



Wye School
The best in everyone™
Part of United Learning

GCSE Options 2024-2025 |

A Passion for Learning |



Introduction

At Wye School our aim is to ensure that every student is well educated, has the opportunity to participate in further education, an apprenticeship or university, and is able to lead a happy and fulfilled life. Our aims are underpinned by our school values of ambition, confidence, creativity, determination, enthusiasm and respect. As our Year 9 students begin to make important decisions that will affect their future, we aim to ensure that each child has the right guidance to put them on a path to reach their potential. We know what a great experience it is to be part of Wye School, how highly our students can achieve and how successful they can be in the classroom and beyond. It is essential that the KS4 curriculum opens up a range of progression routes for our children, with the provision of high value, nationally recognised qualifications. The emphasis at Wye will always be on quality of qualifications and not quantity.

What do I need to know before I start?

At Wye School, we want you to be in the best possible position to prepare you for your future. You may have a very clear idea of what you want that future to look like, but most students in Year 9 aren't completely sure what direction they want to take yet. This is usual at this stage, so it's important to keep your options open to give you the widest range of opportunities later on. You will know which subjects you achieve well in, and those you enjoy – these should be the main factors when choosing your options. You should also be aware that most universities require three or more good A-Level grades. In order to get onto most A-Level courses (or equivalent), you will need five or more good GCSE grades, including English, Maths and Science. You should also take into account that studying a modern foreign language is highly valued, as are the humanities (History, Geography and RE). These subjects demonstrate that you are a student with broad interests, and the skills you develop help your overall learning. It is also important to remember that, colleges, apprenticeships, universities and employers value a range of subjects and that you should seek to balance the courses you study.

All the information you need is in this booklet, and staff are available to discuss your decisions and options with you.

- Head of Year 9 – Ms Emma Hall emma.hall@wyeschool.org.uk
- Assistant Principal – Ms Rachael Burden rachael.burden@wyeschool.org.uk
- Vice Principal (Academic) – Ms Katherine Davis Katherine.davis@wyeschool.org.uk
- SENCO – Ms Lydia McCorriston Lydia.mccorriston@wyeschool.org.uk

Key Dates

Wednesday 12th March – Year 9 initial options assembly for students

Wednesday 23rd April – Year 9 options assembly led by an external careers advisor (CXK)

Wednesday 23rd April – Year 9 Options evening – 17:15-18:45

Wednesday 23rd April – Options booklet uploaded to the school website and initial preferences selection open.

Monday 28th April – Year 9 Parents Evening (Virtual) to speak about your child's current progress and next steps with individual teachers. Booking information will follow before the Easter holiday.

Wednesday 30th April – Deadline of first submission of initial subject preferences. Shared on options evening and on school website

Monday 12th May – Final submission date of GCSE options (form 2 – sent separately at a later date)



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Pathways and subjects

At Wye we firmly believe that quality is by far the most important consideration. Eight excellent GCSEs can get you anywhere – from the best apprenticeships to top universities.

All students will study some compulsory subjects alongside other subjects that they will be able to select. The following subjects are compulsory:

- English Literature
- English Language
- Mathematics
- Science
- Core PE (This is not a GCSE)
- PSHE (This is not a GCSE)

The decisions that you and your child make regarding these options may affect their future career pathways and therefore we have a full programme that is put in place to ensure that both you and your child have as much information as possible to make a fully informed decision during the process.

For students that would like to select a language, they must select the language that they have studied during key stage 3, as in order to do well, it is important that they have prior knowledge of the language in order to complete the GCSE. Students are not able to select a language they have not studied in Y7-9. If a student would like to study both humanities (History and Geography) then this is possible, if they select the second humanity as an “additional” choice. Students who are placed in set 1 science in Year 10 may have the option to take “Triple science” rather than combined science which is equivalent to 3 GCSEs rather than 2.

All students: Compulsory GCSEs		
Mathematics 1 GCSE	English Language English Literature 2 GCSEs	Combined Science 2 GCSEs
All students: Compulsory Subjects (Not GCSE)		
PSHE, RE and Careers in tutor time. Core PE in lesson time		
Option 1	Option 2	Option 3
<ul style="list-style-type: none">• Geography• History	<ul style="list-style-type: none">• Open option	<ul style="list-style-type: none">• Open option
GCSE Total: 8 GCSEs		

Subject: Art

Exam Board: OCR (Fine Art)

Subject Content:

The Art and Design course follows a progression moving on from teacher-led workshops in Year 9, to foundation studies of a technical, contextual or conceptual nature. This develops into more independent and negotiated personal choices during Year 10 and 11. Journal/sketchbook work encourages the use of a visual diary which is highly personal to each student.

Year 10: Students will explore and extend their skills in a wide range of media. Contextual investigations will become more robust ahead of starting their Portfolio task. The Portfolio topics include 'Food', 'Natural Forms' & 'Texture'. Students pick one theme to develop, this is 60% of their GCSE grade.

Year 11: Students continue to develop their Portfolio project for completion by December. They will then commence their final exam preparation which will culminate in a 10-hour practical exam over 2 days that takes place in April. This is worth 40% of their grade.

Assessment:

Unit 1: Portfolio of work (Controlled Assessment) - 60 %.

Unit 2: Externally set task- 40 %.

Skills and enrichment opportunities:

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests. They will build creative skills through learning and doing, discover imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Progression and career opportunities:

GCSE Art offers a natural progression to studying Art at A' Level and then a related foundation course or degree.

Employment opportunities: animator, antique dealer, architect, art gallery curator, art therapist, art valuer, community arts worker, costume designer, exhibition designer, fashion designer, fine artist, florist, furniture designer, graphic designer, illustrator, interior designer, jewellery design, landscape architect, make-up artist, museum curator, photographer, product designer, set designer, sign writer, stonemason, textile designer, web designer

Contact information: Ms Haworth - helen.haworth@wyeschool.org.uk



Subject Content:

Theme 1: Investigating Small Business

- Topic 1: Enterprise and Entrepreneurship
- Topic 2: Spotting a Business Opportunity
- Topic 3: Putting a Business Idea into Practice
- Topic 4: Making the Business Effective
- Topic 5: Understanding external influences on Business

Theme 2: Building a Business

- Topic 1: Growing a Business
- Topic 2: Making Marketing Decisions
- Topic 3: Making Operational Decisions
- Topic 4: Making Financial Decisions
- Topic 5: Making Human Resource Decisions

Each theme listed above contains mathematical elements and written elements.

Assessment:

Students will sit 2 exam papers at the end of year 11. Each paper is worth 50% of their grade. Each paper consists of calculations, multiple-choice, short-answer and extended-writing questions and students will be allowed the use of a calculator. Students will be expected to learn formulae as they are not provided in the examination.

Skills and enrichment opportunities:

A keen focus is placed on developing the student to be critical and have the confidence to apply knowledge to real business context by weighing up the evidence or data. There are lots of opportunities for students to apply their newfound ideas and make their own micro businesses a reality.

Progression and career opportunities:

This qualification in business will enable students to understand more about the business world and prepare them to make informed decisions about further study and career pathways. Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including A Levels in Business, History, Geography, and Psychology. The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas. GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management. Students are given enough theory that they could become entrepreneurial and start a business of their own.

Contact information: Mr Buckley - matthew.buckley@wyeschool.org.uk

Subject: Computing

Exam Board:

Subject Content:

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students will learn how to design, code and test algorithms using the python programming language. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Assessment:

Students will sit two 90 minute papers at the end of year 11. Each paper is worth 50% of the final grade. All students sit the same papers – there is no higher or foundation paper.

Paper 1:

The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning. Students are not permitted to use a calculator in the examination.

Paper 2:

Section A is worth 50 marks, and assesses students' knowledge and understanding of concepts of Computer Science. Students then apply these to problems in computational terms, where they may use an algorithmic approach. Section B is worth 30 marks, and assesses students' Practical Programming skills and their ability to design, write, test and refine programs. Students are not permitted to use a calculator in the examination. The question paper will consist of short and medium answer questions

Skills and enrichment opportunities:

Students are encouraged to investigate using programming techniques in situations outside the classroom, for example by independently learning to use graphics modules or programming simple text-based games. We want to develop links with local university computer science departments moving forwards. Computer science will develop your skills in analytical and critical thinking, teamwork, communication, problem solving and project management.

Progression and career opportunities:

GCSE Computer Science is good preparation for a variety of level 3 courses including A levels, Cambridge T levels in IT and related fields and apprenticeships. This in turn can lead to employment or undergraduate study or more advanced apprenticeships. There are a wide range of careers that computer science can lead into including hardware and software engineers, video game developers, animators, systems analysts, web developer, data scientist, IT security specialist and many more.

Subject: Drama

Exam Board: Pearson Edexcel

Subject Content:

The Drama GCSE course at Wye offers a distinctive and innovative, practice-based approach. Through a combination of theatre skills workshops and theoretical studies, students will have the opportunity to explore different performance techniques a range of play texts and live theatre review skills. Across three core components, students will create new, devised group theatre pieces, study one complete performance text, write about a live performance and perform two extracts from a second contrasting performance text. Throughout the course, students will also have opportunities to research and explore the different styles of professional theatre practitioners and apply these skills in live theatre performance contexts.



Assessment:

Component 1: Devising theatre – Non-Exam Assessment (coursework)

Students collaborate in **groups** to produce a piece of new live, devised theatre. This is internally assessed but externally moderated and worth 40%, made up of a live performance and a reflective submitted written portfolio. All students will be assessed on their consistent contribution to the process of the creation, development and their acting skills in the final performance. Alongside their creative process, students must record all decisions and key moments in a process journal. The majority of any Wye School drama cohort are graded for their practical performance skills, but there are additionally a **limited** number of potential design routes available for students.

Component 2: Performing from a text – Non-Exam Assessment

Students must rehearse and perform two extracts of live performance work that are either a Monologue, a Duologue or a small group piece. The key focus here is that students show their adaptation skills from text to stage. This will be externally assessed by a visiting examiner, in school, at a **live** performance event, worth 20%.

Component 3: Theatre Makers in Practice – Written exam: 1 hour 45 minutes, worth 40%.

There is a written exam that occurs in the summer term of Year 11. This exam is divided into two parts; bringing texts to life and live theatre review.

During the two year course we will attend at least one off site excursion to see a piece of professionally produced Live Theatre and in Section B of the C3 exam, students will have to write about this live performance in detail. This will be externally assessed by Edexcel Pearson's teams in the summer, worth 40%.

Skills and enrichment opportunities:

This GCSE will equip students with acting and performance skills alongside integral, transferable life skills such as: confidence in public speaking, collaborative skills, leadership qualities, problem solving, textual analysis, analytical and evaluative skills, academic literacy skills, improved communication skills such as oracy, listening and an awareness of emotional intelligence/empathy for the feelings of others. Students will be expected to attend any compulsory theatre trips as these are required to complete the third component (exam preparation) part of the course. The cost of trips may vary from £10 and £40, but financial assistance will apply in particular circumstances. This course would ideally suit any students who are motivated, creative and enjoy performing, directing, designing and reviewing both play texts and live theatre works.

Progression and career opportunities:

Drama GCSE naturally leads to further studies in Drama and Theatre Studies A-Level, BTEC and vocational courses in Performing Arts or Musical Theatre/Technical Theatre courses, alongside other performing arts training, which can be a fantastic foundation to prepare you for employment in the wider Performing Arts industries; especially our contemporary media-driven world.

Drama Studies have also been proven to be a particularly effective grounding for careers such as Law, Business and Sales/Marketing fields, Managerial roles, most Creative Industries, Theatre Management, Technical Theatre Arts, Arts Management, Teaching, Social Work, Somantic studies, Live Art, Education, Anthropology and Hospitality, in fact, any field in which interpersonal skills are required and effective communication and collaborative problem solving feature.

Contact information: Mrs Lucy Di Maria lucy.dimaria@wyeschool.org.uk

Subject: English Language (Compulsory)

Exam Board: AQA

Subject Content:

Power, Class and Politics in Nineteenth and Twentieth Century Fiction and Non-Fiction.

Students will study a range of texts, both fiction and non-fiction, linked by the theme of power, class and politics. They will be developing comparative essay writing skills, with critical evaluation of language and literary features at word and sentence level. Students will also identify and comment on writers' purposes and viewpoints and the overall effect on the reader, whilst relating the texts to their social, cultural and historical traditions. They will also be analysing structural, organisational and presentational decisions.

Viewpoints and Perspectives: Family and Relationships in non-Fiction texts.

As above, students will study a range of texts, both fiction and non-fiction, linked by the theme of family and relationships, and they will need to develop those critical skills to be successful in this unit.

Writing for purposes and with Accuracy: students' Challenges in twenty-first Century Fiction and non-Fiction texts. Throughout Years 10 and 11 students will learn how to write for a purpose, such as writing to inform, persuade or describe, and with technical accuracy, linked by the theme of nature's Challenges. Therefore, we will have two terms dedicated to GCSE writing essentials: writing with accurate spellings, grammar and sentence structure.

Assessment:

All reading and writing skills will be assessed in two exams.

Paper 1: 1 hour 45 minutes, worth 50%.

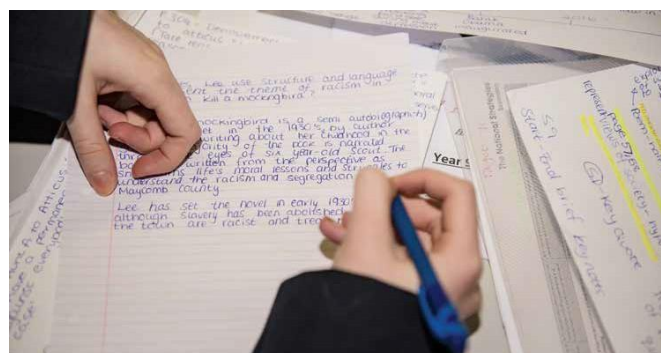
Section A – Reading Fiction

Section B – Writing – Description / narration

Paper 2: 1 hour 45 minutes, worth 50%.

Section A – Reading Fiction and non-Fiction

Section B – Writing from a Viewpoint All are assessed at the end of Year 11.



Skills and enrichment opportunities:

There is a strong focus on writing accurately and with precision; this high expectation of literacy will support all students in their GCSE options as they will develop fluency in their writing.

Progression and career opportunities:

A GCSE in English Language is a necessary life skill and for progression to Further / Higher Education and all careers.

Contact information: Ms. Williams Charlene.williams@wyeschool.org.uk

Subject: English Literature

(Compulsory)

Exam Board: AQA

Subject Content:

Shakespeare

Students will study one play, Macbeth. Students will be expected to draw on their knowledge of Shakespeare to relate the play to its social, cultural and historical traditions. They will also need to identify and comment on the structural, organisational and presentational features of the text, as well as writer's use of language at word and sentence level.

The Nineteenth Century Text.

Students will study A Christmas Carol. Students will comment on conventions of the novel and develop a sustained critical analysis of how the text relates to its context and literary tradition. Students will comment on writer's viewpoint and purpose and the overall effect of the text on the reader.

Modern Text

Students will engage with modern literature and will study An Inspector Calls. Students will develop a clear critical stance with a coherent interpretation of text. They will need to draw on imaginative insights and support their inference with reference to their wider textual knowledge.

Power and Conflict Poetry

Students will study fourteen poems in total from the AQA Anthology; seven are linked by the theme of 'power' and seven by the theme of 'conflict.' The expectation is they will produce a comparative essay focusing on two poems across the two themes. They will focus on developing personal response to the poems and finding judicious quotations for poetical form, structure and language.

Assessment:

Paper 1: Written exam: 1 hour and 45 mins, worth 40%.

Section A – Shakespeare

Section B – The Nineteenth Century text.

Paper 2: Written exam: 2 hours and 15 mins, worth 60%.

Section A – Modern texts

Section B – Poetry from Anthology

Section C – Unseen poetry

Skills and enrichment opportunities:

This is a rigorously academic course that develops analytical skills and critical thinking. Students will learn to explore different interpretations of texts and learn how to create convincing arguments to support their views and ideas.

Progression and career opportunities:

English Literature is a highly valued qualification and facilitating subject and useful for diverse areas of study and careers such as Law, Media, Journalism, politics, and Medicine.

Contact information: Ms. Williams Charlene.williams@wyeschool.org.uk

Subject: French



Exam Board: Edexcel

Students will be expected to have a prior knowledge from KS3 to be able to access the course content. The new MFL GCSE is about communication, connection and culture and is an optional subject.

The content taught will cover the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studies and future plans
- Travel and tourism

Assessment:

Students will sit 4 papers at the end of year 11. The skills assessed are listening, reading, speaking and writing. Each paper is worth 25% of their final grade.

There are two tiers in French; a foundation tier (grades 1-5) and a higher tier (grades 4-9). The tier that students sit is not decided until the winter of year 11 based on students' performance in mock exams and the classroom.

Skills and enrichment opportunities:

Studying a modern Foreign Language helps develop students' understanding and appreciation of the wider world. Students will be proficient in the four skills of reading, writing, listening and speaking in a modern foreign language. Proficiency in a language offers opportunities and skills for life. This specification expands students' cultural knowledge and develops global citizens.

Progression and career opportunities:

MFL is seen as a facilitating subject to A level studies and different careers. There are many career paths you can explore by choosing French. Some of these include:

Tourism, management consultancy, finance, Government, charity and international development, catering, cabin crew, Hotel/Resort Management and fashion.

Learning a Language enhances cognitive abilities, fosters cultural understanding and provides a competitive edge in the job market.

An A Level in a modern foreign language could lead to a four-year degree course in MFL at university, with a year abroad in a French/Spanish speaking country. Employees with a second language earn between 5-20% more than their colleagues.

Subject: Geography

Exam Board: AQA

Subject Content:

Unit 1: Living with the Physical Environment

1. The Challenge of natural Hazards: natural hazards around the world and the UK, and climate change.
2. The Living World: Ecosystems, including the tropical Rainforest, deserts and cold environments.
3. Physical Landscapes in the UK: Coastal regions of the UK and river landscapes that surround the country, including upland and lowland areas.

Unit 2: Challenges in the Human Environment

1. Urban issues and Challenges: Urban growth and challenges that come along with it.
2. The Changing Economic World: development, investigating the emergence of new economies, major changes to the UK's economy.
3. the Challenge of Resource Management: Management of resources sustainable to life; food water and energy

Unit 3: Geographical Applications:

1. Students will be exploring case studies of a relevant topic and applying their knowledge and understanding to a specific case study.
2. Students will also be required to do field work to apply their geographical skills to analyse new issues and environments

Assessment:

Paper 1: Living with the physical Environment - written exam: 1 hour 30 minutes, worth 35%.

Paper 2: Challenges in the Human Environment - written exam: 1 hour 30 minutes, worth 35%.

Paper 3: Geographical Applications - written exam: 1 hour 30 minutes, worth 30%, based on pre-release resources and fieldwork.

Skills and enrichment opportunities:

Students will develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources. The Geography GCSE course will include a fieldwork trip to a local location to practise geographical skills.

Progression and career opportunities:

Geography will support the study of sciences, especially health and social sciences, like biology, sociology and psychology.

Geography A-level is also a highly regarded subject due to the extensive knowledge content as well as skills; collection, presentation, analysis and evaluation of data, literacy and numeracy, team work and presentation skills, which means that it can be a facilitator for a whole range of university courses.

Contact information: Miss Gallantree molly.gallantree@wyeschool.org.uk

Subject Content:

Unit 1, Understanding the Modern World:

1. Germany, 1890-1945, Democracy and Dictatorship:
 - a. Germany and the growth of democracy
 - b. Germany and the Depression
 - c. The Experience of Germans under the Nazis
2. Conflict and Tension, the inter-war years, 1918-1939:
 - a. Peacemaking
 - b. The League of Nations and international peace
 - c. The origins and outbreak of the Second World War

Unit 2, Shaping the nation:

1. Britain: Health and the People, c1000-modern day
 - a. Medicine stands still
 - b. The beginnings of change
 - c. A revolution in medicine
 - d. Modern medicine
2. Norman England, 1066-1100
 - a. The Normans: Conquest and Control
 - b. Life under the Normans
 - c. The Norman Church and monasticism
 - d. Historical Environment study

Assessment:

Paper 1: Understanding the Modern World: Written exam, 2 hours, worth 50%

Paper 2: Shaping the Nation: Written exam, 2 hours, worth 50%

Skills and enrichment opportunities:

GCSE History develops students' ability to engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. They will learn how to ask relevant questions about the past, to make valid historical claims by using a range of sources in their historical context.

Progression and career opportunities:

History is seen as a facilitating subject to A level studies and different careers. There are many career paths you can explore by choosing History. Some of these include: working in museums, galleries, archives or heritage sites; being a librarian, archaeologist, teacher; working in media, law enforcement, lawyers, civil service and public relations.

Contact information: Mrs Cusani melanie.cusani@wyeschool.org.uk

Subject Content:

Throughout this course, students will learn and develop a wide range of cooking skills and processes. They will know how to prepare, cook and store food safely and hygienically, and explore the importance of creating balanced and healthy dishes. In addition to the practical elements, students will gain an understanding of how the hospitality industry works, including job roles, supply chains and customer service. Students will understand nutritional benefits of food, food provenance and budgeting.

Students build on their cooking skills throughout year 10 and go on to apply them with independence in Year 11, where they are expected to design, plan and deliver a two-course meal.

Sample skills developed include: Weighing, measuring, knife skills, baking, frying, boiling

Example topics include bread making, sauce making, pastry making, mains, desserts

Note: This is not a GCSE but a Level 2 qualification that is equivalent to a GCSE

Assessment:

Unit 1: Hospitality & the Catering Industry: External examination, worth 40%

Unit 2: Hospitality and Catering in Action: Non-Examination Assessment, brief set by the exam board, worth 60%

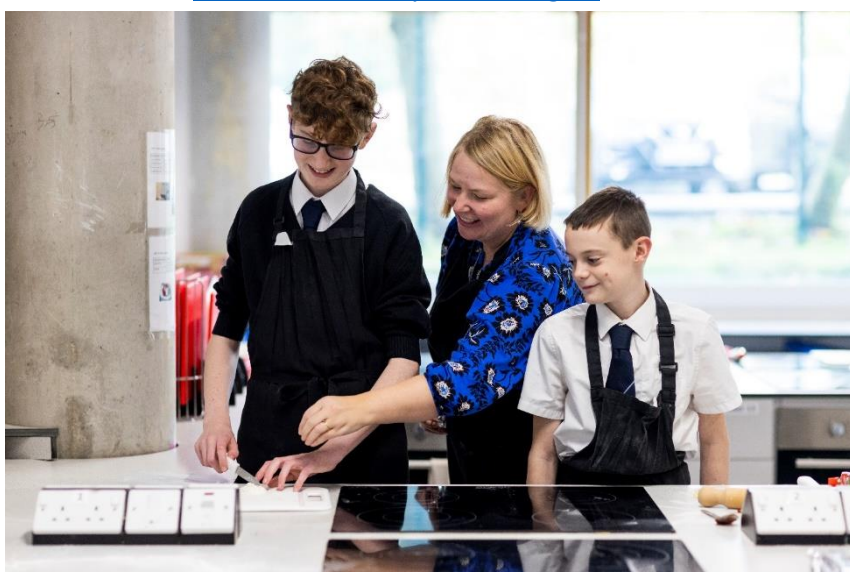
Skills and enrichment opportunities:

Students will explore dishes from around the world, giving them the opportunity to understand heritage of flavours and food provenance. They will have the opportunity to work as part of a team to deliver a range of dishes. Their skills in numeracy and literacy are developed through the careful planning and making of dishes. Students have the opportunity to present and share their dishes with the school community, therefore developing their interpersonal skills.

Progression and career opportunities:

Level 3 Hospitality, A-Level Food, degree in related area, Careers include, chef, front of house, baker, pâtissier, events management and planning, nutritionist, product development.

Contact information: Mrs Haworth helen.haworth@wyeschool.org.uk



Subject: Mathematics

(Compulsory)

Exam Board: EDEXCEL (Pearson)

Subject Content:

This GCSE course will enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Reason and communicate mathematically, make deductions and inferences and draw conclusions.
- Acquire, select and apply mathematical techniques to solve problems.

The main sections of study are:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics



Assessment:

There are two tiers in mathematics; a foundation tier (grades 1-5) and a higher tier (grades 4-9). The tier that students sit is not decided until the winter of year 11 based on students' performance in mock exams and the classroom.

3 Exams sat at the end of year 11. Any topic can be covered on any paper. Each exam is worth 33.3% of the course.

Paper 1: Non calculator 1h30

Paper 2 + 3: Calculator 1h30

Skills and enrichment opportunities:

"Go down deep enough into anything and you will find mathematics."

Students sitting the higher tier GCSE will have the opportunity to participate and compete in the UKMT Intermediate Maths to receive an award.

The intermediate maths challenge is a 60 minute, multiple choice paper. It encourages mathematical reasoning, precision of thought and fluency to make students think. It fosters a love of problem solving and a sense of achievement.

Progression and career opportunities:

The use of Mathematics is fundamental to the society in which we live and whatever career path we choose. Mathematics can lead to a vast range of careers including; Engineering, Accounting, Computing, Architecture, Teaching, Business, Medicine and Advertising. After the GCSE there will be the option to study Mathematics at A Level. GCSE Mathematics also supports further education opportunities such as A Level Psychology, Geography, Chemistry, Physics and apprenticeships such as construction or accounting.

Contact information: Mrs Boswell – Tracy.boswell@wyeschool.org.uk

Subject Content:

This exciting specification for GCSE Music encourages an integrated approach to the three distinct components of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context- Musical Forms and Devices (area of study 1), Music for Ensemble (area of study 2), Film Music (area of study 3) and Popular Music (area of study 4).

Assessment:

- Component 1- Performing- *30% of qualification*
- Component 2- Composing- *30% of qualification*
- Component 3- Appraising (Listening)- *40% of qualification- written examination*

Skills and enrichment opportunities:

The qualification is made up of three components, listed above. There are two non-exam assessments- Performing and Composing (60% of the overall qualification) and one exam assessment- a written paper focusing on appraising music (40% of the overall qualification).

Theory and practical work will be integrated throughout the course. Students need to be able to work well individually and as part of an ensemble.

Students should ideally be able to play a musical instrument and/or be prepared to sing. Music Tuition is available outside of classroom music lessons for students who are keen to develop their skills on an instrument.

Music technology is also utilised throughout the course and can be used for performing and composing tasks.

Progression and career opportunities:

Research has found that the study of music can cultivate social skills, refine discipline and patience, improve academic skills and boost self-esteem. These are all essential skills that continue to be utilised by all.

Following on from GCSE Music, students can continue their studies with an A Level or Level 3 equivalent course which could lead to future studies and a wealth of different careers within the Music Industry (some examples below, there are many more!)

Examples of careers can include: Performer, Composer, Classroom Teacher, Sound Technician, Music Therapist, Music Journalist and Session Musician.

Contact information: Mrs. Apps Julie.apps@wyeschool.org.uk

Subject Content:

Component 1: Physical Factors Affecting Performance (1 hour exam)

- Applied Anatomy and Physiology
- Physical Training

Component 2: Socio-Cultural Issues and Sports Psychology (1 hour exam)

- Socio-cultural Influences
- Sports Psychology
- Health, Fitness and Well-being

Component 3: Practical performance.

- Students are assessed in three activities for the practical component of this course.
- Students will offer their strongest team sport, their strongest individual sport, plus one further activity from either category.

Component 4: Analysis and Evaluation of Performance (Controlled written task)

- Students will analyse and evaluate their own or a peer's performance in one activity, drawing upon knowledge, understanding and skills from the wider components of the course.

Assessment:

- 2 x written examinations: 60%
- 3 x practically assessed activities 30%
- Analysis of performance: 10%

Skills and enrichment opportunities:

The content has been designed to allow learners to study Physical Education in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject. The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within GCSE PE allows learners to explore a range of activities in the role of performer, including both team and individual activities. Learners will also analyse and evaluate performance in a chosen activity as part of their NEA.

It is expected that students opting for this course are physically active and will ideally be performing regularly for a club/team outside of school. There are many opportunities at Wye school to be part of our extensive school sport programme, which will support all students studying GCSE PE. However, successful candidates will be those who are regularly training and competing in organised sport and physical activity inside and outside of school. There will also be opportunities for students to be part of educational visits to specialist centres for activities such as rock climbing and road cycling, with performance in these disciplines being used as part of the assessed practical NEA.

Progression and career opportunities:

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry. GCSE PE creates confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Subject: Combined Science (Compulsory)

Exam Board: AQA Combined Science Trilogy 8464 (2 GCSEs)

Subject Overview:

This science course has two tiers, a Combined Science (Trilogy) Foundation tier (grades 1-5) and a Higher tier (grades 4-9) both worth two GCSEs. The tier that students sit is not decided until the winter of year 11 based on students' performance in mock exams and the classroom.

Subject Content:

Biology

- Cell biology (Paper 1)
- Organisation (Paper 1)
- Infection and response (Paper 1)
- Bioenergetics (Paper 1)
- Homeostasis and response (Paper 2)
- Inheritance, variation and evolution (Paper 2)
- Ecology (Paper 2)

Physics

- Energy (Paper 1)
- Electricity (Paper 1)
- Particle model of matter (Paper 1)
- Atomic structure (Paper 1)
- Forces (Paper 2)
- Waves (Paper 2)
- Magnetism and electromagnetism (Paper 2)
- Space physics – GCSE physics only (Paper 2)

Chemistry

- Atomic structure and the periodic table (Paper 1)
- Bonding, structure, the properties of matter (Paper 1)
- Quantitative chemistry (Paper 1)
- Chemical changes (Paper 1)
- Energy changes (Paper 1)
- The rate and extent of chemical change (Paper 2)
- Organic chemistry (Paper 2)
- Chemical analysis (Paper 2)
- Chemistry of the atmosphere (Paper 2)
- Using resources (Paper 2)

Assessment:

Assessment for Combined Science (Trilogy 2 GCSEs) is 100% examination based. All pupils complete six examination papers: two Biology, two Chemistry and two Physics. The papers will assess knowledge and understanding from distinct topic areas. The examinations are equally weighted towards the overall grade for the GCSEs.

Skills and enrichment opportunities:

There are numerous required practical experiments and we aim to include additional interactive activities to underpin and support students' understanding of scientific theory. Students develop problem-solving and teamwork skills through investigation work. The course includes furthering understanding of scientific literacy, which allows students to question the reliability of scientific reporting in the media.

Progression and career opportunities:

Science is an important GCSE for many areas of further study and careers including medicine, veterinary, sports science, food science, engineering, forensics, nursing and mechanics. A background in science will also give opportunities for marketing and research in the SciTech industries.

Contact information: Mrs Grist Vicky.grist@wyeschool.org.uk

Subject: Triple Science

This is not a separate GCSE to be selected as an option, however, this may be taken by some students in Set 1 Science depending on ongoing attainment throughout Year 10.

Subject overview: [Subject Overview:](#)

This science course has two tiers, a Separate Science (Triple) Higher tier (grades 4-9) and a Separate Science (Triple) Foundation Tier. Both are worth three GCSEs. The tier that students sit is not decided until the winter of year 11 based on students' performance in mock exams and the classroom. It may be that they take a foundation triple science instead.

Subject Content:

Biology

- Cell biology (Paper 1)
- Organisation (Paper 1)
- Infection and response (Paper 1)
- Bioenergetics (Paper 1)
- Homeostasis and response (Paper 2)
- Inheritance, variation and evolution (Paper 2)
- Ecology (Paper 2)

Physics

- Energy (Paper 1)
- Electricity (Paper 1)
- Particle model of matter (Paper 1)
- Atomic structure (Paper 1)
- Forces (Paper 2)
- Waves (Paper 2)
- Magnetism and electromagnetism (Paper 2)
- Space physics – GCSE physics only (Paper 2)

Chemistry

- Atomic structure and the periodic table (Paper 1)
- Bonding, structure, the properties of matter (Paper 1)
- Quantitative chemistry (Paper 1)
- Chemical changes (Paper 1)
- Energy changes (Paper 1)
- The rate and extent of chemical change (Paper 2)
- Organic chemistry (Paper 2)
- Chemical analysis (Paper 2)
- Chemistry of the atmosphere (Paper 2)
- Using resources (Paper 2)

Assessment:

Assessment for the Separate Sciences (Triple 3 GCSEs) is 100% examination based. All pupils complete six examination papers: two Biology, two Chemistry and two Physics. The papers will assess knowledge and understanding from distinct topic areas. The examinations are equally weighted towards the overall grade for the GCSEs.

Skills and enrichment opportunities:

There are numerous required practical experiments and we aim to include additional interactive activities to underpin and support students' understanding of scientific theory. Students develop problem-solving and teamwork skills through investigation work. The course includes furthering understanding of scientific literacy, which allows students to question the reliability of scientific reporting in the media.

Progression and career opportunities:

Studying the Separate Sciences (Triple 3 GCSEs) means students will cover more content than Combined Science (Trilogy 2 GCSEs). The separate GCSE Biology, Chemistry and Physics GCSEs will provide great preparation for AS and A-level, without overlapping content. Science A' Levels will open the doors to many BSc degrees.

Science is an important GCSE for many areas of further study and careers including medicine, veterinary, sports science, food science, engineering, forensics, nursing and mechanics. A background in science will also give opportunities for marketing and research in the SciTech industries.

Subject: Religious Studies

Exam Board: AQA 8062

Subject Content:

The RS GCSE covers a range of the two most followed religions in the UK; Christianity and Islam. Only side that with 4 contemporary ethical themes, ensuring the students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Component 1: the study of religions: beliefs, teachings and practices. The study of Christianity and Islam.

Component 2: Thematic Studies.

The religious, philosophical and ethical themes from below.

- Theme A: Relationships and families (Sex, marriage, divorce, families and gender equality)
- Theme B: Religion and life (origins of the universe, euthanasia, abortion, afterlife and the sanctity of life)
- Theme D: Religion, peace and conflict (Religion, violence, terrorism and war)
- Theme E: Religion, crime and punishment (causes of crime and types of punishment)

Assessment:

There are two written papers at the end of year 11. Each paper is 1 hour 45 minutes, Paper 1 is out of 102 and Paper 2 is out of 99 marks.

Paper 1: 1 Hour and 45 mins

Paper 2: 1 Hour and 45 mins

Skills and enrichment opportunities:

Pupils will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. They will be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

Progression and career opportunities:

Religious Studies GCSE is a highly regarded qualification by employers, colleges and universities. It complements all subjects including the humanities, languages and sciences. The philosophy and ethics studied particularly develop critical thinking skills and personal development, which will prove very useful for careers in business, law, medicine, science, teaching and many other areas of employment.

Contact information: Ms Drake – lucy.drake@wyeschool.org.uk

Subject: Spanish

Students will be expected to have a prior knowledge from KS3 to be able to access the course content. The new MFL GCSE is about communication, connection and culture and is an optional subject.

Exam Board: Edexcel

The content taught will cover the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studies and future plans
- Travel and tourism



Assessment:

Students will sit 4 papers at the end of year 11. The skills assessed are listening, reading, speaking and writing. Each paper is worth 25% of their final grade.

There are two tiers in Spanish; a foundation tier (grades 1-5) and a higher tier (grades 4-9). The tier that students sit is not decided until the winter of year 11 based on students' performance in mock exams and the classroom.

Skills and enrichment opportunities:

Studying a modern Foreign Language helps develop students' understanding and appreciation of the wider world. Students will be proficient in the four skills of reading, writing, listening and speaking in a modern foreign language. Proficiency in a language offers opportunities and skills for life. This specification expands students' cultural knowledge and develops global citizens.

Progression and career opportunities:

MFL is seen as a facilitating subject to A level studies and different careers. There are many career paths you can explore by choosing Spanish. Some of these include:

Tourism, management consultancy, finance, Government, charity and international development, catering, cabin crew, Hotel/Resort Management and fashion.

Learning a Language enhances cognitive abilities, fosters cultural understanding and provides a competitive edge in the job market.

An A Level in a modern foreign language could lead to a four-year degree course in MFL at university, with a year abroad in a Spanish speaking country. Employees with a second language earn between 5-20% more than their colleagues.

Contact information: Ms. Rachel Moorat Rachel.moorat@wyeschool.org.uk

