

GCSE SUBJECT GUIDE 2025/26



WREKIN



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INTRODUCTION

The core subjects for GCSE (or IGCSE) are English Language, English Literature, Mathematics and the Sciences (Biology, Chemistry and Physics). Pupils also select four subjects chosen from Art and Design, Business Studies, Computer Science, Creative iMedia, Drama, Economics, French, Geography, History, Music, Physical Education, Product Design, the separate sciences and Spanish. All pupils also follow supplementary courses in PSHEE through the tutoring system. The majority of pupils will study a 'Trilogy' GCSE in Combined Science, which involves examinations in all three sciences to give two GCSE qualifications. However, the separate sciences are available as an option subject, enabling pupils to take separate GCSEs in Biology, Chemistry and Physics.

The subject guides that appear in this booklet give brief synopses of each subject. Fuller details are available on the examination boards' websites; relevant examination boards are specified in the 'Course Details' panel.

Grading System

All subjects (whether GCSE or IGCSE) will be graded on the new system from 9 (top grade) to 1 (lowest possible grade) for examinations taken in May/June 2023. Ofqual stated that from 2017 onwards (when these grades were introduced) broadly the same proportion of pupils will achieve a grade 4 or above as have been achieving a grade C or above. However, the Department for Education has defined a grade 5 as a "good pass" (equivalent to the top third of pupils attaining C grades and the bottom third a B grade). Further explanation as to how the two grading systems correlate can be located here:



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719124/Grading_new_GCSEs25.6.2018.pdf

When do I choose?

Early in the Summer term Third Form pupils take school examinations in each of their subjects. Also early in this term, each pupil will have a discussion with his or her tutor to consider which combination of subjects to study at GCSE (or IGCSE) level and this can be further discussed at the Third Form parents' meeting just before half term. The combination should reflect the pupil's aptitudes and interests but should also address what may be needed in the future. Pupils will be asked to submit their choices during, or immediately following, this parents' evening.

If parents still have any concerns about their child's choices, then further discussions can take place in advance of the start of the Fourth Form Christmas term, but any alterations to choices then must fit into the option blocks set..

What are the tiers of entry?

GCSE (and the IGCSE) grades run from 9 to 1. In most subjects, e.g. Art, Business Studies, Computer Science, Creative iMedia, Drama, Economics, English Language, English Literature, Geography, History, MFL, Music, Physical Education and Product Design, the examination papers assess ability across the whole range of grades. For others (Mathematics, Sciences) there are two tiers of entry that are referred to as: Higher Tier: lowest achievable grade 4, highest achievable grade 9; Foundation Tier: lowest achievable grade 1, highest achievable grade 5. Failure to achieve the lowest grade possible in the higher level tier results in a candidate's being classified as ungraded in that subject, so it is important that pupils sit the right tier papers for their individual ability.

Some candidates can operate very successfully at the top end of Foundation level work, but find the step up to Higher level topics and questions too difficult to take. The appropriate level of study for a particular candidate is ascertained during the two-year course and the GCSE and IGCSE examination entries are then made accordingly.

Although it is attractive to gain large numbers of GCSE (or IGCSE) passes, the crucial factor is the standard of the grades obtained. The advice given on level of entry will reflect our desire to see the pupils gain the best grades that they can and each subject will be considered on its own merit.

As part of the government's GCSE reforms, all GCSE/IGCSE assessments are now linear in structure. No examinations can be taken until the end of the course (in the Summer examination period of the Fifth Form Year). There is no longer any opportunity to resit examinations, except for English Language and Mathematics, which will have retake opportunities in January or June.

In addition, in certain subjects (namely English Literature, Geography and History) marks will be awarded for spelling, punctuation and grammar as well as for subject knowledge. Pupils will be informed which questions on the paper include these marks.



What do my grades mean?

For the Fourth and Fifth Forms (Years 10 and 11), grades are based on current performance against the standard required for GCSE (or IGCSE) using 9, 8, 7, etc (as appropriate). A pupil who is to be entered for a Foundation level GCSE (or IGCSE) will, therefore, not be given a grade above a 5 as that would be unrealistic.

Numerical grades set as Challenge Grades at the start of Third Form will be reviewed to see if they are realistic challenges for the pupil to attain by the end of their GCSE courses.

What lies beyond GCSE?

Each year we hold an introductory evening about Sixth Form life, followed by a meeting at which pupils and parents can find out more about the courses on offer in the Sixth Form. The Sixth Form Subject Guide provides details of the A level and BTEC Level 3 courses we offer. Also in Fifth Form (Year 11) pupils are advised to do their first period of work experience (after their GCSE exams have finished or over the long summer break). Discussions with subject specialists, the Head of Futures, the tutor and houseparent will establish a pupil's possible future career interests, and which university courses, apprenticeships, or other plans would best suit his or her intended future paths. A further period of work experience is advised for the summer break of Lower Sixth, to help pupils narrow ideas and inform choices regarding their future. There is also extensive higher education advice led by the Head of Sixth Form, which starts in the Lower Sixth year, so that pupils are fully conversant with the requirements and approaches to university applications when the time comes around, if that is the pupil's desired next step.

English for speakers of other languages (ESOL)

Pupils for whom English is not their first language and who need additional assistance in improving their English language skills may receive lessons for which an additional termly charge is made from the Support for Learning Department. The lessons are aimed at improving the pupils' ability to use English competently in their academic subjects and to communicate effectively in an English-speaking environment.

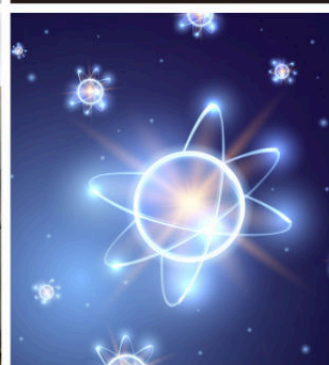
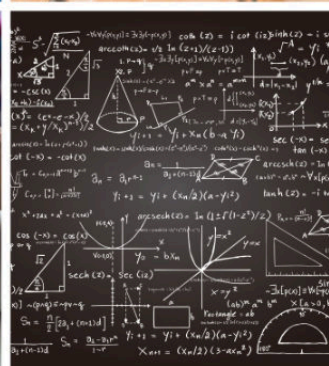
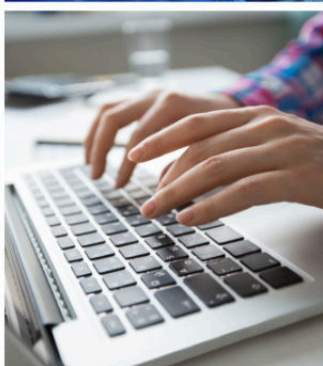
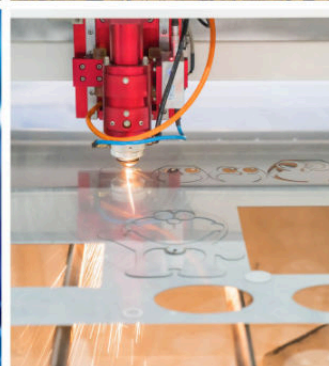
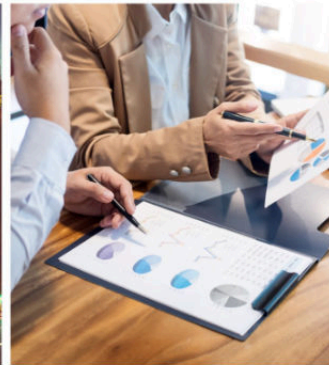
These pupils will also work towards an appropriate English qualification, for example, an IGCSE in English as a Second Language, or the IELTS qualification, certain standards in which are a requirement for British university entrance.

Support For Learning

When pupils require Support for Learning because of learning difficulties, the school seeks to be supportive across the curriculum. Pupils who require Support for Learning are integrated into ordinary classes and teachers are made aware of individual pupils' needs.

Additional provision may also be offered on a one-to-one basis. Lessons such as these are usually timetabled and are taught by the Support for Learning staff. An additional charge is made for these.

Assessment is usually carried out within the department and may only include a consultation with an external educational psychologist when agreed in advance with the Headmaster.

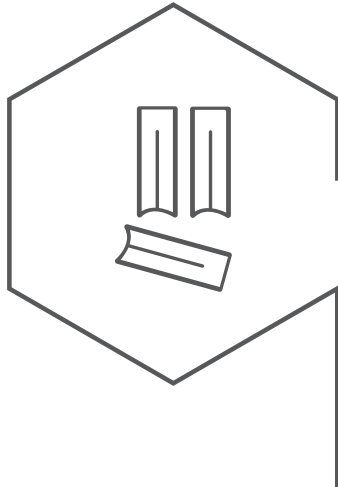


THE SUBJECTS

The subject guides that appear in this booklet give brief synopses of each subject. Fuller details are available on the examination boards' websites; relevant examination boards are specified in the 'course details' panel.

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ENGLISH AGENT ENGLISH STRURE



HEAD OF DEPARTMENT: J Boulter

EXAMINING BODY: Edexcel

SUBJECT ENTRY CODE: IGCSE English Language (specification A)(4EA1)

IGCSE English Literature (4ET1)

EMAIL: english@wrekincollege.com

ENGLISH LANGUAGE ENGLISH LITERATURE

COURSE

During the course of the two-year IGCSE programme, all pupils study two separate qualifications under the banner of 'English': **English Language** and **English Literature**.

ASSESSMENT

English Language

In English Language, there are two components. The first is a 2 hour 15 min examination, testing reading and writing skills in responding to unseen and anthology texts and writing for a range of purposes and audiences. This paper carries 60% of the marks available. The second component is written coursework. Pupils complete two tasks: writing to explore, imagine and entertain and a reading response to prose texts from the anthology. This carries 40% of the marks available.

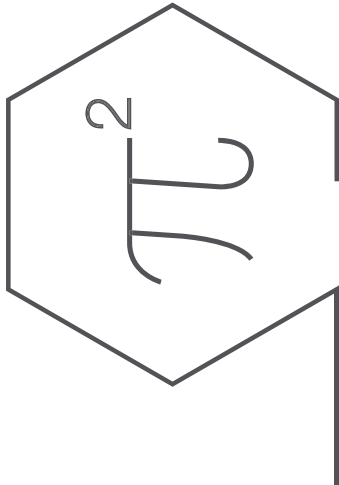
English Literature

English Literature also involves two components for study. The first is a two-hour examination, testing pupils' responses to a set text, unseen poetry and poetry from the anthology. It carries 60% of the marks available. The second component is coursework and requires pupils to complete a response to a modern drama text and a literary heritage text.

All exam papers for both English Language and English Literature are taken at the end of the two-year course. Pupils will be given plenty of opportunities to practise their exam technique via internal examinations and timed essays in class.

The coursework is completed at the end of the Fourth Form (Year 10) and the beginning of the Fifth (Year 11). These are single tier entry courses.

Grade set: 9-1 for both.



MATHEMATICS



HEAD OF DEPARTMENT: S Trask

EXAMINING BODY: Edexcel

SUBJECT ENTRY CODE: IGCSE Mathematics (specification A) 4MA1

EMAIL: mathematics@wrekincollege.com

MATHEMATICS

COURSE

All pupils follow the Edexcel linear International GCSE Mathematics A course, which has two levels of entry (Higher - grades 9 to 4, Foundation - grades 5 - 1). The Mathematics specification covers content from four areas: number, algebra, geometry and measures, and handling data.

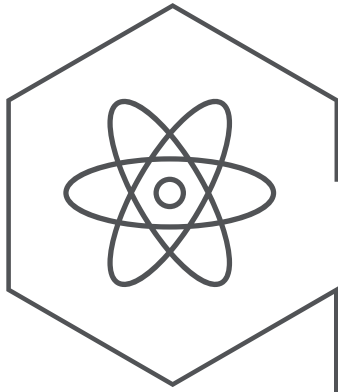
Pupils are set with regard to ability so that teachers can target their teaching at an appropriate level for each individual and tiers of entry are decided in February of the Fifth Form (Year 11) to allow pupils the opportunity to achieve to the best of their ability.

ASSESSMENT

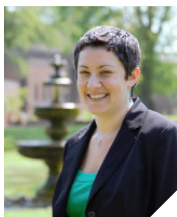
For IGCSE, the assessment consists of two papers taken at the end of the course in June of the Fifth Form (Year 11). Use of a calculator is permitted in both exams and pupils must have access to a scientific calculator throughout the two year course. Both papers are equally weighted and the grade is taken from the combined score from the two papers. There is no coursework element in IGCSE Mathematics.

There are two types of question on the examination papers. The first type is written and is simply to assess pupils' understanding of a particular skill. In the second type, pupils are expected to be able to apply their mathematical skills to a range of problems and problem-solve in contextual situations. Practice of this second type of question is integrated with the teaching throughout the course.

Grade set: 9-1.



SCIENCES



HEAD OF DEPARTMENT: A Wright
 EXAMINING BODY: AQA
 SUBJECT ENTRY CODE: GCSEs in Biology 8461
 Chemistry 8462
 Physics 8463
 Combined Science: Trilogy 8464
 EMAIL: science@wrekincollege.com

SCIENCES

COURSE

The key aims are to:

- » Acquire a body of systematic scientific knowledge and facts and an understanding of scientific concepts, principles, themes and patterns.
- » Appreciate the practical nature of science, acquiring experimental skills based on appropriate, safe laboratory techniques.
- » Appreciate the importance of accurate experimental work to scientific method and reporting.
- » Form hypotheses and design experiments to test them.
- » Sustain and develop an enjoyment of, and interest in, the scientific world.
- » Appreciate the significance of science in wider personal, social, environmental, economic and technological contexts and consider ethical issues.
- » Select, organise and present information clearly and logically, using appropriate scientific terms and conventions.
- » Prepare for more advanced courses in each of the three scientific disciplines.

The key features and benefits:

- » The courses include aspects of science that are relevant and appropriate for the 21st century.
- » Assessment of investigative skills is through examination but these will be taught in practice through the three-year course.
- » Both separate sciences and Combined Science provide a very sound foundation for progression to A level science courses.

ASSESSMENT

All pupils start the separate science courses in the Third Form (Year 9) and sit an internal assessment at the end of the academic year. Based upon academic progress made during the Third Form, and aptitude demonstrated for each subject, pupils opt to continue to study the Separate GCSE Biology, Chemistry and Physics qualifications, or for the Combined (Trilogy) Science Double-Award qualification, during the Fourth and Fifth Forms.

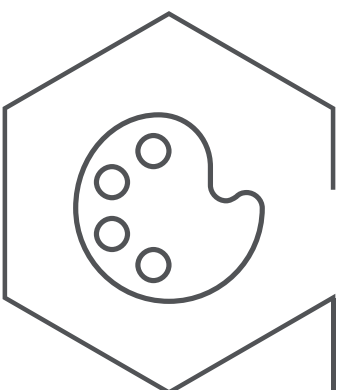
Combined Science: Trilogy (GCSE): This takes approximately two-thirds of the subject content of each of the separate science courses and combines them into a Combined Science (double award) specification worth two GCSEs. Pupils will receive two grades (on a 17-point grading scale, from 9-9, 9-8, through to 2-1, 1-1). It is possible to take different tiers of entry (Higher or Foundation) for the Combined Science course (with grades 4-4 to 9-9 accessible via Higher Tier and 1-1 to 5-5 via Foundation Tier).

Examination papers in all three sciences have to be from the same tier, however. This is the GCSE Science route that the majority of pupils follow.

Separate Science Awards (GCSE): Pupils will study for three separate GCSEs in Science: Biology, Chemistry and Physics and will gain three GCSE grades from 9 to 1. Separate sciences are available to pupils as one of their GCSE option subjects although pupils must show sufficient aptitude to be able to cope with the demands of the courses (which are taught at a high pace). A minimum Target Grade of a 6 in each science is required (by the end of Third Form), therefore, to set pupils up for success in the separate sciences.

In all cases, public examinations are taken at the end of Fifth Form (Year 11). Two 1 hour 45 minute papers assess each separate science. Combined Science (double award) is assessed by six 1 hour 15 minute papers, two per subject.

Grade set: 9-1 for each separate science; 9-9 to 1-1 for Double Award Science.



ART





HEAD OF DEPARTMENT: J Phillips

EXAMINING BODY: OCR

SUBJECT ENTRY CODE: GCSE Art and Design J170-J176

EMAIL: jphillips@wrekincollege.com

ART

COURSE

Pupils entering the OCR Art and Design (Fine Art) examination can choose from painting and drawing, textiles, graphics, photography or three-dimensional work, but must produce work in a variety of different materials. We aim to offer a broad range of media allowing pupils to produce their best possible work and achieve the highest possible grades. This specification requires evidence of the study and appreciation of the work of artists, designers and craftsmen/women. After an initial re-assessment and review of the basic skills, pupils are encouraged to develop their own individual project based on their personal observations, research or ideas, and linked to their sketchbooks. Their sketchbook will provide a record of their ideas and preparation, but will also reflect their own interests and level of involvement and provide evidence of visits and research.

The OCR specification provides an excellent framework with its broad areas of study and its clear aims and assessment objectives, but only pupils who are able to work independently in a very personal way will achieve the higher grades. Art Historical and Critical Studies should form an integral part of projects and pupils are encouraged to research the work of artists, architects, designers and craft workers with visits to libraries, art galleries and exhibitions or via internet research as appropriate. The evidence of these studies must be displayed in their sketchbooks with their preparation work, as well as being reflected in the final piece. We organise visits to help pupils understand how works of art and artefacts reflect expression, feelings and

form, as well as the spirit of an age, and to encourage pupils to develop their work in original ways influenced by the things that they have seen. We will aim to take the Fourth Form (Year 10) to a local gallery, i.e. Birmingham,

Wolverhampton or Walsall, especially if there is an interesting exhibition. This can usually be achieved in a morning or an afternoon. Fifth Form (Year 11) pupils will visit galleries in London.

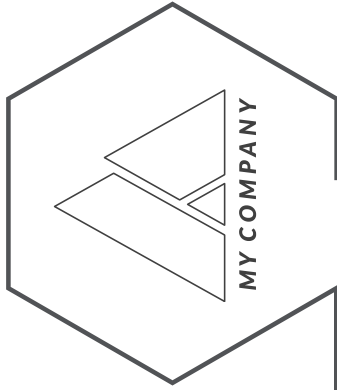
ASSESSMENT

Candidates are required to produce a portfolio of work developed from a range of starting points. The focus is on including work that shows imagination, exploration, research and acquisition of techniques and skills. The portfolio comprises 60% of the qualification.

In the examination candidates select one question from an early release question paper, to which they produce a personal response. Pupils will be given a period of time in which to plan and prepare and then they will have 10 hours of controlled time in which to work on realising their ideas in a final piece. The examination counts for 40% of the qualification.

The final assessment takes place before the middle of May. We hold a private viewing of this exhibition to which parents and staff are invited. The work is marked by all of the Art Department staff and a visiting moderator from the examination board then moderates the marks.

Grade set: 9-1.



BUSINESS STUDIES



HEAD OF DEPARTMENT: K Davies

EXAMINING BODY: AQA

SUBJECT ENTRY CODE: GCSE Business Studies 8132

EMAIL: businessstudies@wrekincollege.com

BUSINESS STUDIES

COURSE

AQA Business Studies GCSE is a very well-established course and focuses on giving pupils a broad understanding of each of the four main aspects of any business; marketing, production, finance and human resource management. All of these elements then have to be placed in the context of the wider business environment. Pupils are challenged to think and act as real entrepreneurs and managers would. Pupils will need to follow what is taking place in the world of business and incorporate this into their answers. This course will provide an excellent foundation for the Business and Economics A level courses or Business BTEC.

ASSESSMENT

For AQA GCSE Business there are two papers; Paper 1 and Paper 2.

Both papers are:

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

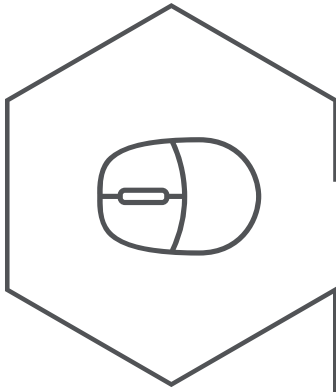
Paper 1—three sections:

- » A) Multiple choice and short answers (20 marks)
- » B) Case study/data response stimuli with questions (34 marks)
- » C) Case study/data response stimuli with questions (36 marks)

Paper 2—three sections:

- » A) Multiple choice and short answers (20 marks)
- » B) Case study/data response stimuli with questions (34 marks)
- » C) Case study/data response stimuli with questions (36 marks)

Grade set: 9–1.



COMPUTER SCIENCE



HEAD OF DEPARTMENT: T Lintern

EXAMINING BODY: Pearson Edexcel

QUALIFICATION ACCREDITATION No.: GCSE Computer Science (9-1) – 1CP2

EMAIL: computerscience@wrekincollege.com

COMPUTER SCIENCE

COURSE

The GCSE Computer Science course tackles the fundamentals of Computer Science and prepares you for the A-Level in Computer Science or other scientific or mathematical courses.

It concentrates on six main areas:

- » Programming in Python 3
- » Computational Thinking and Problem Solving
- » Data Representation
- » Computers
- » Networking
- » Issues and Impact

Within these areas the course touches on topics ranging from the structure of the CPU to the ethical uses of computers.

There is a large focus on logic, algorithms and programming, with an on-screen programming examination forming half of the marks (there is no coursework component for this qualification, but pupils will have the opportunity to analyse, design, implement, test and evaluate software that they create).

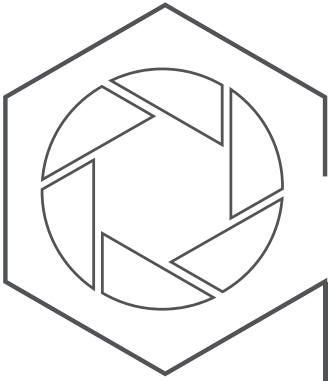
It is useful to have some experience with programming languages, although this is not essential. A keen interest in programming and the fundamentals of computer design is really important, however.

ASSESSMENT

Written Paper (90 minutes): worth 50% of the marks.

On-Screen Programming Paper (120 minutes): worth 50% of the marks.

Grade set: 9-1.



CREATIVE MEDIA



HEAD OF DEPARTMENT: T Lintern

EXAMINING BODY: OCR

Level 1/2 Cambridge National Certificate in Creative iMedia

SUBJECT ENTRY CODE: J834

EMAIL: creativeimedia@wrekincollege.com

CREATIVE IMEDIA

COURSE

Creative and Digital Media play an important part in many areas of our everyday lives and are also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Creative iMedia provides pupils with specific and transferable skills and a solid foundation in understanding and applying this subject, whether to employment or higher education.

How will pupils be taught?

Pupils will be taught by a mixture of whole-class teaching, individual practical tasks and group work. We hope to make some links with industry experts together with the possibility of field trips to some relevant locations to the coursework.

Examination board & course type

» OCR – Cambridge National Certificate

What can studying this subject lead to?

There are many things pupils can go on to do with this qualification; the course provides them with a range of skills to progress further in their education. Pupils could go on to take an A level in Media or Computer Science, or a vocational A level in ICT. This qualification, if further studied, can also provide employment opportunities in the IT or media sectors.

ASSESSMENT

The first two modules are mandatory; these are followed by one 'optional' unit, with the topic chosen by the teacher from a range specified by the exam board.

Module 1: Creative iMedia in the Media Industry

The first module will enable students to learn about the sectors, products and job roles that form the media industry.

How it is assessed:

External written paper: 1 hour 30 mins. Set and marked by OCR 40% of the overall grade

Module 2: Visual Identity and Digital Graphics

The second module will build on the skills, knowledge and understanding gained. The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sectors.

How it is assessed:

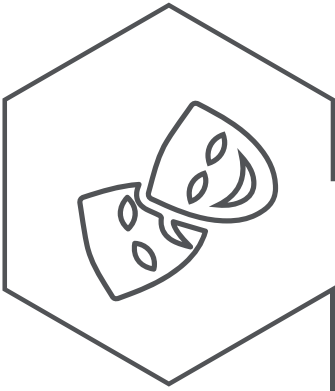
Centre-assessed tasks: approximately 10-12 hours OCR moderated 25% of the overall grade

Module 3: Optional Unit (to be chosen by teacher)

- » Characters and Comics (Creating 2D and 3D digital characters, Storytelling with a comic strip)
- » Animation with Audio (Creating a Digital Animation, Creating a Digital Sound Sequence)
- » Interactive Digital Media (Creating a multi-page website, Creating interactive multimedia products)
- » Visual Imaging (Creating a digital video sequence, Digital Photography)
- » Digital Games (Designing a game concept, Developing digital games)

How it is assessed:

Coursework centre-assessed tasks: approximately 12-15 hours OCR moderated 35% of the overall grade



DRAMA





HEAD OF DEPARTMENT: J Boulter
 EXAMINING BODY: AQA
 SUBJECT ENTRY CODE: GCSE Drama 8261
 EMAIL: performingarts@wrekincollege.com

DRAMA

COURSE

An intrinsically enriching subject, Drama at GCSE provides the opportunity to explore drama as a practical art form and develops the following skills: creative thinking, physicality and oratorical confidence, analysis and critical evaluation, self-discipline, organisation and planning, presentation skills, research skills, teamwork, and the ability to work to a deadline. Pupils also build their confidence in regard to all round performance. The GCSE course builds on existing performance skills and introduces new techniques and styles. Pupils will be introduced to key theorists and playwrights, whilst developing their core performance skills.

Component 1: Understanding Drama (written exam)

- » Study of one set play
- » Analysis and evaluation of the work of live theatre makers

Component 2: Devising Drama (practical and coursework portfolio)

- » Performance of one piece of devised theatre
- » Pupils may contribute as performer or designer
- » Analysis and evaluation of own work

Component 3: Texts in Practice (practical)

- » Performance of two extracts from one play
- » Pupils may contribute as performer or designer

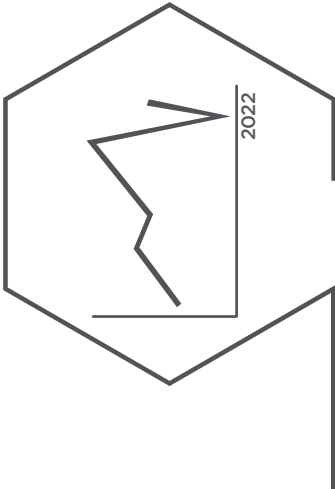
ASSESSMENT

Practical work is worth 60% (30% creative portfolio, 30% performance) of the final mark and comprises Components 2 and 3. Pupils are marked individually on preparation/ process and final performance.

The written exam, Component 1 (1 hour 45 minutes), is worth 40% of the marks. The written paper comprises three sections:

- » Section A – Theatre roles and terminology (multiple choice)
- » Section B – Study of a set text
- » Section C – Study of a live theatre production

Grade set: 9-1.



ECONOMICS



HEAD OF DEPARTMENT: K Davies
 EXAMINING BODY: OCR
 SUBJECT ENTRY CODE: GCSE Economics 8136
 EMAIL: economics@wrekincollege.com

ECONOMICS

COURSE

OCR Economics GCSE is a new and challenging course that focuses on giving pupils a broad understanding of how markets and economies operate nationally and globally. Initially pupils will investigate how prices are determined including the moral, ethical and sustainability issues that underpin economic decision-making and economic activity. This will lead to a focus on government objectives and their role in managing the economy and why countries trade, including the significance of the global economy, as well as free-trade agreements. Finally, pupils will explore the role of money and the significance of the financial markets in modern economies.

Pupils will need to follow what is taking place in the world of economics and incorporate this into their answers. This course will provide an excellent foundation for A Level Economics, Business Studies or Politics. A good to excellent level of understanding of Maths is required.

ASSESSMENT

For OCR GCSE Economics there are two papers; Paper 1 and Paper 2.

Both papers are:

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

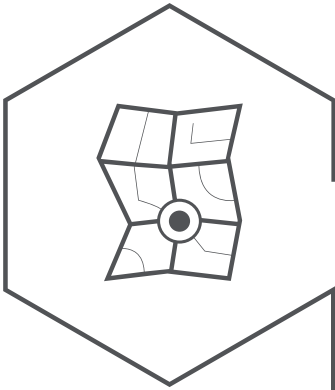
Paper 1—two sections:

- » Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions.
- » Section B: five questions involving a mix of calculations, short and extended responses.

Paper 2—two sections:

- » Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions.
- » Section B: five questions involving a mix of calculations, short and extended responses.

Grade set: 9–1.



GEOGRAPHY



HEAD OF DEPARTMENT: Abigail Tickner
 EXAMINING BODY: AQA
 SUBJECT ENTRY CODE: GCSE Geography 8035
 EMAIL: geography@wrekincollege.com

GEOGRAPHY

COURSE

This GCSE course gives you the opportunity to explore both the physical and human environments in depth. During the Third Form, you covered the topics of The Living World and Tectonic Hazards, providing you with an insight into the GCSE course and the exam skills required. The course continues into the Fourth Form, where you will develop a greater understanding of the world, the challenges it faces and your place within it. The course will deepen your understanding of geographical processes and highlight the dynamic links and interrelationships between places and environments in local and global contexts; in addition, there are many cross-curricular links to be made with the Sciences, as well as Economics. The course will help you to develop a wide range of geographical investigative skills and approaches through the field work element, which you will not gain in other subjects.

ASSESSMENT

» Living with the physical environment

(35% written exam)

- The challenge of natural hazards – earthquakes, volcanoes, weather hazards and climate change
- Physical landscapes in the UK – coasts and rivers
- The living world – ecosystems, tropical rainforests and hot deserts

» Challenges in the human environment

(35% written exam)

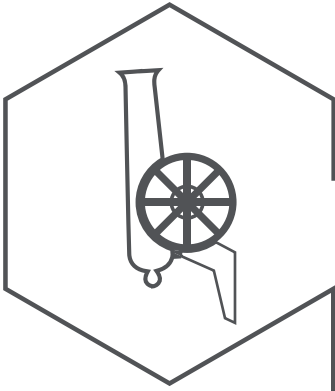
- Urban issues and challenges – study of the growth and sustainability of urban areas
- The changing economic world – global development and the UK economy
- The challenge of resource management – focus on food

» Geographical applications and Geographical skills

(30% written exam)

- Issue evaluation – critical thinking and problem-solving using pre-release material and sources of information from the exam board
- Fieldwork – two enquiries, one human geography investigation based in Wellington and one physical geography investigation based at Carding Mill Valley
- Geographical skills – cartographic skills (including map skills), graphic skills, numerical skills, statistical skills, literacy skills and enquiry skills.

Grade set: 9-1.



HISTORY



HEAD OF DEPARTMENT: TD Asch
EXAMINING BODY: OCR
SUBJECT ENTRY CODE: J411
EMAIL: history@wrekincollege.com

HISTORY

COURSE

"A man acquainted with history may, in some respect, be said to have been living since the beginning of the world, and to have been making continual additions to his stock of knowledge in every century." (David Hume)

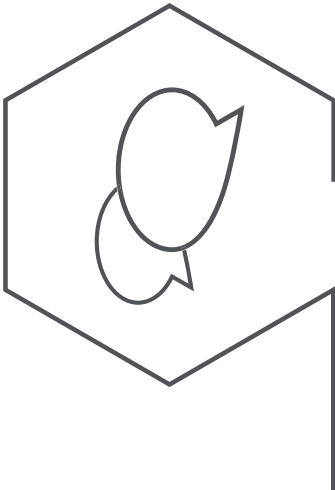
During the first year of the course there will be a 'depth study' of the Third Reich, in which pupils will study the nature of National Socialist rule, the machinery of a totalitarian state, its impact on the people of Germany and the rest of Europe, including the Holocaust, and opposition to the Nazis. In the summer term, we study the development of Attingham. This is the 'history around us' unit, in which we consider our local stately home from its obscure early days, through its heyday as the home of the scandalous second Lord and Lady Berwick, to its use during the world wars and afterwards.

In the second year of the course we return to the history of these islands. We begin with a look at the conquest and colonisation of England by the Normans. This will then lead to a 'thematic study' on 'Migration to Britain' from the Middle Ages to the present day. This is simultaneously a parochial history of how the indigenous population of this country and migrants who moved here interacted with each other, and the history of this country's relations with many parts of the globe.

ASSESSMENT

The course is assessed through two public examinations of an hour and forty-five minutes each, plus a one-hour paper on the site study.

Grade set: 9-1



MODERN LANGUAGES



HEAD OF DEPARTMENT: R Norval

EXAMINING BODY: EDEXCEL

SUBJECT ENTRY CODES: IGCSEs in French 4FR1, Spanish 4SP1

EMAIL: languages@wrekincollege.com

MODERN LANGUAGES (FRENCH AND SPANISH)

COURSE

All pupils at Wrekin College are encouraged to continue with a modern foreign language to IGCSE. They can choose between French or Spanish and some will take both.

The IGCSE language courses are practical, up-to-date and flexible. Topics studied include: home and abroad, education and employment, house, home and daily routines, the modern world and the environment, social activities, fitness and health.

ASSESSMENT

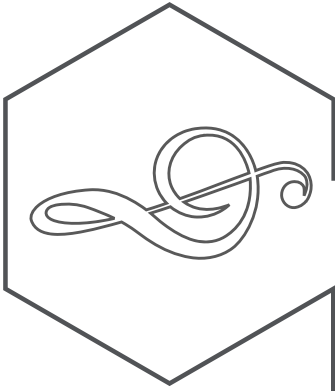
The four skills areas tested are: Listening (25%); Speaking (25%); Reading (25%) and Writing (25%). This balanced assessment process means that students become proficient in all areas of their chosen language(s).

There is only one tier of entry for all the examination papers. There is a separate Listening and Speaking paper and a combined Reading and Writing paper. There is no coursework element and all examinations are taken between April and June in the Fifth Form (Year 11).

The style of teaching which your child will experience in the MFL lessons at Wrekin College will reflect the above percentages. This means that lessons will contain a variety of Listening, Speaking, Reading and Writing activities throughout the course. Lessons are interactive and fun. All students will also be offered the chance to travel on a school arranged trip to their chosen country during Years 10 or 11.

The IGCSE provides pupils with an excellent platform to move on to A level work in MFL, which in turn multiplies career opportunities after Wrekin.

Grade set: 9-1 for all.



MUSIC



HEAD OF DEPARTMENT: S Platford MBE
 EXAMINING BODY: EDUQAS
 SUBJECT ENTRY CODE: C660 QS
 EMAIL: music@wrekincollege.com

MUSIC

COURSE

This is not just a course for those who already have instrumental or singing experience, although, with the new specification, playing an instrument/singing or being willing to learn one, to at least grade 3 standard, during the course is more important than before. GCSE Music has been designed to enable anyone who enjoys making music to succeed. There is a strong practical element involving both composition and performance. If you do play an instrument to a reasonable standard then GCSE Music is a must as your performing skills will mean that you have already covered 30% of the course before you start!

There are three components that pupils undertake:

- » **Performing:** Pupils are required to perform two pieces of music, one solo and one as part of a group. This is recorded in the final two months of the course.
- » **Composing:** Pupils work at various aspects of composition to produce two pieces. One is a free composition and one is to a brief sent out by the examination board at the start of the second year of the course. These pieces combined must exceed four minutes in length. Many tasks will involve the use of the computers and the specialist music software which we have in the department. Work for this part of the course will be finished by the end of the Lent term in the Fifth Form (Year 11).
- » **Listening and appraising:** This involves investigating four areas of study. 1) Musical forms and devices. 2) Music for Ensemble 3) Music for Film 4) Popular Music. Within these four areas there are two compulsory pieces you must study. Badinerie by Bach (Area of study 1) and Africa by Toto (Area of study 4).

All in all, this is an exciting course with a strong practical bias.

ASSESSMENT

Performing: Controlled assessment which involves playing two pieces. The recording of these pieces is undertaken with a teacher present (30% of total GCSE marks).

Composing: Controlled assessment which involves writing two pieces. The music for these and a recording of each (usually played by the computer software) are marked by your teachers (30% of total GCSE marks).

Listening and appraising: There is a 1 hour 30 min listening exam, with the 2 questions on the set pieces and the rest about music that relates to the areas of study. This will include applying the skills you learn to previously unheard music.(40% of total GCSE marks).

Grade set: 9-1.



PHYSICAL EDUCATION



HEAD OF DEPARTMENT: M Warner
 EXAMINING BODY: OCR
 SUBJECT ENTRY CODE: GCSE Physical Education J587
 EMAIL: physicaleducation@wrekincollege.com

PHYSICAL EDUCATION

COURSE

This popular and lively course provides an opportunity to deepen a pupil's knowledge of physical education by bringing a theory element to the subject. The course includes topics such as anatomy and physiology, psychology and socio-cultural studies. Assessment for the GCSE course consists of three components. This course provides a sound foundation for careers such as nursing, teaching, the police force and the armed forces. In addition, GCSE Physical Education provides an important introduction to A Level PE or BTEC Level 3 Sport.

ASSESSMENT

Written examination: the theoretical element of the course consists of two components:

- » **Component 01:** Physical factors affecting performance
- » **Component 02:** Socio-cultural issues and sports psychology

The theoretical aspects of the course contribute 60% to the final GCSE Physical Education grade, with a 30% weighting per component. The topics covered include:

- » **Physiological aspects:** the basic structures and functions of the body systems important in physical activity, such as the skeletal, muscular, respiratory and cardiovascular systems. The long and short-term effects of exercise and their impact on fitness and performance.
- » **Training:** including the components of fitness, the principles of training and preventing injury.
- » **Socio-cultural Influences:** factors that impact on physical activities and sports in the UK, such as different social groups and the influence of commercialism and the media. Candidates will develop an understanding of sportsmanship, gamesmanship and deviance (drugs and violence) in sport.

» **Sports Psychology:** how movement skills are learned and performed. The characteristics and classification of skill. Goal setting, mental preparation, guidance and feedback.

» **Health, Fitness and Well-being:** the physical, social and emotional benefits of participation to health and well-being. The consequences of a sedentary lifestyle, including diet and nutrition.

Each of the written components is assessed via a one-hour written examination, consisting of a mixture of objective response and multiple choice questions, short and extended response items. The examinations are taken in the final term of the GCSE course.

Practical Performance: The practical element of the course consists of one component:

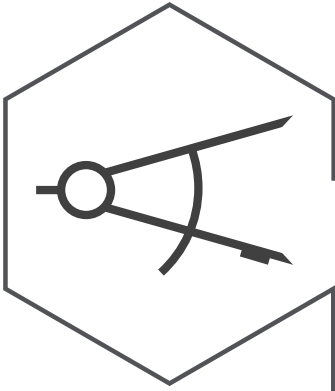
- » **Component 03:** Performance in Physical Education

Candidates are assessed in three different activities chosen from the two approved activity lists. At least one must be from the 'individual' list and one from the 'team' list, with one more from either list.

Candidates are also expected to complete a piece of coursework under controlled conditions focusing on analysing and evaluating performance. Candidates are required to demonstrate their ability to analyse and evaluate their own performance in order to produce an action plan that aims to improve the quality and effectiveness of their performance.

The practical component is marked out of eighty, with twenty marks available for each activity chosen and a further twenty marks for the controlled assessment piece. Practical performance is worth a total of 40% of the final GCSE Physical Education grade.

Grade set: 9-1.



PRODUCT DESIGN



HEAD OF DEPARTMENT: M Hunter
 EXAMINING BODY: Cambridge International CIE
 SUBJECT ENTRY CODE: 0979
 EMAIL: productdesign@wrekincollege.com

PRODUCT DESIGN

COURSE

Cambridge IGCSE (9-1) Design & Technology enables learners to identify, consider and solve problems through creative thinking, planning and making, working with different media, materials and tools to produce a commercially viable product.

Cambridge IGCSE (9-1) Design & Technology provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills. Those wishing to consider careers in all aspects of design, including product, fashion, furniture, graphics, interior and architecture should consider this course as an essential platform where an engaging portfolio can be produced as a gateway to further study or employment.

Current coursework being produced by Fourth Form pupils in this qualification (~~new to Wrekin this academic year~~) includes site-specific architectural projects for the redevelopment of farmland and rugby club facilities respectively, applying twentieth century design cues to inspire products for twenty-first century living, child development, sustainability for future generations, and a focus on producing the perfect piece of bedside furniture. As a result, a wide selection of projects is available to pupils, and decisions are made based on the needs and aspirations of learners, in consultation with potential client groups.

This syllabus is designed to accommodate a wide range of interests, materials and resources, balancing a thorough knowledge and understanding of the subject with developing the skills learners need for their next steps in education or employment.

In Fourth Form, pupils will spend the year carrying out practical tasks to improve their understanding of manufacturing and materials. They will also be spending time in the classroom learning the theory needed for the exams at the end of the course. The coursework project will begin in earnest in the summer term of the Fourth Form. This will cover the research sections and the generation/development of their ideas.

In Fifth Form, pupils will plan, then carry out the manufacture of their final pieces in readiness for Wrekin's annual Design Exhibition. Portfolios will be submitted for their final assessment by Easter. Specific exam revision sessions in the summer term will complete pupils' examination preparations.

ASSESSMENT

Examinations

- » **Paper 1:** Core Content – 1 hr 15 mins (25%)
- » **Paper 3:** Specialist Content (Resistant Materials) – 1 hr (25%)

Coursework:

- » Component 2: Project (50%)

Grade set: 9-1



WREKIN

TOGETHER WE ALL ADD UP TO ONE

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