



The Willink
Village School, Global Outlook

GCSE COURSES 2025 ENTRY

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INTRODUCTION TO STUDENTS

In September 2025 you will start on an important new stage in your school career. In September you enter Key Stage 4. Examination courses begin then, (although you have begun studying GCSE content in mathematics, science and RE during year 9) when you have the opportunity to study from a wide range of subjects to prepare yourselves for further education, and for the world of work.

Of course, it is still important for you to have a full, basic, core curriculum, which will enable you to follow a number of different pathways when you go into further education, be it the Willink Sixth Form or elsewhere. Everyone, therefore, will study the English Baccalaureate (English Literature and Language, Mathematics, double award Science, a modern foreign language and either Geography or History) and our Personal, Social & Religious Education (PSRE) programme, working towards a GCSE in RE (philosophy & ethics). In addition, you can choose two options* from the following list: Art, Business Studies, Computer Science, Design and Technology, Drama, Film Studies, Food Preparation and Nutrition, Level 1/2 Vocational Award in ICT (Eduqas), Media Studies, Music, Physical Education, Science (to enable the separate awards of GCSE Biology, Chemistry and Physics), Textiles, a second humanity (History or Geography) and a second language.

You will be taking examinations in most of the subjects that you study at the end of Year 11. That might sound a long way ahead but it is important that you work hard throughout the courses that you study, and you learn as much as you possibly can from these two years.

In addition to the subjects that you study for examinations, you will take PE. Within the PSRE programme there is careers guidance, sex and relationship education and citizenship.

Please talk to your teachers about the choices and make sure that you have really thought about the career that you may wish to follow. It is possible to use the Careers Library to give you further information. In addition, all your teachers will be pleased to advise you further.

The school will try to give you the subjects that you choose, but if there are not enough students to make a course viable, we will not run it, and if there are too many students, you may have to study a reserve subject.

I hope that you will be successful in Years 10 and 11 and that you enjoy the courses that you study.



Ms N Browning
Head

*Some students will take an alternative curriculum option.

CURRICULUM 2025 – 2027

In order to have a balanced curriculum remember the following when choosing:

- You cannot choose a subject more than once
- You must choose Geography or History
- You must choose a Modern Language that you have already studied in Year 9
- You need to choose 4 more subjects (2 of which are reserve choices)

How to choose

1. Discuss the subjects with your parents and your teachers. Consultation Evening is on Thursday 6th February (SBNT) or Tuesday 11th February (PML).
2. Ask your tutor or Miss Argent for help if you need it.
3. Remember that you will be studying the subjects for TWO YEARS.
4. You will make your choices using Microsoft Forms.
5. Your 4 choices need to be in order of preference.

Public Examinations

The majority of courses you will follow in school are based on GCSE syllabuses. You will, therefore, be taking a number of GCSEs at the end of Year 11. Whilst testing knowledge of a subject, GCSE examinations also aim to test understanding and the skills associated with a study of the subject.

Assessment in all subjects is intended to measure what you know, understand and can do. It is concerned with measuring positive achievement. This assessment is carried out using written examination papers and may include Controlled Assessment Tasks carried out by you during the two years of the course.

The number of written papers varies from subject to subject. In some cases, all students sit common papers, in some there are 'extension' papers which only some sit, and in others there are different papers for different levels, called tiers.

The Controlled Assessment Task element also varies between subjects and can include oral communication (speaking and listening), field studies and practical work. Controlled Assessment takes place in both Years 10 and 11 and attendance in school is important for successful completion.

Subject Choices

It can be difficult to predict a career route at this stage in a student's education so our curriculum at Key Stage 4 is broad and balanced in order to keep as many pathways open as possible.

Almost all students at The Willink are entered for the English Baccalaureate – a set of academic subjects including English Language and Literature, Mathematics, combined or triple science, a foreign language and either Geography or History. Attaining a grade 4 or above in these subjects means students will have achieved the EBacc. Through careful discussion with our support and pastoral teams some students will explore an alternative curriculum.

When choosing options subjects, students should be guided by what they are good at and what they are most interested in as well as what they have enjoyed studying so far rather than what their friends are choosing. Students should be confident that they like the subjects they are choosing, and that they know they can do well in them. If either of these are not true, students will find the next two years much more difficult.

Remember that education is not just about your career. Why not join a club, lead a club, undertake the Duke of Edinburgh Award, join the School Council, become a prefect in Year 11, partake in sporting, art and cultural opportunities? There is more to life than work and you should try to learn as much as you can about a whole range of subjects which may help you to be a more interesting, well-educated citizen. To this end, students in Years 10 and 11 have lessons in PE (non-core), and personal, social and religious education (PSRE) – where citizenship, careers, sex and relationships and financial literacy are taught.

CAREERS EDUCATION

This is a core subject

Careers Leader: Ms C Desai

During Years 10 and 11, students will be supported in their next steps and decision-making process through a variety of techniques.

A carefully structured careers education programme is included as part of the PSHE course. Students will also be given the opportunity to take part in Careers related activities as well as workshops and presentations within school. The Careers Program for Years 10 and 11 includes the following:

- Learning how to prepare a basic CV and job Application Form
- Skills Workshop/Audit
- Financial Awareness workshop
- Interview Techniques
- Working with People
- Health and Safety
- Mock Interviews
- Moving Forward Day/6th Form and College Presentations

Work experience has been and will remain an essential part of the curriculum. This experience helps our students to understand and develop the employability skills and positive 'can-do' attitude that employers are looking for in a highly competitive economy.

Students in Year 11 participate in Interview Skills Workshops followed by a Mock Interview held at school. These interviews are conducted by Business Volunteers through the Education and Business Partnership.

Independent and impartial Careers Advice is an essential element of Careers Guidance and is available through our Careers Adviser, Ms Desai. All students will have the opportunity to meet with Ms Desai during Year 10/11 with the majority of these meetings taking place during the first term of Year 11. Students are also welcome to drop in during break time Monday, Tuesday, Wednesday and Friday.

Careers Education helps young people to develop the knowledge, confidence and skills they need to make well informed, thought through choices and plans that enable them to progress smoothly into further learning and work, now and in the future.

The school's Careers Room holds a range of information on Further Education, Apprenticeships and Jobs. A wealth of Careers related information can be found on the school website.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

This is a core subject

Head of Department: Mrs K Friend and Miss E Mace

Course Outline – including curriculum time and homework time

Personal, Social, Health and Economic Education (PSHEE) will be taught as a specialist subject throughout Year 11 through curriculum time and specific events.

Homework will be set for key assessments but, due to the nature of the subject, it is not always appropriate.

Breakdown

PSHEE brings together personal, social and health education, work related learning, careers, financial capability and enterprise. Programmes of study are based on Every Child Matters outcomes.

Students are assessed individually at regular intervals throughout the year.

Units of Work

Careers and CVs, preparation for 16+ choices, mock interviews, sex and relationship education and personal finance management.

Further/Higher Education

PSHEE education contributes to personal development by helping young people to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including financial ones. Developing self-understanding, empathy and the ability to work with others will help young people to enjoy healthy and productive relationships in all aspects of their lives.

PSHEE also prepares students to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps students to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

RELIGIOUS EDUCATION - GCSE

This is a core subject

Head of Department: Mr S Burgess

Course Outline

Students began their studies in Year 9. They continue this GCSE RE course into Year 10 and 11.

Overview of topics

Component 1 – Religious, Philosophical and Ethical Studies in Modern World through Christianity and Islam = 2 hour exam

Component 2 – Study of Christianity = 1 hour exam

Component 3 – Study of Islam = 1 hour exam

Christian Beliefs and Islamic Beliefs – **Taught in year 9**

Religious, Philosophical and Ethical Studies in Modern World through Christianity and Islam –

Taught in year 10

Christian Practices and Islamic Practices – **Taught in year 11**

This course develops transferable skills such as critical thinking, analysis and evaluation. All these skills help students to present a wide range of well-informed and reasonable arguments to a variety of fascinating philosophical topics and questions. These skills also enable students to be forward-thinking, develop skills which will help them in a variety of A-Levels. Throughout the course students will develop empathy and understanding of the diverse world we live in, including two major world religions Christianity and Islam. In GCSE RE, we look at both religious and non-religious viewpoints in order to show a balance and exploration of different ideas and beliefs.

Breakdown – coursework, exam percentage

WJEC Eduqas GCSE 9 - 1 Route A. There is no coursework for this subject and there are 3 written external exams at the end of Year 11.

Component 1 – written exam of 2 hours (50%)

Component 2 – written exam of 1 hour (25%)

Component 3 – written exam of 1 hour (25%)

Other Information – including trips, materials and equipment

Exercise book to be brought to every lesson.

Revision guides can be recommended for students to purchase ~£4

Further/Higher Education

AS and A2 courses on Religious Studies, Philosophy, English, History, Law, Philosophy and Ethics Degree Courses, Politics. PGCE (teacher training).

Careers

Social Work, Teaching, International Development, Journalism, Medicine, Nursing, Law, Police and Armed Forces, Counselling, Politics and civil service

ENGLISH LANGUAGE & ENGLISH LITERATURE - GCSE

This is a core subject

Head of Department: Mrs H Sayers

Course Outline – including curriculum time and homework time

All Year 10 students will follow the AQA English Language and English Literature course to obtain the double award. Both are part of the reformed GCSEs, therefore the course is linear and will be assessed via final examinations in 2026. There will also be only one entry tier for all candidates. The final grades students will be awarded will range from 9 to 1, with 9 being the highest. The new specifications have a requirement to include a C19th, C20th, C21st text in each exam series, comprised of unseen literature, literary non-fiction and non-fiction texts. There is an increased emphasis on analysis, comparison, evaluation and synthesising information from different texts. English Language and Literature are taught concurrently during 8 periods across the fortnight. There is an expectation that students complete weekly homework in addition to them reading their texts.

Breakdown – skills and exam percentage

GCSE English Language

There are two exams with an equal weighting based on writing skills and reading skills.

Paper 1 – Explorations in Creative Reading and Writing – 50% - 1 hour and 45 minutes

Section A – Reading – 25% - one literature text

Section B – Writing – 25% - descriptive or narrative writing

Paper 2 – Writer’s Viewpoints and Perspectives – 50% - 1 hour and 45 minutes

Section A – Reading – 25% - one non-fiction text and one literary non-fiction text

Section B – Writing – 25% - to present a viewpoint

GCSE English Literature

Paper 1 – Shakespeare (Macbeth) and the 19th Century Novel (A Christmas Carol) – 40% - 1 hour and 45 minutes

Section A – Shakespeare play – analyse a scene and then the play as a whole

Section B – The 19th Century Novel – analyse an extract and then the novel as a whole

Paper 2 – Modern texts (Lord of the Flies) and poetry (AQA anthology) – 60% - 2 hours and 15 minutes

Section A – Modern texts – one question from a choice of two

Section B – Poetry – comparative analysis of one named poem and one of the student’s choice from the poetry anthology

Section C – Unseen poetry – one question each on two unseen poems and then a comparative question

Other Information – including trips, materials and equipment

AQA will provide an Anthology of Poetry free of charge.

Students do need their own copies of texts that we are studying and a letter will be sent home in September informing parents of the edition and cost.

A dictionary.

Revision guides – a letter with suggestions and costings will be sent home during the course.

Further/Higher Education

GCSE English is essential to study A levels and for many post-16 courses and it is a requirement for University.

Careers

GCSE English opens the door to a range of careers, particularly those professions which require higher qualifications

MATHEMATICS - GCSE

This is a core subject

Head of Department: Mrs L Avery-Doyle (Acting)

Course Outline – including curriculum time

Nine lessons per fortnight in Year 10, then 8 lessons per fortnight in Year 11, following the Pearson Edexcel Level 1/Level 2 GCSE (9-1) Mathematics qualification (1MA1). There are 2 tiers of entry: Foundation and Higher. Foundation tier awards grades 1 to 5 and Higher tier awards grades 4 to 9.

Breakdown – coursework, exam percentage

The assessment of GCSE Mathematics is 100% examination based.

Assessment is through three equally-weighted written examination papers at the end of Year 11: Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long and has 80 marks.

Students sit the exams at either Foundation or Higher tier. (All 3 papers must be at the same tier of entry).

Other Information – including trips, materials and equipment

Students need to bring a scientific calculator, protractor and a pair of compasses to every lesson. Calculators and Maths Equipment Packs (comprising a clear zipped wallet with geometry set, glue stick, pen, pencil and eraser) can be purchased from the school. In Years 10 and 11, the school offers the opportunity to buy revision guides, workbooks and practice papers to aid with revision.

Further/Higher Education

Core Maths AS level, Maths AS/A Level, Further Maths AS/A Level and Maths degree. Essential for engineering and science-based degrees.

Careers

Engineering, astronomy, electronics, technology, programming, surveying, banking, accountancy, architecture, medicine, teaching, operational research, statistical and actuarial work...

SCIENCE

This is a core subject

Head of Department: **Dr R Kellaway (Head of Science)**

Course Outline – including curriculum time and homework time

A balanced science course is taken – one that is made up of Biology, Chemistry and Physics in equal amounts. Each set will be taught by 3 science teachers for a total of 12 periods per fortnight. Students can expect 3 pieces of homework each week.

Breakdown – coursework, exam percentage

There is now no coursework for Science GCSEs. All assessment comes in the form of exams taken at the end of Year 11. Students will sit two papers each in Biology, Chemistry and Physics. Each paper lasts for 1 hour 15 minutes. These 6 papers have an equal weighting with each accounting for 16.66% of the final marks. Since this is a Double Science GCSE, student results are awarded as double grades using the new numbering system (i.e. 9,9 being the highest grade, followed by 9,8 then 8,8 etc).

For full details or to download a specification, please visit www.aqa.org.uk

Other Information – including trips, materials and equipment

Equipment is provided for all practical work. Students are expected to bring a calculator to science lessons, in addition to their usual equipment. Revision guides and practice papers covering Year 10 and 11 work are made available and students are recommended to purchase these.

Further/Higher Education

A balanced science qualification can lead to a wide range of courses including medicine, computing, engineering, bio-technology and sports science.

Careers

Medicine, veterinary science, engineering, work in the fitness industry, research, astronomy, lab technician, vehicle maintenance, armed forces, architecture - to name just a few!

FIRST FOREIGN LANGUAGE (FRENCH, GERMAN OR SPANISH)
FULL COURSE GCSE
This is a core subject

Head of Department: Mrs J Weston

Course Outline – including curriculum time and homework time

Students will have six 50-minute lessons in Year 10 per fortnight. Students will be expected to do a learning homework and a piece of reading, listening or grammar homework per fortnight. In all languages the themes are ~

Theme 1 – Identity and Culture

Theme 2 – Local, national, international and global areas of interest

Theme 3 – Current and future study and employment

Students choose French, German or Spanish.

Breakdown – exam percentages

All 4 skills of listening, speaking, reading and writing are assessed at the end of the course (year 11). The reading exam includes translation into English and the writing exam includes translation into French/German/Spanish. Each exam is worth 25% of the final grade. The speaking test is conducted by the class teacher and recorded.

Students are entered at Foundation or Higher level for the four skills.

Other Information – including trips, materials and equipment

Vocabulary and speaking booklets, listening packs, dictionaries, revision guides and accompanying workbooks.

Further/Higher Education

Course could lead to the study of AS/A Level French, German or Spanish. Languages combine well with many subjects ~ business studies, history, science and geography - to name but a few. With a lack of linguists in Britain, Modern Foreign Languages can greatly enhance employability.

Careers

International agencies, creative industries, business, manufacturing, banking, retail, transport, communications, community social services, public administration, education, health and social work, hotels and restaurants.

SECOND FOREIGN LANGUAGE (FRENCH, GERMAN or SPANISH)
FULL COURSE GCSE
This is an option subject

Head of Department: Mrs J Weston

Course Outline – including curriculum time and homework time

Students will have six 50-minute lessons in Year 10 per fortnight. Students will be expected to do a learning homework and a piece of reading, listening or grammar homework per fortnight. In all languages the themes are ~

Theme 1 – Identity and Culture

Theme 2 – Local, national, international and global areas of interest

Theme 3 – Current and future study and employment

Breakdown – coursework, exam percentage

All 4 skills of listening, speaking, reading and writing are assessed at the end of the course (year 11). The reading exam includes translation into English and the writing exam includes translation into French/Spanish/German. Each exam is worth 25% of the final grade. The speaking test is conducted by the class teacher and recorded.

Students are entered at Foundation or Higher level for the four skills.

Other Information – including trips, materials and equipment

Vocabulary and speaking booklets, listening packs, dictionaries, revision guides and accompanying workbooks

We strongly encourage good linguists to study 2 languages. Students should talk to their MFL teachers if they are interested.

Further/Higher Education

Course could lead to the study of AS/A Level MFL. Languages combine well with many subjects ~ business studies, history, science and geography - to name but a few. With a lack of linguists in Britain, Modern Foreign Languages can greatly enhance employability.

Careers

International agencies, creative industries, business, manufacturing, banking, retail, transport, communications, community social services, public administration, education, health and social work, hotels and restaurants.

ART - GCSE

This is an option subject

Head of Department: Mrs J McDonald

Course Outline – including curriculum time and homework time

6 lessons per fortnight and 3 hours' homework per week. Students will study a wide range of media including Textiles, Fine art, photography and Photopea, drawing skills, alternative painting techniques, ceramics and glazes, textures, sculpture, graphics and 3D sculpture. Students will also study contemporary Art history.

Students will complete two components in their GCSE. Component 1 consists of a portfolio of work, component 2 is an externally set question resulting in a 10-hour making period in exam conditions. Students participate in a gallery and museum trips during the two-year course.

Breakdown – coursework, exam percentage

60% component 1 and 40% component 2
All work is practical with written content.

Other Information – including trips, materials and equipment

Trips will be dependent on exhibitions being held in galleries during the GCSE course. Art rooms are available during lunch times and break. Students are expected to use the department after school on a Tuesday, Wednesday and Thursday until 17.00 (Summer term) 16.30 (Winter term). Art packs are available to buy direct from the Art department during the last ½ term of the school year for Year 9 students. The students will also be required to independently collect materials to add to the materials required in their coursework

Further/Higher Education

Opportunity to take A Level Art and Design which includes a specialism in Textiles if required at the Willink School.
Foundation course. BA (Hons). Masters degree. Internship. Apprentice

Careers of which there are many... but here are a few...

Animator, Accessory Designer, Advertising Director, Airbrush Artist, Antique Specialist, Appliqué Artist, Archaeologist, Architect, Architectural Graphic Artist, Architectural Writer/Critic, Art Activity Writer, Art Appraiser, Art Book Editor, Art Consultant, Art Coordinator, Art Critic-Art Dealer, Art Director, Art Distributor, Art Historian, Art Insurance Agent, Art Librarian, Art Magazine Editor, Art Researcher, Art Restorer, Art Specialist, Art Supervisor, Art Teacher, Art Teacher Assistant, Art Therapist, Artist in Residence-Artists' Agent, Audio/Visual Designer, Automobile Designer, Background Artist (TV), Bank Note Designer, Basket Maker, Block Engraver, Book Jacket Designer, Bookbinder, Botanical Designer, Calendar Editor, Calligrapher, Camera Operator, Caricaturist, Cartographer, Cartoonist, Ceramicist, Children's Book Illustrator, Cinematographer, Comic Strip Artist.

BUSINESS STUDIES - GCSE

This is an option subject

Head of Department: **Mr J Slark**

Course Outline

The specification will give students the opportunity to explore real business issues and how businesses work. Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

The knowledge and skills gained from this specification will provide students with a solid foundation for further study of Business subjects to A-Level.

The course is divided into six units:

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

A range of homework will be set. Including case study comprehensions, learning tasks, research tasks, short answer questions and longer answer questions. Student will also be expected to use Seneca and purchase a GCSE 9-1 revision guide from the School Finance office.

Assessment breakdown

Exam paper 1

What's assessed:

- Unit 1
- Unit 2
- Unit 3
- Unit 4

Written exam: 1 hour 45 minutes

90 marks

50% of GCSE

Exam paper 2:

What's assessed:

- Unit 1
- Unit 2
- Unit 5
- Unit 6

Written exam: 1 hour 45 minutes

90 marks

50% of GCSE

BOTH exams will be taken at the end of Year 11. Grades will range from 9 to 1, with 9 being the highest.

Other Information – including trips, materials and equipment

Visits from external speakers are arranged each year to help increase your understanding and to provide an insight into the running of real businesses. Visits to companies will also be arranged where appropriate.

Further/Higher Education

AS/A2 Business Studies.

Careers

Administration, Marketing, Advertising, Production, Finance, Management, Law, Banking, Customer Services, Accounting, Distribution, Social Media Marketing, Economics.

COMPUTER SCIENCE - GCSE

This is an option subject

Head of Department: Mr D Fido

Course Outline – including curriculum time and homework time

The GCSE Computer Science builds on young people's computer technology and programming knowledge. This course gets students working with real-world, practical programming techniques that gives them a good understanding of what makes technology work. This GCSE qualification has been designed for students to learn how to create computer-based solutions to problems, and the fundamental concepts of computer systems.

**The course teaches the Python (version 3) programming language.*

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

Paper 1 – Computational Thinking and Problem-Solving skills

Students will build their developer skills and will be required to design, write, test, trace and refine program code*.

- Computational thinking
- Code tracing, problem solving
- Programming concepts including the design of effective algorithms
- Designing, writing and testing and refining of code*

How it's assessed:

Assessed in Year 11

Written exam: 2 hours

90 marks

50% of GCSE

Questions:

A mix of multiple choice, short answers and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2 – Computing concepts

The content for this assessment will be drawn from:

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

How it's assessed:

Assessed in Year 11

Written exam: 1 hour 45 minutes

90 marks

50% of GCSE

Questions:

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Other Information – including trips, materials and equipment

Minimum homework: 1 hour per week.

Hardware – PCs and printer. Software – Microsoft Office and Python (version 3).

Further/Higher Education

A Level Computer Science is successful at The Willink, with many students studying the subject at universities including Cambridge, Southampton and Portsmouth, and undertaking apprenticeships in large organisations such as Pricewaterhouse Cooper.

Careers

Envisioning Expert, Empathologist, Natural User Interface designer, Computer Engineer, Cyber Security, Systems Support, Programmer, Systems Designer, Systems Analyst, Systems Software Engineer, Web Administrator, Web Developer, Webmaster, Games Designer, Software Quality Assurance Analyst and Support Specialist, Logistics, Healthcare, Law, Manufacturing, Engineering, Surgeon, Planner, Architect, Data analyst, Game designer, Meteorology, Social Media.

(Note: some of these jobs don't exist today, but will in the not-too-distant future)

DESIGN & TECHNOLOGY – GCSE

This is an option subject

Head of Department: Mr P Downing

Course Outline – including curriculum time and homework time

GCSE Design Technology gives students the skills to oversee and manage projects from start to finish. Design & Technology explores the processes we go through to research, design and prototype products. Students will learn how to:

- Sketch and model ideas freehand and using computer aided design (CAD)
- Manufacture prototypes in Metal, Wood, Plastic, Paper and Board, Electronics and Textiles
- Use a range of processes such as metal and wood turning, milling machining, laser cutting, 3D printing and a wide range of others.

Homework is set regularly and is based upon developing high level research, design and theory understanding.

Breakdown – coursework, exam percentage

Paper 1

Knowledge and Understanding of Design Technology (Exam) 50%

2-hour exam on: Materials and Components, Industrial and Commercial processes, Analysing and Designing products, Sustainability and Technology.

Non-Examined Assessment

Substantial Design and Make Task 50%

20-page document exploring the design process through: Investigation, Designing, Making, Analysis and Evaluation.

Other Information – including trips, materials and equipment

Students will have access to state-of-the-art CAD/CAM facilities including 3D printing, Laser cutting as well as a full traditional workshop for wood, metal and plastic processes and the design suite for Design and Investigation.

Further/Higher Education

GCSE Design & Technology is a good foundation for A-Level Product Design as well as degrees and apprenticeships in Architecture, Engineering, Product Design and many more

Careers

GCSE D&T is a good start for many careers such as Graphic design, Architecture, Engineering, Automotive design, Marketing, Interior/Landscape design, Product/Industrial Design, Project Management, Furniture Design etc.

DRAMA – GCSE

This is an option subject

Head of Department: Mrs J Ross

Course Outline – including curriculum time and homework time

Six lessons per fortnight and homework. Over the two-year course students will work in a variety of groups, producing performances based on scripts as well as devising work from different stimuli.

Breakdown – coursework, exam percentage

The course is split into three components. Component One is a devised piece worth 40% of the GCSE and broken into a performance, portfolio of three key moments in rehearsal and timed written evaluation. Component Two is a scripted performance, worth 20% of the GCSE and shown to an external examiner. Component Three is a written exam worth 40% of the GCSE. Within the written exam the students answer questions on a set text from the point of view of an actor, designer & director plus a review of a live performance seen during the course.

The assessment options are:

- acting
- lighting design
- sound design
- set design (including props)
- costume design (including hair and make-up).

Other Information – including trips, materials and equipment

Several theatre visits are organised including performances at school and performances at local and national theatres. Our GCSE Drama students regularly get involved with rehearsals and performances of House Drama and Willink School Productions.

Further/Higher Education

GCSE Drama is a good foundation for AS and A Level Drama and Theatre.

Careers

As well as helping to prepare those who have a desire to work in theatre, film and TV, GCSE Drama can be used to develop essential presentational skills needed in many careers.

FILM – GCSE

This is an option subject

Head of Department: Mrs L Close

Course Outline – including curriculum time and homework time

Film is an important part of many people's lives, drawing audiences into the lives of the characters and their narratives through powerful sound, cinematography and design. We'll explore the history of Hollywood, the importance of independent films and develop your understanding of film and the impact that it has on differing audiences.

Breakdown – coursework, exam percentage

The qualification is split into three components. Component 1: Key Developments in US Film is an examination worth 35% of the grade. This unit demonstrates an understanding of three American films including two mainstream films and an independent film. Potential texts include E.T., Invasion of the Body Snatchers and The Hate U Give. Component 2: Global Film: Narrative, Representation and Film Style explores three further films including a global English language, a subtitled non-English language and a UK film. Potential texts include Jojo Rabbit, Farewell and Attack the Block. This is worth 35% of the grade. The final component is the Non-Examined, or Coursework component, worth the final 30% of the grade. In this, students will be taught how to produce their own film extract or screenplay and will then evaluate their work.

Other Information – including trips, materials and equipment

Students will have access to camera equipment and a range of computer software including Adobe Premiere Pro in order to produce their non-examined assessment in year 11.

Further/Higher Education

GCSE Film Studies is a good foundation for A Levels in Media Studies or Film Studies. The analytical skills and contextual knowledge are supportive to other humanities subjects such as History, Politics, English and Digital and Commerce subjects such as Business Studies.

Careers

GCSE Film Studies lends itself well to the creative industries including production, marketing and events management – the soft skills of managing a project are of great benefit to a wide range of industries.

FOOD AND NUTRITION – GCSE

This is an option subject

Head of Department: Mr P Downing

Course Outline – including curriculum time and homework time

6 lessons per fortnight. Usually 1 practical lesson per week. The course is designed to give students the opportunity to extend and apply their skills, knowledge and understanding of food and nutrition within a variety of contexts. Written Content: 70% Practical Content: 30%

Written Exam: Food preparation and nutrition.

What's assessed:

Theoretical knowledge of food preparation and nutrition including food provenance, food science, food and the environment and food choice.

How it's assessed

Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE

Non-exam assessment (NEA)

What's assessed:

Task 1: Food Science Investigation – 15% of GCSE - Students complete a range of practical investigations understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food Preparation Assessment - 35% of GCSE - 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.

How it's assessed

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Other Information – including trips, materials and equipment

Students complete practical lessons throughout this course so ingredients will be required.

Further/Higher Education

The GCSE provides a suitable basis for further study at 16+ offering progression on to academic and a variety of vocational courses. It could enhance career opportunities to provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

Careers

The course will equip you with skills and knowledge necessary for healthy living. Career opportunities include: dieticians, healthcare services, the catering industry, meal planning and food industry, recipe and product development, food marketing and hospitality management.

GEOGRAPHY – GCSE

This is an option subject

Head of Department: **Mr S Burgess**

Course Outline – including curriculum time and homework time

The syllabus is EDUQAS Spec B. Six periods per fortnight and two pieces of homework per week.

Theme 1: Changing Places – Changing Economies – Students will learn about urbanisation in contrasting global cities, urban and rural process and change in the UK. Development issues will be studied with a global perspective.

Module 1.1 - Urbanisation in contrasting global cities

Module 1.2 - Urban and rural processes and change in the UK

Module 1.3 - A global perspective on development issues

Theme 2: Changing Environments – Students will learn about coasts and coastal management, rivers and river management, weather and climate, and the causes and effects of climate change.

Module 2.1 - Shaping the landscape - coasts and coastal management

Module 2.2 - Shaping the landscape - rivers and river management

Module 2.3 - Weather and Climate

Module 2.4 - Climate change - cause and effect

Theme 3: Environmental Challenges – Students will learn about how ecosystems function and why they are under threat. Students will also study water resources and management as well as desertification.

Module 3.1 - How ecosystems function

Module 3.2 - Ecosystems under threat

Module 3.3 - Water resources and management

Module 3.4 - Desertification

Breakdown – coursework, exam percentage

Component 1 – Investigating Geographical Issues (40%). Written examination – Data response and extended response questions.

Component 2 – Problem Solving Geography (30%). Written examination – Multiple choice, data response, short open and longer open response questions.

The problem-solving paper assesses content from across the 3 themes described in the Course Outline

Part A – Introduces an issue and sets the geographical context.

Part B – Outlines a number of possible solutions to the issue.

Part C – Provides an opportunity to choose a solution and justify your choice following interpretation and analysis of the information and evaluation of the issue.

Component 3 – Applied Fieldwork Enquiry (30%). Written examination – Data response and extended response questions.

Part A – Assesses approaches to fieldwork methods, representation and analysis.

Part B – Assesses how the enquiry is used to investigate geographical concepts.

Part C – Assesses the application of these concepts to a wider UK context and assesses the ability to make and justify a decision.

Other information – including trips, materials and equipment

We undertake TWO fieldwork enquiries outside of school grounds in contrasting environments. These visits are typically to Windsor Town Centre and to the Hampshire coast.

Being a GCSE geographer also gives you priority, in year 11, to a place on the Iceland fieldtrip which we run every year.

Further/Higher Education

Geography is a subject for our times. It is multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. With the growing importance of issues such as climate change, migration, environmental degradation, spatial epidemiology and inequalities, geography is one of the most relevant courses you could choose to study. Geography courses are popular, demonstrated by strong completion rates and positive student feedback. Topics in Geography are not just interesting and valuable, they also encourage ways of seeing and thinking that make geographers highly employable. These skills include problem solving, communication, decision making, investigation, research, evaluation and analytical skills. Above all, geographers have potential to be well-informed global citizens, using their unique combinations of knowledge and skills to make a positive difference in the world.

Geography helps us to explore and understand space and place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. Geography also provides an ideal framework for connecting and bringing together other fields of knowledge. Geography is, in the broadest sense, an education for life and for living. Learning through geography helps us all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees.

Careers

Extremely wide-ranging career opportunities include travel & tourism; local government & planning; environmental management; transport industries; banking, commerce & industry; cartography & meteorology; civil engineering, mining & energy; surveying, valuing & estate work; marketing and PR; administration; education.

HISTORY – GCSE

This is an option subject

Head of Department: Miss E Mace

Course Outline – including curriculum time and homework time

Six periods per fortnight and two pieces of homework per week (often set as one long piece).

Paper 1 – Modern World History

A) Democracy & Dictatorship in Germany (1890-1945): from the creation of Germany, the reign of Kaiser Wilhelm II through to the First World War, a time of democracy through the rise and fall of the Nazi party, ending with Hitler's suicide in 1945.

B) Conflict & Tension in Asia: the Korean and Vietnam wars (1950-1975) and the attempts made by the Capitalist West to stem the spread of Communism in Asia. It covers the start, development and end of the conflicts and the longer lasting impacts for the world.

Paper 2 – The British Paper

A) Medicine & Health through time (1000-present) – How has medicine changed in Britain from Medieval times to the modern day? This covers the development of public health, concept of diseases and surgery through time.

B) Norman England (1066-1100) including a historical environment – This is a study of England during the reigns of Harold II, William the Conqueror, William Rufus and Henry I, studying how and why Britain changed under the Norman Kings, with a focus on one historical site and what we can learn from it (this changes each year).

Skills assessed:

AO1 – 35% of the papers – knowledge and understanding

AO2 – 35% - Key concepts (e.g. cause and consequence, significance, change and continuity etc)

AO3 – 15% - Source analysis

AO4 – 15% - Interpretations (e.g. different opinions of events/people – analysis and evaluations of these interpretations, considering why there are different interpretations in different contexts)

Breakdown – coursework, exam percentage

Paper 1 – 50% (2 hours), Paper 2 – 50% (2 hours)

There is no coursework/controlled assessment in this GCSE

Other Information – including trips, materials and equipment

Students may visit **Berlin**, on a joint trip with the German department – it's a fantastic 4-day trip exploring the historical significance of Berlin in the Cold War and Germany's History in the 1920s, 30s and 40s. Students are also able to go a trip to see the '**Doctors show**' which brings alive the paper 2 health module. Textbooks and revision guides are available in class and can be purchased.

Further/Higher Education

A qualification in History shows that students have certain key skills. It shows that they understand what motivates others; they can gather and read different kinds of information; they can analyse, evaluate and detect bias, and they can read maps, graphs and diagrams. These are skills that many different forms of employment require and desire, from marketing and advertising to science and law. History will teach students to effectively communicate and put across different views backed with evidence. Employers and universities like to see that students have studied a balance of subjects. History is an important part of keeping that balance.

Careers

History is a useful and often necessary subject for many careers and not just the obvious ones like archaeology, museum work or teaching. It is a useful skill for journalists, lawyers, TV researchers, tourist officers, town planners, advertisers, set and costume designers etc.

Level 1/2 Vocational Award in ICT (WJEC)

This is an option subject

Head of Department: Mr D Fido

This Vocational Award in ICT will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills which will be beneficial in the world of work. It covers 'ICT in Society'; allowing learners to explore the wide range of uses of hardware, application and specialist software, and 'ICT in context'; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

This course is made up of two units: -

Unit 1: ICT in Society

- Explore the wide range of uses of hardware, application and specialist software in society.
- Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

Unit 2: ICT in Context

- Gain a working knowledge of databases, spreadsheets, automated documents and images.
- Learn to apply your knowledge and understanding to solve problems in vocational settings.

Course Assessment

You will be assessed through a mixture of exams and controlled assessments.

Unit 1 will be assessed through an exam which is worth 40% of your qualification.

The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

Why this course?

You will develop a number of skills which are attractive to employer, colleges and universities including:

- Communication
- Coping with rapid changes in technology
- Critical thinking
- Designing, programming, testing and evaluating software systems
- Learning independently
- Numeracy and data handling
- Problem solving
- Research
- Taking on responsibility
- Time management.

Link to the course: - <https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-ict>

MEDIA – GCSE

This is an option subject

Head of Department: Mrs L Close

Course Outline – including curriculum time and homework time

We live in a world where we are surrounded by media messages – from video clips on your phone to TV ads, 24 hour news channels and blockbuster movies. Media Studies seeks to make sense of them all – what are they trying to communicate, how do we know we have been influenced, does the media reflect reality?

By analysing a wide range of media products students will increase their knowledge and understanding of communication, design, research, technology and creativity. Students will also get an understanding of regulation and how different industries work.

Students will also learn the production skills and processes to make their own media products including video editing, photography, design and PhotoShop.

Six lessons per fortnight and homework.

Breakdown – coursework, exam percentage

The qualification is split into three components. Component 1: Exploring the Media (40%) is an examination. This will include exploring a variety of set texts and comparing them with an unseen text, including GQ, The Guardian and This Girl Can. Component 2: Understanding Media Forms and Products (30%) is an examination. This will involve exploring the television and music industries in more depth. Component 3: Creating Media Products (30%) is a non-examined component (coursework) and involves students creating their own media texts.

Other Information – including trips, materials and equipment

Students will have access to camera equipment and a range of computer software including the Adobe Creative Suite in order to produce their non-examined assessment in year 11.

Further/Higher Education

GCSE Media Studies is a good foundation for A Levels in Media Studies or Film Studies.

Careers

GCSE Media Studies is not just the first step towards a career in the media but also opens up employment opportunities in marketing, advertising and creative business. The qualification also demonstrates a level of critical thinking and analysis that are essential in many careers.

MUSIC – GCSE

This is an option subject

Head of Department: Mr T Murray

Course Outline – including curriculum time and homework time

Students receive six lessons over a two week period and are usually expected to complete 2 pieces of homework over this period. Lessons are mostly practical with students either composing or performing using their own instrument. Homework may consist of group or solo performance rehearsal or composition idea development which can be completed at home or in the music department during lunch time or after school.

Performance – Students will be required to submit 2 performances: 1 solo performance on their chosen instrument and 1 ensemble performance.

Composition – Students are required to submit 2 compositions: 1 composition to a given brief and 1 free composition.

Listening exam – Students will study music from 4 areas of Study

- Musical Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music

Students must be able to listen attentively to unfamiliar music from all **four** areas of study to identify and accurately describe musical elements and features using subject specific vocabulary.

Breakdown – coursework, exam percentage

30% Performance, 30% Composition, 40% Listening exam.

Other Information – including trips, materials and equipment

There are many extra-curricular activities which take place over the course of the year and it is expected that GCSE students will play an active role in these. Year 10 and 11 students are expected to take part in at least one extra-curricular club or group as part of their commitment towards improving their skill levels. They are also encouraged to attend and perform in concerts and music evenings.

There are a number of trips and workshops organised throughout the year, giving students the chance to broaden their musical experience.

Although it is not a requirement that students be able to read music, it is essential that students are able to play an instrument (this can include decks and music technology) or sing (this can include rapping) to a reasonable standard in order to access this course effectively.

Students have access to the Music Technology suite and recording studio during some lessons, and are able to use this space to complete coursework during after school hours.

Careers

Future careers: Performer, composer, producer, sound engineer/technician, radio DJ, radio engineer, acoustician, audiologist... the transferable skills of music and musicians have benefits across a huge number of careers especially those where effective skills in rehearsal, development and presenting are needed.

PE – GCSE

This is a core (non-GCSE) and option (GCSE) subject

Head of Department: Mr A Dorliac

Course Outline – including curriculum time and homework time

The lessons that students have undertaken in PE during Key Stage Three are designed to assist with their progression into GCSE PE but will be supplemented at Key Stage Four by classroom-based lessons should they choose GCSE PE as an option.

Rugby, Football, Netball, Table Tennis, Athletics, Handball and Badminton are all offered as some of the activities which students will study as part of their course. They will also have spent time in the classroom, developing their understanding of the subject in preparation for the theoretical exams.

All Key Stage Four students have four PE lessons per fortnight (classed as Core PE) and the GCSE course would involve a **further** two practical lessons and four theory lessons per fortnight. Students will put forward their three highest practical scores from the full range offered during Year 11 for their final assessment by the exam board.

To be eligible to take the GCSE course, students must have been a regular participant in all P.E. lessons in lower school and must have played regularly in at least one of the school teams at Willink or with a club. They will be expected to complete at least one homework per week and to attend extra-curricular activities as specified by the subject staff.

Other Information – including trips, materials and equipment

GCSE PE practical scores only account for 30% of the final grade. This takes the form of one individual sport, one team sport and one free choice from either category with each activity worth **10%** of the overall assessment. Assessment is undertaken in competitive situations.

There will be two written examination papers (**60%** of the marks), each being one hour in duration. One will cover the topic of **Physical Factors Affecting Performance** and the other the **Social-cultural issues and Sports Psychology**.

The final **10%** is through a piece of written and practical coursework known as the AEP (Analysing and Evaluating Performance) which focuses on the fitness development through training of an aspect of one of their practical sports.

The GCSE PE course is designed to show the abilities of students with good physical skills and a good understanding of the theoretical nature of the subject. It is a challenging and rewarding course for sporting, motivated individuals. After successfully completing this course, the PE Department offers A Level Physical Education to the Sixth Form students using the same examination board - OCR.

SCIENCE (Triple Award)

This is an option subject

Head of Department: **Dr R Kellaway (Head of Science)**

Course Outline – including curriculum time and homework time

In addition to the 12 periods a fortnight in which all students study for their Double Science GCSEs, students can opt to study Science for an additional 6 periods per fortnight. These extra periods are 2 each of Biology, Chemistry and Physics lessons and lead to students achieving 3 separate science GCSEs.

Each student is set an average of two pieces of homework per week, split between Biology, Chemistry and Physics. This is in addition to the homework set in their Double Science lessons.

This option is suitable for pupils who have a particular interest in studying a science course in the future. Pupils selecting triple science should be working towards a high level in their year 9 Science. As a guide, in terms of flight paths we would expect:

4-5 Flight path – pupils to be working at sig + by the end of year 9

6-7 Flight path – pupils to be working at + or sig + by the end of year 9

7+ Flight path – pupils to be working at least = by the end of year 9.

If you have any queries relating to whether Triple Science is for you, please speak to your Science teacher.

Breakdown – coursework, exam percentage

There is now no coursework for Science GCSEs. All assessment comes in the form of exams taken at the end of year 11. Students will sit two papers each in Biology, Chemistry and Physics. Each paper last for 1 hour 45 minutes. The marks from the two papers in each subject account for 50% of the total marks, leading to students getting a separate GCSE grade for Biology, Chemistry and Physics using the new 9-1 numbering system.

For full details or to download a specification, please visit www.aqa.org.uk

Other Information – including trips, materials and equipment

Equipment is provided for all practical work. Students are expected to bring a calculator to science lessons, in addition to their usual equipment. Revision guides and practice papers covering year 10 and 11 work are made available and students are recommended to purchase these.

Further/Higher Education

A balanced science qualification can lead to a wide range of courses including medicine, computing, engineering, bio-technology and sports science.

Careers

Medicine, veterinary science, engineering, work in the fitness industry, research, astronomy, lab technician, vehicle maintenance, armed forces, architecture - to name just a few!

TEXTILES – GCSE

This is an option subject

Head of Department: Mrs J McDonald

Course Outline – including curriculum time and homework time

Six lessons per fortnight and two hours of homework per week.

Textile outcomes will be inspired by contemporary designers and students will have the opportunity to design and make from a range of new and recycled fabrics.

Techniques and sampling to use these fabrics will also be studied.

Students will complete two components in their GCSE. Component 1 consists of two modules, component two is an externally set question resulting in a 10-hour practical exam. Technical knowledge will be taught to support these areas of study.

Students will be expected to visit exhibitions and galleries throughout this course.

Breakdown – coursework, exam percentage

The course engages in focused tasks that will increase the students' practical skills and design capabilities.

60% component one and 40% component two.

All work is practical with written content.

Other Information – including trips, materials and equipment

Students may need to use the department facilities outside normal lessons whilst undertaking various learning tasks. Students will need to provide fabrics and other materials (some recycled) as required. Students have the opportunity to visit a variety of exhibitions being held during the GCSE course.

Further/Higher Education

Opportunity to take A Level Art and Design or A Level Textiles at the Willink School.

FE: Foundation course. BA (Hons). Master's degree. Internship. Apprentice

Careers of which there are many... but here are a few...

Clothing/textile technologist, Interior and spatial designer, Fashion designer, Textile designer, Further education teacher, Higher education lecturer, Industrial/product designer, Museum/gallery conservator, Printmaker, Retail buyer, Secondary school teacher, analytical textile technologist, beamer, Blender, Carpet designer, Chief innovation officer, Clothing manufacturer engineer, Clothing packer/presser, collar linker, costume assistant/designer, costume maker/supervisor, cutting room manager, dressmaker, fashion photographer, Garment technologist, head of innovation, leather technologist/designer/crafter, milliner(designer of hats).