

# HAYES SCHOOL

Key Stage 4  
Options Handbook

Non-EBACC Pathway

2022-2024



# Year 9 Options 2021

## Information for Parents/Carers

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This handbook contains important information about the curriculum offered in Years 10 and 11 at Hayes School. Your child will already have started GCSE style study in Core subjects (English, Maths, Science and Religious Studies) and possibly in their chosen MFL subject. This handbook looks at how these subjects will be developed in Years 10 and 11 and at the option choices that are also on offer.

Every effort will be made to enable students to take the subject/s of their choice. This cannot, however, be guaranteed due to factors such as the number of teaching groups and the number of students within groups. If it seems impossible to accommodate all your child's choices then either myself, or Mr Harness, will review them and contact you.

Once students have indicated their choices, work begins on the draft timetable and therefore it is not normally possible for them to alter their preferences later in the year. As shown below, the deadline for submitting options is Friday 25<sup>th</sup> March. We will endeavour to confirm choices in June 2022.

I hope that the 'Options Event', on Thursday 24<sup>th</sup> February will answer any questions you may have. However, please feel free to contact Mr Harness or me if you do have any concerns or queries.

Yours sincerely



*Miss Stoeva*  
*Year 9 Achievement Co-ordinator*

## Key Dates

<b>Options Event</b>	<b>Thursday 24<sup>th</sup> February</b>
<b>Year 9 Parents' Evening</b>	<b>Wednesday 2<sup>nd</sup> March</b>
<b>Options Deadline</b>	<b>Friday 25<sup>th</sup> March</b>



# Introduction

## Information for Students

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### What do you need to check?

- ◆ Information on the Options available to you on your designated Pathway.
- ◆ Information on the Options process.
- ◆ Information about GCSE core subjects and how these will develop.
- ◆ How you submit your final choices.
- ◆ The curriculum videos and further information on our Year 9 Options website ([click here](#))

### If you need help making your choices, then you should talk to:

- ◆ Your parents/carers.
- ◆ Your form tutor (as in tutor time, or email).
- ◆ Your subject teachers (Parents evening on Wednesday 2<sup>nd</sup> March).

### If you want further advice, please ask:

- ◆ [Miss Stoeva](#), [Mr Harness](#) or any member of the Senior Leadership Team.
- ◆ [Mrs Stewart](#) (Careers Leader).
- ◆ Heads of Departments.
- ◆ Your teachers.

**Please make sure that you  
think carefully about which  
subjects you choose**



# The Options Process

## Booklet launched online: February 2022

Please use this booklet on the website to:

- ◆ Look at the details of the option choices.
- ◆ Read the information provided by Heads of Department about each subject.
- ◆ Start to put together your options.

## Options Event: Thursday 24th February

Please attend our virtual Options Event with your parents. At this evening, you will be able to:

- ◆ Access further details about the process, pathways and options with Miss Stoeva or Mr Harness.
- ◆ Access presentations by Heads of Departments about what their subjects will involve in Year 10 and Year 11.
- ◆ Access information from Mrs Stewart, our Careers Leader, about possible next steps and options choices implications.

## Making Your Mind Up: Monday 28th February - Friday 25th March

After the Options Event you need to decide which subject/s you want to study next year. You will be sent a separate letter with personalised instructions about how to submit your choices. Guidance advising you as to how you will make your final selection will be included online and as part of our Options Event. Please note that online submissions will not open until Monday 28th February.

## Is that it?

Once the online form is submitted, we will begin timetable planning for next year and so no further changes will be possible. If, however, we are unable to accommodate all of your choices, Miss Stoeva or Mr Harness will speak to you and your parents/carers in order to review your options. It is important to note that in offering this pathway to you, we have already had the opportunity to speak to your teachers.

When will I know?

**Final choices will be confirmed in writing in June.**



# The Key Stage 4 Curriculum

## 2022-2024: Pathways to success

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During Year 7 and 8 at Hayes you followed a very broad and balanced programme of study based on the compulsory subjects of the National Curriculum.

In Year 9, you start GCSE style study in English, Maths, Science, RE and possibly MFL (does not apply to those studying Beginners Spanish) as well continuing to follow Key Stage 3 courses in all other subjects. In Years 10 and 11, the school supports a broad and balanced curriculum of study for all, but you will also have choice over your option subject/s. We hope you will choose (a) subject/s which will lead to success and will prepare you for your future.

Whilst we must ensure that your GCSE curriculum is broad and balanced, we also aim is to offer you the chance to personalise your curriculum, increasing the range of options available to students so that you can choose which options subjects are best for you and your future aspirations.

It is important to note that our Pathways facilitate entry into the Sixth Form and beyond. Further to that, our Pathways have supported students in making excellent progress, regardless of their prior attainment.

At the end of Year 11, we hope all students will gain outstanding examination results and possess transferable skills and the personal characteristics necessary to be successful and contribute to the community.

## The Non-EBACC Pathway

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The Non-EBACC Pathway has been designed to meet the various interests, needs and abilities of students and supports likely progression routes into work and further education Post-16. We have recommended a pathway to each student in a separate letter. It is expected that students will follow this pathway.

The Non-EBACC pathway covers the core subjects of English, Mathematics, Science, RS, PE, and ACTIVE. The core element of the Non-EBACC pathway also includes a choice of an MFL, or History, or Geography. MFL subject availability was determined at the end of Year 8.

In addition, you can choose **three** option subjects to study. These may be subjects that you are particularly interested in and are keen to continue with.

You should consider:

- ◆ Which subjects you most enjoy.
- ◆ Which subjects you excel at.
- ◆ Possible future careers and research the qualifications these careers need.
- ◆ University courses and possible requirements such as an MFL or EBacc subjects.



# The Non-EBACC Pathway

Subject	Lessons per fortnight
English Language	4
English Literature	4
Maths	7
Combined Science (worth 2 GCSEs)	9
Religious Studies (RS)	3
Physical Education (PE)	2
ACTIVE	1
Option Block 1: History or Geography	5
OPTION Block 2	5
OPTION Block 3	5
OPTION Block 4	5

## OPTION Blocks (GCSEs unless otherwise shown):

You will see below the four option blocks that make up the Curriculum offer for 2022-24 Courses. Students who follow the Non- EBACC Pathway must select one subject from each block.

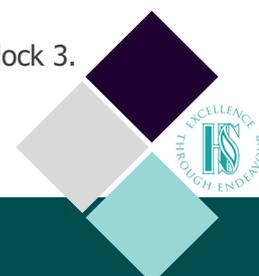
Block 1	Block 2	Block 3	Block 4
History	Spanish	Art	Art
Geography	German	Art Textiles	Business Studies
	French	Drama	DT Food
	BTEC IT	BTEC IT	Media Studies
	Creative iMedia	Creative iMedia	Separate Science
	Business Studies	Separate Science	Sociology
		Sociology	PE
		Media Studies	Music
		PE	Drama
Dance		DT	
Computer Science			

The following subjects **CANNOT** be taken together:

- ◆ Design & Technology and Food & Nutrition (D&T).
- ◆ Media Studies (GCSE) and Creative iMedia.
- ◆ Art & Design and Fine Art Textiles.
- ◆ BTEC IT and Computer Studies.

If you wish to study two languages, choose French as a second language in Block 3.

If you wish to study separate sciences, choose this in Block 3 OR Block 4.



# Options for the Future

There are so many things to consider when selecting your GCSE options. Of course it is important to consider your progress to date in particular subjects, your strengths as a learner and what you enjoy learning about the most. Another factor to consider is your future which might include:

- ◆ Your options post-16: what you hope to study for A-Level/Vocational Level.
- ◆ Your options post-18 will taking certain options benefit / restrict opportunities in the future?

There are no hard and fast rules in relation to this, but we are keen to share some guidance as a result of our experience with students post GCSE and A-Level.

## Facilitating Subjects

When it comes to job/university applications, a number of subjects are regarded as 'Facilitating Subjects'. Subjects such as English, Maths, Sciences, Languages, Geography, and History are all deemed as facilitating meaning that a student who studies a combination of these will potentially have a more diverse range of opportunities open to them post-16/18 – it may be worth considering therefore the entry requirements for these subjects at post-16 so you can be certain they are potential options for you following your GCSEs (please visit the Sixth Form area of the school website to learn about entry criteria for KS5 – please note this is subject to change prior to September 2022).

## Future Scientists

Anyone who wishes to have a future in Medicine/Bio-Medicine/Dentistry/Veterinary Science needs to think seriously about taking Separate Sciences for GCSE. Scientific pathways are incredibly competitive and our experience shows that students who have obtained strong grades in GCSE Separate Sciences and Maths/Further Maths tend to be in the 'best' position to advance to the next stage with these options.

## Future Lawyers

To study Law at university it is very common for entry criteria to look for a combination of English and History at A-Level. There are other routes into law but completing a degree is by far the most traditional route. As such it may be worth considering History as an option at GCSE to best prepare you for studying this at A-Level.

## Engineering

Maths at A-Level is probably the most significant subject, with the addition of A-Level Further Maths being helpful for the more 'mechanical' engineering areas, e.g. Mechanical, Aeronautical Engineering. A-Level Physics is also very important, so opting to study Separate GCSE sciences is helpful for anyone considering a future in Engineering.



# My Options Journey

We asked existing Sixth Form students to reflect on their options choices and where this has taken them:

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At GCSE, I knew taking Separate Science, would be most beneficial for me as I planned to continue studying at least one of the sciences at A-Level and this would give me the well-rounded knowledge that you require. When choosing my GCSE and A- Level subjects it wasn't just about what I was 'best' at; it was more about what I enjoyed and what I wanted to study further and which subjects I would put the work and commitment into.

*Year 12 Student*

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At A-Level, I'm studying Maths, Further Maths and Physics. Although Physics wasn't my best science out of the three, it is the most fascinating to me and interlinked with my choices of maths well. I am now wanting to study Physics (Masters) at university and plan to go into research in the future. My best advice would be to choose subjects that you enjoy and want to study, but always think about how those subjects are going to benefit you in your later life, as GCSEs and A-Levels are the foundations of your future.

*Year 13 Student*

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“

Choosing your options in Year 9 is an important time during school. This is because these are the subjects you will go onto study for your GCSEs. You need to think about what subjects you enjoy and also what subjects you are good at in order to help make your decision easier. Personally, I chose Business Studies, PE and Geography because I enjoyed these subjects and I had a good relationship with the teachers in these subjects. These options are also important as they helped me to decide what I would take for A-Level as I currently study BTEC Business and Geography at A-Level so this shows you how important this choice is. I would say that you need to think for yourself and not necessarily chose subjects just because your friends are doing them, but subjects that both interest you and benefit you the most in terms of your future.

*Year 13 Student*

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# Core Subjects



# English Language

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## Course Description

The course is divided into two main skills: reading and writing. To develop their reading skills, students will read high-quality, challenging texts from the 19th, 20th and 21st centuries including literature, literary non-fiction and other non-fiction writing. All examination texts will be unseen, and be drawn from each of the three centuries. Students will be assessed on their comprehension, critical reading, summary and synthesis, ability to explain writers' choices (including grammatical ones), and ability to compare. To develop their writing, students will learn to create clear and coherent texts for different audiences and purposes including being creative and imaginative. A significant proportion of marks are allocated to accurate spelling, punctuation and grammar. Success in this subject is an essential component of success in many other subjects at GCSE and A-Level.

## Examinations (AQA)

Coursework: 0%

Written examination at end of Year 11 (all texts unseen): 100%

# English Literature

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## Course Description

The aim of the course is to develop in students the ability to read, enjoy, understand and respond to all types of literary text. Students will study a range of high quality, intellectually challenging, and substantial whole texts in detail. These will include: at least one play by Shakespeare; at least one 19th century novel; a selection of poetry since 1789, including Romantic poetry; and, fiction or drama from the British Isles from 1914 onwards. Students are also required to compare two unseen texts in the exam. A proportion of marks are allocated to accurate spelling, punctuation and grammar. Success in this subject is essential for the study of English Literature at A-Level.

## Examinations (AQA)

Coursework: 0%

Written examination at end of Year 11 (no copies of texts allowed in examination): 100%

## Spoken Language

Students will learn the skills involved in making presentations, listening effectively and using Standard English when speaking. This qualification is a separate endorsement reported with a student's GCSE results. Each student will have to write and present a speech, along with responding to questions on a given topic.

Careers that are linked to a GCSE qualification in English include Teaching; Journalism; Diplomatic Service; Advertising; Marketing; Politics; Law; Human Resources; PR; Civil Service; TV (presenting, researching, directing, producing); Theatre (acting, directing, producing); Writing (novels, poetry, plays, marketing materials); Editing; Publishing; Information Management; Curating; Secretarial; Sales; Communications; Medicine; Social Work; Charity Sector.



# Mathematics

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## Course Description

All students in the Upper School study Mathematics. Year 9 have started their preparation for GCSE already. The course encourages the students to develop their knowledge, skills and understanding of mathematical methods and concepts, including:

- ◆ Number
- ◆ Algebra
- ◆ Ratio, proportion and rates of change
- ◆ Geometry and Measures
- ◆ Probability
- ◆ Statistics

The GCSE Maths syllabus has increased content and will require students to master essential concepts to a greater depth. The main goal of the course is to develop confident mathematicians who are able to apply their skills and reasoning to problem solve "real world problems".

A variety of ways of working is encountered. Estimating and calculating mentally in appropriate situations is practised. The clarity and accuracy of written work is of the utmost importance and talking about and using the language of mathematics is encouraged. Students are also encouraged to work independently from a variety of IT resources and websites. Each week students are given at least one written piece of independent study or online homework. In addition, learning and corrections will be expected.

The department recommends students to have a calculator from the Casio fx83 range and they are expected to have a calculator with them every lesson. Mathematical drawing equipment will be requested for some lessons.

Students are taught in sets according to ability and previous performance.

## Assessment/Examinations (Edexcel)

There are two tiers of entry for Maths giving every student the opportunity to achieve at least a grade 4. The grade boundaries for each tier are:

**Higher Tier Grades 9 - 4**

**Foundation Tier Grades 5 - 1**

There is no coursework involved in the Maths course so the grades are awarded solely on the performance in the exams. This puts extra pressure on the students to ensure that they are fully prepared for them. All students will sit their exams at the end of Year 11 and there are 3 exams involved: 1 non-calculator assessment and 2 calculator assessments. Each paper will cover a variety of topics listed from the content headings previously and will include a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Useful websites:

<https://hegartymaths.com/>

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

[www.bbc.co.uk/schools/gcsebitesize/maths](http://www.bbc.co.uk/schools/gcsebitesize/maths)

<https://corbettmaths.com/>

Careers that are linked in taking Maths include Accountancy; Astronomy; Banking; Business Studies; Computer Studies; Economics; Engineering; Quantity Surveying; Statistics; Finance Advising; Teaching.



# Combined Science

## Course Description

The GCSE curriculum for Combined Science is a linear course which will be studied over 2 years. Students will be examined on all 3 subjects in Year 11. This is not an option. This is the default Science course that all Hayes students are required to take unless they choose Separate Sciences.

Combined Science (2 GCSE grades awarded)		
Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>◆ Cell Biology</li><li>◆ Organisation</li><li>◆ Infection and Response</li><li>◆ Bioenergetics</li><li>◆ Homeostasis and Response</li><li>◆ Inheritance, Variation and Evolution</li><li>◆ Ecology</li></ul>	<ul style="list-style-type: none"><li>◆ Atomic structure and the periodic table</li><li>◆ Bonding, structure and the properties of matter</li><li>◆ Quantitative Chemistry</li><li>◆ Chemical changes</li><li>◆ Energy Changes</li><li>◆ The rate and extent of chemical change</li><li>◆ Organic Chemistry</li><li>◆ Chemical analysis</li><li>◆ Chemistry of the Atmosphere</li><li>◆ Using resources</li></ul>	<ul style="list-style-type: none"><li>◆ Forces</li><li>◆ Energy</li><li>◆ Waves</li><li>◆ Electricity</li><li>◆ Magnetism and Electromagnetism</li><li>◆ Particle model of matter</li><li>◆ Atomic structure</li></ul>

## Assessment/ Examinations (AQA)

Please note the assessment for GCSE is entirely based upon the written examinations at the end of the course. There will be 6 exams, each 1 hour and 15 minutes in length:

2 x Biology      33.3%  
2 x Chemistry    33.3%  
2 x Physics       33.3%

Students will be expected to attend all lessons in order to ensure no practical work is missed as this will now be examined with the final exam.

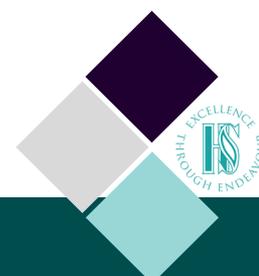
There are 2 tiers of entry for the examinations:

**Higher Tier    Grades 9 - 4**

**Foundation Tier    Grades 5 - 1**

The tier of entry in the exams will be appropriate to the ability, potential and performance of the student. Each test is made up of a series of compulsory structured questions.

Please note: We expect students considering A-Level Science to have completed the Single Sciences at GCSE. Post-16, an alternative CamTech science course provides progression for students from the GCSE Combined Sciences course.



# Religious Studies

## Course Description

The aim of the course is to enable students to address fundamental questions about basic beliefs and behaviour and to investigate the ways in which religious beliefs and values are relevant to moral issues and behaviour. Students will also have the opportunity to reflect on their own beliefs and values in relation to ethical and moral issues, such as whether the UK should bring back the death penalty or legalise euthanasia.

The course is comprised of two components. The first component covers Islamic and Christian teachings, beliefs and practices. The second component is thematic; it covers different religious, philosophical and ethical topics and issues.

The course is started in Year 9 and studied as outlined below between Years 9-11 for most students \*

<b>Year 9-10</b>	<p><b>Paper 1: Christian teachings and beliefs</b> Christian beliefs about God, creation, the afterlife and the importance of Jesus.</p> <p><b>Paper 1: Muslim teachings, beliefs and practices</b> Muslim beliefs about God, the afterlife, differences between Sunni and Shi'a Islam and Islamic scriptures.</p> <p><b>Paper 2: Religion, Peace and Conflict</b> Religious and non-religious attitudes towards peace and justice, violence, war, terrorism, pacifism.</p> <p><b>Paper 2: Relationships and Families</b> Religious and non-religious attitudes towards human sexuality, marriage, divorce, family life and gender equality.</p>
<b>Year 10-11</b>	<p><b>Paper 1: Christian practices</b> Christian practices such as worship, prayer, pilgrimage and festivals.</p> <p><b>Paper 2: Muslim practices</b> How Muslims worship, the Five Pillars, duties and festivals.</p> <p><b>Religion and Life</b> Religious and non-religious attitudes towards origins of the universe, stewardship, animal rights, origins of human life, evolution, abortion, euthanasia and the afterlife.</p> <p><b>Religion, crime and punishment</b> Religious and non-religious attitudes towards crime, the reasons behind why crime is committed, aims of punishment, treatment of criminals in prison, forgiveness and the death penalty.</p>

## Assessment/Examination (AQA\*)

The subject will be examined by way of two written examinations at the end of Year 11. Each exam will be 1 hour and 45 minutes long. Each of the examinations will be worth 50% of the GCSE.

**Careers that are linked to Religious Education Include:** Social Work, Law, Civil Service, Politics, Charity Work, Youth Work, (with Philosophy or related degree – Graduate level professions). \* Depending on Year 9 performance, some classes may study an alternative scheme of learning from Year 10 where they sit only the short course examination. Parents/carers will be notified of this at the start of Year 10.

# Physical Education

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## Year 10

Students are split into PE groups at the start of year 10. Students will have one PE lesson per week where they will have access to a broad and balanced curriculum across different facilities. Students will have a choice in terms of activity and there is an expectation that they apply themselves in lessons as well as demonstrate an understanding of the importance of physical activity in leading a healthy and active lifestyle.

The options consist of:

- ◆ Team sports such as Football, Rugby, Netball, Hockey, Volleyball, Handball and Basketball
- ◆ Individual sports such as Dance, Trampolining, Fitness Training and badminton
- ◆ Summer activities such as Cricket, Rounders, Tennis, American Football, Athletics and softball.

## Year 11

In Year 11 students complete a variety of sports to broaden their knowledge and understanding of the rules of the sports as well as tactical and technical skills used within them. Similar to year 10, students participate in 1 hour of core PE per week. The sports covered are a continuation of those covered in year 10. There is a real emphasis on the accurate replication of both core and advanced skills in a competitive situation.

## Extra Curricular Activities

During both Years 10 and 11 there is a comprehensive programme of extracurricular activities. Students have the opportunity to participate and to represent the school, their tutor group and various house competitions as they did in Key Stage 3. Students are actively encouraged to continue to participate within the extracurricular programme.

# History or Geography or a MFL

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As there is an element of choice in this component of the Core section within the EBACC pathway, please visit the Options pages for History, Geography and Modern Foreign Languages, in order to arrive at the best decision.

Please note that you could take two of the above; one as your Core choice, whilst the other would use up one of your three Options.



# Year 9 Options *THINK AHEAD* ....

The subjects that you are about to choose will have a significant impact upon your Sixth Form or College choices.

Over the last two years, nearly every student to have met the entry criteria for our Sixth Form has enrolled with our Sixth Form.

Shouldn't you **THINK AHEAD?**

## TOP TIPS from Year 13 Students

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- ◆ Pick subjects that you know you will enjoy and are willing to work hard in, not just because it may look good on your CV.
- ◆ You must stay focused on all your subjects—would you accept someone who gives up?
- ◆ Pick subjects that will apply to your future career, it's not that far away!
- ◆ Don't pick subjects just to fill the gaps on the form, you will regret it.
- ◆ Pick subjects that you may consider to take at A-Level, or ones that would aid a future A-Level.
- ◆ We aren't saying it's going to be easy, but the best advice we could give you is choosing what is right for you, **don't just take what your friends are taking.**

## Hayes Sixth Form Prospectus

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The current prospectus is available online [here](#).

A glance at this will give Year 9 students a great idea as to what post-16 subjects (and entry requirements) are available to study in our Sixth Form and **the subjects that you would currently need to be studying in Key Stage 4 in order to access them.**



# Option Subjects

The following pages contain information on all the Option Subjects.

Please read this information and speak to your teachers and tutors for advice on the best options for you.



# Art and Design

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## Course Description

Throughout the course students, explore a variety of themes, engaging in composition, experimentation with different media, collecting visual references, examining, and collecting examples of work by relevant artists and drawing from observation. Work from many different cultures and periods is studied and discussed. Students will be encouraged to visit exhibitions and art galleries. Students will be expected to develop the specialized use of language and vocabulary associated with the subject.

The course offers the opportunity to experiment with a variety of techniques and media, as well as painting and sculpting. Students are expected to maintain an individual A3 folder for each aspect of the course.

To succeed, students need a genuine interest and ability in Art and Design. This is an exciting, enriching course with many opportunities for self-expression and for students to show their individuality.

Leading on from the GCSE, courses are usually offered at A-level including Photography and Art and Design.

## Assessment / Examination (AQA )

Coursework: 2 modules, each making up 30% to a total of 60%

Examination: 40%

For Art and Design, students are expected to complete 2 substantial units of work with relevant supporting studies.

Students sit a 10-hour timed exam at the end of the course. They are given a question paper 8 school weeks in advance of the examination date and must make a piece of work based on one of the areas of study covered on the course.

Assessment is equally balanced between the investigative and experimental lead up work, and the final piece. At the end of two years, students will be expected to present their work for an exhibition where all work is internally marked and externally moderated.

We look at such things as thoroughness of research, breadth and success of experimentation, visual exploration of ideas, conceptual development and growth over the two-year period. We will also look at how students have handled materials and media, developing their final ideas into a finished form. Communication and presentation are very important, especially attention to detail and quality of finish.

Art GCSE is full of opportunity to show learning, problem solving and originality; all aspects of education, which are relevant and needed in today's job market.

Careers that are linked to taking Art and Design include Advertising; Animation; Photography; Architecture; Art; Digital Media Design; Fashion and Textiles; Fine Art; Games Art and Design; Graphic Design; Illustration; Industrial Design; Jewelry, Glassware, Stained Glass; Three Dimensional Design; Teaching (Art).



# Textile Design

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## Course Description

GCSE Textile Design offers an exciting experience where candidates will explore a diverse and exciting range of media and materials while working through a wide and challenging range of Textiles techniques and processes. Candidates will experiment with applique, batik, dyeing; hand and machine embroidery; weaving; printing; paper pulp making; felt-making; silk painting; fashion design/illustration and garment construction.

In Unit 1, which equates to 60% of the GCSE award, candidates will work to given briefs with a mixture of teacher-led workshops and independent research based studies to develop own ideas. Relevant textiles artists and fashion designers and illustrators will be introduced and responded to by candidates to link in with own emerging creative practice.

In Unit 2, the externally set assignment [ESA worth 40%], candidates will have the opportunity to show knowledge and skill in the application of textiles techniques and processes to respond independently to the examination brief.

Candidates will also have the opportunity to go to the annual Clothes Show at the NEC in Birmingham and The Knit and Stitch Show in London as well as visit other galleries, craft fairs and museums during the course to help with course-work and examination preparation and inspiration.

## Assessment/Examination (AQA)

Coursework: 2 modules, each making up 30% to a total of 60%.

Timed test: 40%.

For GCSE Textiles students are expected to complete 2 substantial units of work with relevant supporting studies.

Students sit a 10-hour timed exam at the end of the course. They are given a question paper 8 school weeks in advance of the examination date and must make a piece of work based on one of the areas of study covered on the course.

Assessment is equally balanced between the investigative and experimental lead up work, and the final piece. At the end of two years, students will be expected to present their work for an exhibition where all work is internally marked and externally moderated.

We look at such things as thoroughness of research, breadth and success of experimentation, visual exploration of ideas, conceptual development and growth over the two year period. We will also look at how students have handled materials and media, developing their final ideas into a finished form. Communication and presentation are very important, especially attention to detail and quality of finish.

GCSE Textiles is full of opportunity to show learning, problem solving and originality; all aspects of education which are relevant and needed in today's job market.

Careers that are linked to Art Textiles include Clothing Studies; Art Design; Fashion Design; Interior Design; Textile Design – embroidery, printed textiles; Textile Management.



# Business Studies

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## Course Description

You have been a consumer ever since you first wore a nappy, spluttered your way through 'Cow & Gate' and were treated with 'Calpol'. Unaware though you were then of the big world of commerce, you 'wanted' things whilst shopping in supermarkets, watched adverts on TV and were exposed to a material world. Later, you progressed to being a customer - you learned to buy things - but did you ever think how they had got to the shop and why you had to give people (or machines!) strange metal disks in order to get what you wanted?

"Business Studies is a subject everyone can relate to – we're always drawing on our experiences as consumers and customers. We are all interested in money – whether you have any or not, you still need to understand how it all works! You'll notice real life examples of everything we talk about – it's a subject that makes sense and is an ideal 'general interest' subject to compliment any other GCSE."

## Course content:

What is a business? Can you start one yourself? How do they make money? Can they set up just anywhere? Who helps them? Who owns them? How are they managed? What do the employees do? Who keeps track of the money? Who regulates them? How do they make their products? How do products get to the customer? How do they make us buy their products? What things affect businesses? Why do they depend on each other? These and many more issues!

To enjoy Business Studies, you need to be inquisitive. You need to be able to ask questions. You need to have an interest in spending money (not difficult!). You are the sort of person who notices adverts, notices new products, wants to find out what's so special about £19.99. You want to know why people get heated about investments, why we aren't still playing with "Furbies", why we bother to clean chewing gum off pavements, what makes us drink Tango and why the UK spends £6 billion on chocolate every year. You also need to be methodical, able to organise your work, able to express yourself well and able to cope with basic spreadsheets and graphs.

If you are a financial wizard and into fund-raising, we'll welcome your ideas. If you are into motivation and what makes people tick, we'll value your contribution. If you are fascinated by marketing, promotions and advertising, we'll indulge your interests. If you want to understand and know more about the world of work, we'll satisfy your curiosity.

## Assessment/Examination (Edexcel)

You will sit two examination papers at the end of year 11, each worth 50% of your overall GCSE grade. The Paper 1 examination will focus on small businesses and how they operate in the real world whilst the Paper 2 examination will look at bigger businesses and the challenges that they face. The areas that you will study across the two papers are:

- ◆ The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.
- ◆ The importance of external influences on business and how businesses change in response to these influences.
- ◆ What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.
- ◆ The purpose of the finance function, its role within business and how it influences business activity.
- ◆ The purpose of marketing, its role within business and how it influences business activity.
- ◆ The purpose of human resources, its role within business and how it influences business activity.



# ICT (Digital Information Technology) (BTEC)

## Course Description

This is an exciting course that would be a great choice for anyone who wanted to go down the ICT or IT in business routes. You will learn about project planning techniques, data collection and manipulation and creating presentations to enable decision making, which will ultimately end with creating a data dashboard that will allow any organisation to make effective decisions from the data you present. You will also learn how to create an effective user interface and be able to review what makes a good or bad interface.

The main focus is on four areas, which cover:

- ◆ The development of key skills in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- ◆ The process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- ◆ The attitudes that are considered most important in digital information technology, including personal management and communication.
- ◆ The knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## Assessment/Examination

Unit 1: Exploring User Interface Design Principles & Project Planning Techniques 30%  
In this unit, learners will investigate user interface design for individuals and organisations. They will use project-planning techniques to plan and design a user interface and then develop and review a user interface

Unit 2: Collecting, Presenting and Interpreting Data 30%  
In this unit, learners will investigate the role and impact of using data on individuals and organisations. They will create a dashboard using data manipulation tools, draw conclusions, and review data presentation methods.

Unit 3: Effective Digital Working Practices (1.5 hour Exam) 40%  
In the exam, learners will demonstrate knowledge and apply understanding of facts, terms, processes and issues in relation to digital information technology. They will analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology and make connections with the concepts, issues, terms and processes in digital information technology.

## Who is the qualification for?

Learners who want to acquire knowledge and skills related to data management, data interpretation, data presentation and data protection.

## What can the qualification lead to?

- ◆ A Levels as preparation for entry to higher education in a range of subjects.
- ◆ Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.



# Computer Science

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## Course Description

### Why choose Computer Science?

- ◆ Engaging and contemporary – the specification is based on feedback from companies like Microsoft, Google and Cisco.
- ◆ Focus on cyber security – looking at phishing, malware, firewalls.
- ◆ A greater emphasis on 'computational thinking' – you will learn the theory and apply it in real life situations, using Python code.

### What do I need to do Computer Science?

- ◆ A logical mind.
- ◆ An ability to problem solve.
- ◆ Determination to see a project through – there can be a lot of debugging!

### Is it ICT?

No, ICT gives you the skills and understanding to use software and hardware but not how to write the programs.

### Will GCSE Computer Science be fun?

If you enjoy problem solving then through this study of computer programming, you will certainly have fun and develop new skills, which can be transferred to other subjects and be used successfully in day-to-day life.

### How can computer programming help me in my future?

Information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area.

**Further education:** You might want to go on to higher study in the field of Computer Science, in which case this course is a REAL stepping-stone.

**Jobs in technology:** The course is a FANTASTIC platform for technology and technology-related careers, including programming and cyber security.

## Assessment/Examination

Exam 1 is 1.5 hrs and topics are based on the knowledge of computer systems. The exam is worth 50% of the final grade. You will learn about:

- ◆ Systems architecture.
- ◆ Memory and storage.
- ◆ Computer networks, connections and protocols.
- ◆ Network security.
- ◆ Systems software.
- ◆ Ethical, legal, cultural and environmental impacts of digital technology.

Exam 2 is 1.5 hrs and based on computational thinking, algorithms and programming. The exam is worth 50% of the final grade. You will learn about:

- ◆ Algorithms.
- ◆ Programming fundamentals.
- ◆ Producing robust programs.
- ◆ Boolean logic.
- ◆ Programming languages and Integrated Development Environments.



# Dance

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## Course Description

Dance makes a distinctive contribution to the education of all students in that it uses movement as its mode of expression and communication. It engages the physical, emotional and intellectual dimensions of the human being.

The course consists of three strands:

- ◆ Performing dance
- ◆ Composing dance
- ◆ Appreciating dance

Students are encouraged to explore a wide range of dance genre and see as much performance work as possible - both live and on video.

Note: Street Dance does not enable students to answer the assessment criteria set by the board and therefore is NOT studied as part of the course. The focus of this course is creative contemporary dance.

The GCSE syllabus will assess candidates' ability to:

- ◆ Demonstrate technical and expressive performance skills.
- ◆ Demonstrate the process of making dances.
- ◆ Describe, interpret and evaluate professional dance works.
- ◆ Demonstrate knowledge and understanding of a variety of dance works and dance styles.

The focus of the practical work is on creative, contemporary dance. Students will study an anthology of professional works. The professional works will form the basis of written and practical assessments.

## Assessment/Examination (AQA)

Performance:	Performance	30%
	Choreography	30%
Appreciation:	Written Exam	40%

60% of the course is practically assessed. It is essential that all students have attended extracurricular dance clubs either inside or outside school. This commitment should also be maintained throughout the course.

Careers that are linked to taking Dance include Choreography; Drama; Movement Studies; Theatre and Performance; Writing Directing and Performance; Physical Education; Ballet Education; Arts Management; Music; Sport and Exercise; Street Arts; Teaching (Dance).



# Drama and Theatre Arts

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## Course Description

### Aims

The course 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.
- ◆ Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
- ◆ Understanding of Drama forms and awareness of the contexts in which they operate.
- ◆ Knowledge and understanding of drama within a social, cultural and historical context.

### Knowledge and Understanding

The course requires students to develop a knowledge and understanding of:

- ◆ The ways in which ideas, feelings and meanings are conveyed through the language of Drama.
- ◆ A range of forms and conventions by recognising them in the work of others and by applying them in practical Drama exercises.
- ◆ Two set plays, examining the ways in which practitioners use the language of theatre to realise a text in performance.
- ◆ The ways in which ideas in Drama can be recorded and interpreted.
- ◆ How plays and ideas in drama relate to their social, historical and cultural context.

### Skills

Students are required to develop the following skills in drama:

- ◆ Acting/Technical skills – lighting, sound and costume.
- ◆ Group working skills.
- ◆ Devising skills.
- ◆ Communication skills.
- ◆ Evaluation skills – spoken and written.

### Extra-curricular Commitment

Each project brings new and developing challenges, but whatever the project, students must be prepared to rehearse after school and during lunchtimes, particularly in the ten-day period prior to the exam performance. **Although everyone is marked individually, failure to support your group could affect EVERYONE'S mark.** Drama is about co-operation and commitment. Failure to show these qualities will not be tolerated; grades will also suffer, and, in extreme circumstances, individuals might be withdrawn from the course or be required to pay their own entry to the examination.

### Assessment/Examination (WJEC)

Drama GCSE consists of

- Component 1: Devising; 40% internally assessed and externally moderated practical project with written portfolio and evaluation.
- Component 2: Scripted Performance; 20% externally assessed practical project.
- Component 3: Written Examination; 40% externally marked examination.

Careers that are linked to taking Drama and Theatre Studies include Acting; Community Drama; Costume Production; Creative Writing; Writing and Performance; Dance; International Theatre; Performing Arts; Scenic Arts, Scriptwriting; Set Design; Stage Management; Theatre Arts; Musical Theatre; Teaching; Theatre Management.



# Design and Technology

## Product Design

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*"Design and Technology should be the subject where Mathematical brainboxes and Science whizzkids turn their bright ideas into useful products." James Dyson*

### Course Description

Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering your own and others' needs, wants and values. You will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, geography, business studies and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, you develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### Assessment/Examination

#### Portfolio and Working Prototype 50%

The exam board will set a range of contextual challenges for students to select from; these projects can have a Graphics focus or a Product Design focus. You will be assessed on how you investigate the challenge, create design ideas, demonstrate making/modelling skills, how you model to test, investigate and communicate your design idea. You will also be assessed on how efficiently you evaluate each stage and use these skills to affect your decision making.

#### Written Exam Paper 50%

The remaining 50% is assessed in a 2 hour exam.  
The exam is broken down into 3 sections.

#### Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

#### Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

#### Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question.



# Design and Technology

## Food Preparation and Nutrition

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### Course Description

A course supported with resources produced by renowned chef, Heston Blumenthal. His natural curiosity and scientific approach to cooking is an ideal collaboration that will enthuse learners as they discover the essentials of food science, build strong practical cookery skills and a good understanding of nutrition.

This is a course designed to prepare students for every aspect of the food industry. Students will learn about farming, product placement, consumers and their individual needs, working in test kitchen conditions to design and make innovative new products.

### Assessment/Examination

Food Investigation 15%

Students write a report (1,500 – 2,000 words)

Food Preparation Portfolio 35%

Students will plan, prepare and present a three course menu over a period of time. They will then be given 3 hours to produce the 3 dishes under exam conditions.

Written Exam Paper 50%

The remaining 50% is assessed in a 1 hour 45-minute exam.

The exam is broken down into 2 sections: a multiple choice section and a knowledge and understanding section.

The knowledge and skills students gain from this course could lead onto the following types of career options; Executive Chef, Sous Chef, Pastry Chef, Restaurateur, Food Critic, Food Buyer, Farm Management, Culinary Science and Nutritionist.

Students should choose this course if they already possess some knowledge and confidence of cooking. Speak to Mrs West if you are unsure. The course will develop students' skills already obtained from KS3 and will extend this knowledge focusing on the science behind food, the composition of food, the reaction of food in relation to the body. We will also investigate our relationships with food and how food has developed over time due to the changes in society, culture and religious influences.



# Geography

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Are you interested in the world around you? Do you enjoy learning new skills that will be relevant in school and a job? Would you like to discuss current affairs and issues that affect the whole planet? Then Geography is for you!

## Course Description

Geography is an exciting opportunity to study the world in which we live and to gain an understanding of the systems and processes which shape our lives. An awareness of geographical issues in the news is important, as is the ability to make decisions and draw conclusions about such events on a local to global scale. The Geography course enables students to build on knowledge acquired in Key Stage 3 through a variety of learning strategies, and prepare students for A-level Geography.

## Assessment/Examination (Edexcel)

### Unit 1 - Global Geographical Issues

Hazardous Earth

Development dynamics

Challenges of the urban world

### Unit 2 - UK Geographical Issues

Coastal change & conflict

River processes

Dynamic UK cities

Human and physical fieldwork investigations

### Unit 3 – Making Geographical Decisions (People and Environmental issues)

People and the biosphere

Forests under threat

Consuming energy resources

There are three day trips to practise fieldwork techniques and see Geography in action, which now makes up part of the examined content.

Unit 1 exam – 1 hour and 30 minutes - 37.5% of the qualification

Unit 2 exam – 1 hour and 30 minutes - 37.5% of the qualification

Unit 3 Making Geographical Decisions – 1 hour and 30 minutes – Remaining 25%

Papers 1 and 2 consist of structured questions based on stimulus resources such as maps, photographs and graphs, giving the opportunity for extended writing.

Paper 3 is a decision-making exercise based on an unseen case study but utilising skills and knowledge acquired throughout the two-year course.

All students will be entered for the same exam covering grades 1- 9. All exams will be sat at the end of the two-year course.

Careers that are linked to taking Geography include Town and Country Planning; Urban Studies; Estate Management; Forestry related careers – Countryside Management, Politics and Economic Development, Ecology, Horticulture, International Relations, Plant Sciences, Rural Resource Management; Geology related careers – Meteorology, Earth Sciences, Engineering (Civil, Minerals), Environmental Sciences, Land Surveying, Oceanography, Soil Science; Water and Environmental Management; Cartography – Geographical Information Science and Teaching.



# History

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## Course Description

History is an engaging and interesting GCSE option, which challenges students who take this subject. It allows you to see how today's world has evolved and provides you with a context to understand the world around you. History helps you to form opinions and express these in a clear way. Historians also are constantly asking 'why' and we look at fascinating characters – Queen Elizabeth or Hitler for example, looking at their motivations. Employers place a great deal of value on a History qualification. The skills that you develop are transferable, the most important skills being the ability to analyse issues and events and the development of being able to express yourself in a clear and logical fashion.

History combines well with many other subjects, from other Humanities subjects such as Sociology or Geography to Biology and Business. It is a qualification that will support many career paths.

## Assessment/Examination (Edexcel)

The course is split into three examined papers:

Paper 1: Medicine in Britain, c1250–present. (Thematic study)

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. (Historic environment).

Paper 2: British depth study: Early Elizabethan England, 1558–1588.

Period study: Superpower relations and the Cold War, 1941–1991.

Paper 3: Weimar and Nazi Germany, 1918–1939 (Modern depth study).

## Paper 1: Medicine in Britain, c1250–present

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Written examination: 1 hour and 15 minutes. 30% 52 marks (16 for the Historic Environment, 36 for the Thematic Study).

- ◆ Thematic Study and Historic Environment: Students will study:
  - ◆ Medicine in the medieval period.
  - ◆ The medical renaissance in England.
  - ◆ Medicine in eighteenth and nineteenth century England.
  - ◆ Modern medicine.
  - ◆ Medical treatment during WW1.

## Assessment Overview

Section A: Historic Environment. Students answer a question that assesses knowledge plus a two-part question based on two provided sources.

Section B: Thematic Study. Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.



## Paper 2: British Depth Study: Early Elizabethan England, 1558–1588 Period Study: Superpower relations and the Cold War, 1941–1991.

Period Study and British Depth Study.

Written examination: 1 hour and 45 minutes.

40% 64 marks (32 for the Period Study and 32 for the British Depth Study)

British Depth Study: Early Elizabethan England. Students will study:

- ◆ Queen, Government and Religion.
- ◆ Challenges to Elizabeth, Home and Abroad.
- ◆ Elizabethan Society.

Period Study: Superpower relations and the Cold War. Students will study:

- ◆ Origins of the Cold War 1941-1958.
- ◆ Cold War Crises 1958-1970.
- ◆ The end of the Cold War 1970-1991.

### Assessment Overview

**Section A:** Period study: Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.

**Section B:** British depth study: Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one question from a choice of two.

## Paper 3: Weimar and Nazi Germany, 1918–1939

Modern Depth Study.

Written examination: 1 hour and 20 minutes.

30% of the qualification 52 marks.

Students will study:

- ◆ The Weimar Republic 1918-1928.
- ◆ Hitler's rise to power 1919-1933.
- ◆ Nazi control and dictatorship 1933-1939.
- ◆ Life in Nazi Germany 1933-1939.

### Assessment Overview

**Section A:** Students answer a question based on a provided source and a question that assesses their knowledge and understanding.

**Section B:** Students answer a single four-part question, based on two provided sources and two provided interpretations.



# Media Studies

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## Course Description

GCSE Media Studies will give students the chance to study newspapers, radio, television, radio, print, video games and marketing. It will allow students to read into these things in more depth than ever before and will give them a clear understanding of how Media is used by audiences and institutions to communicate a message. It will also teach you how all Media texts are influenced by the wider contexts of social, political and economic factors.

The course will also give students the opportunity to create your very own Media product so that you can apply what you have learned. This is a qualification that will support many A-levels, further study and career paths.

## Assessment/Examination

The course is split into three components:

Component 1: Exploring the Media

Written Examination: 1 hour 30 minutes 40% of qualification

Section A: Exploring Media Language and Representation

Assess media language and representation in relation to TWO print media forms (magazines, marketing, newspapers, and advertisements).

Section B: Exploring Media Industries and Audiences

Based on set texts, this section assesses TWO of the following media forms: film, newspapers, radio, video games.

Component 2: Understanding Media Forms & Products

Written Examination: 1 hour 30 minutes 30% of qualification

Section A: Television

Section B: Music (music videos and online media)

Component 3: Creating Media Products

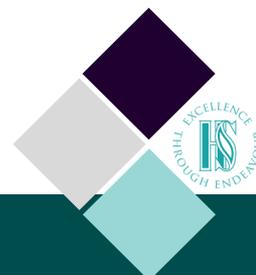
Non-exam assessment 30% of qualification

Learners create an individual media production for an **INTENDED AUDIENCE**. Knowledge and understanding of media language and representation will need to be applied.

The media product that is created will need to be in ONE of the following forms:

- ◆ Television.
- ◆ Magazine.
- ◆ Film Marketing.
- ◆ Music Marketing.

The genre/style and intended audience will be specified in the brief - which is set by the exam board.



# Cambridge Nationals Level 1/2 Creative iMedia

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## Course Description

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

## Assessment /Examination (OCR)

Coursework: 60% Examination: 40%

Grades: Level 2 is graded Pass, Merit, Distinction and Distinction\*. If a student doesn't reach a Pass they might still have enough points to be awarded a Level 1 grade.

There are two **mandatory units** of pre-production and creating digital graphics that underpin the qualification and reflect key industry skills. There is a further unit that the learners will study.

Exam unit: Creative iMedia in the Media Industry 1 hour 30 minutes *40% of qualification*

In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry

Visual identity and digital graphics (Mandatory Coursework unit) *25% of qualification*

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

Visual imaging (Coursework unit) *35% of qualification*

In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs.

Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry

Cambridge Nationals are vocational qualifications at Level 1/2 for students aged 14–16.

They are designed to fit into the curriculum and to offer the same size, rigor and performance points as GCSEs. They will form a key part of any students' Progress 8 and Attainment 8 approved subjects under the Technical Award category.

The qualifications are recognised by Ofqual, DfE and 16–19 providers as progression to A-Level, further education or on to an apprenticeship or work.



# Modern Foreign Languages

## French, German and Spanish

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You can select GCSE language as part of your core component, or as an option. Students currently taking Beginner Spanish in Year 9 will not be able to take a language.

### Course Description

The four skills of Listening, Speaking, Reading and Writing which are nurtured in the lower school are developed at GCSE and linked together through multi-skill tasks. Topic areas studied include family, technology, free-time, festivals, home and town, social and global issues, travel and tourism, school and work.

Multi-skill tasks involve the use of a range of resources and equipment including video, and computers. GCSE language students will have regular access to the Digital Language Centre to use online and digital language resources.

Successful students at GCSE in Modern Languages have a sound vocabulary, good knowledge of grammar and participate fully in oral work in class.

In the Sixth Form courses are available in all three languages at A-Level.

### Assessment/Examination (AQA)

French: GCSE

German: GCSE

Spanish: GCSE

The course is assessed through a terminal examination for all skills, either at foundation or higher level:

Listening 25%

Reading 25%

Speaking 25%

Writing 25%

It would be advantageous for all GCSE students in Modern Languages to purchase an Oxford Mini School Dictionary for the appropriate language(s).

These courses are only available to students who have studied these languages in KS3.

Modern Languages will compliment any career including International Business; International Hospitality Management; International Relations; Law; Finance; Sales; Marketing; Translating and Interpreting.



# Music

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## Course Description

The course aims to develop a greater understanding and appreciation of music through performance, composition and listening, and to enhance understanding of a wide variety of styles.

It is not necessary to sing or play to a high standard to undertake this course although it is essential that students already play an instrument or sing regularly, and should ideally be at grade 4 standard by Year 11. Students need to be ready to show the imagination and independence to create their own music, and should also be willing to listen to and appreciate all styles.

Students will learn about many different genres of music including classical, film music, bhangra, African drumming, calypso, rock 'n' roll, pop ballads as well as many more. Through these styles, they will learn about musical techniques, music theory, how music is structured and developed which in turn will support them with their own compositions.

Much of the work is practical, and students will be strongly encouraged to participate in extra-curricular activities which will enhance their overall musicality further.

Music is a highly rewarding and creative subject which will develop the lifelong learning skills of independence, creativity, teamwork, communication and learning from mistakes in all students who study it.

## Examination Board: (OCR)

Each candidate will need to submit two compositions, lasting at least three minutes in total, of varying character, to meet coursework requirements. In addition, each student will have to perform both individually and in a group. The written examination involves listening to short extracts and answering questions about the music.

Core:	Performing	30%	Teacher Examiner
	Composing	30%	Coursework
	Listening and Appraising	40%	Examination

Careers that are linked to taking Music include Digital Music; Commercial Music; Popular Music; Creative Music Technology; Music Composition; Music Education; Music Industry Management; Music Performance; Musical Productions; Musical Theatre; Performing Arts; Sound and Multimedia Technology.



# Physical Education (GCSE)

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Examination Board: Edexcel Syllabus

This demanding, yet extremely rewarding course has grown in popularity with students since its introduction at the School. It is now one of the most popular courses at the school. It is geared towards those students that have a committed interest in all sport at both the practical and academic level. The weighting of the two subject areas for the course are 60% for theory and 40% for the coursework. Students are assessed in 3 sports which must be a combination of individual and team activities. Students will also complete a personalised fitness development programme. All assessment for this course happens at the end of year 11.

Please note that this is a heavily based theory course, there is an expectation that students are developing in sport and activities outside of school.

## Theory (Examination) - 60%

### Exercise and Training

- ◆ Reasons for Participation.
- ◆ Health, Fitness, Exercise & Performance Skill Related Fitness.
- ◆ Principles of Training and Methods of Training.
- ◆ Diet, Health and Hygiene.
- ◆ Optimise training and avoid injuries.
- ◆ Effective warm up and cool down

### Anatomy and Physiology

- ◆ Circulatory System, Respiratory System and Skeletal System.
- ◆ Joints, Tendons, Ligaments, Muscles and Muscle Action.

### Movement analysis

- ◆ Lever systems, planes and axes.

### Use of data

- ◆ Data collection, present data, analyses and evaluate data.

### Safety and Risk

- ◆ Prevention of Injury.
- ◆ Sports Injuries.

### Sports Psychology

- ◆ Classification of Skill, Mental preparation.
- ◆ Goal Setting and SMART targets.
- ◆ Guidance and feedback.



## Socio-Cultural influences

- ◆ Engagement patterns of different social groups in physical activity and sport.
- ◆ Commercialisation in sport.
- ◆ Ethical and socio-cultural issues in sport.

Two lessons a week over the two-year course shall be devoted to the classroom and the study of the above. This will result in weekly homework being set and regular internal assessment. The final and external assessment in this area shall be in the form of one 1 hour 45 minutes written exam and a second 1 hour 15 minutes written exam. Students will also have access to extensive revision materials to help them prepare for the course.

## Practical: 40% (10% Coursework – Training programme)

Running in parallel with the Theory work will be the Practical and written coursework element. Here, students will undertake a course of study that will involve a wide range of sports from which eventually they will be asked to specialise in just three from a list of individual and team sports.

Assessment of the Practical element is divided into three areas, continuous assessment over the two years, a one-day moderation (practical exam) at the end of the course, and finally a Personal Exercise Plan grade.

## IMPORTANT NOTICE

A long-term commitment to Extra Curricular Sport (inside and outside school) is essential and indeed demanded of any student seriously considering this subject as an option. The expectation will be for students to attend regular practice in their specialist sports and where possible play at a competitive level.



Careers that are linked to taking PE include Health and Fitness Management; Leisure and Recreation Management; Sports and Recreational Studies; Sport Coaching; Sport Journalism; Sports/Exercise/Fitness Sciences; Teaching, Sports therapy, Sports Psychologist and many more.

## Separate Sciences (Biology, Chemistry and Physics)

### Course Description

The GCSE curriculum for Separate Sciences (formerly called Triple Science) contains the same basic topics as the Combined Science Course **but** is taught in more lessons as each discipline is taught in more depth. In addition, there are extra topics that will not be covered in Combined Science. Students that choose Separate Sciences will choose this as one of their options

Separate Sciences (3 GCSE grades awarded)		
Biology	Chemistry	Physics
<p>PAPER 1</p> <ul style="list-style-type: none"> <li>◆ Cell Biology</li> <li>◆ Organisation</li> <li>◆ Infection and Response</li> <li>◆ Bioenergetics</li> </ul> <p>PAPER 2</p> <ul style="list-style-type: none"> <li>◆ Homeostasis and Response</li> <li>◆ Inheritance, Variation and Evolution</li> <li>◆ Ecology</li> </ul>	<p>PAPER 1</p> <ul style="list-style-type: none"> <li>◆ Atomic structure and the periodic table</li> <li>◆ Bonding, structure and the properties of matter</li> <li>◆ Quantitative Chemistry</li> <li>◆ Chemical changes</li> <li>◆ Energy Changes</li> </ul> <p>PAPER 2</p> <ul style="list-style-type: none"> <li>◆ The rate and extent of chemical change</li> <li>◆ Organic Chemistry</li> <li>◆ Chemical analysis</li> <li>◆ Chemistry of the Atmosphere</li> <li>◆ Using resources</li> </ul>	<p>PAPER 1</p> <ul style="list-style-type: none"> <li>◆ Energy</li> <li>◆ Electricity</li> <li>◆ Particle model of matter</li> <li>◆ Atomic structure</li> </ul> <p>PAPER 2</p> <ul style="list-style-type: none"> <li>◆ Forces</li> <li>◆ Waves</li> <li>◆ Magnetism and Electromagnetism</li> <li>◆ Space Physics</li> </ul>

The three courses will run concurrently in Years 10 and 11. The 3 courses fully satisfy the requirements to continue studying Biology, Chemistry and Physics at 'A' level. This option is strongly recommended for students wanting to study Science 'A' levels.

The Biology, Chemistry and Physics components will be taught and assessed separately at the end of Year 11.

## Assessment/ Examinations (AQA)

Please note the assessment for GCSE is entirely based upon the written examinations at the end of the course. There will be 6 exams, each will be 1 hour and 45 minutes in length:

2 x Biology	100%
2 x Chemistry	100%
2 x Physics	100%

Students will be expected to attend all lessons in order to ensure no practical work is missed as this will now be examined with the final exam.

There are 2 tiers of entry for the examinations:

### **Higher Tier Grades 9 - 4**

### **Foundation Tier Grades 5 - 1**

The tier of entry in the module exams will be appropriate to the ability, potential and performance of the student. Each test is made up of a series of compulsory structured questions. Grades for the 3 GCSEs will be awarded independently.

Further Studies/Careers that are linked to studying Science may include:

Biology: Animal/Agricultural/Life Sciences; Biochemistry; Biological/Biomedical Sciences; Cell Biology; Ecology; Environmental/Natural Sciences; Wildlife Conservation; Marine Biology; Genetics; Medicine; Pharmacy; Teaching; Forensics; Botany; Physiotherapy; Sports Science.

Chemistry: Biochemistry; Chemical Engineering; Chemistry; Geochemistry; Material Science and Technology; Pharmacology; Teaching; Medicine, Veterinary Medicine; Dentistry.

Physics: Astronomy; Astrophysics; Avionics and Space Systems; Electronics; Engineering – civil, electrical, mechanical; Medical Instrumentation; Nanotechnology; Optometry; Quantum and Cosmological Physics; Teaching.



# Sociology

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GCSE Sociology is a popular GCSE course at Hayes School, which students find interesting and relevant. Sociology aims to discover what we mean by society and what the functions are of the various institutions that are part of this society. Students will learn the theories that sociologists have put forward and then evaluate them in comparison with additional evidence.

The course is divided into seven sections, which are examined at the end of Year 11 over two exams.

## The sociological approach

Debates within sociology, the work of classical sociologists such as Marx and Durkheim, different perspectives such as feminism, key sociological terms and concepts.

## Social structures, social processes and social issues

To be able to critically evaluate, compare, and contrast theories or explanations, including key features of each theory.

## Families

Patterns in divorce rates and the consequences of divorce, the role of the family, roles within the family, the decline of the nuclear family and the presence of diverse forms of the family and patterns in life expectancy and fertility.

## Education

The role and function of education in society today, changes in education in the last 30 years, Reasons for differing achievement depending on class, gender and ethnicity, significance of the debates surrounding alternative forms of provision, testing and special needs.

## Crime and deviance

Understanding of concepts of crime and deviance, explanations why people commit crime, understanding of the effects of crime on society, theories of criminal and deviant behaviour.

## Social stratification

Distribution of wealth income and power, concepts of stratification life chance and wealth, income power and status.

## Sociological research methods

To be able to describe and explain various methods that sociologists would use when conducting research, to be able to identify and explain various strengths and weaknesses of each.

## Assessment/Examination (AQA)

There is no coursework for Sociology. It is assessed through two examinations which are worth 100% of the final grade. Students will sit two examinations at the end of Year 11; each lasting 1 hour and 45 minutes and focussing on the topics listed above.

The examinations will include source material and some comprehension questions. The course focuses on extended writing and students being able to form opinions and back these up with sociological evidence.



# Completing the Options Process

Before completing the online process, make sure you have read all the Pathway information and subject descriptions.

A final piece of advice is that you should try to avoid choosing similar subjects. Having as broad a choice as possible is advisable for keeping as many options open to you as possible in the future.

## **As a reminder:**

Do not choose subjects because your friends are choosing them.

We cannot make any guarantees regarding which teachers you will have so this must not influence your choices.

Instructions on how to complete the Online process will be made available on our Year 9 Options website — [click here](#).

Remember to complete the online process by **Friday 25th March 2022**

Once you have made your choices, you will not be able to change them. We would not expect to receive submissions until after the Year 9 Parents' Evening on **Wednesday 2nd March 2022**. Options **will not** be guaranteed on a first come first served basis.

