



Woolwich Polytechnic
School for Girls

YEAR 9 OPTIONS ADVICE BOOKLET 2025



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YEAR 9 OPTIONS

Our aim is to offer a broad and balanced curriculum which enables accessibility for all, and one which is varied and meets the needs and aspirations of our students. Ensuring the combination of courses our students study provides suitable progression routes into post-16 study and beyond is of paramount importance to us at Woolwich Polytechnic School for Girls. At Woolwich Polytechnic School for Girls we follow a two-year Key Stage 4 programme. This means that students will select their examination subjects in year 9. All students will study GCSEs in English Language, English Literature and Maths. In addition to this, students will study Combined Science (two GCSEs) or Single Sciences (three GCSEs) if they chose Triple Science as one of their options. Then students will decide which three subjects they would like to study from a range of GCSE, or other level 2 qualifications.

CHOOSING THE RIGHT SUBJECTS

Although these decisions may be complicated, they are made simpler by following the two golden rules:

1. **Choose the subjects that you enjoy**
2. **Choose the subjects that you are good at**

If your child follows these rules then the chances of success will be maximised. Consideration should be given to the level of achievement in current subjects as well as potential in chosen subjects. In addition, thought should be given to how the different GCSE or equivalent Level 2 courses fit in with future career or educational aspirations. Your child's teacher will be able to offer advice and guidance, as well as having conversations with subject teachers.

WHAT IS THE DIFFERENCE BETWEEN GCSE AND OTHER VOCATIONAL LEVEL 2 COURSES?

GCSEs have a more traditional style of assessment with content taught over the two years of key stage 4. They are linear courses, in other words they are examined at the end of year 11 and are graded 1-9. The other Level 2 courses, often referred to as 'vocational' courses, hold the same performance value as GCSEs, although these are graded as a Pass, Merit, Distinction and Distinction*. They consist of a mix of theory and practice and are assessed by the teacher and through one external examination. Students will complete a range of assignments, case studies and practical activities and after each assessment will be given a grade which will contribute to their final result.

The reformed 'vocational' courses are just as rigorous as GCSEs in terms of content, just assessed differently. They allow students to progress to sixth form, apprenticeships or employment. Both GCSE and vocational courses hold the same performance value. The table below aims to compare GCSE grades and BTEC grades. Unfortunately, because of the way they are calculated, they don't quite match up, but it might help show which grades are equivalent with GCSE and BTEC. For example, a level 2 merit is worth somewhere between a 5 and a 6. This means that if a student (and their teacher) was thinking a student might achieve a 4 in GCSE, but could get a merit at BTEC because of the way they learn, then maybe a BTEC might be better for them. To ensure that students follow high value courses with a core of academic subjects but with the opportunity to also take other options, the Attainment 8 and Progress 8 measures have been introduced. These have replaced the 5 A*-C (including English and Maths) as the main accountability measure at Key Stage 4.

GCSE Grade	1 (G)	2 (F)	3 (E)	4 (D)	5 (C)	6 (B)	7 (A)	8 (A*)	9 (^10%)
BTEC Grade	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass (4 - 5.5)	Level 2 Merit (5.5 - 7)	Level 2 Distinction (7 - 8.5)	Level 2 D* (8.5)		

ENGLISH BACCALAUREATE

The English Baccalaureate initiative, outlined by the Government, has been to identify a desirable range of subjects to be taken by KS4 students in all of the following subject areas: English; Maths; Sciences; a modern foreign language (including a language spoken fluently/studied outside school); a humanity: History or Geography. Russell Group universities may ask about the English Baccalaureate on their application forms.

PROGRESSION

After GCSE courses, all students must remain in full time education or be in employment with training, until the age of 18. Students at the age of 16 who have not achieved a Grade 4 in English or Maths will be required to continue studying those subjects until this level has been achieved, wherever they choose to continue their education or training. Consideration of the possible routes should be made when choosing options. At the age of 16 there are a number of routes available to students. These include:

- Woolwich Poly Sixth Form – studying mainly A levels or Level 3 courses
- Level 1, 2 or 3 courses at other colleges or sixth forms
- Employment with training, including apprenticeships.

THE OPTIONS PROCESS

This booklet is just one part of a programme of activities that are designed to help you with your option choices. The process includes:

- Options Evening
- Careers Information, Advice and Guidance in PD sessions and assemblies
- Talks in assemblies
- Information, Advice and Guidance from teachers in subject lessons
- Information, Advice and Guidance from Form Tutors during online PD sessions

After Options Evening on the 19th March, all parents will receive a link via MCAS where you will enter which options you would like. You will choose 5 subjects in order of priority. Hopefully, you will get your top 3 choices, however, if that is not possible, we will offer you your 4th or 5th choice. The choice must be submitted by 28.04.2025. Some students and their parents will be invited to a meeting with the HOY to support in making the right choices.

Students will be told which option subjects they got towards the end of year 9.

Students will not be allowed to change their option subjects. Only in very special circumstances will we allow a change.

THE FOLLOWING COMBINATIONS ARE NOT ALLOWED:

We will make every effort to allocate your preferred option choices. However, there are occasions when this will not be possible, for example:

- a) too few students have selected a particular subject, or
- b) in the professional opinion of staff, the student would not be suited to the subject selected or,
- c) it may not be possible to timetable all the combinations selected by students.

The following combinations are not allowed:

- GCSE Art and GCSE Photography and GCSE Textiles (students can only select one of these)
- ICT and Computing (students can only select one of these)
- Music (Performing Arts) and Drama (students can only select one of these)

HEAD OF SCHOOL INTRODUCTION



Dear Parent/Carer,

Year 9 is a crucial time in any student's academic journey, as your daughter chooses her subjects to take on and study in Years 10 and 11. This is an exciting part of your daughter's educational journey and we want to make sure that she will make an informed decision that will help her on her journey to success. In order to do so, we would like you to read through this booklet carefully and take time to consider all the different courses (or 'Options') available. Please consider your daughter's ambitions and desires for the future and combine that with sound evidence, through communicating with Subject Teachers, Form Tutors and her Head of Year to support your daughter's final choices.

Option choices are a vital stage to allow them access to the world beyond the Poly; it is the springboard to her future. For some, this might consist of 6th form or college, and university or apprenticeship opportunities. The most important academic goal for all students is to secure the very best combination of grades, as these will make future successes possible. It is important to consider a broad and balanced combination; for example, this could be, doing History or Geography alongside a creative subject and French. It could also be taking Computer Science, History and Art. Both are examples of combinations where students learn different skill sets and is therefore in a better position when applying for Sixth form.

If you have any questions regarding the options process, please do not hesitate to contact your daughter's form tutor or Head of Year.

Ms. L. Williams
Head of School



CORE SUBJECT: ENGLISH LANGUAGE GCSE

Course Content

The English Language GCSE encourages students to explore how language is used and texts are constructed. They will explore how language shapes meaning and how different ideas and perspectives are communicated through writing. This course also offers students the opportunity to write creatively and craft speeches, letters and articles, focused on a range of relevant and contemporary topics. Through the focus on reading and writing, students will refine their craft as both critical readers and thinkers, and accomplished writers.

The exam is composed as follows:

Paper 1: Explorations in Creative Reading and Writing
Paper 2: Writers' Viewpoints and Perspectives

Examination Board

AQA

Assessment

All assessments are closed book:

Paper 1: 1 written exam – 1 hour 45 minutes, 80 marks, 50% of GCSE

A reading section comprised of four questions testing your ability to identify, analyse and evaluate. A writing section testing your ability to write a piece of creative writing.

Paper 2: 1 written exam – 1 hour 45 minutes, 80 marks, 50% of GCSE

A reading section comprised of four questions testing your ability to identify, analyse and compare. A writing section testing your ability to write a piece of non-fiction: this could be a letter, article, or a speech (not limited to this!)

Equipment

Pen, Pencil, Ruler, and a highlighter

Curriculum Enrichment

Book club, library monitors, Reaching for Success in English, Time Trials, and Poetry Club!

Skills Developed

Critical thinking, essay writing, communication, literacy, debating and the ability to analyse and evaluate.

Career routes

People who study English Language go on to do a range of careers including: speech and language therapist, psychologist, journalism, marketing, consultancy, fashion and PR, editing, film/TV producer or director, teacher, lawyer, campaigner – the sky is the limit!

Head of Department

Ms Adkins

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CORE SUBJECT: ENGLISH LITERATURE GCSE

Course Content

The English Literature GCSE allows students to immerse themselves in a variety of texts written from across history. From Shakespeare through to modern plays and poetry, the course allows students to delve deeply into the contexts and intention behind a range of literature. By studying this course, students will be encouraged to develop a critical voice and examine thoughtfully the wider moral and socio-political messages behind the text they study.

The exam is composed as follows:

Paper 1: Shakespeare and the 19th-century novel

Paper 2: Modern texts and poetry

Examination Board

AQA

Assessment

All assessments are closed book:

Paper 1: 1 written exam – 1 hour 45 minutes, 64 marks, 40% of GCSE

Paper 2: 1 written exam – 2 hours 15 minutes, 96 marks, 60% of GCSE

Equipment

A copy of each text for annotation (optional)

Curriculum Enrichment

Book club, library monitors, debating club

Skills Developed

Critical thinking, essay writing, communication, literacy, debate

Career routes

People who study English Literature go on to do a range of careers including: journalism, marketing, consultancy, fashion and PR, editing, film/tv producer or director, teacher, lawyer, campaigner – the sky is the limit!

Head of Department

Ms Adkins

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CORE SUBJECT: MATHS GCSE

Course Content

GCSE Mathematics is a compulsory subject, with all students sitting either Higher or Foundation paper at the end of Year 11. Students will study the following content headings: Number, Algebra, Ratio, Geometry, Probability and Statistics.

Examination Board

Edexcel

Assessment

Paper	Time	Weightings
1 – Non-Calculator	1 hr 30 mins	80 marks (33 $\frac{1}{3}$ %)
2 – Calculator	1 hr 30 mins	80 marks (33 $\frac{1}{3}$ %)
3 – Calculator	1 hr 30 mins	80 marks (33 $\frac{1}{3}$ %)

Equipment

Pen, Pencil, Ruler, Protractor, Compass, Rubber and Calculator.

Curriculum Enrichment

Sparx Maths Club
Intervention
Pi Day
UKMT challenges

Skills Developed

Numeracy, problem solving, statistical, independence, analytical thinking and data interpretation skills. Achieving a grade 5 or above in GCSE Mathematics is often a necessary requirement for entry into colleges and university courses.

Career routes

Acoustic Consultant, Actuary, Astronomer, Chartered Accountant, Data Analyst, Investment Analyst, Mathematical Research Scientist, Software/Sound Engineer, Statistician, Financial Manager/Trader

If you are looking to pursue a career in science, technology, engineering, or mathematics (STEM), a strong background in mathematics is essential. Many STEM subjects, including physics, computer science, and engineering, heavily rely on maths principles within their practices.

Head of Department

Mr Rahman
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CORE SUBJECT: PHYSICAL EDUCATION

Course Content

All students take part in Core PE to promote health, fitness and well-being. This is not a qualification and those wishing to obtain a qualification in PE should refer to the Cambridge Nationals award in Sports Studies.

Students have the opportunity to develop their practical sports and fitness skills, whilst gaining knowledge about healthy lifestyles and habits. They will take part in a unit of work devoted to health and fitness.

They will have the opportunity to participate in a wide selection of sports and be able to select areas they can become specialised in. This will cover team sports such as Netball, Basketball and Rounders. Individual sports such as Badminton, Tennis and Athletics. Performance Sports such as Dance.

Equipment

Woolwich Poly PE kit.

Participation in every lesson is compulsory.

Curriculum Enrichment

A wide range of sports clubs are available throughout the year.

Skills Developed

Communication
Teamwork
Build resilience
Tactical analysis
Evaluating and improving
Sports Skills

Career routes

See the 'Careers in Sports' website for some ideas!
<http://www.careers-in-sport.co.uk/>

Head of Department

Mrs. Z. Hodgson
zhodgson@woolwichpolygirls.co.uk



CORE SUBJECT: SCIENCE GCSE

Course Content

GCSE Science can follow two main routes: Trilogy combined Science (double - 2 GCSEs) is the course most students will take part in. Separate Science (triple, 3 GCSEs) is designed for students working toward grades 7-9. This is taken as an Option. Science GCSE will be a linear exam system whereby all examinations will be taken at the end of Year 11, regardless of how many GCSEs are being taken. The course will be taught as a weekly balanced mixture of Biology, Chemistry and Physics. All exams can be sat at two tiers, Higher and Foundation.

Examination Board AQA

Assessment

- 100% Exam
- Student taking Triple Science as an option will have 6x exams, 1 hour 45 minutes each
- Combined Trilogy (Double) 6x exam, 1 hour 15 minutes each.

Equipment

- Black pen
- Pencil
- Ruler
- Rubber
- Sharpener
- Scientific calculator
- Highlighter

Curriculum Enrichment

Science Club
STEM Club
Science Week
1:1 Appointments with class teachers
Intervention sessions

Skills Developed

Literacy skills
Oracy skills
Numeracy skills
Data handling skills
Statistical skills
Analytical skills
Practical skills
Problem solving skills
Independence skills

Career routes

Medicine
Astronomer
Engineer
Marine biologist
Dentistry
Forensic analyst
Biochemist
Food scientist



Head of Department

Miss M Sellars
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ART, CRAFT & DESIGN GCSE

Course Content

Art and Design allows pupils to investigate and explore a range of materials and techniques, through contemporary and traditional art. We offer exciting and diverse projects that are both challenging and interesting to pupils, as they are encouraged to be independent and individual.

Pupils will explore a wide range of 2D and 3D media including drawing with different materials, painting, printing, photography and textiles. We run two main projects, for example; Identity, with an additional externally set exam project in Year 11.

Our belief is that each of our girls should leave school with a creative spark, the ability to contribute to the arts community, confidence that they can achieve any artistic endeavour, and the knowledge and passion which inspires them to discuss artworks, visit galleries and continue their interest in art throughout their lives.

Examination Board Eduqas

Assessment

Coursework Portfolio - 60%
Exam Sketchbook and Final Piece - 40%

Equipment

Range of tonal pencils, sharpener, rubber, pen
Additional suggested equipment: Watercolour and acrylic paints, oil pastels, colour pencils.

Curriculum Enrichment

We offer Painting, Printmaking, 3D Sculpture and Illustration clubs which are open to all, as well as dedicated time devoted to KS4 learners who wish to develop skills of their choice. We encourage all students to visit an art gallery at least once per term.

Skills Developed

Creative thinking and expression, Critical and analytical thinking, Design Presentation, Creative problem-solving, Independent learning, Literacy skills.

Career routes

Architecture, game designer, book or magazine illustrator, painter, fashion designer, theatre designer, CGI, graphic designer, interior design, web design, animation.

Head of Department

Mrs S Feeney
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BUSINESS GCSE

Course Content

Business graduates are among the top ten highest earners in the UK. Why not start your path to success by opting for GCSE Business?

The specification is structured into two themes, taking students from how entrepreneurs start businesses through to growing global businesses.

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

For students to be successful they should be working at a minimum 9.4 in Maths.

Examination Board

Edexcel

Assessment

100% Written exam. There are two equally weighted exam papers, focusing on each theme - 1 ½ hours per paper.

Equipment

Pen, Pencil, Calculator, Folder with study guides, as well as an extensive bank of online resources that will be provided for you.

Curriculum Enrichment

Business speakers; Educational Visits; After school clubs. You will be regularly recommended videos or podcasts that are relevant to your course.

Skills Developed

Numeracy, literacy, evaluation, analysis, critical thinking and verbal communication

Career routes

Progression onto Level 3 courses such as A Level Economics, Finance or CTEC Business offered in our own sixth form. It also offers progression onto a range of apprenticeships. Possible careers include: Banking; financial services; accountancy; business management; civil service; market analysis; journalism; politics.

Head of Department

Mr A Bari

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CITIZENSHIP GCSE

Course Content

Students will develop a range of analytical skills and application of processes and methods. Citizenship allows students to think critically, problem solve and to show initiative. The knowledge that the GCSE gives them is broad and far-reaching understanding of the society that we live in. They will learn about wide range of topics from how democracy in the UK works to the role of Media today's society. They will explore and learn about different controversial and topical issues with political, social, ethical, economic, and environmental dimensions in local to global contexts. Overall, the skills they acquire from GCSE Citizenship will help them to become active citizens which in the long-term will help them navigate today's global world.

Examination Board

Edexcel

Assessment

GCSE Citizenship is entirely exam based, with 2 exams covering 6 topics at the end of Year 11.

Equipment

Pen, pencil, ruler, highlighters.

Curriculum Enrichment

Eco-Club, Poly Parliament, and current affairs club.

Skills Developed

Analytical, oracy, critical-thinking, research skills and show initiative on a wide-range of global and local issues.

Career routes

Law, civil service, journalist, charity sector ex NGOs, diplomat, market research, local government, social work, researcher and teacher.

Head of Department

Miss S Doyle

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COMPUTING GCSE

Course Content

Students will learn and apply the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, and data representation. Students will learn a wide range of topics relating to computers, from how they work and connect to the ethical and environmental impacts of computing.

In Practical Programming students will undertake programming tasks either to a specification or to solve a problem. Students will draw on their understanding in programming skills to write and refine algorithms to answer exam questions.

For a student to be successful in this course she must be working at minimum 9.4 in Maths.

Examination Board

OCR

Assessment

The final grade will be based on:

100% exam

Paper 1 – 50% - Computer Systems (1hr 30 mins)

Paper 2 – 50% - Programming (1hr 30 mins)

Equipment

Computers

Curriculum Enrichment

Robotics club, Python Programming workshop

Skills Developed

Critical thinking skills, Analytical and logical Problem solving skills.

Student will need to know how to make simple programs using Python or Micro Python.

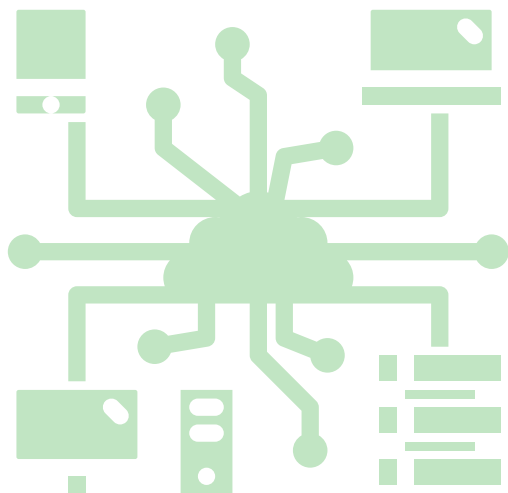
Career routes

- Application Analyst/App Developer
- Machine Learning Analyst
- Data/Big Data Analyst
- IT Project Manager
- Cyber Security Analyst
- AI / System Software Engineer
- Game Designer/Developer
- UX (User Experience) designer

Head of Department

Ms J Allen

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DRAMA GCSE

Course Content

1. Create a devised performance from a stimulus (stimuli can be a quote, song, theme) This is performed in the style of a theatre practitioner i.e. Brecht or a theatre genre i.e. Physical Theatre.

2. Written performance log about the development of the performance.

3. Prepare a scripted performance from a published text for an external examiner.

4. Take a 1h 30m written exam in the summer where you study one text and answer questions as an actor, director and set designer.

Live performance – All GCSE Drama students will be taken to see Live Theatre as part of the course.

Examination Board

Eduqas (WJEC)

Assessment

1. 40% Devised performance with a performance log (e.g. vlog/annotated photos/essay)
2. 20% Scripted performance
3. 40% Written exam

Equipment

Pen, Pencil, Scripts (provided by the department)

Curriculum Enrichment

Theatre visits (may incur a cost). Professional workshops. Compulsory after school/Saturday rehearsals. Drama club is once a week.

Skills Developed

- Specific acting and drama skills
- Communication with others
- Confidence
- Team work
- Presentation skills
- Problem solving
- Creativity



Career routes

You could carry on with further Drama courses at Post-16. Retail, journalism, law, tourism, sales and marketing or any career that involves meeting people face to face. The study of drama can help you develop transferable skills that you can take into any career or job.

Head of Department

Miss N Weston

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FOOD PREPARATION AND NUTRITION GCSE

Course Content

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills. This ensures students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition, and health
- Food science
- Food safety
- Food choice
- Food provenance

Examination Board

AQA

Assessment

Written exam: 1 hour 45 minutes, 100 Marks, 50% of the GCSE

Non Exam Assessment Task 1: Food Investigation (30 marks).

Task 2: Food preparation assessment (70 marks).

Equipment

Equipment will be provided in the practical sessions; student need to be prepared with basic writing equipment.

Students will be expected to bring ingredients personalised to the dish of their choice.

Curriculum Enrichment

Bake Off competition run annually in the school and any other competitions, baking and meal clubs.

Skills Developed

Practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Communication skills, organisation, and multitasking skills as well as creativity and presentation skills.

Career routes

Nutritionist, Chef, Food Product Development, Physiotherapist, Health Coach, Health educator, Nutrition writer and many more.

Head of Department

Miss L. White

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GEOGRAPHY GCSE

Course Content

The Geography course covers both human and physical topics, and there are two pieces of compulsory fieldwork. The course content is as follows: Unit 1: Living with the Physical Environment Unit 1a – The Challenge of Natural Hazards – Tectonics, Weather Hazards, UK Extreme Weather, Climate Change Unit 1b – The Living World – Ecosystems in the UK, Tropical Rainforests and Hot Deserts Unit 1c – Physical Landscapes of the UK – Coastal and River Landscapes Unit 2: Challenges in the Human Environment Unit 2a - Urban Issues and Challenges – including a case study of a UK city and a city in an NEE Unit 2b - The Changing Economic World – Development, A case study of Nigeria and the UK's Changing Economy Unit 2c - The Challenge of Resource Management – UK Food, Water and Energy and a study of Global Energy Resources Unit 3: Geographical Applications.

Examination Board

AQA

Assessment

Paper 1: Living with the physical environment (35% of GCSE), Paper 2: Challenges in the human environment (35% of GCSE), Paper 3: Geographical applications (30% of GCSE).

Equipment

Pen, pencil, ruler, colouring pencils, highlighters, glue, eraser, sharpener, calculator

Curriculum Enrichment

Year 10 Fieldwork trip to Herne Bay

Skills Developed

Numeracy, graphicacy, extended writing (e.g. describing, explaining, analysing, justifying, evaluating), geographical enquiry (e.g. hypothesis building, questionnaire design, fieldwork data collection), decision making, problem solving.

Career routes

Students can go into careers that are directly linked to geography e.g. urban planning, tourism and environmental Science. However, the transferable skills acquired through the study of Geography can be applied to other careers e.g. business, finance and research.

Head of Department

Ms H Barber

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HEALTH & SOCIAL CARE LEVEL 2 VOCATIONAL AWARD

Course Content

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Social care employees, such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes.

Study of this course provides an opportunity for developing knowledge of life stages and key characteristics in the physical, intellectual, emotional, and social development of an individual's growth and development. You will learn the skills, attributes and values required to give care and recommendations and actions to improving health and wellbeing.

Examination Board

Edexcel (BTEC Tech Award)

Assessment

Two internal assessments and one external exam.

Equipment

N/A

Curriculum Enrichment

Intervention club

Skills Developed

Analytical, oracy, critical-thinking, research skills and the ability to show initiative on a wide-range of global and local issues.

Career routes

Care assistant, social workers, personal assistant, community support and outreach worker, supervisors and managers, occupational therapist, activities coordinator, care home directors and managers and teacher.

Head of Department

Ms D Elvin

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HISTORY GCSE

Course Content

History is a discipline that encourages students to be curious and critical. It helps them to understand how societies, technologies, borders and ideas have changed across time and space. Our GCSE curriculum takes in British and International histories, including a topic on monarchy and everyday life in Elizabethan England, 50 years of US History from the swinging 1920s to political scandals of the 1970s, more recent conflicts in the Middle East, and the development of medicine over time. As a facilitating subject, students develop a range of key subject-specific and transferable skills. These include an ability to critically analyse source materials and academic writings, write fluent and convincing arguments, and debate important topics. As such, GCSE History provides students with a solid foundation for a wide choice of future studies and careers.

Examination Board

AQA

Assessment

GCSE History is entirely exam based, with 2 exams covering 4 topics at the end of Year 11.

Paper 1 is entitled Understanding the Modern World and Paper 2 is entitled Shaping the Nation.

Equipment

Pen, pencil, ruler, highlighters

Curriculum Enrichment

History club, History Ambassadors Programme, we will also undertake a number of trip associated with the topic studied, including a trip to Hampton Court Palace.

Skills Developed

Textual and visual analysis, writing to argue, knowledge recall, critical and investigative thinking.

Career routes

History prepares students for a wide range of different career paths, these include but are not limited to: Journalism, Politics, Law, Archaeology, the Diplomatic and Civil Services, Museum and Gallery Curators and Directors

Head of Department

Ms J Baggaley

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ICT LEVEL 1/2 VOCATIONAL AWARD

Course Content

Students will explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and at home. Through practical tasks, ICT students will gain a broad working knowledge of databases, spreadsheets, automated documents, and images, and enables learners to apply their knowledge and understanding to solve problems in a vocational setting. They will learn how IT can be used to fulfil the needs of organisations and individuals, and how data and information is used and transferred.

Examination Board

Eduqas (WJEC)

Assessment

The final grade will be based on:

- ICT in Society 40% exam (1hr 20 mins)
- ICT in Context – 60%- Controlled Assessment (40 hrs)

Equipment

Having computer access at home is helpful but not necessary.

Curriculum Enrichment

Animation and Graphics club offered weekly.

Skills Developed

Student will know how to create Microsoft documents such as spreadsheets, databases and automated documents.

Career routes

- Network Administrator
- Data Analyst/Scientist
- Security Analyst
- Business Analyst

Head of Department

Ms J Allen

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CREATIVE iMEDIA LEVEL 1/2 VOCATIONAL AWARD

Course Content

The media industry is vast, covering different sectors and providing work for freelance digital creatives as well as large digital teams of in design houses and multinational companies. But there are common aspects to all digital media products. This qualification will develop knowledge, and understanding relating to different sectors, products and job roles that form the digital media industry. You will learn how digital media codes and conventions are applied to create digital media products which engages audiences.

Examination Board

OCR (Cambridge National)

Assessment

The final grade will be based on:

- one externally assessed exam weighted at 35%
- Two Non-Examined Assessment (NEA) units weighted at 65%

Equipment

Having computer access at home is helpful but not necessary.

Curriculum Enrichment

Animation clubs, Graphics club

Skills Developed

Problem Solving (PS) - within the NEA students will learn about the tools and techniques used to create digital media products. This will include techniques to record ideas, plan solutions and review outcomes to check if the requirements of clients and audiences/consumers are met.

Analytical Skills (AS) – students will learn how to Analyse scenarios and work out who clients, audiences/consumers are and what they require from digital media products. They will also learn written analysis skills through the review of pre-production documents and the digital media products.

Creative Thinking (CT) - within each NEA unit students will learn about the different forms of creativity and how creativity is integral to producing effective digital media products. This will involve them exploring and generating ideas, making connections to find imaginative solutions and outcomes that add value.

Progression Pathways

Cambridge national's digital media, information technology, A Levels, T Levels and apprenticeships.

Career routes

Game Designer (Character Design, Storyboarding)

Game Developer (Programming in Unity, Unreal Engine)

3D Modeler & Animator (Visual Effects, CGI)

Video Editor (YouTube, Film, TV)

Film Director & Producer (Media Productions)

Social Media Content Creator (Influencer Marketing, YouTube)

Head of Department

Ms J Allen

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MFL FRENCH GCSE

Course Content

Students will work towards the GCSE in French with the Edexcel examining board. To achieve this qualification all students must sit four examinations at the end of the course (Listening, Reading, Writing and Speaking). These four examinations consist of Higher and Foundation tiers. Students can be entered either for Higher or Foundation. The Higher tier examination covers Grades 4-9 and the Foundation tier examination covers Grades 1-5. This GCSE covers topics under the following thematic contexts - My Personal World, Lifestyle and Wellbeing, My Neighbourhood, Media and Technology, Studying and My Future, Travel and Tourism.

Examination Board

Edexcel

Assessment

100% examination – 25% per skill of Reading, Listening, Writing and Speaking.

Equipment

Pen
Pencil
Highlighters/Colouring pencils
Ruler

Curriculum Enrichment

Extra-Curricular trips and visits
French intervention sessions

Skills Developed

Cultural awareness
Linguistic and literacy skills
Communication skills
Dictionary skills
Independence skills
IT skills
Translation skills

Career routes

- GCSE French prepares students for further study and is an advantage for many careers. Language skills can be used in almost any career and particularly in businesses that trade internationally. Jobs where French would be useful include:
 - Broadcast journalist
 - Detective
 - Diplomat / foreign politics
 - English as a foreign language teacher
 - International aid/development worker
 - Tourism
 - Marketing
 - Lawyer

Head of Department

Ms E Aubert
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BONJOUR!

MUSIC LEVEL 1/2 VOCATIONAL AWARD

Course Content

This is a 2-year course for people who enjoy playing or singing, creating music with technology, analysing and listening to music.

You will learn how:

- To create and record your own music with up-to-date software.
- To improve your playing and composing skills.
- To talk about and analyse music with correct terminology.
- To record music and learn production skills.

The course we run is the EDUQAS LEVEL 1 / 2 VOCATIONAL AWARD IN PERFORMING ARTS (Music Discipline) which is equivalent to a GCSE.

Examination Board

Eduqas (WJEC)

Assessment

- Create a portfolio of coursework and video evidence which includes:
- Research and analysis of different genres (styles) or music.
- The planning, and rehearsing, and performing for a live music project (controlled assessment).
- Video evidence of a live performance.
- Composing a piece of music in a style of your choice, to a set brief.
- A planned and completed composition created live or on Ableton.
- Develop the skills needed to submit a creative proposal for an event

Equipment

Pen, Pencil, Ruler (everything else is supplied)

Curriculum Enrichment

Extra-curricular Clubs, Educational visits and workshops, School concerts, public performances, After school revision classes.

Skills Developed

Performing, Composing, Listening, Planning and organisation, Teamwork, Memory and concentration, Performing under pressure, IT skills, Self-discipline, Critical thinking.

Career routes

AS and A2 in Music Technology
Level 3 Qualifications for Music Practitioners.
Higher education courses such as degrees in popular music, music technology, music composition and music business.
Jobs that use Music - BBC Bitesize

Head of Department

Ms J. Stamp
jstamp@woolwichpolygirls.co.uk



PHOTOGRAPHY GCSE

Course Content

Art and Design (Photography) allows pupils to investigate and explore a range of materials and techniques, through contemporary and traditional Photography. Pupils will learn the basic skills of using a professional DSLR Camera, studio lighting, backdrops, long exposure, and how to get the best from editing apps on iPhones and Android devices. We offer exciting and diverse projects that are both challenging and interesting to pupils and encourage them to be independent.

Students will learn the principles of Photography and editing, and experimentation will be encouraged. They will explore a wide range of 2D and 3D media including image making with different materials; printing; photography and digital graphic skills.

In Year 10 and 11 we run two main projects, for example around identity, collections, and/or transformation, with an additional exam project in Year 11. We encourage creativity, independent thought and a chance for pupils to express themselves.

Examination Board

Eduqas (WJEC)

Assessment

Coursework portfolio – 60%, Exam sketchbook and final piece – 40%

Equipment

Access to Editing apps on a phone is helpful but not essential.

Access to a phone with a camera or a DSLR/ point or shoot camera is helpful but not essential.

Curriculum Enrichment

Dedicated time for KS4 learners to use the art rooms to develop their skills. Students are encouraged to visit galleries and exhibitions at least once per term.

Skills Developed

Creative thinking; design; presentation; editing; camera skills; creative problem solving; independent learning.

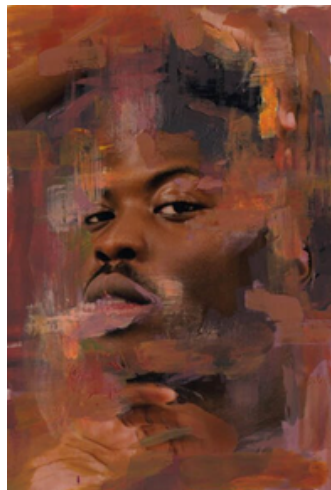
Career routes

Architecture, fashion designer / photographer, theatre designer, CGI, graphic designer, animator, media, interior design, web design, animation, photographer, videographer.

Head of Department

Mrs S Feeney

sfeeney1@woolwichpolygirls.co.uk



PSYCHOLOGY GCSE

Course Content

Psychology is a fascinating area of study that focuses on human behaviour and mental processes therefore allowing us to better understand how we think act and feel. This course considers the important questions such as why do people act the way they do? What shapes our personality? How do we learn and change throughout our life?

We will consider the relationship between Psychology and social, cultural, scientific and contemporary issues, and its impact on everyday life;

- Develop an understanding of ethical issues in Psychology;
- Develop an understanding of the contribution of Psychology to individual, social and cultural diversity
- Develop a critical approach to scientific evidence and methods

Within the course we will be studying Human development, Memory, Psychological problems, Criminal Psychology and Social influence.

It is also essential that students are aware of the elements of biology and math included in the course.

Head of Department

Edexcel

Assessment

GCSE Psychology is entirely exam based. It consists of 2 exams that feature a mix of multiple choice questions and a range of short and extended written responses.

Equipment

Pen, pencil, ruler, highlighters, flashcards, Textbooks will be provided

Curriculum Enrichment

Watch films and documentaries, keep up with current affairs, listen to psychology podcasts, visit museums.

Skills Developed

Analytical skills, critical thinking, research methods. Data collecting,

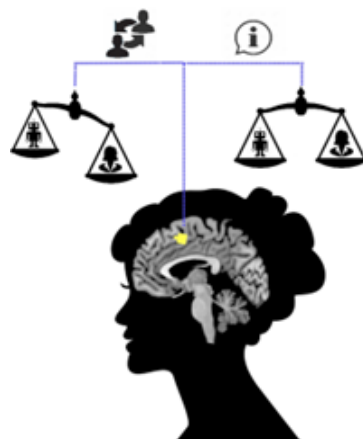
Career routes

Counselling/Therapist, Forensic Psychologist, Law, Police, Neuroscientist, Childcare/development, Healthcare, Research, Business and marketing.

Head of Department

Ms J Doe

jdoe@woolwichpolygirls.co.uk



SEPARATE SCIENCE GCSE (TRIPLE SCIENCE)

Course Content

GCSE Separate Science is designed for students working toward grades 6-9. This is taken as an Option subject. Pupils achieve 3 GCSE grades for Biology, Chemistry and Physics.

Science GCSE will be a linear exam system whereby all examinations will be taken at the end of Year 11, regardless of how many GCSEs are being taken. The course will be taught as a weekly balanced mixture of Biology, Chemistry and Physics.

All exams are sat at Higher tier.

For students to be successful in this course she must be in set 1 & 2 in Science in year 10. Students needs to speak with the Head of Department if unsure.

Examination Board

AQA

Assessment

- 100% Exam
- Separate Science (Triple) 6x exams, 1 hour 45minutes each

Equipment

Black pen
Pencil
Ruler
Rubber
Sharpener
Scientific calculator
Highlighter

Curriculum Enrichment

Science Club
STEM Club
Science Week
1:1 Appointments with class teachers
Intervention sessions

Skills Developed

Literacy skills
Oracy skills
Numeracy skills
Data handling skills
Statistical skills
Analytical skills
Practical skills
Problem solving skills
Independence skills

Career routes

Medicine
Astronomer
Engineer
Marine biologist
Dentistry
Forensic analyst
Biochemist
Food scientist

Head of Department

Miss M Sellars
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SPORTS STUDIES LEVEL 1/2 VOCATIONAL AWARD

Course Content

Cambridge Nationals Sports Studies (J829)

Sport Studies takes a more sector-based focus on physical education, whilst also encompassing some core sport/physical educational themes. Students will have the opportunity to look at different elements within sports and will have the opportunity to apply their theoretical knowledge in a variety of different sports. They will also look at the contemporary issues within sport such as funding, participation, ethics, role models and sport and the media. Students will develop an appreciation of the importance of sport and learn about the different ways of being involved in the sports industry.

Examination Board

OCR (Cambridge National)

Assessment

Mandatory Units

R184- Contemporary issues in sport- Written exam

R185- Performance and leadership in sports activities- Practical assessment

Optional units

R186- Sport and the Media

R187- Increasing awareness of Outdoor Adventurous Activities

Equipment

PE kit, Pen, pencil, ruler, calculator, Log book, Training Log and Club participation record.

Curriculum Enrichment

Various sporting clubs are held after-school throughout the year.

University visits to experience lab-based fitness testing.

External visits to experience OAA such as canoeing, climbing etc.

Skills Developed

Sport specific skills and game play
Sports officiating
Teamwork
Communication
Evaluating and improving
Problem solving

Career routes

Coach, Personal trainer, Sports Performance Development, Physiotherapist, Sports psychologist.

Head of Department

Mrs. Z. Hodgson
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SOCIOLOGY GCSE

Course Content

Sociology is all about understanding society, its characteristics and functions, as well as the ideas that shape people's lives – e.g. wealth, education, family life, crime. A new subject for students entering KS4, Sociology develops a wide range of important skills, from critical thinking to extended writing, to research methods and analysis. The GCSE is assessed in two different papers. Paper 1 is entitled 'The sociology of families and education' and covers the topics of families and their changing dynamics and factors that impact education. Meanwhile, Paper 2 covers 'The sociology of crime and deviance and social stratification' - this explores why crimes happen in society and the different groups we are placed in within society and why. In both papers, students will be asked to consider the writings of key Sociologists, as well as how those with differing ideologies have interpreted the broad social themes being studied.

Examination Board AQA

Assessment

GCSE Sociology is entirely exam based. It consists of 2 exams that feature a mix of multiple choice questions and a range of short and extended written responses.

Equipment

Pen, pencil, ruler, highlighters, flashcards, Textbooks will be provided

Curriculum Enrichment

Intervention offered closer to exams, we will also undertake trips associated with the topic studied, Keeping up with current affairs (watching/reading the news)

Skills Developed

Writing to argue, knowledge recall, critical and investigative thinking, research methods and analysis.

Career routes

Sociology prepares students for a wide range of different career paths, these include but are not limited to: Social Work, Journalism, Politics, Law, Research, Marketing, Social Policy, Civil Service and Education.

Head of Department

Ms J Doe
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TEXTILES

Course Content

Art and Design (Textile Design) allows pupils to investigate and explore a range of materials and techniques, through contemporary and traditional methods. We offer exciting and diverse projects that are both challenging and interesting to pupils, as they are encouraged to be independent and individual.

Pupils will explore a wide range of textiles techniques including embroidery, design, fabric manipulation, dying techniques and print-making. We run two main projects, a portfolio project, with an additional externally set exam project in Year 11. All of these projects will take inspiration from textile artists and designers, and students will have the opportunity to create their own textile art and design responses.

Our belief is that each of our girls should leave school with a creative spark, the ability to contribute to the arts community, confidence that they can achieve any artistic endeavour, and the knowledge and passion which inspires them to discuss artworks, visit galleries and continue their interest in art throughout their lives.

Examination Board Eduqas (WJEC)

Assessment

Coursework Portfolio - 60%
Exam Sketchbook and Final Piece - 40%

Equipment

Range of tonal pencils, sharpener, rubber, pen
Additional suggested equipment: Sewing equipment

Curriculum Enrichment

We offer dedicated time devoted to KS4 learners who wish to develop skills of their choice in intervention and drop-in sessions. We encourage all students to visit galleries like the V&A.

Skills Developed

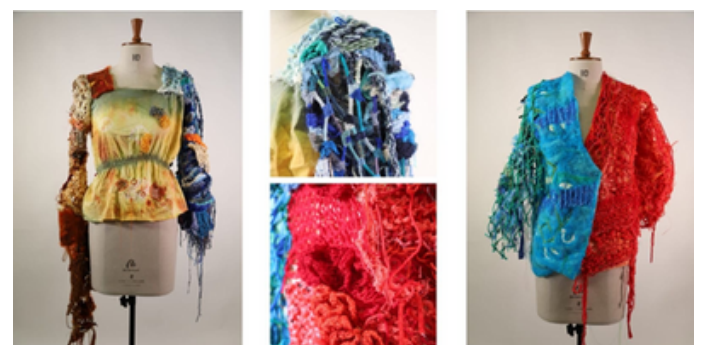
Creative thinking and expression, Critical and analytical thinking, Design Presentation, Creative problem-solving, Independent learning, Literacy skills.

Career routes

Clothing/textile technologist, Colour technologist, Illustrator, Interior designer, Fashion designer, Printmaker, Textile designer, Retail buyer, Marketing executive, Costume Designer.

Head of Department

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WINDY HILL SCHOOL FOR GIRLS



Woolwich Polytechnic
School for Girls