

A row of light bulbs is depicted against a dark blue background. The top row consists of ten light bulbs hanging from thin lines. The first six bulbs are light blue and unlit, while the last four are dark blue and also unlit. Below this row, a single light bulb is shown in a larger, green, glowing state with radiating lines around it, positioned to the right of the main title.

GCSE Business Studies

Mr Shelton

Head of Business Studies

What is GCSE Business Studies?

- An opportunity to develop a range of skills and knowledge to be able to work in a business, to become leaders of a business, or to start and develop a business of their own.
- The course provides a broad understanding of all areas of a business; from human resources to finance, and marketing to operations.
- GCSE Business Studies allows students to apply their knowledge and understanding to different business contexts; from small enterprises to large multinationals and from local markets to global markets.

Key information

Qualification structure

- Theme 1: Investigating small business
- Theme 2: Building a business

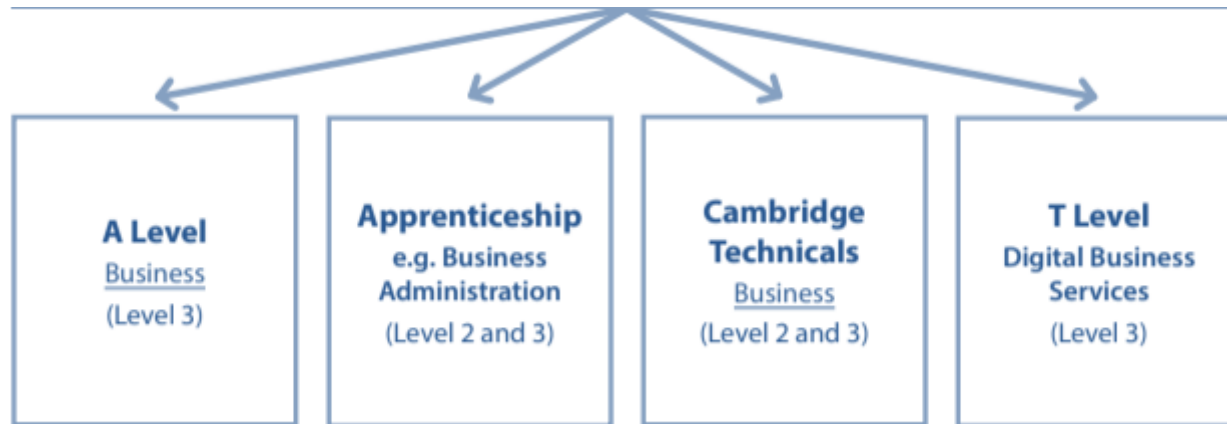
Assessment

GCSE Business Studies consists of two examinations that are completed at the end of Year 11:

- Paper one covering Theme 1 Investigating small business (50% of final grade)
- Paper two covering Theme 2 Building a Business (50% of final grade)

Next Steps

- The successful completion of this course will enable you to progress to whichever Business related route you choose.



Possible future careers:

- Business Management
- Human Resources
- Marketing
- Administration
- Finance
- Setting up your own business



Qualification content

| Unit | Unit Content | Weighting |
|--|---|-----------|
| Theme 1: Investigating small business | <ul style="list-style-type: none">• Enterprise and entrepreneurship• Spotting a business opportunity• Putting a business idea into practice• Making the business effective• Understanding external influences on business | 50% |
| Theme 2: Building a business | <ul style="list-style-type: none">• Growing the business• Making marketing decisions• Making operational decisions• Making financial decisions• Making human resource decisions | 50% |

Assessment

In order to recruit employees for its new 'The Food Warehouse' stores, *Iceland* is considering two options:

Option 1: offer permanent contracts

Option 2: offer temporary contracts.

(d) Justify which **one** of these two options *Iceland* should choose.

(9)

- GCSE Business Studies consists of two examinations that are completed at the end of Year 11
- Both examinations are 1hr 30 minutes long and consist of a range of questions, including:
 - Multiple choice
 - Calculation
 - Short answer & long answer (1 - 12 marks)
- There is no controlled assessment for GCSE Business Studies

(e) Evaluate whether *Iceland* is likely to benefit from its decision to ban all plastic packaging on its own-brand products. You should use the information provided as well as your knowledge of business.

(12)

Real world context

SECTION C

Answer ALL questions.

Read the following extract carefully and then answer Question 7.

Write your answers in the spaces provided.

In August 2017, UK supermarket group *Sainsbury's* decided to cut its costs by £500 million to remain competitive.

One of the changes *Sainsbury's* made was to end its membership of Fairtrade. The Fairtrade scheme gives farmers in countries such as Kenya a higher price for their crops, such as tea. In return, *Sainsbury's* can use the Fairtrade logo on its products. This makes its groceries, such as bananas, more attractive to ethically-minded customers.

Sainsbury's has decided to replace Fairtrade with its own scheme called 'Fairly Traded'. Critics of the change believe that it confuses customers. Protests about this change have already been held in London.



© Fairtrade Foundation 2017



© andrew aitchison

Sainsbury's also decided to reduce its head office workforce by 1,000. This allowed the company to increase wages for its shop floor employees, including checkout operators and shelf stackers, by 4.4% to £8 per hour. This reduced the wage difference with Aldi, which pays £8.53 per hour. *Sainsbury's* wants to retrain shop floor employees to improve the customer service in its stores.

SECTION B

Answer ALL questions.

Read the following extract before answering Questions 4, 5 and 6.

Write your answers in the spaces provided.



© Mind Candy

Mind Candy Ltd produces games and apps for computers and mobile devices. Its most successful game was *Moshi Monsters*. The game was aimed at young teenagers and was a global hit, with 80 million users in 2012.

In 2013, *Mind Candy* made large losses as sales revenue fell due to the falling popularity of its games. This was blamed on the short product life cycle of *Moshi Monsters* and increased competition in its market. As a result of these losses, *Mind Candy* reduced its workforce of software developers.



(Source from: <https://www.petlandia.com/custom-book.html#create>)

Mind Candy now needed to raise £1.2 million of extra finance. It required this finance to pay existing costs and fund the development of new apps such as *Petlandia*. *Mind Candy* believes *Petlandia* will allow it to return to organic growth. The app is free to download and allows players to design a virtual version of their own pet. This virtual pet can go on an adventure within the app. The adventure is then turned into a personalised storybook which can be purchased for £19.99.

SECTION C

Answer ALL questions.

Read the following extract carefully and then answer Question 7.

Write your answers in the spaces provided.

Iceland is a supermarket that sells frozen food. Although the grocery industry is very competitive, *Iceland* enjoyed a successful 2017. Sales revenue increased by 2.0% allowing profits to increase by £9.5 million to £160 million.

Iceland believes this success has been due to improved marketing. It has introduced new products using the *Slimming World* and *Millie's Cookies* brand names. It also launched a new advertising campaign called 'The Power of Frozen'. In addition it has developed a new store format called 'The Food Warehouse'. These stores are much larger than a normal *Iceland* store which allows them to stock more luxury products. *Iceland* hopes that The Food Warehouse will help it to appeal to high-income customers and it plans to open more stores.



© Dom J/Shutterstock

In 2018, *Iceland* received positive publicity from its decision to ban all plastic packaging on its own-brand products by 2023. It intends to replace plastic with recycled paper,



as shown in Figure 3. A survey of 5,000 of its customers showed that 80% of them agreed with the change. Pressure groups, such as *Friends of the Earth*, have welcomed *Iceland's* decision. Plastic waste has caused pollution of the world's oceans and has killed marine life. Pressure groups hope that *Iceland's* decision will be repeated by other supermarkets in the UK.

Figure 3: *Iceland's* new packaging

(Source: adapted from <https://www.theguardian.com/business/2018/jan/15/iceland-vows-to-eliminate-plastic-on-all-own-branded-products> and <http://about.iceland.co.uk/wp-content/uploads/2017/12/Iceland-Topco-Ltd-2017-results.pdf>)

Enrichment

- Young Enterprise
- Employer talks
- Trips and Visits
 - Old Trafford (Yr10)
 - Cadbury's World (Yr10)
 - The Trafford Centre (Yr11)
 - London (Yr12)
 - Coca Cola (Yr13)



Questions?

Computer Science and IT

Computer Science

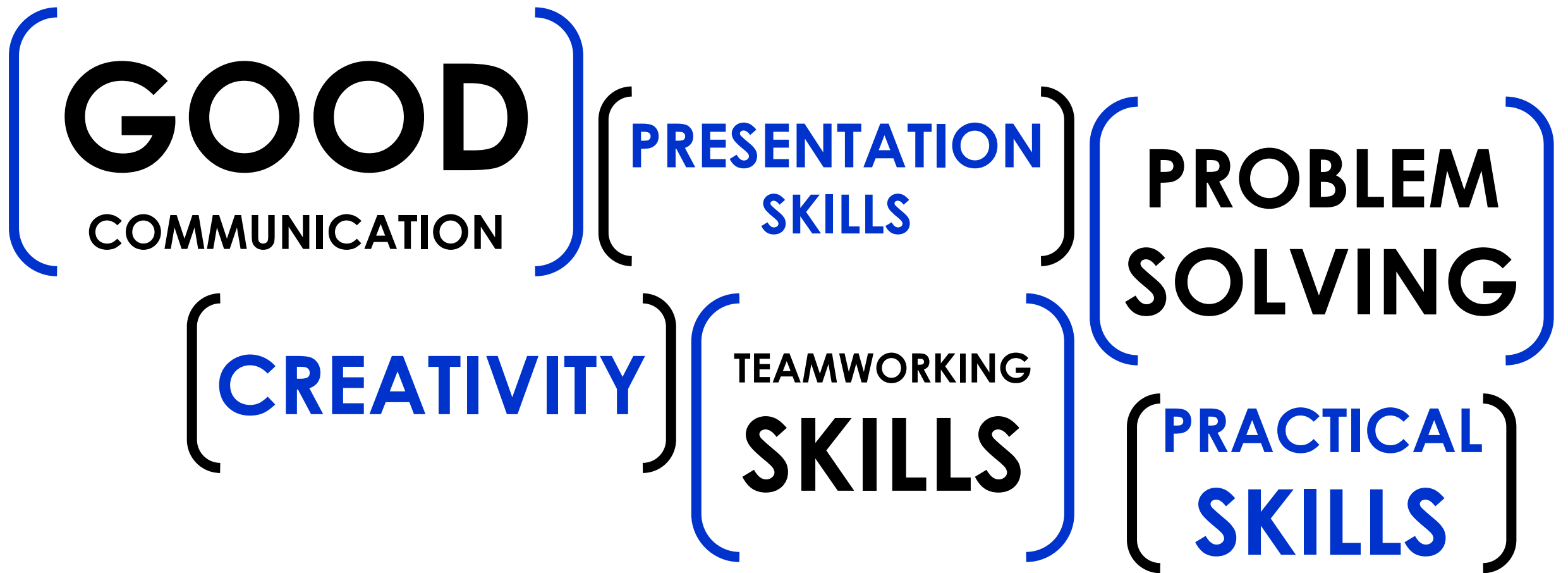
- Traditional GCSE – 100% of grade from exam
- 5 hours per fortnight
- 2 exams of 2 hours each
- Subject content:
 - Programming
 - Hardware
 - Networks
 - Databases
 - Binary code
 - **Security of data**
- Good links to A Level Computer Science
- Main language is Python
 - Will learn SQL too
- Employment opportunities in database management, systems engineering, AI
- There is simple some Mathematics involved

Information Technologies

- Vocational qualification
- 5 hours per fortnight
- 1 exam (40%) and 2 projects (30% each)
- Create solutions to realistic problems
- Subject content:
 - Data collection
 - Data analysis (Excel)
 - Presentation of information
 - Augmented reality
 - Project planning and management
 - **Security of data**
 - Internet of Things
- Transferable skills to support work in other subject areas

Please feel free to ask any questions out loud or in the chat

Design Technology (Product design and Textiles)



Why **DT**?

GCSE Design and technology qualification will prepare students to become creative and critical thinkers, developing skills to design and make prototype products that solve real life & relevant problems.



Why DT?

Students can select one Design & Technology Specialism subject to develop knowledge and understanding of:

- Product Design**
- Textiles (including Fashion)**

Students learn about specific materials related to their chosen subject this includes techniques and processes, in order to manufacture a working prototype product to achieve a functional design solution.

During the two year course they will have to study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, you will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions they may wish to develop in their chosen subject area.

Why DT?

The course structure

Examination

This accounts for 50% of the final GCSE grade (100 marks).

The examination will take place in June 2025

The examination component questions will cover both 'core' and 'in-depth' subject content.

The examination is 2 hours

Section A – Core technical principles (20 marks)

Section B – Specialist technical principles of your chosen specialism (30 marks)

Section C – Designing and making principles (50 marks)

Why DT?

The course structure

Non Examination Assessment

This accounts for 50% of the final GCSE grade (100 marks).

The non examination assessment will take place in June 2024

In the summer term of Year 10, students would undertake a practical project in school and based over 35 hours. This will be is a substantial design and make task where real life needs and contexts are identified where they 'explore, design, create and evaluate'. Design solutions are created to meet those needs and a prototype product will be manufactured.

All work is presented in a portfolio.

Why DT?

What students will learn?

GCSE D&T will equip students with a range of transferable practical and theoretical skills to:

- **Generate creative solutions to benefit people and the planet.**
- **Communicate and develop ideas through sketches, models and computer aided design.**
- **Learn how products are manufactured in industry.**
- **Manipulate materials and use tools and equipment to create ideas.**
- **Work with technology and manufacturing techniques such as 3D printing, laser cutting and other computer aided design and specialist subject skills.**

What will you be doing?

Design and Technology is purposeful, as well as being fun and exciting! Studying GCSE Design and Technology will build on what you learnt about designing and making in Key Stage 3. You will use your knowledge and skills to design and make new and better solutions to real problems - on your own and with others - working with materials you choose.

Understanding users

- Who your product is for and their needs
- How the product will be used

Learning about materials

- Including traditional, smart and modern materials
- Selecting the best materials for making your designs

Designing:
including Computer Aided Design (CAD)

- Taking risks to create more imaginative ideas
- Clearly communicating your design ideas to others

Making:
including Computer Aided Manufacture (CAM)

- Working safely with tools and equipment – including 3D printers
- Making high quality working prototypes

Analysing products

- Understanding how everyday products have been designed and made
- Learning about the work of past and present designers, makers and engineers

Evaluating your own and others' work

- Expressing your opinions about products and services, to inform...
- ...the development of better solutions to real-life problems

Why DT?

Future careers ...

Engineer

FURNITURE
ENTREPRENEUR

ROBOTICS **Set Design**

Architect

Gaming

ECO DESIGN

Industrial Design

Electronics

Fashion

Programming GRAPHICS

MANAGEMENT

Product Designer

Design Technology (Engineering)

NCFE Engineering Level 1/2 Technical Award

Qualification Content:

- Engineering disciplines
- Applied science and mathematics in engineering
- Reading engineering drawings
- Properties, characteristics and selection of engineering materials
- Engineering tools, equipment and machines
- Hand-drawn engineering drawings
- Computer-aided design (CAD) engineering drawings
- Production planning techniques
- Applied processing skills and techniques

40% Exam – 1 hr 30
60% Coursework

| | | |
|---|-----------------|--|
| Qualification title | | NCFE Level 1/2 Technical Award in Engineering |
| Qualification number (QN) | | 603/7006/3 |
| Level | | Combined level 1/2 |
| Guided learning hours (GLH) (Total GLH has been rounded up to the nearest hour) | | 140 |
| GLH breakdown | | <ul style="list-style-type: none"> • 120 hours delivery • 1 hour 30 minutes EA • 18 hours NEA |
| Non-exam assessment (NEA) | Weighting (60%) | Externally set, internally marked and externally moderated: <ul style="list-style-type: none"> • synoptic project |
| Examined assessment (EA) | Weighting (40%) | Externally set and externally marked: <ul style="list-style-type: none"> • written exam |
| Total | 100% | Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D* |

What's next?

Depending on the grade the learner achieves in this qualification, they could progress to:

- A Level in Design Technology or Physics
- Level 2 Technical Certificate in Engineering
- Level 3 Applied General in Engineering
- Level 3 Technical Level in Engineering
- An apprenticeship sector such as Aerospace Engineer or an Electrical/Eletronic Support Engineer or Engineer.

| Old GCSE Grading Structure | New GCSE Grading Structure | V Cert Grading Structure | |
|----------------------------|----------------------------|--------------------------|--------|
| A* | 9 | Level 2 | D* 8.5 |
| A | 8 | | D 7 |
| | 7 | | M 5.5 |
| B | 6 | | P 4 |
| C | 5 | Level 1 | D* 3 |
| | 4 | | D 2 |
| D | 3 | | M 1.5 |
| E | 2 | | P 1 |
| F | 1 | | |
| G | | | |
| U | U | NYA (not yet achieved) | |

Design Technology (Food Preparation and Nutrition)

Introduction to Course

Specification Outline

- ▶ The new Food Preparation and Nutrition GCSE will help you to develop a greater
- ▶ Understanding of nutrition, food provenance and the working characteristics of food materials.
- ▶ You'll also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security.
- ▶ You'll master culinary skills and appreciate the science behind food and cooking.

This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

Topics and Themes

► There are 5 topics/themes that you will need to study:

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

Course Assessment

- ▶ There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition. The exam will be 1 hour 45 minutes long. The second part of the assessment will be non-examination assessment and will consist of two tasks, involving practical work.

Paper 1

What's assessed

Theoretical knowledge of specification subject content.

- Section A: Multiple choice questions structured to reflect the sections of the specification.
- Section B: contains five questions varying in styles of approach and content.

How it's assessed

- 1 hr 45 minutes exam
- 100 marks, Section A 20 marks, Section B 80 marks.

Example Question

A deficiency of iron in the diet can cause anaemia. Which of the following foods is a dietary source of iron?

- ▶ A Olive Oil
- ▶ B Soda Bread
- ▶ C Liver
- ▶ D Cottage Cheese



Course Assessment (NEA)

Task 1: Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food.

- ▶ This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You'll practically investigate ingredients and explain how they work and why.

Non-exam assessment

What's assessed

- Food investigation (15%)
Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. We'll confirm the investigation topic on 1 September of the academic year in which it is submitted. Recommended time: 10 hours.

Example Tasks - NEA 1

Sample tasks:

1. Investigate what type of flour is best for bread making
2. Investigate the use of raising agents in baked products
3. Investigate the ingredients used to thicken sauces and soups

Course Assessment (NEA)

Task 2: Students will plan, prepare, cook and present a 3 course menu.

This task will provide you with an opportunity to cook three dishes and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

Non-exam assessment

- Food preparation assessment (35%)
Students will plan, prepare, cook and present a three course menu within 3 hours. We'll confirm the task for this assessment on 1 November of the academic year in which it is submitted.
Recommended time: 20 hours (inclusive of 3 hour period).
They will produce a **concise** portfolio that:
 - demonstrates their application of technical skills and their practical outcomes
 - explains how they planned and carried out the preparation, cooking and presentation of their three final dishes
 - includes an evaluation of cost, and the sensory properties and nutritional characteristics of each dish.

Example Tasks - NEA 2

Sample tasks:

1. Plan, prepare, cook and present a range of dishes, using a variety of skills, which would be suitable for vegetarians. Present three final dishes.
2. Plan, prepare, cook and present a range of dishes, using a variety of skills, which are a good source of fibre and would appeal to teenagers. Present three final dishes.
3. Plan, prepare, cook and present a range of dishes, using a variety of skills, from the Mediterranean culinary tradition. Present three final dishes.

Understanding and application of nutritional knowledge will be a requirement of all tasks.

Over to you - Question time

If you have any questions regarding the subject now is the time to ask or your child can come and find me in school in room 76.



A row of ten light bulbs hanging from above. The first nine are unlit and have a grey, chalk-like texture. The tenth bulb, on the right, is lit and has a yellow glow with radiating lines. The background is dark grey.

Enterprise and Marketing

Mr Shelton

Head of Business Studies

What is Enterprise and Marketing?

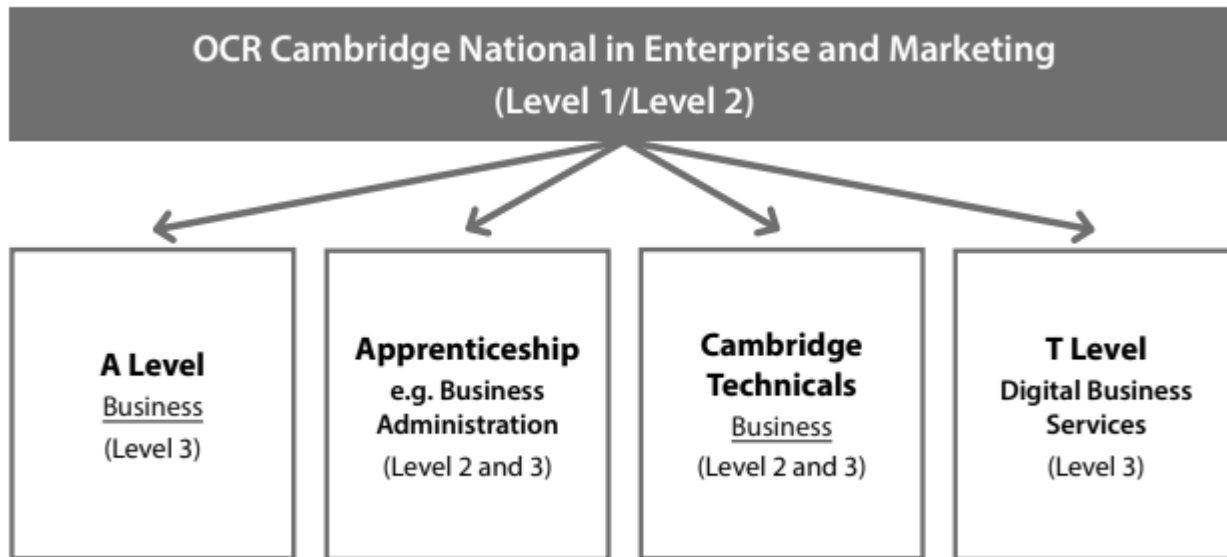
- This course is designed for students who want an introduction to **Business** which includes a hands-on element
- You will learn about the world of business through research and investigation as well as practical tasks.
- You will explore the use of branding and methods of promotion used in businesses and develop and promote a brand for a new business startup

Key information

- 3 compulsory units
 - 1 External examination unit
 - 2 Controlled assessment unit
- Assessment
 - 40% External Examination
 - 60% Controlled Assessment
- Students sit a single exam at the end of Yr11
- Level 2 qualification equivalent to one GCSE

Next Steps

- The successful completion of this course will enable you to progress to whichever Business related route you choose.



Possible future careers:

- Business Management
- Human Resources
- Marketing
- Administration
- Finance
- Setting up your own business



Unit R067: Enterprise and marketing concepts (R067)

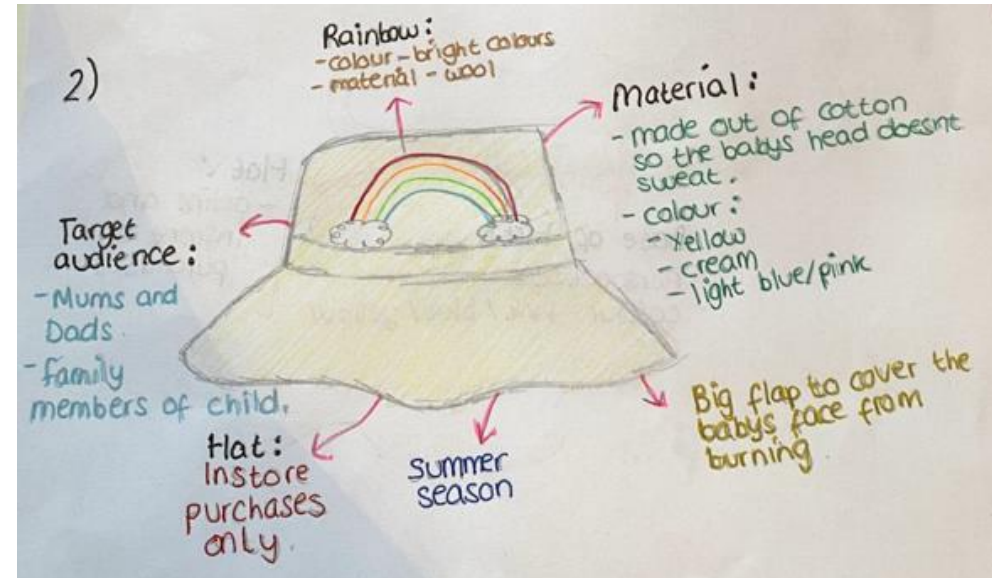
- 1 ½ exam sat at the end of Year 11 (40% of final grade)
- The examination consists of multiple choice, calculation, short answer and a single long answer question
- There are 5 Learning objectives to cover:
 - LO1 – Characteristics, risk and reward for enterprise
 - LO2 - Market research to target a specific customer
 - LO3 – What makes a product financially viable
 - LO4 – Creating a marketing mix to support a product
 - LO5 – Factors to consider when starting up and running an enterprise

26 To support the launch of your pet-care service, you are considering **either** advertising via leaflets through the doors of local homes **or** setting up a website.

Recommend which of these two advertising methods you think should be used. Justify your answer. **[8]**

Controlled Assessment Units (R068 & R069)

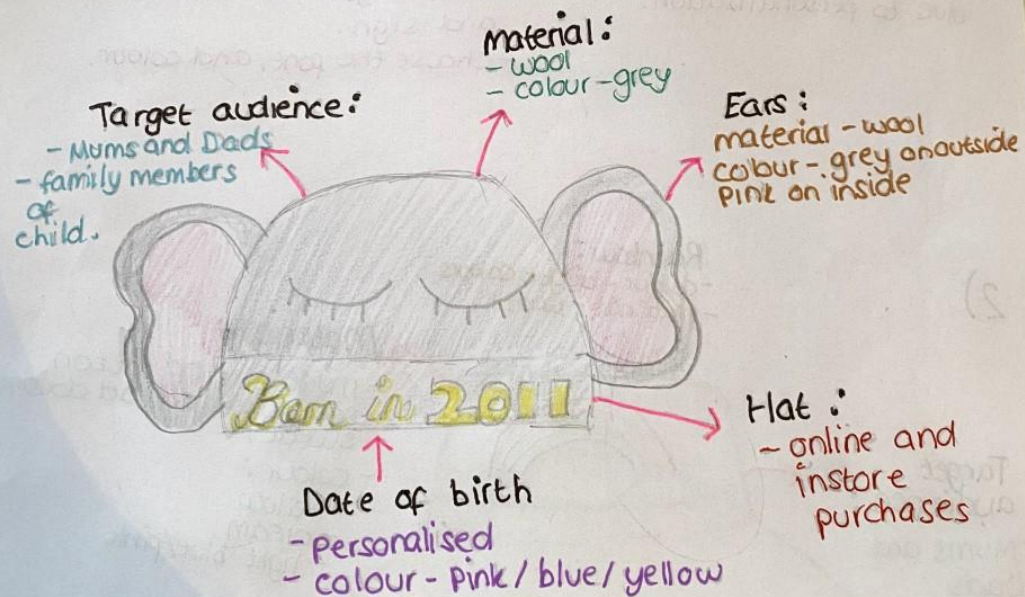
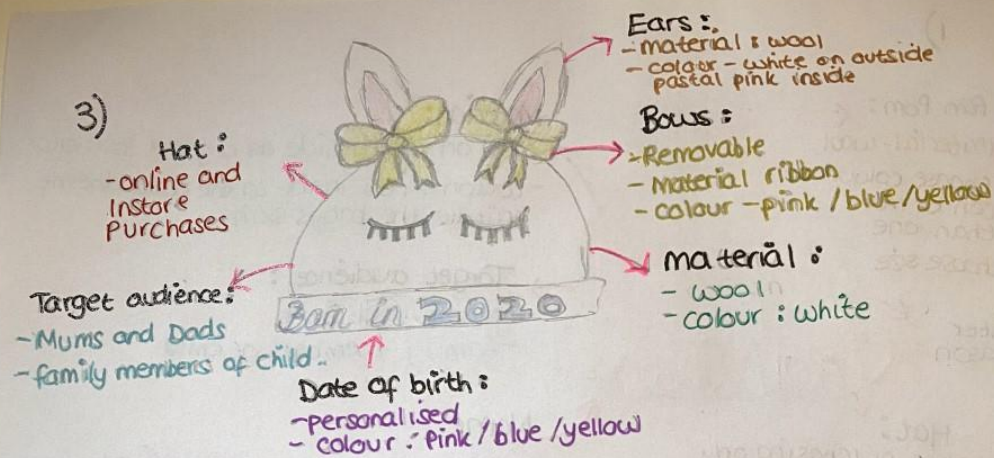
- 60 % of final grade
- R068 - 5 tasks in total
- R069 – 4 tasks in total



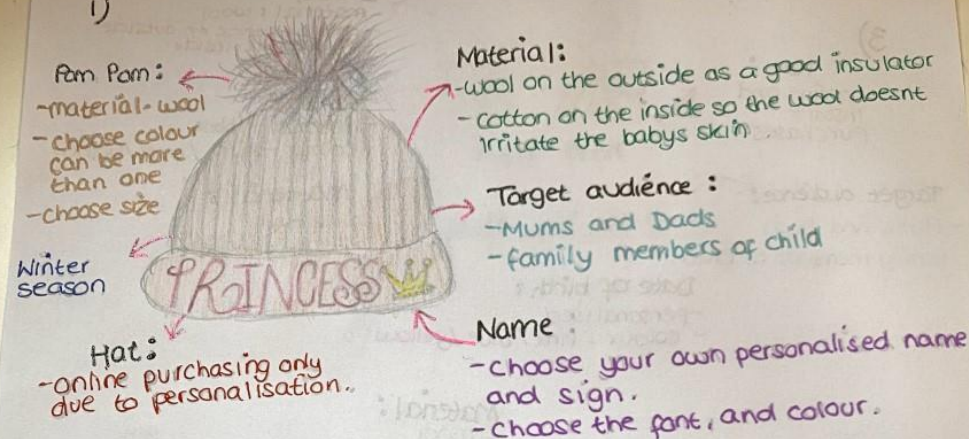
- Current project is based on students designing a fashion product, including developing the brand and promotion for the product
- Students are required to complete a [professional pitch](#) as part of their coursework project



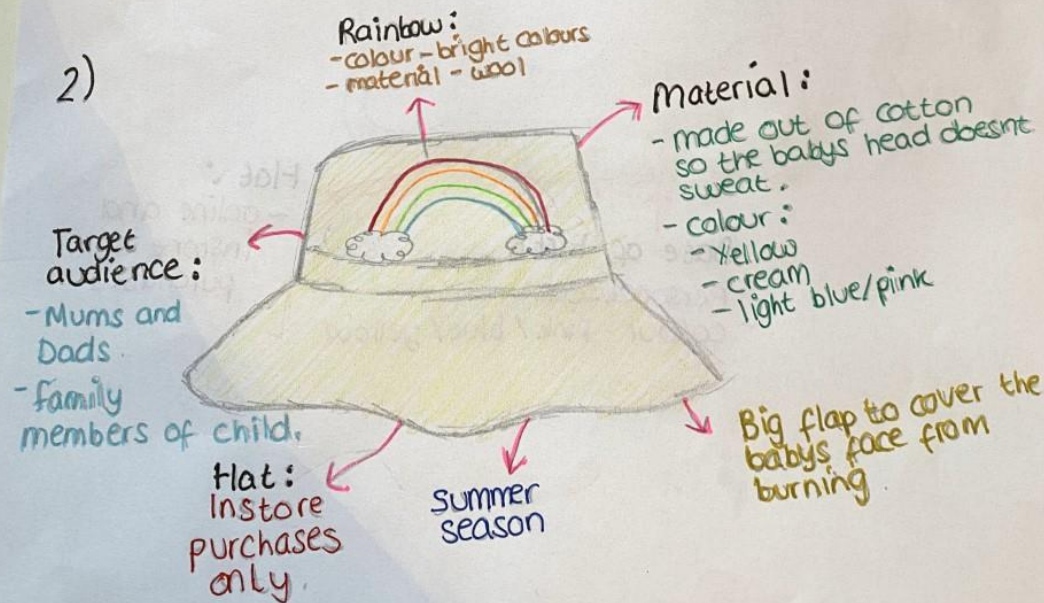
3)



1)



2)



Business name : HATORABLE

HATORABLE

HATORABLE

HATORABLE

Enrichment

- Young Enterprise
- Employer talks
- Trips and Visits
 - Old Trafford (Yr10)
 - Cadbury's World (Yr10)
 - The Trafford Centre (Yr11)
 - London (Yr12)
 - Coca Cola (Yr13)



Further Maths and Statistics

Wellington School GCSE Options Q&A:

Further Maths and Statistics

Mr. W Riley (Head of Maths)

- One option; two extra qualifications (on top of main Maths GCSE)
 - Edexcel GCSE **Statistics** (studied for and sat in **year 10**)
 - AQA Level 2 **Further Maths** (studied for and sat in **year 11**)
- Both courses have some overlap with the main Maths GCSE, as well as some more advanced content (approx. 50:50).
- Great preparation for A Level study in Maths and/or related subjects (Science, Engineering, Computer Science/ ICT, Psychology, Economics, Geography...).
- “Guided Option” – aimed at students expecting to achieve a grade 7 in GCSE Maths. We will look at year 9 assessment results and commitment to learning to help advise students and parents on suitability.
- Ideal for students who have an interest/love of Maths, who perform highly in Maths or who have aspirations of a mathematically related career.

History



Why should YOU take GCSE History?



'History is continuously changing the world around us and historic events have helped to shape our society'

Why History?

- Historians are fearless explorers of the past! Everything happening around us today has been influenced by and is a result of what has happened in the past.
- Studying History at GCSE will allow you to investigate past politics, societies, cultures, languages, health, money, conflicts and more!
- History is intellectually rigorous and is an excellent way for students to develop highly sought after transferable skills, that you started to develop at during KS3. These include being able to effectively communicate complex ideas, the ability to research, analyse and evaluate information, both orally and in writing, and the capacity to make substantiated judgements, all whilst developing independent work skills.



What will I study?

America, 1840–1895: Expansion and consolidation

- This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation.

Conflict and tension, 1918–1939

- This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.

Britain: health and the people, c1000–present

- This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.

Norman England, c1066–c1100

- This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Paper 1 Exam:

America, 1840–1895:
Expansion and
consolidation

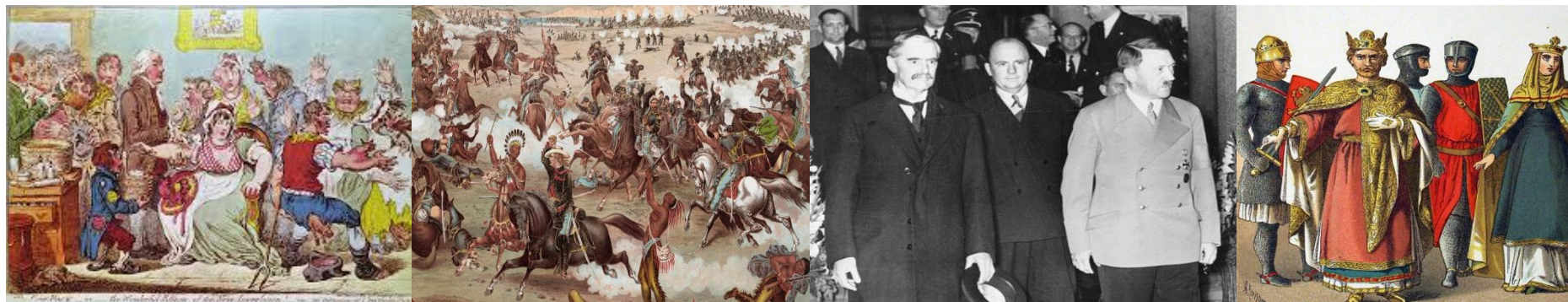
Conflict and tension,
1918–1939

Paper 2 Exam:

Britain: health and the
people, c1000–present

Norman England,
c1066–c1100

Each exam is worth 50% of your overall grade.



How will GCSE History help me?

Skills:

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.



Employability:

Studying history can lead on to some exciting career options, including:

- Journalism
- Law
- Journalism
- Business
- Politics
- Archaeology
- Marketing
- Teaching.

| |
|---|
| Paper 1: Understanding the modern world Exam Date |
| What's assessed? <ul style="list-style-type: none"> • America, 1840–1895: Expansion and consolidation • Conflict and tension, 1918–1939 |
| How it's assessed? <ul style="list-style-type: none"> • Written exam: 2 hours • 84 marks (including four marks for spelling, punctuation and grammar) • 50% of GCSE |
| Questions <ul style="list-style-type: none"> • Section A – six compulsory questions (40 marks) • Section B – four compulsory questions (40 marks) • Plus four marks for spelling, punctuation and grammar |

+

| |
|--|
| Paper 2: Shaping the nation Exam Date |
| What's assessed? <ul style="list-style-type: none"> • Britain: Health and the people, c1000–the present day • Norman England, c1066–c1100 |
| How it's assessed? <ul style="list-style-type: none"> • Written exam: 2 hours • 84 marks (including four marks for spelling, punctuation and grammar) • 50% of GCSE |
| Questions <ul style="list-style-type: none"> • Section A – four compulsory questions (40 marks) • Section B – four compulsory questions (40 marks) • Plus four marks for spelling, punctuation and grammar |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|--|--|---|---|---|
| Year 10 | Britain: Health and the people, c1000–the present day Part one: Medicine stands still | Britain: Health and the people, c1000–the present day Part two: The beginnings of change Part three: A revolution in medicine | Britain: Health and the people, c1000–the present day Part three: A revolution in medicine Part four: Modern medicine Assessment: 1 H&P | America, 1840–1895: Expansion and consolidation Part one: Expansion: opportunities and challenges | America, 1840–1895: Expansion and consolidation Part two: Conflict across America Assessment: 2 USA and H&P | America, 1840–1895: Expansion and consolidation Part three: Consolidation: forging the nation Assessment: 3 Full Paper for mock |
| Year 11 | Conflict and tension, 1918–1939 Part one: Peacemaking Assessment: 4 IW / USA and H&P Essays | Conflict and tension, 1918–1939 Part two: The League of Nations and international peace Assessment: 5 3 Units for mock | Conflict and tension, 1918–1939 Part three: The origins and outbreak of the Second World War Assessment: 6 4 Units for mock | Norman England, c1066–c1100 Part one: The Normans: conquest and control Part two: Life under the Normans | Norman England, c1066–c1100 Part three: The Norman Church and monasticism Part four: The historic environment of Norman England Assessment: 7 Normans / IW, H&P and USA essays | |

Depth Study

Period Study

Thematic Study



America, 1840–1895: Expansion and consolidation

What does this source tell us about Native American lifestyle?

A painting by George Catlin produced in the 1830s. Catlin travelled the American Great Plains and studying Native American life closely.

- Native Americans lived in tents so weren't very clever.
- Native Americans lived in tents so were very clever.
- Native Americans don't seem to own a lot so must be quite poor.



AMPUTATION

Britain: Health and the people, c1000–the present day

What does this source tell us about health in Britain in the 19th Century?

A painting of an amputation produced in the 1790s.

- This operation looks like it might be successful.
- This operation looks like it might be unsuccessful.
- People definitely would have died during or after an operation in the 19th Century.

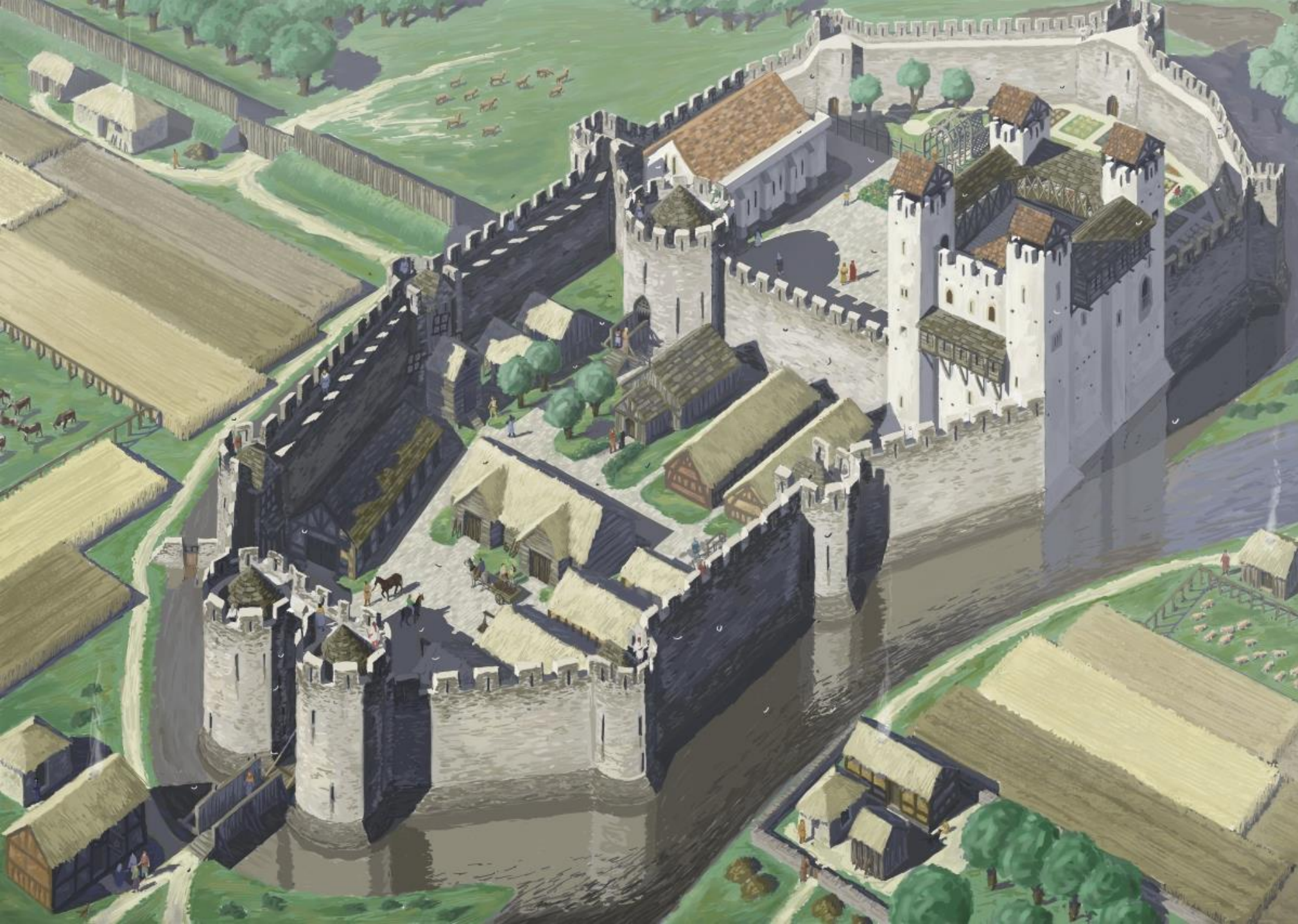


Conflict and tension, 1918–1939

What does this source tell us about why World War II began?

A cartoon produced for a British newspaper in 1938.

- We tried to stop Hitler.
- We didn't try to stop Hitler.
- It was a good idea to not stop Hitler.



Norman England,
c1066–c1100
What does this
source tell us about
Norman England.

A modern day image
of a Norman Stone
Keep castle.

- It would have been easy to attack a Norman castle.
- It would have been easy to defend a Norman castle.
- The Normans were wrong to build castles in England.

Will I do well at the end of Year 11?

The History department consistently get a higher percentage of high achieving candidates than the school and national average.

Last year 86% of candidates achieved an 5+ with at least 46% achieving 7+!

ALL grades are achievable, by everybody - there is no lower tier that limits some pupils to a lower grade.

Many of our pupils achieve beyond their potential, across ALL abilities.

This is because we show you exactly how to answer exam questions and give you plenty of practise and practical advice.

And, you will be taught by a team of DEDICATED, OUTSTANDING TEACHERS who have been at Wellington for a long time, you know us and that we try to make lessons fun and give you a huge amount of support, and WE know you and what you are good at.

Yeah, but I don't want to be a History teacher or librarian! What jobs could I do with a History qualification?

Basically, ANYTHING! History is useful for a wide-range of jobs, from the armed forces and teaching to nursing and social work, law, accountancy or journalist (newspaper or TV and radio)!

History is now a subject many employers most look for because the range of skills used when studying the subject is not matched in any other area of the curriculum.

Candidates have to analyse information and data, present their findings in clear and appropriate language, whilst arriving at clear, balanced and intelligent conclusions.

But it doesn't matter, History doesn't limit you at all. What is MOST important is that employers know that someone with a good History qualification has completed a challenging and interesting course and has developed a wide range of valuable skills.

Myth 1 – “History is all about writing essays isn’t it?”

FALSE – There are a range of different question styles. Yes, there are some extended answers but the longest question is 4 paragraphs and 20 minutes of writing!

Myth 2 – But I’ll have to write essays in exams won’t I?”

TRUE – You will in all other subjects with written exams as well, and we support and guide you until you can answer them perfectly.

Myth 3 – “I can’t do History because my marks are not high enough”

FALSE - The work you have been doing ever since you started in Year 7 has been designed to develop your GCSE historical skills. You ARE getting better, anyone making progress between assessments can achieve a good grade, possibly even the highest grades available.

Myth 4 – “I can’t do both History and Geography”

FALSE – Yes you can, no problem at all.

Myth 5 – “Without tiered exams I will struggle to get a good grade”

FALSE – In History everybody can achieve any grade, in some subjects tiered exams can limit the highest grade you can get.

Myth 6 – “I have to take a subject because I’ve committed to a trip this year”

FALSE – Utter nonsense! Base YOUR decision on what YOU think YOU will enjoy and choose a subject YOU will be successful in.

Plenary – Key word bingo!

| | | | | | |
|---------------------|--------------------------------------|----------------------|-----------------------------|------------------------------|----------------------------------|
| Tipi | The Battle of Little Big Horn | Cholera | Treaty of Versailles | Benito Mussolini | Ordeals |
| Buffalo | Sitting Bull | NHS | League of Nations | Japan | The Harrying of the North |
| Great Plains | Anaesthetic | Louis Pasteur | Rhineland | William the Conqueror | The Battle of Hastings |
| Gold | Antiseptic | Antibiotics | Austria | Edward the Confessor | The Domesday Book |
| Farming | Black Death | Adolf Hitler | Poland | Castles | Definitely |

Media Studies

📷 18th January 2023

● Please type any questions
in the chat box

Brief Overview:

- 2 year course
- 2 exams (35% each)
- NEA 30%
(coursework)

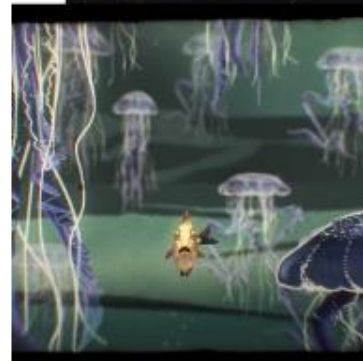


Mrs Fletcher

MUSIC AND NEWS YEAR 10

Watch, listen, analyse and design

- Music Videos
- BBC Radio 1
- MOJO MAGAZINE



MUSIC AND NEWS YEAR 10

ANALYSE MESSAGES AND
METHODS OF
COMMUNICATION

EXAM: MIXTURE OF SHORT
AND LONG FORM
QUESTIONS

SET TEXTS & UNSEEN TEXTS



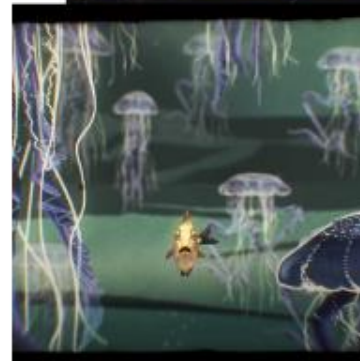
TV & FILM PROMOTION YEAR 11

Watch, listen, analyse and design

- X2 Episodes of TV Crime Dramas
- LEGO Movie
- LEGO video game

EXAM:

- 30 minutes viewing time
- mixture of short & long form questions



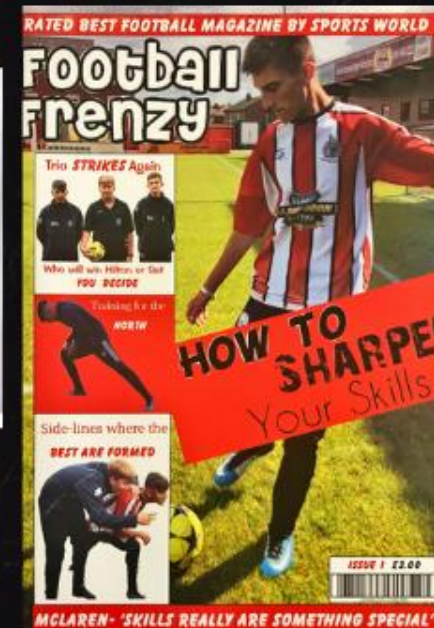
NON- EXAMINED ASSESSMENT

YEAR 10-11

DESIGN & CREATE

Briefs set by exam board

- Magazine front cover & article
- Music Video





Media Studies

📷 18th January 2023

● Please type any questions in the chat box

Thank you

Mrs Fletcher

Music

Music GCSE Eduqas

60%
NEA

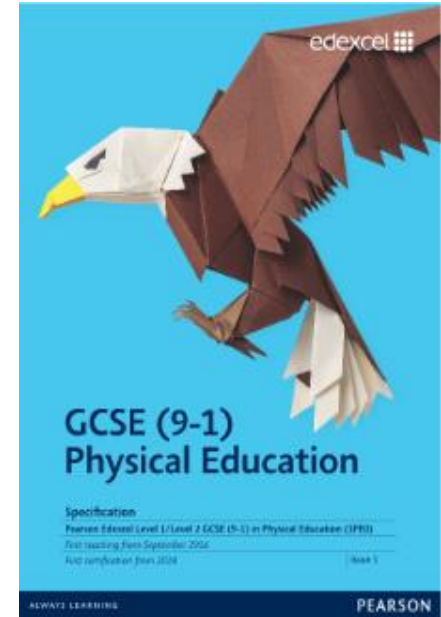
| Composing - 30% NEA | Performing - 30% NEA | Listening exam - 40% 1h 30m exam |
|--|---|---|
| <p>You will need to compose TWO pieces of music.</p> <p>1 x free composition (you choose your own style/</p> <p>1 x to a brief (set by exam board)</p> | <p>You will need to produce TWO performances:</p> <p>1 x solo 1 x ensemble (group)</p> <p>BUT:</p> <p>There is a technology option (using different software to create music)</p> | <p>Answer questions about the following types of Music:</p> <ul style="list-style-type: none">• Forms & Devices• Music for Ensemble• Film Music• Popular Music <p>The exam will last 1hr 30mins at the end of Year 11.</p> |

PE



PE at KS4

GCSE PE (9-1)



Is full course GCSC PE the right choice for you?

Your PE options

Double practical /pathway

- Just like year 9
- 2 PE lessons each week
- No qualification
- OR
- One theory, one practical
- No qualification

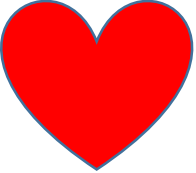
GCSE PE delivered by Eduqas

- 60% exam
- 3 sports
- Very detailed theory content
- 2 hour exam
- Links well with A level PE

Sport Studies delivered by OCR

- 25% exam
- 2 sports
- 1 hour exam
- More of an emphasis on leadership

GCSE PE... why should I take it?

- If you  sport and physical activity
- If you have an interest in the wider world of sport
- If you would like to learn new skills in different sports
- If you are interested in pursuing sport in future studies or careers

GCSE PE... the course

- Assessed in three different practical activities.
- Skills in a game situation 30%
- Performance analysis for one of your activities 10%
- Theory includes: anatomy, training, sport psychology, health & fitness, diet, injury, media and sport. 60% examined area of the course.



GCSE PE...Assessment

GCSE PE

- 40% practical through external moderation and 1 piece of written coursework.
- 60% theory through exams at end of year 11.

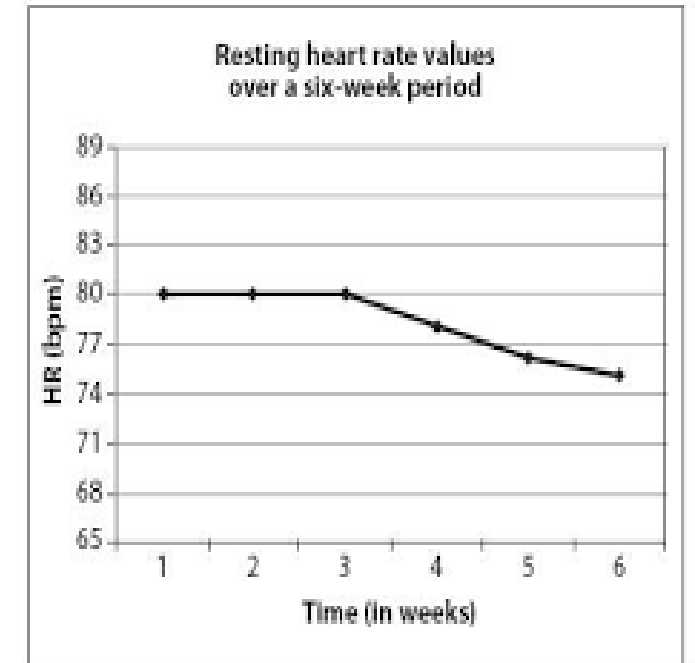


Figure 2

GCSE PE... important notice.



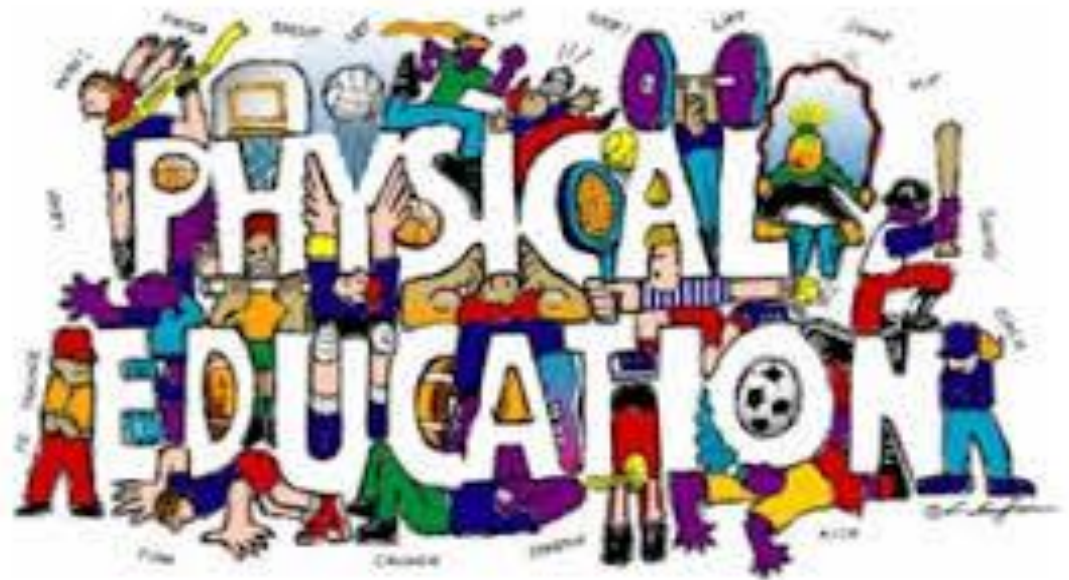
- You should have at least 1 sport in which you play for the school/or outside of school to a good standard.
- You should have a genuine interest in sport.
- Have the drive to improve your fitness and skills in other sports.
- Be prepared to try new activities in all WEATHERS!

2016 – Sports that can be assessed

- Football – Badminton- Basketball – Cricket – Dance – Handball – Hockey – Lacrosse – Rowing – Rugby – Squash – Table Tennis – Volleyball – Boxing –Athletics – Badminton – Canoeing –Cycling –Golf –Gymnastics –Horse Riding –Kayaking –Rock Climbing – Rowing – Skiing – Snowboarding – Trampolining – Swimming - Netball
- You have to choose one individual activity, and one team activity.
- The final activity can be either a team activity or individual activity

Options after GCSE PE?

- A level PE at Wellington
- BTEC National in PE at other local college
- University Degree in Sport
- Sports Scholarship USA
- Apprenticeships



KS4 PE...Career options



Coaching
Nutritional analysis
Sports development officer
Physiotherapy
Personal training
Sports journalism
PE teacher
Events organiser
Media

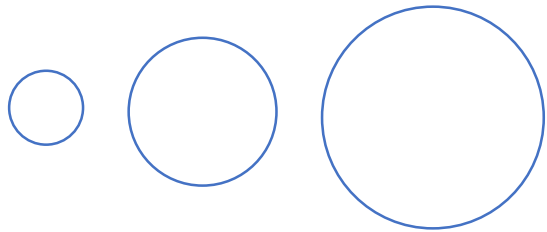


Any questions...?

- Speak to your PE teacher or Mr Morgan.
- Discuss your suitability at parent's evening.
- Speak to current year 10 and 11 pupils taking PE at Ks4.
- Think about your ability and determination to score well in 3 different activities.
- Are you prepared to study hard and prepare well for your theory exam?

RE

REP Full Course
Questions? Type them
into the chat 😊



Should I do it? If you enjoy the subject now, yes.
Can I do it? If you are good at it now, definitely. Skills are the same and assessment structure the same as KS3.
How do I do it? 2 exams, each 1 hour & 45 minutes long.

Key things:

100% exam, no course work.

Choosing Full Course = 1 full GCSE

Units: Crime & Punishment, Religion & Life, Islamic Practices and Christian Practices

Sticking with Short Course (EVERYONE does this anyway) =
 $\frac{1}{2}$ GCSE

Units: Relationships & Families, Peace & Conflict, Christian Beliefs & Teachings and Islamic Beliefs & Teachings.

AQA is the exam board.