



William Hulme's Grammar School

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Choices at 14+

Courses Available 2025



William Hulme's Grammar School

The best in everyone™

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Secondary Phase

Principal: Mrs K Heaton, BEd (Hons)
Head of School: Mr T Copestake, BA (Hons)

Tel: 0161 226 2054
Email: enquiries@whgs-academy.org

www.whgs-academy.org

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Letter from Mr T H Copestake, Head of School (Secondary Phase)

Dear Student

Moving from one stage of the National Curriculum to the next is always an important step in a student's school life and this is particularly true for you as a student in Year 9.

We firmly believe that for a successful transition from Key Stage 3 to Key Stage 4 to be possible, the following points need to be considered:

- The transition presents both challenges and opportunities;
- You will be expected to show an increased level of maturity and a growing sense of responsibility for your own work and progress;
- You will find that the pattern and structure of your curriculum has changed and for the first time, you will have a degree of choice in the subjects you study;
- Above all, you will face the challenge of preparing for your GCSE examinations at the end of Year 11. The importance of good results at GCSE cannot be over-emphasised in the highly competitive world of higher education and employment.

Over the next few weeks, you will have time to consider which options will be best for you. Please read this booklet carefully as it provides you with accurate information about the new pathways open to you, internet careers sites to research and detailed descriptions of every course that you could choose.

It is also important that you make maximum use of the extensive range of extra-curricular activities from music, sport and drama.

My advice to you is to ensure that you choose a broad range of subjects to ensure you achieve a balance between the arts, science, humanities, practical and performance components. You may also wish to research possible careers or courses of further education so that entry requirements can be kept in mind when choosing options. My final piece of advice is for you to be realistic about matching your combination of subjects to your ability, and be careful of overrating or underrating yourself. You should not be so overstretched that you are unhappy, but you should also find sufficient challenge in your work to stimulate and maintain your interest.

Beware, however, of choosing an option simply because friends are also choosing the subject; or because someone else liked it when they previously studied the subject.

This is an exciting time to be a student at William Hulme's Grammar School and I wish you every success in the selection of your options and the remainder of your time at this school.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T. H. Copestake', enclosed within a large, loopy oval stroke.

T H Copestake
Head of School (Secondary Phase)

Letter from Dr A J Stokes, Assistant Principal (Curriculum)

Dear Students and Parents/Carers

I am pleased to introduce you to this year's Key Stage 4 Curriculum Booklet, which outlines details of the courses offered in Years 10 and 11. It will help inform the choices that students make.

Our curriculum design this year has as much flexibility and freedom as possible. Alongside the academic, we hope that the curriculum will also develop other skills and abilities - physical, social, moral and cultural - as well as encouraging the development of positive attitudes to learning that will sustain you in adult life.

This is a very important time for you because you will be making choices which will affect not only what you study in the future but also your long-term career prospects. Accordingly, you need to think very carefully about the courses which are on offer before making decisions. This will ensure that what you study in the next two years suits your needs and aspirations.

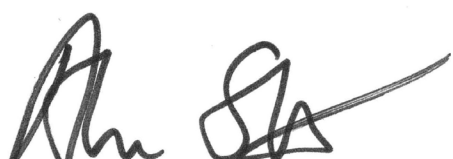
We are aware that, for some of you, it can be hard to make your choice of subjects. We suggest that you read this booklet thoroughly, and talk to as many of your teachers as possible, as well as your parents/carers and other adults in your family, about your intended choices. You can also talk to older students at school. When making your choices, think about where studying those subjects can lead to, in terms of courses in our Sixth Form, in higher education and also in the world of work, as well as your aptitude and interest in those subjects.

This school is proud of its record of providing a broad range of Key Stage 4 courses, which allow examination success and progression to post-16 education, and then employment or higher education. We know that we can add value to students' performance and, therefore, a guided process of subject combination is honed and personalised for each student.

We will be working closely with parents/carers and students in order to arrive at the best possible personalised programmes of study for every student. You can find the key dates in this process outlined overleaf.

We hope that all students are able to find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them, in order to allow them to achieve the greatest possible success in the future.

Best wishes

A handwritten signature in black ink, appearing to read 'A J Stokes', followed by a long, sweeping horizontal stroke.

Dr A J Stokes
Assistant Principal (Curriculum)

Key Dates

The school website will have numerous resources to help you choose your options. Take a look at the subject information and guidance which can be found at:

www.whgs-academy.org/secondary/curriculum-areas/gcse-options-for-year-9

- **Thursday 27 February 2025** - Parent's Information Evening.
- **Wednesday 12 March 2025** - Course discussions with senior teachers and Head of Year (Miss M S Bretherton). Staff will talk to students individually.
- **Wednesday 19 March 2025** - Deadline for final submissions of Options choices via the website.

The English Baccalaureate (EBacc)

This is a number of traditional academic subjects that the Department for Education believes will provide students with "a properly rounded academic education" and they are placing ever increasing importance upon students studying these subjects at Key Stage 4.

The subjects that make up the EBacc are English, Mathematics, at least two Sciences (including Computer Science), a Modern Language and a Humanities subject - either History or Geography. In this school, English Language and Literature, Mathematics and Science are compulsory at KS4; we also expect the majority of our students to study at least one other EBacc subject.

Universities have not made the EBacc a part of their admissions criteria, however, EBacc subjects are seen as facilitating subjects. This means that they are recognised as providing students with the academic grounding that will help them progress to A Levels and university, alongside the study of other subjects that might be drawn from the creative and practical areas.

Our curriculum is designed to allow students to combine a core of EBacc subjects with others from a broader range to ensure they keep their future options open.



Assessment in Reformed GCSEs

Since September 2019, we have been delivering reformed GCSE courses in all subjects.

All GCSE external exams will have to be taken at the end of the course. Re-sits of individual modules are not available. Marks for accurate spelling, punctuation and use of grammar will be awarded in exams that have a sufficient written English element – English Literature, Geography, History and Religious Studies.

GCSEs are graded with numbers rather than letters on a scale from 9-1 with 9 being the top level.

The chart shows how the new GCSE grades compare with old GCSE grades.

Ofqual

New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Structure of the Curriculum for Year 10 and 11 Students

We have changed the structure of our school day to allow us to teach in 75 minute lesson blocks. The structure of the curriculum for Year 10 and 11 students has 2 distinct parts:

Part 1

The core curriculum is compulsory for all students:

- English Language and English Literature.
- Mathematics.
- Science. You will be directed to one of two pathways in Science. This will depend on your performance in Year 9:
 - ♦ Triple Award Science: You take three separate GCSEs in Science - one in each in Biology, Chemistry and Physics, or
 - ♦ Combined Science (Trilogy). This course is made up of separate Biology, Chemistry and Physics modules. A double grade from 9-9 to 1-1 will be awarded.
- PSHE delivered during Form time.
- PE.

Part 2

We offer different option pathways to each student according to how well we feel they will achieve on the courses in that pathway. Two subjects need to be chosen. All students study either History or Geography. Those on the Red Pathway study French. Those on the Blue Pathway study Religious Studies.

Once all student options have been collated the school reserves the right to not run subjects with a low intake. Dr Stokes and Mr Copestake will discuss these subjects and a decision as to whether they run will be taken. If a subject is closed we will work with any affected students to ensure they are entered for a suitable alternate.

There are two pathways dependent on students' performance during Key Stage 3.

Red Pathway

This is the expected pathway for students identified as taking a language.

Please note, the language can be a community language that the student is already fluent in. In this case, please speak to Dr Stokes, as soon as possible and take the Community Languages test via Mr Evans.

Option Blocks for Red Pathway

Students have 4 option subjects they must take to complete their timetable. Of these four options, they must select at least one humanities subject (Geography or History) **AND** one modern foreign language (French). They should also indicate two reserve subjects. This is in case we cannot run all the students' first choices. We will try our very best to give all students their first choices but we cannot guarantee it, therefore, we need to know what your reserves would be.

EBacc Option 1 (Choose One Subject)	EBacc Option 2 (Choose One Subject)	Option 3 (Choose Two Subjects) (Also choose Two Reserve Subjects)	
Geography	French	Art	History
History		Business Studies	Music
		Computer Science	Music Technology
		Creative iMedia	Photography
		Design Technology	Physical Education GCSE
		Drama	Religious Studies
		Food Preparation & Nutrition	Sports National
		Geography	

Blue Pathway

This is the expected pathway for students not chosen to study a language. Religious Studies is compulsory on this pathway.

This pathway is for students who wish to take a vocational subject, such as Cambridge National qualifications alongside GCSEs and for whom the full complement of GCSEs may not be appropriate.

BTEC and **VCert** qualifications: courses are equivalent to 1 GCSE. They are work-related qualifications and are designed to give you the skills and knowledge that employers want. You can take BTECs as a way of preparing for study at the next level, for example a Level 3 BTEC in Sixth Form or college. You can also use them as a way of accessing an apprenticeship or university. You will complete a range of assignments, case studies and practical activities as well as a portfolio of evidence which will be internally assessed. You will also be required to sit one exam. Grading is: pass, merit, distinction or distinction*.

Cambridge National Certificates: These are nationally recognised qualifications where pupils can achieve a Level 2 Award. The course takes an engaging, practical and inspiring approach to learning and assessment. Grading is: Pass, Merit, Distinction or Distinction* for Level 2.

ASDAN: We will be offering an Asdan course to some students instead of an option subject. Our Special Educational Needs Co-ordinator will discuss this with individual families. ASDAN is a nationally recognised qualification where pupils can achieve a Level 1 or 2 Award, Certificate or Diploma depending on the number of credits achieved over the two year period. Students complete a series of coursework portfolios that are externally and internally moderated.

Option Blocks for Blue Pathway

You will need to choose one subject from the first option block. Pupils are then to select two subjects from the second option block. They should also indicate two reserve subjects. This is in case we cannot run all the students' first choices. We will try our very best to give all students their first choices but we cannot guarantee it, therefore we need to know what your second choices are.

Please note: Religious Studies is compulsory for pupils on this pathway.

EBacc Option A (Choose One Subject)	Option B (Choose Two Subjects) (Also choose Two Reserve Subjects)		
Geography	Art	Design Technology	Music
History	BTEC Home Cooking	Drama	Music Technology
	Business Studies	Food Preparation & Nutrition	Photography
	Computer Science	Geography	Physical Education GCSE
	Creative iMedia	History	Sports National

Useful Websites for Careers Choices

Below is a list of websites that may help you/your child. If you have any further questions regarding careers please contact Miss Bhaimohmed.

Careersbox

 www.careersbox.co.uk

This website has numerous video clips of real people talking about real jobs. It also has an excellent section on apprenticeships.

Careers Service

 www.nationalcareersservice.direct.gov.uk

This is the Government's own careers website for all ages – it is very informative on careers, courses, CV writing and so on.

Some Tips for Making Good Choices

When considering their option choices students should try to balance the following factors:

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

Do...



- Choose courses you are interested in and which you are likely to enjoy.
- Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.
- Choose courses in which you are likely to achieve success.
- Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at Post 16 will be helpful.
- Look up higher education degree courses that interest you on unistats.direct.gov.uk or www.ucas.com and see what subjects, qualifications and grades you will need to do these courses.
- Talk to your parents, your teachers and careers staff. They will each have an important perspective.

Don't...



- Choose subjects just because your friends are choosing them.
- Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.

EBacc Subjects

GCSE English Literature

Subject Leader: Mr A Javed

What course will I follow?

Students will follow the AQA GCSE English Literature specification.

What will I study?

By the end of the course, students will be able to:

- Read critically and analytically, enabling them to discuss and explain their ideas and understanding in depth.
- Develop the habit of reading widely and frequently, fostering an appreciation for a range of literature.
- Appreciate the richness and depth of the English literary heritage, including key texts from different time periods.
- Write accurately, effectively, and analytically about their reading, using Standard English.
- Acquire and use a broad vocabulary, including literary and linguistic terms necessary for analysing texts.
- Understand and analyse the ways in which language, form, structure, and context contribute to the meaning of literary works.

Details of External Examinations

The course is entirely assessed through terminal exams at the end of Year 11.

Paper 1: Shakespeare and the 19th-century Novel (40%)

- Study a Shakespeare play and one 19th-century novel.
- Develop skills in analysing language, form, structure, and the context of the texts.
- Cultivate the ability to form critical and personal responses to literature.

Overview of Assessment

- Section A – Shakespeare: Answer one question on a Shakespeare play. This includes writing about an extract from the play and the play as a whole.
- Section B – 19th-century novel: Answer one question on a 19th-century novel, focusing on an extract and the wider text.
- Total marks available: 64 marks.
- Assessment duration: 1 hour and 45 minutes.
- Closed book: No texts allowed in the exam.

Paper 2: Modern Texts and Poetry (60%)

- Study a modern text (either a post-1914 novel or play), a poetry collection from the AQA Power & Conflict Anthology, and unseen poetry.
- Further develop the skills of analysis, comparison, and critical writing.

Overview of Assessment

- Section A – Modern texts: Answer one essay question on a post-1914 novel or play.
- Section B – Poetry: Answer one question comparing poems from the AQA Power & Conflict Anthology.
- Section C – Unseen poetry: Answer two questions – one on a single unseen poem and one comparing two unseen poems.
- Total marks available: 96 marks.
- Assessment duration: 2 hours and 15 minutes.
- Closed book: No texts allowed in the exam.

This structure ensures students are well-prepared to analyse a wide range of literature, while also developing skills essential for further academic study and personal literary appreciation.

Exam Board Website:



GCSE English Language

Subject Leader: Mr A Javed

What course will I follow?

Students will study the AQA GCSE English Language specification.

What will I study?

By the end of the course, students will be able to:

- Read a wide range of texts fluently and with good understanding.
- Read critically and use knowledge gained from wide reading to improve their own writing.
- Write effectively and coherently using appropriate Standard English.
- Use grammar correctly, punctuate, and spell accurately.
- Acquire and apply a broad vocabulary, alongside knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing, and spoken language.
- Listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be assessed separately and reported as a distinct grade.

Details of External Examinations

The course is entirely assessed through terminal exams at the end of Year 11.

Paper 1: Explorations in Creative Reading and Writing (50%)

Overview of Content

- Study literary fiction texts, focusing on reading and writing imaginatively.
- Develop skills to analyse and evaluate fiction extracts.
- Engage readers through imaginative and descriptive writing.
- Use spelling, punctuation, and grammar accurately.

Overview of Assessment

- Section A – Reading: Questions based on an unseen fiction extract.
- Section B – Writing: One extended writing task focusing on imaginative writing.
- Total marks available: 80 marks.
- Assessment duration: 1 hour and 45 minutes.

Paper 2: Writers' Viewpoints and Perspectives (50%)

Overview of Content

- Study a range of 20th- and 21st-century non-fiction and literary non-fiction texts.
- Develop skills to analyse, evaluate, and compare non-fiction extracts.
- Focus on writing for a variety of purposes, forms, and audiences, using transactional writing.
- Use spelling, punctuation, and grammar accurately.

Overview of Assessment

- Section A – Reading: Questions on two unseen, thematically linked non-fiction extracts.
- Section B – Writing: One extended writing task focused on presenting a viewpoint.
- Total marks available: 80 marks.
- Assessment duration: 1 hour and 45 minutes.

Spoken Language Endorsement:

Students must complete a compulsory Speaking and Listening assessment, which does not count towards the final GCSE grade but will be awarded as a separate endorsement. This assessment focuses on students' ability to speak clearly and confidently, using Standard English in different contexts.

Additional Information:

- Please note: There may be changes to exam boards due to evolving government decisions, but the core aims and objectives of the course will remain consistent.
- Students will be awarded grades on a 9-1 scale, in line with government policy. The Spoken Language endorsement will be reported separately and not included in the final GCSE grade.

Exam Board Website:



GCSE Mathematics

Faculty Leader: Mr J A Harrison

What course will I follow?

Pearson (Edexcel) Mathematics (9 – 1)

- All students take the GCSE for the first time at the end of Y11
- Students are entered for either the Higher or Foundation Level depending on progress
- At Foundation Level the maximum grade possible is grade 5
- While the decision for Tier of entry is decided in January (Year 10), any final amendments are made after the assessments in November (Year 11). Students are entered at the level where they are expected to perform to the best of their potential.

What do I need to know about the GCSE Specification and the Examinations at the end of the Course?

1. There are six main strands to GCSE Maths:
 - Number
 - Algebra
 - Ration, Proportion and Rates of Change
 - Geometry and Measure
 - Probability
 - Statistics
2. The GCSE covers all these strands in depth, with the higher tier delving more deeply into most areas to prepare students for the opportunity to use the skills taught in further education. We are very proud of the number of higher tier students who continue their mathematical studies at A-Level.
3. The assessment objectives place greater emphasis on mathematical problem solving and mathematical reasoning and communication
4. Students will need to memorise more formulae for the examinations. The number of formulae that students can be provided with in the examinations has been reduced, so students will need to memorise some formulae, such as the quadratic formula.

5. The exam assessment is three 1-hour 30-minute papers and the examination board can ask questions on any part of the curriculum. Most areas of the curriculum are tested utilising the increased exam time.
6. The grading system is on a scale of 9-1, with 9 representing the best grade and 1 the lowest. The comparison to the old alphabetic marking system can be found on page 5.
7. The structure of the papers has changed. There will be fewer questions targeted at the lowest grades and more questions targeted at the highest grades at both tiers.
8. The assessments will be more demanding with increased emphasis on mathematical problem solving, reasoning and communication, as well as the increased assessment time and change in the structure of the papers, all mean that GCSE mathematics examinations will be more demanding in the future.

Knowledge and Understanding:

The mathematics qualification requires students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts, including: Number Algebra Shape and Space Probability
- Use their knowledge and understanding to make connections between mathematical concepts
- Be able to apply the functional elements of mathematics to solve problems in real-life situations

Skills and Problem Solving:

Students are given the opportunity to develop the ability to:

- Acquire and use problem-solving strategies.
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations.
- Reason mathematically, make deductions and inferences and draw conclusions.

- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- One of the key strategies introduced is development of problem solving skills; we spend a lot of time developing the students' ability to understand what is being asked and their ability to construct a sensible approach to answering the question.

Resources:

At KS4 we offer students have access to online support websites through our Maths Padlet which can be accessed through the Maths Subject Area on www.whgs-academy.org or by going directly to <https://padlet.com/andrewharrison6/ks4-student-resources-bookmark-this-page-e799bycdpno4nmmb>.

Exam Board Website:

qualifications.pearson.com

GCSE Science

Faculty Leader: Ms M S Armstrong

There are two GCSE pathways in science, triple and combined (double) science taught in 10 periods per fortnight.

1. Triple Award Science

You take three separate GCSEs in Science - one each in Biology, Chemistry and Physics.

OR

2. GCSE Combined Science

Taken together these cover all three sciences Biology, Chemistry and Physics but with a reduced content. This still allows progression to all post-16 science courses.

More Information

GCSE Sciences

The GCSE Triple Science course is available to pupils selected by their teachers, based on progress at Key Stage 3, and is conditional on continued hard work and performance in modular tests. Pupils should also be able mathematicians.

Students taking Triple Award sciences will get a grade for each subject. These grades may be different.

Students who take GCSE Combined Science (in Year 11) will be awarded a double weighted GCSE grade at the end of each course. There are tiers of assessment - Foundation (1-5) and Higher (5-9).

Setting in Science

The sets for Sciences will be determined at the end of Year 9, taking into account pupil performance and teacher recommendations for the most appropriate pathway above. Students do not select which science course to do at this stage. Science staff will determine which course, combined or triple, that is most appropriate for each students.

GCSE Triple Science

What course will I follow?

AQA GCSE Biology, Chemistry and Physics as separate courses.

What will I study?

Across the sciences a total of 25 topics will be studied:

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure
25. Space Physics

Details of External Examinations

All examinations will be taken at the end of Year 11. There will be two 1 hour 45 minute examinations for each science. Each examination will make up 50% of the relevant GCSE. The topics in bold above will be in the first examination for each science.

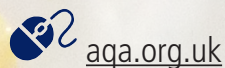
Details of Controlled Assessment

No controlled assessment will take place in the sciences. However, a series of compulsory practicals will be completed across the course and knowledge of these will be examined within the examinations at the end of year 11.

Additional Information

The scientific ideas which feature in this specification have a significant cultural influence on how people think about themselves and their environment. Also, candidates gain more insight into the reliability and significance of scientific data. All exams can be taken at either Foundation or Higher Tier and re-sits are NOT allowed.

Exam Board Website:



GCSE Combined Science

What course will I follow?

AQA GCSE Combined Science (Trilogy course).

What will I study?

Throughout the course you will study in separate lessons with specialist teachers of Biology, Chemistry and Physics leading to all the Science examinations at the end of year 11. Across the three sciences a total of 24 units will be studied across years 10 and 11:

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

Details of External Examinations

Examinations for all GCSE Combined Science modules will be taken at the end of year 11. There will be two examinations for each science making a total of 6 exams. Each examination will be 1 hour 15 minutes long. The topics in bold above will be in the first examination for each science.

Details of Controlled Assessment

No controlled assessment will take place in the sciences. However, a series of compulsory practicals will be completed across the course and knowledge of these will be examined within the examinations at the end of year 11.

Additional Information

The scientific ideas which feature in this specification have a significant cultural influence on how people think about themselves and their environment. Also, candidates gain more insight into the reliability and significance of scientific data. All exams can be taken at either Foundation or Higher Tier and re-sits are NOT allowed.

Exam Board Website:





GCSE Geography

Subject Leader: Miss E V Adamson

What course will I follow?

AQA Geography GCSE Specification (8035)

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The aims of this specification are very clear:

- To provide a familiar approach that considers new ideas and developments in Geography and about changing the nature of Geography in the 21st Century.
- To provide a relevant and dynamic Geography course, with an up-to-date content, to raise student achievement.
- To give opportunities for students to undertake individual research and to make use of modern information technologies, including GIS.

What will I study?

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Subject Content:

Unit 1: Living with the Physical Environment 35%

The study of physical processes and patterns to include the challenge of natural hazards (volcanoes, earthquakes, tropical storms and climate change), the living world (students are required to study Ecosystems, Tropical rainforests and one from Hot deserts or Cold environments) and Physical landscapes in the UK (students are required to study UK physical landscapes and two from Coastal landscapes in the UK River landscapes in the UK and Glacial landscapes in the UK).

Assessment: 1 hour 30 minutes

Candidates answer 5 questions out of 7 (2 compulsory)
88 marks, including 3 SPAG

Unit 2: Challenges in the Human Environment 35%

The study of human geography themes and issues to include urban issues and challenges, our changing economic world and the challenge of resource management (students are required to study Resource management and one from Food, Water or Energy).

Assessment: 1 hour 30 minutes

Candidates answer 4 questions out of 6 (3 compulsory)
88 marks including 3 SPAG

Unit 3: Geographical Applications 30%

Issue evaluation, based on resource booklet, and fieldwork

Assessment: 1 hour 15 minutes

Candidates answer all questions 76 marks, including 6 SPAG

Assessment of fieldwork represents 15% of total assessment.

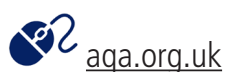
Assessment of maths and statistical skills must be 10% of total assessment

Additional Information

Geography...

- broadens horizons-it helps develop awareness and understanding of the real world around us and the importance of safeguarding the environment;
- is about our future and encourages flexible thinkers;
- helps foster a range of transferable skills which are an asset in the complex world of employment today;
- helps develop skills in ICT in a range of challenging contexts such as GIS and the internet;
- involves practical fieldwork investigation as an individual and part of a team and has links across the curriculum, with economic understanding, environmental education sustainability and citizenship, giving flexibility for HE courses.

Exam Board Website:





GCSE History

Subject Leader: Mrs S G Bostock

What course will I follow?

Pearson GCSE History

What will I study?

Paper 1 Thematic Study and the Historic Environment

Thematic Study: Crime and punishment in Britain, c1000-present

- c1000-c1500: Crime and punishment in medieval England
- c1500-c1700: Crime and punishment in early modern England
- c1700-c1900: Crime and punishment in eighteenth- and nineteenth century Britain
- c1900-present: Crime and punishment in modern Britain

Historic Environment: Whitechapel, c1870-c1900: crime, policing and the inner city

Paper 2 Period Study and British Depth Study

Period Depth Study: Superpower relations and the Cold War, 1941-91

- Key topic 1: The origins of the Cold War, 1941-58
- Key topic 2: Cold War crises, 1958-70
- Key topic 3: The end of the Cold War, 1970-91

British Depth Study: Option B4: Early Elizabethan England, 1558-88

- Key topic 1: Queen, Government and Religion, 1558-69
- Key topic 2: Challenges to Elizabeth 1569-88
- Key topic 3: Society in the Age of Exploration, 1558-88

Paper 3 Modern Depth Study

Russia and the Soviet Union, 1917-41

- Key topic 1: The revolutions of 1917
- Key topic 2: The Bolsheviks in power, 1917-24
- Key topic 3: Stalin's rise to power and dictatorship, 1924-41
- Key topic 4: Economic and social changes, 1924-41

Details of External Examinations

3 external examinations, all examinations to be sat at the end of the GCSE course.

Paper 1: 1 hour 15 minutes examination, 30% of the GCSE qualification

Paper 2: 1 hour 45 minutes examination, 40% of the GCSE qualification

Paper 3: 1 hour 20 minute examination, 30% of the GCSE qualification

Additional Information

Skills you will develop include:

- developing and extending your knowledge and understanding of key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- how to carry out an historical enquiry to develop as an independent learner and as a critical and reflective thinker
- developing the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- developing an awareness of why people, events and developments have historical significance and how and why different interpretations have been constructed about them
- organising and communicating historical knowledge and understanding in different ways and reaching substantiated conclusions.

Exam Board Website:



[qualifications.pearson.com](https://www.pearson.com/qualifications)





GCSE Modern Languages

Subject Leader: Mrs H Sackfield (Faculty Leader)

Whichever language students choose from the core, they follow the same examination format: all students take the AQA examination in their chosen Modern Language at the end of Year 11.

This examination tests the four skills of Speaking, Listening, Reading and Writing.

Students take either the Higher or Foundation Level papers.

They are guided by their Modern Language teacher in the choice of papers to take.

What are Modern Language GCSEs All About?

- Thanks to new technology and improved travel and communications, the world has become a much smaller place. It is crucial, therefore, that we learn to speak and understand each other. This can only be done effectively by learning other languages and appreciating associated cultures.
- A GCSE in another language rewards practical communication skills and adds an international dimension to your studies.
- Learning another language can enhance your employment and mobility prospects whether you want a career in business, engineering, medicine or world-class football!
- Modern Foreign Languages are currently one of the subjects which will count towards the English Baccalaureate (EBacc) and Attainment 8 performance measures.

What Other Skills Might I Develop?

Learning a language will help you to develop skills that will be extremely useful to you. It can help you to develop key skills in Communication, Information and Communication Technology.

It will also develop your confidence and ability to communicate with people from other countries and cultures.

Access to ICT in Languages

All students are taught one lesson per fortnight using laptops. The use of laptops provides flexibility in the way we teach modern languages. As all the audio files are now digitalised, we are able to make more resources available to students, so that they acquire better independent learning skills.

Students are able to access all audio files from home via Microsoft Teams.

Examination students also have access to the laptops for intensive practice during the lunchtimes and after school in the lead up to the examination period.



GCSE French

Subject Leader: Mrs H Sackfield

What course will I follow?

Edexcel German GCSE Full Course

What will I study?

The following six broad thematic contexts will provide a focus for the teaching and learning of the vocabulary and grammar:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Details of External Examinations

This is a two year course and examinations in all skills will take place in the summer of the second year of study.

The examination award system is as follows:

- Foundation Tier (Grades 1-5)
- Higher Tier (Grades 4-9)

Students must take all four questions papers at the same tier. All questions papers must be taken in the same examination period.

The examination structure is as follows:

Higher Tier

Paper 1 - Speaking (10-12 minutes)

- Read aloud (12 marks)
- Role-play (10 marks)
- Picture task (28 marks)

* +15 mins prep time

Paper 2 - Listening and Understanding (60 minutes)

- Section A (Comprehension) – 40 marks
- Section B (Dictation) – 10 marks

* +5 mins reading time

Paper 3 - Reading and Understanding (60 minutes)

- Section A (Comprehension) – 40 marks
- Section B (Translation > English) – 10 marks

Paper 4: Writing (80 minutes)

- 80-90 word (informal) text (18 marks)
- 130-150 word (formal) text (22 marks)
- Translation English>TL (10 marks)

Foundation Tier

Paper 1 - Speaking (7-9 minutes)

- Read aloud (12 marks)
- Role-play (10 marks)
- Picture task (28 marks)

* +15 mins prep time

Paper 2 - Listening and Understanding (45 minutes)

- Section A (Comprehension) – 40 marks
- Section B (Dictation) – 10 marks

* +5 mins reading time

Paper 3 - Reading and Understanding (45 minutes)

- Section A (Comprehension) – 40 marks
- Section B (Translation > English) – 10 marks

Paper 4: Writing (75 minutes)

- Picture (8 marks)
- 40-50 word (formal) text (14 marks)
- 80-90 word (informal) text (18 marks)
- Translation (10 marks)

Additional Information

By choosing to study German to GCSE level, you will have the benefit of following a study programme which is carefully tailored to build on and revise, in its initial stages, the topics and grammar covered in KS3, meaning that there is a steady transition into Year 10.

You will be encouraged to develop a more independent approach to language learning which will enable you to achieve your potential at GCSE and help you gain a valuable insight into the language, culture and people of German speaking countries.

There are many different ways for you to discover more about German at William Hulme's. The Department is well resourced with books, magazines, and audio and visual materials, and you can undertake your own research by surfing German language websites on the MFL laptops.

Exam Board Website:



qualifications.pearson.com



GCSE Computer Science

Subject Leader: Miss S Shabir

What course will I follow?

OCR GCSE Computer Science

What will I study?

Unit 1: Computer Systems

- Systems architecture, CPU, Memory and Storage – the “nuts and bolts” that make up the machine
- Networks, topologies and protocols – how devices talk to each other, the internet and web pages
- Cybersecurity – how to keep computers safe from hackers, firewalls, encryption, codes and ciphers
- System software, the OS and utilities – programs that bring the computer to life
- Moral, social, legal, environmental issues – the “big questions” of Computing:

How will AI change the world? Should I accept cookies? What should we do about waste technology? How can smartphones improve mental health? Will the robots kill us all?

Unit 2: Algorithms and Programming

- Languages and Translators – How do we turn Python code into instructions for a CPU that talks only binary?
- Computational Thinking – creating abstractions
- and solving problems using logical thinking like a boss!

- Algorithms – creating flowcharts and pseudocode, standard algorithms, sorting and searching
- Computational logic – Boole says... “party = done_homework AND NOT(detentions)”
- Data representation – Text, images and sound: how can a binary numbers machine play music videos?

You will also complete lots of practical programming over the two years using Python, HTML and Javascript; previous students have made dice games, maths quizzes and a text adventure game as well as prototype apps for smartphones.

Additional Information

The study of how computers work, how they communicate globally and why Computational Thinking helps us solve problems. In Computer Science we create algorithms and code programs to achieve remarkable goals. It's the choice of the logically minded, the creative problem-solver, the analytical thinker. Computer Scientists enjoy Maths, languages and puzzles and solve the world's problems with technology. As the fourth Science and a prestigious E-Bacc subject, Computer Science opens doors to the most exciting careers and further studies such as Cybersecurity, Bioinformatics, Natural Language Processing, Artificial Intelligence and Robotics.

Exam Board Website:



Other Core Subjects

Physical Education and Games at Key Stage 4 (Non Examinable)

In line with the National Curriculum the school believes that PE and games lessons are an integral part of Key Stage 4. PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

PE enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Personal, Social, Health and Economic Education / Citizenship (Non Examinable)

In addition to acquiring the formal qualifications required for further and higher education and the world of work, students need to be equipped with the necessary skills, knowledge and understanding that will enable them to become active and effective citizens in the future.

In PSHE and Citizenship we will be looking at a range of issues and views which should help students to develop a balanced and informed view of the world in which they live. The objectives of the personal and social education/citizenship component of this programme are:

1. To enjoy good physical and mental health and live a healthy lifestyle.
2. To learn about personal safety.
3. To develop the sensitivities needed by young people to make appropriate moral judgements and choices about matters of concern to themselves and others.
4. To improve self-esteem and assertiveness, both of which are essential to personal and educational development.
5. To extend their skills in order to be able to make informed decisions and choices.
6. To heighten awareness and understanding of important social, environmental and global issues.
7. To encourage discussion and active learning.
8. To recognise the importance of motivation, assertiveness and the desire to succeed.
9. To learn how to cope with changes and to realise that change is an on-going process.
10. 10. To promote a sense of personal and social responsibility.
11. To recognise the rights of other members of society.
12. To encourage independence and active participation in both the life of the school and the community.
13. To encourage the students to achieve their full potential in life.

The topics delivered are:

- Relationships and Sex Education
- Mental and Emotional Health
- Keeping Safe
- Healthy Lifestyles
- Living in the Wider World

(With British Values incorporated into each topic)

GCSE Religious Studies

Subject Leader: Mr B S Swales

What course will I follow?

AQA GCSE Religious Studies A (8062)

The Two components studied are:

1. The study of religions: beliefs, teachings and practices in Christianity and Islam.
2. Thematic studies of philosophical and ethical issues.

What will I study?

The course deals with fundamental questions about religious belief and a fascinating range of ethical issues facing human beings. Component A builds on work already covered in RE lessons while going on to explore the place of religion in the world today. Component B allows students to specialise in areas of interest to them. These may include – modern medical research such as cloning or embryo research; crime & the death penalty; human rights; warfare & terrorism; euthanasia; life after death, and so on.

Religious Studies provides you with an opportunity to think about moral and ethical issues, to evaluate and make choices related to them. You will be studying topics related directly to modern life and develop an understanding of the issues as well as an appreciation of how belief influences behaviour. You will never need to ask why we are learning about an issue as most are regularly in the media. You will become aware of issues of local, national and global concern and placing them in spiritual and moral contexts.

Details of External Examinations

Each component has an exam of 1 hour 45 minutes. Students will take the exams for both units at the end of Year 11.

Details of Coursework

There is no coursework requirement for this course.

Additional Information

The course does not require or presuppose faith, and is designed to be accessible to students of any religious tradition or those with no religious beliefs at all.

The course is a popular option for students of both sexes and all abilities, with the results achieved placing RS among the most successful subjects in the school. Many of the students go on to take the subject in the Sixth Form where RS is again one of the most popular option subjects.

In the world of work employer's look for someone with an enquiring mind, an appreciation of different viewpoints, an ability to come to clear, balanced decisions. These skills are developed through the study of Religious Studies. By evaluating ethical issues, and expressing views using reasoned arguments, students can enhance their capacity and desire to make a positive contribution to debates and decisions in society.

To gain a clear insight into the course, the way it is taught and the work requirements, speak to those already doing it! Current Year 11 students can give a much better picture of whether the course will keep your interest and motivate you to produce your best work, so ask them.

Exam Board Website:





Option Subjects

GCSE Art

Subject Leader: Mrs S E McGlasson

What course will I follow?

AQA Art and Design.

What will I study?

This is a well-established course for those students who wish to study the practical aspects of visual arts. The course gives students the opportunity to develop their interests in drawing, painting, construction, ceramics, textiles, print making, photography and computer aided design through a series of taught projects. Coursework projects contribute 60% of the final marks and an exam project in Year 11 provides the remaining 40% leading to a single GCSE grade (9-1).

Details of External Examinations

The final project (January – May = 96 Marks 40% of the GCSE). This includes a 10 hour unassisted exam which includes two days in the art studio. Students must stop work on their preparatory studies as soon as the first period of supervised time starts.

Details of Controlled Assessment

The Portfolio of Work is worth 96 marks which is 60% of the overall mark and must contain a selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study. Students should show knowledge and understanding of at least three of the art disciplines.

Additional Information

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where candidates can work in appropriate art, craft and design materials and processes.

Exam Board Website:



Class Sizes

Please note that class sizes in practical subjects have to be limited for health and safety reasons.





GCSE Business Studies

Subject Leader: Mrs L A Peeling

What course will I follow?

AQA GCSE Business Studies - 8132

What will I study?

Subject Content:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

Details of External Examinations

Paper 1: Influences of operations and HRM on business activity

What's assessed:

- Business in the real world
- Influences on business
- Business operations
- Human resources

How it's assessed:

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions:

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.

- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Paper 2: Influences of marketing and finance on business activity

What's assessed:

- Business in the real world
- Influences on business
- Marketing
- Finance

How it's assessed:

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Additional Information

Students will gain all the necessary skills to start their own business or to work effectively within an existing business.

Exam Board Website:



Creative iMedia

Subject Leader: Miss S Shabir

What course will I follow?

OCR Cambridge Nationals Creative iMedia Level 2 Certificate - J817

What will I study?

The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. Students must complete two mandatory units and two optional units totalling 240 marks.

R081: Pre-production Skills (Mandatory)

Written exam paper, 1 hour 15 mins, worth 60 marks.

R082: Creating Digital Graphics (Mandatory)

Coursework estimated at 10 hours, assessed by your teacher and moderated by OCR, worth 60 marks.

Two optional coursework units from the following list (subject to availability of software and teacher approval):

- R083: Creating 2D and 3D digital characters
- R084: Storytelling with a comic strip
- R085: Creating a multipage website
- R086: Creating a digital animation
- R087: Creating interactive multimedia products
- R088: Creating a digital sound sequence
- R089: Creating a digital video sequence
- R090: Digital photography
- R091: Designing a game concept
- R092: Developing digital games

Each of these modules is worth 60 marks and requires 10 hours of independent coursework assessed by your teacher.

Grades Available

The course is equivalent to a GCSE and is graded as follows: Level 2 Distinction-Star (*2), Level 2 Distinction (D2), Level 2 Merit (M2), Level 2 Pass (P2), Level 1 Distinction (D1), Level 1 Merit (M1), Level 1 Pass (P1).

Additional Information

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Using these skills, learners will make fit-for-purpose creative media products. The certificate will challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

Exam Board Website:



GCSE Design Technology

Subject Leader: Mr G Pieri

What course will I follow?

AQA GCSE Design Technology

What will I study?

In Year 10 you will be learning about the core specialist principles of materials and processes. Throughout the first year you will be developing your design and practical skills by completing a number of mini projects where you will be working both individually and in groups. Mini projects include working with a variety of materials and machinery, CAD and CAM and entering real life competitions. You will learn how to analyse a design brief, research, become more creative with your design ideas and evaluate your designs. These skills will then be put into practice when you are given your set brief by the exam board to complete.

In Year 11, your main objective is to design, research and make your major project. You will make this using a range of traditional tools in addition to our laser cutter and 3D printer. This is where you put everything you have learnt so far into your portfolio. This carries 50% of your GCSE mark. You will still continue learning the core specialist principles.

Details of External Examinations

The 2 hour exam is sat in June of Year 11 and is worth 50% of the GCSE.

Details of Controlled Assessment

Controlled assessment consists of 50% of the GCSE.

NEA Coursework (50% of GCSE)

What is assessed:

- Practical application of:
- Core technical principles
- Specialist technical principles
- Designing and making principles

Task(s):

- Substantial design and make task
- Assessment criteria:
- Identifying and investigating design possibilities
- Producing a design brief and specification

- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner

- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

Summer Exam (50% of GCSE)

What is assessed:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How is it assessed:

- Written exam: 2 hours
- 100 marks

Questions:

Section A – Core technical principles (20 marks): A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks): Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

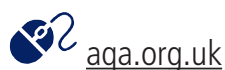
Section C – Designing and making principles (50 marks): A mixture of short answer and extended response questions.

Additional Information

The course requires students to have a good ability in drawing and manufacturing skills. We are a successful department which expects high standards of effort and application from students throughout the two year course.

Students must be able to work both independently and in groups and be able to manage their own time. Being able to problem solve, use your initiative and meet deadlines is an essential part of this GCSE course.

Exam Board Website:



Class Sizes

Please note that class sizes in practical subjects have to be limited for health and safety reasons.

GCSE Drama

Subject Leader: Mrs L J Edwards

What course will I follow?

OCR J315 GCSE Drama

What will I study?

Component 1: Devising Drama

Students explore a stimulus provided by the exam board.

They will work in groups to create their own devised drama based on their exploration.

Students can work as either performers or designers creating a portfolio and a final performance.

Marks: 60

Duration: Non-examined assessment

Weighting: 30%

Component 2: Presenting and Performing Texts

Students explore a text and perform two scenes to a Visiting Examiner.

Students can work as either performers or designers completing a pro forma and a final performance showcase.

Marks: 60

Duration: Non-examined assessment

Weighting: 30%

Component 3: Drama: Performance and Response

Section A contains questions based on the study of a full text from a list set by the exam board.

Section B contains an extended response analysing and evaluating live theatre.

Marks: 80

Duration: 1½ hours

Weighting: 40%

Details of External Examinations

Component 1 – Devising Drama: Students complete one portfolio of their journey through the devising process and a document detailing their performance intentions for their text performance showcase which will be externally assessed by the exam board.

Component 2 – Presenting and Performing Texts: This will be marked by the teacher and externally moderated by the exam board.

Component 3 – Performance and Response: This will be a written exam which is externally assessed.

Additional Information

The main skills learnt in Drama are transferrable, which means, they will help you in all aspects of your life, particularly the world of work. The main skills areas are: exploring ideas, thinking creatively, planning, devising, presenting and evaluating. All the practical work will be done as part of a group so this subject is great for building interpersonal and communication skills. It is also superb for building confidence and giving you the courage to present yourself in front of an audience. Best of all, students of Drama develop a genuine love for the subject and really enjoy the work they do.

Exam Board Website:



GCSE Food Preparation and Nutrition

Subject Leader: Mrs L M Thomas
Mrs J A Smith

What course will I follow?

AQA GCSE in Food Preparation and Nutrition 8585

What will I study?

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

What is covered?

Food preparation skills are integrated into five core topics:

1. **Food, nutrition and health** – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. **Food science** – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
3. **Food safety** – Food Spoilage, Contamination and the Principles of Food Safety.
4. **Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing
5. **Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

Details of External Examinations

EXAM: Paper 1: Food preparation and nutrition (50%) **Written exam:** 1 hour 45 minutes

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

Details of Controlled Assessment

NON-EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%) **Written Report**

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Students will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

NON-EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%) **Written Portfolio**

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Students will submit a written portfolio (15 A4 pages) including photographic evidence.

Additional Information

Which careers can this course lead to?

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Chef, Microbiologist, working in food magazines, radio and television – for more information on food careers please visit www.tastycareers.org.uk.

Exam Board Website:



Class Sizes

Please note that class sizes in practical subjects have to be limited for health and safety reasons.

BTEC Home Cooking Skills

Subject Leader: Mrs L M Thomas
Mrs J A Smith

What course will I follow?

Pearson BTEC Level 2 Award in Home Cooking Skills

What will I study?

- BTEC Level 2 Award is a 6-credit qualification. To achieve a PASS, students must have satisfied ALL the assessment criteria.
- This is a vocational course. It focuses on educating students on basic food hygiene and preparation. Students are taught basic life skills.
- The BTEC course is all coursework and there are no examinations. Work is assessed by means of assignment briefs set by your teachers and given to you to complete throughout the course.
- There is a massive emphasis on the student cooking at home as well as in school. Photographic evidence will be required for the student's portfolio.

Being able to cook is an essential life skill. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook meals from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century.

Each recipe is underpinned with knowledge about planning and sourcing food, hygiene and food safety. How to cook different elements of a meal to serve them at the same time are considered in this unit. The importance of presenting food well and how this contributes to its enjoyment is reflected on in this unit. Ways to economise when shopping for ingredients and cooking meals at home are significant aspects of this unit. Learners will demonstrate their skills by selecting recipes for a nutritious two course meal and following the recipes to prepare, cook and present the meal. This unit aims to give learners the skills and confidence to enjoy cooking meals at home, to apply skills to new

recipes to continue cooking for themselves and their families and to inspire others.

What will I have to do?

- Have a willingness to learn and an interest in learning through practical work.
- Good organisation of time and work area.
- You will cook at least once a week providing ingredients from home.
- Cook at home on a regular basis and provide photographic evidence.

Additional Information

- An assignment brief sets the context for the work, defines what evidence you will need to produce and matches the grading criteria of the tasks.
- An assignment brief will also contain the criteria that you will be marked against. It is important to read this as it will help you to understand the exact knowledge you need to demonstrate.
- The brief will also state the final deadline to handing in the work as well as any interim review dates when your work can be assessed and reviewed. This will also be in negotiation with your teacher.
- All assignments that meet the criteria are graded as PASS.
- Your class teacher will give regular feedback during which you will have the opportunity to tutorials to discuss your work on. This feedback will help to monitor progress and give guidance.
- Feedback from your assessments will be given by your tutor with guidance on how to develop your work. You will have access to your assessment sheets
- This course focuses on the development of skills which are essential for cooking food successfully at home. Having gained home-cooking skills, learners are encouraged to reflect on the benefits of their new abilities, which may include reports from peers, friends and family.
- This qualification will be useful in careers which require a sound knowledge of health eating e.g. nursery nurse, childminder, chef.

Exam Board Website:



qualifications.pearson.com

GCSE Music

Subject Leader: Mrs G J Goodier

What course will I follow?

Eduqas GCSE Music

What will I study?

Unit 1: Performing (30%)

In this unit you will perform on your main instrument or vocally perform. A programme of 4-6mins is required. You will record a group piece and a solo piece with either piano accompaniment or backing track. You will gain the most marks for grade 3 performances.

Unit 2: Composition (30%)

In this unit you will compose 2 pieces. One in Year 10 and one in Year 11. One is to a brief (a choice of 4) that the exam board will set. The 4 briefs will include music related to: Musical Forms and Devices, Music for Ensemble, Film Music or Popular Music. The in other composition you can compose whatever you would prefer.

Unit 3: Listening (40%)

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Pop Music

Additional Information

You will need to:

- Practice regularly, at least 15mins on average per day, and attend all instrumental lessons as 30% is performance based.
- Take up subsidized music lessons in school
- Make sure you are in an extra-curricular ensemble. This will help your technique on your instrument and your awareness of others when performing in a group.
- Revise from your GCSE booklet in small frequent chunks.
- To listen to as wide a variety of types and genres of music as possible (classical FM, Sky Arts, BBC 4).

Careers in Music include:

Music Education & Teaching: Teacher, Therapist, Musicologist

Performance: Singer, Musician, DJ, Session Musician, Instrumentalist

Sound & Recoding: Engineer (TV, Radio, Live Stage, audio) Sound Design, Foley Artist,

Television & Radio: Programmer, booking agent, critic, journalist, talent agency, promotion manager.

Exam Board Website:



wjec.org.uk

BTEC Music Technology

Subject Leader: Mrs G J Goodier

What course will I follow?

Pearson BTEC Tech Award Level 1/2 in Music Practice

What will I study?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. You will also develop an understanding of the music industry and a deeper understanding of a wide range of genres.

Component 1: Exploring Music Products and Styles (30% of your final mark – internally assessed)

The assignment for this component consists of two tasks. In task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. In task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.

The Areas of Study are wide ranging:

- 1950s and 50s music (eg. Rock 'n' Roll)
- 1970s and 80s (eg. Hip-Hop)
- 1990-present day (eg. Grime, House, Techno)
- World Music and fusion (Samba, Afrobeats)
- Music for media (TV, Film, Computer games)
- Western Classical Styles
- Jazz and Blues

Component 2: Music Skills Development (30% of your final mark – internally assessed)

This component is based on development of two musical disciplines (choosing from music performance, creating original music or music production). This is done through engagement in practical tasks while documenting progress and planning for further improvement.

Component 3: Responding to a Music Brief (40% of your final mark - externally assessed)

For your final component, you will be developing and presenting music in response to a given music brief. This is based on the reworking of an existing piece of music into a new musical style, through either Creating and Performing or Creating and Producing.

Additional Information

Extend your KS3 skills by:

- Learning how to use music software and hardware to a higher level
- Learning how to use microphones and record live musicians/ audio clips
- How to arrange recording clips to produce media formats
- Playing instruments and / or singing to a higher level
- Practicing your critical listening
- Presenting creative projects

Careers in Music Technology include:

Computer Technology: Music Software Programmer, Multimedia Development (Sound & Music), Web Page Design (Audio & Music Integration)

Broadcasting - Television & Radio: Disc Jockey, Video Jockey

The Recording Industry: A & R (Artist & Repertoire) Coordinator, Talent Scout, Advertising/Media Manager, Regional Sales Manager, Salesperson

Touring & Road Work: Sound Engineer, Sound Technician Assistant (Roadie)

Sound & Recording Engineering, Technical: Recording Studio Engineer, Live Sound Engineer, Radio/TV Audio Engineer, Audio-Visual Technician, Studio Design Consultant

Sound Design & Effects: Foley Artist, Synthesizer & Sampler Programmer, Sound Design for Film & TV

Music Business & Management: Stage Manager, Nightclub Manager

Composing: Film & TV Music, Music Supervisor for Film & TV, Post-Production Scoring, Computer Multimedia & Game Music, Jingles & Advertising Music

Exam Board Website:



[qualifications.pearson.com](https://www.pearson.com/qualifications)

GCSE Photography

Subject Leader: Mrs S E McGlasson

What course will I follow?

AQA Photography

What will I study?

Photography is defined as the practice of producing images using digital methods of development and production to create still life or moving images. The course includes: portraiture, location photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation.

Coursework projects contribute 60% of the final marks and an exam project in Year 11 provides the remaining 40% leading to a single GCSE grade (9-1).

Details of External Examinations

The final project (January – May = 96 Marks 40% of the GCSE). This includes a 10 hour unassisted exam which includes two days to create a photographic outcome. Students must stop work on their preparatory studies as soon as the first period of supervised time starts.

Details of Controlled Assessment

The Portfolio of Work is worth 96 marks which is 60% of the overall mark and must contain a selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study. Students should show knowledge and understanding of at least one or more of the disciplines.

Additional Information

This is a broad course exploring practical and critical/contextual work through a range of processes and new media and technologies.

Exam Board Website:



Class Sizes

Please note that class sizes in practical subjects have to be limited for health and safety reasons.





Students at WHGS that would like to study a course in Physical Education will be signposted to an appropriate course from a selection of OCR GCSE PE, OCR Cambridge National in Sport Studies or OCR Cambridge National in Sport Science. Each course is built differently in terms of assignment content, examinations and practical requirements.

Students' engagement in extracurricular activities both during and outside of school times will be considered when signposting students to an appropriate course that is bespoke to their requirements.

GCSE Physical Education

Subject Leader: Mr P M Allen

What course will I follow?

OCR GCSE Physical Education (J587)

What will I study?

The majority of this course is **academic** and will be taught in a classroom setting. 60% of the course is assessed by **two** written exams. The remaining 40% is practical assessments in three different sports. Students must perform two sports outside of school to be eligible for this option choice.

Component 01: Physical Factors Affecting Performance

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training

Component 02: Socio-cultural issues and Sports Psychology

Students develop their knowledge of the social-cultural

and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and wellbeing of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

- Socio-cultural influences
- Sports psychology
- Health, fitness and wellbeing.

Component 03: Performance in Physical Education

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement which is a training program analysing their strengths and weaknesses.

Additional Information

- It is essential for candidates to be able to perform to a high standard in **not** just one sport but **three** different sports to be successful in this subject.
- Only suitable for students who **enjoy and play** sport regularly and consistently represent school, club and House sports teams.
- Students will take a pre test at the end of year 9 to ensure that they have learnt the required content. Students must pass this pre test to be eligible to go on to the GCSE PE course. Any student who does not pass the test will be offered a place on the Cambridge Nationals Sports Studies course.
- Only suitable for students who are **enthusiastic** about Physical Education, keen to learn about a whole range of sporting issues and well organised bringing the correct school PE/games kit to every lesson. It is also important to note that in order to maximise practical performance marks there may be the need to organise a compulsory sports residential camp that all students must attend. This will probably be arranged during the school's 'Activity Week' and will incur some cost.



Exam Board Website:



Cambridge National Certificate in Sport Science

Subject Leader: Mr P M Allen

What course will I follow?

OCR Level 1/Level 2 Cambridge National in Sport Science

What will I study?

You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences. This will involve you studying two mandatory units and one optional unit from a choice of two.

The two mandatory units are:

R180: Reducing the risk of sports injuries and dealing with common medical conditions

This is assessed by an exam.

By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. Topics include:

- Different factors which influence the risk and severity of injury
- Warm up and cool down routines
- Different types and causes of sports injuries
- Reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- Causes, symptoms and treatment of medical conditions.

R181: Applying the principles of training: fitness and how it affects skill performance

This is assessed by a set assignment.

By completing this unit, you will conduct a range of fitness tests, understand what they test and their

advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include:

- Components of fitness applied in sport
- Principles of training in sport
- Organising and planning a fitness training programme
- Evaluate own performance in planning and delivery of a fitness training programme.

The two optional units are:

R182: The body's response to physical activity and how technology informs this

This is assessed by a set assignment.

By completing this unit you will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. You will also learn about relevant technology and how this assists us in measuring changes in these systems. Topics include:

- The cardio-respiratory system and how the use of technology supports different types of sports and their intensities
- The musculo-skeletal system and how the use of technology supports different types of sports and their movements
- Short-term effects of exercise on the cardiorespiratory and musculo-skeletal systems
- Long-term effects of exercise on the cardiorespiratory and musculo-skeletal systems.

R183: Nutrition and sports performance

This is assessed by a set assignment.

By completing this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an

appropriate, effective nutrition plan for a performer.

Topics include:

- Nutrients needed for a healthy, balanced nutrition plan
- Applying differing dietary requirements to varying types of sporting activity
- Developing a balanced nutrition plan for a selected sporting activity
- How nutritional behaviours can be managed to improve sports performance.

Exam Board Website:



Additional Information

You will be able to work with independence to create material which reflects effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities. You will apply knowledge, understanding and skills, identifying, selecting and using a range of sport Science approaches commonly used in the workplace and in higher education. You will be able to produce work that is complete and coherent, demonstrating independence and understanding. You will be able to:

- Recall, select and apply knowledge and understanding, using practical sporting examples
- Demonstrate knowledge and understanding of physical and psychological factors that affect performance and participation in sporting activities
- Identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities
- Demonstrate awareness of how to meet specific needs when developing and delivering different sporting activity programmes
- Use some technical language and scientific terminology correctly
- Demonstrate evaluative skills.

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport Physical Activity, AS and A-Levels, such as Biology, Physical Education, Psychology, Science, Sport or an apprenticeship in roles such as Community activator coach, Leisure team members, Personal trainer or an Outdoor activity instructor.

Cambridge National Certificate in Sports Studies

Subject Leader: Mr P M Allen

What course will I follow?

Cambridge National Certificate in Sports Studies J829

What will I study?

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between sport and the media and applying this to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media

Details of External Examinations

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units 120 GLH Two mandatory units - R184 - Contemporary issues in sport (48 GLH) and R185 - Performance and leadership in sports activities (48 GLH) And one other optional unit from - R186 - Sport and the media (24 GLH) R187 - Increasing awareness of Outdoor and Adventurous Activities (24 GLH).

All results are awarded on the following scale: Level 2 Distinction* (D*) Level 2 Distinction (D2) Level 2 Merit (M2) Level 2 Pass (P2) Level 1 Distinction (D1) Level 1 Merit (M1) Level 1 Pass (P1) Unclassified (U or u).

Mandatory Unit R184: Contemporary issues in sport 70 marks (80 UMS) 1 hour 15 minute written examination OCR set and marked.

This is assessed by an exam by completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

Mandatory Unit R185: Performance and leadership in sports activities 80 marks (80 UMS) 48 GLH OCR set assignment This set assignment contains five practical tasks Centre assessed and OCR moderated

This is assessed by a set assignment In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session

Optional Unit: Increasing awareness of Outdoor and Adventurous Activities

Outdoor and adventurous activities give you opportunities to engage in activities in a natural outdoor setting. The UK is fortunate to have a variety of different terrains and facilities, from coastal areas, to lakes and rivers. We also have hills and mountains as well as cycling trails and 15 National Parks. These activities do not need to be competitive and many groups of like-minded people plan activities in their recreational time to enjoy the natural environment around them. In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK

Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities

Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity

Topic Area 4: Evaluate participation in an outdoor and adventurous activity

Additional Information

- Cambridge Nationals are the equivalent to one GCSE.
- It is only suitable for students who enjoy playing sport and regularly participate in sport to at least a school team standard.
- It is only suitable for students who are enthusiastic about Physical Education, keen to learn about a whole range of sporting issues and well organised, bringing the correct school PE/games kit to every lesson.

Exam Board Website:





GCSE Level - June 2024

Details Name	Entries Entered	9+	8+	7+	6+	5+
Included						
Arabic KS4 9-1	2	0	0	1	1	0
Art GCSE	25	1	4	11	15	20
Astronomy GCSE	2	0	0	0	1	2
Biology GCSE	55	6	17	37	47	52
Business Studies GCSE	86	0	6	13	30	51
Chemistry GCSE	54	6	13	27	45	51
Computer Science GCSE	36	0	3	7	14	22
Design GCSE	14	1	2	2	5	8
Drama GCSE	10	1	1	1	4	5
English Language GCSE	174	1	7	26	57	90
English Literature GCSE	174	1	9	28	65	100
Food & Nutrition GCSE	14	1	2	6	12	14
French KS4 9-1	45	1	2	9	17	24
Further Maths L2 Cert	24	4	9	15	21	24
Geography GCSE	81	1	4	11	29	42
History GCSE	84	0	9	17	34	41
Italian KS4 9-1	1	0	1	1	1	1
Maths GCSE	175	9	33	52	76	115
Music GCSE	6	1	1	5	5	5
Photography GCSE	40	3	4	8	21	26
Physics GCSE	54	5	17	30	48	51
Religious Studies GCSE	142	2	11	28	58	86
Combined Science GCSE	120	0	2	12	33	66
Sport Science GCSE	9	0	0	0	0	0
GCSE Total	1427					
Not Included						
Creative i Media CNAT	21	1	1	1	4	4
Sport CNAT	17	0	0	0	4	4
Travel & Tourism	7	0	0	0	1	1
Music Practice BTEC	10	2	2	2	4	4



United Learning
The best in everyone™

William Hulme's Grammar School
Spring Bridge Road
Manchester M16 8PR
Tel: 0161 226 2054
Fax: 0161 232 5544
Email: enquiries@whgs-academy.org
www.whgs-academy.org

United Learning
Company number: 4439859