



GCSE Options Booklet 2020

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Wellingborough
School
Founded 1595

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GCSE Curriculum at Wellingborough School

This prospectus is designed to help you choose your GCSE subjects. In this document the Heads of Departments describe the courses which may be studied in Year 10 and Year 11 at Wellingborough School. There is also some general advice about how to make the choices appropriate to you.

Some pupils have no difficulty with this choice; they are quite sure which subjects they wish to study to GCSE. For others, however, the choice is less obvious. We hope that this prospectus will be helpful and that it will encourage you to seek advice from your teachers and from others. We hope that it will give pupils and parents some idea of the content of GCSE specifications and that it will help current Year 9 pupils to think about their best options, given their strengths and their interests.

To ensure the best possible results at GCSE good working habits are crucial. Motivation, above all, is essential. For this reason, it is very important that pupils are happy with the choices they make. You should ask your teachers about your suitability for the subject and, if you are able to, enquire of current Year 10 and Year 11 pupils and others of their experience of the subject.

This document cannot tell you how to weigh one subject against another or how to resolve competing priorities: you like subject A more, but you think subject B is more useful; for this, you need to talk to someone who knows you well.

Do consult widely with your Parents, Teachers, Tutor and Housemaster/Housemistress.

The Careers Department will also be able to provide you with useful information.

There is a great deal of experience available to help you make the best possible choice.

GCSE Curriculum at Wellingborough School

All pupils in Years 10 and 11 follow a core curriculum comprising:

- **English Language and English Literature**
- **Mathematics**
- **Physics, Chemistry and Biology** - leading to most pupils taking separate iGCSEs in each of the three sciences. If at the end of Year 9 or later in the course it is felt that a pupil would benefit from studying a reduced content they may be entered for GCSE in Combined Science after consultation with the pupil and his/her parents.

Work for these core subjects therefore prepares pupils for 6 GCSEs. Whilst studying a Modern Foreign Language is seen as being highly beneficial, this is no longer mandatory.

- **In addition, Games and CCF continue, as well as PSHCE. IT skills are taught as a non-examination discrete subject to all pupils in Year 11, however, there is the option to take Computer Science as an examined option in Year 10. These components sometimes alter as the curriculum develops.**

Beyond this common element of the curriculum, pupils are invited to select five courses in order of preference from the options given below, **four of which will be studied**. Each course occupies three periods a week.

In general, any pupil holding an Art, Drama or Music Scholarship is required to nominate that subject as a first choice. However, if there are reasons why this may not be desirable please speak to the Deputy Head, (Academic), to discuss this in the first instance.

- | | |
|-------------------------------|----------------------|
| • Art & Design or Photography | • History |
| • Computer Science | • Latin |
| • Design & Technology | • Music |
| • Drama | • Physical Education |
| • French | • Religious Studies |
| • Geography | • Spanish |

Pupils should not normally select French, Latin or Spanish if they have not studied this subject in Year 9. Pupils must seek the advice of the Head of Department concerned, if necessary, before returning their GCSE Choices Form.

The Options Scheme

The teaching of GCSE subjects has to fit into the School's timetable and working week. Although flexibility is a priority, it is important to note that not all combinations of subjects are possible, just as some are undesirable. The subject combinations that we are able to offer are based upon our own research and our experience of the sort of subject combinations which Wellingborough pupils traditionally choose.

The specification material in this prospectus is presented in good faith and so are the courses offered. It is, however, important for pupils (and parents) to appreciate that our resources are not infinite. Therefore:

GCSE Curriculum at Wellingborough School

- If some courses become oversubscribed, numbers may have to be limited.
- Courses which attract little or no interest may not run or the number of sets offered may be reduced.

While we will make every effort to accommodate pupils' first four choices, staffing and/or timetabling restrictions may require some pupils to follow their reserve (i.e. fifth) choice. In all cases we strongly recommend that pupils and parents discuss proposed choices with subject teachers, Housemasters/mistresses and Tutors.

The final GCSE blocking scheme for 2020-2022 will, where possible, take account of all pupils' choices. **Once the GCSE blocking arrangements have been finalised, typically March/April 2020, revised subject combinations must conform to this structure and any changes will be dependent upon the availability of space in the requested teaching sets.**

Advice on choosing GCSE subjects

In general, we seek to allow pupils to study the subjects they wish, provided we feel the combination is in the best interests of the pupil, taking their specific abilities into account. We will seek to discourage combinations which we feel are inappropriate for the pupil concerned, or perhaps represent in themselves an inappropriate combination.

When considering their choices, pupils should try to balance the following factors:

1. Interest and enjoyment
2. Ability and progress
3. Sensible combinations (those which are likely to ensure a broad education)

We stress at this stage the importance of a combination of ability, interest, breadth and balance. It is too easy for a pupil's choices to be determined by a single narrow consideration. In this context it is worth remembering that:

- A choice of career at this stage is premature and, experience shows, unlikely to last. A large proportion of pupils change their minds about careers, if they have any firm ideas at all, many times before the end of their education.
- Pupils should avoid choosing a subject if, in the opinion of their teachers, they are unlikely to secure a good GCSE grade. GCSE scores are important evidence available to university admissions departments at the time they offer places or alternative post 16 routes including apprenticeships.

Good reasons to choose a subject include:

- You like it or you find it interesting
- It might be useful for a possible future career
- You can develop new skills by doing it
- You think that you will do well in it
- It will give you satisfaction
- Your teachers think that it is a suitable choice for you
- It will combine well with other subjects and help your general education
- You like the method of assessment and teaching
- It is a subject that you would like to become good at

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Bad reasons to choose a subject include:

- Your friends are doing it
- You think that you should do it – even if you do not want to
- Your parents think that it is a good idea – but you do not
- You know someone who has done it and they say that it is great
- It is thought of as a ‘cool’ subject by most people
- You cannot think of anything else to choose
- You think that it will be easy
- It sounds good even though you have not found out about it
- You really like the teacher that you have got now
- You think that it will impress people now or later

Above all, we recommend that pupils study the subjects that they enjoy most and in which they perform best. It is most likely that these are the subjects which would earn them the best grades at GCSE, and that they will be among the subjects from which the pupils will eventually select their A Levels. In view of the changes to A Level the final GCSE grades form an increasing part of the selection process for offers for University applications.

It is worth noting that it is possible to study some subjects at A Level when a GCSE in that subject has not been studied.

Timetable for choosing

While we aim to be as flexible as possible, next year’s timetable will be based on what you choose now, so careful consideration is important.

The Deputy Head (Academic) will be happy to answer any questions that you have or direct you to the person best placed to deal with your enquiry.

Art and Design & Photography

It is our philosophy that Art education enhances the overall development of the child and is crucial in a world that is increasingly more visually sophisticated. The slogan "Thinking outside the box" has become progressively more important in all types of diverse industries. Some creativity is, of course, natural but a huge amount can be learnt and all can be improved through practice.

"Creativity is intelligence having fun" Albert Einstein

Art and Design & Photography are incredibly versatile subjects. An Art and Design or Photography lesson not only allows the learning and development of skills but also encourages self-expression and requires pupils to make their own choices and discoveries thus developing their independent learning ability. The teaching of Art or Photography must therefore involve exposing pupils to a broad base of knowledge whilst introducing them to positive role models and a variety of cultures.

Studying Art and Design or Photography does not just lead to creating pretty pictures to hang in your house or a gallery; there are numerous disciplines under this one umbrella. There are, of course, the visual Fine Arts of Drawing, Painting, Print making, Sculpture, Photography, but also within Design there are Graphics, Interiors, Architecture, Conceptual Art, Film and Theatre Set Design/Costume and Art direction. The video games you play, which are getting more realistic by the day, have all been designed and created by teams of different artists; the clothes you wear and the fashion pages of magazines you may flick through, even your hairdryer, sofa and wallpaper, have all been created by artistic people. If you have an interest in any of the above then GCSE Art and Design is for you and you just need to consider which endorsement to follow!

In order to work to pupils' interests and strengths Wellingborough School allows pupils taking the Art and Design GCSE option two routes from which to choose: either Fine Art or Photography and Graphics. Both courses have similarities but focus on different materials, skills and practices. There is no drawing ability needed for the Photography/Graphics option. Whilst every attempt will be made to allocate pupils to the group following the course of their choice this cannot be guaranteed. In some cases, the subject teachers may make suggestions to ensure that a pupil is choosing the option which fits best with the skills that they have developed throughout Year 9.

Option 1: Fine Art – This is an AQA Course.

Pupils will need some drawing ability to successfully undertake Fine Art.

This course offers pupils a wonderful opportunity to explore materials and ideas whilst being introduced to new techniques and media. All pupils start with painting and drawing from a teacher directed theme, which will ensure that they become familiar with the structured manner of working required by the Examination Board. Each pupil will be taught a range of techniques and can, towards the end of Year 10, specialise in one of a number of the following areas; Painting, Drawing, Textiles, Printing, Ceramics, Sculpture, Collage, Animation or Digital Photography. During the course pupils have to complete two coursework projects and one examination project.

Art and Design & Photography

Option 2: Photography/Graphics - AQA Photography: Lens based and light-based media or Graphic Communication.

The use of a digital SLR camera for lessons and homework and Photoshop at home is essential.

This is a creative course which can include animation, graphics, darkroom and digital photography, and digital manipulation using a variety of Art packages such as Adobe Photoshop and 4D Cinema. Pupils will complete 2 projects in 4 terms, for their portfolio. The final term will be used to produce a Controlled Assignment project set by AQA.

Course Structures

Both courses are 100% coursework; there is no theoretical aspect to this examination, but Art History and writing up technical processes are integral parts of the course.

The two elements are: Portfolio (60%) and Controlled Assignment (40%)

Pupils will be introduced to the four assessment objectives they must follow and will be supported in creating a personal response/s to the project/s. In the January of Year 11 the examination paper is issued and pupils start to prepare for the 10 hour timed test, normally taken between March and May. We are fully committed to providing a firm, positive and secure framework in which all pupils can learn and reach their full potential. Pupils are carefully monitored throughout the course and are aware, at all stages, of their progress. Prep will be set each week and all pupils are expected to spend at least 2 hours a week continuing and developing their project work. The Department will provide educational trips and Artist Workshops in order to further enhance the artistic experience and strengthen the Art History connections of the GCSE pupils. We offer Art Clinics for GCSE pupils to help those who would appreciate assistance in achieving their potential.

The Department has a fine record of examination success at this level; please refer to the School Website. Any pupil wondering about their suitability for the course should seek advice from the Art staff.

Mrs J C Hennessy
Head of Art and Design & Photography

Computer Science

Cambridge IGCSE Computer Science pupils study the principles and practices of computing and gain confidence in computational thinking and programming. They learn to program by writing computer code and they develop their understanding of the main principles of problem solving using computers. Studying Cambridge IGCSE Computer Science will help pupils appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

Pupils apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions. Through using the principles of 'Computational Thinking', these skills can also be used in everyday life and future employment through the ability to analyse complex problems and to break these down into manageable tasks. Cambridge IGCSE Computer Science is therefore an ideal foundation for the underpinning of the knowledge required for many other subjects in science and engineering.

The Course aims are to develop:

- Computational thinking; that is thinking about what can be computed and how, and includes consideration of the data required
- Understanding of the main principles of solving problems by using computers
- Understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- Understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- Skills necessary to apply understanding to solve computer-based problems using a high-level programming language

Assessment:

Paper 1	Paper 2
<ul style="list-style-type: none">• Computer Science Theory• 60% 75 marks• Short answer and structured questions• Questions will be based on Section 1 of the Subject content.	<ul style="list-style-type: none">• Problem-Solving and Programming• 40% 50 marks• Short answer and structured questions• 30 marks will be based on Section 2 of the Subject content• 20 marks are from questions set on pre-release material.

Please note: This GCSE course is only open to those who can show good working knowledge of an appropriate high-level programming language or by completing and passing the OCR Computer Science Entry Level course in Year 9, which is supported by an enrichment session run at lunchtimes.

Mr P B Waugh
Head of IT

Design & Technology

Design is about making things better; it is about pre-empting the problems of tomorrow and finding solutions today. These are just some of the ways Design and Technology can be defined. To do so, however, is to take a hugely diverse subject that calls upon those studying it to apply creativity, initiative, independence of thought and action in the pursuit of producing ideas of value and originality. To do this well is not easy, but can be hugely rewarding.

Everything around us has been designed. Our demand for new technology has never been greater and our expectations never higher, creating a need for the next generation of innovators who can solve the problems of the future. The skills and knowledge learnt on this course equip pupils to pursue a wide range of careers both in and out of the creative sector.

What will I learn about on this course?

Pupils choosing this option will study topics ranging from the performance of materials to the technological developments that impact design; they will have the opportunity to put their learning into practice by producing prototypes and products. Pupils will gain an understanding of what it means to be a designer, alongside learning knowledge and skills that complement a range of other GCSE subjects.

How will my work be assessed?

The assessment will be evenly split between examination and non-examination components.

Examination Board: Pearson

Component 1: Written Paper	
<ul style="list-style-type: none">• Written examination: 2 sections (A & B)• 1 hour and 45 minutes• 50% 100 marks	
Section A: Core Knowledge	Section B: Specialist Material Area Questions
This section is 40 marks, the topics are as follows; <ul style="list-style-type: none">• The impact of new and emerging technologies• How energy is generated and stored• Developments in modern and smart materials, composite materials• The functions of mechanical devices• How electronic systems provide functionality The use of programmable components to embed functionality into products• Properties and structure of common materials• Environmental, social and economic challenges• The work of past and present professionals and companies	This section is 60 marks and contains a mixture of different question styles; including graphical, calculation and extended-open-response questions, testing pupils' understanding of a specialist material area.

Design & Technology

Component 2: Design and Make Project

This unit is portfolio based (non-examination assessment) and is 50% of the qualification, 100 marks. Pupils will undertake a project based on a contextual challenge released by the examination board a year before certification. The project will test pupils' skills in investigating, designing, making and evaluating a prototype of a product. The task will be internally assessed and externally moderated, marks are awarded for each part as follows.

1. Investigate (16 marks)
2. Design (42 marks)
3. Make (36 marks)
4. Evaluate (6 marks)

What kind of pupil is this course suitable for?

As a fundamental part of their course, pupils will design and make products. Design and Technology develops pupils' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

What could I go on to do at the end of my course?

Design and Technology is obviously an ideal preparation for Product Design A Level. It is, however, important to note that Design and Technology is a flexible qualification and has been chosen in the past to complement a wide range of GCSE options.

Mr S L Egan
Head of Design Technology

Drama

The course aims to enable pupils to develop an insight into, and an understanding of, a wide range of activities. Drama is an exciting, creative and challenging GCSE, where the emphasis is on the practical nature of the subject. The Department follows the AQA GCSE Drama specification.

Aims

The course is designed to encourage pupils to develop, through the process of drama and theatre arts:

1. interest in and understanding of a range of drama and theatre experiences.
2. increased awareness of self.
3. ability to work with others defining aims; working towards solutions and overcoming problems.
4. imaginative approach to texts.
5. interest in live theatre.
6. ability to reflect critically upon their own and others' drama performances.

Assessment

60% will be assessed through non-examination assessment (written coursework and performance).

40% of GCSE Drama qualification will be assessed through a written examination.

There are three elements to the assessment:

1. Understanding Drama (40%)
2. Devising Drama (40%)
3. Texts in Practice (20%)

1. Understanding Drama (40%)

Understanding Drama is assessed through a written examination that considers three areas:

1. An understanding of drama and theatre terms and methods
2. A study of a set text to be chosen from a range of texts
The emphasis will be on performance from an acting perspective and not a text as literature. All pupils will also need to understand the contribution of non-acting components such as stage design, lighting, costume and sound to a production.
3. The analysis and evaluation of a piece of live theatre

There are three sections in the examination

- A. Multiple Choice (4 marks)
- B. Set Text (44 marks)
- C. Live Theatre (32 marks)

Drama

2. The Process of Creating a Devised Piece (40%)

This element is divided into two sections:

1. The performance of a piece of live theatre as an actor or designer (20 marks)
2. A devising log (60 marks)

The piece will evolve from stimulus material provided by the teacher and the log can take a number of forms from an entirely written log to an audio-visual presentation. The minimum number of actors in the piece must be two. If two performers, the piece should be between three and ten minutes; if three or more, it should be between four and twenty minutes. This is marked by your teacher and moderated by AQA.

3. The Performance of two extracts from one play (20%)

The play must not be similar in genre and style to the chosen set text, but otherwise will be the choice of the pupil(s) with guidance from the teacher. The two pieces can be a monologue or larger groups. If the former, then a minimum length of between two and five minutes per extract; if a duologue, then between three and ten minutes; if there are three or more performers then between four and twenty minutes. This is examined in School, by an external examiner.

Mrs R J Lamberton
Head of Drama

English Language & English Literature (Compulsory Core Subjects)

In Years 10 and 11 all of our pupils are prepared for Pearson IGCSE qualifications in both English Language and English Literature. The two subjects are graded separately but the courses are taught concurrently over the two years. The specifications offer assessment through a combination of examination and coursework for English Language, through examination only for English Literature.

The International GCSE specifications require candidates to develop and demonstrate a good range of skills in both Reading and Writing, at the same time as offering them an opportunity to experience and enjoy a variety of texts, both modern and from the Literary Heritage. These are skills which will enable them to prosper across the curriculum and in their lives beyond the classroom.

English Language			
Paper 1: (Examination) – 60%		Paper 2: (Coursework) – 40%	
Section A requires Reading responses to a mixture of non-fiction texts, both unseen and from the Pearson Anthology. This is a combination of short and long answer tasks but it includes a comparison question.	Section B is a single Transactional Writing task, for example an article or a speech, from a choice of two.	Section A is a single essay response to any two poetry or prose texts from the Edexcel Anthology, including a six mark commentary on why those texts were selected.	Section B is a piece of imaginative writing, again with a choice of tasks.

The Speaking and Listening Assessment is no longer integrated within the English Language IGCSE, though it is still regarded as a vital part of the course which we offer and the skills set which pupils develop while they are with us. It is assessed within the classroom and reported as a separate line on the IGCSE Certificate.

English Literature				
Paper 1: Poetry and Modern Prose (Examination) – 60%			Paper 2: (Examination) – 40%	
Section A: Unseen Poetry	Section B: Anthology Poetry	Section C: Modern Prose	Section A: Modern Drama	Section B: Literary Heritage/ Shakespeare
This will require a response to an unseen modern poem.	This will be a comparison question in response to poems from the Pearson Anthology. There will be a choice of questions.	This will be a single essay question from a choice of two. This is a closed text examination.	Both of these sections will ask for a single essay response to a choice of two tasks. This will be an open book examination.	

Mr A R Gamble
Head of English

Geography

Geography is a dynamic subject which offers the opportunity to study the physical characteristics of places and how people interact with them. The world around us is forever changing and this allows pupils to study a subject which is forever evolving making use of current affairs and recent events.

The Department follows the GCSE AQA specification. This course has three papers:

1. Living with the Physical Environment	2. Challenges in Human Geography	3. Geographical applications
<ul style="list-style-type: none"> • Challenge of natural hazards • The natural world • Physical landscapes in the UK 	<ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world • The challenge of resource management 	<ul style="list-style-type: none"> • Issue evaluation • Fieldwork

Course outline

The course provides the opportunity to learn about hazards such as earthquakes and volcanoes and to consider the role of climate change as a hazard in the future. Exploring biomes such as the rainforest and hot deserts enables a deeper discussion of how the natural world works whilst also considering how humans have a role and an impact. Developing a deeper knowledge and understanding of physical landscapes of the UK, such as coastal and river landscapes, completes the Physical paper.

Pupils will learn about the role of humans in both rich and poor countries, including the economic, social and environmental impacts of people on the planet. An understanding of globalisation is developed which provides a chance to consider the role of global groups and governments. As the world is continually moving forward the final part of the Human paper considers whether there will be enough resources left and how we manage resources like food, water and energy.

The entire course is underpinned by the pupils having the ability to evaluate a geographical issue or enquiry. They need to be able to consider the views of different groups and how an issue can be resolved.

Assessment

1. Living with the Physical Environment	2. Challenges in Human Geography	3. Geographical applications
<ul style="list-style-type: none"> • 1 hour 30 minutes • Examination • 88 marks • 35% of final GCSE mark 	<ul style="list-style-type: none"> • 1 hour 30 minutes • Examination • 88 marks • 35% of final GCSE mark 	<ul style="list-style-type: none"> • 1 hour 15 minutes • Examination • 76 marks • 30% of final GCSE mark • Pre-release paper comes out 12 weeks prior to examination

Geography

Fieldwork

It is an essential part of the course for pupils to complete a Human and Physical fieldwork trip. This has to be signed off for completion of the GCSE and the pupils need to use this for Paper 3, where there are fieldwork questions. There will be a Human fieldwork trip and a Physical fieldwork trip.

There is an optional overseas trip every two years.

Mrs C S Codner
Head of Geography

History

History is the fascinating study of why decisions made in the past have created the world we live in today. It is people watching without having to travel and uniquely explores the role of social, political and economic factors, as well as the necessity of significant individuals in shaping key moments of change. But History is also relevant to the demands of the modern world because we can judge the significance of today's events by comparing and contrasting them to what has gone before.

History never really says goodbye. History says 'See you later'. Eduardo Galeano

Course Outline

We study the GCSE AQA Exam Board Specification. There are 2 Papers examined at the end of Year 11.

Paper 1: Modern Wider World History	
1. Conflict and Tension between East and West – The Cold War 1945-72	2. America 1920-73 – Opportunity and Inequality
<p>We begin by looking into the differences between the ideologies of Capitalism in the USA and Communism in the USSR; why were they so hostile to each other and why did the Cold War develop after they had worked together to defeat Nazism in 1945? Some suggest that every event of the Twentieth Century can be traced back to the 1917 Communist Revolution in the USSR; how accurate is that?</p> <p>We then study the dramatic flash points of the following 27 years that at times led to the world sitting on the edge of nuclear war: the dropping of the Atomic bomb on Japan, the Berlin Blockade and Airlift, the Korean War, revolts in Hungary and Czechoslovakia, the Cuban Missile Crisis, the building of the Berlin Wall and finally the beginnings of détente in the 1970s.</p>	<p>In this Topic we learn why and how the USA emerged as an economic superpower after World War I and how life in the 1920s 'roared' for many, as those who had survived World War One altered social norms; women cut their hair, shortened their hem lines, mass sporting events such as baseball emerged and the era of the Hollywood 'celebrity' began. We then move into the 1930s and the USA's economic depression, triggered by the Wall Street Crash; what lessons were not learned which led to another global downturn in 2008? We also study race relations within the USA looking at the Ku Klux Klan in the 1920s through to Civil Rights campaigners such as Malcolm X and Martin Luther King in the 1960s. Student protest over the Vietnam War and the developing rights of women play a key part in the last years of the Topic.</p>

History

Paper 2: British History	
1. Power and the People 1170 to present	2. Elizabethan England c. 1568-1603
<p>This is a fascinating study of the key events in British History that have enabled us to live in the Parliamentary Democracy that we enjoy today. Political power slowly descending down the social hierarchy is the central theme and we start with Kings and Queens in the Twelfth Century believing their power was God given and so unquestionable. We move through Magna Carta, Peasants' Revolt, Pilgrimage of Grace, Civil War, Glorious Revolution, Great Reform Act, the Suffragettes and Equal Pay Legislation for women and ethnic minorities to explore how power transferred firstly, to the aristocracy, then gentry, middle class men, working class men, women and finally ethnic minorities. This topic enables us to make substantiated judgements about whether power was 'given' or 'taken' – from whom and by whom?</p>	<p>Elizabeth I continues to be considered one of England's greatest monarchs and the aim of this course is to test whether the Elizabethan Age was truly a 'Golden Era'. We study the key events of Elizabeth's rule such as the defeat of the Spanish Armada, her policy of religious toleration, her fraught relationship with Mary Queen of Scots and her refusal to name an heir. Within this topic we study an Elizabethan historic building and for Year 11 in 2021 this will be Kenilworth Castle, which we will visit. Many pupils enjoy returning to studying a Tudor monarch, which they last did in Year 7 or 8 and being able to understand much more fully this interesting Queen.</p>

Assessment

Paper 1: 2 hour examination. 50% of the GCSE

Paper 2: 2 hour examination. 50% of the GCSE

Educational Visits	Learning outside the Classroom
<ul style="list-style-type: none"> Year 10: RAF Cosford Cold War Museum Year 11: Visit to the Elizabethan Historic Building, which in 2021 is Kenilworth Castle Optional International Visits to Washington DC and Berlin run alternately every two years 	<ul style="list-style-type: none"> Lectures from visiting speakers and enrichment clinics Webinar lectures from the AQA Exam Board

Who is GCSE History suitable for?

History suits a very wide range of pupils. It may be that you have a passion for finding out about the past, or of making sense of the world today; the course also suits those who enjoy a debate in which there is no 'right' answer, the success being how persuasive and convincing you are. This means that you will learn how to show complex understanding and make a substantiated judgement, as well as learning how to evaluate sources, which in today's society we would call recognising fake news; in this way studying the past has never been more relevant.

Ms J Selby
Head of History

Latin

The GCSE course first develops an ability in the use of language through translation of passages of Latin into English and answering comprehension questions from other passages of Latin; also translation of simple sentences from English into Latin and secondly, an appreciation of Latin literature through the study of Roman authors (e.g. currently poetry of Catullus, Ovid and Virgil and the writers and Historians Tacitus and Pliny). Within this general framework reference is continually made to the influence of Latin on English and other modern languages and comparisons are drawn between many aspects of Roman Civilisation and our own.

Latin is normally chosen by those already studying it and who have been recommended as being able to complete the GCSE course successfully.

Latin is an excellent subject to develop skills and communication in written form. Rome's literature dealt with the universal themes of love, hate, religion, war, family and so forth; in this respect it is timeless. Pupils who enjoy modern languages should seriously consider following GCSE Latin to underpin their understanding and abilities in languages, which have drawn heavily on Latin.

The examination will consist of three papers: Language; Literature (Verse) and Literature (Prose). The Language papers will include unseen translations into English and comprehension exercises. The Literature papers will consist of questions and translations on the passages already studied in class.

Mrs A S Holley
Head of Classics

Mathematics (Compulsory Core Subject)

Pupils are prepared for the Pearson 9-1 GCSE Mathematics. They are taught in sets and teachers use a range of resources with each class. GCSE Mathematics is taught from Year 9 onwards.

Syllabus

The National Curriculum covers a wide range of mathematical topics and these are assessed in written examinations. The Foundation Tier omits certain more challenging topics from the Higher Tier syllabus.

Assessment

The assessment is carried out over three papers that each last 1 hour 30 minutes. The papers have equal weighting and contribute 33.3% to the overall result. One of the papers is non-calculator.

Entry Levels

Pupils are entered for either the Higher or the Foundation Tier. The Higher Tier leads to a grade in the range 9 - 4; the Foundation Tier leads to a grade in the range 5 – 1. From the outset of the course, pupils are prepared with a view to them taking the Higher Tier, the final decision on tier of entry being taken after the GCSE trials in Year 11. This decision is made following consultation with pupils, teaching staff and parents

Calculators

All pupils must have a scientific calculator. The Mathematics Department recommends the use of a Casio fx-991EX Classwiz or Casio fx-83GT.

Mr M A Baddeley
Head of Mathematics

Modern Foreign Languages (French & Spanish)

The aims of the courses are:

- to develop the ability to use French and/or Spanish effectively for the purposes of practical communication.
- to form a sound base of the skills, language and attitudes required for further study, work and leisure.
- to offer insights into the culture and civilisation of French and/or Spanish-speaking countries.
- to develop an awareness of the nature of language learning.
- to provide enjoyment and intellectual stimulation.
- to encourage positive attitudes to foreign language learning and to speakers of foreign languages, together with a sympathetic approach to other cultures and civilisations.

Pupils have access to an online platform and the course booklets studied focus upon aspects of life in contemporary France and Spain and French and Spanish-speaking countries. Use is also made of a wide range of audio recordings and videos. Numerous websites are available to support pupils' learning. The scheme of assessment consists of two papers assessing comprehension in spoken and written French/Spanish taken at the end of the IGCSE course. The writing is tested with two tasks: one task consisting of a piece of writing no longer than 75 words and another one no longer than 130 words. Candidates will also prepare for a final speaking examination at the end of the course. For the candidates preparing for the GCSE course, the writing paper is set separately from the reading paper.

A stay in a French or Spanish-speaking country during the course can be of enormous benefit and is strongly recommended. The Department is able to suggest ways in which individual arrangements for such visits may be made through various organisations or via our links with French Secondary Schools. We also aim to offer pupils the opportunity to take part in four-day study tours to France and Spain during their courses.

Further details about French and Spanish may be obtained from any of the Modern Languages staff.

Mrs C T Stroud
Head of Modern Languages

Music

GCSE Music is for you, if you enjoy playing your instrument or singing, and you want to extend your musical skills and understanding. You will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts and reflect on how music is used in the expression of personal and collective identities. At Wellingborough, most pupils who study Music in Year 10 are of about Grade 4 standard or higher on voice or an instrument when they start the course, but there is no requirement to have taken the examination.

In GCSE Music pupils will study and listen to a wide range of music. You will learn how to compose for your own instrument and for two or more instruments playing together. You will perform as a soloist and in groups. A typical lesson will be a mixture of at least two of these activities.

The music you will study comes from four different areas:

Instrumental Music 1700-1820	Vocal Music	Music for Stage and Screen	Fusions
<ul style="list-style-type: none"> • J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major • L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathetique' 	<ul style="list-style-type: none"> • H. Purcell: Music for a While • Queen: Killer Queen (from the album 'Sheer Heart Attack') 	<ul style="list-style-type: none"> • S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked) • J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope) 	<ul style="list-style-type: none"> • Afro Celt Sound System: Release (from the album 'Volume 2: Release') • Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Your two performances (of music of your own choosing) will be recorded during the course. Your two compositions will also be done as coursework. At the end of the course, in May 2022, you will take the Listening Examination in which you will hear extracts from the pieces you have studied and answer questions about them.

The best reason for taking GCSE Music is your own enthusiasm for music, of whatever sort. By the time you finish the course you will have taken your first steps as a composer, you will be performing with more understanding and enjoyment and you will have discovered whole new areas of music to explore.

Mr I Runnells
Director of Music

Physical Education

The aim of the course is to provide pupils with opportunities to lead a healthy and active lifestyle by improving their understanding of sports through studying theoretical content and developing skills of planning, performing and evaluating physical activity. It provides a foundation for A Level study in Physical Education and Sport.

Course Outline

Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports Psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Assessments

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and wellbeing in physical activity and sport
<ul style="list-style-type: none"> • Written examination • 1 hour 15 minutes • 78 marks • 30% of GCSE 	<ul style="list-style-type: none"> • Written examination • 1 hour 15 minutes • 78 marks • 30% of GCSE
What is assessed? <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	What is assessed? <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and wellbeing • Use of data

Questions

All questions are compulsory and a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

1. **Applied anatomy and physiology:** develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.
3. **Physical training:** develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.
4. **Use of data:** develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.
5. **Sports Psychology:** develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.
6. **Socio-cultural influences:** develop knowledge and understanding of the social-cultural factors that impact on physical activity and sport and the impact of sport on society.
7. **Health, fitness and well-being:** develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being.

Physical Education

Non-examination assessment: Practical performance in physical activity and sport.

What is assessed?	How is it assessed?
<ul style="list-style-type: none"> Practical performance in three different physical activities in the role of player/performer. Analysis and evaluation of performance to bring about improvement in one activity. 	<ul style="list-style-type: none"> Assessed by teachers Moderated by AQA 100 marks 40% GCSE

For each of their three activities, pupils will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Pupils will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity; this is a piece of written coursework. Each of the activities are worth 10% (total 30%) and the coursework is worth 10% to reach the 40% total.

For the practical aspect, candidates must therefore undertake one team activity, one individual activity and a third in either a team or in an individual activity.

Team Activity	Comments	Individual Activity	Comments
Association Football	Cannot be five-a-side or Futsal	Amateur boxing	
Badminton	Cannot be assessed with singles	Athletics	
Basketball		Badminton	Cannot be assessed with doubles
Camogie	Cannot be assessed with hurling	Canoeing Kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing / kayaking sprint, rowing or sculling
Cricket		Canoeing Kayaking (sprint)	Cannot be assessed in both canoeing and kayaking Cannot be assessed with canoeing / kayaking slalom, rowing or sculling
Dance	This can only be used for one activity	Cycling	Track or road cycling only
Gaelic Football		Dance	This can only be used for one activity
Handball		Diving	Platform diving only
Hockey	Must be field hockey, not ice hockey or roller hockey	Golf	
Hurling	Cannot be assessed with camogie	Gymnastics	Floor routes and apparatus only (not rhythmic)
Lacrosse		Equestrian	
Netball		Rock climbing	Can be indoor or outdoor

Physical Education

Team Activity	Comments	Individual Activity	Comments
Rowing	Cannot be assessed with sculling, canoeing or kayaking This can only be used for one activity	Sculling	Cannot be assessed with rowing, canoeing or kayaking
Rugby League	Cannot be assessed with Rugby Union or Rugby Sevens; cannot be Tag Rugby	Skiing	Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes
Rugby Union	Can be assessed as Sevens or fifteen-a-side. Cannot be assessed with Rugby League. Cannot be Tag Rugby	Snowboarding	Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes
Squash	Cannot be assessed with singles	Squash	Cannot be assessed with doubles
Table Tennis	Cannot be assessed with singles	Swimming	Not synchronised swimming, personal survival or life saving
Tennis	Cannot be assessed with singles	Table Tennis	Cannot be assessed with doubles
Volleyball		Trampolining	
<i>Candidates MUST select one from each column and then have one additional activity</i>			

For those activities that cannot be shown at School video evidence MUST be provided. For all activities the performer should be showing themselves playing at the highest level possible; often this may be for an out of school organisation. If this is the situation then video evidence is strongly recommended.

Miss C S Irvin
Head of Academic PE

Religious Studies

Why should I choose Religious Studies?

Because we explore the key moral and social issues that divide opinions in society today. You will try to make sense of the many religious and non-religious perspectives that add to these debates. Alongside this, you will study the beliefs and practices of two world faiths and their place in 21st Century Britain.

Choosing this GCSE will demonstrate to future tutors and employers that you are interested in other people and their ideas, that you can see important issues from more than one point of view. You will be a better pupil, and a better employee, if you can show that you are interested in understanding both yourself and society around you. This makes Religious Studies a good qualification for a wide range of careers; particularly Law, Medicine and all professions which involve front-line work with people.

Do I have to be a believer?

No - some of the best pupils studying Religious Studies have no particular personal faith, but they do have a willingness to understand how other people see the world. The course challenges you to try to understand the attitudes and actions of those who see the world very differently to yourself. You will also develop the skill of presenting your own arguments and justifying your point of view. If, on the other hand, you do have a faith, you will be able to apply your own insights to making sense of how faith inspires others.

What will I study?

The course consists of two components:

- A) The in-depth study of two religious traditions
- B) Key issues and questions in contemporary British society

Part A: Belief and Practice

Key beliefs in Christianity

- The nature of God and the concept of Trinity
- How the existence of suffering is a challenge
- Christian beliefs about creation including why Christians are divided over the accounts in the Bible.
- Beliefs about the afterlife and their importance
- Different views on Heaven and Hell

Jesus and salvation

- Beliefs and teachings about:
- The incarnation and Jesus as the Son of God
- The crucifixion, resurrection and ascension
- Sin and the means of salvation, including law, grace and Spirit
- The role of Christ in salvation including the idea of atonement

Religious Studies

The Practice topics include:

Worship and festivals

- Different ways of worshipping and their significance
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer
- The role and meaning of the sacraments, the wide variety of practices and the debates over these
- The role and importance of pilgrimage and why its popularity is increasing
- The celebrations of religious festivals and their place in modern Britain

The role of the Church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors
- The place of mission, evangelism and Church growth
- The importance of the worldwide Church including working for reconciliation, responding to persecution and helping alleviate world poverty through agencies like Christian Aid

Islamic Beliefs Topics include:

- The nature of Allah
- The paradox of Allah's supreme will and human freedom
- The divide between Sunni and Shia Islam
- The role and importance of Angels
- The role and importance of the Prophets
- Beliefs about life after death, justice and judgement
- The importance of the Qur'an and other holy books in Islam

Islamic Practice Topics:

- Islamic worship as a way of life
- Faith and the public declaration of faith
- The significance of prayer in Islam
- The importance of fasting
- Islamic festivals and their place in UK Society
- Alms giving and charity work
- The Haji Pilgrimage
- The idea of Jihad and what it really means to Muslims

Part B: A range of responses to these important contemporary issues, including those of the two chosen religions

Relationships and families:

Sex, marriage and divorce, families and gender equality, including discussions about cohabitation, divorce, and same-sex partnerships, gender prejudice and discrimination.

Religious Studies

The origins and value of the world and the origins and value of human life and why these theories divide religious believers:

The Big Bang and evolution and why this divides believers. Debates over climate change, the use and abuse of animals, abortion and euthanasia. Ideas about death and the afterlife.

Peace and conflict:

The relationship between religion and terrorism, debates about the continued relevance of traditional Just War and Pacifist ethics in the modern nuclear and terrorist age, and the value of forgiveness and reconciliation in peace-making.

Crime and Punishment:

The causes of crime and the aims of punishment. The effectiveness of UK's prisons and the example from other countries. The debate over the death penalty and why this divides religious believers. The value of forgiveness and whether some crimes can be forgiven.

Note: Year 9 pupils have already been working on these themes and tackling work at a GCSE level, so are already aware of what will be expected. When the examination comes at the end of Year 11, the increased maturity level will be a great advantage.

Is there any coursework?

No - just a two-paper GCSE examination at the end of Year 11.

This is a brand new, thoroughly up-to-date syllabus which will be completely relevant to your present and future lives.

Mr P Low
Head of Religious Studies

Science

Biology, Chemistry and Physics are taught to all pupils in Years 9, 10 and 11 as separate subjects and are taught by subject specialists for all Science groups. In Year 9 all groups cover the same material. At the start of Year 10 pupils will follow one of two courses:

Some pupils will take the GCSE AQA Combined Science Trilogy course known as Double Science leading to two GCSE grades that reflect the combined performance over the three Sciences. This is a Foundation Level course.

Some pupils will take GCSE Biology, Chemistry and Physics as separate subjects at IGCSE (leading to a separate grade in each subject) and will follow the Pearson IGCSE specifications. Pupils taking these courses will have the same number of lessons but will cover more material, as a result these courses move at a fast pace.

The course which pupils will follow is decided by the Science teachers based on the individual performance of each pupil during Year 9. Pupils achieving less than a Grade 5 in any of the three Sciences at the end of Year 9 will follow the Double Science option.

The aims of these specifications are for the pupils to be able to:

- Acquire a systematic body of scientific knowledge and the skills needed to apply them in changing situations.
- Perform accurate experimental work and report it using the correct scientific method.
- Evaluate the benefits and drawbacks of scientific and technological development.
- Select, organise and present information clearly and logically, using the appropriate scientific terms.

There is no coursework component in either of the courses.

Those taking Double Science will sit a total of six papers each of 1 hour 15 minutes, two per Science.

Those taking IGCSE Biology, Chemistry and Physics will sit two written papers for each Science, one of 2 hours in length (two thirds of the total mark) and one of 1 hour 15 minutes in length (one third of the total mark).

Mrs R E Hill
Head of Science