



**Saffron Walden
County High School**

**YEAR 8
CHOICES
HANDBOOK
2022**

**SAFFRON WALDEN COUNTY HIGH SCHOOL SEEKS TO BE A LOCAL
COMPREHENSIVE SCHOOL OF EXCEPTIONAL QUALITY**

YEAR 8 COURSE CHOICES FEBRUARY 2022

Dear Parents/Guardians,

In Year 9, students complete their KS3 studies and maintain a broad and balanced curriculum. All students study English (Language and Literature), Maths, Science, History, Geography, a language, RPE, PE, Computing and PSHE (including Careers).

Beyond this, students can make some individual choices and personalise their studies to reflect emerging interests and skills. They can select which of four languages to study and they will have more time devoted to this choice than in Years 7 and 8. They can also choose which creative course to follow from an extensive list. There remains two 'Open Choices' in which students can select additional subjects that interest them, including a second language (those choosing an additional language have an extra lesson outside of the main school day each week).

The Year 9 curriculum also allows students to trial some courses which do not feature in Year 7 and 8, including Health and Social Care and Business, before making a final decision whether to study these for GCSE in Years 10 and 11. This allows students to work at a higher level and develop foundation skills across a range of subjects thereby helping them to make more informed final GCSE choices. We firmly believe that combining this broad curriculum with some personalisation puts our students in a strong position as they select their final GCSE options next year.

Please note that timetabling constraints mean that we cannot guarantee to accommodate the individual requests of every student. We will contact parents where this is an issue, or where we feel that course choices are inappropriate for an individual student, given their academic profile.

We hope this booklet provides sufficient information to allow parents and students to make informed, sensible and balanced choices. The Year 8 pastoral team will help to ensure that appropriate guidance and support is offered to all involved in this important decision-making process. In addition, you can request a tutorial with our Careers Advisor or to discuss possibilities further with Mr Heath in Learning Support. Please do not hesitate to contact us if you need further explanation or discussion.

The current Year 8 is a hard-working group of young people with immense potential. We look forward to working with them, and you, to ensure they make the best possible choices as they move into Year 9, and in next year's options process.

Yours sincerely,

Polly Lankester
Headteacher

Jamie Millership
Year 8 Achievement Co-ordinator

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The Year 9 Curriculum at SWCHS

The figures in brackets indicate the number of taught hours per two-week timetable cycle:

Core subjects

- Mathematics (7)
- English – Language and Literature (7)
- Science (9)
- Core PE (4)
- Religion, Philosophy and Ethics (3)
- Geography (3)
- History (3)
- One Language from French, German, Latin, Spanish (5)
- Personal, Social, Health and Economic (PSHE) education, including Careers Education, Relationships and Sex Education (RSE) (2)

Further subjects

- One Creative Choice (3)
- Open Choice 1 (3)
- Open Choice 2 (3)

Creative Choices

All students will study at least one 'creative' subject, from a wide range of Arts, Technology and Computing/IT courses:

- *Art #*
- *Computing*
- *Digital Information Technology*
- *Food Preparation & Nutrition*
- *Music*
- *Textiles #*
- *3D Art #*
- *Dance*
- *Drama*
- *3D Design (Architecture) #*
- *Product Design*

At GCSE all these subjects are specialist versions of a single Art GCSE specification. Students may study a **maximum of two** of these subjects in Year 9, but will then have to opt for **only one** in Years 10 and 11

Open Choices

The two 'open' choices will allow students to select two additional subjects from an extensive list. This provides opportunities to:

- Study a second language (either French or German). ***Please note that this will require students to attend 1 hour per week of additional teaching after school in Year 9 only.***
- Try out new subjects such as Business and Health & Social Care, before opting for them as GCSE courses
- Try out different Arts and Technology courses where some combinations are not feasible at GCSE. The final choice of GCSE course can then be made from an informed position later in Year 9.

Subjects available are:

- French or German (in one block only)
- **3D Art #**
- *Computing*
- *Digital Information Technology*
- *Food Preparation & Nutrition*
- *Music*
- *Product Design*
- **3D Design (Architecture) #**
- **Art #**
- *Business*
- *Dance*
- *Drama*
- *Health & Social Care*
- *Physical Education*
- **Textiles #**

At GCSE all these subjects are specialist versions of a single Art GCSE specification. Students will be able to study **a maximum of two** of these subjects in Year 9, but will then have to opt for **only one** in Years 10 and 11

The possible permutations of these further subjects can be summarised as below:

Creative Choice (3 periods)	Open Choice 1 (3 periods)	Open Choice 2 (3 periods)
<p>One of:</p> <p><i>Art</i> <i>3D Art</i> <i>Computing</i> <i>Dance</i> <i>Digital Information Technology</i> <i>Drama</i> <i>Food Preparation & Nutrition</i> <i>3D Design (Architecture)</i> <i>Music</i> <i>Product Design</i> <i>Textiles</i></p>	<p>One of:</p> <p><i>Art</i> <i>3D Art</i> <i>Business</i> <i>Computing</i> <i>Dance</i> <i>Digital Information Technology</i> <i>Drama</i> <i>Food Preparation & Nutrition</i> <i>Health & Social Care</i> <i>Music</i> <i>Physical Education</i> <i>Product Design</i> <i>Textiles</i> <i>3D Design (Architecture,</i> <i>French</i> <i>German</i> <i>Spanish</i> <i>Latin</i></p>	<p>One of:</p> <p><i>Art</i> <i>3D Art</i> <i>Business</i> <i>Computing</i> <i>Dance</i> <i>Digital Information Technology</i> <i>Drama,</i> <i>Food Preparation & Nutrition</i> <i>Health & Social Care</i> <i>Music</i> <i>Physical Education,</i> <i>Product Design</i> <i>Textiles</i> <i>3D Design (Architecture)</i></p>

Alternative Provision

Where this best meets their individual learning needs, a small number of students will be invited by the school to follow an alternative 'enrichment language' and structured Study Support programme in Year 9 (5 periods), and a full Study Support programme in Years 10 and 11.

The English Baccalaureate Performance Measure

The EBacc is not a qualification in itself, but rather a suite of qualifications that the Government wants to see most students studying at Key Stage 4. Their view is that over 90% of students should be entered for the EBacc by 2025. Therefore, it is possible that universities and employers will expect to see students attaining this range of qualifications.

Students 'achieve' the 'EBacc' by gaining 9-5 grades in each of the following subject categories:

- GCSE English Language (not Literature)
- GCSE Mathematics
- Two GCSE Sciences – *either* two of the three 'separate' sciences (Biology, Chemistry, Physics) *or* GCSE Combined Science *or* Computer Science with one other GCSE Science (but where at least two have been studied)
- **Either** GCSE Geography *or* GCSE History
- A GCSE in a modern or ancient foreign language: at SWCHS, French, German, Spanish or Latin count

Summary

We feel that our curriculum offers all students a challenging and enjoyable Year 9, whilst maintaining genuine breadth of study. The 'open' choices, together with those within the Languages and Creative areas, allow students to personalise their curriculum whilst maintaining a broad and balanced set of subjects. This approach will ensure that our students meet the current national expectations, and therefore will be in the best position for applications at both 16 and 18 for progression to higher level courses, apprenticeships, or employment.

Years 10 and 11

Looking further ahead, students will study GCSE courses in Years 10 and 11. There will be a second options process during Year 9 to allow students to make informed final choices about GCSE courses.

In Years 10 and 11 students will follow the following core subjects:

Subject	Periods per Cycle
English and English Literature (2 GCSEs)	7
Mathematics	7
Science (separate or combined)	10
Religion, Philosophy and Ethics	3
Core PE	4
Core provision will also include: Personal, Social, Health and Economic (PSHE) Education, including Relationships and Sex Education (RSE); Careers Education	

Options will be reduced to **four** GCSE or equivalent subjects, each with an allocation of 5 periods per cycle. Students will study:

- History **or** Geography
- One language for the majority of students, unless the school decides to offer an alternative.
- Two open options – these can include a second Humanities and/or a second language.

Key Dates

- Year 8 Progress Check: published in the week beginning 28th February 2022
- Year 8 options assembly and publication of this guidance booklet: mid-**February**
- Year 8S online Parents' Evening: 10 March 2022
- Year 8W online Parents' Evening: 17 March 2022
- Paper copy of choices form brought home in week beginning 14 March
- **Choices forms submitted to form tutor by Tuesday 22 March 2022**

Further Information

Students and parents have online access to 'Unifrog', the school's careers guidance package. Students can research preferred career paths, and which qualifications are most likely to support progression into a particular career. This can be found at:

<https://www.unifrog.org/>

CREATIVE OPTIONS

We strongly recommend that students follow a creative subject to GCSE level. Many employers actively seek those who have some creative background, and a growing number of careers now require it. Furthermore, at this stage of their education, students do not know for sure what their next step will be so keeping a creative element to their portfolio is sensible.

Briefly, skills developed in these subjects' compliment those nurtured in more desk-orientated ones. Students must take more independent decisions and become resilient in exposing their work to scrutiny. All these highly regarded subjects not only develop creative decision-making skills but also encourage dedication, organisation, the development of self-confidence and attention to detail.

Please note that some subject combinations in these subjects at GCSE level are prohibited by the examination board beyond Year 9. Please see general guidance above, and a separate brochure giving details of Art and Technology courses will give additional information on how to choose these subjects for Year 9, and subsequently for GCSE courses in Years 10 and 11.

ART AND DESIGN

For further information, contact Miss Wyman: cwyman@swchs.net

Year 9 Course Outline

During the Year 9 course students focus on developing their skills and confidence as artists through experimentation and personal inquiry. The course focuses on building students experience with a wide range of drawing, painting and print making processes, as well as investigating diverse and interesting artists to inform their ideas. The Year 9 experience focuses on fostering a love of the subject whilst developing skills, creativity and an inquiring mind. During the workshops and practical tasks there is a real focus on creativity, problem solving, critical thinking and learning how to communicate through the visual language of Art. Students undertake fun, exciting and investigative work from a range of starting points to assist in building strong foundation of skills, knowledge and understanding. The course will allow students to develop a personal response using a wide range of materials, processes and techniques including drawing from observation and imagination, painting, experimental print making, collage, mixed media and their own photography. Students also explore how to compile and present their work through imaginative use of sketchbooks and design sheets, as well as how to evaluate and annotate their own work.

GCSE Course Outline

Examination board: AQA

Component 1: Coursework 60% of GCSE award

Component 2: Externally set non exam assessment 40% (set by exam board)

Overview

Throughout the GCSE course there are opportunities to visit galleries and museums to build an appreciation of art and design as well as providing a springboard for new projects. The GCSE course focuses on the continued development of subject knowledge and fostering independent creativity across a range of coursework projects.

Year 10 content

During Year 10 students work on portfolio projects based on the theme of natural forms and 'Still Life and Cubism'. The natural forms project focuses on drawing using a wide range of media and developing ideas into print. The Cubism project focuses on painting, mixed media, developing students experience of working on a larger scale.

Year 11 content

In Year 11 students undertake their mock exam project based on a cultural theme, the project focuses on three-dimensional design, developing clay sculptures. The second part of Year 11 consists of the externally set task, set by AQA. This consists of a 'lead in period' followed by a practical task completed under exam conditions. The GCSE Art course provides an excellent opportunity for students to follow specialist pathways in creative Arts subjects; teaches the required drawing, painting skills, creative understanding and aesthetic appreciation to successfully progress onto A Level courses. Studying Art and Design provides an excellent platform to further study at university in all creative subjects. Art courses offered within the art department provide a high level of specialist support and challenge for students of all abilities.

3D DESIGN: ART CRAFT AND DESIGN:

For further information, contact Miss Wyman: cwyman@swchs.net

Year 9 Course Outline

During the Year 9 3D Art course students focus on developing their skills and confidence as artists through experimentation and personal inquiry. The course focuses on building students experience with a wide range of drawing, designing and making processes, as well as investigating diverse and interesting artists to inform their ideas. The Year 9 experience focuses on fostering a love of the subject whilst developing skills, creativity and an inquiring mind. During the workshops and practical tasks there is a real focus on creativity, problem solving, critical thinking and learning how to communicate through the visual language of Art. Students undertake fun, exciting and investigative work from a range of starting points to assist in building strong foundation of skills, knowledge and understanding. The course will allow students to develop a personal response using a wide range of three-dimensional materials, including clay construction, wire, card and modrock. Students also explore how to compile and present their work through imaginative use of sketchbooks and design sheets, as well as how to evaluate and annotate their own work.

GCSE Course Outline

Examination board: AQA

Component 1: Coursework 60% of GCSE award

Component 2: Externally set non exam assessment 40% (set by exam board)

Overview

Throughout the GCSE course there are opportunities to visit galleries and museums to build an appreciation of art and design as well as providing a springboard for new projects. The GCSE course focusses on the continued development of subject knowledge and fostering independent creativity across a range of coursework projects with a focus on making three-dimensional works of Art.

Year 10 content

During Year 10 students work on portfolio projects based on the theme of 'natural forms' and 'sculptural heads'. The natural forms project focuses on drawing and designing using a range of media and developing ideas three dimensional ceramic pieces. The sculptural project focuses on clay construction techniques, glazing and decorative techniques for ceramics.

Year 11 content

In Year 11 students undertake their mock exam project based on a cultural theme, the project focuses on three-dimensional design, developing clay and other three-dimensional materials. The second part of Year 11 consists of the externally set task, set by AQA. This consists of a 'lead in period' followed by a practical task completed under exam conditions. The GCSE Art course provides an excellent opportunity for students to follow specialist pathways in creative Arts subjects, teaches the required drawing, painting skills, creative understanding and aesthetic appreciation to successfully progress onto A Level courses. Studying three-dimensional Design provides an excellent platform to further study at university in all creative subjects. Art courses offered within the Art Department provide a high level of specialist support and challenge for students of all abilities. The GCSE 3D Art course teaches a high level of practical skills, a vast array of media and creative processes whilst celebrating individual creativity, embracing experimentation and independent learning.

COMPUTER SCIENCE

For further information contact, contact Ms Symonds – jsymonds@swchs.net

Year 9 Course Outline

Throughout our Year 9 course there will be a focus on programming techniques. Pupils will learn not only to program competently, but also to design programs. There will be many opportunities to work in teams, designing and programming together. Pupils will build on the basic knowledge of Python that they gained in Year 8 and will develop their skills and learn new techniques that will allow them to write more complex programs.

There will be a variety of theory topics linked to various areas of Computer Science introduced throughout the year which pupils should find interesting and enjoyable, these will be interwoven with programming tasks wherever possible.

Pupils will be provided with the opportunity to go on a trip, and also to compete in a range of competitions in different areas of computing throughout the year.

GCSE Course Outline

Examination board: AQA

Overview

The course comprises 2 written exams – one on algorithms and programming and the other on theory. Each paper carries an equal weighting.

It is important to note that the course does not involve physically building computers, we look at the theory behind how they work.

Year 10 content

Pupils will cover a range of theory topics whilst also maintaining and developing their programming skills. A programming project will be undertaken during this year. Across the two years the main topics studied include areas such as Computer Systems, Databases, Searching and Sorting Algorithms, Data Representation, Cyber Security, Networks, Ethical, Legal and Environmental Impacts.

Year 11 content

Further theory topics will be covered and some previously learnt material reinforced with plenty of revision time.

DANCE

For further information, contact Miss Knowles: kknowles@swchs.net

Year 9 - Foundation Year

In Year 9 students will complete a foundation year course, in dance, across 3 periods a fortnight. The focus will predominantly be working on increasing confidence through the demonstration of performance skills and creative projects. We will explore several genres of dance and look at example professional works to help assist this process.

Students will have the opportunity to perform on stage in front of an audience and begin to gain some knowledge and understanding of features of a production.

Examination board: AQA

Year 10 & 11 GCSE Dance Description of course

The Year 10 & 11 GCSE Dance course allows pupils to develop new dance skills, as well as those acquired from Year 9, and any previous dance experience. The course allows pupils to develop confidence, self-awareness and team working skills. It is a creative subject, where there is great opportunity to express yourself in a non-verbal way and use your imagination.

Pupils will have lots of opportunity to work with others, both performing and choreographing dances across a wide variety of styles, some of their own choice and others from set works. Most lessons take place in the Dance Studio and theory lessons are integrated into the timetable to compliment the practical elements.

The exam board supplies a range of anthology works for pupils to study in the form of theory-based works, these are short films choreographed by professional dance companies. The anthologies are an effective way to support the integration of theory and practice together. Practically pupils will be required to perform, in a group, as a soloist, dancing two short set phrases, as well as in front of a live audience from time to time. Pupils also have to craft and create their own choreography piece using a starting point set by the exam board, this can be a group or solo piece of work.

40% Theory: Component 2 Dance Appreciation

Written Exam: 1 hour 30 minutes

60% Practical: Component 1: Performance and Choreography

Performance: Set phrases through solo performance (approx. one minute)
Duo/trio performance (max 5 minutes duration)

Choreography: Solo or group choreography (solo two to two half mins or group dance for two to five dancers (three to three and a half mins)

Comments

As the course is very practical and students will be expected to use extra-curricular time for rehearsal. We look forward to students using their creative ideas to produce some original dance ideas.

DIGITAL INFORMATION TECHNOLOGY (DIT)

For further information, contact Ms Symonds: jsymonds@swchs.net

Year 9 Course Outline

Our Year 9 IT course comprises a lot of skill building, there will also be a focus on using software in a professional manner.

Pupils will learn about current information technologies that are used in businesses, along with methods of protecting data, and designing systems.

There will be a focus on spreadsheets and word processing programs; learning what they are used for, and a variety of skills to allow pupils to manipulate and present data and use the full capabilities of the software. Another skill-based topic for the year will centre around design. Pupils will learn about principles of design and then practise designing interfaces considering a range of users and taking their needs into consideration.

They will complete a project that helps them to fit these skills together, this will give them a chance to use their creative skills to develop various assets in a variety of media, utilising a range of programs.

The skills that we cover will be useful in many careers and situations later on in life and are highly transferrable to other subjects.

Year 10 and 11 Course Outline

This course is due to be reviewed in December 2022. Further information will be provided following that review.

Examination board: Edexcel

Overview

The course comprises 2 coursework components and an exam component. The exam is a written paper.

Year 10 content

Pupils will start with theory and learning about the content for the first component which is comprised of coursework. The coursework does involve a lot of writing and pupils should be aware of this when choosing the course. The first component covers interface design and project management. Pupils will be required to create project management documentation for designing and developing an interface to meet a specified scenario.

Pupils will also start coursework for a second component which relates to collecting, presenting and interpreting data. They will learn about the importance of data and develop skills to allow them to fully analyse and present the data.

Year 11 content

At the start of Year 11 pupils will start working towards the exam component. This covers topics such as: communication technologies, accessibility and inclusivity, impacts of technology, laws surrounding technology, systems security. We will also continue with the second coursework component during this time.

DRAMA

For further information, contact Mrs Benjamin: hbenjamin@swchs.net

Year 9 Course Outline

Year 9 is a bridging year where students are given the opportunity to develop skills in devising, live theatre evaluation and script work. The course allows students to develop skills in group work and helps to build confidence in speaking and working with others.

GCSE Course Outline

Examination board: Eduqas

Overview

The Drama GCSE course develops students' creativity, personal growth, confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding. It encourages students to explore all key areas of drama such as performing, devising, directing and designing. It provides opportunities for students to see professional and local theatre and to develop their skills as informed and thoughtful audience members.

Through the study of this course, students will be given opportunities to participate in and interpret their own and others' drama. They will explore the forms, styles and contexts of drama and will learn to develop collaboratively their ideas, and to reflect on their own and others' performances.

Year 10

In Year 10 students complete Component 1. Students initially explore practically the genres of Physical Theatre, Melodrama and Theatre in Education, and practise the written element of Component 1. Students then complete Component 1 – devising from a stimulus using a specific genre.

Final performance - 10% of GCSE

Portfolio – 20% of GCSE

Evaluation in controlled conditions – 10% of GCSE

Year 11

In Year 11 students complete Component 2 and Component 3.

Component 2

This unit is the Exploration of script in small groups. Students stage and perform the extracts and write their artistic intentions for performance. They complete a mock exam which is internally examined and then a final performance which is externally examined and worth 20% of GCSE.

Component 3

Students begin preparation for Component 3 which is the final written exam, worth 40% of their Drama GCSE. This involves the exploration of a set text including context, staging, design, characters and style and structure. Students watch a live theatre production to evaluate for their Component 3 exam.

FOOD PREPARATION AND NUTRITION

For further information, contact Ms Ward: sward@swchs.net

Year 9 Course Outline

Leading on from Food Technology in Years 7 and 8, our fresh and exciting Food Preparation and Nutrition course equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. Throughout Year 9, students will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to food products and the body's need for food. Whilst practical skills are an important focus of the Food Preparation and Nutrition course (and we do deliver a lot of cooking in Year 9), we also begin to introduce students to knowledge in the following key areas: food, nutrition and health, food science, food safety, food provenance and food choice. This course will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe!

Please note that parents need to be willing to provide ingredients on a regular basis and that students will need to practise their cooking skills at home in order to develop and extend their practical ability.

GCSE Course Outline

This is a subject with a great variety of content where students are given the opportunity to work both independently and as part of a team, investigating foods, developing culinary skills and techniques, exploring elements of food science, use of ingredients and nutrition. Students will be actively encouraged to explore food provenance, the diversity of foods available and their application in creating a wide variety of dishes.

Examination board: AQA

Year 10 content

In Year 10, students will investigate nutrition in detail, spending time learning about the special dietary requirements of different groups and looking at the consequences of diet-related health issues. Students will develop their understanding of food safety and hygiene, food provenance, production and processing and further scientific principles involved in food preparation. Being creative in their choice of dishes and independent practical skills, as well as, having excellent personal organisation and analytical skills to enhance their experience and attainment.

Year 11 content

In Year 11, students begin the coursework which is divided into two separate tasks; A Food Investigation completed in the autumn term and a Food Preparation assessment completed in the spring term. Together these are worth 50% of the grade. Once the coursework is completed, students will revise for the written exam which makes up the other 50% of the final GCSE grade.

3D DESIGN – ARCHITECTURE

For further information, contact Mr Bennett: dbennett@swchs.net

Year 9 Course Outline

This highly creative and forward-thinking course is based on three-dimensional design in the form of Architecture that builds on students experience of Graphics in Years 7 and 8.

Throughout Year 9, students work through the designing, prototyping, modelling and making of functional and aesthetic Interiors and Architecture. The course incorporates a combination of creative thinking and formally taught industrial techniques which students find fulfilling and rewarding. Through completing projects, a vast range of different skills and techniques will be experienced where students will have access to the use of the wide range of industry standard CAD/CAM programs and machinery. Reflecting how designers work in industry, students will have the opportunity to work within a team environment, as well as individually. Students will develop good communication skills in order to liaise with clients and to promote themselves as designers, should they continue this course in later years.

GCSE Course Outline

There is direct progression onto our GCSE 3D Design course which continues to focus on the designing, prototyping, modelling and making of functional and aesthetic Interiors and Architecture.

Examination board: Edexcel

Year 10 content

In Year 10, students produce a personal portfolio in the form of a sketchbook with the three-dimensional model outcome. The coursework project comprises of a sketchbook, 3D Architectural model and portfolio pages. Students will complete a design and make project using an internally set assignment. This year we have used the theme of 'Natural Forms'. Students have produced a variety of sketchbook pages of research, design and development. Students have then used their inspiration, designs and development work to produce an architectural model inspired by their theme.

Year 11 content

In Year 11, students work through a smaller mock coursework project around Compact Housing, where they are given the opportunity to have a trial run at producing a 3D architectural outcome in controlled conditions.

Students are then given a set brief by the exam board and are asked to design and make a 3D outcome of their choice. Students create a sketchbook featuring research, designs, development work to help produce their final product. The final product is then made in a designated 10-hour exam period. Students are required to work independently in controlled exam conditions.

There is no written exam for this course.

MUSIC

For further information, contact Miss Law: claw@swchs.net

Year 9 Course Outline

Year 9 Music will broaden musical experience and interests, it will develop imagination and embrace creativity. We also look to developing self-confidence and communication skills.

Musicians will enjoy activities based around:

- Performing - as soloists and in class ensembles. They will perform music from a variety of styles and genres.
- Composing - using a combination of practical and software-based activities. Students will develop a toolkit to be able to create our own musical ideas.
- Listening to and understanding how music is created. They will begin to develop analytical and evaluation skills - the core musical elements will be at the centre of study.

GCSE Course Outline

Examination board: WJEC/Eduqas

Overview

The Eduqas GCSE in Music is centred on three areas and offers a broad and coherent course of study: Component 1 – Performing; Component 2 – Composing; Component 3 - Appraising

Year 10 and 11 content

Students will:

- Engage actively in the process of music study.
- Develop performing skills individually and in groups to communicate musically with fluency and control.
- Develop composing skills to organise musical ideas.
- Recognise links between the activities of performing, composing and appraising.
- Develop knowledge, understanding and skills needed to communicate as musicians.
- Develop awareness of a variety of instruments, styles and approaches to performing and composing.
- Develop awareness of music technologies and their use in the creation and presentation of music.
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology. Four Areas of Study from a wide variety of genres develop students' knowledge and understanding of Music. Two set works of music form a core focus for study.
- Develop as effective and independent learners with enquiring minds.
- Reflect upon and evaluate their own and others' music.
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Students will be expected to attend at least one extra-curricular activity to help with Area of Study 1 & 2 above.

PRODUCT DESIGN

For further information, contact Mr Bennett: dbennet@swchs.net

Year 9 Course Outline

This fresh and exciting course builds on students experience of Timbers, Metals and Engineering in Years 7 and 8, developing their skills and knowledge within these subject areas.

In Year 9, students work through a series of practical, user-centred projects where they get to design and make a series of innovative and creative products. Students get to work with a vast range of materials and machinery allowing them to explore and determine which material-based area they might want to opt for if they decide to continue this course at GCSE.

GCSE Course Outline

This course develops the knowledge and understanding of different materials and manufacturing processes in order to design and make with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. Through the critique of the outcomes of design and technology activity, both historic and present day, students develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

At GCSE students can choose to specialise in either Timbers or Metals as their main material focus of the exam element of the course.

Examination board: Edexcel

Year 10 content

In Year 10, students work through a smaller mock coursework project and a series of smaller focused practical projects where we build on skills and knowledge. In June of Year 10, students will embark on their Year 11 coursework working under a chosen design context set by the exam board. This coursework makes up 50% of their overall GCSE grade.

Year 11 content

In Year 11, students continue to work through their personal coursework project. Most of this year will be taken up completing this project through experiencing the full design process from the brief through to the design, development and manufacture of a final product(s). Once the coursework is completed, students move through a structured revision programme for the written exam which makes up the other 50% of your overall grade. The exam is then taken in the summer term.

TEXTILES

For further information, contact Mrs Bellerby: dbellerby@swchs.net

Year 9 Course Outline

Throughout Year 9, students work in sketchbooks and are taught a variety of art and designing techniques to help communicate their design intentions. Students experiment with different media, including photography and CAD to design and manipulate their own textile ideas.

Students also learn how to do various printed textiles, decorative techniques, fashion illustration and presentation techniques enhancing learning in Years 7 and 8

GCSE Course Outline

Textile Design is a creative subject that involves the selection, manipulation and creation of new fabrics and uses a range of technical processes to create exciting practical outcomes. It teaches students to work in multi-disciplinary ways and gives students the skills to progress their career in the fashion or textiles industry.

The course is primarily fashion based and covers a variety of design and make projects. The course is suitable for all students and can be adapted to suit personal preferences i.e., menswear or womenswear. The course encourages creative thinking and allows students the freedom to explore their own personal influences.

Examination board: Edexcel

Overview

There is direct progression onto our GCSE Textiles course which continues to focus on the selection, manipulation and creation of new fabrics and uses a range of technical processes to create exciting practical outcomes.

Year 10 content

In Year 10, students begin their coursework in the form of a personal portfolio. The coursework project comprises of a sketchbook, garment and portfolio pages. Students will complete a design and make project using an internally set assignment. Throughout the project students will produce a variety of sketchbook pages of research, designs and practical textile samples. Students then use their inspiration, designs and development work to make a corset or jacket inspired by their theme.

Year 11 content

In Year 11, students work through a smaller mock coursework project where they are given the opportunity to have a trial run at producing a garment/accessory in controlled conditions.

Students are then given a set brief by the exam board and are asked to design and make a fashion garment/accessory. Students create a sketchbook featuring research, designs, development work to help produce their final product. The final product is then made in a designated 10-hour exam period. Students are required to work independently in controlled exam conditions.

There is no written exam for this course.

OPEN OPTIONS

MODERN FOREIGN LANGUAGES

For further information, contact Mr Snaith: msnaith@swchs.net

Year 9 Course Outline

French and German are options that are offered to all students.

GCSE Spanish

There is an opportunity for more able linguists to take the GCSE Spanish option. The pace of learning is necessarily faster in GCSE Spanish, because this is taught from scratch and students need to be at GCSE standard within 3 years. To opt for the GCSE Spanish course, a student must be forecast to be 'Above' the end of Year 8 standard in French and/or German in the Year 8 Spring Progress Check.

Even if they have family backgrounds in Spanish (e.g., a relative who speaks Spanish or holidays in Spain), we find that, if students have not shown this aptitude in their French and German studies, they struggle with the demands of the GCSE Spanish course.

GCSE Latin

Students can only apply to study Latin in Year 9, if they have already started the course in Year 8.

Two Languages

Students can choose to study two Languages in Year 9. Students who wish to take two Languages will, for their second language (which must be French or German), only have three of the five lessons during normal curriculum time in Year 9. The fourth and fifth lessons take place in twilight sessions after school. If they continue with two Languages in Year 10, all their lessons will be in normal curriculum time.

Native speakers

We suggest that native speakers (who can read and write fluently in their native language) take a different language for GCSE. There may still be an opportunity for them to gain a qualification in their native language without studying the course (depending on the school's ability to examine the speaking element of the exam). We recommend these students discuss this with the MFL Department.

Enrichment Spanish

A very small minority of Year 8 students will be approached by the school in the summer term with a view to doing a one-year Spanish Enrichment course in Year 9 as part of a Study Support programme for them. This is not to be confused with the GCSE Spanish course.

The Languages team work closely with the Year team and the Learning Support team to identify individuals, who, due to their learning needs, we feel would benefit from this programme. Students who have done this course have found it to be very enjoyable and rewarding

Students who follow this one-year course will NOT continue with Spanish (or any other language) beyond Year 9; they will continue with their other options instead. As it will be the school who makes this decision, students should initially make their language option as normal (following the information above) and the school will approach parents individually later in the year.

In brief, students who, in their Year 8 Spring Progress Check, are not forecast to be 'Above' in at least one Language (and who have not studied Latin in Year 8) must choose either French or German on their Option form.

Languages are taught in a wide range of engaging and interesting contexts and broaden students' cultural knowledge of the countries where the language is spoken.

We aim to offer opportunities to take part in some exciting language trips.

GCSE Course Outline

Examination Board - AQA

% of exam work –

- Listening 25%
- Reading 25%
- Writing 25%
- Speaking 25%

During the GCSE Language courses in Years 10 and 11, we will aim to improve students' language skills so that they will be able to communicate more confidently and fluently. They will also increase their independent use of language, by gaining a more secure knowledge of key grammatical structures. This will enable students to speak and write on a broader range of topics, using language more creatively and giving opinions on various issues.

At GCSE students will also explore more cultural contexts and use a wider range of authentic resources including short literacy texts.

Students will also begin to understand the purpose and relevance of language for communication in today's world. In a competitive business environment, language skills are vital and therefore viewed very favourably by employers and universities. All languages are 'EBacc' subjects.

In school, students can have the opportunity to work in small groups with the Language Assistants, and we also look forward to them participating in one of the numerous and exciting Foreign Language trips that are run at Key Stage 4.

LATIN

For further information, contact Ms Dolia: cdolia@swchs.net

Examination Board – WJEC/Eduqas

Latin gives you the unique opportunity to expand your knowledge of language, literature and ancient civilisation. This enables you to develop keen analytical and problem-solving skills, attention to detail and a sophisticated appreciation of literary criticism. Considering English derivations from Latin broadens and enriches your vocabulary.

Reading Latin texts, written in the original language 2000 years ago, is an exciting challenge and the set literature covers a variety of genres from historical accounts to witty poems and epic adventure. This opportunity to read what real Romans wrote gives you a unique insight into their intriguing world, which has influenced our modern culture in so many ways.

Year 9 Course

This is a challenging and exciting option available to those who have studied Latin in Year 8. In Year 9, we will build on the language work begun in Year 8 and continue to explore the fascinating Roman culture of Pompeii, Roman Britain and Roman Egypt.

GCSE Course

Latin Language - 50%

Latin Literature and Sources - 50%

From Year 10 onwards, we will begin to study the exam sources topic, which involves reading engaging Latin texts, which bring to life real Romans' lives. We will also look at ancient artefacts, such as mosaics and statues, and consider what we can learn from these.

In addition, we extend learning beyond the classroom through visits to museums and galleries, as well as inviting academics into school to give talks to broaden students' knowledge of the ancient world and inspire them. There is also the opportunity to visit Pompeii and Herculaneum so that students can have the incredible experience of seeing first-hand these Roman cities frozen in time.

All assessment is by examination at the end of Year 11.

BUSINESS

For further information, contact Mrs Boulton: mboulton@swchs.net

Year 9 Course Outline

In today's world 'business' is all around us, which makes it a constantly evolving, exciting subject to study. If you are interested in the world around you and current issues, then Business is the course for you. We use examples from companies that you know (local, national and international firms) and work out why they make the decisions that they do.

Year 9 is our foundation year. We start off by looking at what are businesses and what they aim to achieve. Who are people that create businesses and what are the skills and characteristics that entrepreneurs like Richard Branson and Alan Sugar need to be successful in business? We then move on to discuss the reasons for some of the decisions that businesses make such as their choice of location, type of ownership and why they need to create a business plan.

You will also gain an overview of a business's four key functional areas of Finance, Marketing, Human Resources and Operations. You will develop the ability to calculate how much money the firm is making from sales, what their profits are and how to account for inflows and outflows of money. You will also understand how to find out, through market research, what the customers want and how to ensure that your product is the one that they buy as a result of your pricing strategies and promotion. The people who work in an organisation are very important and you will learn how they are recruited and rewarded for their efforts. You will also study the production processes that different firms use comparing methods that a large car production company would use with those that smaller firms might use and how they maintain quality in their manufacturing process.

Business students develop a range of skills that will be useful to them in later life. You will develop the ability to think commercially and creatively, analyse data and make judgements based on those numbers and draw on evidence to make informed decisions and solve business problems.

Examination board: AQA

Exam: 100% of final grade

Year 10

You will study the issues that companies face as they grow for example why they may want to float on the stock market, expand their product range, open new branches and expand into different countries. You will also explore the external influences on business and how firms respond to changes in technology, the economic climate and legislation. Businesses also make decisions regarding ethical issues, such as keeping costs low without exploiting their workers or their suppliers. In the study of Human Resources you will look at how organisations are structured, recruitment and selection, motivation and training methods. In Operations the topics covered are production processes, procurement, quality and customer service.

Year 11

In Marketing you will learn about market segmentation, the different types of market research and how businesses use Product, Price, Place and Promotion effectively. In Finance you will find out about how businesses raise finance, cash flow, income statements, statements of financial position and how to analyse the performance of a business using ratios.

HEALTH AND SOCIAL CARE

For further information, contact Ms Wilde: mwilde@swchs.net

Year 9 Course

In Year 9 the focus is on developing independence, confidence and time management as students are regularly given projects to complete. These involve creating presentations, designing posters, writing and presenting role-plays, carrying out research, applying knowledge to a range of scenarios and considering how to respond in an empathetic and understanding manner.

Areas of study include human development, healthy lifestyles, care values, living with a disability, relationships, getting older and ethical issues. Students also draw on learning from science, PE and PSHE to apply their knowledge to a variety of contexts.

Years 10 and 11

Exam: 25% of final grade

Controlled assessment: 75% of final grade

In the examined course in Years 10 and 11 students study four units:

Essential values of care in care settings

The rights of individuals and the values of care to be used when working in a health, social care or early years' environment. All good practice is based on these values and enables those who use and work in care settings to benefit from their application.

Communicating and working with individuals in health, social care and early years' settings

How to communicate effectively and the personal qualities which contribute to the creation of a caring environment.

Understanding life stages

Investigating the main life processes that occur in each life stage, developing an awareness and understanding of the key events and the effects of these during the lifespan of an individual.

Creative activities to support individuals in health, social care and early years' settings

Exploring different types of creative activities that are available to individuals in different settings and understanding their importance in meeting the needs of the individuals.

It is essential that students can work independently, show resilience when work is challenging and be a positive contributor to group tasks. Students need to be committed and organised to keep up to date with the coursework.

Students who thrive in Health & Social Care show interest in people and the relationships that are formed. They show understanding of others and are able to evaluate the impact that positive interaction can have on a person. They are open-minded and accept that we all need support at times. Health & Social Care is an essential subject for anyone who wishes to work with people in a medical, educational or social setting. However, the course also develops skills that could be used in any workplace including communication, presentation skills, working with others, time management, independence and knowledge of health & safety.

PHYSICAL EDUCATION

For further information, contact Mr Sindell: bsindell@swchs.net

Year 9 Course Outline

All students will start Year 9 following a foundation PE course. The courses will appeal to students with a genuine interest in how the body works and how it performs in sporting activities.

In Year 9 students will have 2 of 3 of their allocated lessons studying theoretical content covering health, fitness and performance, the remaining lesson will focus on practical performance.

Students will be examined at the end of Year 9 to assess their understanding and knowledge of the theoretical content of the course. Dependent upon the results of the Year 9 exam students continuing into Year 10 will then be split to either: continue to study the AQA GCSE PE course, or to study a Cambridge National Level 1/2 Sports Studies. This decision will be made with advice from your PE theory teacher and will involve parents and students.

GCSE and CN Courses

In Year 10 and 11 students will work on theory in classrooms for 3 of the 5 allocated lessons covering the critical aspects such as; the body in action, diet, health and hygiene and principles of training to improve fitness and performance. 2 lessons of 5 will be used to supplement core PE and extra-curricular sport to enable students to achieve as high a standard of practical performance as possible. Practical performance assessment is an integral component of the course.

Students continuing the course from Year 9 into GCSE should note that **students need to be fully committed to PE at SWCHS and should be actively engaged in regular sporting activity**. A commitment to extra-curricular sports clubs is essential, particularly in sports that students choose to be assessed in. Candidates will be assessed in three sports, to include a combination of team and individual sports.

Students will be examined at the end of Year 9 to assess their understanding and knowledge of the theoretical content of the course. Dependent upon the results of the Year 9 exam students will then be split to either continue to study the AQA GCSE PE course or to study a Cambridge National Level 1/2 Sports Studies. This decision will be made with advice from your PE theory teacher and involve parents and students.

AQA GCSE PE – Option 1

Assessments – 60% Written 40% Practical

Paper One

Applied anatomy and physiology

Movement analysis

Physical training

Use of Data

Assessment

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

Questions

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2

Sports psychology

Socio-cultural influences

Health, fitness and well-being

Use of data

Assessment

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

Questions

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Practical 40% Assessment of three sports (individual/team) and analysis of performance in one sport.

Option 2 - OCR

Cambridge Nationals in Sports Studies Level 1/2 Award/ Certificate

Unit R051: Contemporary issues in sport

Unit R052: Developing sports skills

Unit R053: Sports leadership

Unit R054: Sport and the media

Contemporary issues in sport

30 GLH 1 hour written paper 60 marks (60 UMS) OCR set and marked

This question paper comprises short answer questions, extended response questions and some use of multiple-choice questions. The quality of written communication is assessed.

All other units

30 GLH Approx. 10 hours internal assessment per unit, 60 marks (60 UMS) per unit.

Centre assessed and OCR moderated the assessment for these units comprises centre assessed task(s).