



**Woldgate
School**

Of great merit, character and value

WORLD OPTIONS

PROSPECTUS 2023



AN ETHOS LIVED INTO BEING
WWW.WOLDGATE.NET



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INTRODUCTION BY THE HEADTEACHER



Upper School studies are important. Your outcomes will ultimately provide a foundation upon which to continue study at Sixth Form. Universities will look at your GCSE grades and some may use them as part of the entry criteria. It is, therefore, important you are in the driving seat when making these decisions and do become actively involved in asking the questions, seeking advice and of course searching the appropriate websites. You will be committing to these studies for two years and even potentially longer, so please do take your time and make an informed decision. Your determination, dedication, hard work, and enthusiasm will be critical to your success in these and every subject.

I do wish you the very best in making these decision. It is an exciting opportunity to start thinking about the future and to start planning your route through education. I am more than happy to see you at any time to discuss your thoughts or plans and I know my fellow teachers will do their very best to ensure you are in a strong position to make the right choices.

All the best,

Mr Sloman | Headteacher

OFFERING YOUR CHILD THE WORLD



We have been delighted to see how maturely, enthusiastically, and skillfully our Year 9 pupils have begun their studies in their Performance and Technical disciplines this year. Speaking to colleagues across the full fields of study, their teachers have been consistently impressed with the standard of work being produced and the veracity with which children are coming to terms with new and challenging concepts and ideas.

This year your child will make two more choices to complete their personalised timetable, deciding which of the World subjects to follow to GCSE. These subjects are a very significant part of our ethos. It is through understanding the world around us, its history, its people and the faiths and languages that surround us that we gain empathy for others as well as an awareness of our own place in the wider world. This option series also prompts you and your child to consider whether to follow the English Baccalaureate: a national standard of courses that includes core subjects such as English, Maths, and Science as well as a humanities subject and a language. While the English Baccalaureate at GCSE isn't currently compulsory for participation in Further or Higher Education, it is certainly growing in popularity with young people who are seeking to follow a challenging and varied curriculum and demonstrate that they have the ambition and breadth of interests to thrive in further study.

Whatever your child's choices, we look forward to continuing to support them in the coming years. Upper School can be challenging for many pupils, not least because we have extremely high expectations of all the pupils under our care and will always encourage them to be the best that they can be. Alongside the qualifications they will achieve, we encourage our pupils to develop strong social skills and a sense of community to enable them to develop into responsible and successful young adults on both an individual and team basis. We aim to create a positive and motivated atmosphere within our Upper School in which your child can flourish both in terms of academic achievement and in developing their own unique talent

Best wishes,

Mr Macdonald | Head of Middle School



A BROAD AND DISTINCTIVE CURRICULUM

At Woldgate School we believe strongly that our children need to be known and cared for as individuals, with their individual talents recognised and celebrated. Consequently, allowing pupils to choose a curriculum that suits their interests and needs is a key part of that ethos.

Even so, there are aspects of the curriculum that we believe are essential to a broad and holistic education. We support participation in History and Geography on the basis that, no matter what a child goes on to do in adult life, some knowledge about the **world** they live in – its history and people – is fundamentally important. We also believe that learning to speak a foreign language is a key life experience: not only for the way that it illuminates our own language but also for the way it breaks cultural and geographical barriers and allows pupils to perceive a wider community beyond the United Kingdom. All things being equal, these experiences ought to be offered and promoted to all children and that all pupils should have the opportunity to study them.

Just as knowledge of language and humanities should be a core educational value, we believe that providing the opportunity to practice and work toward quality **performance** in sport and the arts, and to engage directly with **technology** through business and innovation (be it through software or manipulating physical materials) should be non-negotiable.

CORE

The timeless beauty of the spoken and written word; an insight into our culture, history and language. An endless world of scientific discovery to develop our understanding of the matter, forces, and life around us; to innovate and explore the beauty of nature and understand our own technological advancements as society. The elegance, logic and purity of mathematics. These subjects are the very foundation of an exceptional curriculum and are part of our statutory offer prescribed by government.

WORLD

Those subjects that broaden our understanding of the world; its culture, faiths, land, people, language and history. They play a pivotal and varied role in our lives; broadening our understanding, communication skills and allowing us to understand different societies, cultures and nations. They provide us with a greater insight into the world, helping us to better understand both the past and the future and fostering a sense of empathy necessary to relate and work together as one cohesive society.

TECHNICAL

Those subjects in an increasingly technological society that allow our pupils to become more than simply passive users but to be creative, to innovate and build - to help shape our future society. From computer science to sustainable energies, robotics to aeronautics, and medical technology to intelligent building design – technical disciplines offer a huge range of specialisations.

PERFORMANCE

The expression of our culture, emotion, ideas, and love of the arts. Through subjects that inspire, help us to create and express meaning and personal emotion through technical knowledge and skill. The arts not only enrich our lives, communities and culture but they are vital to a child's education. For example, exposure to art education promotes self-directed learning and sharpens critical and creative skills. Equally, the skilful execution of sporting performance is the outward sign of dedication, practice, and resilience.

Ultimately we believe the curriculum should promote **as much variety as possible across these four disciplines**. We believe that best way to provide this is to offer an additional option at GCSE. We believe that each child should be able to follow a path of study that includes each of these four elements if they wish, without sacrificing time and depth in each.

Beginning options in the performance and technical disciplines in Year 9 allows pupils a first step toward a **highly personalised timetable**, and this year your child will now select two option further choices from the World discipline.

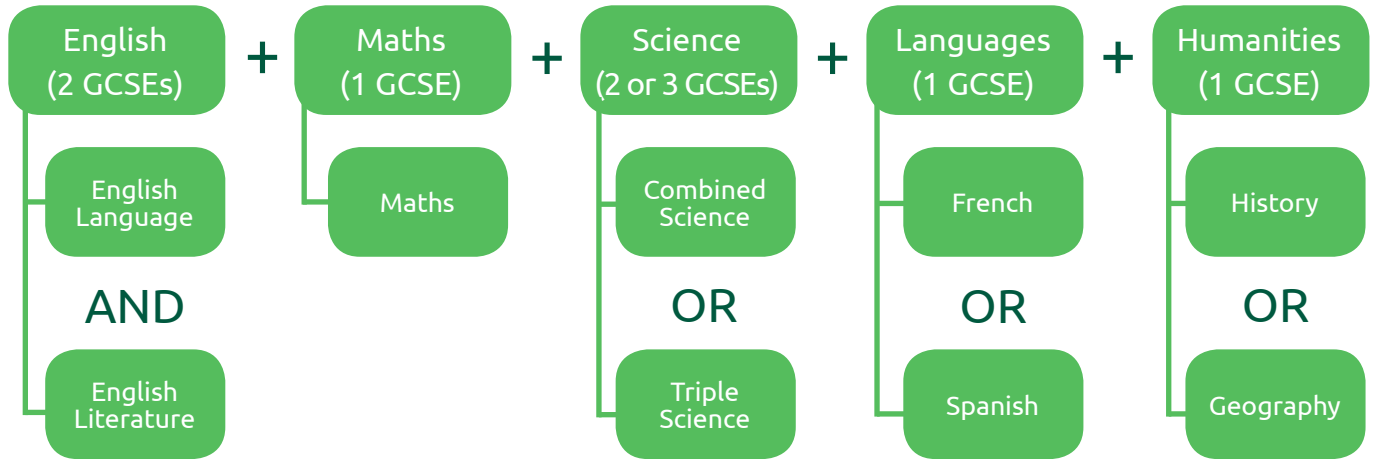
Enhanced time for core subjects in Year 10 and 11.

On a case-by-case basis, we may offer pupils additional time in core subjects (Additional English and Additional Maths) as one of their option choices. We must stress that this offer does not form an option choice for the vast majority of pupils, and the additional time in core is appropriate for a very small number of pupils. Additional core, and additional Maths, will not appear on the options form as an option, however pupils who are appropriate for the course will be offered this option in February, and parents will be directly contacted. If you have any further questions please do get in touch with the School and a member of our team would be happy to answer any questions.



YEAR 9 OPTIONS: THE ENGLISH BACCALAUREATE

This year your child began two courses that they will now take through into Year 11. Now they will make a further choice of two GCSE subjects. At this point your child can decide whether to follow the English Baccalaureate, a curriculum pathway currently taken by well over a third of pupils nationally, including many of the most able. The English Baccalaureate is a suite of five compulsory subjects: English Language, Mathematics, Science, Geography or History, and a Modern Foreign Language. This can be taken in a variety of combinations:



The subjects that are included are designed to ensure that all pupils have a broad curriculum and that doors are not closed off to them in terms of future progression. For example, for pupils hoping to go to university, the Russell Group that represents the country's top 24 leading universities, recommends Sixth Form students study 'facilitating subjects' at A Level: Biology, Chemistry, Physics, English Literature, Geography, History, Physics, Modern and Classical Languages, Maths and Further Maths. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects that they identify are those included in the English Baccalaureate.

If as a parent you opt not to follow national guidance on the English Baccalaureate, your child may choose to take any combination of History, Geography, Religious Studies, Spanish, or French in order to enrich their study. **Alternatively**, pupils will have the option to choose only one World subject. If they make that selection then they will be provided with additional time across English and Mathematics (depending on their individual needs) with a specialist teacher.

"Whichever career path young people choose, they will need the skills that make them employable in a world where recruitment is increasingly global. We owe it to them to ensure that they do not lose out in the jobs market to better educated and linguistically qualified candidates from other countries."

Nuffield Trust

WHY SHOULD I STUDY LANGUAGES?

What skills will I get from Studying a Foreign Language?

Learning a foreign language can build your communication, interpersonal, intercultural and public speaking skills - otherwise known as 'soft skills'. Some studies have also shown that learning another language can improve your ability to multi-task and block out distractions.

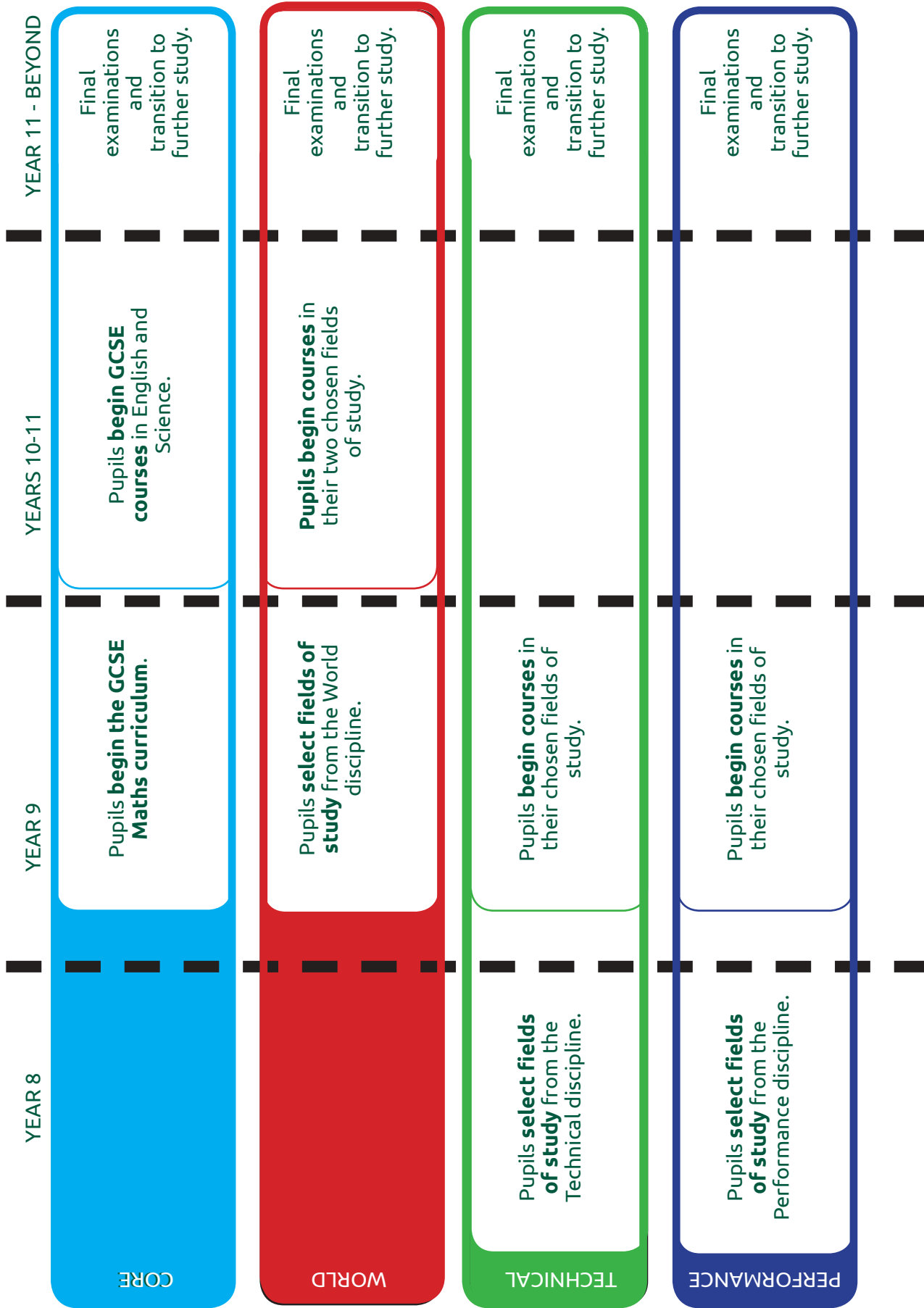
What careers are foreign languages good for?

Languages are great for a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing and journalism.





DISCIPLINES



OPTIONS TIMELINE

At the Year 8 Options Evening we invited pupils to follow their passions and be inspired by the subjects that they have the most enthusiasm and love for: be it art, business and enterprise, sport, computing, or any other subject from our Performance and Technical disciplines. Pupils will, I know, also have real interest and passion for our World disciplines, which are the focus of this year's choices.

The choices on offer in this Year 9 Option round involve some important decisions. For example, the English Baccalaureate qualification is growing in popularity nationally and is becoming a desirable accolade for pupils to demonstrate a breadth of skills and knowledge when making the transition to further study; for many pupils this is something they should consider very carefully. Equally a very small number of pupils may be indentified by the School to have the opportunity to spend additional time in English and Maths which will provide additional support to these identified pupils, in securing progress in these important subjects.

Choosing not to take a subject at GCSE does not, in the vast majority of cases, prevent a pupils from choosing it at A Level or beyond – however Modern Foreign Languages is one area in which pupils will need to have studied the course to have a strong foundation for study after GCSEs. To help make these decisions you will be provided with an enhanced report with your child's autumn progress review as well as advance details of their progress in spring to date. You will also have the opportunity to speak to teachers in our upcoming **parents' evening**.

Our Options Timeline:

- January - March: Year 9 assemblies & STARS to focus on information gathering and decision-making. Subject specific information available in lessons and assemblies. Careers appointments will be available for pupils if needed.
- 10th January: **Options launch assembly for pupils**, for pupils during School time
- 19th January : **Information Evening** for pupils and parents. Arrival time, 6pm/7pm.
- February: **SLT transition interview** for pupils during School time.
- 6th March: **Year 9 progress evening** for pupils and parents (Online)
- 10th March: **Personalised Online Options forms** will be released.
- 17th March **Deadline for Year 9 Personalised Online Option forms**

World	Humanities	Languages
	History	Spanish
	Geography	French
	RE	



Mathematics



GCSE Mathematics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9).

Pupils are assessed by examination at the end of the course.

They must sit three question papers; one non-calculator and two calculator papers.

There is no controlled assessment.

Topics covered include:

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

Skills that will be covered include:

- Using and applying standard techniques
- Reasoning, interpreting and communicating mathematically
- Solving problems within mathematics and in other contexts

Success in GCSE Mathematics opens up a wide range of options for further study and employment; ALevel Mathematics is a popular Sixth Form option at Woldgate, and we offer our pupils both the ALevel Maths course, and the Further Mathematics ALevel, course in the Sixth form.

Parents can help by:

- Ensuring pupils have the correct equipment (including a scientific calculator).
- Checking homework is completed on time and to a high standard.
- Ensuring pupils revise for exams.
- Promoting the use of www.mymaths.co.uk for revision.
- Encouraging the purchase of revision aids such as a Mathswatch disc (if used correctly this has been proven to increase a pupils' understanding by over half a grade).

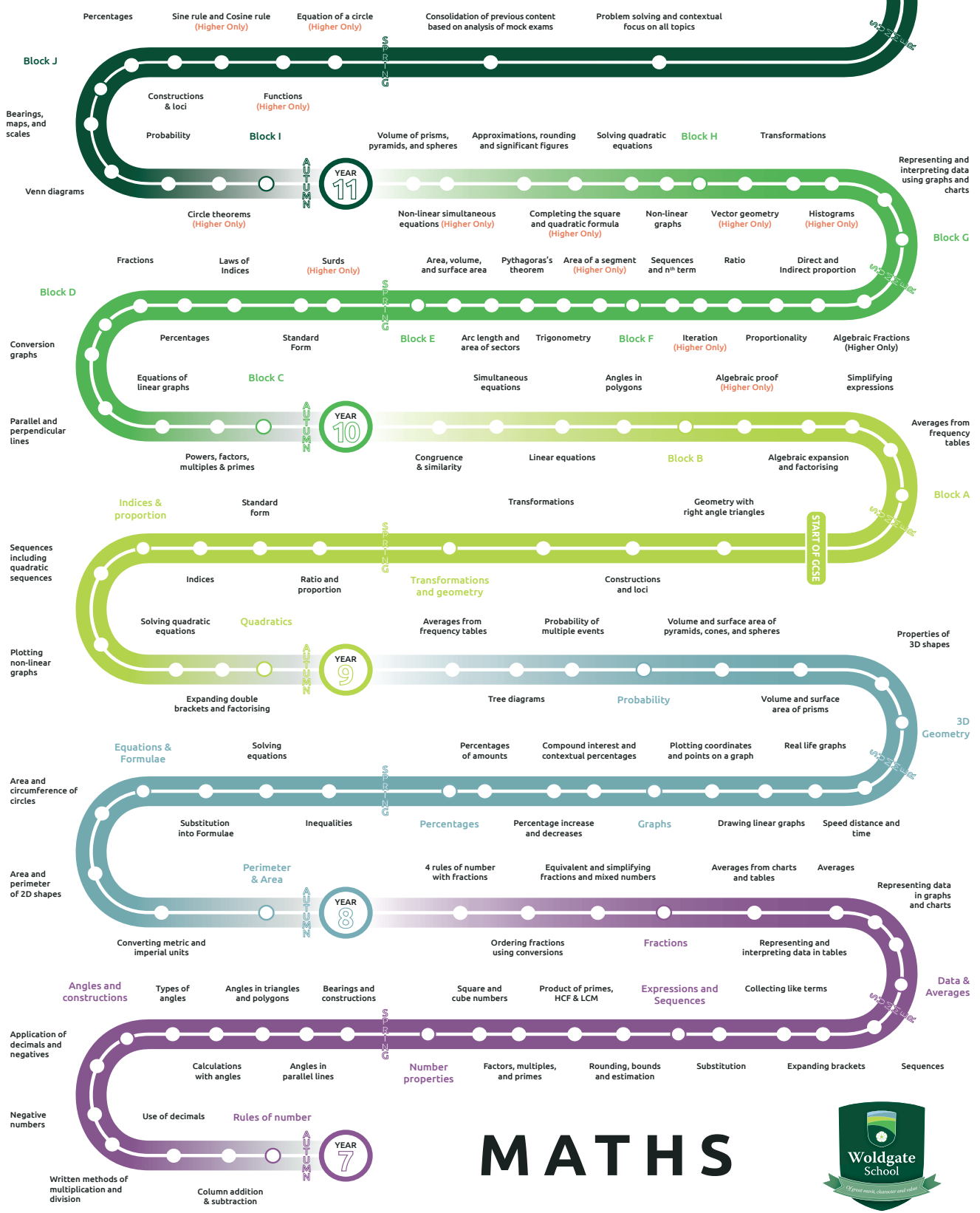


WHAT WILL I STUDY?



GCSE EXAMINATIONS

3 papers – 1 non-calculator and 2 calculator papers



MATHS



English Language & Literature



Assessment details:

GCSE ENGLISH LANGUAGE:

- Paper 1: Explorations in Creative Reading and Writing (50%)
- Paper 2: Writers' Viewpoints and Perspectives (50%)
- Non-examined assessment: Spoken Language (Separately endorsed)

GCSE ENGLISH LITERATURE:

- Paper 1: Shakespeare and the 19th Century novel (40%)
- Paper 2: Modern Texts and Poetry (60%)

Skills that will be developed:

- How to speak effectively and listen closely in a range of formal and informal situations.
- How to write accurately in a variety of styles for a range of audiences.
- How to read a variety of media, literary and non-fiction texts.

Topics that will be covered:

- A Shakespeare play
- Modern drama
- Poetry
- A novel
- Creative writing

Parents can support pupils by:

- Discussing written work with pupils.
- Encouraging regular reading – both for pleasure, and for information-gathering.
- Talking to pupils about the set texts.
- Providing a dictionary and a thesaurus.

Success in this course could lead to:

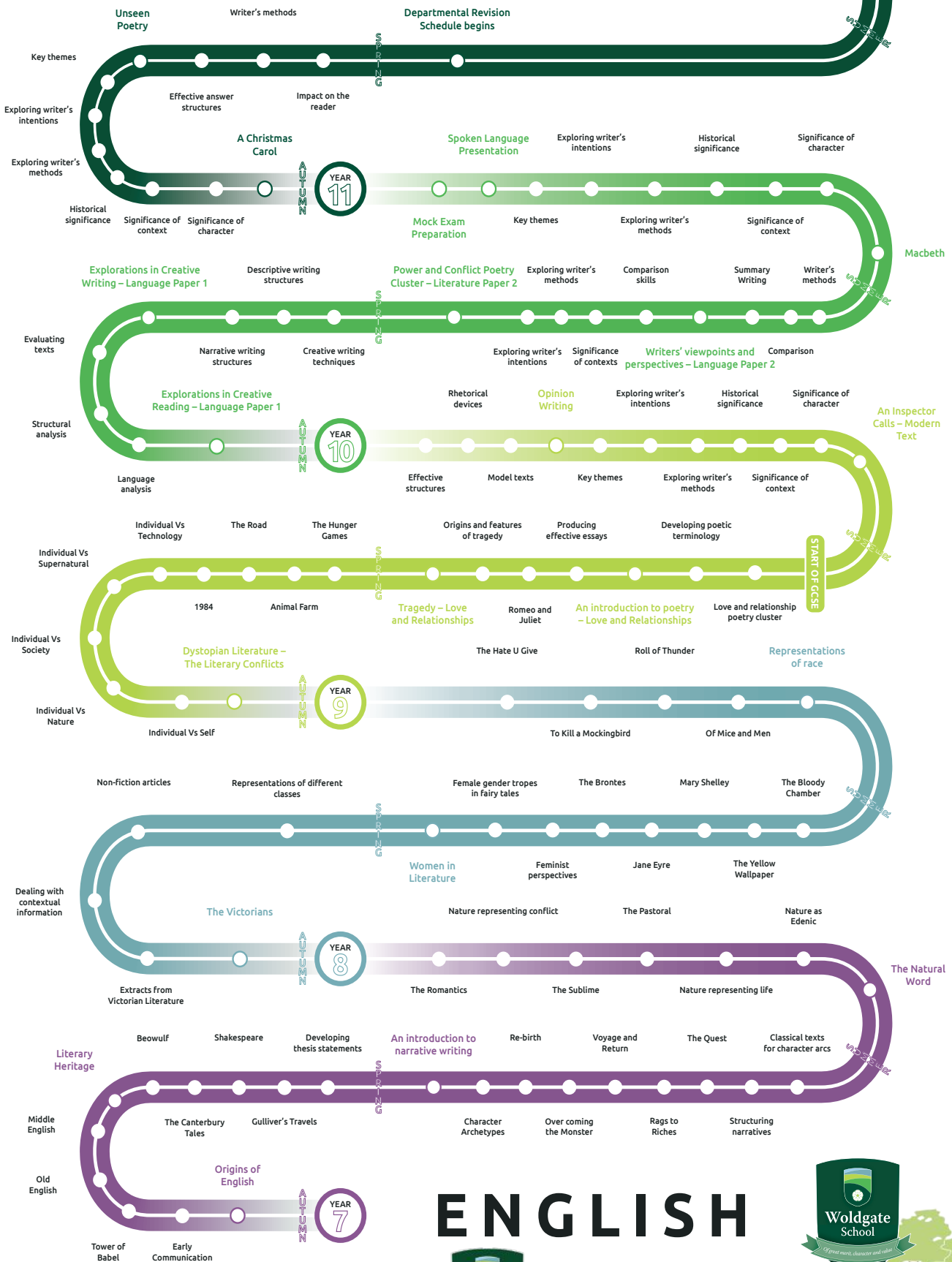
Many careers and professions. Being able to write accurately and speak fluently to different audiences are valuable skills for all kinds of courses and occupations, especially in fields such as the law, journalism, teaching, business and office work. Advanced Level courses in English Language, English Literature or Media Studies follow naturally from these GCSE courses.





GCSE EXAMINATIONS

Two English Language Papers Two English Literature Papers



ENGLISH



Combined Science



Combined Science is worth two GCSEs and covers aspects of Biology, Chemistry, Physics and "Working Scientifically".

Assessment will comprise of 2 x 1 hour 15min examinations for each of Biology, Chemistry and Physics.

Biology consists of:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Physics consists of:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

Chemistry consists of:

- Atomic structure
- Properties of matter
- Chemical changes
- Energy changes
- Rates of reaction
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

Groups will be following Combined Science and aiming at either the Higher (9-9 to 4-4) or the Foundation (5-5 to 1-1) level of examination.

Success in this course could lead to:

- ALevel studies in any Science.
- BTEC in Applied Science.



Triple Science

This is for more able pupils as all three Science GCSEs are studied in the time allocated for 2 GCSEs.

To select for Triple Science, the end of Year 10 mock examination results will be used.

The assessment of each GCSE will comprise of 2 x 1 hour 45min examinations which will include aspects of "Working Scientifically"



Success on this course is good preparation for those wishing to study an ALevel in any Science. Towards the end of Year 10 students will be invited to follow the Triple science based on level of performance across the year and their teachers' opinion of their suitability for the rigours of the course. Towards the end of Year 10 students will be invited to follow the Triple science based on level of performance across the year and their teachers' opinion of their suitability for the rigours of the course. Reading about Science in the news will help your studies.

Biology

TOPICS INCLUDE:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

POSSIBLE CAREERS:

- Veterinary Science
- Environmental Ecologist
- Dentistry
- Medicine
- Nursing

Chemistry

TOPICS INCLUDE:

- Atomic structure
- Properties of matter
- Chemical changes
- Energy changes
- Rates of reaction

- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

POSSIBLE CAREERS:

- Industrial Chemist
- Chemical Engineer
- Pharmaceuticals
- Dentistry

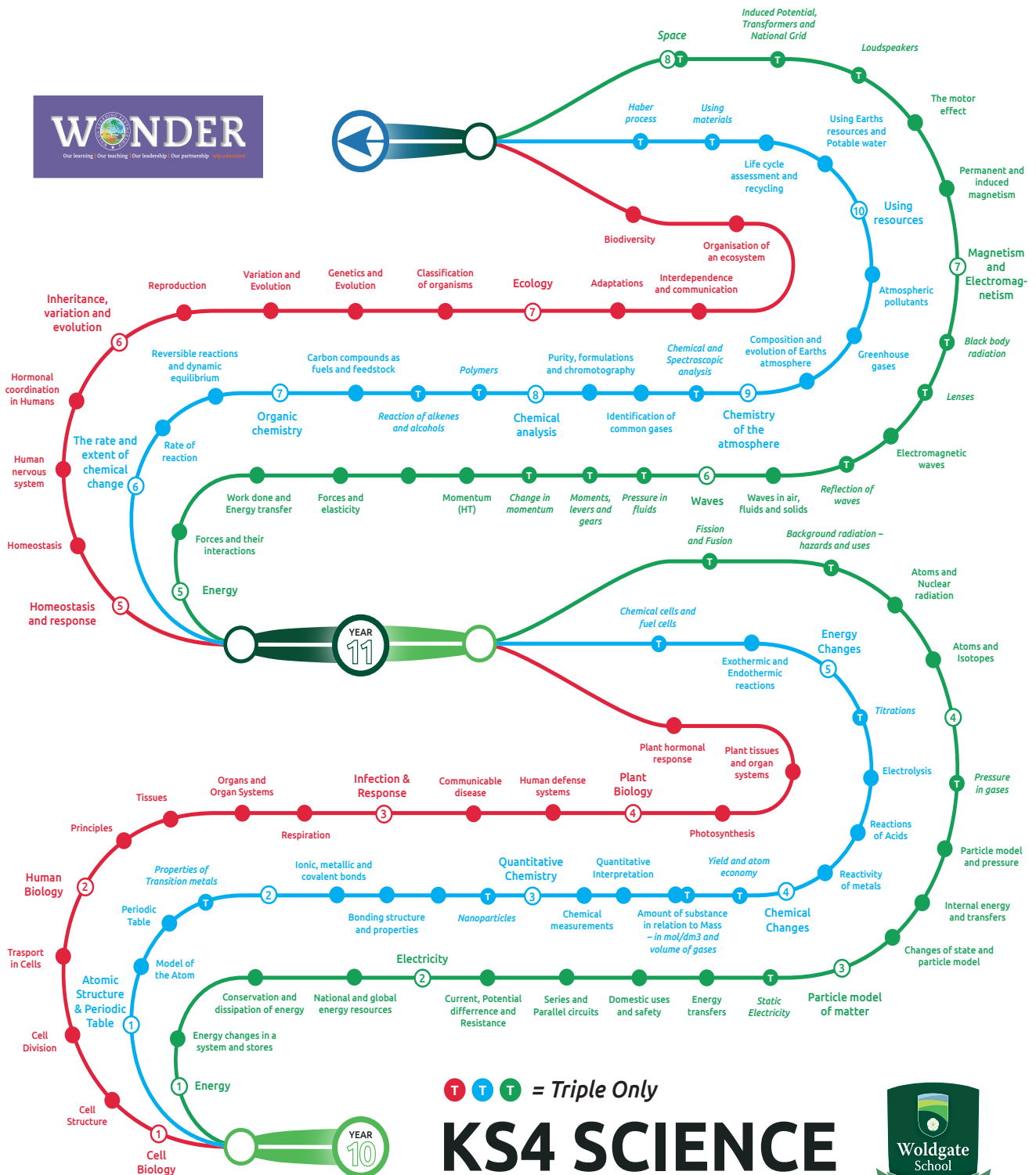
Physics

- Topics include:
- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

POSSIBLE CAREERS:

- Electrical Engineer
- Mechanical Engineer
- Pilot
- Architect
- Medical Physicist
- Audio Engineer





T T T = Triple Only

KS4 SCIENCE

Biology **Chemistry** **Physics**



Careers Education, Information, Advice and Guidance.



Year 10

Year 10 focus on 'the world of work' as part of their CEIAG programme. The programme comprises of a number of different strands:

Business speakers. One of the best ways for pupils to know what the expectations of employers are is to ensure we provide opportunities for employers to interact with our pupils. Woldgate is part of a network of visits by local and national employers.

Pupils will receive five business talks which cover topics ranging from creating CVs and covering letters to work place behaviour. Representatives from those businesses talk about their area of expertise, give pupils key information and provide time for a Q+A.

Citizenship lessons

Pupils will complete a series of lesson centred on the world of work to help consolidate what they have learnt from the business talks and to ensure they are as best prepared as they can be for their Work Experience placement.

National Careers Week

National Careers Week is in March every year. All year groups take part in the varied activities that are offered during registration slots and lessons during the week.

Year 11

Pupils are given a huge range of opportunities to ensure they have all of the information they need to make informed choices for the next stage in their education and beyond. A few examples are given below:

- Careers fair – local education providers and a huge range of career representatives attend the event
- 1 to 1 interviews with a Level 6 qualified careers advisor
- Visiting speakers
- Careers lessons covering a range of topics
- IAG week – every pupils is interviewed
- IAG Day
- Each pupil is given a mock interview by an employer

For a more detailed insight into what is covered, please visit the CEIAG page of the school website.

If you have any questions about CEIAG, please contact Mr P Barrett.

Woldgate School has been awarded the Humber Gold Standard award for excellence in IAG.





The aim of STARS is to give pupils the knowledge and skills to become active and positive influences in the local, nation and potentially international community. Pupils will continue to work with their tutors to build on the Citizenship issues that they began to explore in Lower School.

Democracy and Justice:

The Democracy element will have pupils exploring the role of MPs; the effectiveness of government; comparisons of democracy with dictatorship and how relevant the royal family are in 21st Century Britain

The Justice element will have Pupils exploring issues such as reasons for crime; punishments; alternatives to prisons and should Britain have the death penalty?

Rights and Responsibilities

Pupils will explore the role of the media; Human Rights issues from around the world and the positive and negative effects of globalisation.

Careers guidance

Careers guidance will be delivered to pupils through a number of methods. There will be time devoted assemblies, off time table activities and there will be a range of outside specialist speakers. In addition to this pupils will have an opportunity to attend a careers fair in the October of Year 11 as well as having access to an impartial careers advisor.

Health and Sex Education

Pupils will learn about:

- The law relating to sexual matters
- Contraception including abstinence
- Sexually transmitted infections and diseases
- Sexual lifestyles
- Statutory and voluntary organisations offering relationship and sexual health advice
- Drug education
- Healthy Lifestyles

PSHE

This is Personal, Social, Health and Economic education. Pupils will explore various health related issues, as well as issues relating to society. The 'economic' component of this relates to work related skills and enterprise education.

Skills that will be developed:

- Interpersonal skills
- Negotiation
- Cooperation
- Tolerance
- Decision making
- Assertiveness

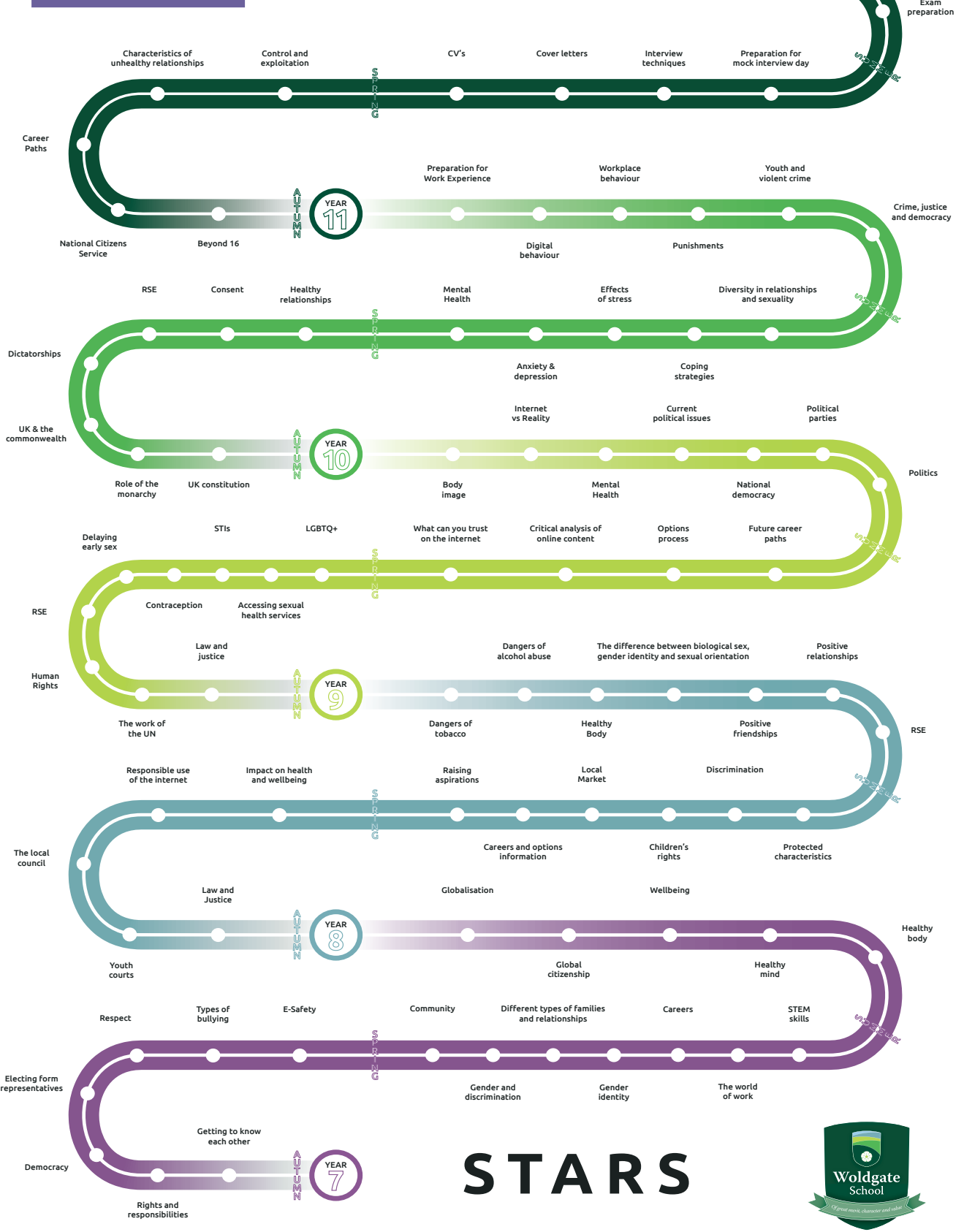
As part of the programme, pupils will receive visits from outside speakers and organisations. If you have any queries please contact Mr Barrett.



WHAT WILL I STUDY?



GCSE EXAMINATIONS



STARS



Physical Education

All pupils continue to have one weekly PE lesson.

Curriculum plans are designed to promote pace and variety. Pupils will experience a wide range of activities that may include: Fitness, Rugby, Football, Netball and Volleyball.

It is hoped that pupils will learn the skills and knowledge that will enable them to lead balanced, active and healthy lifestyles after they have left education.

A number of pupils will take the Young Leader Sports Award which cumulates in leading the Key Stage 1 Festival of Sport in the summer term.



Additional English and Maths

CORE
OPTION*



Assessment

While all GCSE subjects are valuable to your child when making their transition to further study, achieving pass grades in English and Maths is a vital goal in order to secure progress onto the next steps in education and training. A grade 4 (or grade 5, depending on the institution) in both subjects is the most common requirement for entry onto Level 3 courses (A Level or equivalent applied subjects). If your child does not achieve at least a grade 4 in each subject, they are required to retake them again after Year 11 in order to try to improve their grade, no matter what their chosen school or college.

Areas of study:

Support will be given to your child in working through the GCSE course units systematically, following the material covered in class but also scanning ahead to introduce key vocabulary and concepts so that they feel confident when these are introduced in the classroom.

Both English and Maths will be on offer during the allocated option period, which means pupils can focus on the area that presents the greatest need. Support will be reviewed throughout the two years to determine which topics and subjects require intervention to best support them in their studies.

Skills that will be developed:

Some pupils will also be given the opportunity to complete foundation qualifications in English and Mathematics to assist them with the mastery of the fundamental skills required to thrive at GCSE.

*Selecting additional Maths and English:

Pupils following the additional Maths and English option will still study eight full GCSE or applied courses as a minimum, offering a full curriculum. However, it is important that pupils taking this course as additional support are those who would benefit most from it. Please therefore note, pupils are selected on a case-by-case basis for Additional Maths and Additional English, and this course is not an option for the vast majority of pupils.





Assessment

Pupils are entered for either Higher or Foundation Tier in all exams. They will complete an exam in all four skills, reading, writing, listening and speaking. Each exam is worth 25% of the overall grade. Peer and self-assessment regularly take place in lessons and pupils complete assessments regularly in class in preparation for their final exams at the end of Year 11.

Areas of study:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Skills that will be developed:

The MFL course in Spanish aims to prepare pupils to use language skills to express themselves in a variety of situations- personal, social and business. By the end of the GCSE course, pupils will have a working knowledge of the language, which will prepare them to communicate with native speakers in different contexts and furthermore give them cultural insight into the countries where the language is spoken. Pupils follow the AQA syllabus and there are three areas of study:

Success in French could lead to:

- Living and working abroad
- A Level and Degree courses in any language
- Business Studies
- Linguistics
- Economics
- Law

Remember, languages open the doors to the rest of the world ... the only question is – where do you want to go?

See Mr Thomas-Peter (Director of MFL) in KU12 or your class teacher if you have any further questions!

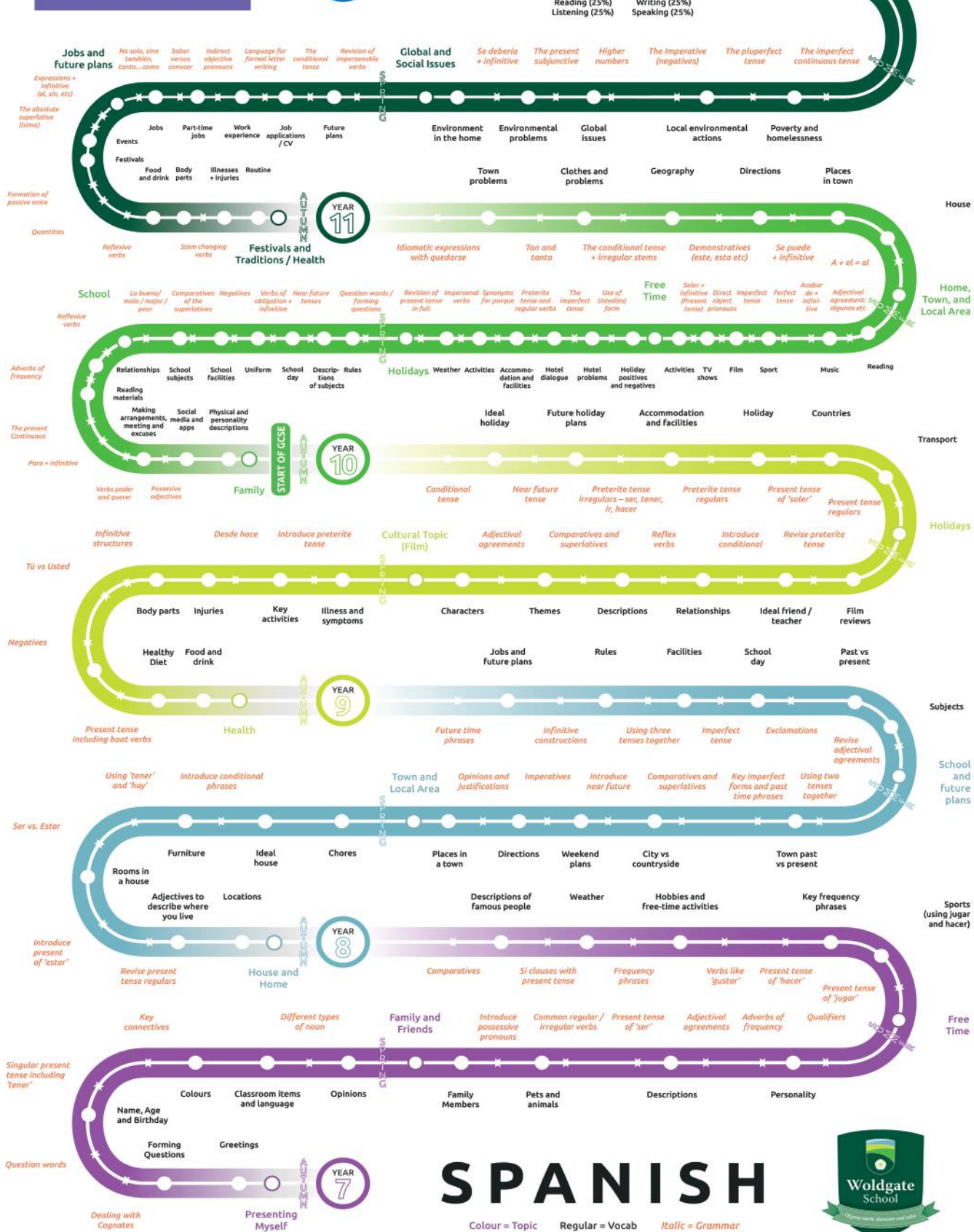
How Parents can help:

It is important for pupils to keep practising their language between lessons. Pupils are expected to learn new vocabulary from their lessons each week. We suggest that they take 10-15 key words each week and learn them off by heart, using look, cover, write, check, by making cards, or a game within Quizlet, and perhaps getting a family member to test them. We also recommend that they make regular use of some of the following websites: www.quizlet.com, www.languagesonline.org.uk, www.duolingo.com





GCSE EXAMINATIONS



SPANISH

Colour = Topic Regular = Vocab *Italic = Grammar*





Assessment

Pupils are entered for either Higher or Foundation Tier in all exams. They will complete an exam in all four skills, reading, writing, listening and speaking. Each exam is worth 25% of the overall grade. Peer and self-assessment regularly take place in lessons and pupils complete assessments regularly in class in preparation for their final exams at the end of Year 11.

Areas of study:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Skills that will be developed:

The MFL course in French aims to prepare pupils to use language skills to express themselves in a variety of situations- personal, social and business. By the end of the GCSE course, pupils will have a working knowledge of the language, which will prepare them to communicate with native speakers in different contexts and furthermore give them cultural insight into the countries where the language is spoken. Pupils follow the AQA syllabus and there are three areas of study:

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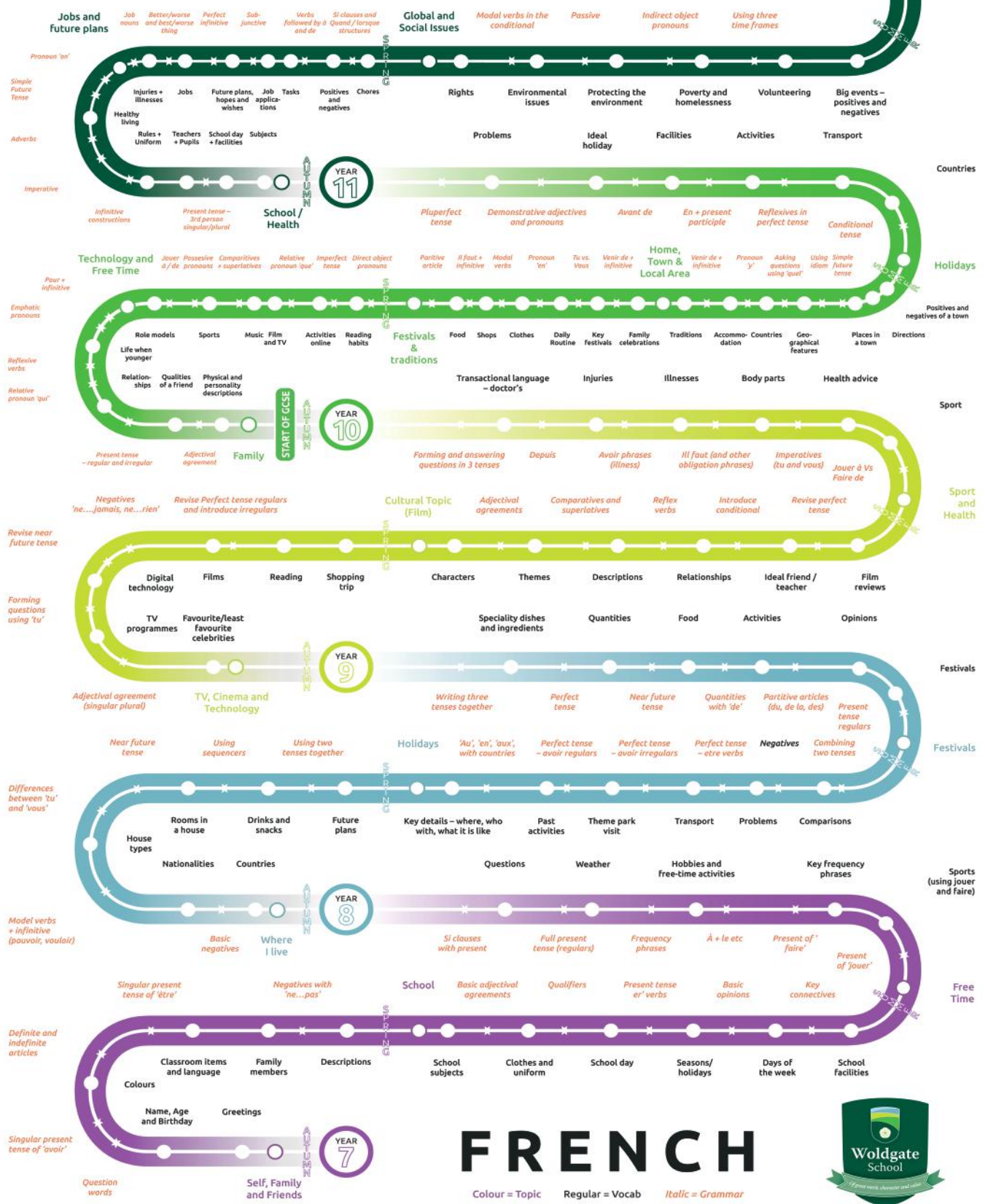
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GCSE EXAMINATIONS

Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)



FRENCH

Colour = Topic Regular = Vocab *Italic = Grammar*



Areas of study:

The following units are covered over a 2 year GCSE course which spans Years 10 and 11:

- Health and the People c1000 to the present day. This thematic study covers a range of topics including discoveries in understanding and treating disease, anatomy, surgery and public health.
- Elizabethan England c1568-1603. Elizabeth and her government, threats from home and abroad and everyday life. In addition, the historic environment unit explores a specific site relevant to the historical period.
- Democracy and Dictatorship: Germany 1890-1945. Germany before the First World War, the impact of the First World War, Weimar Germany and the rise of Hitler and the Nazis and the experiences of Germans under Nazi rule.
- Conflict and tension between East and West 1945-1972. The world in the aftermath of the atomic bomb, Europe divided by the Iron Curtain, the Berlin Wall, Communism in China and the Cuban Missile Crisis.

Skills that will be developed:

Building on the foundations laid at Key Stage 3 pupils will be taught to develop their knowledge, understanding and skills of analysis and evaluation at a higher and more complex level. At GCSE pupils are required to explain, analyse and evaluate events and concepts such as cause and consequence, similarity and difference, change and continuity and significance in some depth. They are required to communicate clearly, use appropriate terminology and develop written work in a structured and logical manner. They will be encouraged to present and sustain an argument and substantiate their opinions in detail. In addition, pupils will continue to work with historical sources and interpretations and will develop their skills of inference and critical analysis and evaluation.

Throughout the course, pupils will be introduced to exam style questions that will be modelled, practised and marked according to the GCSE mark schemes. Pupils will receive feedback and will be required to make improvements to their work using the whole school purple pen method. Peer and self-assessment will also be used where relevant. Pupils will also sit internal school mock exams in the summer term of Year 10 and in the mock exam season in Year 11.



Assessment:

AQA History

There will be 2 examinations at the end of the course:

Paper 1: Understanding the Modern World (50%)

Paper 2: Shaping the Nation (50%)

How Parents can help:

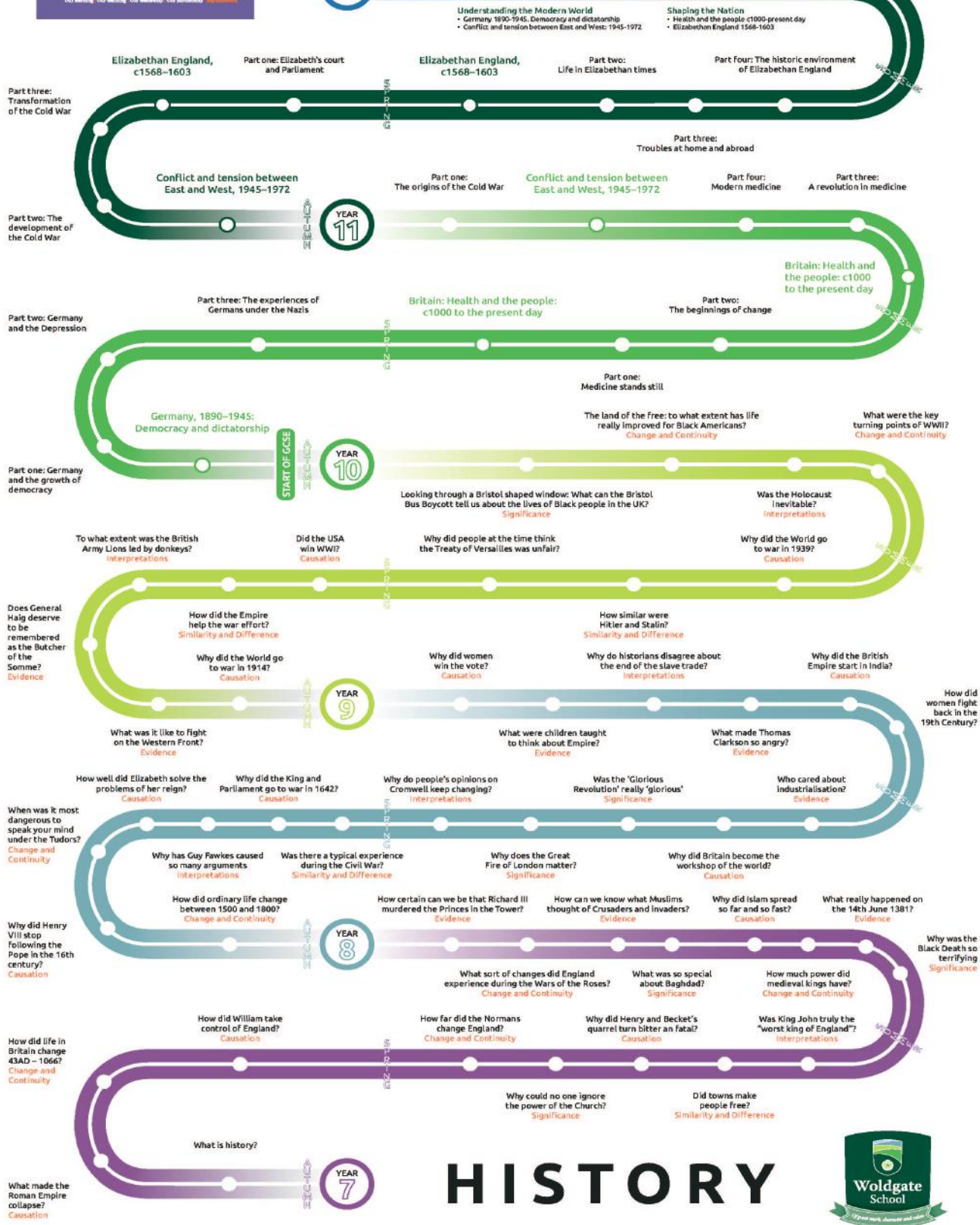
- Asking pupils about their studies and encouraging discussion and opinion.
- Ensuring homework is completed to a good standard.
- Being aware of deadlines and helping pupils to be organised.
- Taking an interest in relevant TV programmes which enhance topics covered in school.





2 Papers – Understanding the Modern World & Shaping the Nation

GCSE EXAMINATIONS



HISTORY





Assessment details:

Pupils will follow the OCR GCSE (9-1) Geography B (Geography for Enquiring Minds) course.

Topics of study:

- Year 10: Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems, Physical Geography Fieldwork.
- Year 11: Urban futures, Dynamic development, UK in the 21st Century, Resource Reliance, Human Geography Fieldwork.

Skills to be developed:

Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).

Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts,

including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

100% of the final grade is assessed by written examinations. There are three examination papers to be taken at the end of Year 11 on Our Natural World, People and Society, and a final decision making paper based on what they have studied.

Parents can help by:

Parents can help by encouraging pupils to take an active interest in the world around them, by following the news (for which the BBC news app is pretty handy) or having discussions about their learning. This allows pupils to put their learning into a wider context and enables them to add extra details and comparisons into their work. Additionally, supporting pupils with their homework is greatly appreciated and, if they are stuck or need further support, please encourage them to speak to their teacher.

This course could lead to ...

Anything you want it to! Geography has always been a subject which employers value, and Geographers continue to develop a wide range of skills and knowledge which is relevant in the workplace, and which prepares them well for future study.



Religion, Philosophy, and Ethics



Assessment details:

Pupils will follow the GCSE Edexcel Full course in Religious Studies (Philosophy & Ethics). It is an interesting course that offers an opportunity to question your own moral values and to learn to appreciate the diversity of beliefs and opinions on important issues in the world today. Discussion will centre around issues such as abortion, war, capital punishment, transplant surgery and a range of topical issues that affect contemporary society. The course is based on two examinations. Both exams will be 1 hour and 45 minutes long. There is no coursework. Two religions will be studied : Christianity and Islam.

Skills that will be developed:

- Debating and communication.
- Decision making, evaluation and interpreting different viewpoints.
- Working independently and as part of a group.
- Tolerance and Respect.

Topics that will be covered:

PAPER 1 : ETHICS (CHRISTIANITY)

- Belief in God
- Marriage and the Family
- Matters of Life and Death
- Living the Religious Life

PAPER 2 : PEACE AND CONFLICT (ISLAM)

- Belief in God
- Crime and Punishment
- Peace and Conflict
- Living the Religious Life

Parents can support pupils by:

- Discussing topics that have been covered in class.
- Encouraging pupils to be aware of events and issues that are in the news.
- Ensure that pupils are completing the homework tasks.
- Using the course revision booklet to help with revision.

Success in this course could lead to:

The course is highly valued by universities and colleges and is useful for A Levels including:

- Philosophy and Ethics
- Sociology
- History
- Law
- English
- Psychology

Any jobs which involve working with people such as medicine, teaching, social work, law, or journalism to name a few.



ADVICE FROM THE HEAD OF UPPER SCHOOL

Choosing your World and Core Options

You have already carried out some work into different career paths during your STARS studies this year. In conversations you have had with your teachers and families, you will have discussed different paths. They may have helped you formulate ideas about your future career and hence subjects that you are thinking of taking. However, if like many people your age, you are unsure of your future career plans, it is not a problem. The Options system aims to channel you into a balanced curriculum which will provide you with knowledge and transferable skills suitable for a whole host of Post 16 progression routes.



When selecting your options, please remember you will be studying these courses for the next two years and it is important you select your subjects based upon enjoyment and aptitude. If you enjoy a subject you are far more likely to succeed in it. Please do not select your options based upon what friends are doing or in the hope you will get a specific teacher. Take the time to research the courses, discuss your options with family members and teaching staff before making a decision. When pupils make decisions based on limited knowledge or research; this often leads to disappointment and pupils undertaking courses which they don't enjoy and hence will not do as well in.

Support throughout the Upper School

As Head of Upper School, I work extremely closely with the Coordinator of Care and Achievement for Year 10 and 11 to provide the very best education and experience for your child as they study for their GCSE qualifications at the end of Year 11. Alongside parents, we support your child through the process of selecting their option subjects and work closely with them as they make their transition into GCSE study. Our partnership with parents is vital to the success of our pupils, particularly as they move through the next two years of their education and we work continuously to develop strong relationships between all pupils, parents and staff, together with our partner agencies to enable our pupils to fulfil their potential. Our combined focus on Care and Achievement ensures that in caring and supporting our pupils, we provide an ideal environment for them to thrive academically. We look forward to welcoming you in to the Upper School next year.

All the best,

A handwritten signature in cursive script that reads "Ling Hull".

Ms Hull | Head of Upper School



SUPPORTING YOUR CHILD IN THE OPTION PROCESS

- 1** The subjects that have recruited enough pupils to be viable will be put into the timetable. Those that don't will not be able to run. If a subject your child has chosen cannot be timetabled then the Head of School will speak to them and they will be supported in selecting an alternative course.
- 2** Please do speak to teachers about the best option for your child. We have a Year 9 Parents' Evening on the 6th of March and this will give you the opportunity to ask questions and help your child to make an informed choice.
- 3** After your child has made their decision it may be difficult to change our child's choices – we will use this information to build a timetable and set group sizes.
- 4** Pupils won't know which teaching group they have been allocated to until September – when their completed timetable will be ready for them to start the new year.

SUPPORTING YOUR CHILD IN UPPER SCHOOL

Strategies to support your child's revision

The secret to doing well in exams lies in planning. You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

- Work out a revision timetable for each subject. Your child should be revising for at least one hour each evening, and more at weekends.
- Break revision time into small chunks - hour-long sessions with short breaks at the end of each session often work well
- Make sure your child has all the essential books and materials
- Buy new stationery, highlighters and pens to make revision more interesting
- Go through school notes with your child or listen while they explain a topic they have revised.
- Test your child on key terms, names or definitions etc using revision cards
- Time your child's attempts at practice papers, and talk through their answers with them.

Providing all-round support

The best way to support your child during the stress of revision and exams that will begin in Upper School is to make home life as calm and pleasant as possible. It helps if other members of the household are aware that your child may be under pressure and that allowances should be made for this.

Treats and rewards

Some children are 'bribed' to do well in exams and are offered cash or gifts to achieve good grades. But bribery is not a good idea as it implies that the only worthwhile reward for hard work is money and that you don't trust your child to work hard. Negative messages like these will affect your child's sense of self-worth.

Encourage your child to do well for his or her own sake rather than for money or to please you. Explain that exams aren't an end in themselves but a gateway to the next stage of life – to Sixth Form, college or work. Good results are themselves the best reward for hard work and will make your child proud of his or her achievements.

Make sure your child knows you're interested in their work and that you'll be proud if they do well. Although bribery isn't advisable, it's fine to provide small treats by way of encouragement - perhaps a piece of cake or some biscuits after a chunk of revision has been completed.



AN ETHOS LIVED INTO BEING
WORLD PROSPECTUS 2023



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