

Welcome

Curriculum Choices

27th January 2022



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Year 9 Curriculum Choices

27th January 2022

Mr Pan Panayiotou
Mr Adrian Cook
Mr Rory Mashford



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In education until 18

You must do one of the following until you're 18:

- ✓ stay in full-time education, for example at a college
- ✓ start an apprenticeship or traineeship
- ✓ spend 20 hours or more a week working or volunteering, while in part-time education or training



Overview

- GCSEs based on grades 1-9
- One tier for all exams except Maths, Languages and Science
- Terminal exams in summer 2024
- 60 + hours written exam



How will I be assessed?

Grade 4 is the Government's benchmark for a standard pass

You will need to resit in college, if you do not get a **Grade 4 in English and Maths**. Think about the impact this might have on your future.

Grade

1

2

3

4

5

6

7

8

9

Grade 5 is the Government's benchmark for a **good** pass



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D of E at Worthing High School



The Duke of Edinburgh's Award is a prestigious programme where students can gain awards by completing a personal programme of activities under four areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.



KEY STAGE 4 - 2022-2024 - ACO

Core Curriculum (compulsory subjects):

- English Language and English Literature (started in year 9)
- Mathematics (started in year 9)
- Science Trilogy or Triple (started in year 9)
- Physical Education (non-examined)
- Personal, Social and Health Education including Careers



Curriculum Choices:

Art GCSE	History GCSE
Computer Science GCSE	Media Studies GCSE
Design Technology GCSE	Music Practice Btec
Drama GCSE	Performing Arts – Dance Btec
Enterprise and Marketing (Business) Btec	Philosophy and Ethics GCSE
Food Preparation and Nutrition GCSE	Sport GCSE or Cambridge National
French GCSE	Spanish GCSE
Geography GCSE	Textiles GCSE
German GCSE	Child Development Cambridge National



Guided Pathways – these were emailed yesterday:

Blue	Green	Yellow	Red
Geography or History	Curriculum Support	Geography or History	Four subjects
Language		Three other subjects	
Two other subjects			



Why Pathways?

Breadth

Balance

Challenge

Future proof



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What is the English Baccalaureate (EBAcc)?

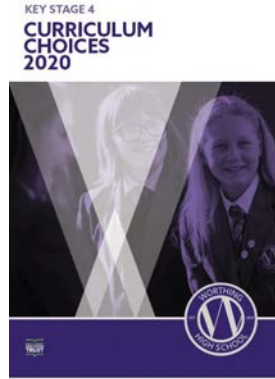
- Recommended by the Department for Education to enhance future options
- Recommended by the best universities
- Favoured by employers
- Broadens cultural awareness



How do I choose? (RMA)



Website videos



Options Booklet



Talk

What do you want to do after school?

What are your interests?

What are you good at?



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How not to make decisions:



“It’s what all my friends are doing...”

“Joe said I should do this so I might as well...”

“I can’t think of anything else to do...”

“I like Mr/Mrs/Miss ... so I’ll do his/her subject”

“I don’t like Mr/Mrs/Miss ... so I’m not doing his/her subject”



Next steps:

- ✓ Watch the subject leader presentations tonight and next Thursday
- ✓ Watch the online videos
- ✓ Discuss the taster experiences on Tuesday 2nd February
- ✓ Ask the teachers questions
- ✓ All choices will be selected using Options online. This must be completed by parents/carers, with their child.
- ✓ Options online will open on Monday 31st January when you will receive guidance on how to choose.
- ✓ Deadline for all choices **Thursday 17th February**



GCSE Art

Taught by: Mrs Hunt and Mr Whitaker



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AQA- Art & Design GCSE - What does the 2 year Course involve ?

Unit 1 (Coursework portfolio 60%) x 2 main projects **Animals/ Sea life & Identity**

Unit 2 (Unit 2 (Externally set Exam 40%) choice of theme set by exam board



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Unit 2 (Unit 2 (Externally set Exam 40%) choice of theme set by exam board

The last Spring term of Year 11 you receive an exam paper with a choice of 7 Art exam themes, for example - Human Figure, Telling stories, In the news, Materials, Light and Dark, In a different way, Connections.

You develop your ideas on, one the themes and then have 2 days, 5 hours each to produce a final piece in your Art room in exam conditions,

You will be fully supported and prepared for this, and students enjoy this experience.

Examples of

Exam final pieces

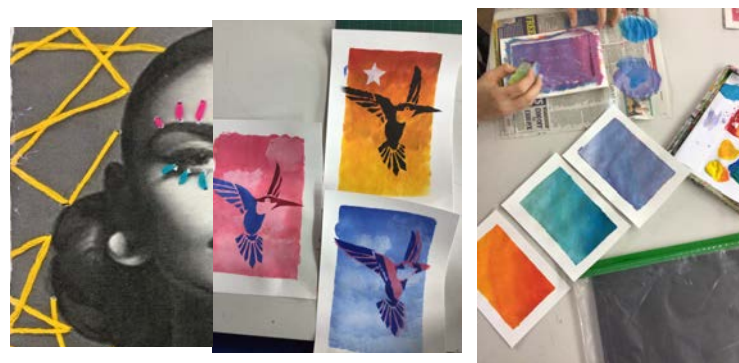


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A O1 (Develop Ideas) Artists



A02 (Experiment) Materials



x4
Assessment
Objectives
25% each

A04 (Present)Final Piece



A03 (Record & Drawings & Photographs



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Why study Art at GCSE

Art is a Creative subject, that gives you a brilliant awareness of the world around you. Students tell us that they enjoy Art GCSE, having that time to be experimental and imaginative is great for their health and well being.

Part of the joy of a GCSE Art course is that you don't just study Art: you *make* it. Something magical about turning a blank sheet or paper or block of clay into artwork.

WHS Art is an experienced department that helps students gain brilliant results- last year 40 % of students achieved a grade 7 or above. Outstanding marks are desirable when moving on the higher education.

Art is 100 % coursework, no written paper in an exam hall, Coursework encourages a student to be organised and manage deadlines.

GCSE Art is the foundation for any creative subject you wish to go to on to study, Graphic Design , Photography, Film, Animation, Digital Art Gaming, Fashion, Painting, Printmaking, Architecture,



An opportunity to visit London Art Galleries, such as Tate Modern and Portrait Gallery.

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What could you do with this subject in the future?

- GCSE Art gives you the opportunity to study at a sixth form College A Level or BTEC, useful skills for apprenticeships.
- Creative University Degree courses, such as Graphic Design , Photography, Film, Animation, Digital Art Gaming, Fashion and Textiles, Painting, Printmaking, Interior Design and Architecture.
- **Career links-** Art Director, Graphic Designer, Digital Artist, Fine Artist, Interior Designer, Fashion Design, Film, Makeup artist, prop designer-set builder, Animator, Costume, apps, games designer.



Art GCSE Course requirements

Do you like ...

- Drawing
- Painting
- Printing

Being experimental with materials

- Making things in 3D
- Taking your own photographs
- Being Imaginative
- Working on artwork outside of lesson time
- Are you Interested in artists, designers and craftspeople

Researching and having your own ideas and opinions about others who are creative

- Visiting galleries



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Questions

Year 9 Students , please feel free to pop in and see Mrs Hunt in F9 and or Mr Whitaker in F10, Happy to show you some GCSE Artwork examples.

Parents and carers please Email

Subject leader- **M Hunt@worthinghigh.net** if you have any questions about your son or daughter taking Art GCSE as their option choice. Many thanks.

I will leave you with a few quotes from my GCSE Art students, as nice to hear direct from the students taking the option choice. .

Why I like Art GCSE
' It's a way to express myself
and experiment with
materials'

Why I like Art GCSE ' I thought I would not be
able to succeed in Art and now its like a hobby I
want to continue for years to come. Myself and
my family are very proud of how far I've come ,
and it wouldn't be without all of my Art teachers
support. '

'I'm glad I chose Art
it is Amazing'

' Art challenges
me but it is also
relaxing'



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Taught by Mrs Ringshall



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What we will study:

Unit R057: Health and well-being for child development

This is assessed by an exam.

- Preconception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

This is assessed by a set assignment.

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years.

Unit R059: Understand the development of a child from one to five years

This is assessed by a set assignment.

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development



Why study Child Development?

- Nurture and develop individuals that are motivated and passionate about child development.
- Equip learners with knowledge of how children are expected to grow, develop and learn, and factors which may affect this.
- Enable students to gain an understanding of the role of an Early Years Practitioner in a variety of different settings.
- Allow the opportunity for learners to gain practical experience of designing and implementing plans for childcare settings.
- Inspire students to want to pursue a career working with children.



What could you do with this subject in the future?



- **Cambridge Nationals** are vocational qualifications, **equivalent** to **GCSEs**, for 14-16 year olds. Cambridge Nationals provide a strong base for progression to further education.
- Candidates can progress on to study course in Level 3 Health and Social Care or A-levels in Biology, Sociology or Psychology. The award also contributes towards meeting the entry requirements for training in midwifery, teaching, maternity care, nursing and working with children in care. There are also many apprenticeship opportunities available within childcare and child development.



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Information about assessment

Unit R057:

Health and well-being for child development

1 hour 15 minute written examination

70 marks

Question paper consists of two sections, comprising short answer and extended response questions. Section A: 40 marks. Questions will be set in a context. There will be one extended response question assessing Performance Objective 3. Section B: 30 marks.

Unit R058:

Create a safe environment and understand the nutritional needs of children from birth to five years

OCR-set assignment

60 marks

This set assignment contains four practical tasks.

Unit R059:

Understand the development of a child from one to five years

OCR-set assignment

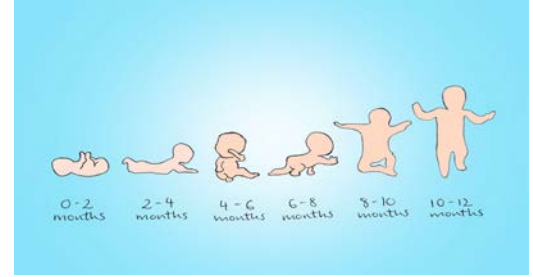
60 marks

This set assignment contains two practical tasks.



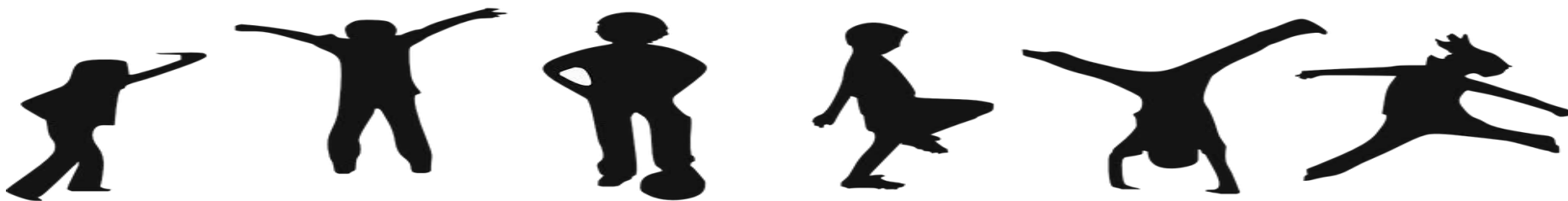
Course requirements

- Be prepared to research and work hard improving your knowledge on how children develop
- Enjoy being well organised and working with children
- Intrigued to understand the sociology behind family life
- Have a good attitude to learning and be committed to meet coursework deadlines



Questions

If you would rather email your question, please contact me via eringshall@worthinghigh.net and I will be happy to discuss any concerns or queries. Thank you.



We live in a world surrounded by children. The child development course allows good life skills to be learnt.



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GCSE Computer Science



Taught by:
Mr Uddin
Mr Townsend



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What we will study: Computer Science

J277/01: Computer systems

This component will assess:

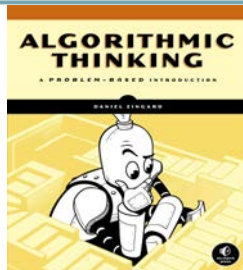
- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology



J277/02: Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments



Practical Programming Project

- The students will learn Python 3 programming skills
- Solve a 20 hour programming project.



Why study Computer Science?

- Learn and apply fundamental principles and concepts of Computer Science such as abstraction
- Solve problems in **computational** terms through practical experience, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically



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What could you do with this subject in the future?

KS4

GCSE (9-1)
Computer Science*

KS5

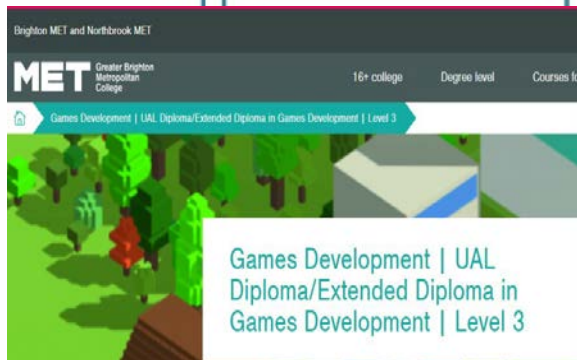
AS Level
Computer Science**

**Career and
progression**

University

Employment

Apprenticeship
Level 2 & 3 / Higher
Apprenticeship



Computing Science

Main Site

MEng (1 Hon)

5 Years

Full-time

Computing Science

Main Site

BSc (1 Hon)

4 Years

Full-time

Computing Science and Mathematics

Main Site

BSc (Hons)

4 Years

Full-time

Computing Science and Physics

Main Site

BSc (Hons)

4 Years

Full-time

Electronic and Software Engineering

Main Site

MEng (Hon)

5 Years

Full-time

Engineering (Electronic and Software)

Main Site

BEng (Hon)

4 Years

Full-time

Job options

Jobs directly related to your degree include:

- Application analyst
- Applications developer
- Cyber security analyst
- Data analyst
- Database administrator
- Forensic computer analyst
- Game designer
- Games developer
- Information systems manager
- IT consultant
- Software engineer
- Systems analyst
- UX designer
- Web designer
- Web developer



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Information about assessment

Paper 1 - **J277/01: Computer systems**

Paper 2 - **J277/02: Computational thinking, algorithms & programming**

Both papers are:

- Worth 80 marks each
- 1 hour and 30 minutes long
- Worth 50% of the total GCSE
- Non-calculator.

The Programming Project is a compulsory element of the course



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Course requirements

- A curiosity of how computers work?
- Enjoy some maths (ideally a predicted grade 4/5)?
- Willing to learn a programming language?
- Weekly independent learning?



Latest Year 10 GCSE student feedback

"I enjoy the use of computers throughout the lesson"

"I enjoy the independent learning structure."
-Joseph L

"I like how we are on computers a lot and are always learning new things"
-Morgan D

I enjoy the layout of organisation with homework. It is a productive way to make us increase our knowledge.

"There's a unique satisfaction to knowing and solving problems around the kinds of devices you use every day."

"I like learning to code"
-Pranav

"I enjoy the coding. The teachers are nice."
Emma P

"I enjoy the fun of finding the solutions to algorithms"
Stevie

"I enjoy coding and figuring out how to code long projects" - Rhys.B

"I love programming"
-Alex.P

"I enjoy the programming aspects of computer science classes"
-Lucas

"I enjoy learning about the components and hardware of a computer"
-Noah

"I really enjoy doing the homework it's better than usual homework as it's engaging"



Questions

If you would rather email your question,
please contact:

suddin@worthinghigh.net



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Performing Arts - Dance



Taught by: Miss Strudwick



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What we will study:



<u>Component 1</u>	<u>Component 2</u>	<u>Component 3</u>
Exploring the Performing Arts	Developing Skills and Techniques in Performing Arts	Responding to a brief
Internally/Externally moderated	Internally/Externally moderated	Externally moderated
30%	30%	40%



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What does the course cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- Development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- Processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.



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What could you do with this subject in the future?

This Performing Arts (dance) course enables learners to develop the knowledge, understanding and skills that enable progression within specific areas of employment such as:

- Performing Arts administration,
- Stage management,
- Choreography and
- Production

Additionally, this course provides a suitable foundation for further study within the performing arts sector through progression on to qualifications such as:

- Edexcel BTEC Level 3 in Performing Arts
- AS or A Level in Dance
- AS or A level in Theatre Studies
- AS or A level in Performing Arts



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Information about assessment

Component 1 - Exploring the Performing Arts	Component 2 - Developing Skills and Techniques in Performing Arts	Component 3 - Responding to a brief
<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>12 hours of supervised assessment.</p> <p>60 marks.</p>	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>15 hours of supervised assessment.</p> <p>60 marks.</p>	<p>Task set and externally marked by Pearson</p> <p>Learners will be given the set task in January.</p> <p>The set task will be completed in 3 hours within the period timetabled by Pearson.</p> <p>60 marks</p>



Course requirements

To be successful in this course, a student must:

- Enjoy performing **and** have an enthusiasm for dance
- Be happy to perform in front of an audience
- Be organised, punctual and committed
- Bring dance kit to lessons when required
- Be prepared to work hard for two years
- Be committed to meeting deadlines
- Complete homework when set
- Be aware of the assessment process and prepare accordingly



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Questions

If you would rather email your question, please contact:

astrudwick@worthinghigh.net



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PE



Taught by: PE Department



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Pathways for PE & Sport

1. GCSE PE (1-9)
2. Cambridge National Sport Studies



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GCSE PE (1-9)



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What we will study:

Content Overview

J587/01 Physical factors affecting performance

This component will assess:

- 1.1 Applied anatomy and physiology
- 1.2 Physical training

J587/02 Socio-cultural issues and sports psychology

This component will assess:

- 2.1 Socio-cultural influences
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being.

Assessment Overview

Written paper: 1 hour
30% of total GCSE (9–1)
60 marks

This paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items.

Written paper: 1 hour
30% of total GCSE (9–1)
60 marks

This paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items.

What we will study:

J587/04 Practical Performances

This component will assess:

- Core and advanced skills in three activities taken from the approved lists:
 - o one from the 'individual' list
 - o one from the 'team' list
 - o one other from either list.

Non-exam assessment (NEA)

30% of total GCSE (9–1)

60 marks

This NEA will consist of three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists, all performed in competitive situations.

J587/05 Analysis and Evaluation of Performance

This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.

Non-exam assessment (NEA)

10% of total GCSE (9–1)

20 marks

This NEA will consist of a written task that must be produced under controlled conditions.

Team Activities

Association football

Badminton

Basketball

Blind cricket

Camogie

Cricket

Dance

Gaelic football

Goal ball

Handball

Hockey

Hurling

Lacrosse

Netball

Powerchair football

Rowing

Rugby League

Rugby Union

Squash

Table cricket

Table tennis

Tennis

Volleyball



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Individual activities

Amateur boxing
Athletics
Badminton
Boccia
Canoeing
Cycling

Dance
Diving
Equestrian
Golf
Gymnastics
Kayaking

Polybat
Rock climbing
Sculling
Skiing
Snowboarding

Squash
Swimming
Table Tennis
Tennis
Trampolining



Course requirements

To be successful in this course, a student must:

- Be organised, punctual and committed
- Bring PE kit to lessons when required
- Be prepared to work hard for two years
- Be committed to meeting deadlines
- Complete homework when set
- Be aware of the assessment process and prepare accordingly

Practical:

- You **MUST** excel in at least **TWO** sports activities listed and be competent in a third. You **MUST** be involved in extracurricular clubs in or out of school.



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What could you do with this subject in the future?

This course will prepare learners for the further study of:

- AS/ A Level PE
- AS/ A Levels such as psychology, sociology and biology

Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of the sport/exercise/health and fitness industry.



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Cambridge National Sport Studies



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What we will study:

Mandatory units (2)

R184: Contemporary issues in sport

R185: Performance and leadership in sports activities

Optional units (1)

R186: Sport and the media

R187: Increasing awareness of outdoor and adventurous activities



Information about assessment

R184: Contemporary issues in sport	R185: Performance and leadership in sports activities	R186: Sport and the media	R187: Increasing awareness of Outdoor and Adventurous Activities
Written paper, OCR set and marked	Non-examined unit. Centre-assessed and OCR moderated	Non-examined unit. Centre-assessed and OCR moderated	Non-exam unit. Centre-assessed and OCR moderated
70 marks	60 marks	40 marks	40 marks



Course requirements

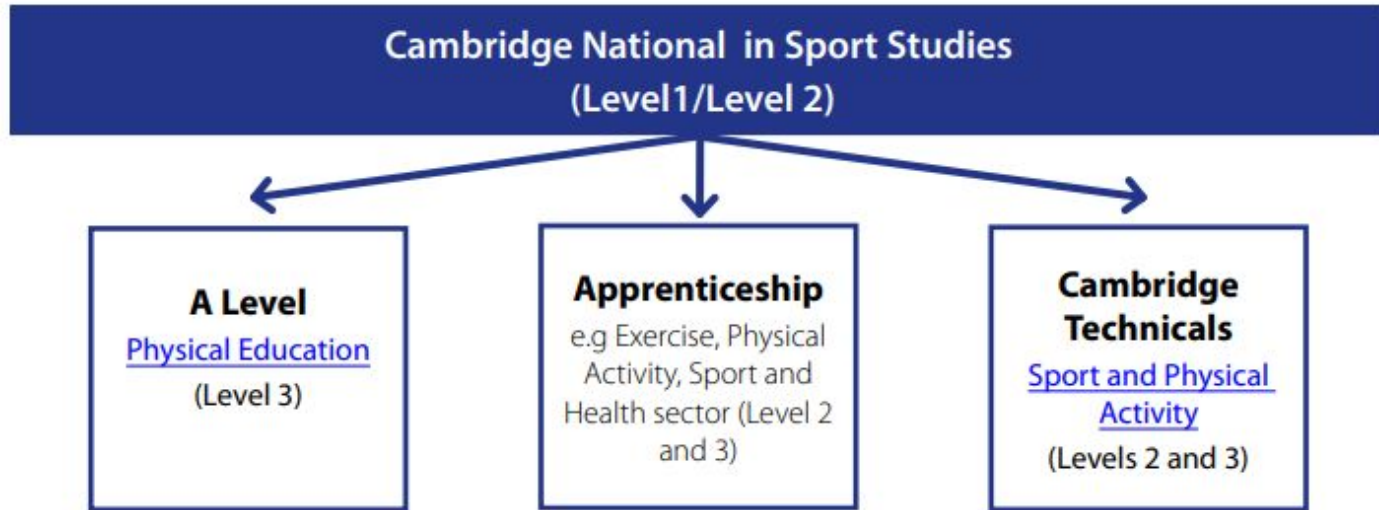
To be successful in this course, a student must:

- Be organised, punctual and committed
- Bring PE kit to lessons when required
- Be prepared to work hard for two years
- Be committed to meeting deadlines
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What could you do with this subject in the future?



Questions

If you would rather email your question, please contact:

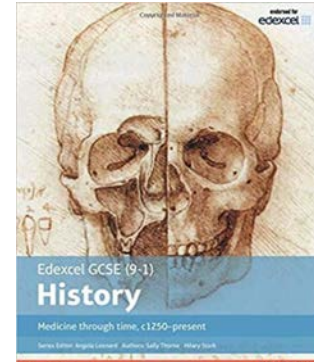
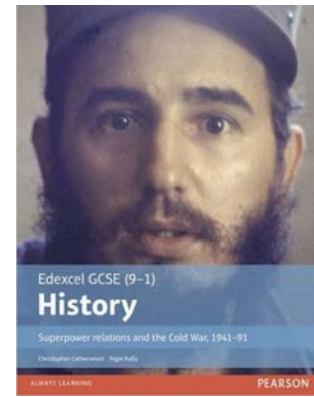
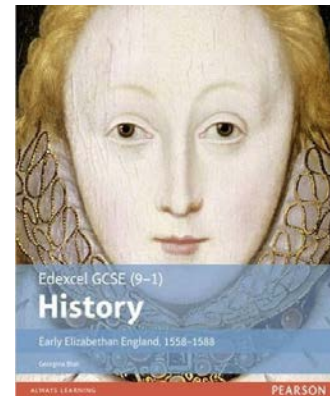
mfield@worthinghigh.net



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GCSE History

Taught by:
Mr. Oram
Mrs. Boyce
Mr. Rae



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What we will study:

Worthing High School History Learning Journey



Change and continuity



Significance



Interpretation



Cause



Consequence



Evidence



Early Elizabethan England



Medicine Through time



Cold War



Weimar Germany 1918-1939

Life in Nazi Germany 1933-1945



Why study History?

But I don't want to be a History teacher...

The study of people is at the heart of History – their feelings, attitudes, prejudices and motivation. This understanding is very useful in the 'people professions', such as:

Receptionists

Hairdressers

Beauticians,

Social Work



Why study History?

But I don't want to be a History teacher...

History teaches *interviewing and enquiry skills*, which fit an historian for jobs which find out information such as:

TV researcher

Investigative reporter

Market Research

Police



Why study History?

But I don't want to be a History teacher...

Historians know *how to read documents, ignore irrelevancies, separate propaganda from the truth, and circumstantial from hard evidence.* This is essential for people such as

Lawyers
Politicians.



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Why study History?

But I don't want to be a History teacher...

Historical skills such as *cause and consequence*, *change and continuity* etc., are essential in any job which requires *analysis and strategy* – which includes jobs such as

The Army
Advertising
Medicine
Banking
Accountancy



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Why study History?

But I don't want to be a History teacher...

Historical knowledge is essential for certain jobs, such as:



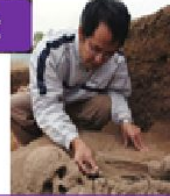
Museum/gallery worker



Tourist industry



Archivist



Archaeologist



Librarian



Historian

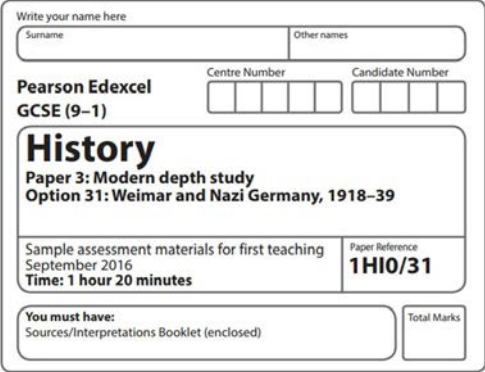


Teacher



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Information about assessment



Write your name here

Surname Other names

Pearson Edexcel
GCSE (9-1)

Centre Number Candidate Number

History
Paper 3: Modern depth study
Option 31: Weimar and Nazi Germany, 1918-39

Sample assessment materials for first teaching
September 2016
Time: 1 hour 20 minutes

Paper Reference
1HI0/31

You must have:
Sources/Interpretations Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
– there may be more space than you need.

Paper 1 – Medicine through time.

1 hour 15 minutes.

30% of the qualification

Paper 2 – Cold War & Elizabeth

1 hours 45 minutes.

40% of the qualification

Paper 3 – Weimar and Nazi Germany 1918-1939

1 hour 20 minutes.

30% of the qualification



Course requirements

- A genuine interest in History
- A good level of literacy



If you are interested, want to work hard and enjoy a challenge then take History!



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What support do we offer in History?

- **History Period 0 sessions to practice content and exam technique**
- **Opportunities to book tuition sessions with your History teachers**
- **Open door policy before key exams and assessments**

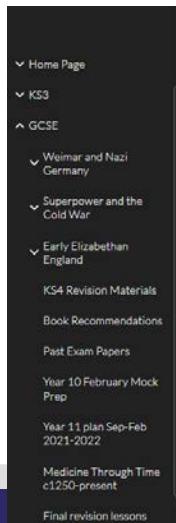


What support do we offer in History?

Bespoke History Google site:

<https://sites.google.com/worthinghigh.net/history/gcse>

It contains all our lessons, knowledge organisers on each topic, bespoke revision guides, past papers, examiners reports, revision strategies, quizzes and videos to help you revise.



[Year 11 Final revision lessons](#)



[Year 11 February Mock Prep](#)



[Weimar and Nazi Germany](#)



[Superpower Relations and the Cold War](#)



[Early Elizabethan England](#)



Community - Resilience - Excellence - Respect - Integrity

What do students say about History?

"I chose history for GCSE as I wanted to get a wider perspective on how the world has developed and changed throughout time"

- Sam Lopez



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What do students say about History?

Picking GCSE History was one of my best ^{well as} decisions, it was too challenge myself as learn
The majority of important history. Mr Oram
has non-stopped helped myself and others travel
over our speed bumps by including knowledge organisers
and colour scheme projects to memorize in most
lessons.

~ Izzy page - Brewer
year 10.



What do students say about History?

I chose history because I find it fascinating to learn about what happened in the past → WW2 is my favourite subject to study.
This year we have been introduced to google sites, it has all the revision materials for us to use, and past paper exams to help us revise.
I find the knowledge organisers helpful as a summary to help it stick in my head, I'm glad I chose history and I'm looking forward to what we are going to be studying next.

- Isabelle Mayers year 10.



Questions

Year 9 Students , please feel free to pop in and see Mr Oram in E4.
Happy to show you some GCSE History examples.

Parents and carers please Email

Subject leader- joram@worthinghigh.net if you have any questions about your son or daughter taking History GCSE as their option choice.

Please see our website for our lessons and support.



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Enterprise and Marketing

Taught by:
Mr Mariosa
Mr Morris



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What we will study:

As part of the Cambridge National, you'll cover:

- applying real life business techniques to understand your customers and develop a product
- how businesses attract and keep their customers
- researching and designing your own business proposal – complete with facts and figures
- how to research potential customers, present data and act on feedback
- preparing a business proposal and pitching your idea
- how to develop a brand identity and promote your product



Why study Enterprise and Marketing?

You'll develop a range of skills which will help you succeed in other subjects too. These skills include:

- analytical skills
 - creative thinking
 - digital presentation skills
 - research and planning
 - problem solving
 - verbal communication
- and presentation skills

No matter what you progress on to, the transferable skills you'll learn from Enterprise and Marketing will prepare you for your future. Developing the ability to communicate confidently will make you stand out from the crowd.



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What could you do with this subject in the future?

This course will help give you the opportunity to:

- Progress on to A Level Business
- Study a Cambridge Technical in Business,
- Study a T Level in Digital Business
- Or undertake an apprenticeship before starting university or work.

Careers in Business could take you anywhere – from working in top city offices to launching your own business and being an entrepreneur.



Information about assessment

You'll start on the same course as your classmates

Your final mark will determine which level you'll achieve - Level 1 or Level 2

Non-exam assessment (coursework) of 60%

Final exam of 40%

The assessment process recognises your strengths

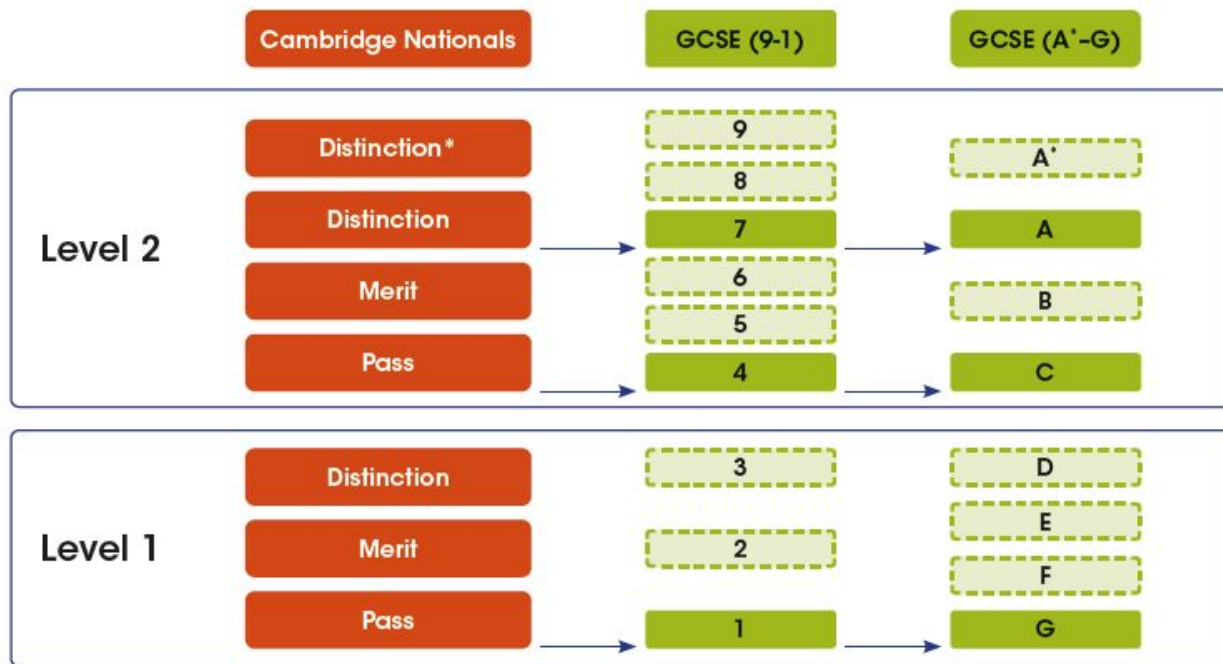
Good performance in some units will make up for weaker performance in others

No requirement to get a particular grade in the external assessments to pass overall



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Information about assessment



Course requirements

Ability to meet deadlines.

Revisit, review and update coursework frequently.

A passion for Business.

The willingness to speak up and present.



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Questions

If you would rather email your question, please contact:
nmariosa@worthinghigh.net



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GCSE



I ♥ FOOD
SCIENCE

FOOD PREPARATION AND NUTRITION

Taught by: Mrs Whitby



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Why study Food?

Course description:

This is an exciting GCSE course that is perfect for students who enjoy cooking.

Students will make food products on a regular basis and develop good practical skills.

The course is designed to equip students with the knowledge, understanding and skills required to cook both sweet and savoury food products.

All food products will be made to a high quality and finish.



Why study Food?

I love cooking!

You taste and
compare food
products.
I like eating!
(sensory testing)

You get to
choose what
you want to
cook

I wanted to do
something practical
as my other options
involve lots of writing

You get double
lessons for cooking
so you can make
skilled things

You adapt
recipes to
make it suit
you and your
family

Why study Food?

I think I want to
be a food
scientist

It's fun! I have
learnt to make
lots of new
things

It gives you
confidence and
helps you to be
independent

I like being
creative when I
am cooking – I've
made some
amazing things!

You need to know
how to cook when
you are older!

It's really
satisfying when
you manage
to make
something
really well

Course Content?

The lessons will be typically taught as 5 lessons per fortnight.

At KS4 students benefit from double lessons these will mainly focus on practical tasks and science activities whilst single lessons will focus on theory.

- **Food commodities:** cereals, fruit & vegetables, sugars, dairy, fats, meat, fish & vegetarian alternatives. Students will learn about their value in a balanced diet.
- **Working characteristics,** cooking techniques and the use of tools & equipment.
- **Principles of Nutrition:** the role of the main nutrients in the diet, their sources and function.
- **Diet & Good Health:** exploring the relationship between diet, nutrition and health.
- **Food Science:** looking at the effect of cooking on food and food spoilage
- **Where food comes from:** learning about food sources and environmental & ethical issues
- **Cooking & Food Preparation:** exploring ingredients and techniques/skills from different culinary traditions to inspire new ideas or modifying existing recipes.



Learning about nutrition, planning diets, commodities, environmental & ethical issues



Practical cooking tasks- skilled recipes



Practical cooking tasks- skilled recipes



Assessment

- **Component 1: Principles of Food Preparation and Nutrition**
- **Written examination: 1 hour 45 minutes (50% of qualification)**
- This component will consist of two sections both containing compulsory questions and will assess students knowledge and understanding
- **Section A:** questions based on stimulus material.
- **Section B:** structured, short and extended response questions
- to assess content related to food preparation and nutrition



Assessment

These assessments will be based on tasks released annually by the exam board.

Assessment 1: The Food Investigation Assessment (15%)

- ▣ A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment (35%)

- ▣ A 3 hour practical exam and project
- ▣ Prepare, cook and present a menu to assess learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.





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SCIENCE



Mock Assessment – Year 10

Italian Meal – 2 dishes



Final Practical exam – 3 dishes



Past exam themes - Local Produce, Street Food, Picnic Food, Celebrations, Meat Free Meals

Course requirements

Ingredients!

Apron

Containers to take food home

Weighing scales, Measuring jugs & Spoons at home

Homework

- Research tasks
- Worksheets, leaflets, posters, written tasks
- Revision
- Cooking at home



BEYOND GCSE

Further Education

- ▣ Hospitality & Catering
- ▣ A Level Food

Careers

- ▣ Chef, catering
- ▣ Food Scientist
- ▣ Food product designer
- ▣ Food Industry
- ▣ Health & fitness
- ▣ Food demonstrator
- ▣ Nursing & health related careers
- ▣ Child care/social care
- ▣ Nutritionist

<https://tastycareers.org.uk/>



Questions

Frequently asked questions:

- **My child has a food allergy - can they still choose GCSE Food?**
YES - recipes can be adapted easily
- **My child is Vegetarian/Vegan - do they have to cook with meat/fish?**
NO - they can choose alternatives
- **Can they choose food and also choose art or design or textiles?**
YES - Food can be chosen with any other subject
- **Which subjects link well with GCSE Food?**
Sport Studies/PE, Science, Childcare

If you would rather email your question, please contact:
Mrs Whitby
cwhitby@worthinghigh.net
Students can also come and find me in T5

