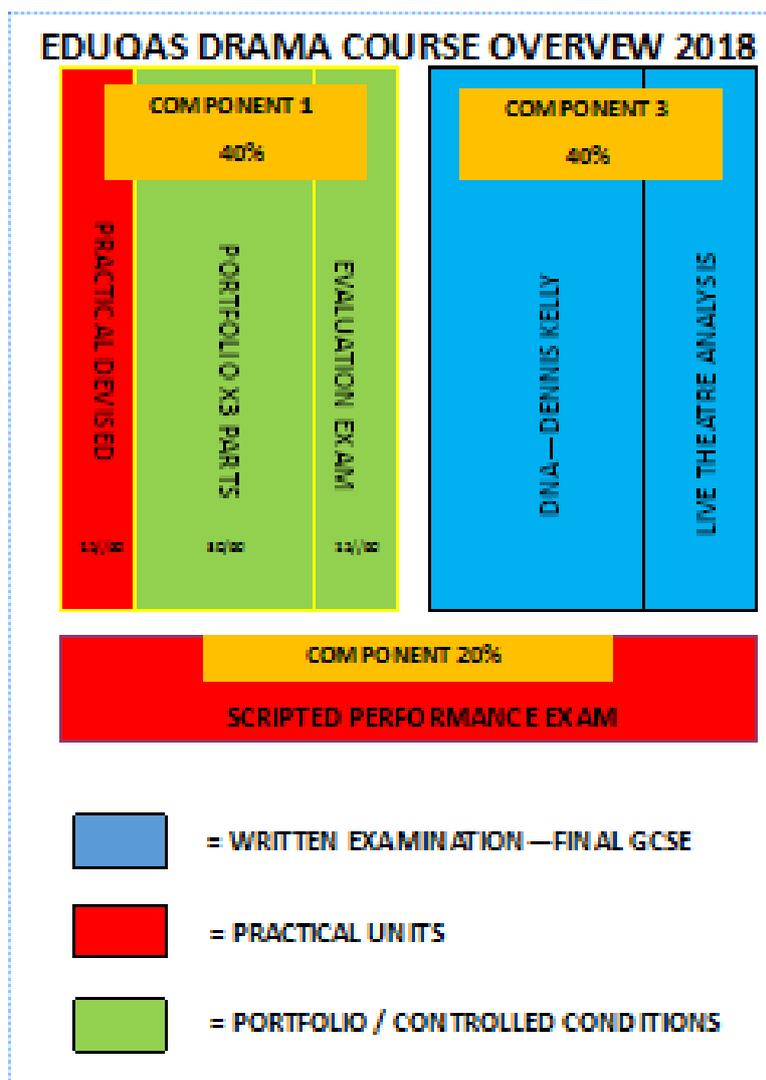
Component 2 – Performing from a Text - practical examination – 20%

In groups, students will be assessed by a visiting examiner on their acting skills in a performance of two extracts from a published play

Component 3 – Interpreting Theatre - written examination - 40% of total marks

Candidates will be assessed on their ability to analyse one play as an actor, designer and director and to analyse and evaluate a play seen in performance.

If you have any questions about the course, please ask Mrs Newman or Mrs Thompson or talk to one of the Year 10s or 11s who are studying Drama.



Course Title:	French / German
Level and accrediting/examining body:	GCSE AQA Course Nos. 8658 / 8668
Length of course:	from: June 2021 to: June 2023
Method of assessment	100% Final exam.
Date of examinations/final assessment	May/June 2023

Our KS4 courses continue the work begun in Year 9 and take students up to GCSE level. Students can only carry on with a language at GCSE if they are already learning it in Year 9. Dual linguists can take both languages to GCSE if they wish.

Everyone learns languages at KS3, but why carry on to GCSE?

Languages are really important in the world we live in and give you great skills for the rest of your life. The internet has brought everyone much closer together so chatting, blogging and networking with people of different languages from all over the world is dead easy. Imagine all the other people you could communicate with and all the amazing places you could travel to or work at and all because you can speak their language! So log onto the world's real social network and learn languages at GCSE!

A modern language is part of the **English Baccalaureate** at GCSE and modern languages are regarded by the Russell Group of Universities as a 'facilitating' subject at A Level. For more information on the **English Baccalaureate** go visit

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

Language lessons at KS4

Topics studied at GCSE are Relationships Social media Mobile technology Customs and Customs and festivals Free-time activities such as Music, Cinema and TV, Sport, Food and eating out. Language classes at GCSE are interactive, fun and full of surprises. There are lots of activities to help your listening, reading, speaking and writing. One lesson you could be pretending to interview a famous German or French celebrity, the next you may be watching a video clip in your second language, or writing a fictional story. Your progress is really noticeable, soon you will start talking more, picking up more information in the listening exercises and understanding what you read and all this in a foreign language. You will feel so much personal satisfaction learning a language and the interactive classes will boost your confidence. We ask parents to contribute to their children's learning by buying a GCSE Revision Guide which we can obtain at a discount.

Outside lessons

Students are encouraged to maintain (or develop) links with pen friends at our partner schools in Germany and France, and of course to take part in a foreign exchange visit. We aim to promote a broad outlook on language learning in a pleasurable way and to open students' horizon through developing an awareness of other cultures.

Examinations

For languages you are marked on four key areas - reading, writing, listening and speaking – these will be important skills to have when you apply for college, university and even a job. All four skills are tested with separate terminal exams at the end of Year 11, and each of them is worth 25%. We use the new AQA GCSE specifications which are ideal preparation for A level.

Some of the above text is taken from the website www.whystudylanguages.ac.uk. If you need more reasons to join us at GCSE, take a look at it.

Course Title:	Geography
Level and accrediting/examining body:	GCSE Edexcel A 1GA0
Length of course:	from: Sept 2021 to: June 2023
Method of assessment	100% Exam
Date of examinations/final assessment	Summer Exam Season June 2023

Why choose GCSE Geography?

Geography is the study of how humans' interact with each other and the Earth. It is an opportunity to explore how human actions create a series of consequences. How we treat our planet and each other will be the key to human endurance and success in the future. Geography is a broad and challenging subject which is relevant to our everyday lives which underpins everything we do. The Earth is powerful and unforgiving. If we do not understand how it works we continually put ourselves at risk from its processes. So if you like learning about different places, about the power of planet Earth and what impact human activity and decision making has on places.....you need to study GCSE Geography at The Warriner! Our students enjoy their lessons and achieve well. As a subject, we develop a wide range of skills from investigations and topical event discussions to numeracy and problem solving skills. We also undertake fieldwork during Year 10 – so you can explore geography in action first hand! We hope to inspire students with a sense of 'awe and wonder' which allows them to fully appreciate and learn from the world around them.

Our course provides students with a clear overall view of the world in the first part of the 21st century. It also provides a sound foundation for those candidates who intend to continue to study the subject to a higher level. Indeed, many of our students do go on to study Geography at 'A' Level and beyond.

Course Content:

The Physical Environment: (37.5% in a 1 hour 30 minute exam).

The Changing landscape of the UK: UK Landscape, Coastal land scapes and river landscapes.

Weather Hazards and Climate Change: Two studies from tropical storms and drought.

Ecosystems, biodiversity and management: Two studies from tropical rainforests and temperate deciduous woodlands.

The Human Environment (37.5% in a 1 hour 30 minute exam)

Changing Cities: Case studies of a UK city and a city in a developing or emerging country.

Global Development: Case study of a developing or emerging country.

Resources Management: A study of energy or water.

Geographical Investigations: (25% in 1 hour 30 minute exam)

Field work – Students will complete a rivers study and a study of an urban area.

UK Challenges: A study drawing across knowledge and understanding from the physical and human environment relating to 4 key challenges facing the UK.

- Resource consumption and environmental sustainability
- Settlement, population and economic.
- Landscape
- Climate Change.

Assessment style: The course is examined in full in June of Year 11 where students sit 3 exams that are all 1 hour and 30 minutes in length. Questions range of 1 mark single answer questions to 18 mark discussion questions.

Additional Requirements:

Students need to be prepared to keep up to date with current events through following news feeds, receiving a newspaper and reading journal articles. There will be a fieldtrip cost that students must commit to before starting the course.

Course Title:	History
Level and accrediting/examining body:	GCSE AQA History 8145 BA
Length of course:	from: June 2021 to: June 2023
Method of assessment	100% Examination
Date of examinations/final assessment	June 2023

The course encourages lively and meaningful discussion and debate which facilitates students' ability to think independently and thereby enables them to have a better knowledge and understanding of concepts and skills applicable to everyday life. History is respected by universities and the professional world as a traditional academic subject which teaches students a range of relevant and useful skills. It can open the doors to many careers - such as advertising, marketing and journalism (communication), law and accountancy (research and analysis). Primarily, history is about understanding people: their actions, motives and opinions at a given moment in time.

Course Content

There are 2 papers worth 50% each and both papers are divided into 2 sections.

Paper 1 : Understanding the modern world. Section A: Period Study - Germany 1890-1945 and Section B: Wider world depth study - Conflict and tension between East and West, 1945-1972.

Paper 2 : Shaping the nation. Section A: Thematic study - Health and Medicine, and Section B: British Depth study with historic environment - Elizabethan England 1568-1603.

Period study - Germany 1890-1945

This period study focuses on the development of Germany during a turbulent century of change. A period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism. Students will learn about Germany under the Kaiser, the impact of World War One, the 'boom time' of the 1920s, Germany's collapse with the effects of the Great Depression and finally the rise Adolf Hitler and life experiences for the German people under Nazi rule.

Wider world depth study - Conflict and tension between East and West, 1945-1972

This wider world depth study focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve tensions which arose during the Cold War. Students will learn about the origins of the Cold War at the end of the Second World War, how this conflict developed through the 1950s in Asia, Europe and North America studying key events like the impact of the Atomic Bomb on relations between the USA and Soviet Union, the Berlin Blockade, Communist revolution in China, Korean and Vietnam Wars and the arms race. Finally, the transformation of the crisis with building of the Berlin Wall, Cuban Missile Crisis, The Prague Spring and the beginning of the thaw in tension in the 1970s.

Shaping the nation - Thematic study- Britain: Medicine, Health and the people:c1000 to the present day.

Students will gain an understanding of change and continuity across a long sweep of history. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Medieval medicine, progress and public health, the impact of the Renaissance on Britain, the revolution in medicine and surgery with the development of the Germ Theory and modern medicine in the 20th and 21st Centuries with the impact of war, and change to treatment.

British depth study including the historic environment: Elizabethan England c1568-1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign, her court and Parliament, life for ordinary people at that time, as well as looking at troubles at home and abroad with the influence of religion, relations with her cousin Mary Queen of Scots as well as Spain. The historic environment of Elizabethan England is 10% of the overall course. The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated events and developments. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values. The historic environment can be explored through the examination of Elizabethan buildings, theatres, villages, voyages, revolts and battles. This will enrich the student's understanding of Elizabethan England. The site will be changed by the exam board each year. There is no requirement to visit the site.

Option requirements:

- You need to be prepared to do wider reading and preparation at home.
- **You need to enjoy reading and writing at length.**
- You need to be committed to learning about the past - Germany 1890-1945, The Cold War 1945-1972, British History Health and Medicine c1000 to 21st Century and Elizabethan England.
- **Students who are prepared to do the extra wider research at home are the ones who achieve the higher grades at the end of the course.**
- You need to come to every lesson responsible, respectful and ready.

The exam paper has a variety of questions.

4 mark question = 1 paragraph

8 mark question = 2 paragraphs

12 mark question = 3 paragraphs

20 mark question = 4 paragraphs

As a strong, well established department we have a proven track record of achieving positive GCSE results. This is due to the enthusiasm for the subject shown by our students and their determination to succeed through hard work and independent research.

There are currently 5 mixed ability groups in Year 10.

Course Title:	Music
Level and accrediting/examining body:	GCSE EDUQAS Course 601/8131/X
Length of course:	from: Sept 2021 to: May 2023
Method of assessment	Coursework & Exam
Date of examinations/final assessment	May 2023

The GCSE Music course develops the students' all round musicianship, with a particular focus on Performing, Composing and Appraising (listening & analysing). The course covers a wide range of styles and caters at some point for most tastes in music; students should, however, remain open-minded when exploring more unfamiliar areas of Music

Unit 1 – Performing (30%)

Students are required to provide two recorded performances totalling four minutes in length. One will be a solo and one will be as part of an ensemble. The minimum performance standard by the end of Year 11 is Grade 3 equivalent. Students do not have to have sat graded exams but instead, be performing at this standard.

Unit 2 – Composing (30%)

Students are required to submit two separate compositions. One will be a free composition and one will be to a set brief. These compositions must total a minimum of three minutes in length.

Unit 3 – Appraising (40%)

At the end of the course students sit a 1 hour and 15 minute listening exam. The exam will be based on two Set Works and four areas of Study. The exam will require students to listen and identify features in music, both familiar and unheard. There will be a mixture of short questions, musical dictation and a longer question.

The Set works are Badinerie by Bach and Africa by Toto. The areas of Study are: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

The GCSE Music course is highly enjoyable, creative, academic and, most importantly, open to everyone. We cater for students with all musical backgrounds including traditional musicians, rock and pop musicians, singer songwriters and anyone generally motivated and passionate about music.

All GCSE Music students ought to be taking part in regular music-making. It is an expectation they will take part in the life of the Music Dept, and have instrumental lessons or be part of the school choir, in order to develop their solo and ensemble performing skills.

If you would like to know more about the course, please speak to Mrs Webb, Head of Music

Course Title:	Physical Education
Level and accrediting/examiningbody:	GCSE EDEXCEL Course No. 1PE01-04
Length of course:	from: Sept 2021 to: June 2023
Method of assessment	Written paper and controlled assessment
Date of examinations/final assessment	April/May 2023

The Full Course Structure

Assessment Objectives

Candidates will be assessed through both practical assessment and a written examination on the following objectives. Candidates **MUST** have good literacy skills and be fully aware of the extensive theoretical content to the course. They must show full commitment to both practical and theory based work. The full course consists of the following:

Component 1: Fitness and Body Systems (Component code: 1PE0/01)

Written Paper 1: 36% - 1 hr. 45 mins. It will contain a raw mark of 90.

The paper will consist of

1. Multiple choice questions
2. Short answer questions
3. Scenario questions

The content of this paper is divided into the following sub units –

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Component 2: Health and Performance (Component code: 1PE0/02)

Written Paper 2: 24% - 1 hr. 15 mins. It will contain a raw mark of 70.

The paper will consist of

1. Multiple choice questions
2. Short answer questions
3. Scenario questions

The content of this paper is divided into the following sub units –

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Component 3: Practical Performance (Component code: 1PE0/03)

Practical Element 30% of total marks. This element will contain a total raw mark of 90.

Candidates will be internally assessed throughout the course using teacher assessment.

The final practical examination will be teacher assessed under a controlled assessment condition with external moderation. Candidates **MUST** have three sports/activities they can perform at a good level.

All candidates must select **THREE** performances. The areas include:- One team performance, one individual performance and one other choice from the DfE list of activities.

(1) Outwitting opponents, (2) Accurate replication of actions, phrases and sequences, (3) Exploring and communicating ideas, concepts and emotions, (4) Performing at maximum levels in relation to speed, height, distance, strength or accuracy, (5) Identifying, and problem solving, (6) Exercising safely and effectively to improve health and well being.

Component 4: Personal Exercise Programme (PEP) (Component code: 1PE0/04)

Analysis of Performance 10% 20 raw marks– This will form part of the practical element and has 5 components to it.

AOP will be teacher assessed under a controlled condition and externally moderated. The PEP must be in a written format.

Course Title:	Religious Studies
Level and accrediting/examining body:	GCSE Eduqas Course No. C120P3
Length of course:	From: September 2021 to: June 2023
Method of Assessment	100% exam
Date of examinations/final assessment	Summer 2023

Why Study Religion and Philosophy?

Religion has always been with us. Throughout history it has expressed the deepest questions human beings can ask, and it has taken a central place in the lives of virtually all civilizations and cultures. As we think all the way back to the dawn of human consciousness, we find religion everywhere we turn. This may be true of the past, but what about the present—and the future? In recent times, critics have suggested that religion is on the way out.

Religion persists and is often on the rise, even as scientific and non-religious perspectives have become prominent. We still find religion everywhere: on television, in film, in popular music, in our towns and neighbourhoods. We discover religion at the centre of global issues and cultural conflict. Why does religion continue to thrive? There are many reasons, but one thing is certain: religious traditions are adaptable in important ways. For many, contemporary religion even has room for scepticism, science, and the secular, which allows it to keep going strong in our rapidly changing world.

This course in Religious Studies with its emphasis on Philosophy, Ethics and study of world faiths is appropriate for ALL students. Students will openly discuss and debate various ethical issues, beliefs and practices. Students will study Christianity and Islam, in addition to Humanist and Atheist attitudes.

The course and examination format provides an opportunity for students to explore how beliefs motivate human behaviour and to explicitly and distinctly address skills of enquiry, analysis, reflection and critical thinking. An advantageous aspect of the GCSE course is that it specifically develops transferable skills and attributes that are utilised in other disciplines across the school. A significant part of the examination requires students to debate in detail controversial statements. This will also allow them to express their personal views and evaluate the strengths and weaknesses of arguments made by both religious and atheist viewpoints.

The GCSE is made up of 4 topics and study of two world faiths:

Component 1: Religious, Philosophical and Ethical Studies in the Modern World:

Relationships
Life and Death
Good and Evil
Human Rights

Component 2: A thematic Study of Christianity:
Beliefs and practices

Component 3: A thematic Study of Islam:
Beliefs and practices

Examination: The Examination consists of **3** papers

Paper 1: 2 hours

Paper 2: 1 hour

Paper 3: 1 hour

Results: The full range of grades from **9-1** are available.

Course Title:	Sociology
Level and accrediting/examining body:	GCSE Eduqas
Length of course:	From: September 2021 to: June 2023
Method of Assessment	100% exam
Date of examinations/final assessment	Summer 2023

Sociologists tackle some of the most pressing problems confronting humanity. Sociology examines the workings of our everyday world and attempts to make a difference. What could be more important than that? It equips you with a new way of interacting with the world for the rest of your life. Absolutely everything can be looked at from a sociological perspective. You might say everything is sociology. Sociology isn't always comfortable and it shows us things we'd perhaps like to hide from. But crucially, it gives us rough sketches, not finished maps. It's for you to shape.

Some of the topics included are:

Sociology of Families & Households

What are the changes that the family is going through? Why are fewer people getting married? Why are more getting divorced? Is the family always a good thing? How do people organise the jobs to be done within the family?

Sociology of Education

What is the purpose of education? What would society be like if we didn't go to school? Which groups of students do best in education? Which groups do least well?

Sociology of Crime & Deviance

What's the difference between crime and deviance? Why do people commit crime? Why do some groups commit more or less crime than others? How can we reduce crime? What should we do with people who commit crime?

The GCSE course consists of two papers:

Paper 1:

Families
Education
Social theory and methodology

Paper 2:

Crime and deviance
Social stratification
Social theory and methodology

There are two exams, each worth 50% of the GCSE. Examinations will be a mix of short answer, structured and extended response questions. Please note that Sociology is an essay-based subject!

Course Title:	Separate Sciences – Biology, Chemistry & Physics
Level and accrediting/examining body:	AQA Biol. 8461; Chem. 8462; Phys. 8463
Length of course:	September 2021 to June 2023
Method of Assessment	6 exams - 2 per subject (100%)
Date of examinations/final assessment	June 2023

There are two tiers of entry: Foundation and Higher. This course will lead to 3 separate GCSE qualifications.

Summary of Subject Content

Working Scientifically: how scientific methods and theories develop over time; using models in science; power and limitations of science; evaluating risks; the importance of peer review of results; developing and testing hypotheses; carrying out experiments; evaluating methods; interpreting results; presenting data; limitations of scientific evidence.

Biology: the structure of cells; cell division; transport in cells; animal tissues, organs and systems; plant tissues, organs and systems; communicable diseases; monoclonal antibodies; plant disease; photosynthesis; respiration; homeostasis; the human nervous system; hormone control in humans; plant hormones; reproduction; variation and evolution; classification of living organisms; adaptations, interdependence and competition; organisation of an ecosystem; biodiversity and the effect of human interaction on ecosystems; trophic levels in an ecosystem; food production

Chemistry: atomic structure; isotopes; the periodic table; properties of transition metals; ionic, covalent and metallic bonding; structure of materials; structure and bonding of carbon; bulk and surface properties of matter including nanoparticles; quantitative chemistry; yield and atom economy; reactivity of metals; reactions of acids; electrolysis; chemical cells and fuel cells; exothermic and endothermic reactions; rate of reaction; reversible reactions and dynamic equilibrium; carbon compounds as fuels and feedstocks; reactions of alkenes and alcohols; synthetic and naturally occurring polymers; purity, formulations and chromatography; identification of common gases; the composition and evolution of the Earth's atmosphere; carbon dioxide and methane as greenhouse gases; common atmospheric pollutants and their sources; using the Earth's resources and obtaining potable water; life cycle assessment and recycling; identification of ions by chemical and spectroscopic means; using materials

Physics: forces and their interactions; work done and energy transfer; forces and elasticity; moments, levers and gears; pressure and pressure differences in fluids; forces and motion; momentum; energy changes in a system, and the ways energy is stored before and after such changes; conservation and dissipation of energy; national and global energy resources; waves in air, fluids and solids; black body radiation; electromagnetic waves; current, potential difference and resistance; series and parallel circuits; domestic uses of electricity; electrical safety; static electricity; energy transfers; permanent and induced magnetism, magnetic forces and fields; the motor effect; induced potential, transformers and the National Grid; changes of state and the particle model; internal energy and energy transfers; the particle model and pressure; atoms and isotopes; atoms and nuclear radiation; hazards and uses of radioactive emissions and of background radiation; nuclear fission and fusion; solar system; stability of orbital motions; satellites; red-shift

***The Separate Sciences course will have a limited number of places.
Students with a strong interest in studying Sciences at A Level
will be encouraged to apply.***

BLUE PATHWAY - Please indicate your course choices on this form.

Name: _____

Tutor Group: _____

If you choose this pathway you will study the following Core subjects:

- English Language
- English Literature
- Maths
- Combined Science or Triple Science (Biology, Chemistry and Physics). If you wish to choose Triple Science then this must be one of your four choices below
- Philosophy & Ethics/P.S.H.E. (non-exam)
- Physical Education/Games (non-exam)

Now please indicate **four** further choices by ticking the relevant boxes below and by obtaining the signature of a teacher from that subject area next to each of these choices. **One of these four choices must come from this list of subjects: French, German, Geography, History, Triple Science, Computer Science**

	Main Choices	Reserve Choice	Signature	
	✓	✓		
• Animal care – BTEC			Please complete online version of application form via the school website at https://www.thewarrinerschool.co.uk/options	
• Art and Design (Fine Art)				
• Art and Design (3D)				
• Computer Science				
• Creative iMedia (single option)				
• Creative iMedia (double option)				
• Dance				
• Design & Technology**				
• Drama				
• French				
• Geography				
• German				
• History				
• Music				
• Physical Education GCSE				
• Religious Studies				
• Sociology				
• Triple Science				
** Indicate which DT area you will specialise in				
Timber and Metals/Product Design				
Food and Nutrition				
Textiles				

Your online application must be submitted by THURSDAY 11TH FEBRUARY