



Subject Choices for GCSE



Playful
Scholarship



Pathways

Subject Choices for GCSE

January 2024



This is your future.
Where do you want to go?

Pathways

Ben Turner Senior Deputy Head

As you stand on the threshold of your GCSE journey, we want to embark on a new conversation - one that transcends the conventional approach to options and opens a world of possibilities shaped by your passions, aspirations, and the evolving demands and possibilities of the modern world.

Making a choice can by its very nature appear binary and appear to force us to make decisions or limit ourselves unnecessarily. Looking ahead, we invite you not to think about choices, but your pathway, and instead of reading the information, envision a journey. Picture yourself in the Sixth Form, inspired by not only your amazing peers in your year group but also those older students who have come before you and the diverse paths they have forged for themselves. We encourage you to seek out some of those potential mentors now, both within our community and our wider network. They have firsthand insights into that experience and how lessons extend to more than just what is written on paper.

Much is rightly made about the rapidly changing landscape of the twenty-first century workplace, and it is true that your path will not solely be determined by the subjects listed on your GCSE certificates. As the world changes, however, many things remain the same. Finding and curating one's interests and passions remains at the heart of education and life at Wimbledon High. While GCSE will be a step up, students tell us their enjoyment levels of a subject increase, and while what you choose is important, at this stage why you choose it is so much more so. We invite you to think about a holistic approach, which is why we ask you to study 9 GCSEs, leaving room to explore bespoke opportunities like our in-house Politics, Philosophy and Economics (PPE) course in Year 10, which you will find more about later in this guide.

Our focus on playful scholarship creates consequently, rather than by ambition, a thorough preparation for GCSE public examinations at the end of Year 11.

You can only become truly accomplished at something you love. Don't make money your goal. Instead, pursue the things you love doing, and then do them so well that people can't take their eyes off you." **Maya Angelou**

You will be aware of our outstanding grades at GCSE, placing us regularly in the top 20 in the country, and at the head of the GDST table. These results come from inspiring our students to think beyond the curriculum as well as to be fully prepared to meet the specifications of each course.

You may have a clear focus of where you want to go and what path will take you there. Equally, you may still have no idea! Reflect on what excites you, what challenges you, and what ignites a sense of wonder. This process is not just about preparing for exams; it's about preparing for a lifelong adventure of learning—one where every choice adds a layer to the rich tapestry of your knowledge and skills. GCSEs are a useful staging post on the

journey towards A levels and university, degree apprenticeships and careers beyond. We've included in this guide a number of profiles of current Year 13 students, to illustrate their thinking when they were in your shoes. We also encourage you to engage with Futures Fridays. The resources, opportunities and visiting speakers might spark an interest you did not know you had and connect you with a world you did not know existed.

Remember, your journey is not just about reaching a destination; it's about savouring the steps along the way. So, as you navigate the choices before you, embrace the excitement, relish the challenge, and know that each decision is a brushstroke in the masterpiece of your education.





This is your future. Where do you want to go?



Imagine your pathway

Our students head to a vast range of destinations on leaving sixth form: university courses, art foundation, and degree apprenticeships.

We've included here a number of different student profiles to inspire you, but as Mr Turner writes, the best way of exploring options is to talk to your older peers and find out how they got to where they are today.



Student profile

Lily will study Veterinary Science at university next year; she chose to continue with a language as one of her choices at A level

What GCSEs did you choose in addition to Maths and the two English?

Geography, RS, Biology, Chemistry, Physics, Spanish

What factors did you consider when choosing them? (Did you know then which direction you were heading for A level?)

I knew I wanted to be a vet and therefore that I should choose all the sciences. I enjoyed Spanish much more than French and was better at it. I had always enjoyed Geography and really liked the philosophy side of RS.

What A levels are you doing? And how do you find them? How is a language in the mix?

I'm studying Spanish, Chemistry and Biology. That might seem an unusual combination, but I really like that Spanish uses my brain in different way. It's a break from my other subjects and helps generally with my communication, which is a good skill to have.

Chemistry is a good stretch – it was a big step up from GCSE at the start of Year 12 but it's now all coming together, and I've always loved Biology – it's so interesting.

What and where are you hoping to study next year?

My top choice at the moment is the Royal Veterinary College; I've also applied to Liverpool, Nottingham and Surrey.

What advice would you give to Year 9 students when making choices?

Go with what you like, not what you think you should do – you'll do best at what you enjoy. If you're not sure, then keep your options open. For me, studying ethics as part of RS GCSE has really helped when it comes to Vet applications - euthanasia is a big topic and I know how to structure and articulate my line of argument.



Sofia is heading to study History at university

Student profile

What GCSEs did you choose in addition to Maths and the two English?

Biology, Physics, History, RS, French, Drama, Further Maths

What factors did you consider when choosing them? (Did you know then which direction you were heading for A level?)

Well I didn't love everything! I've always loved History. I found the string of facts engaging – and wanted to explore the subject further, as I anticipated it would be more academic and enquiring. I loved the factual element of Science, though I think I knew I was never really going to be a scientist. I'd grown up with French.

What A levels are you doing? And how do you find them?

History, English Maths and Further Maths. I knew that four would be a lot, with two essay subjects, but I like the balance between them and Maths offers respite from the writing. The expectations of Further Maths are much higher, clearly. More is expected from you than perhaps any other subject – you need to go above and

beyond as a matter of course. It's very rewarding. In English, I love the creativity of unpicking your own thoughts and thinking about more abstract concepts – the department challenges you. From GCSE to A level, it becomes more abstract and you tackle difficult ideas, but it's accessible, intellectually stimulating, and you step up in a good way.

What and where are you hoping to study next year?

History – I've applied to Cambridge, Edinburgh, Durham, Exeter, UCL. I've been interested in History for so long, and the courses all look equally inspiring.

What advice would you give to Year 9 students when making choices?

Choose a range – you will be spending a lot of time on these subjects and remember it's inevitable you won't enjoy them all equally. I chose broadly. Independence and creativity have been woven throughout, but now, in Year 13, I want to specialise. I love the feeling of speaking with knowledge behind me – being able to back up my points.



This is your future. Where do you want to go?



Student profile

Alyssa will study Music at university

What GCSEs did you choose in addition to Maths and the two English?

Physics, Chemistry, History, Latin, Music, French

What factors did you consider when choosing them? (Did you know then which direction you were heading for A level?)

I like doing a broad range and moving between Science, Languages and Music. I knew I wanted to specialise in Music pretty early on.

What A levels are you doing? And how do you find them?

Music, English, Latin

Music was easy to pick – I play the piano, flute, I sing. GCSE was a good base – when you start the course you are for the first time just with other students who want to do Music. I enjoy composition and loved being with others who shared this interest. I chose Latin as I had always enjoyed languages and Latin the most.

I love the teaching, the environment of everyone being engaged and wanting to learn. English was my third choice and it's fair to say I perhaps wasn't so sure beforehand but I love the course – it's open and broad and you get to form your own ideas about literature.

What and where are you hoping to study next year?

I'm hoping to study Music and have applied to Cambridge, Durham and other similar courses that offer a mix of history and analysis, composition and performance.

What advice would you give to Year 9 students when making choices?

Do not worry too much about how your choices will affect your future. It's not as big as it feels – you make a choice and you own it. If you miss a subject that you weren't able to continue with at GCSE, make sure you find space and time to enjoy it outside of lesson times.

Student profile

Rada is taking her love of Physics to university

What GCSEs did you choose in addition to Maths and the two English?

Further Maths, History, French, Drama, Biology, Chemistry, Physics

What factors did you consider when choosing them? (Did you know then which direction you were heading for A level?)

It was a mix of what I like to do and what I thought I would like to do in the future. I chose Sciences – they complement each other. The workload of three sciences at GCSE is not too heavy and it keeps options open. I chose History as I always liked it and the course focused on modern history – China, WW2 and the US – which I liked. I had always enjoyed co-curricular drama, and drama lessons.

What A levels are you doing? And how do you find them?

Maths, Further Maths, Chemistry, Physics
I've always been good at, and enjoyed, Maths.

I swapped to Further Maths from Biology – I had begun to see that Physics was what I wanted to take further and that more understanding of Maths concepts would be useful.

I love Mechanics – it makes a lot of sense!

What and where are you hoping to study next year?

I have applied for Natural Sciences (Physical) at Cambridge, and Physics at Imperial, Durham, Warwick and UCL.

What advice would you give to Year 9 students when making choices?

Pick subjects you enjoy and make sure you look at the content of subjects – even at GCSE – and more so at A level. Recognise your skills and work off them.



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Lydia has chosen an interdisciplinary degree

What GCSEs did you choose in addition to Maths and the two English?

Well, it was easy to choose as there were not as many choices at my old school. Geography was definitely where my interest lay. I chose Spanish because I enjoyed it; RS because I was passionate learning more about different religions. Health and Social Care Btec allowed me to trial coursework. I would recommend doing one GCSE with an NEA component.

What A levels are you doing?

Classical Civilisation, RS and Biology
My priority when choosing was thinking about subjects I found fun – the discussions and debates. We had studied Classics a little in Y8 at my old school, and my interest had been piqued, but I wasn't able to take it for GCSE. I wanted to continue with RS and I knew I would really enjoy Biology.

And how do you find the mix of Science and Humanities?

I appreciate both the links and differences

between RS and Classical Civilisation – they are both essay subjects but with distinct forms of essay writing and techniques. Learning Biology and revising for short form questions gives me a nice break from essay writing. I really like the mix.

What and where are you hoping to study next year?

I've chosen an interdisciplinary degree, including different subjects. I've applied for Oxford, where the course covers Sociology, Demography, Geography, Psychology, Biology. There is a huge choice of modules. I am interested in lots of different subjects and in considering things from different perspectives – this intersectional view and outlook on life is something I really value.

What advice would you give to Year 9 students when making choices?

Make sure you consider the things that are important to you. Think about having fun – either enjoying your subject in itself; or enjoying the knowledge that you gain in studying it. Think about what subjects you'd be sad to stop studying.



Shanalia is heading to study Design at university

What GCSEs did you choose in addition to Maths and the two English?

Product Design, Art, Physics, Biology, Geography, Spanish

What factors did you consider when choosing them? (Did you know then which direction you were heading for A level?)

I didn't know what I wanted to do at A level or beyond at the time but I followed my passions and my strengths. I wondered about choosing two creatives – I knew there would be significant coursework, but I know what my passions are and knew that I would be confident in those. I also chose subjects that I found easier, such as Spanish.

What A levels are you doing?

English, Product Design and Art
It's certainly 'out there' as a different combination and there is a lot of coursework,

but those are my passions! You have to find your balance: for creative subjects it's important to use your time in school wisely – the access to studios and facilities. You need to be quite disciplined so that you don't fall behind.

What and where are you hoping to study next year?

I want to have a career in Design. Some Design courses are more Engineering based – I knew when choosing A levels that I didn't want to continue with Maths or Physics, though. I'm hoping to study Design and Marketing, and I think English as my third A level will help in this. I've applied to Edinburgh, Leeds, Loughborough, Bristol.

What advice would you give to Year 9 students when making choices?

Go with your strengths – and your passions. Bear in mind that your opinions might change, so keep options open.

Student profile



This is your future. Where do you want to go?

Options

You will study nine GCSEs. The aim is to achieve a broad and interesting combination of subjects that will enable you to fulfil your potential whilst providing a solid foundation for further study at A Level and beyond.

To this end, you will take the three core subjects: **English Language, English Literature** and **Mathematics**. You will then choose an additional **six**, comprising at least two sciences, at least one Modern Foreign Language (MFL) and another three from any of the subjects listed opposite that have not already been selected. The breadth that this combination of options will give you will stand you in good stead for the next step in your education journey and will keep your options open.

As you know at WHS, we value STEAM, with the Arts playing a crucial role alongside STEM subjects. The skills that the creative subjects bring can prove invaluable to many aspects of future choices.

Please note the particular aptitudes needed for Drama, Music and PE, as stated on the relevant pages.

The Humanities teach many fundamental skills, such as critical thinking and analysis. We do advise you to have a mixture across the range of subjects. Most students will study our bespoke Philosophy, Politics and Economics course in Year 10.

Students can request to be considered for a tenth GCSE. It will be offered to those who have demonstrated their strength academically and have the capacity to be able to cope with the additional workload. However, they are a 'nice to have' and not a necessity.

Classical Greek is studied outside of the formal timetable: in Year 10, in curriculum time instead of the PPE course we offer, and also at lunchtime; and in Year 11 both during lunchtime and after school.

In Year 11 students who are able mathematically are invited to take **Additional Maths**. The additional content to the GCSE can be delivered outside the timetable in Year 11 only. The decision will be made towards the end of Year 10, taking into consideration the ability of the student alongside the professional judgment of their teacher, as well as their performance and time commitments more widely. This approach allows us to stretch those who are committed and able to access a high level of Maths.

Examples – for illustration only

Example 1

Core: English x2 and Maths + PPE +

Biology, Chemistry, French, Spanish, Geography, Art

Example 2

Core: English x2 and Maths +

Physics, Chemistry, Computer Science, Mandarin, History, Design and Technology, Classical Greek



Subject Choices for GCSE

Core Subjects

**All students
will take these subjects:**

English Language.....	10
English Literature.....	11
Mathematics.....	12

Options group one

You have to choose **two or more**
sciences and **one or more**
modern foreign language

Sciences:

Biology.....	16
Chemistry.....	18
Computer Science.....	19
Physics.....	20

Modern Foreign Languages:

French.....	24
German.....	26
Spanish.....	28
Mandarin.....	30

Options group two

You have a **free choice**
of Subjects from this list,
to give you a total of **9 GCSEs**

Art.....	32
D&T - Graphic Design/ Product Design/ Textiles.....	34
Drama.....	36
Geography.....	38
History.....	40
Latin.....	42
Music.....	43
Physical Education.....	44
Religious Studies.....	46

Extra - 10th subject

**Students request to be
considered for a tenth subject**

Classical Greek.....	50
Additional Maths.....	51

Non examined

PPE is taken by all Year 10 students apart from those who opt for
Classical Greek, or Additional Mathematics due to timetabling.

Politics, Philosophy and Economics.....	49
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Timeline

January 2024

Meeting with SMT/Tutor/Head of Year

Tuesday 9 January 2024

Parent's Information Meeting

Tuesday 25 January 2024

Parents' Evening

Wednesday 7 February 2024

Final Options Deadline

**Shortly after the half-term break, families
will receive a summary of the submission
via FireFly for parents to cosign.**



Subject Choices for GCSE

Core Subjects

English Language

Exam board
AQA

Assessment

We follow the AQA GCSE syllabus, which is divided into two equally-weighted written papers and one non-exam assessment component.

PAPER 1 (50%):

'Explorations in Creative Reading and Writing', focuses on the linguistic and structural devices used in an unseen fiction text, followed by a creative writing task.

PAPER 2 (50%):

'Writers' Viewpoints and Perspectives', focuses on two non-fiction texts, one of which will be from the 19th Century, looking at the way writers powerfully convey their ideas through their craft, followed by a transactional writing question which tests your ability to write on demand for different audiences and in different style.

Non-Exam Assessment

The NEA is a separate endorsement which acts as a complementary qualification, where you will give a short speech to your class and teacher on a topic of your choice. Here, you will impress us with your ability to convey important ideas and persuade us of your points of view.

Subject Overview

The English Language syllabus constitutes a rich selection of fiction and non-fiction texts, designed to enrich and expand your understanding of the English language in use in both creative and transactional

contexts, as well as public speaking and creative writing competitions. You will be exposed to a broad and diverse range of writers, ideas and style of writing.



Opportunities for Playful Scholarship

There is considerable freedom in this subject to explore a wide range of topics and be playful and experiment with different ways of writing. Outside lessons, we have a huge range of clubs which will enrich your study of English Language, such as debating and Model United Nations, Troubadours, Literary Café and the Young Reporters Scheme.

Skills for the future

Problem solving, creative thinking, critical thinking, analysis, critical reading, writing, synthesis and inference, evaluation and argument, communication, story-telling, flexibility, perseverance, empathy, collaboration.



Subject Choices for GCSE

Core Subjects

English Literature

Subject Overview

The English Literature GCSE course takes you on a journey across time and place – from Shakespeare's Scotland to post-WW2 Japan, from Regency England to 1960s Jamaica. Through rigorous study of literary texts you will hone your analysis skills, exploring texts in increasingly

independent and conceptual ways. You will sharpen your craft of analytical writing and become embroiled in hot debate in class. Both the older texts and modern literature depict timeless ideas and speak to the complexities of the human condition; you will love studying them.



Opportunities for Playful Scholarship

As well as the rigour and depth of class discussion which develops your independence of thought, we ask you to read widely, using the A Level journals such as 'Emag' or 'English Review', as well as publications from the British Library and criticism such as Connell Guides to sharpen your understanding of texts and debate different critical opinions. There is considerable scope for you to pursue

your own interpretations and ideas about texts within class, as well as trips such as to the theatre, or our co-curricular clubs such as Literary Café and Troubadours.

Skills for the future

Independent research, critical thinking, adaptability, analysis, critical reading, communication, argument and evaluation, debate, planning, reasoning, creativity, perseverance, empathy, collaboration.

Exam board AQA

Assessment

We follow the AQA GCSE course, which constitutes two written papers.

PAPER 1 (40%):

Shakespeare and the 19th Century Novel' is worth 40% of the total grade, and has two sections, one focusing on Shakespeare (Macbeth) and the other focusing on the 19th Century novel (Pride and Prejudice).

PAPER 2 (60%):

Modern Texts and Poetry

'Modern Texts and Poetry', is worth 60% and consists of three sections: Section A has a choice of two questions on an anthology of short stories, Section B focuses on the anthology of poetry, and Section C invites you to analyse unseen poetry.



Subject Choices for GCSE

Core Subjects

Maths



Exam board Edexcel

Assessment

The Edexcel Pearson GCSE qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

All three papers must be at the same tier of entry and must be completed in the same assessment series.

PAPER 1 is a non-calculator assessment and a calculator is allowed for **PAPER 2** and **PAPER 3**.

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Higher tier: grades 4 to 9 (grade 3 allowed).

Subject Overview

Why choose Maths?

At Wimbledon High School we begin Mathematics GCSE at the start of Year 9 and follow the Edexcel specification. All students are prepared to sit the higher tier qualification at the end of Year 11. Currently in Year 9, students are studying content and gaining skills appropriate to the new GCSE (9-1). The content of the qualification is designed to lead them towards the Edexcel content of A Level Maths and Further Maths which we offer at Key Stage 5.

Key Aims

- to develop knowledge and understanding of mathematical concepts and techniques
- to give students a foundation of mathematical skills for further study in Maths or in related areas
- to enable students to enjoy using and applying mathematical techniques and concepts and to be confident in problem solving
- to give students an appreciation of the importance of Maths in society, employment and study

What will I study?

The aims and objectives of the Pearson Edexcel GCSE in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The assessment objectives which run across all three papers are weighted in the following ways:

AO1 Use and apply standard techniques 40%

Students should be able to:

- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions.

AO2 Reason, interpret and communicate mathematically 30%

Students should be able to:

- make deductions, inferences and draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present arguments and proofs
- assess the validity of an argument and critically evaluate a given way of presenting information.

AO3 Solve problems within mathematics and in other contexts 30%

Students should be able to:

- translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes
- make and use connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions



Subject Overview

As with Key Stage 3, the syllabus content contains work from the six sections we cover each year:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

The 9-1 specification has an emphasis on problem-solving and mathematical reasoning. We develop a variety of skills; students are encouraged to be rigorous, methodical and to hypothesise. They learn to work collaboratively and develop their questioning. Their problem-solving skills are developed by posing open-ended questions, which require them to select appropriate techniques in a variety of contexts.

Opportunities for Playful Scholarship

The students in Years 9 – 11 have the opportunity to take part in the UKMT Mathematical challenges. Performance in these can lead to invitations to National Kangaroos and Olympiad competitions. These are multiple choice problem solving competitions designed to stretch pupils understanding within the GCSE specification. We also take part in the Hans Woyda Maths competition against local schools. We run clubs to support both of these competitions. We run clinics and support sessions through out the year for students who might need additional help and support either with homework or with exam questions.

Skills for the future

This qualification prepares students for progression to further study of Mathematics and Further Maths at AS and A level. GCSE Mathematics is a requirement for progression to a wide range of courses at Level 3. Pearson have identified the National Research Council's framework of skills as a basis for their skills for the future.

In particular they have focussed on transferable skills which enable young people to face the demands of further and higher education, as well as the demands of the workplace, and these therefore are important in the teaching and learning of this qualification.

Transferable skills

Non-routine problem solving – expert thinking, metacognition, creativity.

- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy - access, manage, integrate, evaluate, construct and communicate .

Interpersonal skills

- Communication – active listening, oral, written, assertive and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures.
- Self-management and self-development – ability to work in teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.



Options group one

Science

You have to choose **two** sciences and may choose more

The GCSE courses in Biology, Chemistry and Physics have already started in Year 9, taught by subject specialists throughout Years 10 and 11.

Students must take at least two Sciences, which could include Computer Science, and may take all four.

Those considering studying Medicine, Dentistry or Veterinary Science at university will need to study the three traditional sciences and those wishing to study a science subject should be looking to take at least two of these.

Each subject results in a separate GCSE.



Student profile

Athena has chosen to study Computer Science at university

What GCSEs did you choose in addition to Maths and the two English?

Chemistry, Biology, Geography, Spanish, Drama
Outside of school, I studied Mandarin by myself.
(I had joined WHS from Hong Kong in Year 10.)

**What factors did you consider when choosing them?
(Did you know then which direction you were heading for A level?)**

I chose according to my interest and ability
– I knew I was better at Maths and Science subjects. I was less good at Humanities but chose Geography – essays were hard for me as I was still improving my English. Having breadth was good but if I chose again, I would choose Computer Science.

What A levels are you doing? And how did you choose them?

Physics, Chemistry, Maths, Further Maths
Maths is my strength, and Physics relates to this. I did not consider Further Maths at first but talked with my Maths teacher and found out more – I realised it would be interesting for me. We discussed a lot about options within my family. I looked at the specifications for sciences and I chose the ones that appealed most.

What and where are you hoping to study next year?

Computer Science – I didn't realise that I wanted to study this until Year 12, when I participated in the Orbyts Partnership (a research programme at UCL). I learnt some coding and my interest in computer science grew. I saw that by studying it you could have a greater direct impact perhaps. I started a coding project in my own time – computer science teachers here helped me – and did extra reading to prepare for my university applications. I have applied to Cambridge, UCL, King's, Bristol, Queen Mary.

What advice would you give to Year 9 students when making choices?

Consider your interests, what you enjoy, and think about your future and what you might want to study at A level. Remember you can speak up and change subjects if needed!





Biology

Exam board Edexcel

Assessment

PAPER 1

1 hour and 45 minutes;
50% of the qualification;
Topics 1-5;
10 Questions
100 marks
A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

PAPER 2

1 hour and 45 minutes;
50% of the qualification;
Topics 1 and 6-9;
10 Questions
100 marks
A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Subject Overview

Why choose Biology?

Because you want to explore the way Biology affects our everyday life.

Because you want to investigate the answers to: how does the heart pump blood around the body? How do organisms develop; grow and reproduce? And to other fascinating questions which focus on life itself!

Because you want to be able to evaluate and make your own mind up about the scientific data that you see on the Internet, in newspapers and magazines, and on television.

What will I study?

Topics:
Key Concepts in Biology
Cells and Control
Genetics
Natural Selection and Genetic modification
Health, Disease and the Development of Medicines
Plant Structures and their Functions
Animal Coordination, control and homeostasis
Exchange and Transport in Animals
Ecosystems and Material Cycles

Opportunities for Playful Scholarship

As your biological knowledge grows, you will appreciate the richness of life on Earth, the delicate balancing of our environment and the challenges we face. You will develop your skills in scientific method and research and understand how to apply your knowledge. We include the 21st century skills learners need for life and work in every lesson. In addition, we provide numerous opportunities for scholarship, stretch and challenge, and encourage participation in the Royal Society of Biology National Biology Challenge as well as the Nancy Rothwell Award in Art and Biology. Our co-curricular offers such as Biology Club, Big Data, and vet, med and dissection clubs provide additional playful scholarship opportunities. This stimulating and

thought-provoking course will give you confidence to express scientific ideas, discuss technical issues as informed citizens, alongside providing strong foundations for a specialised scientific career for those who wish to pursue Biology at a higher level.

Skills for the future

Cognitive skills

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general
- cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate.



Interpersonal skills

- Communication – active listening, oral, written, assertive and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.



Subject Choices for GCSE Options group one

Chemistry



Exam board
Edexcel

Assessment

Two examination papers sat at the end of Year 11 assess the sciences across all the Assessment Objectives, as set out by the specifications (1CHO). The papers are a mixture of different question styles, including some multiple choice questions, short-answer questions, calculations and extended open-response questions. Students are required to perform calculations, draw graphs and describe, explain and interpret scientific phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data handling skills and the ability to apply scientific principles to unfamiliar information. Questions targeted at grades 9 – 7 will test knowledge, understanding and skills at a higher level, including some questions requiring longer prose answers

Subject Overview

Why choose Chemistry?

Chemistry is all around us and plays an essential role in almost all areas of science, technology and industry. It is a practical based subject, so you get the opportunity to put theory into practice in experimental work. Studying Chemistry helps develop research, problem solving and analytical skills.

What will I study?

As a physical science, we place huge emphasis on practical work in Chemistry. Investigative skills are assessed through the written examinations, but we stress the importance of skills and application in a practical context when conducting practical activities throughout the course. The Chemistry GCSE course provides an excellent and relevant foundation for progression to the study of A level.

Opportunities for Playful Scholarship

We provide numerous opportunities for scholarship, stretch and challenge. For example, we advise participation in the RSC Chemistry Olympiad as well as the Cambridge Chemistry Challenge and many students. The Department also supports students completing Crest awards.

Studying Chemistry provides you with a range of useful skills that are highly valued by employers in all sectors and in lots of different jobs.

Skills the course provides opportunity to advance in include; accurate use and application of scientific and technical knowledge, communication, collaboration (team work), analytical thinking and problem solving, numeracy and data-handling, time management, independent and innovative thinking and resilience.

Skills for the future

Our KS4 course is planned and delivered with 21st century learning to enable our students to develop skills such as collaboration, skilled communication, knowledge construction, self-regulation and real-world problem-solving and innovation.



Computer Science



Subject Overview

Why choose Computer Science?

Technology is a rapidly evolving people-centred subject, which has disrupted markets and created new subject areas to explore. It has changed the way people work in every area from medicine and fashion to engineering and economics. The ability to use new computing tools will be a useful skill; however, GCSE Computer Science will teach you the fundamental concepts of designing and building tools for others to use and this can open up a huge range of opportunities. By studying Computer Science GCSE, you will be able to grow your knowledge of how technology operates, develop your critical thinking, analysis and problem-solving skills and appreciate the impact that technology can have in every area of life. It is a subject which links to fields such as electrical engineering, physics, chemistry, and biology, and to any profession from medicine to business.

What will I study?

You will explore the principles of digital technology, delving deep into the theoretical side of different technologies, while developing skills in problem solving with coding in a high-level language - Python. You've got to be able to think logically, solve puzzles and be resilient when the tough gets going. But it is also really creative, and you'll get a real buzz out of getting something to work yourself, especially when programming.

Exam board

XXX

Assessment

Paper 1: Computational Thinking and Problem Solving

This unit looks at how algorithms can be used to solve problems. You will learn to evaluate different methods for solving a problem and how to turn them into a piece of software on screen. This unit covers the following topics:

- Fundamentals of algorithms
- Programming

Paper 2: Theory of Computer Science

In this unit, you will learn how the technology behind the screen works and explore areas that you need to be aware of as a digital citizen. This unit covers the following topics:

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society.
- Aspects of software development

Opportunities for Playful Scholarship

There are several academic enrichment opportunities that encourage students to go beyond the curriculum. These include First Lego League and British Informatics Olympiad club.

We aim to offer visits that will enhance and enrich learning in the subject. For example, we have run visits to Google HQ, National Museum of Computing and Computer Science in Action conference.

Skills for the future

Many people have the misconception that only programmers need to know about Computer Science. The logical thinking, problem-solving and collaborative skills you build from the course will facilitate you well in a wide range of career paths. Some examples include; Financial Trading, Machine learning engineer, CAD designer, 3D printing materials manager, Games developer, Geographical information systems officer, Data analysis, Cybersecurity: MI5 MI6 and GCHQ, Science researcher.



Physics

We have designed the course around the principle of interleaving, each topic building on the last and every topic being regularly reviewed.

Exam board Edexcel

Assessment

Like the other sciences, the Physics GCSE is assessed by two written papers each lasting 1 hour 45 minutes with different topics covered in each paper. Questions in both papers are a mixture of written answers (both short and extended), multiple choice and calculations.

Topics in Paper 1:

Forces and Motion, Energy, Waves and the Electromagnetic Spectrum, Radioactivity, Astronomy.

Topics in Paper 2:

Forces, Work and Energy, Electricity, Magnetism, Particles, Forces and Matter.

Subject Overview

Why choose Physics?

If you're curious about the world around you, from AI to robotics, from medical research to astronomy, from tackling climate change to gaming, physicists are helping shape the future.

Physics can lead to a vast and expanding array of well-paid jobs and careers – in STEM / STEAM, but also more broadly, in professions such as law and finance. We can guarantee a stimulating course where you will not only flex your real-world problem-solving skills, but also learn to see the world differently!

Opportunities for Playful Scholarship

The Physics Department has a constantly evolving and dynamic approach to exploring ideas beyond the curriculum. Why not join other students exploring Quantum Mechanics in Monday's KS4 Club, or learn how to tackle complex problems in Friday's Physics Lunch Club? Take on the challenges of the rounds of the Physics Olympiad or learn how to use programming to test complex theoretical models in a national Computational Physics competition. We also currently run sessions of the Orbyts programme, in conjunction with UCL and Ricards Lodge students.

Skills for the future

As well as exploring a range of ideas that are fundamental to the modern age, Physics develops a wide range of transferable skills that are in high demand across a wide range of careers. For a start, Physics develops your ability to unpick complex problems and think creatively to solve them. As for the type of problems, that's up to you: creating models to predict the effects of Climate Change, developing the next generation of medical imaging, designing computer games or VFX are just some examples of the problems Physicists are working on. As a highly numerical subject, it will also develop your analytical skills- useful in finance, business or management. Beyond these, Physics requires a high level of attention to detail, and both clarity and efficiency of communication (which is why it can be a great foundation for careers such as law).



Subject Overview

What will I study?

The GCSE course covers the key ideas in Physics:

Motion, Energy and Forces,

Why do things move? In the Motion and Forces units, we'll look at the fundamentals of our understanding of movement, collisions and equilibria. Following this we will explore how our ideas about Energy are key to our understanding of everything in the universe. We'll also look at the links between energy generation and Climate change, and how we can use our understanding of energy flows to help us use energy more effectively.

Waves

Waves are at the heart of the information age and have a wide range of applications from broadcasting to medicine. As well as looking at the fundamental ideas to describe waves and their behaviour, we will also look at examples of waves and their applications such as Ultrasound, Seismic Waves and the Electromagnetic Spectrum.

Electricity and Magnetism

These two topics underpin most of our modern technology. From kettles to electric cars via wireless charging, we will explore the fundamentals behind our electrical devices, and how we can use them in combination with magnets, to create motion.

Radioactivity

What powers the Sun? How is this similar to a Nuclear power station? Can flying too often increase your risk of cancer? This topic explores the behaviour of atomic nuclei, from Nuclear Fission and Fusion to the different types of radioactive decay.

Astronomy

Who hasn't looked at the night's sky and been filled with awe? We will look at some of the big ideas in our understanding of the Solar System and the Universe, and the evidence that supports them.





Options group one

Modern Foreign Languages

We require students to study a modern foreign language, and you may choose more than one.

**If I'm selling to you, I speak your language.
If I'm buying, dann müssen Sie Deutsch sprechen.**— Willy Brandt

The ability to understand and communicate in another language is a lifelong skill benefiting education, employment and leisure in this country and throughout the world. Learning languages gives students opportunities to develop their listening, speaking, reading and writing skills and

to express themselves with increasing confidence, independence and creativity. Furthermore, language learners explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills and the understanding of the structure of language lay the foundations for the study of other languages in the future.



Student profile

Tilly is heading to study English and German at university

What GCSEs did you choose in addition to Maths and the two English?

Biology, Chemistry, Physics, German, Geography and Drama. I started off doing Additional Maths as a tenth GCSE, but when I realised I didn't need it for the path I was going to take, I carried on with the nine.

What factors did you consider when choosing them? (Did you know then which direction you were heading for A level?)

I knew I wanted to take Drama – to add variety into my day and week but also for the coursework element. I liked science and didn't want to shut any doors, so I chose three of them. It was hard choosing between French and German, as I enjoyed them both, but for me, German was grammatically easier – don't make your life harder on purpose!

What A levels are you doing? And how do you find them?

German, Theatre Studies and English
I considered IB instead of A levels but someone wise in the year above pointed out I would have

to narrow down my choices at some point and that deep down I would know what I wanted to do. She was right! I've always loved English – so that was going to be one. I loved Drama and while I knew Theatre Studies would be a challenge, choosing it felt like an opportunity for me to grow as a person. There's nowhere to hide (behind a desk or otherwise!); you need to put your ideas forward, be yourself.

What and where are you hoping to study next year?

I've applied to Oxford for English and German joint honours, but I also love the sound of Comparative Literature and Cultures and German at Bristol. This would offer variety and allow me to dip into philosophy – it's a broad looking course.

What advice would you give to Year 9 students when making choices?

Don't stress the choices and the process. Follow your gut – especially if you are indecisive. If you love Drama and want to take it more seriously as well as have more freedom in being creative, then go for it.





French

Learning French will allow you to communicate with others, understand their culture and expand your horizons.

Exam board Edexcel

Assessment

The Edexcel GCSE course has four equally weighted papers: speaking, listening, reading and writing.

All papers are sat at the end of the Year 11 course and marked by external examiners. The speaking examination is conducted by your class teacher and comprises three tasks: reading aloud, role play and picture task. The listening paper includes a dictation task as well as comprehension exercises. The reading paper includes a translation task into English as well as comprehension exercises. The writing paper comprises two writing tasks and a translation into French.

Subject Overview

Why choose French?

Learning French contributes to a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill benefitting education, employment and leisure in France and throughout the francophone world. Not only will learning the grammar and vocabulary of this beautiful language open the door to a world of literature and film through future study, but a GCSE in French will allow you to develop your communication skills, helping you to become a confident and articulate orator.

What will I study?

In Year 9 you have already had the opportunity to learn about the rich cultural diversity across the francophone world through the study of food, clothes and festivals. In Year 10 and 11 GCSE the topics are varied, engaging, and give you the opportunity to express your opinions. You will discuss issues such as the value of social media and how to protect our planet. You will learn to put forward your perspective on, for example, what constitutes good friendship, what makes an inspiring role model, and how you could improve your school. You will learn to communicate in practical scenarios such as booking accommodation and ordering in a restaurant.





Subject Choices for GCSE Options group one

Opportunities for Playful Scholarship

The French department encourages intellectual curiosity and risk-taking in all of our lessons. Playful scholarship is key to our teaching; games designed to practise key grammatical concepts, working together to decipher complex syntax; the sense of satisfaction that comes from those lightbulb moments of understanding or creatively incorporating the word of the month into your own work.

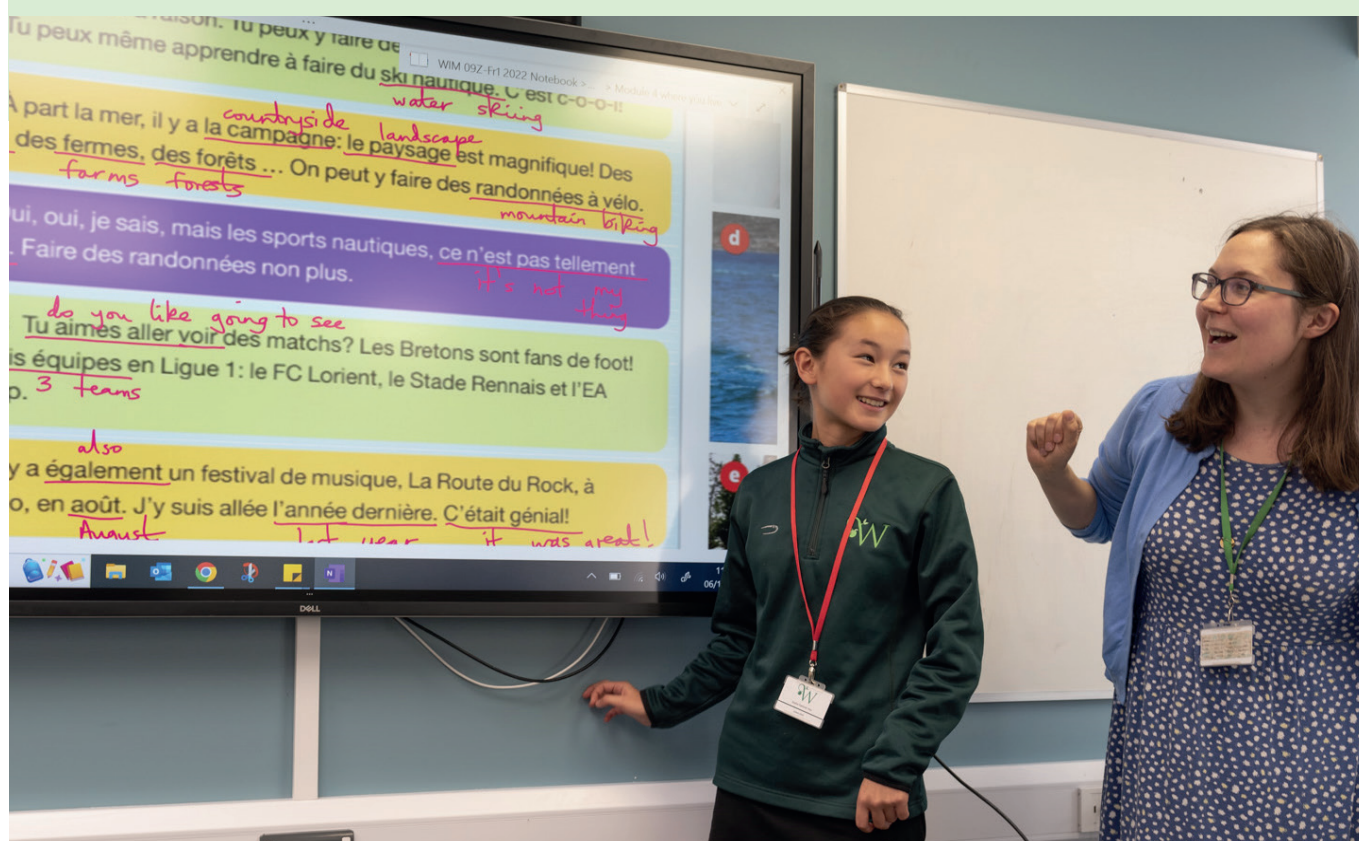
Our weekly languages club, Linguine, offers fun cultural activities and the opportunity to learn new languages. Students take the lead in researching and writing articles about language and culture for the termly Linguistica blog. We encourage keen linguists to participate in the Flash Fiction creative writing competition and the Stephen Spender Prize for translation.

Learning French is not just about vocabulary tests and grammar exercises. Whilst these play an important part in honing skills, ultimately learning a language is about being able to communicate with other people, about understanding another culture, about expanding our horizons.

Skills for the future

Learning another language provides a very wide range of transferrable skills. Communication skills, including verbal confidence and presentation skills, are acquired through increased fluency. Creativity and flexibility of thought are key to speaking and writing successfully in another language. Tackling grammar, translation and comprehension tasks builds analytical and problem-solving skills. Openness to, and appreciation of, difference and the ability to consider others' perspectives is crucial to encountering a different language and culture.

The wide skillset that language students develop - ranging from practical communication to increased empathy - is highly prized by universities and employers across all fields.





German

Learning German will make you a more confident and articulate orator.

Exam board Edexcel

Assessment

The Edexcel GCSE course has four equally weighted papers: speaking, listening, reading and writing. All papers are sat at the end of the Year 11 course and marked by external examiners. The speaking examination is conducted by your class teacher and comprises three tasks: reading aloud, role play and picture task. The listening paper includes a dictation task as well as comprehension exercises. The reading paper includes a translation task into English as well as comprehension exercises. The writing paper comprises two writing tasks and a translation into German.

Subject Overview

Why choose German?

German is an intricate and fascinating language which will open doors on a whole new world of culture, literature and history. It is an excellent language to learn in preparation for many university courses and careers, whether it might be international business, law, economics or engineering. Doing a GCSE in German means that you will improve your fluency through a wide range of resources and focus on listening, reading, writing and speaking. By the end of the course, you will have greatly improved your communication skills and this will help you to be a more confident and articulate orator. Being able to communicate in a foreign language is a lifelong skill which will enable you to discover new parts of the world and give you a more rounded view of the world.

What will I study?

The GCSE themes are varied, engaging and relevant to today's society. They develop organically from topics studied in Year 9 and students will already have a good foundation for these. For example, you will discuss what makes a good role model, how you could make your area more environmentally friendly and you will be required to form an opinion on topics such as school rules or your favourite music. There will be many opportunities to make comparisons with the German speaking world and students will, for instance, look at what differs between the British and German school system. In addition, you will explore the cultural wealth of Germany, Austria and Switzerland as well as learn practical language to be able to book a hotel room or order food in a restaurant. Weekly sessions with the German assistant will help you develop your spontaneity and confidence when speaking.





Opportunities for **Playful Scholarship**

The German department encourages intellectual curiosity and risk-taking. Every lesson should be a joyful experience and Playful Scholarship is at the heart of everything we do, whether it might be when working out the correct word order of a complex sentence or doing a running dictation around the classroom.

We don't take ourselves too seriously and enjoy celebrating German festivals and using music, films and short videos as part of our teaching. Outside of lessons, opportunities abound for further exploration of German and languages in general. Our weekly languages club, Linguine, offers fun cultural activities and the opportunity to learn new languages. Students take the lead in researching and writing articles about language and culture for the termly Linguistica blog. We encourage keen linguists to participate in the Oxford German Olympiad competition and currently offer day trips to the BFI as well as the Goethe Institut. Students will have the opportunity to establish a friendship with a penfriend from Munich and will be given the chance to take part to a full exchange with them.

Skills for the future

Learning another language provides a very wide range of transferrable skills. Communication skills, including verbal confidence and presentation skills, are acquired through increased fluency. Creativity and flexibility of thought are key to speaking and writing successfully in another language. Tackling grammar, translation and comprehension tasks builds analytical and problem-solving skills. Openness to, and appreciation of, difference and the ability to consider others' perspectives is crucial to encountering a different language and culture.

The wide skillset that language students develop - ranging from practical communication to increased empathy - is highly prized by universities and employers across all fields.





Spanish

Students will study a variety of topics concentrating on both their own personal experiences and a wider global dimension.

Exam board Edexcel

Assessment

The Edexcel GCSE course has four equally weighted papers: speaking, listening, reading and writing.

All papers are sat at the end of the Year 11 course and marked by external examiners. The speaking examination is conducted by your class teacher and comprises three tasks: reading aloud, role play and picture task. The listening paper includes a dictation task as well as comprehension exercises. The reading paper includes a translation task into English as well as comprehension exercises. The writing paper comprises two writing tasks and a translation into Spanish.

The new GCSE qualification is currently in draft form pending accreditation by Ofqual.

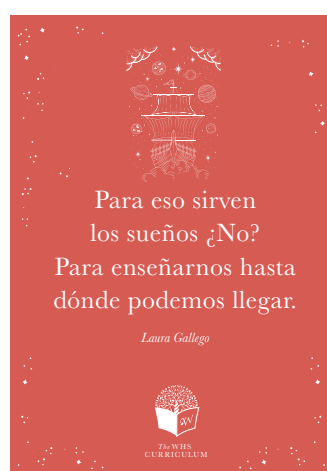
Subject Overview

Why choose Spanish?

Learning Spanish is empowering, rewarding and fun. Building your fluency through listening, speaking, reading and writing will make you a stronger and more confident communicator. As you get to grips with the structure of the language and master the grammar, you will develop analytical and problem-solving skills. Competence in Spanish opens doors to future work and travel opportunities; it is the fourth most spoken language in the world and is the official language of 20 countries. In addition to building your language skills, you will gain an insight into vibrant and diverse Hispanic culture, exploring and celebrating diversity and difference.

What will I study?

The GCSE topics are varied, engaging, and give you the opportunity to express your opinions. You will discuss topical issues such as the value of social media and how to protect our planet. You will learn to put forward your perspective on, for example, what constitutes good friendship, what makes an inspiring role model, and how you could improve your school. You will learn to communicate in practical scenarios such as booking accommodation and ordering in a restaurant. Topics such as food and festivals invite you to explore the cultural richness of the Spanish-speaking world.





Opportunities for Playful Scholarship

The Spanish department values and encourages intellectual curiosity, risk-taking and experimentation as part of the joyful process of learning a language. Therefore playful scholarship is key to our teaching, whether it emerge in the detective-like discovery of a new grammatical structure or the artful production of the longest, silliest possible sentence.

Outside of lessons, opportunities abound for further exploration of Spanish and languages. We have invested in a range of Spanish DVDs, magazines, graphic novels and other literature for the school library. Our weekly languages club, Linguine, offers fun cultural activities and the opportunity to learn new languages. Students take the lead in researching and writing articles about language and culture for the termly Linguistica blog. We encourage keen linguists to participate in the Flash Fiction creative writing competition and the Stephen Spender Prize for translation. Our students have enjoyed the challenge of online Ecuadorian and Cuban cookery classes, conducted entirely in Spanish. Our biennial trip to Granada features homestay, language lessons and cultural visits including the Alhambra palace.

Skills for the future

Learning another language provides a very wide range of transferrable skills. Communication skills, including verbal confidence and presentation skills, are acquired through increased fluency. Creativity and flexibility of thought are key to speaking and writing successfully in another language. Tackling grammar, translation and comprehension tasks builds analytical and problem-solving skills. Openness to, and appreciation of, difference and the ability to consider others' perspectives is crucial to encountering a different language and culture.

The wide skillset that language students develop - ranging from practical communication to increased empathy - is highly prized by universities and employers across all fields. communication, collaboration (team work), analytical thinking and problem solving, numeracy and data-handling, time management, independent and innovative thinking and resilience.





Mandarin

Learning Mandarin Chinese opens up a world of rich culture and fascinating history.



Exam board AQA

Assessment

The AQA GCSE course requires students to sit examinations in all four of the skill areas: listening, reading, writing and speaking. The speaking examination is conducted by your class teacher and comprises three tasks: a role play, a picture task and a general conversation. In addition to the comprehension questions, the reading paper also includes a translation into English.

The writing paper requires students to translate a short passage into Chinese and write two extended essays in Chinese characters.

Subject Overview

Why choose Mandarin?

There are approximately 950 000 000 native speakers of Mandarin Chinese worldwide, making it the world's most spoken language. Being able to communicate in Mandarin opens up a world of rich culture and fascinating history and it is a highly desirable skill in the global market, thus offering many opportunities in terms of travel, education and employment.

Mandarin is an excitingly different language to learn but please note that *Mandarin*

GCSE is only suitable for those students with prior knowledge of the language.

What will I study?

Students will study a variety of topics concentrating on both their own personal experiences and a wider global dimension, thus allowing for a greater appreciation of the culture and history of China. These topics include family and friends, daily routine, festivals and celebrations, free time and hobbies, school and future study, environment and social issues.

Opportunities for Playful Scholarship

As a student of Mandarin Chinese you will have the opportunity to be curious about the language you are studying. You will develop your fluency and build your vocabulary through varied games, authentic reading and listening material, creative writing and speaking tasks which allow you to take a risk with what you have learnt and try out more complex structures. You will experience joy in being able to decipher a written text without the support of pinyin and pride in producing an extended paragraph in beautifully drawn hanzi. Opportunities to learn more about the culture of China abound, you might attend a calligraphy workshop, take part in Chinese New Year celebrations or go to Chinatown and use your language skills to order delicious food. Most excitingly,

you will have the chance to work collaboratively with our Chinese partner school in Beijing.

Skills for the future

Learning another language provides a very wide range of transferrable skills. Communication skills, including verbal confidence and presentation skills, are acquired through increased fluency. Creativity and flexibility of thought are key to speaking and writing successfully in another language. Tackling grammar, translation and comprehension tasks builds analytical and problem-solving skills. Openness to, and appreciation of, difference and the ability to consider others' perspectives is crucial to encountering a different language and culture. The wide skillset that language students develop - ranging from practical communication to increased empathy - is highly prized by universities and employers across all fields.



Options group two

Choose from this list of subjects from Options Two to give you a total of 9 GCSEs, mindful of keeping a breadth of interests.

Student profile



Katie is a talented athlete who is interested in studying in the US – hopefully on a rowing scholarship

What GCSEs did you choose in addition to Maths and two English?

Spanish, Biology, Chemistry, Physics, RS, Geography

What factors did you consider when choosing them? (Did you know then which direction you were heading for A level?)

I was always interested in science – particularly Biology; I really enjoyed Geography. RS was quite new to me at GCSE (I joined Wimbledon in Y10) and I was keen to learn about other religions. With its focus on ethics, it's a good option if you're thinking about Politics at A level. Though I had been struggling a little with Spanish, I did enjoy it and thought it would be good to have.

What A levels are you doing?

Geography, Biology, Politics

I really like the combination of these three.

Geography links Biology and Politics quite well – it feels like a good middle ground and has a

mix of essays and shorter questions. I like the writing of essays in Politics – it's a distinctive style. For my coursework – NEA – in Geography, I chose to research how anthropogenic activities affect the River Mole – it was very much based on physical Geography and brought in Biology too.

What and where are you hoping to study next year?

With rowing, I'm progressing with my scholarship application to Cornell. Though I'm still undecided for my Major, I will probably choose Arts and Sciences combined, involving human science and lots of Politics, Geography and Anthropology.

What advice would you give to Year 9 students when making choices?

I would advise keeping options open. Choose a range if you don't yet know what you want to do. Choose what you enjoy.



Art

In order to understand our increasingly visual world, we need to have a basic working knowledge of the art and design practices, processes and skills involved in creating and interpreting images.

Exam board Edexcel

Assessment

Edexcel's GCSE Art and Design Fine Art is made up of two units, each assessed separately out of 72 marks.

Component 1 Personal Portfolio

This constitutes 60% of the overall marks.
Internally set and marked; assessed through controlled assessment. The best work produced will be selected for the final assessment of the Personal Portfolio. There are usually 2 separate themes.

Component 2 Externally Set Assignment

This constitutes 40% of the overall mark.
Externally set theme and internally marked.
Preparatory period: approximately 20 hours.
Sustained focus. 10 hours working on the theme.

You will be assessed using the following
4 Assessment Objectives:

Assessment Objective 1

Develop ideas through investigations, demonstrating critical understanding of sources

Assessment Objective 2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

Assessment Objective 3

Record ideas, observations and insights relevant to intentions as work progresses

Assessment Objective 4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Subject Overview

Why choose Art?

Because our understanding of the increasingly visual world around us is enhanced if we have a basic working knowledge of the Art and Design practices, processes and skills involved in creating and interpreting images. Studying Art and Design will open the door to a huge range of Art and Design based careers in areas such as curatorship, animation, set design, fashion design, History of Art, restoration and conservation, architecture to name just a few.

If you are considering studying Art and Design you should have a commitment to, and love of, the subject and feel motivated to develop your visual skills in order to express your ideas. Ask a member of Year 11 whose GCSE course is reaching completion and she will tell you it is challenging and fun. This course is suitable for students who are:

- keen to develop their visual skills;
- creative, enthusiastic and imaginative;
- able to sustain an investigation;
- keen to visit galleries, museums, workshops and studios;
- willing to experiment and take risks;
- willing to review their progress and make improvements.

What will I study?

GCSE Art and Design covers a range of activities and in-depth assignments. How many different ways are there of approaching and solving a problem? You have the exciting prospect of discovering your own personal solution and the satisfaction of seeing your own progress and development. You will be able to explore your own strengths and preferences and build a portfolio of work. This specification explores drawing, painting, collage, mixed media, printmaking and three-dimensional work. The prime intention is to emphasise the importance of a wider understanding of the nature of art and design. You design the course within the broad outline of the syllabus. Lots of encouragement, help and constructive criticism will be given to you throughout the two years, and the atmosphere in the studios is friendly and informal.



Subject Choices for GCSE Options group two

Opportunities for Playful Scholarship

There are trips in Year 10 and 11 to a range of venues such as Tate Modern, Tate Britain, Kew Gardens, National Portrait Gallery to name but a few. There is a focus on experimentation, being playful with materials. Skills development and workshops allow you to explore and extend your use of a range of materials. You will have the opportunity to contribute to whole school art related events and attend any art related talks and lectures. We offer a huge array of Art and Design clubs as well as the lunchtime drop in sessions. You are encouraged to keep a small sketchbook at home and to document anything related to Art and Design: galleries you visit, things of interest to you, doodles and sketches, podcasts you listen to, magazine articles and books you have read, television programmes.

Skills for the future

Art and Design is always open ended, so there are no right or wrong answers. The creative and thoughtful approach that this encourages, builds many skills that employers and university admission secretaries are interested in seeing. Often you will be asked to use your artwork to explore other areas of interest, eg: science, politics, music, helping you to understand the connection between areas of the curriculum and the wider world. Your analytical skill will be developed and you will be able to reflect fluently by the end of the course, on artworks you have studied.





Design and Technology

We offer GCSEs in Graphic Design, Product Design and Textiles.

Exam board AQA

Assessment

There are two assessed components of this GCSE:

- a written exam worth 50%
- a major project worth 50%.

There are three elements to the course

Core Knowledge (20%)

You will learn the basic knowledge of a small range of different materials which can be used when developing any product. This will allow you to make informed choices as a designer/design engineer.

Specialist Knowledge (30%)

You will specialise in one material area of your choice where you will learn in-depth knowledge, understanding and design development skills.

Non-examined Project (major project / NEA - 50%) You will use the knowledge and skills learnt in the areas above to complete a design and make project. You will be expected to produce a portfolio and a final prototype in response to a given 'context' in which you must develop your own design brief.

Subject Overview

Why choose DT?

Design and Technology stands out as an innovative and creative discipline, perfect for those drawn to problem-solving and practical application. The subject isn't just an academic pursuit; it's a launchpad for innovation, allowing students to engage in real-world problem-solving, echoing the processes applied in industry. It's particularly suited to students aiming to be future product designers, architects, engineers, graphic designers, offering a curriculum that's deeply rooted in real-world relevance and practical skills.

What will I study?

The Design and Technology curriculum is a blend of theoretical knowledge and practical skills. In Year 10, students delve into the core and specialist technical principles such as materials, new and emerging technologies, design systems and much more, as well as developing their design and practical skills through project work. The course progresses to Year 11 with a focus on the NEA and exam preparation, providing a comprehensive educational journey. This balance ensures that students are well-equipped with both theoretical insights and practical expertise, catering to a range of interests and learning styles.

Opportunities for Playful Scholarship

We go beyond the traditional learning methods, embracing a diverse array of playful scholarship opportunities that cater to various learning techniques and styles.

This approach encapsulates a rich blend of hands-on projects, collaborative work, and interactive experiences, ensuring that every student finds a way to engage that resonates with their unique learning preferences. From club activities that foster teamwork and creative thinking to educational trips, such as visits to the Design Museum, which offer immersive, real-world insights, the

curriculum is designed to stimulate intellectual curiosity and practical skills.

Additionally, cross-curricular projects encourage students to apply a multidisciplinary perspective, blending the precision of technical design with the creativity of the arts. These diverse experiences not only enhance the learning journey but also nurture different cognitive abilities, ensuring that students develop a comprehensive understanding of Design and Technology in a way that aligns with their individual learning style.



Skills for the future

A key focus of the Design and Technology course is preparing students with future-ready skills. Critical thinking, problem-solving, independent research, and innovation are at the heart of this curriculum.

These skills are not only fundamental for academic success but also essential in the professional world. By fostering these abilities, the course prepares students to face future challenges confidently, be it in higher education or their professional careers.



Design and Technology: Graphic Design

Core knowledge

Specialist Technical Principles project –
Paper and board focus
Practice NEA – mini project –
Graphic product project
NEA context released 1st June
(*deadline February half term*)

Design and Technology: Product Design

Core knowledge

Specialist Technical Principles project –
Polymers focus
Practice NEA – mini project –
Woods, Metals and Polymers focus
NEA context released 1st June
(*deadline February half term*)

Design and Technology: Textiles

Core knowledge

Specialist Technical Principles project –
Textiles focused
Practice NEA – mini project –
Textiles focus
NEA context released 1st June
(*deadline February half term*)



Drama

This subject offers an exciting and different challenge.

Exam board Edexcel

Assessment

C1: Devising (40%):

You will create, direct and perform your own Group piece (10%), linked to a stimulus which will allow you to speak about social issues you feel are pressing at this time. You complete a 2000 word analysis and evaluation of the process (30%) and outcome. The written work is completed in phases - exploration, development and evaluation - and all our students receive the support needed to develop concise and detailed responses at each stage. This ensures they achieve the top band outcome you would expect. This unit is internally assessed and then externally moderated.

C2: Scripted Performance (20%):

You will be directed and perform 2 extended extracts from a published play in front of a visiting Examiner who will assess how well you understand and communicate your role, and how well you adapt your vocal and physical skills accordingly. Our students always enjoy this unit, are well-directed by very experienced professionals, and achieve high marks accordingly.

C3: Written Examination (40%)

In Section A you will answer questions as a performer, director, and designer of the set text 'An Inspector Calls'. In section B you will be required to respond to a live theatre performance, evaluating the acting, directing and design skills on display. This written component is not content heavy and to achieve the highest grades, our focus is more on directing you to what is needed by each question, and how it needs to be expressed in the time available.

Subject Overview

Why choose Drama?

Drama offers an exciting, different and highly valuable challenge: ostensibly focusing on analysing texts, acting, directing, and theatre design, it also provides opportunities to reflect on the value of the Arts in society.

Drama students develop strong skills in textual analysis, independent research, critical thinking and problem-solving. The course encourages creativity, the confidence to improvise, and the ability to lead others and manage time effectively. Drama students develop superb presentation skills and manage competitive university and workplace interviews with confidence.

Unlike any other GCSE, Drama also provides the opportunity for students to have first-hand experience of project management and collaboration which can be a challenge, but absolutely provides a solid foundation for successful personal development throughout life.

What will I study?

In this course, you'll study two key performance texts in detail, explore the skills and techniques of influential performance practitioners and develop the critical framework necessary to evaluate film, theatre and other examples of performative display in our society. We will take all students to see at least two live performances during the GCSE course which will be analysed and reviewed in detail in lessons.

You will improve your performance skills physical and vocal techniques, engage in improvised and scripted drama, and devise original pieces. In Drama we explore important societal issues, demanding critical thought and emotional engagement.

WHS Drama students always have plenty to offer when writing about Drama and a valuable skill we focus on is developing the concise but densely detailed style necessary to make the most of the word count in the coursework portfolio, and the time in the exam room.



Opportunities for **Playful Scholarship**

Often Drama students need to be reminded that it is absolutely fine to thoroughly enjoy studying and that 'hard work' can be happening even while you're having fun and working with others. Apart from when lesson notes are being written up, and timed examination practice becomes necessary, Drama lessons are invariably active, collaborative and discursive. Games and relaxation exercises are integral to our approach to lessons and students are required to wear tracksuit bottoms in class.

There are times when written coursework and examination practice need to be prioritised but Drama is not an essay-based subject; it is assessed in a large part by practical outcomes, and does not carry the weekly written homework burden of many other subjects. This is worth considering when balancing your overall GCSE programme and when you are aiming for the highest outcomes across the board.

Our students consistently work diligently and at an academically high level, and when encouraged through active, physical and emotional engagement with a range of material and perspectives also become more cognitively, creatively and emotionally ambitious as well as becoming more physically and verbally confident and assertive.

More broadly Drama fosters a sense of ownership, accountability and responsibility for others.

Drama students regularly engage positively in academic enrichment; often leading the way in our Partnership Programme, debating and Model United Nations, as well as taking the main roles in school plays and supporting the work of younger students in Drama.

Skills for the future

Drama GCSE students leave the course with excellent grades, strong friendships, well-honed analytical and evaluative sensibilities, and a desire to engage positively with the world. They move on to the next stage of their educational development with greater physical and emotional confidence, and most importantly having learned when to lead, and when to listen and support the work of others.

Some students will continue on to A level which is viewed equally by all universities as a qualifying A level, depending, as always, on the particular requirements of the course being applied for. We are very proud of the many past Drama GCSE and A level students who have achieved places at Oxford, Cambridge and other competitive universities. We are also proud of those who have gone on to highly acclaimed Drama Schools for example: Bristol Old Vic, Guildhall School of Music and Drama, The Scottish Conservatoire, Mountview Theatre School.





Geography

The world in which we live is likely to change more in the next 50 years than it ever has before over the same period of time.

Exam board OCR

Assessment

We follow the OCR B GCSE Geography course. There are three examinations which consist of a range of short answer questions and longer extended-response questions.

All papers are accompanied by a resource booklet containing maps, photographs and diagrams to help you answer the questions. The third paper includes a decision-making exercise based on unseen resources about a particular place or issue, linked to several topics across the two units of the course.

Subject Overview

Why choose Geography?

Geography helps us to understand how and why the world is changing and gives us the tools to prepare us for those changes. You may not realise it, but Geography is a subject that often makes the news in all sorts of ways and so we make sure the case studies and examples we study are up to date and relevant to your lives. You will have the opportunity to develop and extend your knowledge of locations, places, environments and process, looking at issues from a range of scales and through social, political and cultural contexts. You will gain an understanding of the interactions between people and environments, the change in places and processes over space and time, and develop a range of geographical,

mathematical, statistical and enquiry skills. We hope that by studying Geography at GCSE you will develop a sense of wonder about the world, the world that you will all become future leaders of in one way or another. By having an understanding of why it is the way it is, and ideas about how to solve some of the issues, you will be a well-equipped 21st century citizen of the world.

What will I study?

You will learn about a range of geographical themes and topics encapsulating both the geography of the UK and the rest of the world. The world is always changing. This specification gives you the chance to learn about those changes.





Subject Overview

Unit 1: Our Natural World

The natural world contains a rich diversity of distinctive landscapes and ecosystems which are constantly changing through physical processes and human interactions. You will have the opportunity to explore the natural world we live in, understand why it looks the way it does and appreciate its value. You will investigate global hazards which humans face as well as examine how the climate is changing and what this means for the world today. We will study a range of landscapes from those we may be more familiar with in the UK, to places such as polar environments in the Arctic tundra and Antarctica and Costa Rica's tropical rainforests.

Unit 2: People and Society

This unit investigates patterns and processes that shape the human planet. It explores the connections between people and places, questioning how these may change over time and space. We will look at the social, cultural, political and economic forces that make places unique. You will identify urban trends, study how and why people

live in cities and examine what the future holds for the human planet. We will have an opportunity to learn about the causes of development inequalities, evaluate the UK's significance in the 21st century and look at potential solutions to one of the biggest threats to human society – our attempts to feed an ever-increasing global population.

Fieldwork

In April of Year 10 we travel to Swanage in Dorset to learn how to undertake a range geographical, mathematical and statistical skills which you will need for your GCSE examination. Fieldwork is absolutely vital to Geography as it gives you the experience of learning and applying specific geographical knowledge, understanding and skills to the real world, outside of the classroom. By doing fieldwork you will practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around you. You will learn how to collect primary and secondary information and interpret results critically, as well as study the interaction between physical and human geography in more depth.

Opportunities for Playful Scholarship

Every two years the department leads the ever-popular trip to Iceland during October half-term, which, although not curriculum based, is an opportunity to experience a very different landscape and culture to our own corner of SW London. We hike on glaciers, explore lava tubes, float through iceberg lagoons and hopefully catch a glimpse of the awe inspiring Northern Lights.

Year 10 and 11 Geographers are also invited to join our student-led society, Geog On, where students and staff present on a wide range of different topics and themes from across the geographical spectrum. We also enjoy the odd geographical game and an opportunity to share our passions beyond our cohort.

Skills for the future

A Geographer possess the abilities and skills that employers seek such as conducting research and handling data, developing questions and arguments, writing effectively and persuasively, thinking critically. Geography really is an education for life.

Employers and universities value the broad range of transferable skills that Geography delivers, and the ability to 'think like a Geographer' refers to the unique opportunity to evaluate at a range of scales, contexts and perspectives. It's little wonder then that statistics reveal Geographers are among the most employable.



History

The past unlocks the present.

Exam board OCR

Assessment

The course is made up of
3 examination papers:

Paper 1 (1hr 45)

International Relations 1918-1975
China: The People and the State
1950-1981

Paper 2 (1 hr)

Migration to Britain c1000
to c2010

Paper 3 (1hr 15)

The Impact of Empire 1688-c1730
Urban Environments: Patterns of
Migration in Spitalfields

The papers cover a mixture of
source analysis and recall skills,
which require short answers
for the most part – they are not
traditional essay-based papers.
As for the topics we cover, as
you'll have seen above they are
interesting, challenging and
highly relevant

Subject Overview

Why choose History?

If you love to discover new things, make sense of ideas and events, debate and understand how to make change in the world, then History is for you! We teach you to think, evaluate information, make up your own mind and argue your views. As we navigate a period of unprecedented challenge and opportunity for our global community, these skills, and the understanding of a diverse range of human experience that History also offers, could not be more vital.

Also, History develops a whole range of skills that are invaluable in later life. Here are just some of the advantages of studying History:

- You will use information effectively - this can help shed light on a particular problem or issue confronting an organisation or individual. You will weigh up conflicting factors carefully before making critical decisions.
- You will learn the arts of oral and written debate and expressing a clear personal point of view - invaluable skills at job or university interviews as well as in everyday life.
- You will see how studying the people of the past can give you real insight into people alive now. It will help you understand how and why humans behave as they do when facing the crises of today.
- You will see how many of the problems and strengths of the world today have their roots in the past: great or mistaken decisions; combinations of developments; conspiracies or complete mess-ups all played their part!

What will I study?

When we ask our current and past GCSE historians what they enjoy about History, they almost always say the content. Our course takes you on a journey through a thousand years and across the globe, and is brilliantly diverse. If you're enjoying the Year 9 course, you will love what's to come. Here's something to whet your appetite and give you a sense of the amazing range of topics we study:

- Hitler's takeover of Europe
- The Cuban Missile Crisis
- The Vietnam War
- Communist China
- The relationship between England, Ireland and Scotland
- The impact of the transatlantic slave trade
- The East India Company
- 1000 years of migration; from the Normans, to Windrush, to multiculturalism today



Subject Choices for GCSE Options group two

Opportunities for **Playful Scholarship**

Every two years, we take Year 10 and 11 to Berlin. This is optional, but designed to supplement your studies of the Cold War in an interesting and enjoyable way. In Year 11, we also visit Spitalfields in East London to trace the steps of different migrant groups through History.

GCSE students also participate in our History Society known as History Girls. Every week, a student leads a discussion on a topic which interests them – anything from Ancient Greece to witchcraft, to the global youth revolt of 1968. Lively debate and broadening of horizons are guaranteed.

Skills for the future

Anywhere and everywhere! History gives you the independence and skills you need to self-start in any field. Universities and employers also seek out people with the skills of an historian:

Independent thinkers

Open-minded

Disciplined

Good at problem-solving

Able to pick out the essential from the trivial

We'll leave the last word to the 'Which?' company:

'Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions and this is a very useful quality in many walks of life and careers...History is an excellent preparation for very many other jobs'. So History really can help you end up wherever you want to be!





Latin

Latin's great breadth and diversity invariably captivate students' interest and imagination through its rich cultural heritage and fascinating history, its elegant language and stimulating literature.



Exam board OCR

Assessment

Language

1hr 30 mins

100 marks: 50%

What are you assessed on?

Latin vocabulary

Latin grammar for translation and comprehension and optional English to Latin sentences

Literature

Verse

1hr

50 marks: 25%

Prose

1hr

50 marks: 25%

What are you assessed on?

Translation, comprehension and literary analysis of prepared set texts in Latin and English

Subject Overview

Why choose Latin?

Latin GCSE offers an opportunity to develop your grasp of the Latin language and use this to read real Latin literature. As a subject it attracts a broad range of interests and works well with a variety of different options. If you are a literature lover, you will get to encounter some of the earliest poetry of the western world. If history is your thing, why not study the origins of history itself? If you are into your sciences, Latin grants an understanding of the roots of scientific terminology. If you are logically minded, it will appeal to your problem-solving sensibilities. If you are intrigued by different cultures and worldviews, why not enter into conversation with ancient thinkers and philosophers? If creativity is your thing, come and engage with the artistry of the earliest literature.

What will I study?

- You will expand your understanding of Latin vocabulary and how language works, studying complex linguistic structures.
- You will be equipped with grammatical tools to decipher ancient myths and history through translation.
- You will explore the mythical past and how legend became history under the Romans.
- You will encounter voices from previous millennia as you read literature in its original language.
- You will read and analyse the opening lines of Virgil's great epic, the Aeneid, and grapple with the story of a Roman 'persona non grata', the adulterous Messalina.

Opportunities for Playful Scholarship

We offer a broad range of trips, from theatre productions and museum trips to abroad visits to Rome or Greece.

We continue the conversation at clubs like 'It's Classical' with student presentations and debates and visiting speakers like Natalie Haynes. Smaller class sizes mean that there is space for creativity and flexibility in lesson structure and homework tasks.

Skills for the future

Latin encourages and nurtures analytical and creative skills that make you stand out from the crowd, such as:

- Logical thinking and problem-solving when translating complex sentences
- Close critical analysis when analysing literature
- Recognising linguistic structures that can help with learning other languages
- Communication skills through writing personal responses
- Social and intercultural skills by learning about different civilisations



Music

Music is a central part of life; all of us hear music and are impacted by music on a daily basis.



Subject Overview

Why choose Music?

At GCSE, Music is an academic and a practical subject, giving you the chance to develop skills in performing and composing music as well writing about it in an analytical way. On this course, you will encounter music from a range of traditions and time periods, as you investigate and evaluate music and its features. Set works offer breadth and depth and enable you to conduct in-depth studies into different musical styles and genres and put these in a wider context. An open mind and a desire to work independently are characteristics of GCSE Music students at WHS. Above all, the study of Music is enriching and rewarding.

What will I study?

Component 1: Performing Music

This is a great chance to perform on your main instrument/ voice and record three minutes of music as part of your coursework submission.

Component 2: Composing Music

This is a chance to get creative and compose two pieces as part of your submission. One composition is completely free choice, and the other is set to a brief released as you start Year 11.

Component 3: Appraising Music

This part of the course gives you the chance to explore music in more technical depth, analysing eight pieces across four different areas of study. These are hugely varied (from a Bach 'Brandenburg Concerto' to music from Schwartz's musical 'Wicked!'), and so gives you an excellent overview of how music has developed over time and across styles and traditions.

Exam board Edexcel

Assessment

Paper 1:

The Edexcel course is assessed through 3 components. Performance (30%), Composition 30%) Appraisal (40%).

In **performance (coursework)**, students have the chance to give a solo performance and an ensemble performance of around ABRSM Grade 5 standard. The pieces can be recorded at any point in the second year of study and can be re-recorded.

In **composition (coursework)**, students submit two pieces – one from a brief set by the exam board and one free choice composition.

The **appraisal** part of the qualification makes up 40% of the and is a 105-minute written exam at the end of the course. The exam paper is in two sections: Section A is based on 8 set works (from 4 Areas of Study) and includes some aural Dictation and one unfamiliar piece of music. Section B is a response in the form of an extended written answer to one familiar and one unfamiliar piece of music, creating a comparative essay.

Opportunities for Playful Scholarship

Studying Music at WHS allows you to gain a greater understanding of repertoire that you will likely already be tackling in our plethora of co-curricular clubs. We often link current concerts to our lessons and analyse the technical construction of the music being performed and composed. We also encourage you to experiment with creative tasks in your composition work.

Skills for the future

Music is full of opportunities to learn sophisticated problem-solving skills in all three areas of study in this course.

In undertaking the course, you will become critical listeners and writers about Music and learn to be independent performers and ensemble communicators as well as creative composers.



PE

It is an academically rigorous subject which focuses primarily on the science of sport.

Exam board OCR

Assessment

Applied Anatomy and Physiology

Physical Training

*Physical factors affecting
performance (01)* 60 marks

1 hour written paper

30% of total GCSE

Socio-cultural influences Sports Psychology Health, fitness and well-being

*Socio-cultural issues and
sports psychology (02)*

60 marks

1 hour written paper

30% of total GCSE

Practical activity assessment Analysing and Evaluating Performance (AEP)

*Performance in physical
education (03)**

non-exam assessment (NEA)

80 marks

40% of total GCSE

Subject Overview

Why choose PE?

Studying GCSE (9-1) Physical Education will open your eyes to the world of sports performance. It is an academically rigorous subject which focuses primarily on the science of sport and is ideal for those who have a real interest in understanding the scientific, psychological and environmental influences that complement excellence in physical performance.

What will I study?

The study of applied physiology and anatomy allows the exploration of the body's adaptations through training and diet whilst looking at how training can optimise performance. Students will learn how the skeletal, cardiovascular and respiratory systems respond to the demands of physical activity. In the topic of socio-cultural influences, the relationship of the media and commercialism when linked to sport is studied, and when studying sport psychology, students will gain understanding of the impact of the mind on performance. Students will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity.

Skills for the future

The development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and scientific analytical skills as well as thinking, acting and reacting under pressure.

The study of GCSE (9-1) Physical Education opens up a range of possibilities for further study and can also lead to career opportunities within sports nutrition, sports psychology, physiotherapy and sports analytics, and much more.



Subject Choices for GCSE Options group two

Practical

The practical section of the syllabus assesses candidates in three sporting activities. These must be sports that you take part in (regularly) whether inside or outside of school. In addition, students will write a piece of coursework (AEP) where candidates will need a good knowledge of the skills, rules, techniques and tactics used in a particular sporting area of their choice. They will learn how to analyse and improve their own/others' performance by identifying strengths and areas for development.

This is the list of activities students can perform in for their individual and team activities:

Individual Activity

Amateur Boxing, Athletics, Badminton*, Boccia, Canoeing, Cross country running, Cycling, Dance*, Diving, Equestrian, Figure Skating, Golf, Gymnastics, Kayaking, Ice Hockey, Inline Roller Hockey, Kayaking, Polybat, Rock Climbing, Sailing, Sculling*, Skiing, Snowboarding, Squash*, Swimming, Table Tennis*, Tennis*, Trampolining, Windsurfing.

**Some activities cannot be assessed as both individual and team e.g. Badminton singles and doubles*

Team Activity

Acrobatic gymnastics, Association Football, Badminton*, Basketball, Blind Cricket, Camogie, Cricket, Dance*, Figure Skating, Futsal, Gaelic Football, Goalball, Handball, Hockey, Hurling, Ice hockey, Inline roller hockey, Lacrosse, Netball, Powerchair Football, Rowing, Rugby League, Rugby Union, Sailing, Sculling, Squash*, Table Cricket, Table Tennis*, Tennis*, Volleyball, Water polo, Wheelchair Basketball, Wheelchair Rugby, Some activities cannot both be taken together e.g. Snowboarding and Skiing/Rugby League & Union





Religious Studies

RS is an exciting course that covers the main issues of Philosophy and Religion as well as Religion and Ethics.

Exam board AQA

Assessment

Two papers, lasting 1 hour 45 minutes each.

Paper 1

Christianity and Judaism.
Beliefs, values and traditions.

Paper 2

Topics include:
Care for the environment
Abortion
Euthanasia
Philosophy Unit
Religion, peace and conflict
Holy war
Pacifism
Crime and punishment
The death penalty
Human rights
Social justice
Religious freedom
Poverty and exploitation
Charity

The papers follow a set format that includes different types of questioning as well as extended pieces of writing, usually as a response to controversial questions such as 'No religious person should ever get divorced' or 'The UK should reintroduce the death penalty for repeat offenders.' Students complete practice questions throughout the course to ensure they are confident when writing in their final external exam.

Subject Overview

Why choose RS?

Anyone who has some curiosity about, interest in and sensitivity to philosophy, religious ideas and ethical issues will enjoy the course. You may be uncertain about what you believe and be open to new insights; you may have strong traditions in your family and firm convictions of your own and wish to study them in depth; perhaps you would rather develop an understanding of unfamiliar beliefs and cultures in order to enhance your career prospects, become a better citizen or travel the world with greater enjoyment.

What will I study?

Knowledge of the beliefs, values and traditions of those in your community is key to building a society where everyone is understood and respected. With this in mind, the Religious Studies department offers an exciting course that covers the main issues of Philosophy and Religion as well as Religion and Ethics.

The two units you will study cover the following fascinating topics and consider religious teachings, beliefs and attitudes about:

- Sex, marriage and divorce
- Families and gender equality
- Philosophical arguments for and against the existence of God
- Religion, violence, terrorism and war
- Religion and belief in 21st century conflict
- Religion, crime and the causes of crime
- Religion and punishment
- Human rights



Subject Choices for GCSE Options group two

Opportunities for **Playful Scholarship**

Religious Studies lessons are fun - just ask any student who has ever studied RS! We encourage lively debate and discussions throughout. You are always able to share your own views about the topics we study, and we encourage you to listen and learn from the opinions of others in an open and friendly way. Our day trips are to local places of worship where you will meet people who are passionate about their faith; we also offer a residential trip to Poland, which runs every two years.

We discuss newspaper articles and learn from debate. You will continue to use active-learning techniques such as role-play, brainstorming and group discussion and there is an emphasis on using interactive tools such as Firefly, YouTube and other online resources.

An interest in up-to-date issues is essential to get the most out of studying Religious Studies. The curriculum will be enriched by visiting speakers: for instance, members of a particular faith, or a chaplain from a local hospice. We will have at least one educational visit in Year 10 and Year 11; last year, we visited two synagogues in North London and the Jewish Museum.

Skills for the future

Religious Studies will help you develop marketable skills and aptitudes including:

- analytical and strategic thinking
- research skills
- critical judgement
- the ability to work with abstract, conceptual ideas;
- an ability to 'understand both sides' and negotiate and resolve conflict
- problem-solving skills
- leadership skills
- understanding of the impact of conflicting ideologies
- an appreciation of human diversity, belief systems, cultural and spiritual experiences.

These skills are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media and can be a preparation for later studies in psychology, philosophy, anthropology and sociology as well as theology.



PPE or 10th subject

Most students will study nine GCSEs and our bespoke (non-examined) PPE course, but students can request to be considered for a tenth.

Studying for a tenth GCSE will be offered to those who have demonstrated their strength academically and have the capacity to be able to cope with the additional workload.

Classical Greek is studied outside of the formal timetable: in Year 10, in curriculum time instead of the Philosophy, Politics and Economics course we offer, and also at lunchtime; and in Year 11 both during lunchtime and after school.

In Year 11 students who are able mathematically are invited to take Additional Maths. The additional content to the GCSE can be delivered outside the timetable in Year 11 only.



Philosophy, Politics and Economics

Subject Overview

Our students' education would not be complete without the non-examined courses covering Sport / PE and Personal, Social and Health Education (PSHE) elements of the curriculum. In addition, we've been delighted to add (from 2019 onwards) a bespoke and ambitious Politics, Philosophy and Economics course (PPE), developed here at WHS and aiming to equip our girls with a greater understanding and appreciation of the world.

Our pioneering PPE course at WHS comes from our vision for students to "stride out" to better shape the society in which they live and work. Year 10 is a critical time when we expect students to look outwards, understand the world around them and question the ideologies – political, economic, philosophical – that are so influential today.

From understanding UK governance and political systems, to exploring personal and global finance, to grappling with big

philosophical concerns about aesthetics or ethics, our PPE course inspires our students to think big. Students develop their understanding of the nuances behind newspaper headlines and the ramifications of policies.

We aim for the students' opinions and the voices they use to air those opinions to mature, with students becoming ever more thoughtful and increasingly bold. Additionally, students become astute and spirited writers about their individual areas of interest within the PPE course. PPE is taken by all Year 10 students apart from those who opt for Classical Greek. It is delivered one period per week. This is a stimulating course and delivered at a high level by subject specialist teachers.

Politics and Economics are offered as new subjects at A Level, so this is a great introduction for students who might want to study these subjects in Sixth Form.





Subject Choices for GCSE Extra 10th Subject

Greek

Classical Greek GCSE is completed in two years.



Exam board OCR

Assessment

Language

1hr 30 mins

100 marks: 50%

What are you assessed on?

Greek vocabulary

Greek grammar for translation and comprehension and optional English to Greek sentences

Literature

Verse

1hr

50 marks: 25%

Prose

1hr

50 marks: 25%

What are you assessed on?

Translation, comprehension and literary analysis of prepared set texts in Greek. Sections of Euripides' *Medea* and Herodotus' *Histories*.

Subject Overview

Why choose Greek?

Classical Greek GCSE at WHS offers a bespoke experience filled with academic rigour and intellectual creativity.

Students benefit from a Sixth Form classroom experience with small classes and individualised support. You will be equipped to rise to the challenge of a stretching but immensely satisfying discipline, learning the complexities of the Greek language and putting this into practice through reading real Greek literature. Learning a new alphabet is exciting and satisfying and the number of English words that derive from Greek continue to amaze GCSE students. Greek is very highly regarded by universities and employers alike and it really does make you stand out from the crowd.

What will I study?

You may notice that this page is very similar to Latin – that's because Latin and Greek are examined in exactly the same way. Lots of students opt for both subjects at GCSE because they complement each other very well. You do not, however, have to study Latin to take Greek at GCSE.

You will expand your understanding of English through learning Greek vocabulary and develop in your grasp of how language works, studying complex linguistic structures. You will be equipped with grammatical tools to decipher ancient myths, history and philosophy through translation. You will encounter voices from previous millennia as you read literature in its original language. You will read and analyse parts of Euripides' tragedy, *Medea*, and grapple with the story of the Babylonians in Herodotus' *Histories*.

Opportunities for Playful Scholarship

We offer a broad range of trips, from theatre productions to see Greek tragedies and Oxford/Cambridge days out to abroad visits to Rome or Greece. We continue the conversation at clubs like 'It's Classical' with student presentations and debates and visiting speakers like Natalie Haynes. Smaller class sizes mean that there is space for creativity and flexibility in lesson structure and homework tasks.

Skills for the future

Greek stretches the most able linguists through the rich complexities of its language structure and literature. It develops similar skills for the future as Latin:

- Logical thinking and problem solving when translating complex sentences
- Close critical analysis when analysing literature
- Linguistic structures that can help with learning other languages
- Communication skills through writing personal responses
- Social and intercultural skills by learning about different civilisations



Subject Choices for GCSE Extra 10th Subject

Additional Mathematics



Subject Overview

FSMQ

Why choose Additional Maths?

Students will be invited to cover the Additional Mathematics qualification in a weekly school academic slot, starting in Year 11. This will be invitational only by the Maths department. The students will be expected to attend every week (with some pre-agreed exceptions such as a sports fixture) and to complete homework. This course is targeted at those students who the Maths department have identified as needing additional stretch beyond the curriculum. It is more suitable for those students who are considering Further Maths as an A/AS Level, who attend the maths clubs or participate in the Maths challenge follow on rounds. It is not a pre-requisite course for either Maths or Further Maths A/AS Levels and we welcome applications to both A Level courses from all Year 11 students who meet the minimum course requirements.

Opportunities for Playful Scholarship

The students in Years 9 – 11 have the opportunity to take part in the UKMT Mathematical challenges. Performance in these can lead to invitations to National Kangaroos and Olympiad competitions. These are multiple choice problem solving competitions designed to stretch pupils understanding within the GCSE specification. We also take part in the Hans Woyda Maths competition against local schools. We run clubs to support both of these competitions. We run clinics and support sessions through out the year for students who might need additional help and support either with homework or with exam questions.

What will I study?

Key Aims

The Free Standing Maths Qualification Additional Mathematics encourages students to:

- develop knowledge and understanding of mathematical concepts and techniques
- develop mathematical skills for further study in the subject or related areas
- enjoy using and applying mathematical techniques and concepts, and become confident to use Mathematics to solve problems
- appreciate the importance of Mathematics in society, employment and study.

Key features and benefits of the specification:

- provide a course of study for those whose mathematical competence may have developed early
- enable students to acquire knowledge and skills with confidence, satisfaction and enjoyment
- develop an understanding of mathematical reasoning and processes, and the ability to relate different areas of Mathematics
- develop resourcefulness when solving problems

The Additional Mathematics qualification is designed to build on the GCSE Mathematics syllabus.



Pathways

Subject Choices for GCSE

 **WIMBLEDON**
HIGH SCHOOL
EX HUMILIBUS EXCELSA

GDST
GIRLS' DAY SCHOOL TRUST