



# Hawkleigh Hall High School

## Year 9 Options 2021-22

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# Introduction

We understand the importance of supporting your child through the choices in Year 9 as this determines their journey into the next stage of their time in education. Our options process is designed to provide advice and guidance to both you and your child to make informed decisions about the subjects they will study for the next two years.

## Choosing your subjects

Students should choose subjects that they enjoy and will achieve good grades in. This means they need to do their research into what the subjects will be like in Years 10 and 11. It is important to realise that subject choices made now constitute a serious commitment for two years. We strongly advise that you and your child discuss the options process very carefully. This booklet has been designed to give you three key pieces of information about the subjects to help you make your choices:

- Information about the subject
- What the course content is
- How the course is assessed

You need to read the booklet carefully and use this information to help you and your child make your decisions. You may find it useful to rank the subjects that you like so you know what your top three choices are before you attend the options interview. We have also included some quotations from students that are currently studying each subject to help you make your mind up.

## Guidance for Students

Use this checklist to make sure you have given enough thought to your choices:

- Read this booklet thoroughly and research all your options before you make a decision
- Talk to your teachers about the course and your suitability for it
- Take some time to consider what you might want to do when you leave Hawkley. If you have a firm idea about a career or about subjects you may want to study post-16 then choose these options
- If you don't have a firm idea about what you want to do post-16, choose options that will give you plenty of choice post-16
- Don't be afraid to ask for advice from teachers, friends, family or students that are currently studying subjects you are thinking about choosing – you cannot have too much information to help you make your choices!

### Good reasons for choosing an option:

- You are good at the subject
- You think you will enjoy the course
- It fits your future career ideas and plans
- It goes well with your other choices
- You think you might want to continue studying it post-16
- Your research shows that it will interest you and motivate you to learn

### Bad reasons for choosing an option:

- Your friends have chosen it
- You think it will be easy
- You think it is a good option for a boy/girl
- Someone else thinks it is a good idea
- You like the teacher you have now
- You did not research your options properly and don't know enough about the subject

# Introduction

## **Compulsory Subjects**

In key stage 4 all students study:

<b>Subject</b>	<b>Qualification</b>
English Language and Literature	GCSE (2 certificates)
Science Double or Triple Award	GCSE (2 or 3 certificates)
Mathematics	GCSE (1 certificate)
Religious Education	GCSE (1 certificate)
Core Physical Education	None

These subjects take up approximately  $\frac{3}{5}$  of the periods in the week. The remainder are given over to the option subjects.

## **Option Subjects**

The option subjects are listed in the table below, with students free to choose any combination of subjects (two from Box A and one from Box B). This year we have been able to offer a range of vocational options which are equivalent GCSEs, however the number of groups we are able to offer is limited and we cannot guarantee these choices. Therefore, if you select a vocational option, please also choose a GCSE backup option as well. Students will spend approximately  $\frac{2}{5}$  of the periods in the week studying your chosen subjects.

<b>Box A - Choose any 2</b>			<b>Box B - Choose 1</b>
GCSE Choices <sup>1</sup> :		Vocational Choices <sup>2</sup> :	GCSE Choices <sup>1</sup> :
Art: Art & Design	Food and Nutrition <sup>5</sup>	Creative iMedia	Computer Science
Art: Photography	Geography <sup>3</sup>	Level 2 Award in Construction	Geography <sup>3</sup>
Art: Textiles	GCSE PE (Boys)	Child Development and Care	History <sup>3</sup>
Business Studies	GCSE PE (Girls)	Sport Studies (Boys) <sup>5</sup>	Spanish <sup>4</sup>
Computer Science	History <sup>3</sup>	Sport Studies (Girls) <sup>5</sup>	Triple Science
Dance	Music		
Design Technology	Spanish <sup>4</sup>		
Drama	Triple Science		
Engineering			

<sup>1</sup> = These are all GCSE qualifications graded 9-1

<sup>2</sup> = These are equivalent GCSE qualifications approved by the government. The number of groups available is limited due to staffing. If you select a vocational option, please also indicate a backup GCSE

<sup>3</sup> = Counts as Humanity for the English Baccalaureate

<sup>4</sup> = Counts as Language for the English Baccalaureate

<sup>5</sup> = Gender specific classes are dependent on number opting

# Introduction

## Options Interview

Due to the ongoing COVID situation we are unable to invite all parents into school for the options interview. Instead each student will submit their three subject preferences via a Microsoft Form (the link to this will be on the ParentMail communication you have received). This data will be reviewed by school and, depending on the preferences and combinations made, students will be identified for an options interview. Students that are not selected by school for an options interview can request an interview by using the following email: [year9options@hhhs.net](mailto:year9options@hhhs.net) Please indicate your child's full name in any email sent. Interviews will be conducted with your child, parents and a senior member of staff via video link.

In the interview the appropriateness of each subject choice will be discussed in detail. The whole options process is about finding the right balance of subjects to get the best possible value in terms of qualifications for each student, while still ensuring a balance to the curriculum.

## *Advice to Students*

These choices are very important because your grades at GCSE are your "passport" to future education or employment. Make sure you:

1. **Choose the subjects you are likely to do best in.** Use the information in your reports and the feedback you have had from your teachers to guide you
2. **Don't make a choice just because you like the teacher.** That teacher may well not be taking the group you end up in.
3. **Be realistic** about your strengths and weaknesses and accept realistic advice about the type of course you choose.
4. **Above all, don't choose a subject because your friend is doing it.** There is no guarantee you will be in the same class.

The majority of students will study the 3 subjects they choose, however there are always some students whose choices cannot be accommodated. In these cases, students will be re-interviewed and asked to re-select one of their choices.

## A note about the English Baccalaureate (EBacc)

This is not a separate qualification, but students who gain "good passes" in all of the subjects listed below will be able to state that they have the Ebacc. Good passes means gaining grade 5 or higher.

- English Language
- Mathematics
- Two Science GCSEs
- A foreign language GCSE and
- Either History or Geography GCSE

Only these 5 GCSEs will count towards the Ebacc. We have spoken to local Further Education providers and Universities who both say that at present there are no plans to use the EBacc as a discriminator when considering applications. There is no guarantee however that it will not be used in the future. The Russell group of Universities have produced a useful guide called "Informed Choices" which can be accessed from the following website

<https://www.informedchoices.ac.uk/>

# Introduction

The Russell Group is made up of the following Universities:

University of Birmingham	University of Bristol	University of Cambridge	Cardiff University	Durham University
University of Edinburgh	University of Exeter	University of Glasgow	Imperial College London	King's College London
University of Leeds	University of Liverpool	London School of Economics & Political Science	University of Manchester	Queen Mary, University of London
University of Nottingham	University of Oxford	Newcastle University	Queen's University Belfast	University of Sheffield
University of Southampton	University College London	University of Warwick	University of York	

## GCSE Grading System

The Government introduced a new GCSE grading system, this removed the A\*-G grades and replaced it with a system based on numbers 1-9 (1 is the lowest grade and 9 the highest).

The old lettered grades do not completely correspond with the new numbered system. A rough guide to how the new grades compare is shown in the table below:

<b>New Numbers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Old Grades	G/F-	F/E	E+/D	C	C+/B-	B/B+	A	A*	A**

A grade 4 is considered a standard pass, while a grade 5 is considered a strong pass.

The grading system for the vocational subjects is below, along with their equivalent GCSE grade:

	<b>Level 1</b>			<b>Level 2</b>			
Grade	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>	<b>Distinction*</b>
GCSE Equivalent	1	2	3	4	5/6	7	8

## Curriculum Time

Students will study options subject for 3 hours a week in Year 10 and 2 hours a week in Year 11. Additional classes are taught after school in core subjects for Year 10 (English, Maths and Science) and options subjects for Year 11 until February, at which point they switch with additional classes in core for Year 11 and options for Year 10.



# Core and Compulsory

# GCSE English Language and Literature

*Compulsory: English language and English literature (2 GCSEs, Grades 1-9)*

## **GCSE English Language**

The English language course develops the vital skills of reading, writing, and speaking and listening, which are fundamental in the daily world. They are essential skills that underpin the success of many other subjects and enhance life both academically and socially.

### **How is the course assessed?**

The course is divided into three components:

#### Component 1 - 20<sup>th</sup> Century Literature Reading and Creative Prose

This is an external examination where students are assessed on their reading and writing skills. Section A is a critical reading and comprehension exam using challenging texts from the 20<sup>th</sup> century. The subject criterion requires that students understand a range of texts and these are explored throughout the course. Section B tests their creative writing skills, offering opportunities to narrate and describe.

#### Component 2 - 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading Study and Transactional /Persuasive Writing

This is another external examination where students are also assessed on their reading and writing skills. In section A, students are assessed on extracts taken from high quality non-fiction writing from the 19<sup>th</sup> and the 21<sup>st</sup> century. In section B, students are assessed on their written skills based on transactional and persuasive writing.

#### Component 3 - Spoken Language

This is internally assessed and students use their speaking and listening skills to plan and deliver a presentation. Spoken Language is reported separately to the English language GCSE.

# GCSE English Language and Literature

*Compulsory: English language and English literature (2 GCSEs, grades 1-9)*

## **GCSE English Literature**

The English literature course allows students to explore human experiences and imagination in the written form. It encourages students to develop skills in reading, writing and critical thinking. They are given opportunities, through a range of high quality literary texts, to develop their own personal response to challenging themes that are engaging and relevant in the world today. It encourages students to read a variety of genres for pleasure, understanding how literature is both rich and influential. The importance of accurate writing is emphasised as marks are awarded for spelling, punctuation and grammar.

### **How is the course assessed?**

The course is divided into two components

#### Component 1- Shakespeare and Poetry

This is an external exam where students are assessed on their reading, writing and critical thinking skills. In section A, the subject criterion requires that students become critical readers of a Shakespearean play. The texts currently studied are 'Macbeth' or 'Romeo and Juliet'. In section B, students study a range of poetry from a prescribed anthology, involving a comparison of the texts.

#### Component 2- Post 1914 Century Prose/ Drama and Unseen Poetry

This is an external exam where students are again assessed on their reading, writing and critical thinking skills. In section A, the subject criterion requires that students become critical readers of a post 19<sup>th</sup> century British novel or play. In section B students study a classic 19<sup>th</sup> century literature text, from authors such as Charles Dickens or Jane Austen. Finally in section C students are assessed on unseen poetry from the 20<sup>th</sup> and 21<sup>st</sup> century. As in component 1, the poetry section requires students to make comparisons between the texts.

**For further information, please contact Mrs E Jones**

# GCSE Mathematics

## *Compulsory: Mathematics (1 GCSE, Grades 1-9)*

### **GCSE Mathematics**

#### **Course Outline**

Students studying the GCSE mathematics course will cover the following areas:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

This course will enable students to appreciate the uses of mathematics in society, whilst enabling them to acquire skills essential for advancement in their chosen path after leaving school. The application of skills will be embedded throughout the course to develop students understanding of how mathematics is relevant in the "real" world. Elements of mathematics are used in all careers. Some fields require daily and skilled use of mathematical concepts, such as science, business and accountancy.

The mathematics GCSE is a required qualification for further study in many areas including those wishing to apply for apprenticeships. For those wishing to study mathematical, scientific and economics based subjects, a good GCSE grade is essential. Many degree level courses at university also require applicants to have a minimum grade qualification in mathematics, regardless of the subject being studied.

#### **Method of Assessment**

The mathematics GCSE is assessed using three separate examinations, two with the use of a calculator and one without. Each exam lasts 1 hour 30 minutes.

There are two tiers of assessment: Foundation (grades 1-5) and Higher (grades 4 -9).

Students are entered at the tier appropriate to their attainment and the school will recommend the level of entry.

**For further information, please contact Mrs N Robinson**

# GCSE Trilogy Science

*Compulsory: 2 GCSEs (3 if Triple Science is chosen, Grades 1-9)*

## GCSE Trilogy Science

This course is completed over two years with the content being examined at the end of Year 11. It contains two papers for each component of the Sciences (biology, chemistry and physics) with a total of 6 examinations. This course will be studied by all GCSE classes apart from those choosing Triple Science.

### Assessment:

The course contains 6 individual exams each lasting 1 hour 15 minutes. Each exam counts as 16.7% of the course. There are 70 marks available in each paper and this contains multiple choice, structured, closed short answer and open response questions.

Students will be entered for either Foundation or Higher Tier and they will be awarded two GCSE grades.

### Overview of Content

#### Biology:

- Paper 1: Information studied is about the body and the environment including cell structures and functions, organ systems such as the digestive and circulatory, diseases and how we fight them, photosynthesis and respiration.
- Paper 2: Information studied includes how the body controls itself, hormones and reproduction, inheritance and cloning as well as adaptations, evolution and biodiversity.

#### Chemistry:

- Paper 1 is about atomic structure and the periodic table, bonding, structure and properties of various substances, conservation of mass and reactivity. Also includes energy changes and rates of reactions.
- Paper 2 is about rate of chemical change, crude oils, alkene, alkane and alcohols. Also, methods of chemical analysis, chemistry of the atmosphere and using resources.

#### Physics:

- Paper 1 is about energy and electricity, magnetism, particle and atomic theory.
- Paper 2 is about forces, moments, speed and stopping distances, Newton's Laws, momentum, space, the life cycle of a star, waves and radiation.

**For further information, please contact Miss N Hewitt**

# GCSE Religious Education

## *Compulsory: Religious Studies (1 GCSE, Grades 1-9)*

### **GCSE Religious Education**

RE is compulsory GCSE that students start in Year 10. The course provides a chance for students to consider their views on many aspects of life. It is an interesting and thought provoking course that will challenge you personally. The topics will provide an opportunity to reflect on personal issues relating to life and to fully consider your own views about the moral issues we study. These topics will be studied from the perspective of religious believers in society and challenges they may face.

The subject can support options for further education and study.

### **What is the Course Content?**

- **Relationships** – Issues of equality, gender prejudice and discrimination, cohabitation, commitment, responsibilities and roles.
- **Life and Death** – Origin and value of human life, beliefs about death and the afterlife, euthanasia, abortion, euthanasia, quality of life, sanctity of life and soul.
- **Good and Evil** – Crime and Punishment, Forgiveness, Good, Evil and Suffering, Freewill, Justice and Morality.
- **Human Rights** – Human Rights and Social Justice, Prejudice and Discrimination, Issues of Wealth and Poverty, Personal Conviction, Relative and Absolute Poverty.
- **Study of Christianity** – beliefs, teachings and practices.
- **Study of a World Religion** – beliefs, teachings and practices.

### **How is the Course Assessed?**

- No controlled assessment
- This course has one tier of entry and all grades from 1-9 are available
- There are 3 exams – a 2 hour exam and then an hour each for the Study of Christianity and Study of a World of World Faith.

**For further information, please contact Miss C. Sorry**

# Physical Education (Core) at KS4

*Compulsory: No Qualification*

## Physical Education (Core)

Physical Education is a compulsory part of the National Curriculum throughout key stage 4.

The key stage 4 core programme is designed to give students a wide variety of sports to participate in as well as giving them the option to choose and select their own curriculum. The focus is to promote physical activity and life time sports as part of a healthy balanced lifestyle. Students will be given access to a range of sports through the options system. In this system students will choose different pathways containing four activities that they will take part in up until Easter. They will then select further activities to complete in the summer term. These activities include football, fitness, handball, table tennis and badminton as well as the variety of sports they have already experienced during key stage 3.

The emphasis at key stage 4 continues to include leadership, officiating, planning and evaluating as well as refining and developing existing practical skills. The programme is designed, to not only improve performance but, also to allow students to enjoy actively participating in physical activity so that they may carry on throughout their life time.

<b>KS4 Boys Activities</b>	<b>KS4 Girls Activities</b>
Football	Dance
Table Tennis	Netball
Fitness	Fitness – Circuit/Aerobics
Badminton	Badminton
Handball	Handball
Softball	Rounders
Volleyball	Volleyball
Basketball	Basketball

**For further information, please contact Mrs P. Wilson**



# Expressive Arts

# GCSE Art and Design

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## GCSE Art and Design

- This course may be for those students who have enjoyed working in a variety of ways and using a wide range of materials, as they have in years 7, 8 and 9.
- This course will lead to A level and diploma courses in a wide range of art and design courses at all local colleges. Students can go on to study at university and/or employment in the creative industries.

## What is the Course Content?

- The Art and Design General course is a wide experience of different materials and techniques. Over the two year course students will have experience in at least five of following: Ceramics, Drawing, Painting, Photography, Printmaking, Sculpture and Textiles.

## How is the Course Assessed?

- This course has one tier of entry and all grades from 1-9 are available.
- Scheme of assessment - The GCSE is made up of coursework (60%) and examination (40%).
- All projects over the two years are submitted as coursework.
- The examination is an unaided practical test. Students choose one question from the examination paper and have a number of weeks to make preparatory work. Students then have to make a final examination piece or pieces in ten hours.

## Other information

- As part of the course students will visit galleries and exhibitions.
- A weekly evening art club from 3.00 to 6pm is provided where students are welcome to attend and add further work to their coursework portfolio.
- At the end of the course students exhibit their coursework and examination pieces for marking. An evening is held where students, families and friends are invited to view the exhibition.

## What do our students think?

"I chose GCSE Art and Design because I have always enjoyed making art work and on the course I like working with lots of different materials. I am interested in taking art at college and would like to work with art in some way in the future."

"I chose GCSE Art and Design because I liked art in lower school. I have really enjoyed making new kinds of things with materials I have never used before and I really like the relaxed atmosphere at art club. Art is really important to me because it is so different to all my other GCSE subjects."

**For further information, please contact Mr. J. Whitehead**

# GCSE Photography, Animation and Video

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## GCSE Photography, Animation and Video

- This course is for those students who have an interest in still photography and the moving image such as animation and video.
- This course will lead to A level and diploma courses in photography and moving image courses at all local colleges. Students can go on to study at university and/or employment in the creative industries.

## What is the Course Content?

- During the course students will study digital photography, video and different kinds of animation. Students will keep a sketchbook for research, contact sheets, storyboards and other supporting work.

## How is the Course Assessed?

- This course has one tier of entry and all grades from 1-9 are available.
- Scheme of assessment - The GCSE is made up of coursework (60%) and examination (40%).
- All projects over the two years are submitted as coursework.
- The examination is an unaided practical test. Students choose one question from the examination paper and have a number of weeks to make preparatory work. Students then have to make a final examination piece or pieces in ten hours.

## Other information

- As part of the course students will visit galleries and exhibitions.
- A weekly evening art club from 3.00 to 6pm is provided where students are welcome to attend and add further work to their coursework portfolio.
- At the end of the course students exhibit their coursework and examination pieces for marking. An evening is held where students, families and friends are invited to view the exhibition.

## What do our students think?

"I chose GCSE Photography because I have always liked taking photographs and I enjoy learning from different photographers work. Photography is important to me because I am interested in a course at college when I leave school."

"I really like making my own videos and animations and sometimes publish them on Youtube. I chose GCSE Photography to do something that I enjoy and build on my skills. I think that I would like to work in some way with computer games as a career and hope to do this at college when I leave school."

**For further information, please contact Mr. J. Whitehead**

# GCSE Art: Textiles

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## GCSE Textiles

- This course is for those students who have an interest in working with thread, fabrics and other materials.
- This course will lead to A level and diploma courses in textiles, fashion and other related courses at all local colleges. Students can go on to study at university and/or employment in the textile, fashion and other creative industries.

## What is the Course Content?

- The GCSE Textile course is an exciting experience in working with a range of fabrics, threads and other materials. During the course students will experience hand and machine embroidery, printmaking, digital textile work, batik, soft sculpture, fashion, weaving, felt making and other textile techniques.

## How is the Course Assessed?

- This course has one tier of entry and all grades from 1-9 are available.
- Scheme of assessment - The GCSE is made up of coursework (60%) and examination (40%).
- All projects over the two years are submitted as coursework.
- The examination is an unaided practical test. Students choose one question from the examination paper and have a number of weeks to make preparatory work. Students then have to make a final examination piece or pieces in ten hours.

## Other information

- As part of the course students will visit colleges, galleries and exhibitions.
- A weekly evening art club from 3.00 to 6pm is provided where students are welcome to attend and add further work to their coursework portfolio.
- At the end of the course students exhibit their coursework and examination pieces for marking. An evening is held where students, families and friends are invited to view the exhibition.

## What do our students think?

"I chose GCSE Textiles because I have always liked creating things, especially with materials and fabrics. I particularly enjoyed machine embroidery and made a wall hanging for my exam exploring printing and stitching. Textiles is important to me because I am interested in a course at college when I leave school."

"I really like making my own clothes and quite often get ideas from the TV and magazines. I chose GCSE Textiles to do something that I enjoy and build on my skills. I think that I would like to work in some way with fashion as a career and hope to do this at college when I leave school."

**For further information, please contact Mrs J. Gooden**

# GCSE Drama

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Drama**

The course provides students with the opportunity to develop prior learning whilst exploring drama and developing a love for the theatre. Learners are able to demonstrate their skills as performers or through technical options. GCSE Drama aims to give students the opportunities to develop:

- Creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in drama
- Knowledge and understanding of drama within a social, cultural and historical context.
- Understanding of how plays & ideas relate to their social, historical & cultural context.
- Inter-personal and group working skills
- Creative and performance skills
- Improvisation skills
- Communication and evaluative skills
- A wider understanding of the performing arts, including the technical aspects of sound, lighting, makeup, costume and set design.

### **What is the Course Content?**

The course consists of three units of work especially created to enhance and develop performance and technical skills and prepare the learners for practical examinations. Over the course, learners will take part in two performances, either as an actor or by developing a technical skill. Component 1 is a written exam (40%) Component 2 is a devised performance and internally assessed (40%). Component 3 is the performance of two extracts of a script for an outside examiner (20%).

Students are expected to attend at least two live theatre performances throughout the two year course as they have to write a theatre review and it will also develop their skills as a practitioner.

Units of work that the learners will study include:

- Exploring play texts
- Theatre in education
- Actors workshops
- Devising workshops.
- Exploration of key practitioners.

### **How is the Course Assessed?**

- This course has one tier of entry and all grades from 1-9 are available
- There is a coursework element to this exam, worth 30% of the final exam grade
- Students will sit one written paper that is worth 40% of the final grade.

### **What do our students think?**

"I chose drama because I wanted to develop my self- confidence. I have done that, and more! I have developed new relationships with people and it's been a form of release from academic studies"

"Drama has really helped with my speech skills and having the confidence to get up in front of people. I now have a real thrill when performing!"

**For further information, please contact Mrs C. Owen**

# GCSE Music

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Music**

If you have a genuine interest in music, and developing your performing, composing, music theory and analytical skills, then you should consider opting for GCSE music. The GCSE music course focuses on practical music making and offers students the opportunity to study an enjoyable and rewarding course.

Studying GCSE Music will provide you with the skills to access A-Level Music/Music Technology, or BTEC Music courses, which could lead to studying for a music-related degree. Developing your performance skills will help develop your self-confidence and improve both physical and mental well-being. Music technology plays a significant part in composition work. Developing your music technology skills will prepare you for a multitude of possible careers in the music or media industries.

### **What is the Course Content?**

#### **Performing (30%) – Coursework**

- Students may either sing **or** select an instrument of their choice on which to develop their performance skills. It is NOT essential that you already play an instrument as the course caters for performers of varying ability. Also, it is NOT essential that you can sing.
- Students will prepare and record several performances throughout the course, and then select one solo and one ensemble performance (of at least 4 minutes combined duration) from their recorded portfolio, for assessment and submission.

#### **Composing (30%) – Coursework**

- All students will develop their composing skills in a variety of musical styles and make use of music technology to record and develop their work.
- Students must submit two contrasting compositions (of at least 3 minutes combined duration) for assessment, each completed under controlled classroom supervision. Compositions could be as diverse as a piece for solo flute, a full-on rock song or a piece of film music. One composition is a 'free-choice', and the other is prescribed by the exam board.
- Students will be expected to appraise and evaluate their compositions.

#### **Understanding Music (40%) – Examination (90 minutes)**

- Students learn to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language in relation to the following four 'Areas of Study':
  1. Western classical tradition 1650–1910
  2. Popular music
  3. Traditional music
  4. Western classical tradition since 1910

# GCSE Music

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

- Students must be able to listen attentively to unfamiliar music from all four areas of study, to identify and accurately describe musical elements, and use a wide range of musical language and terminology (including staff notation).

### **How is the Course Assessed?**

- This course has one tier of entry and all grades from 1-9 are available.
- Performing and composing are coursework elements, and are worth 30% each, of the final grade. Performances and compositions are assessed by the class teacher, and then moderated externally by an AQA subject specialist.
- There is one written exam, taken at the end of the course, worth 40% of the final grade. This consists of a 90-minute exam, split into two sections. In the first section (60 minutes), students listen to, and answer questions on, a variety of un-prepared musical excerpts from the 4 'Areas of Study'. In the second section (30 minutes), students answer questions based on prepared study pieces, including Mozart's Clarinet Concerto in A major, and three songs from Paul Simon's Graceland album.

The flexibility of the course allows students to submit work throughout the course so that they can continuously improve assessment marks and potential grades.

GCSE music is a demanding and intensive course which develops self-discipline, confidence, independent learning and promotes creative skills, whilst providing a balance to other subjects.

### **What do our students think?**

"I chose GCSE Music as an option because I am passionate about music (I play guitar and compose songs), and want to continue studying music after high school. I really like how much theory I have learned, and how I have been able to use my song-writing skills in my composition work. I think GCSE music is important because it allows me to enjoy music in school, and I will need the GCSE qualification in order to progress onto college, and study A-Level music".

"I enjoy music outside of school, and wanted to learn more about music. I like the fact that it's a break from other subjects such as English, Maths and Science. I like the freedom of the composition and performance work. GCSE Music is important because it has helped me to develop my confidence, and my understanding of different musical styles".

**For further information, please contact Mr D. Pell**



# Humanities

# GCSE Geography

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Geography**

There has never been a better time to study Geography. It is relevant in our continually developing and changing world and it leads to a qualification that is highly valued by employers. The course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

The course will give you the chance to get to grips with some of the big questions which affect our world and help you understand the social, economic and physical forces and processes which shape and change our world.

Those who have studied Geography at GCSE have gone on to have successful careers such as:

• Environmental health officers	• Environmental engineers	• Recycling officers	• Forestry managers
• Military GIS (Geographical Information Systems) analysts	• Environmental impact officers for oil or quarrying companies	• Chartered surveyors (property surveyors)	• Hazard prediction and management experts
• Architects or urban planners	• Pollution analysts	• Police officers	• Transport officers
• Coastal engineers	• Travel and tourism industry experts	• Leisure centre managers	• Town planners
• Flood protection managers	• Teachers	• Civil servants for DEFRA	• Estate agents

### **What is the Course Content?**

The syllabus we follow at HHHS is AQA GCSE Geography.

#### **The main topics are:**

- **Living with the Physical Environment**
  - The Challenge of Natural Hazards (Plate tectonics/weather hazards/climate change).
  - The Living World (Extreme environments, rainforest/desert ecosystems).
  - Physical Landscapes in the UK (Coasts/rivers/glacial landscapes).
  - Geographical Skills.

# GCSE Geography

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

- **Challenges in the Human Environment**
  - Urban Issues and Challenges (Water and energy conservation and sustainability/ migration/urban regeneration).
  - The Changing Economic World (The global development gap/transnational corporations/ aid/economic futures).
  - The Challenge of Resource Management (Food/energy/water supply).
  - Geographical Skills.
- **Geographical applications**
  - Issue Evaluation (includes pre-release resource booklet 12 weeks before the exam).
  - Fieldwork (In normal circumstances, students need to undertake **two geographical enquiries**, each of which must include the use of primary data collected as part of a fieldwork exercise.)
  - Geographical Skills.

### **How is the Course Assessed?**

This course has one tier of entry and all grades from 1 to 9 are available. It is assessed by 3 examination papers, as shown below:

- Paper 1: Living with the Physical Environment *Written exam: 1 hour 30 minutes (35% of GCSE).*
- Paper 2: Challenges in the Human Environment *Written exam: 1 hour 30 minutes (35% of GCSE)*
- Paper 3: Geographical Applications *Written exam: 1 hour 15 minutes (30% of GCSE)*

Question types on each paper include multiple-choice, short answers, levels of response and extended prose.

### **What do our students think?**

"I find the subject interesting and I think the knowledge is useful in present times. I like the human side of Geography where you learn about cities and also I find animals interesting and natural hazards. It gives you a good idea of what is going on around the world."

"I chose this subject because I find it interesting and you learn about different parts of the world. Geography is important because you get to know about the world and what condition it is in. You also learn about different ways you can help the less fortunate countries."

**For further information, please contact Mrs M. Gleeson.**

# GCSE History

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE History**

Why choose this subject?

History is a popular GCSE subject which many students do very well in. It is also a subject which is highly respected and valued by colleges and universities. You will study history through the eyes of people who lived at the time and express your own opinions. You will cover history from different time periods and from different parts of the world.

What could this subject lead to?

- History can lead to many careers and opportunities. These include Law, politics, public sector, business, marketing, economics, teaching, academia, insurance, and archaeology.
- Some of the skills developed include analysis, research, essay writing, communication, problem-solving and arguing.

### **What is the Course Content?**

- **Medicine in Britain c1250 – Present Day**
  - Ideas about the cause of disease and illness
  - Approaches to prevention and treatment
- **Superpower relations and the Cold War, 1941-91**
  - The origins of the Cold War, 1941-58; Cold War crises, 1958-70; the end of the Cold War, 1970-91
- **Early Elizabethan England, 1558-1588**
  - Queen, government and religion; Challenges to Elizabeth at home and abroad; Elizabethan society in the Age of Exploration
- **Weimar and Nazi Germany, 1918–39**
  - The Weimar Republic 1918–29; Hitler’s rise to power, 1919–33; Nazi control and dictatorship, 1933–39; Life in Nazi Germany, 1933–39

# GCSE History

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## How is the Course Assessed?

This course has one tier of entry and all grades from 1-9 are available

<b>Unit</b>	<b>Type of Assessment</b>	<b>Time of Assessment</b>	<b>Total % of final examination</b>
<b>Paper 1</b> Thematic Study (Medicine) and study of an Historic Environment (WW1 trenches)	1 hour 15 minute examination	Summer 2022	30%
<b>Paper 2</b> Period Study (Superpower relations and the Cold War) and British Depth Study (Early Elizabethan England)	1 hour 45 minute examination	Summer 2022	40%
<b>Paper 3</b> Modern Depth Study (Germany, 1918-39)	1 hour 20 minute examination	Summer 2022	30%

## What do our students think?

"I picked history because I love learning about the past and discovering how we got to this point today."

"It is important because you can learn about the past to prevent negative events repeating themselves."

**For further information, please contact Miss G. Nicholson**



# Modern Foreign Languages

# GCSE Spanish

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Spanish**

Spanish is one of the world's most widely spoken languages spoken by over 400 million people in over 20 countries and in large parts of the United States of America with over 40 million native speakers in the USA alone. The new exciting GCSE Spanish covers many of the necessary skills for the global workplace and equips students to become confident speakers of the language.

Apart from being an important part of the Ebacc qualification, the demand from employers for Spanish is massive with over 70% of businesses in the UK requiring people with language skills. Therefore companies and businesses are increasingly looking for people with qualifications in a foreign language. Choosing a foreign language will equip you with many of the vital skills employers are looking for such as communication skills, presentation skills and speaking skills, as well as listening and reading skills. Being able to speak another language will give you a big advantage in the job market in future as people with foreign language skills are highly sought after.

### **What is the Course Content?**

The specification covers distinct themes with a range of topics within those themes. These are as follows.

#### **Theme 1: Identity and culture:**

- Topic 1: Me, my family and friends – relationships with family and friends, marriage/partnership
- Topic 2: Technology in everyday life – social media, mobile technology
- Topic 3: Free-time activities – music, cinema and TV, food and eating out, sport
- Topic 4: Customs and festivals in Spanish-speaking countries/communities

#### **Theme 2: Local, national, international and global areas of interest:**

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues – charity/voluntary work, healthy/unhealthy living
- Topic 3: Global issues – the environment, poverty/homelessness
- Topic 4: Travel and tourism

#### **Theme 3: Current and future study and employment:**

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

# GCSE Spanish

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **How is the Course Assessed?**

GCSE Spanish consists of four units all of which are skills based and are equally weighted in terms of examinations.

1)	Listening 25%	understanding what other people are saying in Spanish
2)	Reading 25%	understanding what other people have written in Spanish
3)	Speaking 25%	communicating with other people in Spanish through conversation, discussion and role-play
4)	Writing 25%	communicating in writing to other people in Spanish through essays and translation into Spanish

- This course has two tiers of entry Foundation and Higher. Students will be entered to the appropriate tier accordingly. Higher Tier grades go from Grade 9 to Grade 3 and Foundation Tier Grades go from Grade 5 to Grade 1

### **What do our students think?**

"I chose GCSE Spanish because it can open up a wider range of job opportunities in other countries. Also I wanted to challenge myself and was eager to widen my knowledge of Spanish speaking countries."

"I chose Spanish because it gives you more job opportunities and the trip to Barcelona helped me with speaking and was a lot of fun! I enjoy learning new vocabulary and being able to write my own opinion and learn how to pronounce words."

**For further information, please contact Mr K. O'Rourke**



# Physical Education

# GCSE Dance

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Dance**

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity. Dance plays a huge role in many young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Studying dance at GCSE level can create many opportunities in the future such as; studying dance at A level and degree level, being a professional dancer or choreographer, becoming a dance teacher within secondary schools or a private dance schools and many more.

### **What is the Course Content?**

Following the AQA syllabus, GCSE Dance is an essentially practical course in which students enhance their skills in dance composition, performance and appreciation. Students will work alone and in groups in exploring a variety of dance styles and techniques, thus broadening their understanding of the art form. They will also learn to analyse and evaluate their own performance as well as many professional works.

### **How is the Course Assessed?**

This course has one tier of entry and all grades from 1-9 are available.

### **Component 1: Performance and Choreography**

#### Performance

- 30% of overall grade
- 2 practical lessons per week
- Set phrases through a solo performance (1minute)
- Duo/Trio performance (3.5 minutes)

#### Choreography

- 30% of overall grade
- Solo or group choreography

### **Component 2: Dance Appreciation**

- 40% of overall grade
- 1 x written exams (1hr 30mins)
- 1 theory lesson per week

### **What do our students think?**

"I chose to do GCSE dance because dancing is something that I enjoy and I thought the course would be interesting as it includes theory too. I really enjoy learning about the different styles of dance there are. I think GCSE dance is important as it gives me lots of options for my future".

**For further information, please contact Mrs C. Ali**

# GCSE Physical Education

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE PE**

Studying GCSE (9-1) PE will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in three different sports through the non-exam assessment component, they will also develop wide ranging knowledge into the how and why of physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. They can perform, and then through the academic study learn how to improve their performance through application of theory.

This course will prepare learners for the further study of PE or sport science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry. Students will have the opportunity to develop a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split second decision making, interpreting and analysing data, as well as analysing and evaluation performance so improvements can be made. The specification also encourages the development of strong literacy and numeracy skills. The acquisition of such a diverse range of skills is of great benefit as you continue education.

### **What is the Course Content?**

#### **Component 1: Physical Factors Affecting Performance**

- Applied anatomy
- Physical training

#### **Component 2: Socio-cultural Issues and Sports Psychology**

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

#### **Component 3: Performance within Physical Education**

Part 1: Performance of three activities taken from 2 approved lists;

- one from the 'team' list,
- one from the 'individual' list
- one from either list

Part 2: Analysing and Evaluating Performance (AEP)

### **How is the Course Assessed?**

This course has one tier of entry and all grades from 1-9 are available.

# GCSE Physical Education

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## **Component 1: Physical Factors Affecting Performance**

- Applied anatomy
- Physical training

60 marks, 1 hour written paper 30% of GCSE total

## **Component 2: Socio-cultural Issues and Sports Psychology**

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

60 marks, 1 hour written paper, 30% of GCSE total

## **Component 3: Performance within Physical Education**

Part 1: Performance of three activities taken from 2 approved lists;

- one from the 'team' list,
- one from the 'individual' list
- one from either list

20 marks per activity, practical moderation, 30% of GCSE total

Part 2: Analysing and Evaluating Performance (AEP)

20 marks, coursework, 10% of GCSE total

Points to consider if you are suitable for this qualification:

- Suitable level of practical ability at KS3
- Positive attitude to learning at KS3
- Commitment to enrichment activities in PE.
- Suitable level of academic ability linked to English, Maths and Science

## **What do our students think?**

"I picked GCSE PE because I liked having the freedom of not having to sit behind a desk all day. All the teachers are really supportive and easy to get along with and the lessons are really enjoyable."

"GCSE PE gives me the chance to develop my practical skills in sport I play outside of school. I also now better understand how my body works when playing sport and can help me improve."

**For further information, please contact Mrs P. Wilson**

# Science

# GCSE Triple Science

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Triple Science**

Triple science enables a deeper learning of science at Key Stage 4. This is particularly of interest to students who either enjoy and are interested in science, or those who are considering science related post 16 courses and careers. Triple science enables the deeper exploration of scientific phenomena and theories, promotes critical evaluation and further develops understanding of the wider world.

Whilst studying triple science is not essential to accessing science A levels, those students who have studied triple science find the transition to A level easier, whilst those that have only studied combined science find the first 3-6 months of science A levels challenging. It is worth also noting the tough competition for science related university places. Those students who wish to follow science related courses at university will be in a favourable position if they have studied triple science at GCSE.

Students who study triple science at GCSE may go on to complete science A levels or level 3 applied science. Typical career routes include medicine, veterinary, engineering, architecture, analytics, nuclear, energy, agriculture and thousands more!

### **What is the Course Content?**

Whilst the topic titles are largely the same as the combined science topics, separate science has additional content in each topic, as well as an additional topic in physics.

In biology, students will study 1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics, 5. Homeostasis and response, 6. Inheritance, variation and evolution, 7. Ecology and 8. Key ideas.

In chemistry, students will study, 1. Atomic structure and the periodic table, 2. Bonding, structure, and the properties of matter, 3. Quantitative chemistry, 4. Chemical changes, 5. Energy changes, 6. The rate and extent of chemical change, 7. Organic chemistry, 8. Chemical analysis, 9. Chemistry of the atmosphere and 10. Using resources.

In physics, students will study 1. Energy, 2. Electricity, 3. Particle model of matter, 4. Atomic structure, 5. Forces, 6. Waves, 7. Magnetism and electromagnetism and 8. Space physics.

### **How is the Course Assessed?**

This course has two tiers of entry with foundation tier awarding grades 1-5 and higher tier ranging from grade 4-9.

The course is assessed through six 100 mark exams which are 1hr 45minutes each. There are two exams for each individual science and each is worth 50% of the grade in that science. Students

# GCSE Triple Science

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

will receive a grade from each science on completion. It is possible for students to sit different tiers in different sciences, but the same tier must be sat in the same science. For example, foundation biology in both papers, but higher chemistry in both chemistry papers. All six papers consist of a variety of question styles including multiple choice, structured, closed short answers and open responses.

## **What do our students think?**

"I chose triple science because I enjoy science. I'm not sure what I want to do at college yet but I like science and triple science enables me to spend 9 hours a week learning something I am interested in. Sometimes it's hard work but I like it because it makes you think. I think triple science is important because it helps you to understand science in more detail and how science has developed. I like learning about things like stem cells and cancer treatment and how discoveries are made."

"I chose triple science because I want to do science a levels at college. I like how teachers challenge you but they also help when you need it. Sometimes it can be hard work but it's interesting and preparing me for when I study a levels. I think it's important because if you want to do science a levels at college, you might feel behind other students if you don't do triple science. I also think it will help me to get a university place."

**For further information, please contact Miss N. Hewitt**



# Technologies

# GCSE Business Studies

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Business Studies**

Why choose this subject?

GCSE Business will equip you with the transferable 'enterprise' skills that are so highly valued by employers, regardless of the profession. These include; communication, initiative, leadership, team work, decision-making, problem-solving, independence, creativity, numeracy and presentation skills, to name but a few!

What could this subject lead to?

This qualification can lead to further study at college, as well as help you to achieve your ambition of working for a local business, a global corporation, or aspire to make your own success as an entrepreneur.

### **What is the Course Content?**

- Business Activity
- Influences On Business
- Business Operations
- Finance
- Marketing
- Human Resources

### **How is the Course Assessed?**

- The course is 100% externally assessed at the end of the 2 years
- There are 2 written exam papers
- It is one tier of entry and all grades 1-9 are available
- Exam Component 1: Business Dynamics is 2 hours long and worth 62.5% of the qualification. This exam includes a mixture of short and structured questions that cover a broad sample of the content.
- Exam Component 2: Business Considerations is 1.5 hours long and worth 37.5% of the qualification. This exam is the data response paper and learners are expected to apply their understanding of business content to specific contexts.

### **What do our students think?**

"I chose GCSE Business to open up more career pathways for the future. Business is important because it educates you on problems you may face later in life and how you can solve them. Business lessons are challenging but I enjoy working as a team in the different activities and the variety of fun lessons really inspire me to learn."

"The reason I chose to study GCSE Business was because I was interested in learning about something I had never studied before. I wanted to know how to become an entrepreneur and about the laws surrounding business. So far I've managed to gain an insight from real people in the business world and learn about finance and money management which are so important."

**For further information, please contact Mrs M Anderson**

# GCSE Computer Science

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## **GCSE Computer Science**

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. In addition, this is a highly creative subject calls on learners to be inventive.

There are many career choices within the Computer Science field. These include software developer, computer hardware engineer, computer system analyst, information security analyst, computer programmer, drone operator and Cyber security consultant.

You will gain valuable thinking and programming skills that are extremely attractive in the modern workplace, a deep understanding of problem solving and experience in creating logical and efficient solutions, ability to write down solutions to problems for other people to understand.

## **What is the Course Content?**

- Real world programming skills, understanding of the fundamental principles including programming, data representation, computer systems, computer networks, cyber security and ethical, legal and environmental impacts of digital technology on wider society.

## **How is the Course Assessed?**

- This course has one tier of entry and all grades from 1-9 are available
- There are two exam papers at the end, one focusing on computer systems and one with a focus on computational thinking, algorithms and programming. Each paper lasts 1.5 hours and is worth 50% of the total GCSE each. Students will undertake a programming project in the final year of the course. This allows for you to gain practical experience of using the skills developed throughout the specification. Students will engage in an authentic experience, which supports their learning and exam preparation.

## **What do our students think?**

"I enjoy that we have full control of the pace of learning. It is worth doing it if you are good at maths. It's a satisfying subject because you feel you've achieved something when you make a program."

"I enjoy solving puzzles and problems. Taking this GCSE has allowed me to develop this into a real skill, applying it to real life problems to create my own programs."

**For further information, please contact Mrs M. Anderson**

# GCSE Design and Technology

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## GCSE Design and Technology

Do you like solving problems? This course has been designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. You don't have to be great at drawing but you will be challenged to come up with great ideas. The Design and Technology GCSE sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the project is delivered through theory and practical projects.

Design and Technology sets pupils up for careers in:

- Engineering/Industrial careers
- Product Design
- Jewellery Design
- Furniture Design
- Fashion Design
- 3D Design
- Interior Design
- Gaming Design
- Set design for films
- Architecture
- Teaching
- Construction Industry

## What is the Course Content?

### Designing & Making Skills:

- Drawing techniques
- Design products to meet the needs of clients and consumers
- Consider environmental and sustainability issues in designing products
- Solving technical problems
- Using an extensive range of tools and equipment
- CAD/CAM – Using ICT programs such as Google Sketchup and 2D Design to make products using the Laser cutter and our 3D printers
- Understand the advantages of working as part of a team when designing and making products

### Technical Knowledge:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

### Core & Specialist Technical Principles:

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Scales of production
- Sources and origins
- using and working with materials
- Stock forms, types and sizes
- Specialist techniques
- Surface treatments and finishes

# GCSE Design and Technology

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## **How is the Course Assessed?**

This course has one tier of entry and all grades from 1-9 are available

There are two assessment units:

### **Unit 1 – Externally Assessed**

What's assessed?

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

### **Unit 2 – Internally Assessment (Non-exam Assessed)**

#### **What's assessed?**

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

#### **How it's assessed**

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE
- Students will produce a working prototype and a portfolio of evidence (max 20 pages)
- Work will be marked by teachers and moderated by AQA

#### **What do our students think?**

"I picked Design Tech because I liked doing it in younger years and I think its something I could use when I am older. I enjoy the practical side of the lesson and the teacher is helpful when it comes to making. I also enjoy designing for different people and designing products that can help people. It is an important subject because it helps you to understand how to make and fix products and helps you to understand everyday products."

"I picked DT because I have always liked making things and designing products. I enjoy the making side of the subject because you can use the tools and equipment, I also enjoy the theory because I have learned a lot about different areas and existing products. I think it is an important subject because it lets you be creative and see your ideas come to life."

**For further information, please contact Mr D. Barton/ Mr K. Yearsley or Mr. Janvier**

# GCSE Engineering

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Engineering**

Intended as an introduction to engineering, this qualification allows you to develop skills and understanding which will be of use generally and as part of a progressive career path leading to further technical or academic engineering qualifications, such as paid apprenticeships or going on to university.

If you opt to study GCSE Engineering you will attend 3 hours of lessons per week. This will give you time to develop your skills, knowledge and understanding of the subject area using a range of different technologies, tools and engineering equipment. Pupils will develop skills in other areas including science and mathematics as some principles of engineering are linked with these subject areas.

Careers include:

- Aerospace Engineer
- Automotive Engineer
- Contracting civil Engineer
- Control and instrumentation Engineer
- Maintenance Engineer
- Mechanical Engineer
- Nuclear Engineer
- Formula One Racing Engineer
- Chocolate Engineer
- EA Environmental Scanner
- Architect
- Sports Engineer
- Rollercoaster Engineer
- Skate park Engineer

### **What is the Course Content?**

- The ability to work safely and independently
- The ability to communicate with others through a range of techniques and media, including Isometric and Orthographic drawings
- The ability to present ideas clearly and attractively
- The ability to analyse problems and propose solutions
- The ability to plan and act sequentially in order to reach a goal
- The ability to work on engineering machines/equipment and use new innovative technologies including a 3D printer. The ability to use CAD/CAM
- The ability to read engineering drawings
- The ability to use mathematical and scientific principles

# GCSE Engineering

*1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

## How is the Course Assessed?

This course has one tier of entry and all grades from 1-9 are available

### The Course structure consists of two units:

#### Unit 1 - External Assessment

Written paper: 2 hours, 120 marks (60% of the total marks)

- Product Study – How an item is manufactured in industry
- Manufacturing and Materials – Selecting materials and processes for cutting, shaping and joining using traditional and innovative technologies
- Scientific calculations

#### Unit 2 - Internal Assessment (Non-exam assessment)

This section of the course is known as "Practical Engineering"

- Application of skills, knowledge and understanding
- Designing, Communicating and Manufacturing
- Analysis and evaluation of evidence.

Students are also to produce:

- Engineering drawings or schematics to communicate a solution to the brief
- An engineering product that solves a problem

Approximately 35 hours, 80 marks (40% of the total marks)

Pupils are to produce an in-depth portfolio and are required to make a quality, usable product of their choice using a range of different technologies, including new and innovative pieces of equipment such as the laser cutter and 3D printer

## What do our students think?

"I chose the subject because it was always something I wanted to do when I left school. I like the practical work as it is always fun and challenging. Engineering is important because it can help with lots of jobs and careers and helps with other subjects like maths."

"I found it interesting in other years and it is similar to my dad's business. I like it because it helps you understand how different things are made. I think it is important because there is always a need for Engineer's and there are lots of career choices after school. It also helps build confidence with practical skills."

**For further information, please contact Mr D. Barton or Mr K. Yearsley**

# GCSE Food Preparation and Nutrition

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

### **GCSE Food Preparation and Nutrition**

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

The course will enable students to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

### **What could this subject lead to?**

The food industry is one of the biggest employers in the UK and studying GCSE Food Preparation and Nutrition can open doors to many exciting careers in lots of different working environments, for example:

- Medical and scientific - dietician, sports nutritionist, environmental health
- Commerce and industry - product and recipe development, food retail management
- TV, journalism and advertising - food styling, home economist, food magazine editor
- Education- teaching and training
- Hotel and leisure- hotel/catering manager, chef, events management.

This option choice also links well with Science and P.E.

### **What is the Course Content?**

The Food preparation and Nutrition syllabus is divided into 5 main sections:

- Food nutrition & health
- Food science
- Food safety
- Food choice
- Food provenance

# GCSE Food Preparation and Nutrition

## *1 Option Choice, GCSE Qualification (1 GCSE, Grades 1-9)*

The range of food and ingredients studied will focus on the recommended guidelines for a healthy diet based on the main food commodity groups.

### **Practical Work**

Throughout this course students will be involved in lots of practical cookery and will be required to bring ingredients from home for these lessons.

### **How is the Course Assessed?**

50% examination – 1 hour 45 minutes

- Section A – (20 marks, multiple choice)
- Section B – (80 marks, longer written answers)

50% Practical Investigations set by AQA in year 11

- Task 1 – 10 hours of scientific practical investigation into the working properties of foods.  
Written or electronic report with photographic evidence of work carried out (1,500-2,000 words).
- Task 2 – 20 hours to research, plan, trial and evaluate a menu of three dishes.
- 3 hour practical (included in the time) to produce the planned dishes.
- Written or electronic report with photographic evidence of work carried out.

### **What do our students think?**

“I chose Food Preparation and Nutrition in order to gain a range of culinary skills that I could use later in life. The subject offers the chance to learn about different countries and their national cuisine, which I am really interested in. This course is important in the curriculum as it also teaches about maintaining a healthy diet whilst working with a budget (something that is crucial in modern day life.)”

“I picked Food Preparation and Nutrition because I really enjoyed it through lower school and thought it would be a good thing to pick. I really enjoy food preparation and nutrition because of all the practical lessons and it is really interesting to learn about other peoples cultures. I would recommend picking this subject because it is an important life skill and will help you in the future. Overall you should pick food preparation and nutrition because it will help you later in life and help you to understand the importance of correct food choices.”

**For further information, please contact Mrs L. Neil**



# Vocational Subjects

# Cambridge National in Sports Studies

## *1 Vocational Option Choice, Equivalent to 1 GCSE Qualification*

### **Cambridge National in Sport Studies**

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing core physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

### **What is the Course Content?**

- It will be compulsory for pupils to take part in a variety of water sports activities, this will take place after school for several weeks (This will incur a cost of approximately £26).
- It will be compulsory for pupils to take part in a Junior Table Tennis Umpiring Award. Pupils will become a accredited Junior Table Tennis Umpire (This will incur a cost of around £5).
- It will be compulsory to lead a group of younger students in a lesson.

The course is split into four Sports Studies units:

- R184: Contemporary Issues in sport
- R185: Performance and Leadership in sport
- R187: Increasing awareness of Outdoor Adventurous Activity

### **How is the Course Assessed?**

All results are awarded on the following scale:

- Distinction\* at Level 2 (\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1)

### **R184: Contemporary Issues in sport**

- Written Paper (1 hour 15 minutes) - 70 Marks
- OCR set and marked

### **R185: Performance and Leadership in sport**

# Cambridge National in Sports Studies

## *1 Vocational Option Choice, Equivalent to 1 GCSE Qualification*

- Performance 80 marks
- Team/ individual activity 14 marks x2
- Applying improvement methods 14 marks
- Planning a sporting activity 14 marks
- Leading a sporting activity 14 marks
- Reviewing your leading of a sporting sessions 10 marks
- Moderated

### **R187: Increasing awareness of Outdoor Adventurous Activity (OAA)**

- OAA 40 marks
- Provision for OAA 6 marks
- Safety aspects of participating 12 marks
- Planning OAA lesson 12 marks
- Participate in OAA 10 marks
- Moderated

### **What do our students think?**

"A great option for people who have the ability to lead and help groups of children with P.E."

"Sport Studies was the best choice for me because I enjoy playing and leading in sport and it can help me build the skills I need for the job I want in the future. Lessons are interesting and useful not only in school but outside in the team I play for."

*Please note: normally this option runs as mixed gender, we aim, if numbers allow, to run this option as a boys and girls option separately.*

**For further information, please contact Mr C. Cassidy or Miss Hooley**

# Level 2 Award in Child Development and Care

## *1 Vocational Option Choice, Equivalent to 1 GCSE Qualification*

### **Child Development and Care**

Level 2 Award in Child Development and Care has been designed to meet the needs of learners. It includes the knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years.

### **What is the Course Content?**

This qualification will enable learners to develop significant transferable knowledge and study skills that will support progression including:

- an awareness of learning styles
- a basic introduction in to working with children in a variety of settings
- an understanding of roles and responsibilities when working in a setting
- an understanding of equality and diversity within a childcare setting
- a basic understanding of the stages and sequence of child development
- an introduction to observing children and how it supports development
- an introduction to the influences that affect holistic development
- an introduction to everyday care routines and the types of activities that can support the development of independence an introduction to supporting children through transition.

Unit 1	An introduction to working with children aged 0-5	Assessment task
Unit 2	Development and well-being 0-5 years	Assessment task
Unit 3	Child care and development 0-5 years	Question paper

### **How is the Course Assessed?**

- Childcare and development is assessed through a practical multiple-choice paper. This is set and marked by the examination board.

Optional units will be marked through a summative assessment.

### **Coursework and/or Examination**

1 Exam and 2 summative assessments

**For more information, please contact Mrs C. Knowles**

# Level 2 Award Construction

## *1 Vocational Option Choice, Equivalent to 1 GCSE Qualification*

### **Level 2 Award in Construction**

Construction isn't just a course for people who want to do practical tasks and go on to a construction related apprenticeship, it's for anyone who wants to learn a range of hands on, practical life skills that can be used when you leave school to help you get a job or even when you need something doing in your own home. Why not study something different that you have never, or may never get the opportunity to learn again.

Students will learn about different trades within construction and how construction activities are planned, costed and completed from start to finish, while also learning about all safety aspects involved.

Each unit helps to develop the students' knowledge and understanding of different areas within the construction industry and also helps with;

- Skills required for independent learning and development
- A range of generic and transferable skills within the construction industry and for adult life
- The ability to solve problems and work as a team
- The skills of project-based research, development and presentation
- The potential opportunity, to enter employment within a wide range of junior job roles across the construction industry.

Following from this course the students will be able to seek employment with apprenticeships or further college courses in a specialist area of their choice. Potential careers could include:

- Joiner
- Plasterer
- Carpenter
- Bricklayer
- Painter and Decorator
- Site foreman/manager
- Building maintenance
- Construction Manager
- Quantity surveyor
- Architect

### **What is the Course Content?**

The course is based on three units;

- Safety and security in construction
- Practical construction skills
- Planning construction projects

### **How is the Course Assessed?**

This course is the equivalent to a GCSE. There are three units the students have to pass. One of these units is internally assessed (Practical skills) and the other two will be externally assessed in the form of on screen assessments.

Externally assessed:

Unit 1: Safety and security in construction

Construction activities take place in many different contexts. Through this unit, students will gain the knowledge and understanding to be able to plan and minimise the risk to their own and others health and safety in different construction contexts.

- 60 minute examination/Total of 60 marks/Online assessment;
- Short and extended answer questions,

# Level 2 Award Construction

## *1 Vocational Option Choice, Equivalent to 1 GCSE Qualification*

- Each question will have an applied problem solving scenario;

### Unit 3: Planning construction projects

Through this unit you will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. Students will be required to work through a given brief and analyse the construction jobs needed to complete the work, complete a step by step time plan for the project and work out total costs of labour, materials and equipment.

- 120 minute examination/Total 60 marks/ Online assessment
- Short and extended answer questions
- Each question will have an applied problem solving scenario;

Internally assessed:

### Unit 2: Practical construction skills

This involves each student performing a range of practical tasks based on a given assignment brief. This work is photographed and the students have to write a short evaluation and description of the tasks they carried out and how they performed each task. Students pick their best 3 skills for their assessment from the 5 different areas they will learn across Year 10 and Year 11;

- Bricklaying
- Plastering
- Joinery
- Tiling
- Painting and decorating

All units are graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction Star

Learners are allowed one re-sit opportunity in each unit and the highest grade will contribute towards the overall grade for the qualification.

### **What do our students think?**

"I chose this subject because I want to go into trade when I am older, I also chose it because I like getting hands on with things. I like this subject because you can make things and you can improve your mistakes. I think it is important because if you ever need to do jobs when you are older you can do or it will help you get a different job."

"I chose Construction because I thought it was an interesting option and something new that I wanted to try. I like it because it is interesting learning about different roles in construction and there is a lot of practical work. This subject can help you further in life with practical skills and helps keep you safe on construction sites."

**For further information, please contact Mr D. Barton and Mr K. Janvier**

# Creative iMedia

## *1 Vocational Option Choice, Equivalent to 1 GCSE Qualification*

### **Creative iMedia**

The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products. This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. You will be interested in this course if you want an engaging qualification where you will use your learning in practical, real life scenarios such as :-

- Developing visual identities for clients
- Planning and creating original digital graphics
- Planning, creating and reviewing original digital media products

Students will develop practical skills that can be applied to real life contexts and work situation whilst thinking creatively, innovatively, analytically, logically and critically.

You will develop independence and confidence in using skills that would be relevant to the media industry and more widely. This qualification will help you to develop learning and skills that would be relevant to the media industry. The skills can be used in other life and work situations such as thinking about situations and decided what is required to be successful, exploring different options and choosing the best way forward to solve a problem, exploring and generating original ideas to find imaginative solutions to problems and selecting the best tools and techniques to use to solve a problem.

There are many career choices within the Creative iMedia field. These include animation, digital marketer, film/video editor, Games Developer, Graphic designer, magazine features editor, media buyer and newspaper journalist.

You will gain valuable experience through practical work, learning skills and how to do things that may be relevant to the world of work.

### **What is the Course Content?**

You will complete three units, one externally assessed unit and two NEA units.

### **How is the Course Assessed?**

This course is an equivalent GCSE and is assessed using grades Level 1 Pass to Level 2 Distinction \* (9-1 equivalency)

There are 2 mandatory units and a choice of 1 optional unit

# Creative iMedia

## *1 Vocational Option Choice, Equivalent to 1 GCSE Qualification*

The two mandatory units are:

### **Creating media in the media industry**

This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned and the media codes which are used to convey meaning, create impact and engage audiences. Topics include the media industry, factors influencing product design, pre production planning, distribution considerations.

### **Visual identity and digital graphics**

This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include develop visual identity, plan digital graphics for products, and create visual identity and digital graphics.

There are 5 optional units to choose from. Each options unit has the same structure to your learning but the practical skills are tailored to the media product being studied.

1. **Characters and comics**- You will learn how to plan, create and review comics which contain original characters. Topics include plan characters and comics, create characters and comics and review characters and comics
2. **Animation and audio** – You will learn how to plan, create and review animation with an audio soundtrack. Topics include plan an animation, create an animation with audio, review an animation with audio
3. **Interactive digital media** – You will learn how to plan, create and review interactive digital media products. Topics include plan interactive digital media, create interactive digital media and review interactive digital media
4. **Visual imaging** – You will learn how to plan, create and review portfolios of visual imagery. Topics include plan visual imaging portfolios, create visual imaging portfolios and review visual imaging portfolios
5. **Digital games** – you will learn how to plan, create and review digital games. Topics include plan digital games, create digital games and review digital games.

### **What do our students think?**

“The variety of work was more suitable for me to show my creative side and I have been able to create website, edit sound clips and make 3D characters.”

“iMedia allows me to be creative and a more hands on, rather than writing all the time I can make websites, edit images and create comics.”

**For further information, please contact Mrs M. Anderson**

# Options Form



# Options Form

Name \_\_\_\_\_

Form \_\_\_\_\_

- **This form must be completed and returned to school no later than Monday, February 28<sup>th</sup> 2022**
- **You have a total of 3 choices to make; two must be from box A and one from box B**
- **We try our best to get as many people their first choices as possible, where we can't we speak to you again**
- **Due to group sizes it may not be possible to give you your vocational choice.**

Box A - Choose two		Box B - Choose one	
GCSE Choices <sup>1</sup> :		Vocational Choices <sup>2</sup> :	GCSE Choices <sup>1</sup> :
Art: Art & Design	Food and Nutrition <sup>5</sup>	Creative iMedia	Computer Science
Art: Photography	Geography <sup>3</sup>	Level 2 Award in Construction	Geography <sup>3</sup>
Art: Textiles	GCSE PE (Boys)	Child Development and Care	History <sup>3</sup>
Business Studies	GCSE PE (Girls)	Sport Studies (Boys) <sup>5</sup>	Spanish <sup>4</sup>
Computer Science	History <sup>3</sup>	Sport Studies (Girls) <sup>5</sup>	Triple Science
Dance	Music		
Design Technology	Spanish <sup>4</sup>		
Drama	Triple Science		
Engineering			

<sup>1</sup> = These are all GCSE qualifications graded 9-1

<sup>2</sup> = These are equivalent GCSE qualifications approved by the government. The number of groups available is limited due to staffing. If you select a vocational option, please also indicate a backup GCSE

<sup>3</sup> = Counts as Humanity for the English Baccalaureate

<sup>4</sup> = Counts as Language for the English Baccalaureate

<sup>5</sup> = Gender specific classes are dependent on number opting

<b>Box A Choice 1</b>
<b>Box A Choice 2</b>

<b>Box B Choice</b>
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**Parent Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

Scan me to go to the options form online:

