

# HAYES SCHOOL

Key Stage 4  
Options Handbook

Personalised Pathway

2024-2026



# Year 9 Options 2024

## Information for Parents/Carers

It is both an exciting and important time for our year 9 students as they embark on their options journey. I hope that the 'Options Event' on the 29<sup>th</sup> February supports both students and families in gaining an understanding of the options process, and that it will spark positive conversations and deep thought around potential decisions. Since joining Hayes, there has been a focus as a year group and a community on the development of our students as learners, and also as people. The experiences our students have had over the last few years will have shaped who they are today, and will bear a significant influence on their continued development over the coming years at school. I see year 9 options as a fantastic opportunity for our students; a chance to make decisions that can help their future for the better. To this end, I am hopeful that our students will take this process seriously, allowing for sufficient thought and discussion to make decisions that are ultimately best for them. As a school we are looking forward to supporting students through the process, and I know that this will be mirrored with support from home as well.

This handbook contains information about the curriculum offered in Years 10 and 11 at Hayes School. It will explain how subjects will be developed over the next 2 years, and also all the option choices that are on offer to a student through our Personal Pathway. Every effort will be made to enable students to take the subject(s) of their choice. This cannot always be guaranteed due to factors such as teacher availability, number of teaching groups, number of students within groups and clashes between subjects that are in the same option blocks. If it seems impossible to accommodate all of your child's choices, then a member of staff will review this and contact you to discuss the next steps.

Once students have indicated their choices, work begins on the draft timetable and therefore it is not possible for them to alter their preferences later in the year. As shown below, the deadline for submitting options is **Friday 22<sup>nd</sup> March**. We will endeavour to confirm choices in June 2024.

For any enquiries regarding options, your tutor will be your first point of contact as usual. I will be overseeing the options process and will be providing support wherever possible. I am looking forward to students making these importance decisions and paving a way for their future successes.

Yours sincerely



*Mr Mitchell*  
*Year 9 Achievement Co-ordinator*

## Key Dates

<b>Options Event</b>	<b>Thursday 29th February</b>
<b>Year 9 Parents' Evening</b>	<b>Wednesday 6th March</b>
<b>Submissions Open</b>	<b>Thursday 7th March</b>
<b>Options Deadline</b>	<b>Friday 22nd 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, or Key Stage 4 core subjects and how these will develop.
- ◆ How you submit your final choices (instructions will be provided following parents evening).
- ◆ The curriculum videos on our Year 9 Options website.

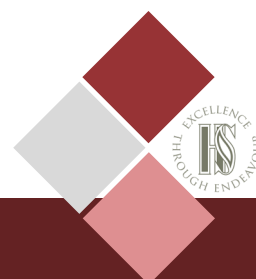
### If you need help making your choices, then you should talk to:

- ◆ Your parents/carers.
- ◆ Your form tutor (as in tutor time, or email).
- ◆ Your subject teachers (Parents evening on Wednesday 6th March).

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

- ◆ Mrs Thom, Ms Gardner.
- ◆ Mr Mitchell, Mr Goodman or any member of the Senior Leadership Team.
- ◆ Mrs Stewart (Careers Leader).
- ◆ Heads of Departments.
- ◆ Your subject teachers.

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



# The Options Process

## Booklet launched February 2024

Please use this booklet 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 29th February

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

- ◆ Access further details about the process, Pathways and options.
- ◆ 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: Thursday 7th March - Friday 22nd March

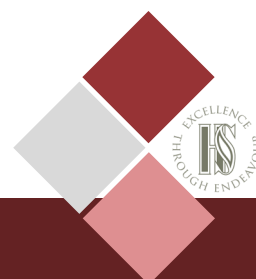
After the Options Event you need to decide which subject/s you want to study next year. You will have been sent a separate letter with personalised instructions about how to submit your choices. Guidance advising you as to how you will make your final selection will be included online and as part of our Options Event. Please note that online submissions will not open until Thursday 7th March.

## 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, Mr Mitchell or Mr Goodman 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 will have already spoken to your teachers and/or the SEN and SPaLD team.**

When will I know?

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



# The Key Stage 4 Curriculum

## 2024-2026: A Pathway to success

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 Years 10 and 11, the school encourages breadth of study but you will also have some choice over your subjects. We hope you will choose a programme of study which will lead to success and will prepare you for your future.

Whilst we must ensure that your GCSE/Key Stage 4 curriculum is broad and balanced, we also aim 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.

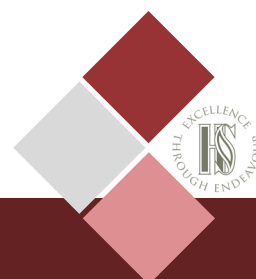
At the end of Year 11, we hope all students will gain outstanding results and possess transferable skills and the personal characteristics necessary to be successful and contribute to the community.

The Personalised Pathway has been designed to meet the various interests, needs, abilities and aptitudes of students and indicate 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.**

In addition, you are able to choose an additional option subject 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.



# The Personalised Pathway

Subject	Lessons per fortnight
GCSE English Language or Entry Level	8
GCSE Maths or Entry Level or Level 1 Award	7
Entry Level Science	6
ACTIVE	1
Physical Education (PE)	2
BTEC Food	2
Applied Literacy	3
Applied Numeracy	1
OPTION Block A: ASDAN - Personal Development Programme Award	5
OPTION Block B: Creative iMedia	5
OPTION Block C: Choose one other subject from Block C	5
OPTION Block D: IT BTEC	5

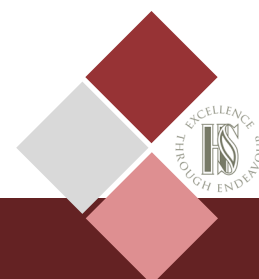
## OPTION Blocks (GCSEs unless otherwise shown):

You will see below the four option blocks that make up the Curriculum offer for 2024-2026 Courses.

**Students who follow the Personalised Pathway will follow ASDAN, Creative iMedia and IT BTEC. They must select one subject from Block C.**

Block A	Block B	Block C	Block D
ASDAN	Creative iMedia*	Art and Design	IT BTEC
		Art Textiles	
		Computer Science	
		Dance	
		Drama	
		French	
		Media Studies	
		Separate Science	
		Sociology	

\* Please note that this qualification is also referred to as Cam Nat Media





# Reformed GCSEs

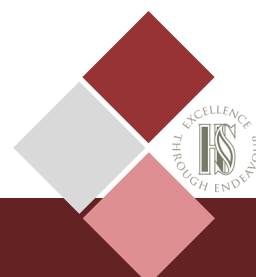
Between 2017 and 2020 GCSEs were reformed. Reformed GCSEs entail:

- ◆ new 'challenging' content.
- ◆ an emphasis on final exams.
- ◆ no 'controlled assessment' and reduced coursework in most subjects.
- ◆ number rather than letter grades (1-9).
- ◆ a 'good pass' on the new number scale will be a 5.

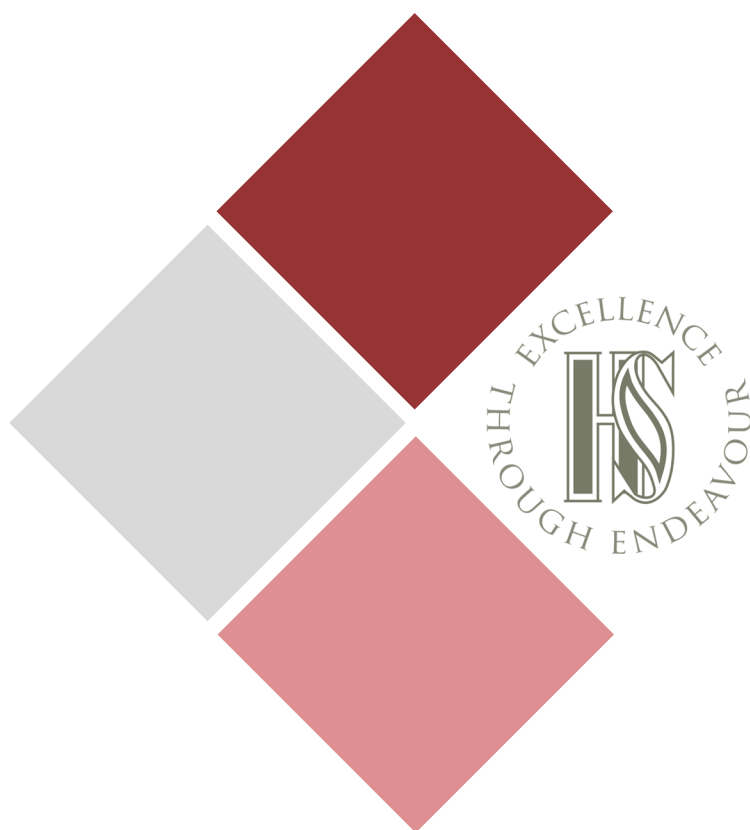
A rough guide to how number grades align with previous letter grades:

NEW GCSE GRADING STRUCTURE											
9	8	7	6	5	4	3	2	1	U		
<div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;">  </div> <div style="text-align: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <p><b>4 = C</b> and above      and above</p> </div> </div> <div style="text-align: center; margin-left: 20px;">  </div> </div>											
<ul style="list-style-type: none"> <li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li> <li>■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</li> <li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li> </ul>											
			A*	A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE											

All GCSE Subjects have been reformed for the 2024 academic year, meaning that all students will receive 1-9 grades in 2026. Information about the reforms can be found by following this [link](#) to the governments' website.



# Core Subjects





# Entry Level English

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For students following the Personalised Pathway we will be offering the Edexcel Entry Level Certificate in English, starting at Entry Level 1 with the aim to progress to Entry Level 3. They will also complete the AQA English Language GCSE at the end of Year 11.

Each entry level award gives the learner opportunities to develop his or her skills and confidence in speaking and listening, writing and reading as follows:

## Speaking and Listening (20%)

- ◆ To speak confidently, audibly and effectively.
- ◆ Use Standard English as appropriate.
- ◆ Select and organise information and ideas effectively.
- ◆ Listen and respond to questions.

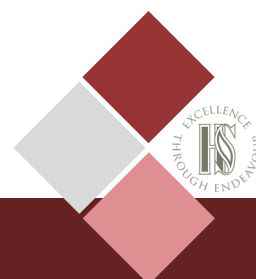
## Writing (30%)

- ◆ Adapt their writing for different purposes and audiences.
- ◆ Select and organise ideas, facts and key points select vocabulary, form, and structural and organisational features to reflect audience, purpose and context, and use Standard English where appropriate.
- ◆ Pay attention to the accuracy and effectiveness of grammar, punctuation and spelling.

## Reading (50%)

- ◆ Read in different ways for different purposes.
- ◆ Identify and interpret ideas and information seek evidence in the text to support a point of view.
- ◆ Identity and comment on a writer's choice of vocabulary.

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.



# ENGLISH

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English students on their personalised pathway will study for an English qualification that is appropriate for their ability and in line with previous attainment. This will be either an Entry Level certificate or a GCSE course.

## GCSE 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%

### 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.

## GCSE English Literature

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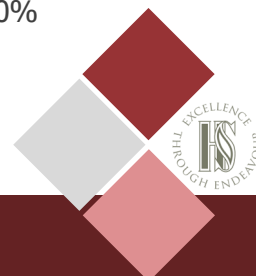
### Course Description

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%



# MATHEMATICS

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Students on the personalised pathway will study for a Maths qualification that is in line with their ability and their prior attainment. This will be either a continuation of Entry Level, a Level 1 Award or a GCSE.

## GCSE 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 pupils 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.

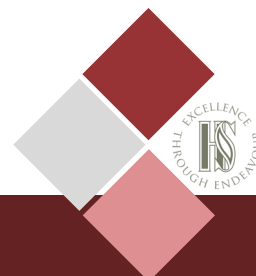
### Assessment/Examinations (Edexcel)

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://sparxmaths.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.

## Level 1 Award in Mathematics

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For students following the Personalised Pathway, who are not taking Mathematics at GCSE level, we offer an Edexcel Level 1 Award in Mathematics Skills. The students who are typically on the Pathway will have already completed and passed an Entry Level in Mathematics Qualification. If an Entry Level 3 has not been attained by the end of Year 9 then the student will continue to study the Entry Level Curriculum until an Entry Level 3 has been achieved, after which they will progress to the Level 1 Award. The Pearson Edexcel Level 1 Award is for learners who need to develop their confidence and competence in mathematical skills for use in everyday life.

The Level 1 Award gives the learner the opportunity to:

- ◆ Develop their mathematics knowledge and skills in the context of real life situations.
- ◆ Achieve a nationally recognised Level 1 Qualification.
- ◆ Develop their personal growth and engagement in learning.

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
- ◆ Statistics.

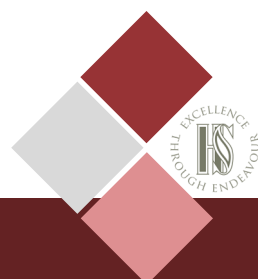
Useful websites:

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

[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)

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

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



# Entry Level Science

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AQA Entry Level Course is designed to enable students to engage, explore, enjoy and succeed in science. The component-based structure of the ELC provides students with the opportunity to work in short programmes. This gives the student a sense of achievement throughout the course and enables their progress to be monitored. It is designed for those students who would not find GCSE science a suitable course. The specification comprises six components. Each component has two assessments: one externally set and one internally set.

## Course structure

The six components meet the Programme of Study Key Stage 4 requirements are:

Component 1 – Biology: The human body

Component 2 – Biology: Environment, evolution and inheritance

Component 3 – Chemistry: Elements, mixtures and compounds

Component 4 – Chemistry: Chemistry in our world

Component 5 – Physics: Energy, forces and the structure of matter

Component 6 – Physics: Electricity, magnetism and waves

## Assessments

### Externally set assignments (ESA)

#### What is assessed?

Students should submit evidence from **all six** components.

#### How it is assessed?

- ◆ • Externally-set assignment: 45 minutes.
- ◆ • Each test is worth 20 marks.
- ◆ • Weighting 57%.

These assignments are set by AQA and marked by the teacher using a mark scheme provided by AQA.

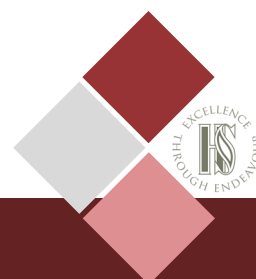
### Teacher devised assignments (TDA)

#### What is assessed?

Students must submit evidence for **all six** components. These are assessments of practical tasks set by the teacher and marked against the marking criteria provided.

#### How it is assessed?

- ◆ • Teacher-devised assignment.
- ◆ • Each piece of practical work is worth 15 marks.
- ◆ • Weighting 43%.



# ICT - BTEC Digital Information Technology

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This is compulsory for all students on the personalised pathway.

## Course Description

This is a particularly helpful choice for anyone who wants to go down the ICT or IT 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 focus is on four areas:

- ◆ 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 and Project Planning Techniques 30%

In this unit, you will investigate user interface design for individuals and organisations. You 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, you will investigate the role and impact of using data on individuals and organisations. You 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%

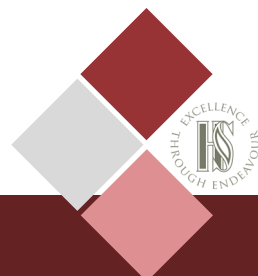
In the exam, you will demonstrate knowledge and apply understanding of facts, terms, processes and issues in relation to digital information technology. You will analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology and make 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?

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.



# ASDAN

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## Bronze Award Personal Development Programme

**This is compulsory for all students on the personalised pathway.**

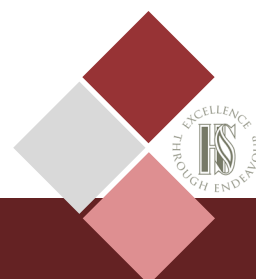
ASDAN is an awarding body that specialises in accrediting achievement in the development of personal skills. The Bronze Award will:

- ◆ recognise students' personal achievements, in and out of school.
- ◆ help students manage their own learning.
- ◆ broaden students' experiences.
- ◆ develop students' employability skills and personal effectiveness.

By completing the ASDAN challenges, students will develop the six key skills of:

- ◆ working with others.
- ◆ improving their own learning and performance.
- ◆ problem solving.
- ◆ planning and carrying out research.
- ◆ communication through discussion.
- ◆ planning and giving an oral presentation.

Such skills are in great demand from modern employers so this course will certainly make students more 'employable'. Students will work throughout Key Stage 4 on a range of ASDAN challenges where these skills will be developed. Challenge topics include: Communication, Independent Living, The Wider World and My Environment. They will put together a portfolio of evidence, showing how all six skills have been developed through completing these challenges, and this portfolio will then be externally assessed.



# BTEC Home Cooking Course

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This is compulsory for all students on the personalised pathway.

A course supported with resources produced by renowned chef, Jamie Oliver.

## Course Description

The aim of the course is to introduce students to hands-on cooking skills so you understand different methods of cooking, how to combine ingredients and why ingredients react the way they do. This will help you become independent, confident cooks.

All students will learn how to correctly prepare ingredients and maintain a clean, hygienic working environment, washing and cleaning up after yourselves.

## Assessment/Examination

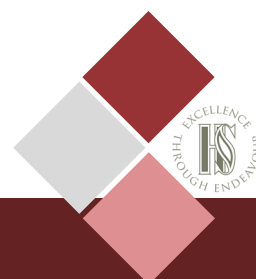
### Unit 1 – Practical Skills

Is a skills demonstration unit, made up of a range of recipes demonstrating students can consistently meet the core practical skills.

### Unit 2 – Portfolio and Make – Assessment piece

Students will complete a project that will allow you to showcase the skills you have developed in Unit 1 and assess your planning, developing, testing and evaluating skills. In this unit you will cook a dish in exam conditions.

In Year 10, students complete Level 1 and in Year 11 they complete Level 2.





# Cambridge Nationals Level 1/2 Creative iMedia

## 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

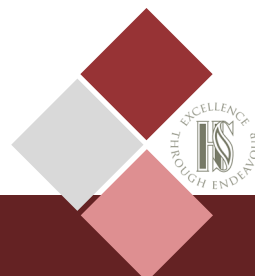
In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences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



# 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.

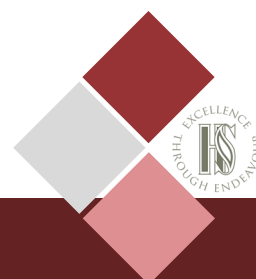
## Year 11

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.

- \* Please note that all lessons are practical and pupils require Hayes PE Kit when participating in lessons.

### 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.



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

The subjects that you are about to choose will have a significant impact upon your Sixth Form, College, or employment 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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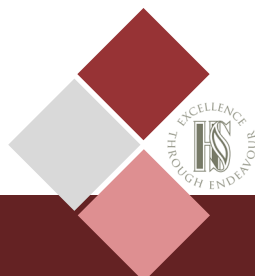
- ◆ Pick a subject that you know you will enjoy and are willing to work hard in, not just because it may look good on your CV.
- ◆ You must stay focused on all your subjects—would you accept someone who gives up?
- ◆ Pick a subject that will apply to your future career, it's not that far away!
- ◆ Don't pick a subject just to fill the gaps on the form, you will regret it.
- ◆ Pick a subject that you may consider to take in the sixth form, or college.
- ◆ 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](#).

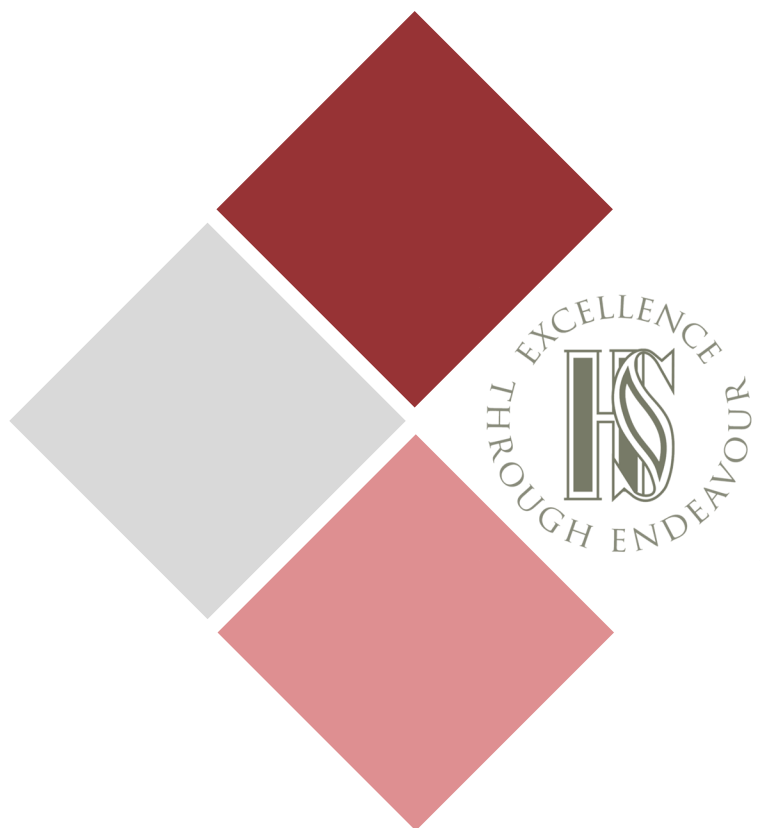
A glance at this will give Year 9 students a great idea as to what post-16 subjects (and entry requirements) are available to study in our Sixth Form and **the subjects that you would currently need to be studying in Key Stage 4 in order to access them.**



# 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 syllabus 4202)

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.

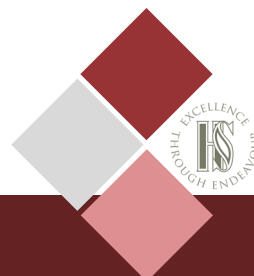
Students sit a 10-hour timed exam at the end of the course. They are given a question paper 8 school weeks in advance of the examination date and must make a piece of work based on one of the areas of study covered on the course.

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).



# Art Textiles

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## Course Description

GCSE Art Textiles offers a Fine Art and Fashion experience where candidates will explore a diverse and exciting range of media and materials while working through a wide and challenging range of Textiles and Fashion 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 should be encouraged to visit galleries, craft fairs and museums during the course to help with course-work and examination preparation and inspiration.

## Assessment / Examination (AQA Syllabus 8204)

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

Timed test: 40%.

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

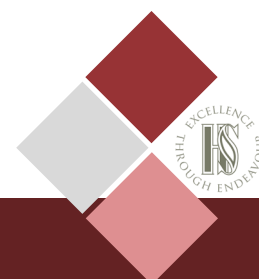
Students sit a 10-hour timed exam at the end of the course. They are given a question paper 8 school weeks in advance of the examination date and must make a piece of work based on one of the areas of study covered on the course.

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.

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 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!

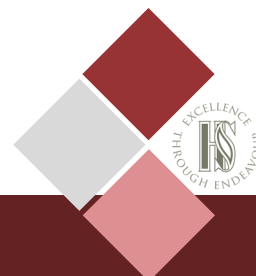
To enjoy Business Studies, you need to be inquisitive. You need to be able to ask questions. You need to have an interest in spending money (not difficult!). You are the sort of person who notices adverts, notices new products, wants to find out what's so special about £19.99. You want to know why people 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.



# 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 the same as 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 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.

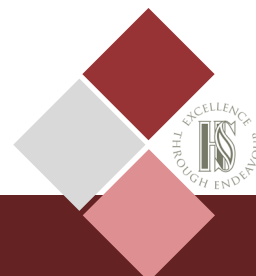
### Course breakdown - Exams only, no coursework

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

- ◆ Systems architecture.
- ◆ Memory.
- ◆ Storage.
- ◆ Wired and wireless networks.
- ◆ Network topologies, protocols and layers.
- ◆ System security.
- ◆ System software.
- ◆ Ethical, legal, cultural and environmental concerns.

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

- ◆ Programming fundamentals.
- ◆ Translators and facilitators of languages.
- ◆ Producing robust programs.
- ◆ Data representation.
- ◆ Computational logic.





# 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.

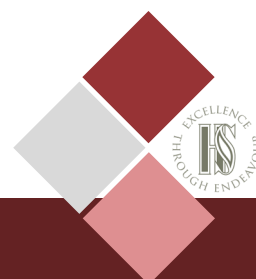
## Assessment/Examination (AQA)

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

This is a very practical course. Students will be required to bring dance kit every lesson and to participate fully.

60% of the course is practically assessed. It is essential that all students attend an extracurricular dance club inside 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)

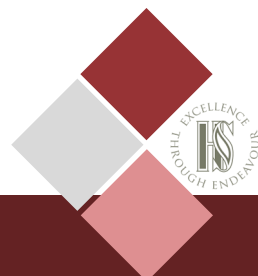
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

#### 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.



# 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 two 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.

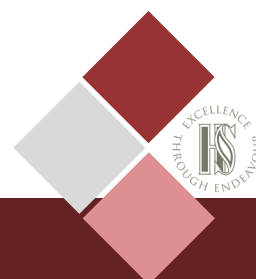
Written examination: 1 hour and 15 minutes. 30% 52 marks (16 for the Historic Environment, 36 for the Thematic Study).

- ◆ 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.

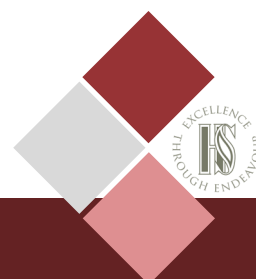
Students will study:

- ◆ 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.



# 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 creativity to write their own musical compositions and should also be willing to listen to and appreciate all types of music.

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 only enhance their overall musicality further.

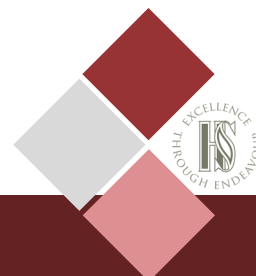
This is a highly rewarding and creative subject which will develop the lifelong learning skills of independence, creativity, teamwork, communication and learning from mistakes in all students who study it.

## Assessment/Examination: (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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## Course Description

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.

## Assessment/Examination (Edexcel)

Theory: 60% - 2 Papers

Paper 1 (1hr 30mins/80 marks)

### Physical 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.

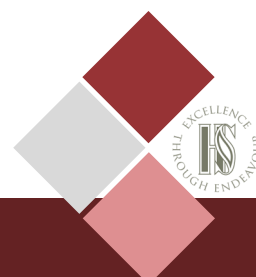
### Use of data

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

Paper 2 (1hr 15mins/60marks)

### Sports Psychology

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





## Health, Fitness and Well being

- ◆ Physical, emotional, social health, fitness and wellbeing.
- ◆ Consequences of a sedentary lifestyle.
- ◆ Energy use, diet, nutrition and hydration.

## Socio-Cultural influences

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

## Use of data

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

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 30 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.

## Coursework 40% – Split into 2 components

### Practical Performance (30%)

Students will undertake a wide range of sports which will be complimented by the core PE curriculum. Students will eventually specialise in three sports from a list of individual and team sports.

### Written Coursework—Personal Exercise Programme (10%)

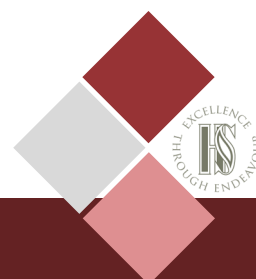
Students will design a Personal Exercise Programme to develop their performance in a sport. They will carry out the 6 week training programme then analyse and evaluate it's effectiveness.

## 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.

Please note: students may only be considered for this course if they complete in one of the practical sports outside of school. Criteria attached.



# Sociology

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## Course Description

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 Form

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 emailed to students and made available on our Year 9 Options website on **Thursday 7th March 2024**, following parents evening.

Remember to complete the online process **by Friday 22nd March 2024**.

**Once you have made your choices, you will not be able to change them.** Options **will not** be guaranteed on a first come, first served basis.

