



Year 9 into Year 10 Options 2021-2022

Choices



Choices for your future

Welcome to 'Choices' the key stage 4 options booklet for students in Year 9 making important decisions about which subjects to study from September 2021. We hope that this booklet provides you with a clear explanation of the options process as well as introducing you to the subjects that we offer within our key stage 4 curriculum. We seek to ensure that all our students have significant opportunities to explore the choices available to them and to understand the impact these decisions can have on their future education and career opportunities.

The Options Process

Information

It is vital that such important decisions are well-informed and are reached after considering detailed and accurate information. The first stage of the options process therefore focuses on gathering information.

The process will begin with the preliminary option choices on Monday 12th April where we would like your child to inform the school of their initial top 5 school choices. This will allow the school to develop the option blocks in preparation for the options evening.

All students and parent(s)/carer(s) will be invited to the virtual **Options Evening**. This will be on **Thursday 22nd April**. This is where we will provide detailed information about the options process and the subjects that are on offer.

Choices

Following the period of information gathering we will ask all students to submit their choices on an online form. This is the form that students can let us know which subjects they wish to follow next year.

The Options Form must be submitted by **Monday 17th May**.

Consultation

We will then invite students and their parent(s)/carer(s) to year 9 parents evening.

This will give you an opportunity to discuss your child's choices with their subject teachers before completing the final options sheet.

Parents evening will take place on **Thursday 13th May**.

Decision

On Friday 21st May we will be confirmed in writing and teaching will begin in September 2021.



Curriculum at Key Stage 4

The John Warner School believes in offering all students a broad curriculum that provides a choice of different learning pathways which are tailored to the needs of each individual. The aim is to provide our students with a challenging, relevant and enjoyable curriculum which will help them to fulfil their education and career aspirations.

The core subjects

The core subjects of English, mathematics and science are studied by all students. Additionally, all students will continue to study core PE as well as philosophy.

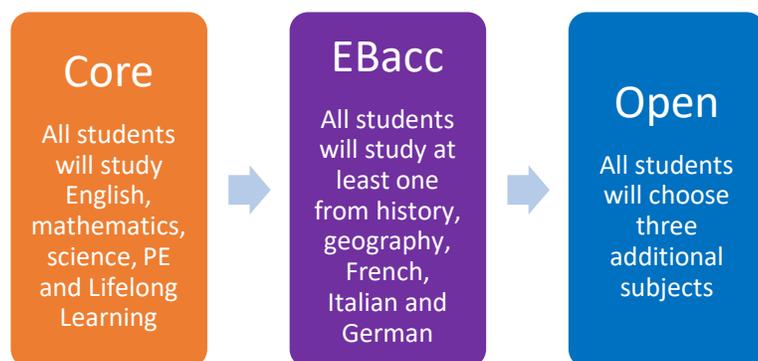
The EBacc subjects

The English Baccalaureate (EBacc) comprises of the core subjects as well as the humanities subjects of history and geography and the modern foreign languages of French, German and Italian. All students must choose at least one additional EBacc subject in their options from history, geography, French, Italian or German.

Open options subjects

The remaining subjects will be offered as open options. Students have three more options after choosing their EBacc subject. Open options can include additional EBacc subjects.

Summary of Key Stage 4 curriculum



Important Considerations

You should make sure that you find out about:

- Qualification types;
- What you will need to study on the course;
- Entry requirements;
- Closing dates;



- Implications for career choice – what you can do after these courses.

Advice on choosing your subjects

- What do you want to do at 16+; Sixth Form, Apprenticeship or College?
- Choose the subjects which will assist your intentions for 16+;
- Choose a well-balanced timetable. Try not to choose all of your subjects from the same department;
- It is best not to pick a subject you are poor at;
- Do not pick a subject because you work well for that teacher. It may be a different teacher taking that subject in future years;
- Do not pick a subject you have not studied before because you like the sound of it. If you have not done it before find out as much as you can about it before making your decision;
- Do not choose subjects just because your friends have chosen them;
- Are you more suited to GCSE or BTEC method of learning?
- Seek plenty of advice and ask lots of questions.

Some Important Points for Parent(s)/Carer(s)

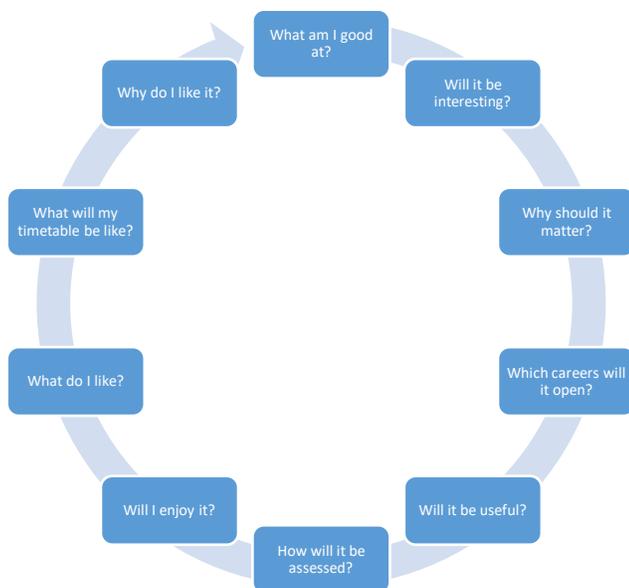
Talk to your son/daughter about what their interests are.

Find out what they would like to do in the future.

Let them know that jobs for 16-year olds are now virtually non-existent. The key to their future is in good education, good training and developing skills and abilities that employers want and are prepared to pay for.

Check that your son/daughter is choosing subjects for the right reasons.

Try to encourage a variety in their choices; this will allow more choices at Post 16



The wrong reasons would include:

- × I like the teacher
- × All the other choices are boring or too difficult
- × All my friends are doing that subject

The right reasons would include:

- ✓ I am good at and enjoy that subject
- ✓ I know that these subjects will help my career choice, because I have found out about it
- ✓ I have achieved good marks and examination grades in a subject

English (Core)

Mr J Fitzgerald jsf@johnwarner.herts.sch.uk

Exam Board: AQA

[Course Description](#)

English Language

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.



This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

For GCSE English Language students should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, understand linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied represents a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. At the John Warner School, such challenge will typically emanate from the English Literature set texts also being taught. Other texts, across a range of genres and types, support students in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

English Literature

Typically, students will study the following texts for English Literature. Teachers are empowered to select the best text for any given class, usually from the list below.

- Shakespeare – Romeo and Juliet (or Macbeth)
- 19th-century novel – A Christmas Carol
- Modern texts (Drama) – An Inspector Calls
- Poetry - Cluster 2: Power and Conflict (from the Anthology set by the AQA).

In studying the set texts, students should have the opportunity to develop the following skills:

- *literal and inferential comprehension*: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events



- *critical reading*: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- *comparing texts*: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

Writing

- *producing clear and coherent text: writing effectively about literature for a range of purposes such as*: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- *accurate Standard English*: accurate spelling, punctuation and grammar.

Assessment Format

English Language

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading – one literature fiction text

Section B: Writing – descriptive or narrative writing

Written exam 1 hour 45 minutes (80 marks, 50% of GCSE)

Section A: Reading (40 marks, 25%) one single text



1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Section B: Writing (40 marks, 25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading – one non-fiction text and one literary non-fiction text

Section B: Writing – writing to present a viewpoint

Written examination 1 hour 45 minutes (80 marks, 50% of GCSE)

Section A: Reading (40 marks, 25%) two linked text

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

Section B: Writing (40 marks, 25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-Examination Assessment: Spoken Language

Presenting

Responding to questions and feedback

Use of Standard English

English Literature

Paper 1: Shakespeare and the 19th century novel



Shakespeare plays

The 19th Century Novel

Written examination 1 hour 45 minutes (64 marks, 40% of GCSE)

Section A Shakespeare: Students will answer one question on the play they have been taught. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: Students will answer one question on the novel they have been taught. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

Modern prose or drama texts

The poetry anthology

Unseen poetry

Written examination 2 hours 15 minutes (96 marks, 60% GCSE)

Section A Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text they have been taught.

Section B Poetry: Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster they have been taught.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Possible Careers and Future Education

What potential employers and further education institutions want most is someone with motivation, intelligence, and proven ability to work. Studying English demonstrates that you have all of those qualities.

The ability to communicate is essential for any job. Studying English teaches you how to write clearly and effectively. Most careers and universities also require presentations and seminar discussions to develop your spoken communication skills.

Why Study this Subject?



As a student of English, you will study literature, language, culture, history, and may develop your creative writing skills. You will simultaneously develop valuable skills for any number of career choices.

Studying English teaches you how to analyse complex information with the help of sophisticated ideas and theories. That ability to read, reflect, and critique – and then synthesise your conclusions clearly – is essential to many kinds of work – as is the ability to construct and defend an argument.

The analytical and communication abilities that an English degree provides are called ‘transferable skills’: they are useful in almost any occupation. When you are looking for a job, they are often the most valuable skills to have.

As a result of this flexibility, English graduates find careers in a wide range of fields, for example: publishing, teaching, advertising, human resources or management in various public and private organisations. There are also lots of opportunities for further study and academic work.

“You develop the insight of an artist, the analytical precision of a scientist, and the persuasiveness of a lawyer” - Professor. M. Moran, Brunel University – English

Mathematics (Core)

Mr M Fakhfakh mfa@johnwarner.herts.sch.uk

Exam Board: Edexcel

Course Description

Mathematics at GCSE builds on the knowledge, skills and understanding developed in key stage 3. There are two tiers of entry, foundation and higher. The entry tier in Year 11 dictates the grades that are accessible; these are listed below:

Foundation	1	2	3	4	5				
Higher				4	5	6	7	8	9

All students follow a GCSE course; the tier of entry is not decided until after students have sat their final mock examination in March of Year 11.

The course consists of six disciplines within mathematics, each weighted with a different percentage:

	Higher	Foundation
Algebra	30%	20%
Number	15%	25%
Ratio, proportion and rates of change	20%	25%
Geometry and measure	20%	15%
Statistics & Probability	15%	15%



Using and applying mathematics is a strand which intertwines with all of the four disciplines mentioned above.

More information and the full syllabus can be found at:

<http://qualifications.pearson.com/content/demo/en/qualifications/edexcel-gcses/mathematics-2015.html>

All students must possess a scientific calculator regardless of the course they are following. This is expected to be brought in for every lesson. The Casio FX83GTPlus or Casio FX85GTPlus are recommended.

Assessment Format

Edexcel (1-9) Mathematics 1MA1

Students all follow a linear course which is assessed by three terminal examinations at the end of Year 11; one non-calculator and two where a calculator is allowed. Each paper is one and a half hours long and worth 33 1/3% of the overall qualification and the whole spectrum of topic areas within each tier is to be expected across all three papers.

Higher tier – this syllabus covers all topics which are grade 4 to 9.

Foundation tier – this syllabus covers all topics which are grade 1 to 5.

Final tier – this is not decided until after the Year 11 mock examinations.

Possible Careers and Future Education

Mathematics is essential for life. It is used in all careers and many further education courses. It has no limitations and employers seek to employ people who have the GCSE mathematics grade 4 or above.

People with a mathematical degree and other qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, civil service, design, construction and astrophysics, to name a few...

A spokesperson for the Institute of Mathematics and its Applications says: "A-level mathematics is tremendously important. It provides a firm foundation for all scientific, technical, engineering and mathematical careers and a flying start for many other types of career, such as those in finance, medicine, agriculture ... etc. The list is endless! "

Why Study this Subject?

The GCSE mathematics course is compulsory. Every student at key stage 4 must follow the course. Mathematics is one of the best subjects to develop your analytical, research and problem-solving skills.

Not only will studying mathematics help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

Physical Education (Core)

Miss T Haddock tha@johnwarner.herts.sch.uk

Course Description

In Year 10 you will take part in some of the same sports which you learnt about in Years 7, 8 and 9 and will also be able to take part in new activities such as dodge ball, power lifting, circuit training, aerobics and a range of other activities. In Year 11 you will follow fewer sports, but to a greater depth. These sports will be a completely 'free' choice for you.

Core physical education will also give you the opportunity to develop your leadership and officiating skills, and you can gain external qualifications in both coaching and refereeing/umpiring if you want.

Assessment Format

Students will be assessed by their PE teacher in a number of the activities which they participate in. In each activity the teacher will be looking for the following:

- The development of skills in physical activity.
- The ability to make and apply decisions.
- The development of physical and mental capacity.
- The ability to make informed choices about healthy, active lifestyles

Why Study this Subject?

Our physical education curriculum helps students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. It helps students develop personally and socially. Through the range of experiences that we offer, they learn how to be effective in competitive, creative and challenging situations.



Philosophy, Religion and Ethics (PRE) (Core)

Miss Sarah Crummy sac@johnwarner.herts.sch.uk

Course Description

Our PRE-curriculum encompasses a range of disciplines such as Philosophy, Ethics and Religion. Across the two years, students have the opportunity develop an understanding of Philosophical thought, studying a range of exciting topics such as the Philosophy of War and Political Philosophy, as well as exploring some of the most debated ethical issues in society today including Genetic Engineering and Cloning. Philosophy, Religion and Ethics provides students with the opportunity to go beyond the curriculum, exploring the ethical and moral issues of broader topics taught elsewhere to give their learning real life application. In these lessons, students will be challenged with questions that they would not face in any other subject area, to help them think about their opinions, engage in debates, as well as further embed the school value of Respect when they grow to understand that you can respectfully disagree with opinions that may differ to your own.

Assessment Format

This is a non-examined course.

Possible Careers and Future Education

The study of PRE-can aid student's academic progression in a range of subjects across their time at GCSE, such as English Literature, Religious Studies and History. As well as this, it lays a good foundation for further study at A level where students are able to study subject such as Philosophy and Ethics, and Sociology.

Why Study this Subject?

Religious Studies, and the related disciplines such as Philosophy, makes a key and unique contribution to understanding British heritage, plurality and values, and have arguable never been more relevant than they currently are, as religion and related issues are in the news every day. In order for students to be able to understand our persistently changing and evolving world, students need to have the opportunity to understand the importance of religious issues, and evaluate their significance. This course provides an excellent opportunity for our students to engage with contemporary and contentious issues, developing social, cultural, political, philosophical and historical awareness. In tackling these difficult questions, it provides students with insight that can work to challenge stereotypes, promote cohesion, and tackle extremism.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture and the world around us. As well as this, students will develop their knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teaching, sources, practices, ways of life and form of expressing meaning. All these skills will help prepare them for further study.

As well as developing these skills in our students, we also have a legal requirement for all students to have an element of Religious Studies in their curriculum at every Key Stage. We appreciate that not all students will wish to take up the GCSE Religious Studies course, which is why we have



introduced the non-examined PRE lessons. Most importantly, we have made the curriculum relevant, exciting and incredibly engaging.

Science (Core)

Course Leaders: See below

Exam Board: AQA

Course Description

Students follow either the Science Trilogy GCSE or separate Biology, Chemistry and Physics GCSEs.

Course	Description	Course Leaders
Science Trilogy J3 – W4	16 scientific practicals. Students will study a range of biology, chemistry and physics topics such as: cells; infection; homeostasis; atomic structure; energy changes; organic chemistry; waves; forces; and electricity.	Miss G Major glm@johnwarner.herts.sch.uk
Physics J1 – J2	Eight physics practicals. Students will study a range of physics topics such as: forces; energy; waves; electricity; magnetism and electromagnetism; particle theory of matter; atomic structure and space physics.	Miss G Major glm@johnwarner.herts.sch.uk
Biology J1 – J2	Eight biology practicals. Students will study a range of biology topics such as: cell biology; organisation; infection and response; bioenergetics' homeostasis; inheritance and ecology.	Mr J Hipwood jah@johnwarner.herts.sch.uk
Chemistry J1 – J2	Eight chemistry practicals. Students will study a range of chemistry topics such as: atomic structure and the periodic table; bonding; structure and the properties of matter; quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis and chemistry and the atmosphere.	Miss G Major glm@johnwarner.herts.sch.uk



Assessment Format

Course	Papers/Duration	Result
Science Trilogy	Six 1 ¼ hour examinations. Six papers: two biology, two chemistry, two physics. Each paper = 16.7% of total GCSE	Double award, equivalent to two GCSEs
Physics	Two 1 ¾ hour examinations. Each paper = 50% of total GCSE	Single award, equivalent to one GCSE
Biology	Two 1 ¾ hour examinations. Each paper = 50% of total GCSE	Single award, equivalent to one GCSE
Chemistry	Two 1 ¾ hour examinations. Each paper = 50% of total GCSE	Single award, equivalent to one GCSE

Possible Careers and Future Education

Studying any of the sciences will allow you to study the subject at an advanced level and to then gain an apprenticeship or study for a degree in a related field.

Why Study this Subject?

By studying the sciences doors would open allowing you to continue with a range of sixth form options and future careers as diverse as academic research, the health sector and finance.

The teaching of science offers students the ability to access a wealth of knowledge and information which will contribute to an overall understanding of how and why things work like they do. Science is able to explain the mechanics and reasons behind the daily functioning of complex systems, which range from the human body to sophisticated modern methods of transport. Students are able to use this knowledge to understand new concepts, make well-informed decisions and pursue new interests. Science also helps to provide tactile or visible proof of many facts we read about in books or see on the television; this helps to increase understanding and helps children and teenagers to retain that information.

Many students find science extremely inspiring and interesting. Science instils a sense of intrigue and enables students to develop understanding and form questions based both on the knowledge they already have and the insight they wish to gain in the future. Students who excel in science lessons are likely to develop a strong ability to think critically.





German (Ebacc)

Miss K Andrews kan@johnwarner.herts.sch.uk

Exam Board: Pearsons Edexcel

Course Description

The German course consists of four externally examined papers based on the skills: speaking, listening, reading and writing. The four skills are equally weighted and are each worth 25% of the final qualification grade. There are no coursework or controlled assessment tasks.

Assessment Format

Assessment Objective	Method of assessment	Paper and Length of Time
Listening & understanding in German 25%	Terminal examination, (externally assessed)	Either Foundation tier: 35 minutes including 5 minutes reading time. Or Higher tier: 45 minutes including 5 minutes reading time.
Speaking in German 25 %	Terminal examination, (internally conducted by the teacher, externally assessed)	Either Foundation tier: 7–9 minutes plus 12 minutes preparation time Or Higher tier: 10–12 minutes plus 12 minutes preparation time.
Reading and Understanding 25%	Terminal examination, (externally assessed)	Either Foundation tier: 45 minutes Or Higher tier: 1 hour.
Writing 25%	Terminal examination, (externally assessed)	Either Foundation tier: 1 hour 10 minutes Or Higher tier: 1 hour 20 minutes.

Paper 1: Listening and understanding in German

Students are assessed on their understanding of standard spoken German by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female German speakers.

Paper 2: Speaking in German

Students are assessed on their ability to communicate and interact effectively through speaking in German for different purposes and in different settings.

Task 1 – a role play based on one topic.

Task 2 – questions based on a picture stimulus.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by the examination board.

The speaking assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted for external marking.

Paper 3: Reading and understanding in German

Students are assessed on their understanding of written German across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.

Paper 4: Writing in German

Students are assessed on their ability to communicate effectively through writing in German for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in German, as well as complete one translation into German.

Themes and Topics

Students will study a variety of topics over three years, designed to equip them with knowledge and understanding relating to five main themes:

- Identity and culture
- Local area
- Holidays and travel
- School, future aspirations, study and work
- International and global dimensions

Why Study this Subject?

If you enjoy intellectual challenge and problem solving then German is the language for you! German is recognised by many employers and universities as a challenging subject and therefore a good GCSE in this language will help you stand out from the crowd and help increase your employability.

Studying German at GCSE allows you the opportunity to explore many of the issues covered in humanities lessons in the target language whilst at the same time enhancing your communication skills.

Possible Careers and Future Education

By learning German, you have greater opportunity to work for one of the many German companies operating worldwide such as BMW, Volkswagen, Adidas and Siemens, either in the UK or abroad. Should you wish to

continue your German studies beyond GCSE, German combines well with many subjects including music, science, mathematics, engineering and English, as well as with humanities subjects.

French (Ebacc)

Miss K Corken kec@johnwarner.herts.sch.uk

Exam Board: Pearson's Edexcel

Course Description

The French course consists of four externally examined papers based on the skills: speaking, listening, reading and writing. The four skills are equally weighted and are each worth 25% of the final qualification grade. There are no coursework or controlled assessment tasks.

Assessment Format

Assessment Objective	Method of assessment	Paper and Length of Time
Listening & understanding 25%	Terminal examination, (externally assessed)	Either Foundation tier: 35 minutes including 5 minutes reading time. Or Higher tier: 45 minutes including 5 minutes reading time.
Speaking in French 25 %	Terminal examination, (conducted by the teacher, externally assessed)	Either Foundation tier: 7–9 minutes plus 12 minutes preparation time Or Higher tier: 10–12 minutes plus 12 minutes preparation time.
Reading and understanding 25%	Terminal examination, (externally assessed)	Either Foundation tier: 45 minutes Or Higher tier: 1 hour.
Writing in French 25%	Terminal examination, (externally assessed)	Either Foundation tier: 1 hour 10 minutes Or Higher tier: 1 hour 20 minutes.

Paper 1: Listening and understanding in French

Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French speakers.

Paper 2: Speaking in French

Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings.

Task 1 – a role play based on one theme.





Task 2 – questions based on a picture stimulus on one theme.

Task 3 – conversation on two themes. The student selects the first theme in advance of the assessment, on which they prepare a one-minute presentation. The second theme is allocated by the examination board. Students will answer general conversation questions on both of these themes.

The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted for external marking.

Paper 3: Reading and Understanding in French

Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.

Paper 4: Writing in French

Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French, as well as complete one translation into French.

Themes and Topics

Students will study a variety of topics over three years, designed to equip them with knowledge and understanding relating to five main themes:

- Identity and culture
- Local area, Holiday and Travel
- School
- Future aspirations, study and work
- International and global dimension

Why Study this Subject?

You should opt to continue with your French studies if you are passionate about the French language, you want to explore the rich history and culture of the country, and above all else you want to improve your communication skills. The study of a language at GCSE is a key requirement for many employers, and French can also be taken as part of a number of undergraduate degree courses, for example Law with French.

Possible Careers and Future Education

A good qualification in French demonstrates to future employers that you have the ability to learn and apply rules and structures and also that you have excellent communication skills.

Studying French can open many doors, not just in terms of employability in the UK but much further afield and in a variety of sectors including medicine and charities. Should you wish to continue your studies beyond GCSE, French is compatible with all subjects and career paths.

Italian (Ebacc)

Miss M Comiati mco@johnwarner.herts.sch.uk

Exam Board: Pearson's Edexcel

Course Description

The Italian course consists of four externally examined papers based on the skills: speaking, listening, reading and writing. The four skills are equally weighted and are each worth 25% of the final qualification grade. There are no coursework or controlled assessment tasks.

Assessment Format

Assessment Objective	Method of assessment	Paper and Length of Time
Listening & understanding 25%	Terminal examination, (externally assessed)	Either Foundation tier: 35 minutes including 5 minutes reading time. Or Higher tier: 45 minutes including 5 minutes reading time.
Speaking in Italian 25 %	Terminal examination, (conducted by the teacher, externally assessed)	Either Foundation tier: 7–9 minutes plus 12 minutes preparation time Or Higher tier: 10–12 minutes plus 12 minutes preparation time.
Reading and understanding 25%	Terminal examination, (externally assessed)	Either Foundation tier: 45 minutes Or Higher tier: 1 hour.
Writing in Italian 25%	Terminal examination, (externally assessed)	Either Foundation tier: 1 hour 10 minutes Or Higher tier: 1 hour 20 minutes.

Paper 1: Listening and understanding in Italian

Students are assessed on their understanding of standard spoken Italian by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female Italian speakers.

Paper 2: Speaking in Italian

Students are assessed on their ability to communicate and interact effectively through speaking in Italian for different purposes and in different settings.

Task 1 – a role play based on one topic.





Task 2 – questions based on a picture stimulus.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by the examination board.

The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted for external marking.

Paper 3: Reading and Understanding in Italian

Students are assessed on their understanding of written Italian across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.

Paper 4: Writing in Italian

Students are assessed on their ability to communicate effectively through writing in Italian for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Italian, as well as complete one translation into Italian.

Themes and Topics

Students will study a variety of topics over three years, designed to equip them with knowledge and understanding relating to five main themes:

- Identity and culture
- Local area
- Holidays and travel
- School, future aspirations, study and work
- International and global dimensions

Why Study this Subject?

A GCSE in Italian will ensure that you stand out from the crowd! It is one of the lesser studied languages at GCSE and students who are able to achieve a good GCSE pass are able to demonstrate to future employers a desire to stretch and challenge themselves as well as being able to demonstrate the ability to communicate effectively.

Possible Careers and Future Education

Studying Italian opens up a world of possibilities. It combines well with the arts but also with travel and tourism, journalism and the humanities. Many multi-national employers look for Italian when recruiting new employees as it is one of the lesser taught languages in the UK.

History (Ebacc)

Miss A Barnes aba@johnwarner.herts.sch.uk

Exam Board: Edexcel

Course Description

Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Across four time periods: 1250-1500, 1500-1700, 1700-1900 and 1900-present, students will explore the following themes in the development of medicine through time:

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case Studies
 - The Black Death
 - William Harvey and the circulation of blood
 - The Great Plague
 - Edward Jenner and vaccination
 - Fighting cholera
 - Development of penicillin
 - Fighting lung cancer

Students also have an in-depth study of the British sector of the Western Front in World War One, exploring the kind of injuries and treatments that this conflict created.

Paper 2: Henry VIII and his ministers, 1509–40

A fascinating and turbulent period of history, students will learn about the changes England underwent during the reign of Henry VIII. Topics covered include:

- Henry VIII: Renaissance Prince
- The rise of Wolsey and his policies
- Wolsey's foreign policy
- Wolsey, Catherine, the succession and annulment
- Cromwell's rise to power and government
- Cromwell and the king's marriages
- The Break with Rome and Dissolution of the Monasteries

Paper 2: Superpower relations and the Cold War, 1941–91





How close did the world come to a nuclear apocalypse in the 20th century? This unit will give students a clear understanding of the relations between the USA and the USSR with topics covering:

- Early tension and the development of the Cold War
- Increased tensions including The Bay of Pigs incident, the construction of the Berlin Wall and the Cuban Missile Crisis
- Attempts to reduce tensions in the 1970s and 1980s
- Flashpoints in the 1970s and 1980s such as the Soviet invasion of Afghanistan
- The collapse of Soviet control of Eastern Europe

Paper 3: Weimar and Nazi Germany, 1918–39

This unit will provide a detailed study of this significant period of European and world history. Topics include:

- The origins and early challenges of the Weimar Republic
- The recovery of the Weimar Republic
- Hitler's rise to power
- The creation of the Nazi dictatorship
- Life in Nazi Germany

Assessment Format

The four units will be assessed in three written examinations at the end of Year 11.

Possible Careers and Future Education

The knowledge and skills that history teaches you can be applied across a huge range of careers:

Law, journalism, teaching, archaeology, marketing, advertising, public relations, business, media, politics, police force, to name just a few!

Why Study this Subject?

- GCSE history is a fascinating, challenging and exciting subject to study.
- GCSE history is highly respected because it is academically challenging.
- GCSE history enables you to explore the people, societies and events of the past, providing you with a vital understanding of the world we live in today.
- GCSE history helps you to become a critical, creative and informed individual.
- Employers value the analytical, questioning, communication and critical thinking skills that you will develop.



Geography (Ebacc)

Miss A Barnes aba@johnwarner.herts.sch.uk

Exam Board: Edexcel

Course Description

This qualification enables students to explore the world, the issues it faces and their own place in it. There are three components – Global Geographical Issues, UK Geographical Issues and People and Environment Issues. Topics within these components include natural hazards, economic development, urbanisation, the UK landscape, energy resources and biodiversity. When learning these topics students will be encouraged to make geographical decisions by applying their knowledge, understanding and skills to real-life 21st century people and environment issues. Alongside content students will investigate three case study examples. These will be based on the study of the development of an emerging country, the study of a megacity and the study of a UK city which is changing.

A fundamental requirement of all new geography specifications at GCSE is the opportunity to investigate a place of concept independently through fieldwork. This GCSE has students carrying out fieldwork and research in two contrasting environments; a human landscape (in a rural or urban landscape) and a physical landscape (in a river or at the coast). Students will be required to attend two fieldwork sessions offered to them during the course in order to be able to answer fieldwork questions in their exam related to specific fieldwork they have undertaken (worth just under 40% of the marks of the paper). In addition to this fieldwork, the geography department also work hard to enthuse the study of geography outside of the curriculum and have offered additional experiences in previous years such as residential trips to The Bay of Naples in Italy and Iceland.

Assessment Format

Students must complete three written examinations for this qualification. There are two examinations each of 37.5% weighting titled “Global Geographical Issues” and “UK Geographical Issues”. These examinations include a combination of short open response questions, extended writing, calculations and questions related to fieldwork. The third examination has a weighting of 25% and is titled “People and Environment Issues – Making Geographical Decisions. This examination requires students to write an extended answer based on a decision from a geographical based scenario.

Possible Careers and Future Education

The Geography GCSE teaches a range of skills. These are not only useful for a future in geography but also to many other further education and employment opportunities. Skills include statistical analysis, problem solving, decision making, report writing, effective ICT use and independent research.

Many students in the past have used their geography GCSE to support the skills they require for study at higher education, whether this be in a geography related subject or not. Careers with a

geography GCSE cover a wide spectrum. Some examples include accountancy, law, consultancy, civil servant, environmental science and banking.

Why Study this Subject?

There are many reasons for studying geography at GCSE and beyond. It is a subject that teaches you about the world in which we live. If you enjoy learning about societies, economies, cultures and the environment then a GCSE in geography is the subject for you. It looks at the current challenges facing us in the World and what as humans we can do to manage how we live on this planet.

The subject also offers a wide range of skills, making it have “above average graduate employability” (Royal Geographical Society). The skills learnt are very transferable and therefore are useful in many future career paths.

Art and Design

Mr S Higham sch@johnwarner.herts.sch.uk

Exam Board: Pearsons Edexcel

Course Description

The GCSE in art and design encourages an adventurous and enquiring approach to art and design. Successful students should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce a personal response that embraces a range of ideas.

Unit 1: Personal Portfolio in Art & Design. This comprises of practical outcomes and supporting studies, in the form of three projects which are taught until the examination theme is set in Year 11. There will be 45 hours of controlled assessment tasks relating to the coursework unit, and a strong emphasis on drawing and recording throughout the portfolio. This is 60% of the final mark. Work completed in Year 9 feeds directly into the three coursework projects and can be used as part of the personal portfolio.

Unit 2: Externally set assignment. This is set by the examination board but taught by art staff in the run up to the examination. The examination is 10 hours of practical work resulting in a final outcome as well as preparatory studies. This is 40% of the final mark.

Assessment Format

Coursework amounts to 60% of the overall mark, externally set examination amounts to 40% of the overall mark. Both coursework and the externally set assignment are internally marked, and then a visiting moderator externally marks a sample of work. Coursework is marked at interim stages and then each project separately once they are completed and students will sit two 5-hour mock examinations throughout the two years so they are well prepared for the actual examination of 10 hours in the summer of the final year.





Possible Careers and Future Education

Students who study this course at GCSE level often continue their studies at A level post 16 at the school. There is an extensive list of careers that students who study art and design can embark on, but examples from students who have attended the school include architects, graphic designers and illustrators, wildlife photographers, editors of arts publications, fashion buyers, art teachers (including primary school teachers) art therapists, textile artists and fashion designers, product designers and make-up artists.

Students are given full support regarding career or further education options by the staff in the department and school, and we are proud that our artists have been very successful obtaining strong university places and having success in their subsequent careers.

Why Study this Subject?

If you have an aptitude for the subject, are willing to dedicate a decent amount of time outside of school hours and enjoy the potential possibilities a visually creative subject can give you, then GCSE art and design would be a viable option at Key Stage 4. The course allows pupils to develop the following aspects of their creativity:

- To take full responsibility for their own creative learning, developing organisational skills alongside a strong portfolio of work.
- Students' awareness of how artists operate as creative workers, and how their work fits into society.
- Gain awareness, through practical experience of historical and contemporary art and research techniques linked to the student's own personal work.
- Develop ways of working that emphasise practical independence, self-directed learning and how to improve practice over time.
- Encourage independent learning through experimentation and developing ideas in response to artist's work.
- Explore a range of different mediums and techniques including painting, drawing, printmaking, 3D art, applied art and mixed media.
- To see and appreciate artwork first hand. Students are expected to visit art galleries on school visits and also in their own time. They are required to purchase an A1 portfolio, A3 sketchbooks, a set of acrylic paints, paintbrushes, a set of quality colouring pencils and a range of quality drawing pencils.

Business and Enterprise

Miss K Todd krt@johnwarner.herts.sch.uk

Exam Board: AQA/OCR

Course Description

There are two pathways into Business Studies in Year 10:

- Pathway 1: AQA GCSE Business Studies (9-1)
- Pathway 2: OCR Cambridge Nationals in Enterprise and Marketing

The structure of both of this course is detailed below.

AQA GCSE Business Studies

The course looks at different business examples, ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students get to develop an understanding of how these contexts impact on business behaviour. The AQA GCSE Business Studies course is structured as follows:

Paper 1: Influences of operations and HRM on business activity (1h 45 min exam)

50% of overall grade

The students will look at the importance of external influences on a business and how businesses change in response to these influences. In this unit, we will look at how this impact the operations element of the business as well as the Human Resources section of the business.

Paper 2: Influences of marketing and finance on business activity (1hr 45 min exam)

50% of overall grade

Again, we utilise real life business examples to identify how both the Marketing and Finance elements of a business are impacted upon by external events out of their control.

OCR Cambridge Nationals in Enterprise and Marketing

This qualification is for learners who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

Students will study 3 units as follows:

Unit 1: Enterprise and Marketing Concepts

1hr 30 min exam

50% of overall grade

26





In this unit, students aim to understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business. They will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

Unit 2: Designing a Business Proposal – OCR set assignment (Coursework)

25% of overall grade

This unit gives you the skills and knowledge to design a product proposal to meet a business challenge scenario. They will identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. They will then generate product design ideas, assess their strengths and weaknesses and complete financial calculations to select a pricing strategy and determine whether their business idea is viable.

Unit 3: Market and Pitch a Business Proposal – OCR set assignment (Coursework)

25% of overall grade

This unit further develops the idea created in Unit 2 and asks them to create a brand identity and promotional plan for their product proposal. They will then pitch their product proposal to an external audience after completing a practice pitch, and then review their pitching skills using feedback from others.

Possible Careers and Future Education

Careers in business administration, finance, marketing, human resources and even IT, are all areas for which you would be well prepared after studying this course.

Many of our Key Stage 4 students stay on with us to study either A-Level Business or Level 3 BTEC Business in sixth form. These qualifications would then allow you to progress on to either an Apprenticeship or University to study a business-related field.

Why Study this Subject?

Being so close to the capital, means that Business is a sought-after qualification. The Key Stage 4 qualifications help provide a solid foundation to Key Stage 5 Business and employment in the business sector. Employers are keen to take on workers that understand how businesses work.

If you want to sink your teeth into a completely new subject, that covers a range of topics which you haven't learnt before, give Business a try!

Computer Science and Creative Media

Mr A Mian ami@johnwarner.herts.sch.uk

Exam Board: Edexcel and OCR

Course Description

The Creative Media and Computer Science option is one that offers students the unique opportunity of experiencing a wide variety of different areas within the Computer Science and IT curriculum.

At the end of Year 9, students will opt for combined option Computer Science / Creative Media. Students will get an opportunity during summer term to have a conversation with their computing teacher to decide which of the following option is more suited to them.

Pathway 1: OCR GCSE Computer Science (9 – 1)

Pathway 2: Edexcel Level 2 Tech Award in Creative Media Production

The structure of both of these courses is detailed below:

OCR GCSE Computer Science

Computer Science is the study of how computers and computer systems work and how they are constructed and programmed. Programming is a large part of the new GCSE because it is a practical and exciting vehicle to teach the logic and problem-solving skills they need. Computing students learn logical reasoning, algorithmic thinking, design and structured problem solving. These are all concepts and skills that are valuable well beyond the computing classroom.

The OCR GCSE Computer Science course is structured as follows:

Paper 1: Computer Systems (1h 30 min exam) – 50% of overall grade

Students will learn about the makeup up of Computer Systems, including: Systems Architecture, Network Topologies, System security etc.

Paper 2: Computational thinking, algorithms and programming (1hr 30 min exam) – 50% of overall grade

In this element of the course students will learn about: Algorithms, Programming techniques, Computational logic, Data representation etc.

Students will be taught how to program in Python before starting this project. This unit is intended to assess the students' ability to use a range of programming techniques effectively and efficiently to produce a solution to a set of problems.

Possible Careers and Future Education

We live in a digital age and whether we like it or not Computing is part of everything we do!





Computing enables you to make a positive difference in the world as every field from agriculture to medicine is dependent on computer science. Computer Science degree offers many highly paid careers opportunities and Computing jobs are here to stay, regardless of where you are located.

Edexcel Level 2 Tech Award in Creative Media Production

This qualification is aimed at creative learners with a passion for digital applications. Tailor-made to meet the needs of today's creative industries. The Edexcel Tech Award in Creative Media Production is structured as follows:

Component 1: Exploring Media Products (Internal Assessment)

Learners will develop their understanding of how media products create meaning for their audiences by examining existing products and exploring media production techniques.

Component 2: Developing Digital Media Production Skills (Internal Assessment)

Learners will develop skills and techniques in media production processes by reworking existing media products from one, or all, of the following sectors: audio/moving image, publishing and interactive design.

Component 3: Create a Media Product in Response to a Brief (Synoptic External)

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

Possible Careers and Future Education

Most jobs require ICT skills so this course will benefit students' whatever career they choose. Specifically, this course will help students in the creative media industry.

Why Study this Subject?

It is essential that students leave school with the necessary skills so that they can make use of ICT in the most effective and safe ways possible. Increasingly employers are recruiting people who are highly skilled in ICT. According to a report by Microsoft, 90% of jobs will require ICT skills. This course will equip students with the skills and knowledge necessary to use ICT for both their personal and professional lives. It will stand students in good stead when they go on to further education, into an apprenticeship or on to vocational training. Our vision is to ensure students have the capability to independently learn and adapt to changes in technology that will occur throughout their lifetimes.



Dance

Miss N Brenton nib@johnwarner.herts.sch.uk

Exam Board: Edexcel

Course Description

The BTEC Level 1/2 Tech Award in Performing Arts- Dance is a 2-year course, for learners that want to build their technical and performance skills. They will expand their knowledge on different choreographer’s repertoire covering a variety of different dance styles from contemporary, ballet, musical theatre, jazz and street dance. Classes will cover theory elements to dance, by understand the lifestyle and opportunities for a dancer and choreographer. Plus, researching three choreographers work and presenting their findings as a case study. This will allow students to have a broader knowledge and understanding on the performing arts industry.

Dance is essentially a creative platform with the added benefit of helping students to build confidence and keep fit. Students will be taught choreography in a variety of dance genres, which they will then be assessed in as an individual. Lessons involve learning about professional works, performing as part of a group to a live audience and take on choreographic challenges. Students should understand that this is a performing arts subject and know that they will be involved in performances both during the school day and evening events. There will be many exciting opportunities for the students by performing in shows, fairs, workshops and local competitions. All of these events will allow the dancers to grow in confidence and build in experience.

Assessment Format

The course is broken down into three units. Two are coursework based with practical assessments each term, these are both covered in year 10 and the units interrelate together. The practical assessments at the end of each term will be assessed to a live audience, followed by coursework that creates a final portfolio for each dancer. In year 11, you have an external exam that challenges your choreographic skills, allowing you to work in small groups to devise your own final showcase, based on a given theme. To be successful on this course, punctuality and being a team player is crucial. Some units require you to work as a team, where you are relying on each other to contribute ideas, initiate choreography and support one another.

Edexcel BTEC Level 1 / Level 2 Tech Award in Performing Arts (Dance)

Component	Component Title	Assessment method	GLH
1	Exploring the Performing Arts	Internal	36

2	Developing Skills and Techniques in the Performing Arts	Internal	36
3	Responding to a Brief	External	4

If

students are opting for a career in dance, after BTEC Dance they can go on to study A-Level dance at The John Warner School. This will allow them to further their study program with a BA dance-based degree at dance universities such as Trinity Laban, Northern School of Contemporary Dance, Liverpool Institute of Performing Arts or The Place. They can study dance at universities such as Winchester, Canterbury, Kingston, York or Middlesex. Leading into jobs such as a dance performer, choreographer or community arts worker. Some graduates carry on education to go on to do a PGCE at university, allowing them to teach dance in secondary schools.

Possible Careers and Future Education

Studying dance will:

- give learners a wider understanding and appreciation of performing arts through defined pathways provide education and training for performing arts employees
- give full-time learners the opportunity to progress to other vocational qualifications, such as BTEC Nationals, specifically the Edexcel BTEC Level 3 in performing arts (NQF), and, in due course, to progress to employment in the performing arts sector
- give learners the opportunity to develop a range of skills, techniques and personal attributes essential for successful performance in working life.

Why Study this Subject?

This subject will enable students to understand how organisations in the Performing Arts industry operate. It will provide students with the key skills required to work in the industry, including the flexibility to follow an endorsed dance pathway. Students will understand the key concepts and principles related to the world of performing arts, particularly the practical skills needed to perform dance. If students have a passion for dance and enjoy it as a hobby and are keen to learning about the performing arts industry, choosing this subject will help to build not only their confidence and self-esteem, but their skills and knowledge of dance too.

Design & Technology (Product Design Route)

Mrs G Cameron gmc@johnwarner.herts.sch.uk

Exam Board: Pearsons Edexcel

Course Description

This exciting course enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. It allows students to use creativity



and imagination to design and make prototypes that solve real and relevant problems, considering their own and other's needs, wants and values in the 21st Century.

The course is a GCSE and builds on the subject knowledge gained in D&T lessons in years 7-9, this knowledge and understanding is acquired through project-based work, focussed practical tasks, theory work, design and drawing lessons, Computer Aided Design (use of 2D Design and Google SketchUp), modelling in a variety of materials and the application of maths and science principles.

There are six materials areas of Metal, Papers and boards, Polymers, Systems, Textiles and Timbers, and although we study all areas, 60% of the course and is examined in one chosen specialist area. You will be learning many skills, including modelling, drawing techniques, presentation techniques, CAD, CAM and ICT, use of the workshop, prototyping, and how to communicate a range of messages to a range of people in an exciting way. We incorporated knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

Assessment Format

The assessment is through a single project (non-examined assessment) of 45 hours in Year 11 that counts for 50% of the final grade. This project is a set context from the exam board which you investigate, design, manufacture a prototype and evaluate your chosen product. The written examination that counts for 50% of the final grade, is 1 hour 45 minutes, and is divided into two sections: 40% core content and 60% specialist knowledge. 15% of the examination is mathematical skills. The core content allows you to demonstrate your breadth of understanding of Design and Technology, whilst the materials categories enable students to demonstrate your specialist material knowledge of one area. This is taught through lessons, projects and home learning.

Possible Careers and Future Education

This course is a GCSE and ensures that you have a clear progression of knowledge, understanding and design and making skills. Students with strong creative skills will have solid foundations, as well as a breadth of knowledge of a range of materials to move confidently into A Level and become a specialist in their area. This course gives you skills, which are appropriate to a wide range of careers, such as problem solving, independent learning and communication, and it uses your creativity to produce exciting and dynamic outcomes. It also gives you a chance to look into the world of design. Design and Technology can set you up for a career in a wide variety of design industries, such as Engineering, Architecture, Interior Design, Product Design, Computer and Digital Design, Industrial Design, Graphic Design, Fashion Design and Merchandising Trend Forecasting, Styling, Information Technology and even Education.



Why Study this Subject?

Think about your toaster (or any product). Someone had to spend a great deal of time thinking about how to make it look good while also making it work. That's what Design and Technology is all about!

Design and Technology, gives you the key skills in creativity, logical thinking, problem solving, working individually or in teams, and develop practical skills that you will use in everyday life.

If you have an aptitude and interest in the subject, have creativity, are good at Maths and Science in Technology and enjoy technical challenges, you will enjoy the potential possibilities Design and Technology has to offer.

Design & Technology (Textiles Route)

Course Description

Do you love textiles? From clothes to soft toys and from bags to bedspreads, there's something about the look and feel of textiles that appeals to you, and you want to see your unique designs woven into the fabric of life. Whatever your relationship with textiles, this exciting and challenging course will help you understand more about textiles than you ever thought possible.

Studying Textiles Technology builds on the creativity, problem solving and independence you have gained in D&T in Years 7-9, Textiles develops your capacity to design and make textile products. The subject is practically based, including much of the theory, where you will design and create products from woven, knitted, non-woven, stitched and printed fabrics. You will gain an understanding of fibres, yarns and fabrics. You will explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and makers, as well as the different purposes, intentions and functions of textile design. You will experiment with textile construction, embellishment, printing, dyeing and a variety of textile techniques. Textile Technology encompasses a very broad range of materials, techniques and processes, including recyclable materials. The range of new materials is increasing as technologies emerge, for example, in the field of 'intelligent textiles'.

There are six materials areas we study for the exam which are: Metal, Papers and boards, Polymers, Systems, Textiles and Timbers, and although we study all areas, 60% of the course and of the exam is in the chosen specialism area of Textiles. You will be learning many skills, including modelling, drawing techniques, presentation techniques, CAD, CAM and ICT, use of the workroom and textiles specialist equipment, prototyping, and how to communicate a range of messages to a range of people in an exciting way. You will incorporate knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. You will learn how to take design risks, helping you to become resourceful, innovative and enterprising citizens. You will develop an awareness of practices from the creative and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, you will develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.





Assessment Format

50% of your grade is through a single project of 45 hours in Year 11. This project is a set context from the exam board in which you investigate, design, manufacture a prototype and evaluate your chosen product. An examination that counts for the other 50% of the final grade. The examination is a 1 hour 45-minute written examination, and is divided into two sections: 40% core content and 60% textiles knowledge. 15% of the examination is mathematical skills. The core content allows you to demonstrate your breadth of understanding of Design and Technology, whilst the materials categories enable students to demonstrate your specialist material knowledge of Textiles. This is taught through lessons, projects and home learning.

Possible Careers and Future Education

This creative and thought-provoking qualification gives students the practical skills and confidence to succeed in a number of careers. Especially those in the creative Industries. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Fashion and textiles is a major employer in the UK offering a highly diverse and exciting range of career opportunities including: fashion designer, fabric designer, pattern cutter, interior design, textile art, fashion journalism, stylist, window dresser, retail buyer, theatre designer, sportswear designer, fashion promotion/merchandising, upholsterer, wallpaper designer, teacher or lecturer, footwear design, fashion retailing, costume design for theatre and film and/or fashion illustration.

Fashion and Textiles is the 15th largest industry in the UK (out of 81), similar in size to both the food and beverage and telecommunication industries. 4,000 students per year enrol on textile/fashion Higher Education courses.

Why Study this Subject?

“Fashion is in the sky, in the street, fashion has to do with ideas, the way we live, what is happening.” Coco Chanel

Design & Technology Textiles encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills.

Studying Textiles Technology at GCSE offers an opportunity to create experience and personal response, as well as developing imagination and critical and reflective thinking, you will develop your key skills in creativity, logical thinking, problem solving, work individually and in teams, and develop practical skills that you will use in everyday life.

Students will be unable to take D&T and Textiles as they are the same QAN code.



Drama

Ms K Dean-Ashadi kda@johnwarner.herts.sch.uk

Exam Board: AQA

Course Description

Year 9 serves as a foundation year for developing and consolidating the skills needed for examined performances. During this year, students will be introduced to new drama techniques and terminology, creating and presenting scripted and improvised performances. They will also experience live theatre and develop their observation and analytical skills.

In Years 10 and 11, students will follow the AQA GCSE syllabus. This course offers the opportunity for pupils to develop their practical skills in drama and enhance their appreciation and understanding of performance through devised work and a range of play texts. The course encourages pupils to develop the following:

- An understanding and response to a range of play texts and dramatic styles; lifting drama from the page to the stage and clearly communicating characters' intentions to an audience.
- Increased self and group awareness and the ability to appreciate and evaluate the work of others.
- Skills of creativity, self-confidence, concentration, self-discipline and communication.
- Excellent social and expressive skills, all of which are tied into the notion of professionalism at all times.

Assessment Format

Unit 1 – 42401 Written Paper – 1 hour 30 mins - 80 marks – 40%

Students choose two questions from three sections:

A – Practical work completed during the course

B – Study and performance of a scripted play

C – Study of a live theatre production seen

Coursework/Controlled Assessment

Unit 2 – 42402 Practical Work - 120 marks – 60%

Candidates are required to present practical work for two controlled assessment options, each with a weighting of 30% (60 marks each).

Possible Careers and Future Education

The AQA specification lays an appropriate foundation for further study of drama/theatre studies at A level or level 3 BTEC performing arts.



Drama is one of the few subjects to develop skills which will prepare students for a very wide range of careers. The list below will give you an idea of just how diverse these may be: Stage and television acting; teaching; law, business; medicine; dentistry and public relations.

Why Study this Subject?

Drama is not only for budding stars of film and television; it is a subject which provides key transferable skills that will be useful in any future career. For example, studying drama helps develop key business skills such as negotiation, leadership and collaboration. It boosts confidence and teaches students to work as a team and to think creatively. There is a real emphasis on practical work; lessons are generally lively, creative and fun, and there are many opportunities to present work in front of an audience.

Engineering

Mr S Higham sch@johnwarner.herts.sch.uk

Exam Board: Edexcel

Course Description

Award (1 GCSE equivalent)

Have you ever wondered how engineered products progress from an idea in a designer's head to the finished article ready for use? When a product is being designed to meet a need, crucial decisions must be taken. The designer must ask key questions about the product, for example what form might it take; what functions must it fulfil; what user and performance requirements must be included; and what materials should be used to make it fit for purpose.

An Engineer is responsible for all these things and should have the ability to solve problems and be curious about the world around them. You may be the type of person who likes to see how things work, enjoy building and making things or have a deep interest in the world around you.

Units that you will study in will include:

- 3.1 Engineering materials including metals and alloys, polymers, composites and other materials
- 3.2 Engineering manufacturing processes including 3D printing, laser cutting, CNC and Computer aided manufacture
- 3.3 Systems and control including mechanical, electrical, electronic, structural and pneumatic systems
- 3.4 Testing and investigation of engineered products including computer modelling, calculating and aerodynamics
- 3.5 The impact of modern materials including smart materials, composites and emerging technologies
- 3.6 Practical engineering skills

Assessment Format



One online examination

One NEA coursework assessed unit

[Possible Careers and Future Education](#)

The UK has an abundance of careers in the following sectors due to the high demand for good quality Engineers: aerospace, automotive, communications, electrical/electronic, mechanical, biomedical and chemical.

We have access to a number of high-profile engineering companies such as Leonardo, PPMA (Processing and Packaging Machinery Association), Raytheon, Premier eda, GSK, Astrium and MBDA and fully support students from Year 9 all the way through to Year 13 and beyond whether they choose an apprenticeship route or university.

[Why Study this Subject?](#)

Engineering affects all aspects of our lives, from the daily use of time-saving appliances to performance materials applied in ways we may never have imagined. In this course, you will discover the world of engineering. You will investigate the processes used to manufacture modern products within different engineering sectors. You will also study some of the new developments in materials and engineering technology that have an impact on life today – or will have in the very near future. Engineers must be aware that products and processes may require the use of scarce resources that could have an impact on the environment. When an engineered product is made, used and disposed of, any waste of energy and environmental damage must be minimised at all stages.

Engineers solve problems, both large and small. They could be responsible for making large structures or creating nano-bots at the cutting edge of medical technology. This course will set you on the way and lay a foundation of knowledge that will help you discover which area of engineering suits you best.

Candidates should have a good creative ability, be good at mathematics and enjoy technical challenges.

[Food Preparation and Nutrition](#)

Mrs C Wotton cwo@johnwarner.herts.sch.uk

Exam Board: AQA

[Course Description](#)

This popular and successful GCSE course in Food Preparation and Nutrition is an exciting and creative course which focuses on both practical cooking skills and theory/class-based work to ensure students develop a thorough understanding of nutrition, food provenance and the working



characteristics of food materials. At its heart, this qualification focuses on nurturing not just students' practical cookery skills but, also their academic knowledge to give them a strong understanding of nutrition and food science.

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Assessment Format

Written exam: 1 hour 45 minutes

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

- 100 marks
- 50% of GCSE
- Multiple choice questions (20 marks)
- Five questions with sub questions (80 marks)

Non-exam assessment (NEA)

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

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

Task 2: Food preparation assessment (70 marks)

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

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

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

Possible Careers and Future Education

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries. Students have the option to stay on with us to study the Level 3 Food Science and Nutrition course in 6th form. This would then allow you to progress on to either an Apprenticeship or University to study in a related field.

Why Study this Subject?

This course provides a broad, solid foundation for progression to Level 3 and employment within the catering and hospitality sector. Employers are keen to take on workers that understand how the hospitality industry operates as well as being able to step straight in to a hospitality role with minimal additional training.

Music

Miss D Tucker dnt@johnwarner.herts.sch.uk

Exam Board: Edexcel

Course Description

The GCSE music course incorporates the vital components of the study of music: performing, composing, listening and appraising. The GCSE music course is 60% coursework, which is worked on in lessons and in individual instrument lessons, and 40% examination which is based primarily on the listening of eight set pieces (including *Star Wars* and Queen!)

Music lessons at GCSE are very different from the lessons in Lower School. The groups are usually quite small, and the learning environment is much more informal. Students learn a lot by studying the music of others (including their own work) and discussing it within the group. This enables them to see what can be effective in musical composition. We endeavour to perform music regularly either as a group or as individuals in the lessons.

Taking the GCSE music course allows for much more practical time to develop as a musician. There is an expectation that if you are taking GCSE Music then you will specialise in an individual instrument (or voice) to complete the performance component. Individual lessons, either in school through the Hertfordshire Music Service, or outside of school are strongly encouraged if they are to perform to their full potential in the course. It is not too late to enrol in lessons, but it is strongly recommended that students are in lessons by the start of the GCSE course in order to become competent at playing an instrument or singing over the period. For more information on enrolling in instrument or singing lessons in school, please contact the Music Department or see the registration form on the 'parents' area of the school's website.

Assessment Format

The GCSE Music course is a practical course. 60% of the course is about music that YOU produce as coursework before the listening examination in Year 11 which is 40%.

Performing (30%) Pupils submit one solo performance and one group performance (either on an instrument or singing). These pieces are chosen by the student and their teacher and can be from any style of music. Your recorded performances do not need to be performed in front of the class or other people. It can be just between you and your teacher if you are nervous about performing.

Composing (30%) Pupils submit two compositions/arrangements – both of which need to be related to different topics studied during the course. We extend composition ideas learned in Years 7 and 8 and discuss how to compose in different styles, during the lessons. There is something very satisfying about writing your own songs!





Listening (40%)- The examination component to this course is taken in Year 11 and is worth only 40% of the total grade as 60% is practical. For the listening examination we study eight pieces from four different areas of study which are listed below. Questions on the examination are mostly related to these eight pieces which we learn about in class.

Instrumental Music 1700-1820	Vocal Music	Music for Stage and Screen	Fusions
J.S. Bach- 3rd Movement from Brandenburg Concerto No 5	H Purcell- Music for a While	S Schwartz- 'Defying Gravity' from Wicked	Afro Celt Sound System- Release
L Van Beethoven- 1st Movement from Piano Sonata no 8 'Pathetique'	Queen- Killer Queen	J Williams- 'Main Title/ rebel blockade runner' from Star Wars Episode 4: A New Hope	Esperanza Spalding- Samba Em Preludio

Possible Careers and Future Education

There are also many benefits from studying music which reach far beyond the subject itself. It is well documented that studying music has many educational benefits. Employers, colleges, and universities generally look very favourably on music as a subject as it suggests a person will have many additional skills.

Possible careers in the industry include being a performer or a music teacher but also include some less advertised and numerous positions in the industry such as working with a record label as a manager or programmer, becoming a lyricist, or becoming part of the growing field of music therapy.

Why Study this Subject?

When choosing GCSE options, many people do not know which career path they will follow when they get older. Even if you are unsure about having a career in music, music is a very nice compliment to other subjects and the skills you develop when listening to music or playing an instrument opens many doors to other fields.

We often get asked the question "Why should I study Music if I don't want to follow a career in Music?" Music teaches you so much more than just how to play an instrument or sing. Your fine motor skills are improved, along with your coordination. Your ability to work with others and your own self confidence will develop. You learn to analyse in a more subjective manner, justifying your discoveries and thinking 'outside the box'. A musician uses every part of their brain; not just one section. A student who studies music often does much better in their other subjects too!

If you are interested in learning about music, or you simply enjoy playing an instrument or singing, then this subject is for you!



Physical Education

Miss T Haddock tha@johnwarner.herts.sch.uk

Exam Board: Pearson

Course Description

This GCSE course is made up of four components as set out below:

Component 1: Fitness and Body Systems

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

Component 2: Health and Performance

Health, fitness and well-being

Sport psychology

Socio-cultural influences

Use of data

Component 3 and 4: Practical Performance

Skills during individual activities

Skills during team activities

Analysis of proposed PEP

Carrying out and monitoring the PEP

Evaluation of the PEP

Assessment Format

Components	Overview	Assessment
1 – Fitness and Body Systems	Multiple choice, short answer and extended answer questions	1 hour and 45 minutes 90 marks 36%



2 – Health and Performance	Multiple choice, short answer and extended answer questions	1 hour and 15 minutes 70 marks 24%
3 – Practical Performance	Students complete three practical activities from a set list:	90 marks 30%
4 – Personal Exercise Programme	<ul style="list-style-type: none">• One must be a team activity• One must be an individual activity• The final can be a free choice from the activity list The assessment also consists of students producing a Personal Exercise Programme (PEP) and analysing and evaluating their performance	20 marks 10%

Possible Careers and Future Education

GCSE physical education is the ideal preparation for the A level in physical education as well as for vocational qualifications such as Level 3 OCR in sport science. The course develops not only your sporting, coaching and leading ability in a range of sports but also offers you a range of transferable skills such as teamwork, leadership, independence and energy, all of which employers look for. Typical jobs taken by people who study the physical education GCSE are physiotherapy, coaching, fitness instruction and personal training, teaching as well as being a professional athlete or in the Armed Forces.

Why Study this Subject?

You should choose GCSE physical education if you love being active and want to find out more about how to improve your performance. It is really important that you are committed to improving your practical scores in your own time, i.e. join clubs, play for school, work on your fitness etc.). For this reason, we recommend that you only choose GCSE physical education if you play for, or belong to at least two clubs outside of school.

Religious Studies

Miss S Crummy sac@johnwarner.herts.sch.uk

Exam Board: AQA

Course Description

Our Religious Studies course covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture and the world around us. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. As well as this, students will develop their knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teaching, sources, practices, ways of life and form of expressing meaning. All these skills will help prepare them for further study.

Assessment Format

The Religious Studies GCSE course has no coursework or controlled assessment. The qualification is linear, meaning that students will sit all of their examinations at the end of the GCSE course in Year 11. There are two examinations, each lasting 1 hour and 45 minutes which hold equal weighting.

Possible Careers and Future Education

The study of Religious Studies at GCSE lays an excellent foundation for further study at A level and compliments other related A level subjects including Philosophy and Ethics, History, Sociology and English Literature. In terms of future careers, Religious Studies has links with a wide range of careers such as medicine, journalism, teaching, politics and law.

Why Study this Subject?

Religious Studies makes a key and unique contribution to understanding British heritage, plurality, values and futures. It provides an excellent opportunity for young people to engage with contemporary contentious issues, developing social, cultural, political, philosophical and historical awareness. Religious Studies has a multidisciplinary nature, involving textual study, philosophical thinking, ethics, social understanding and the skills of analysis and reasoning developing core skills of literacy. In Religious Studies, students learn not only to respect themselves and understand their own identity, but to respect others, and to understand their own and others' rights and responsibilities. At a time when communities are becoming more diverse there is an even greater need for a more religiously literate and tolerant society. Religious Studies plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest.

It engenders critical thinking and rigour in the search for truths in uncertain fields. It encourages philosophical thought, decision making skills, collaboration and independent working skills and the search for compromise and conflict resolutions that work. It creates opportunities for young



people to develop their skills of dialogue, interpretation and analysis in a coherent context. All these are vital skills in a modern workforce where communication, collaboration and cooperation are core skills.

Sports Science

Miss Hayley Wood-Thompson hwt@johnwarner.herts.sch.uk

Exam Board: Cambridge Nationals

Course Description

This course is a Cambridge National Sports Science level 2 qualification and on successful completion is equivalent to one GCSE at level 4 to level 9 grade. The course is a single option running over 2 years during key stage 4 that will also use core physical education lessons to supplement the course.

Assessment Format

The modular structure does not include assessment by examinations, however, there is a test which must be taken to assess one of the units, all of the other assessments are coursework with work sampling by external assessors being the means of ensuring that standards are maintained.

Four units are studied. Each unit has equal value and all must be passed for the full diploma to be awarded. Units can be gained at three levels, pass, merit or distinction which provides the opportunity for students to put in the extra work needed and achieve higher grades.

The units studied are:

Technology in sport

The Principles of Training

Reducing the risk of sports injuries (Exam Unit)

Nutrition in Sport

Possible Careers and Future Education

Successful completion provides a pathway to the higher level 3, National Certification in Sport Qualification, which can be studied in our Sixth Form and is currency that can be used when applying for jobs.

In the 6th form we offer two follow up options; A Cambridge Technical Extended Certificate in Sports & Physical Activity (Equivalent of x1 A. Level) or a Cambridge Technical Diploma in Sports Coaching worth equivalent of 2 A-Levels. Both of these qualifications link nicely onto our current key stage 4 sport offerings.



Why Study this Subject?

This course is suitable for students who have an aptitude and interest in sport. The aim is academic achievement through sports scenario-based assignments involving research, practical participation, and leadership.

An interest and understanding in sport is necessary for this course as assignments will require practical understanding to refer to. However, a practical ability in more than one sport is not necessary to study this course.

