

## Course Options



## Introduction

During Key Stage 3, students study all the subjects in the curriculum. However, once they begin their GCSE courses in Year 10, students have the chance to choose some of the subjects they study. The choices students make are important because they influence their success at school and they can affect career choices and future studies.

At Villiers, we have devised a Key Stage 4 curriculum that tries to achieve a balance between a core curriculum for all and a variety of options to meet the individual needs and interests of students. As in the majority of secondary schools, we take the process of choosing options very seriously. We provide our students with information about the choices on offer and about how to make the right choices. It is important that students choose subjects that they enjoy as well considering what is relevant for future career options.



Juliet Strang, Headteacher

## How to use this booklet

The booklet contains a summary of the Key Stage 4 curriculum and information about each of the subjects.

Students are advised to start off by making sure they understand which subjects are compulsory and which are options. They should then read about each of the subjects and think about which subjects they would like to study.

When sure of the subjects they wish to study, students then complete the Options Choice Form and submit it to the school.

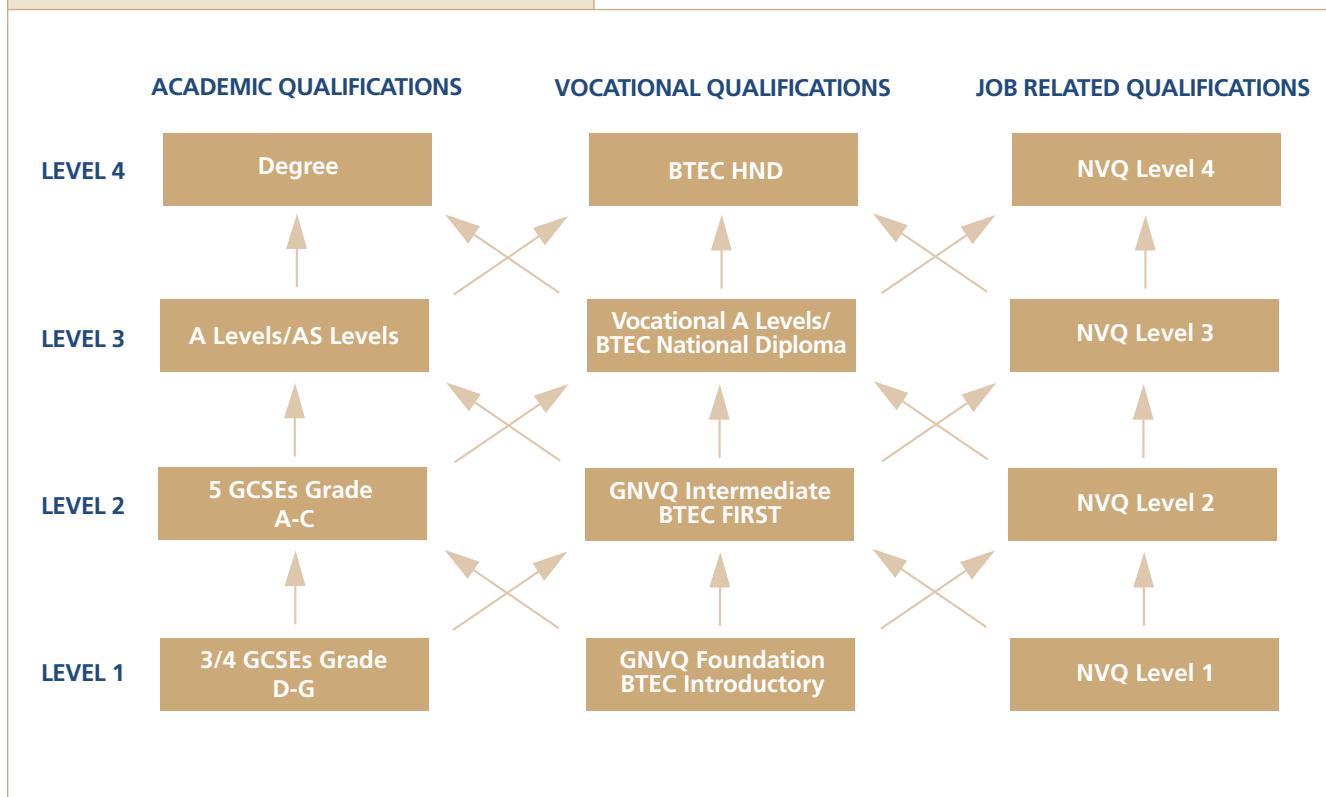
## Choosing your subjects

To choose subjects, students are advised to use the guidance available in this booklet; talk to teachers; parents and friends, listen to the presentations made in assemblies and tutorials and do research on the internet about careers.

### Choices should be based on:

- ★ what you are good at
- ★ what you enjoy
- ★ considering if you have a good balance between practical and theoretical subjects
- ★ considering how your choices might fit into any plans you have for future studies or careers.

## Qualification routes diagram



### The Key Stage 4 Curriculum

All students must study a set of core subjects. In addition to the core subjects, students will be able to choose between 1 and 3 subjects (referred to as Pathways) from an extensive list of options. The Pathway structure is designed to allow all students the optimum opportunity for success at GCSE and of matching their interests and aptitude to the number of subjects studied. Each student attends an interview to discuss his or her choices.

**PATHWAY 1** - Students who are entered into pathway 1 will have the opportunity to be entered for ASDAN, 1 GCSE and the core subjects. Students will get more time to develop their skills in English, Maths and Science.

**PATHWAY 2** - Students who are entered into pathway 2 will have the opportunity to be entered for 2 GCSEs and the core subjects. Students will get more time to develop their skills in English, Maths and Science.

**PATHWAY 3** - Students who are entered into pathway 3 will have the opportunity to be entered for 3 GCSEs and the core subjects.

Students who are successful in getting their choices will need to demonstrate a willingness to further their education, a commitment to study and to attend all sessions.

### Core Subjects

All students study these:

**English**

**Maths**

**Double Award Science**

**Design and Technology**

choose **one** of the following:

- Food
- Textiles
- Resistant Materials
- Resistant Materials with Electronics
- Resistant Materials with Ceramics
- Digital Media
- AS Graphics

**P.S.H.E. (non GCSE)**

**R.E. (non GCSE)**

**P.E. (non GCSE)**

**Additional choices available**

**ASDAN**

**VGCSEs:**

- **Business Studies Double Award**

- **ICT Double Award**

(Information, Communications Technology)

**Leisure and Tourism Double Award**

**AS Level Digital Photography**

and the following GCSE subjects

<b>Art and Design</b>	<b>Physical Education</b>
<b>Drama</b>	<b>Religious Education</b>
<b>French</b>	<b>Statistics</b>
<b>Geography</b>	<b>Spanish</b>
<b>History</b>	<b>Urdu</b>
<b>Music</b>	
<b>Panjabi</b>	

### Key Learning Skills

Throughout all the subjects on offer, students will develop Key Learning Attitudes, Skills and Knowledge which under-pin the whole curriculum. They are being developed through 'Learning to Learn' (L2L) in a number of ways:

- ★ training sessions delivered to students during Form time
- ★ Attitude Assemblies - both whole school and year group
- ★ student conferences
- ★ coverage in lessons

We are beginning to track progression and development of these attitudes through self-assessment by the students and feedback from L2L prefects and Form tutors.

The Skills and Knowledge section of the curriculum is organised into seven main strands:

- 1 Understanding Self as a Learner**
- 2 Learning with and from Others**
- 3 Planning**
- 4 Investigating Resources**
- 5 Developing Memory**
- 6 Thinking**
- 7 Adapting**

These represent the main areas that the school felt were most important within the L2L programme. The curriculum then identifies the component skills and

knowledge of each strand - referred to as sub-skills.

Much of this year's work has focused on tracking progression of these sub-skills and developing the learning outcomes we hope to achieve. Each sub-skill within each main strand has a set of progression statements. The idea is for these to be used by both students and staff to plan, deliver and assess the development of L2L at the school.

### Timetable for Option Choices

#### JANUARY

- ★ Prepare students for decision-making Career choices - Which Way Now Booklet distributed 'Opt Into Learning Presentation' by Impact Group Assembly

#### FEBRUARY

- ★ Distribution of Options Booklet Preparation of Choices - Tutorial Period, PSHE, Assembly
- ★ Students complete the Options Choices application
- ★ Individual interviews commence

#### MARCH

- ★ Continuation of interviews
- ★ Initial feedback on choices offered to students

#### APRIL

- ★ Choices finalised

#### SEPTEMBER

- ★ Begin 2 year course for examinations

## ART AND DESIGN

### QUALIFICATION GCSE Art and Design

**CONTENT** GCSE Art & Design is a practical course where students express their ideas through drawing, painting, aspects of design including working on fabrics, using clay and making sculptures.

The course allows students to develop their existing skills and develop new ones through two coursework projects. They will be expected to develop their ideas through using a sketch book and through producing a series of drawings using lots of different materials and techniques. They also study the art of different artists. Students will have the opportunity to produce 2D and 3D designs based upon this work in a variety of materials, such as multi-media drawings, painting on fabric, constructing 3D designs using clay. The course will allow students to develop their abilities to respond creatively to a chosen theme and external stimulus.

**BENEFITS** Pupils develop their confidence and ability to explore their own ideas through the use of different materials and the different uses of colour and tone. They also develop an understanding of the work of other artists and designers and learn to appreciate art from around the world whilst exploring social and moral issues that concern artists. They learn how to use this knowledge to help develop their own ideas and approaches to practical art making.

**CAREERS** Artist, Teacher, Fashion Designer, Graphic Designer, Product or Interior Designer; Architect, Multi Media Designer, Illustrator.

**USEFUL RESOURCES** Books on various artists or art techniques, 'GCSE Art and Design Students' book, BBC bite size book  
[www.tate.org.uk](http://www.tate.org.uk)  
[www.thebritishmuseum.ac.uk](http://www.thebritishmuseum.ac.uk)

**CONTACT** Mr McGonigle, Ms Green, Ms Durkin

## ASDAN

### QUALIFICATION Bronze / Silver Award

**CONTENT** This is a module-based course with no exams. Students are able to choose from 12 different modules that are based on the skills needed to cope with life. They will have a range of experiences and will work on their own and with others. Modules range from Information Handling to the Expressive Arts.

Each module is made up of challenges. Students may have to research information using the Internet, write the lyrics for a song, arrange a party, take part in a charity event, go on visits or make a film. These are just a few of the activities. In addition, students have the opportunity to take part in creating their own business through a NFTE programme (National Foundation for Teaching of Entrepreneurship). Students will study for the Bronze Award and, if successful, can go on to the Silver Award. Bronze Award (2 full credits) Silver Award (4 full credits).

**BENEFITS** This is a course that concentrates on the development of life skills. Students also work on the improvement of their literacy skills.

**CAREERS** Employers are looking for workers who can show that they have developed key skills. An ASDAN certificate will provide proof of these requisite skills and so help prepare students for employment. Possible types of employment could include, office work, ICT, shop work and work in the community.

**CONTACT** Ms Brzeska, Ms Ash

## BUSINESS STUDIES

**QUALIFICATION GNVQ** (Equivalent to 4 GCSEs A-C), **BTEC National Certificate** (Equivalent to GCSE AS Level)

**CONTENT** The course is made up of six units:

- ★ Investigating how businesses work
- ★ How businesses develop
- ★ Business finance
- ★ Retailing
- ★ Customer service
- ★ Business enterprise

### BENEFITS

- ★ students gain an understanding of business and develop skills and knowledge in business
- ★ apply their learning in a practical and realistic way, gaining first hand experience of a wide range of businesses through visits, including Euro Disney Paris
- ★ gain confidence by developing independent learning skills
- ★ develop key skills which are highly valued by employers and further education
- ★ follow a programme of study that enables progression to other courses and employment in business
- ★ become part of a wider network of Business Studies with students from other schools through NFTE events
- ★ set up and develop their own business and earn real money!

**CAREERS** Business Adviser, Accountant, Marketing Manager, Personal Assistant, Entrepreneur.

**USEFUL RESOURCES** Books: Letts GCSE Success Visual Revision Guide: Business Studies Heinemann GNVQ Intermediate Business for EDEXCEL NFTE: Entrepreneurs Profile by S. Mariotti et al. Career Press The Young Entrepreneur: A Guide to Starting Your Own Business, by S. Mariotti, Random House Websites:  
[www.bbc.co.uk/schools/gcsebitesize/business](http://www.bbc.co.uk/schools/gcsebitesize/business)  
[www.NFTE.co.uk](http://www.NFTE.co.uk)  
[www.edexcel.org.uk](http://www.edexcel.org.uk)

**CONTACT** Ms Gill, Ms Warrington

## DESIGN TECHNOLOGY

### QUALIFICATION GCSE Product Design

**CONTENT** All students study Graphics as a core subject. Students can choose an option from:

**Food:** Students cook a range of food products both teacher-led and self-generated to meet a variety of specifications, eg food suitable for a Ready Meal.

**Textiles:** Students learn a range of skills and apply them to their own designs to make practical and fashionable textiles products.

**Resistant Materials:** Students use wood, metal and plastic to explore solutions to a range of practical problems, eg storage in the kitchen, children's toys, etc.

**Resistant Materials with Electronics:** As above but students will also be taught how to integrate simple electronic circuits into their practical work.

**Resistant Materials with Ceramics:** As for Resistant Materials but students will develop some skills with ceramic materials, ie clay and use them in their project work.

**Digital Media:** Students studying Digital Media will use high-level graphics applications such as Photoshop and Pro-Desktop to design and model new products.

**AS Graphics:** This course is for students who have shown an outstanding ability in graphic design during KS3. Students selected for this high level course will explore a range of graphic techniques and use them in a practical environment, for example leaflets posters. This course is worth an 'A' level.

**BENEFITS** Well skilled designers can command a sizeable income within any strand of the industry. Designers are always in demand and the skills are transferable to any number of other careers, eg games design, teaching.

**CAREERS** Graphic Design, Product Design, Fashion Design, Catering Industry.

**USEFUL RESOURCES** BBC technology web sites, Design council web site

**CONTACT** Mr O'Neil

## Villiers High School Options

### DIGITAL PHOTOGRAPHY

**QUALIFICATION** AS level Art, specialising in Photography

**CONTENT** Photography includes artwork in film, video and digital photography. Students develop artwork in the medium of photography, which should form a means of personal enquiry and expression involving the selection and manipulation of images.

Students learn camera techniques and use a computer to create high quality photographs. They learn how to edit and produce a short video. Students are expected to develop a creative approach to photography and video that goes beyond the simple observation and recording of events or situations.

**BENEFITS** Students develop confidence in their ability to develop their own ideas through the use of different photographic techniques. They explore the different uses of colour and tone to create mood and expression using both still and video cameras; this includes developing knowledge on camera angles and photographic composition. Students develop their ability to express their own ideas in a variety of ways and develop an understanding of the work of other artists and photographers. They study photography that includes film based title sequences, documentary, and art focused photography whilst exploring the social and moral issues concerning photographers. They learn how to use this knowledge to help develop their own ideas and approaches to practical picture making. This work is developed through the use of a work journal and concludes with students making their own compositions.

**CAREERS** Photographer (Commercial, Advertising, Newspaper), Teacher, Designer (Fashion, Graphic, Product, Interior), Architect, Multi Media Designer.

**USEFUL RESOURCES** books on photographers or digital photograph techniques, 'AS level Art and Design Students' book, BBC bite size book, [www.photonet.org.uk](http://www.photonet.org.uk)  
[www.tate.org.uk](http://www.tate.org.uk)

**CONTACT** Mr McGonigle

### DRAMA

**QUALIFICATION** GCSE Drama

**CONTENT** Students will:

- ★ be expected take part in school trips to the theatre as part of the GCSE curriculum
- ★ develop their improvisation and acting skills
- ★ develop their ability to create their own plays in practical sessions
- ★ develop their analytical and evaluative skills in both discussion and written work
- ★ look at plays by important playwrights and explore the many different ways to respond and develop a script on stage

**BENEFITS** Students will:

- ★ enjoy this course if they want to study a subject that is both practical and creative, which also includes an element of reflective written evaluation of their own acting and that of their peers
- ★ have the opportunity to perform both scripted and devised plays
- ★ have the opportunity to see a variety of professional performances
- ★ enjoy this course if they enjoy group work
- ★ enjoy this course if they love to use their imagination

**CAREERS** Actor/Actress, Director, Playwright, Media, Teaching, Law, Stage Manager, Dancer. Drama helps people to build confidence and teamwork skills which can be vital to a range of careers.

**USEFUL RESOURCES** Play 'Blood Brothers' by Willy Russell

**CONTACT** Ms McGrath, Ms Smith

### ENGLISH LANGUAGE AND LITERATURE

**QUALIFICATION** GCSE English Language and Literature

**CONTENT** All pupils study English and English Literature. Students submit 5 pieces of coursework and are awarded 2 separate GCSE certificates.

The aim of the course is to build on language skills to become more confident and competent with the English language and to explore a wide range of texts. Students have the opportunity to experience a variety of activities, which are interesting and enjoyable. They can, therefore look forward to a range of oral work and to reading a variety of texts from the following genres: media • drama • fiction • non fiction • poetry • pre 20th century literature and writing in a variety of styles including: reporting • narrating • persuading • describing • instructing • explaining

**BENEFITS** Students develop confidence in speaking and writing for public and formal purposes. They also develop their ability to evaluate the way language is used. They read classical and contemporary texts and explore social and moral issues.

Students learn to speak and listen confidently in a wide variety of contexts. They learn to be flexible, adapting what they say and how they say it to different situations and people. They learn how to speak formally to people, and those they do not know, in an articulate and fluent way, using standard English. They learn how to evaluate the contributions they, and others, have made to discussions and drama activities. They take leading and other roles in group work.

**CAREERS** Advertising, Copywriter, Editor, Journalist, Librarian, Media Researcher, Teacher.

**USEFUL RESOURCES** NEAB anthology 'GCSE English/English Literature Students' Book'  
AQA text book

**CONTACT** Ms Baillie, Ms Sara

### FRENCH

**QUALIFICATION** GCSE French

**CONTENT** The aim of the course is to build on the language skills students already have to help them become more confident and competent with the French language. This course aims to enable students to use French effectively for the purpose of practical communication. It forms a sound base for the skills, language and attitudes required for further study, work and leisure. It offers insights into the culture and civilisation of the countries where French is spoken.

**BENEFITS** French is the official language of the Olympic Games, the United Nations and Disneyland Paris! Businesses often pay a higher salary to employees with a second language and many universities expect students to have a GCSE in a language. The study of a language enhances grammar skills in English, increases problem-solving skills and improves memory. French is spoken in more than 40 countries in the world by over 125 million people. Students have the opportunity to go on an exchange and visit Parc Asterix or Euro Disney.

**CAREERS** Tourist industry, Olympics, Euro Disney, Airport, Air cabin crew, Business, Trade, Interpreter, Translator, Chef de cuisine, International relations, International law, Linguist, Overseas aid worker, Teaching, Research jobs in media, fashion, arts and music.

**USEFUL RESOURCES** Textbooks, web sites, eg BBC Bite size, Revision Guides, role-play revision guides, AQA self-assessment booklets, independent listening packs, bilingual dictionaries, Mary Glasgow magazines, School Resource Centre

**CONTACT** Ms Halford

## GEOGRAPHY

### QUALIFICATION GCSE Geography

**CONTENT** This course aims to make Geography relevant and accessible to students whilst also developing the key skills necessary for Geography and the wider world.

There are four main study units in the course:

- 1 **People, Work and Development**
- 2 **Climate, the Environment and People**
- 3 **Water, Landforms and People**
- 4 **People and Place**

Fieldwork is an essential part of Geography and we aim to offer at least three trips a year for Years 10 and 11. Previous fieldtrips have been to Docklands, Brent River and Boxhill.

**BENEFITS** The world in which we live is likely to change more in the next 50 years than it has ever done before. Our role in that change is more important than ever. Geography explains the changes and helps to prepare people. It is a subject about now and the future. Geographers have a unique viewpoint combining political and economic aspects with an understanding of the physical processes.

**CAREERS** Tourism, Town Planning, Environmental Scientist, Surveyor and Teaching. Geography is also useful for Law, Journalism, Medicine and working in the media for example because it combines the understanding of the facts of the sciences with the perception of the arts.

#### USEFUL RESOURCES

Villiers High School Geography website

**CONTACT** Mr Craven

## HISTORY

### QUALIFICATION GCSE Schools History Project

**CONTENT** There are two main themes in History GCSE:

<b>Medicine</b>	<b>Germany 1919-1945</b>
<b>Ancient Civilisation</b>	<b>End of World War One</b>
<b>Middle Ages</b>	<b>Weimar Republic</b>
<b>The Renaissance</b>	<b>Nazi Rise to Power</b>
<b>Industrialisation - 19th Century</b>	<b>Nazi Consolidation of Power</b>
<b>20th Century</b>	<b>Nazi influence on Public Life</b>

**BENEFITS** In History, students learn about people, life and events from the past. Students use historical evidence to imagine life in the past. They consider the judgements and decisions made by people in power. Students study how society worked, what the conditions of life were like and how these have changed over time. They are encouraged to make links from the History they learn to the present day to see if History can give guidance to dealing with current local, national and world issues.

**CAREERS** Teacher, Lawyer, Politician, Historian. The skills of objectivity, resource interrogation and analysis give the skills to work independently in any career or as part of a team.

**USEFUL RESOURCES** Edexcel.co.uk, BBC-Bitesize, SchoolHistory.co.uk, Villiers Learning Centre-Library

**CONTACT** Mr Gondal

## ICT - INFORMATION COMMUNICATION TECHNOLOGY

**QUALIFICATION EDEXCEL DiDA** (Diploma in Digital Applications)

**Double Award** - Equivalent to TWO GCSEs

**CONTENT** There are two units in this course:

**Unit 1** - USING ICT **Unit 2** - MULTIMEDIA

- ★ Make selective use of ICT Email
- ★ Operate computer Word Processing, Spreadsheet and Database software
- ★ IT trouble-shooting for users
- ★ IT security for users
- ★ Internet and intranet website software
- ★ Artwork and imaging software
- ★ Presentation software

**BENEFITS** Students learn that ICT is not only about computers but also about TV, radio, text-messaging, web and e-mail, telephone, video, DVD and CD. The course helps students to design and produce their own multimedia applications, as well as take a critical look at multimedia in the world. Students learn how to collect their own multimedia products - music, images or photographs - and then manage the process of putting these together to create something new. Students learn about how ICT is involved in Business and the Law. They learn the importance of managing and reviewing their work and testing it as well as thinking about how it could be distributed.

**CAREERS** There is a very wide range of employment opportunities such areas as Multimedia, Communications, Administration, Commerce, Software Development or Hardware Development, Network Management, Systems Analyst.

**USEFUL RESOURCES** To find out more detail about this course please visit the following website: <http://dida.edexcel.org.uk/home>

**CONTACT** Mr Grant

## LEISURE AND TOURISM

### QUALIFICATION GCSE Double Award Leisure & Tourism

**CONTENT** The course aims to provide a broad background of understanding and core knowledge of the Leisure and Tourism industries in the UK. It encourages a student-centred approach to learning together with the opportunity to apply knowledge of the Leisure and Tourism industries in a vocationally relevant way. Students gain an insight into several sectors of the industry, including Business, Retail and Sales, Hospitality and Catering, and they will also have the chance to experience a range of services, such as Theme Parks, Shopping Centres, and Sports and Fitness Centres. Students will be expected to go out into the local community to investigate their local Leisure and Tourism industry.

**BENEFITS** Students will understand the important part that the Leisure and Tourism industry plays in today's society, and the variety of activities that people can enjoy and places they can visit in their leisure time. They will learn that the industry is made up of many different facilities and organisations, from leisure centres and theatres to travel agents and airlines. Students will discover the key marketing tools that organisations use in the industry as well as the role of Customer Service, ie how the different needs of customers are met, communicating with customers, the importance of personal presentation when dealing with customers, and why it is important to keep customer records.

**CAREERS** Tourist industry, Air Cabin Crew, Holiday Representative, Business, Leisure Centre Management, Customer Services Management, Passenger Services, Tourist Information Centre Assistant, Conference and Event Organisers.

**USEFUL RESOURCES** Textbooks, web sites, eg BBC Bitesize, Revision Guides, inter-active CD ROMs, AQA self-assessment booklets, Villiers Resource Centre, Information Technology suite, visits to local services and facilities, publicity materials, educational DVDs

**CONTACT** Ms Uwalaka

### MATHEMATICS

#### QUALIFICATION GCSE Mathematics

**CONTENT** Mathematics in Years 10 and 11 builds upon the work done at Key Stage 3. The course covers a wide range of topics, providing all with a firm foundation in mathematical techniques. New mathematical concepts are taught as well as reinforcement of the basic ones. Pupils are also instructed in the appropriate use of ICT, including the effective use of calculators.

**BENEFITS** Pupils are given the opportunities to:

- ★ use and apply mathematics in practical tasks, in real life problems and within mathematics itself
- ★ use calculators and computer software, eg spreadsheets
- ★ explore a variety of situations that lead to the expression of mathematical relationships
- ★ Use a variety of different representations
- ★ engage in practical and experimental work, in order to appreciate some of the principles that govern random events
- ★ carry out calculations mentally.

**CAREERS** Mathematics is a prerequisite to any chosen career. It is particularly important in certain fields, eg Accountancy, Medicine, Law, Teaching and all Science related careers.

**USEFUL RESOURCES** Edexcel GCSE Mathematics textbook. The content of the syllabus and other useful information can be obtained from the website [www.edexcel.org.uk](http://www.edexcel.org.uk)  
Past papers can be obtained from [www.gcsemathspastpapers.com](http://www.gcsemathspastpapers.com)

**CONTACT** Mr Virdee, Ms Sheppard

### MUSIC

#### QUALIFICATION GCSE Music

**CONTENT** There are four areas of study covering music from 1700s to the present day. The coursework is split into two parts:

**Composing** - Students compose two pieces, each taken from a different area of study, this is worth 30% of the total mark.

**Performing** - Students do three performances, one a solo performance, one a composition and the other can be anything the student chooses. This performance is worth 30%.

At the end of the course there is a Listening and Appraising test worth 40%.

**BENEFITS** Students learn:

- ★ to use the latest Music technology resources thereby improving their overall ICT skills
- ★ about other cultures through studying music from a wide variety of sources
- ★ to improve their presenting skills through regular performances
- ★ to develop their critical thinking skills through regular evaluations of their work
- ★ to develop their leadership skills through directing performances
- ★ to develop an understanding of how music is used for differing purposes in society

**CAREERS** Music Composer, Music Industry Promotions Manager, Music Therapist, Musician, Singer, Disc Jockey.

**USEFUL RESOURCES** CPG GCSE Music Edexcel Study Guide

**CONTACT** Ms Campbell

### PANJABI

#### QUALIFICATION GCSE Panjabi

**CONTENT** The aim of the course is to build on the linguistic skills pupils already have to help them to become more confident and competent with Panjabi. It will also help to develop the ability to communicate effectively in Panjabi through both the spoken and written word, using a range of vocabulary and structures.

**BENEFITS** Students will develop knowledge and understanding of the countries and communities where Panjabi is spoken as well as confidence in speaking, reading and writing the language for public and formal purposes. They learn to be flexible, adapting what they say and how they say it to different situations and people. Many jobs need bilingual people.

**CAREERS** Language Teacher, Editor, Air Cabin Crew, Musician, Interpreter, Translator, Linguist, TV and Radio Presenter.

**USEFUL RESOURCES** GCSE Panjabi (Reading), A practical guide to GCSE Panjabi, AQA past papers, Villiers website (Panjabi) GCSE Panjabi (writing), GCSE Panjabi (Speaking)

**CONTACT** Ms Halford, Ms Sharma

### PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

#### QUALIFICATION Non GCSE Course

**CONTENT** The aim of the PSHCE course is to help students to be more aware of the wider world in which we live and of the religious and moral issues involved in the decisions they will have to make in their adult lives.

The course involves discussion work, both in groups and as a whole class, encouraging students to increase their self-awareness, decision-making and personal responsibility. Topics covered include, human rights, sex and relationships, health issues, global citizenship, democracy, personal finance, careers and study skills.

**BENEFITS** Careers education plays a major role in our programme for Years 10 and 11, the ultimate aim being to provide students with job ideas that are suited to their interests and abilities. Students are encouraged to take an active part in the search for relevant information, using computer software and printed material provided. The work experience programme gives students an exciting opportunity to apply in practice the skills acquired within the school careers module.

The course is taught by experienced staff who come from a variety of subject disciplines. This is not an examination subject, but every student follows the programme as we feel there are very real benefits to be gained from learning about these important issues.

**CAREERS** Care Worker, Health Worker, Midwife, Nursery Nurse, Play Worker, Social Worker

**USEFUL RESOURCES** Villiers High School student intranet (PSHCE page)

**CONTACT** Mr Humayun

## PHYSICAL EDUCATION

### QUALIFICATION GCSE PE

**CONTENT** GCSE PE has practical and theoretical components in the course.

**They are as follows:**

Practical lessons  
Classroom lessons  
Football exercise and training  
Netball safety aspects in sport  
Badminton  
Applied Anatomy and Physiology  
Basketball  
Athletics  
Fitness

**BENEFITS**

Improved health  
Improved sporting ability  
Improved knowledge of the human body  
Improved confidence  
Improved ability to work in groups  
A lesson where you can run about!

**CAREERS** Any job, as the health benefits will help in any career, Professional sport, Teaching, Sports Centre work, Armed Forces.

**USEFUL RESOURCES** Web sites to help include:

[www.bbc.co.uk](http://www.bbc.co.uk) GCSE PE bitesize  
[www.teachpe.com](http://www.teachpe.com)  
[www.educationforum.co.uk](http://www.educationforum.co.uk)  
[www.gcsepe.co.uk](http://www.gcsepe.co.uk)  
[www.coursework.co.uk](http://www.coursework.co.uk)  
Any sporting books

**CONTACT** Mr Baillie

## RELIGIOUS EDUCATION

### QUALIFICATION GCSE RE

**CONTENT** All students study Christianity and a religion of their choice (one of Hinduism, Sikhism, Judaism, Islam or Buddhism). Students study issues such as the environment, wealth and poverty, marriage and divorce, abortion and euthanasia. The course develops a spirit of enquiry and questioning. It is about acquiring knowledge and insight, and developing skills such as compassion. Students are expected to complete two pieces of coursework - one focused on the Christian festival of 'Easter' and the other on 'Marriage' in the chosen religion. It is not about making students religious. It is about enabling them to think for themselves about religious and moral issues.

**BENEFITS** Since Religious Studies is a compulsory subject at KS4, why not turn it into a formal qualification? There are, however, other reasons to take this course. Students enjoy this course if they are interested in religion and spirituality, for whatever reason. It will also be of interest to those who want to be better informed about religion and its influence on world events. By providing a quality learning experience and environment, we empower individuals to become caring, critical thinkers, tolerant, responsible members of the community who value learning as a lifelong process. A GCSE in Religious Studies is a stepping-stone to a wide range of future opportunities. Students will develop many key skills throughout the course, in particular - Communication, ICT, Working with Others and Problem Solving.

**CAREERS** Law, Medicine, Teaching, Politics, Nursing, Social Care, Psychology, Ministry, Media, and Journalism.

**USEFUL RESOURCES** Villiers School Intranet (RE site), BBC Ethics

**CONTACT** Mr Humayun

## SCIENCE

### QUALIFICATION GCSE Double Award Science

**CONTENT** Students study GCSE Core Science in Year 10 and Additional Science in Year 11. The topics studied are:

**GCSE CORE Science in Year 10**

**Biology** - keeping healthy, drug use and misuse, diseases, habitats, variation, evolution, human impact on the environment.  
**Chemistry** - rocks, metals, building materials, fuels from crude oil, polymers, ethanol, plant oils, earth and its atmosphere  
**Physics** - heat transfer, efficient use of energy, useful electrical devices, generating electricity, electro-magnetic spectrum, and radioactive substances.

**GCSE Additional Science in Year 11**

**Biology** - cells, photosynthesis, food chains, biomass, decay, enzymes, respiration, homeostasis, inheritance, and reproduction.  
**Chemistry** - the atom, bonding, structure and properties, nanoscience, reversible reactions, rates, gas volumes, energy changes, electrolysis, acids, alkalis and salts.  
**Physics** - speed, forces, motion, road safety, KE, work, momentum, static electricity, current and safety, electric appliance, radioactivity, nuclear fission and fusion.

Students will be given an Investigative Skills Assessment, followed by a written test.

**BENEFITS** Students gain up-to-date knowledge, skills and understanding of how science works in the world at large and in the laboratory. They will make sense of the science they encounter in everyday life and appreciate what it can tell them about themselves, their environment, and the Universe. Additional Science helps develop fundamental scientific ideas, emphasising conceptual and scientific understanding.

**CAREERS** Doctor, Scientist (Forensic, Agricultural) Astronomer, Nurse, Pharmacist, Physiotherapist

**USEFUL RESOURCES** [www.aqa.org.uk](http://www.aqa.org.uk), [www.ase.org.uk](http://www.ase.org.uk), [www.qca.org.uk/science](http://www.qca.org.uk/science)

**CONTACT** Ms Nagi

## SPANISH

### QUALIFICATION GCSE Spanish

**CONTENT** The aim of the course is to build on the language skills already learnt to become more confident and competent with the Spanish language. This course aims to enable students to use Spanish effectively for the purpose of practical communication. It forms a sound foundation for the skills, language and attitudes required for further study, work and leisure. It offers insights into the culture and civilisation of the countries where Spanish is spoken.

**BENEFITS** Around 500 million people in the world speak Spanish. It is the second most used language in international communication and the second language spoken in the United States. Analysis of Inter-European trade have cited language and cultural barriers as the main block to trade. Spanish is considered as one of the most needed of such languages - it would certainly give access to the 21 Latin American countries, many of which are experiencing strong economic growth. There are also many job opportunities for Spanish speaking British people in the tourist industry and property markets in Spain. As a result of its growing importance, the demand for Spanish courses worldwide has doubled in ten years.

**CAREERS** Tourist industry, Airport staff, Business, Interpreter, Translator, Chef de Cuisine, International Relations, International Law, Linguist, Overseas Aid Worker, Teaching, Air Cabin Crew.

**USEFUL RESOURCES** Textbooks, web sites, eg BBC Bite size, revision guides, role-play revision guides, AQA self-assessment booklets, independent listening packs, bilingual dictionaries, Mary Glasgow magazines, School Resource Centre,

**CONTACT** Ms Halford

### STATISTICS

#### QUALIFICATION GCSE Statistics

**CONTENT** Statistics in Years 10 and 11 offers a course of study that compliments the GCSE in Mathematics. The course covers the following subject content:

- ★ planning and data collection
- ★ processing, representing and analysing data
- ★ reasoning, interpreting and discussing results
- ★ probability

**BENEFITS** This course enables students to:

- ★ acquire and develop a greater understanding of the basic concepts of statistics and probability in ways which encourage awareness, satisfaction, enjoyment and confidence in the subject and its application to everyday or real life situations
- ★ develop knowledge, skills and understanding in the areas of statistical methods and concepts and in probability
- ★ recognise lines of enquiry suitable for statistical analysis, collection of suitable data and application of statistical techniques to draw conclusions
- ★ interpret statistical information presented in a variety of forms
- ★ further develop their awareness of the importance and limitations of statistical information to society as a whole

**CAREERS** Statistics is an application of Mathematics to many areas of work in everyday day life. It is particularly important in certain fields, eg Accountancy, Medicine, Law, Teaching, Actuarial Science, Statistics.

**USEFUL RESOURCES** Edexcel GCSE Statistics textbook. The content of the syllabus and other useful information can be obtained from the website [www.edexcel.org.uk](http://www.edexcel.org.uk)

**CONTACT** Mr Virdee

### URDU

#### QUALIFICATION GCSE Urdu

**CONTENT** The aim of the course is to build on the language skills already learnt to help students become more confident and competent with the Urdu language.

This course aims to enable students to use Urdu effectively for the purpose of practical communication. It forms a sound base for the skills, language and attitudes required for further study, work and leisure. It offers insights into the culture and civilisation of the countries where Urdu is spoken.

**BENEFITS** Businesses often pay a higher salary to employees with a second language and many universities expect students to have a GCSE in a language.

The study of a language enhances grammar skills in English, increases problem-solving skills and improves memory.

Urdu is a rapidly growing language and is used in many Radio and TV programmes.

**CAREERS** Tourist industry, Olympics, Euro Disney, Airport, Air cabin crew, Business, Trade, Interpreter, Translator, International Relations, International Law, Linguist, Overseas Aid Worker, Teaching, Radio and TV presenting.

**USEFUL RESOURCES** Textbooks, web sites, eg BBC Bite size, Revision Guides, Role-play Revision Guides, AQA self-assessment booklets, Independent listening packs, Bilingual Dictionaries, School Resource Centre

**CONTACT** Ms Halford, Ms Dhaliwal

s Technology) • Leisure and Touri

ASDAN • VGCSE - Business Studies • Digital Photography

English • Maths • Double Award Science • Design and Technology • Art and Design • Drama • French

Physical Education • Statistics • Spanish • Panjabi • Religious Education • Statistics • Spanish

ASDAN • VGCSE - Business Studies • Digital Photography • Art and Design • Drama • French • Geography • History • Music • U

English • Maths • Double Award Science • Design and Tec

ICT (Information, Communications Technology) • Leisure and

**Villiers High School**

Boyd Avenue, Southall, Middlesex UB1 3BT

Tel 020 8813 8001 Fax 020 8574 3071

Email [info@villiers.ealing.sch.uk](mailto:info@villiers.ealing.sch.uk)

[www.villiers.ealing.sch.uk](http://www.villiers.ealing.sch.uk)