YEAR 9
OPTIONS BOOKLET

COURSES
2021-2023

Dear Pupil,

This booklet aims to provide information about the curriculum you will be offered for the next two years you will spend at Bishop's Hatfield Girls' School. At this school we have always provided a broad and balanced curriculum which is sound educationally and also ensures that future career choices are not jeopardised by wrong decisions about subjects at the age of 14. While every pupil must study a number of core subjects there is still some room for choice and staff will be counselling pupils and advising on requirements for specific careers where necessary.

There will also be an opportunity for you and your parents/carers to discuss your progress at the virtual Parents' Consultation evening on Thursday 4th March 2021 from 4.30 p.m. - 7.30 p.m. At this meeting you will be able to speak to your teachers about your current progress. We hope that you and your parents/carers will be able to attend and we look forward to seeing you then.

Yours sincerely

Mr A Wood

Headteacher

WHY make choices?

In Years 7, 8, and 9 you study a wide range of subjects in school. You will now study fewer, but in more depth. At the end of Year 11 you will take the examination in each subject that is appropriate to your individual level of progress.

It is important that you choose your subjects sensibly and achieve experience in all areas of the curriculum so that all career "doors" remain open to you. This will give you flexibility if you have not yet decided on a future career, or if your ideas should develop in a new direction.

WHERE will your choices lead you?

You will follow the course of study which your teachers feel will best suit you. You will be advised to follow either the 'X Route' or the 'Y Route' of choices.

Nearly all the courses offered to you will lead to a **GCSE, or equivalent.**

Most GCSE courses are assessed on written examination after a two-year period of study. Some courses include an element of coursework. There is great variety in the format of the final examinations and in the type of course assessment in each *subject*. Details are given under each subject entry in this booklet.

WHAT are tiers of entry?

When you take your GCSE examinations a number of courses will have two tiers of entry. This means that, in those subject areas, you will be entered at a level which will give you access to a specific range of grades. This system is designed to ensure that you sit the examinations which are most appropriate to your level of ability.

1 tier of entry	**2 tiers of entry (Foundation or Higher)**
Art, Craft and Design	French
Citizenship	German
Computer Science	Mathematics
Drama	Science
English Language	Spanish
English Literature	
Food Preparation and Nutrition	
Geography	
Graphic Communication	
History	
Music	
Physical Education	
Religious Studies	

THE NEW GCSE GRADES

How the proportions achieving each grade in the current grading structure are expected to align with the proportions achieving each grade in the new GCSE grading structure

Current grading structure

A and above broadly same proportion of pupils as 7 and above

Broadly the same proportion of pupils will achieve a grade 4 and above as currently achieve a grade C and above

The bottom of grade 1 will be aligned with the bottom of grade G

Source: Ofqual Grading the New GCSEs in 2017

WHO will help you choose?

You will follow a programme of work during Life Skills sessions which is aimed at helping you to decide on your future studies.

YOUR LIFE SKILLS TEACHER will help you find out what qualifications are needed for particular career areas if you have identified them. Do make sure that you use the Connexions Library and any other source of information available, e.g. the Unifrog website.

HEADS OF FACULTIES will be talking to you about their subject areas.

YOUR SUBJECT TEACHERS will be able to answer your questions about any aspect of their subject - so do ask, they are very happy to help!

SENIOR MEMBERS OF STAFF - you will also have an individual interview with a senior member of staff to help you make your final choices.

YOUR PARENTS will be able to advise you and you should discuss your choices carefully with them.

WHEN do you choose?

Your parents will be invited to a consultation evening on Thursday 4th March when they will be able to talk to your Teachers about your progress.

If any group is over-subscribed it may be necessary to choose the required number of pupils by applying our agreed criteria. These are based on **effort, progress, homework** and **punctuality** to lessons throughout the course of the year, but not necessarily on ability.

It is expected that all pupils following the X Route will study a Modern Foreign Language and either History or Geography but they are not compulsory.

We advise against choosing both Art, Craft & Design and Graphic Communication, as these both require high volumes of coursework that will have to be submitted at the same time.

WHAT DO I DO WHEN I HAVE FINALISED MY CHOICES?

When you know exactly which subjects you wish to study in Years 10 and 11, fill in your choices on the **Google Choices Form**.

The Google Choices Form must be submitted at least 24 hours before your interview.

OPTIONS 2021– 2023

Name of Pupil Form 9

- **CORE SUBJECTS**

ALL pupils will study the core subjects of GCSE English Language, GCSE English Literature, GCSE Maths, GCSE Science (either triple or combined to be determined by the school), Life Skills and PE.

- **OPTION SUBJECTS**

All pupils will be told whether they should follow X or Y route

X route – choose **FOUR** options and **ONE** reserve from Block **A**

Y route – choose **THREE** options and **ONE** reserve from Block **A** and **ONE** option from Block **B**

Block A		**Block B**
Art, Craft & Design	Graphic Communication	
Computer Science	BTEC Health & Social Care	Citizenship*
Drama	History	
Food Preparation & Nutrition	Music	or
French	Physical Education	
Geography	Religious Studies	BTEC in Sport*
German	Spanish	
Support option (must be signed below by Mr Lister) ……		

All option subjects are GCSEs unless stated otherwise.
Unfortunately, if fewer than 18 pupils opt for a subject, we cannot guarantee that the course will run.

In order of preference:

From Block A ***(4 choices and a reserve for X route, 3 choices and a reserve for Y route)***		**From Block B** ***(pupils on Y route only)***	
1st		1st	
2nd			
3rd			
4th X route only			
Reserve			

Parent/Carer signature Date

Staff signature Date

CORE SUBJECTS

YOU STUDY ALL THESE SUBJECTS

ENGLISH LANGUAGE & ENGLISH LITERATURE

Board: AQA **Specification:** Language 8700, Literature 8702

AIMS

We aim to provide a course of study suited to your talents and abilities. We hope the course will provide you with a solid foundation on which to build your future, and effectively equip you with the knowledge, skills and understanding you need in order to be successful in an increasingly demanding world.

WHAT YOU WILL STUDY

The courses are:

English Language
English Literature

These courses offer demanding and stimulating skills-based programmes of study for our pupils. They encompass a range of reading and writing skills, encouraging creative and informative writing, and detailed and analytical study of literary and media texts. Pupils will be able to demonstrate their ability in functional English, learning how to investigate and analyse language effectively. There is a separate oral component.

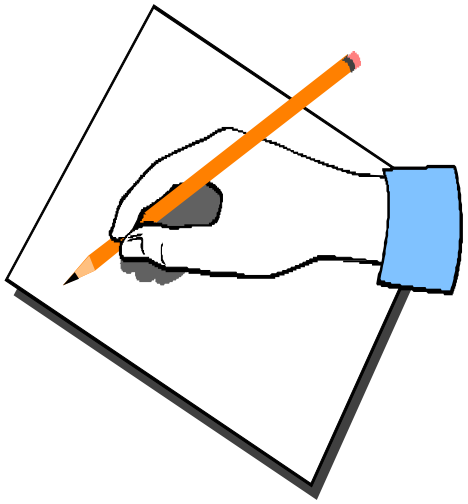
All pupils will study the two GCSEs: English Language and English Literature, and there is no separate tier of entry. They will complete a number of timed assessments across the two year course and be thoroughly prepared for four final exams in English Language and English Literature.

HOW YOU WILL BE ASSESSED

Assessment Pattern

English Language	100% Examination at the end of the 2 year course Two written examinations totalling 3.5 hours Separate assessment of Spoken English
English Literature	100% Examination at the end of the 2 year course Two written examinations totalling 4 hours

As part of their literature course, pupils will study major texts by influential authors (such as Shakespeare and Dickens), and they will study a range of poetry, prose and drama from different eras.

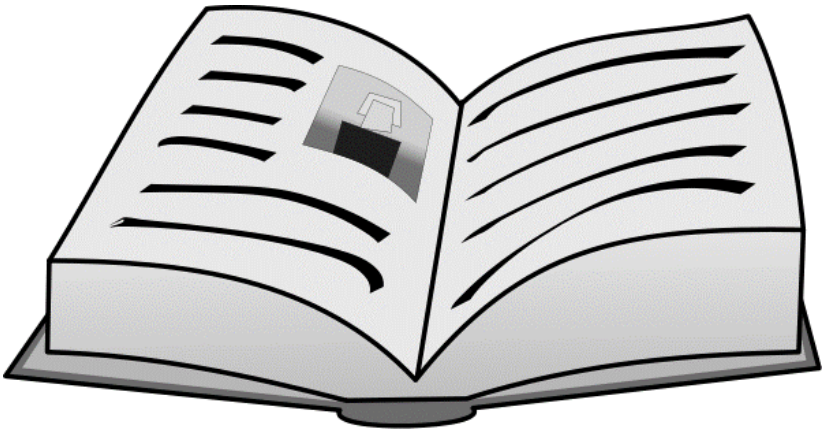


Pupils will receive certification in both English Language and English Literature.

FURTHER EDUCATION/CAREERS

We offer an Advanced Level course in English Literature in Years 12 and 13.

English forms a suitable basis for a wide variety of university courses and can lead to careers in advertising, law, personnel, publishing, marketing, teaching, administration, politics, journalism, and the media, for example.



MATHEMATICS

Board: AQA **Specification:** 8300

AIMS

The course aims to encourage you to engage, enjoy and succeed in mathematics.

You will:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences and draw conclusions;
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

ORGANISATION

You will continue to be taught in sets arranged by ability so that everyone is working at an appropriate level. It will still be possible to move between sets if this proves necessary.

You will need mathematical equipment, such as compasses, and a scientific calculator.

WHAT YOU WILL STUDY

You will continue your study of mathematics working on the areas of:

Using and applying mathematics
Number
Algebra
Ratio, proportion and rates of change
Geometry and measures
Probability
Statistics

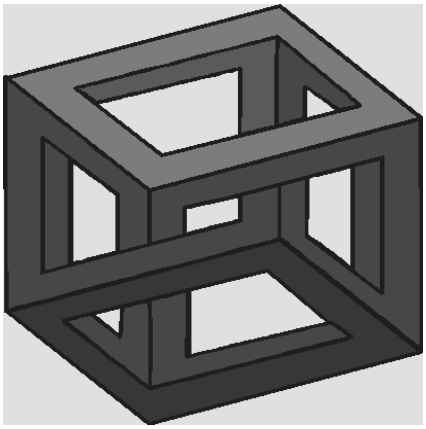
We want you to progress as far as you are able in each of these areas, and then obtain your best grade in the GCSE examination.

HOW YOU WILL BE ASSESSED

GCSE Mathematics courses have changed from September 2015; there are extra topics to be covered and you will take three exam papers, two to be answered with a calculator and one without. There is no coursework.

The qualification can be entered at two levels - Foundation (higher grades 1 - 5 are available) and Higher (where grades 4 - 9 are available). Final decisions about levels of entry will be taken in year 11.

The course is appropriate for pupils requiring a general qualification in Mathematics, as well as being suitable for anyone wishing to progress to GCE A-level or other similar courses.



FURTHER EDUCATION/CAREERS

AS and A level courses in Mathematics, Further Mathematics and Level 3 qualifications in Mathematics are available in Years 12 and 13. In previous years, pupils have gone on to study mathematics at university or to use their subject knowledge to complement a wide range of other areas of study or employment, for example, Science, Business, Computing, Geography, Law, Engineering, Psychology, Technology, Education and Physiotherapy.

SCIENCE

Board: OCR
Specification: Biology J247, Chemistry J248, Physics J249, Combined Science J250.

The Science Faculty at Bishop's Hatfield Girls' School provides a wide range of courses to enable every pupil to access their entitlement to study the subject. There is one main learning pathway which follows the OCR Gateway Science Suite of courses. Each course incorporates the study of all three Science disciplines: Biology, Chemistry and Physics. We will decide the most appropriate course for each pupil by reviewing their prior attainment in national tests, performance in internal assessments and data on their preferred learning styles.

THE GATEWAY SCIENCE SUITE

AIMS

- Recognise the impact of Science and Technology on everyday life
- Make informed personal decisions about issues and questions that involve Science
- Understand and reflect upon the scientific information included in the media
- Acquire a firm foundation for further study.

ORGANISATION

You will be taught in sets arranged according to ability so that everyone is working at an appropriate level. This course will result in one of two qualifications:

1. GCSE Biology, GCSE Chemistry and GCSE Physics*

   or

2. GCSE Combined Science

WHAT YOU WILL STUDY

GCSE Biology, GCSE Chemistry and GCSE Physics*

Biology	Chemistry	Physics
B1: Cell level systems B2: Scaling up B3: Organism level systems B4: Community level systems	C1: Particles C2: Elements, compounds & mixtures C3: Chemical reactions	P1: Matter P2: Forces P3: Electricity
B5: Interaction between systems B6: Global challenges	C4: Predicting & Identifying reactions & products C5: Monitoring & Controlling chemical reactions C6: Global challenges	P4: Magnetism & Magnetic Fields P5: Waves in matter P6: Radioactive decay-waves and particles. P7: Energy P8: Global challenges

GCSE Combined Science

Biology	Chemistry	Physics
B1: Cell level systems B2: Scaling up B3: Organism level systems B4: Community level systems	C1: Particles C2: Elements, compounds & mixtures C3: Chemical reactions	P1: Matter P2: Forces P3: Electricity
B5: Interaction between systems B6: Global challenges	C4: Predicting & Identifying reactions & products C5: Monitoring & Controlling chemical reactions C6: Global challenges	P4: Magnetism & Magnetic Fields P5: Waves in matter P6: Radioactive decay-waves and particles. P7: Energy P8: Global challenges

HOW YOU WILL BE ASSESSED

GCSE Biology, GCSE Chemistry and GCSE Physics*

For each of the three subjects in this course there will be two written examinations each of 1 hour 45 minutes. There is the option for Higher or Foundation tier.

GCSE Combined Science

For this course you will have six written examinations each of 1 hour 10 minutes. There is the option for Higher or Foundation tier.

*Pupils taking up **Triple Science** will be required to take a compulsory additional lesson (period 7: 3.00pm-3.50pm) in Years 10 and 11 in order to cover the full specification.

FURTHER EDUCATION/CAREERS

Studying any of the courses offered by the Faculty provides several career and Further education opportunities. A-level courses in Biology, Chemistry, Physics and Psychology are available in Years 12 and 13. Pupils can go on to study Medicine, Pharmacology, Physiotherapy, Education, Forensic Science, Engineering, Veterinary Surgery, Astronomy and many other Science based courses at University. It will also complement careers in Law, Technology, Computing and Journalism.

LIFE SKILLS

In Years 10 and 11 we have a lesson each week to cover topics which relate to Personal, Social, Health and Economic Education, Citizenship Education and Careers Education. The course is aimed to equip you with the skills, knowledge and outlook you will need as you progress through Key Stage 4. We understand that this can be a challenging time in your school career and want to help you to feel as supported as possible. We also aim to prepare you for your next steps after Year 11 to make sure you feel confident, informed and supported in making the important decisions that lay ahead.

AIMS

- To make pupils aware of the skills, attitudes, opinions and values they possess and how these can be developed or modified.
- To encourage each pupil to take responsibility for their actions and to learn self-discipline.
- To enable pupils to make informed decisions about education, training, study, careers and life styles.
- To help pupils develop a positive attitude, and to see the value of being co-operative and reliable.
- To give pupils an opportunity to develop a discerning, critical faculty and logical thought through enquiry, problem solving, interpretation and effective oral communication.

WHAT YOU WILL STUDY

The course enables you to explore attitudes towards relationships, healthy lifestyles, and discrimination and prejudice; and to gain insight into finance and budgeting, personal safety, career progression and the world of work, government, elections and voting.

Health education includes sex and relationship education and attitudes to the use and misuse of drugs.

Parents and carers are welcome to contact Miss Hallauer if they wish to find out more about the course.

Physical Education

Aims

The aim of Physical Education throughout Years 10 and 11 is to give pupils the opportunity to experience a wider range of activities, some of which are not offered at Key Stage 3.

The Physical Education department want pupils to understand the importance of physical activity as a part of their healthy, active lifestyle in the hope that they will continue with exercise into their adult lives.

We aim to do this by giving pupils more choice and input into the activities covered in Key Stage 4 so they can create their own learning pathways and choose activities which suit their interests.

What you will study

Year 10 – Each pupil takes part in one double lesson of PE per week (100 minutes).

AUTUMN TERM	SPRING TERM	SUMMER TERM
Pupils will participate in: ● Badminton ● Netball ● Trampolining	Pupils will have the option of choosing 2 from: ● Aerobics ● Badminton ● Fitness ● Gymnastics ● Pilates/ Yoga ● Sports Leaders ● Table Tennis ● Trampolining	Pupils will have the option of choosing 2 from: ● Athletics ● Cricket ● Rounders ● Tennis ● Sports Leaders (only for those who chose this option in the Spring term)

Year 10 pupils are given the opportunity to gain the nationally accredited Level 1 Sports Leader Award. This is completed in Core lessons and pupils are given the opportunities to help organise, lead and support in KS3 Inter House competitions, KS3 enrichment clubs and spend time in local primary schools to gain their required leadership hours.

Year 11 – Each pupil takes part in one double lesson of PE per week (100 minutes).

Autumn Term	Spring Term	Summer Term
Pupils will participate in: ● Badminton ● Netball ● Pilates/ Yoga ● Sports Leaders (only for those who chose this option in the Spring term in Year 10) ● Trampolining ● Table Tennis	Pupils will have the option of choosing 2 from: ● Aerobics ● Badminton ● Cardio/Fitness ● Pilates ● Volleyball or ● Trampolining	Pupils will have the option of choosing 2 from: ● Athletics ● Cricket ● Rounders ● Tennis

Extra-curricular clubs

The Physical Education department and supporting staff also offer a wide variety of extra-curricular clubs for Years 10 and 11 pupils at lunchtime and after school:

- Athletics
- Badminton
- Basketball (skills, drills and fitness)
- Cricket
- Dance
- Dodgeball
- Fitness
- Football
- Gymnastics
- Hockey
- Netball
- Rounders
- Table Tennis
- Tennis
- Trampolining

ALL pupils are welcome regardless of ability or experience so…..

JUST GET INVOLVED!

Y ROUTE ADDITIONAL SUBJECTS

Pupils on the Y route will also take one of the additional qualifications listed below in one double or two single lessons a week to enhance their qualifications. Teachers will advise pupils to the course most suited to them, based on each pupil's ability profile, combination of other subjects studied and potential career progression.

GCSE Citizenship

Awarding body: AQA **Specification:** 8100

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Pupils gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.
They will also gain the ability to recognise bias, critically evaluate arguments, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by Higher education and employers. The skills developed in this subject will support the analytical and evaluative components of other GCSEs.

How you will be assessed

You will be assessed by two external exams.

BTEC Sport

The Pearson BTEC Level 1/2 Award in Sport is for pupils who wish to acquire technical skills through vocational contexts by studying how to plan and take part in individual and team sporting activities as part of their Key Stage 4 learning. These teamwork skills are highly transferable to all forms of learning and the course will be particularly suited to those pupils who like to take an active part in sport and develop leadership skills.

The Award gives learners the opportunity to develop knowledge and skills in a range of areas. This may include some or all of the following:

- development of the skills required to participate in and lead sports activities
- learn effective ways of working in sports leadership such as planning and leading an individual or team sporting activity session
- the attitudes that are considered most important in sports leadership, including personal management, communication and problem-solving skills
- roles, responsibilities and leadership style
- fitness for sport and exercise
- planning a fitness training programme
- practical sports performance

How you will be assessed

As well as continuous assessment during the course, part of the final award will be assessed by an external exam.

Pupils taking the BTEC in Sport will not be able to also take GCSE Physical Education.

BTEC COURSES

BTEC Courses

What is a BTEC?

BTECs are work related qualifications suitable for a wide range of pupils, built to accommodate the needs of employers and allow progression to college or university. They provide a more practical, real-world approach to learning alongside a key theoretical background. They can be taken as well as, or in place of, GCSEs and A levels in schools and colleges. BTECs are recognised by many schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.

How are BTECs assessed?

BTECs are not principally exam-based qualifications: 60-75% of the course will be based on internally marked and moderated coursework assignments. There is also an externally marked set task/exam that makes up 25-40% of the course (the percentage differs for Health and Social Care and Sport). BTEC pupils study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied. Each BTEC is made up of units. In order to complete each unit, pupils must achieve against a set of outcomes. The assessment criteria combine theory with practical exercises. The assessment process is on-going, so it allows the student to analyse and improve their own performance throughout their course in much the same way as they would in a real workplace. The projects that pupils undertake form the main basis of their unit results which are graded as a Pass, a Merit or a Distinction. The final grade can be Distinction* if all Distinction criteria are met.

Progression

BTECs allow pupils to move on to Higher education, to progress further in their career, to start their career in a certain industry or in some instances give them the skills to start their own business. They allow the student flexibility and choice in what they choose to do.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

Board: Edexcel **Specification/course code:** 603/0395/5

This course is designed to offer pupils the opportunity to explore the vast health and care sector, comprising the statutory, private and voluntary provision of care services. Within this field there is a diverse range of career opportunities for healthcare professionals. The qualification will give you the knowledge, understanding and competency needed when considering entering employment in the health and social care sector.

The course motivates learners through applied learning and assessment, which is on-going across two academic years. A portfolio of evidence is put together which demonstrates the pupil's development in the range of skills and techniques, personal qualities and attitudes essential for successful performance in working life in the Health and Social Care industry. These include awareness of the different communication methods used in sensitive settings (including the need for confidentiality), the rights and needs of individuals in the sector and ensuring a safe environment. Pupils will explore the role of the health or social care worker, their relationship with patients/service users and their responsibilities towards patients/service users and the wider health and social care sectors. Human development and the importance of healthy living will also be studied. As well as continuous assessment, part of the final award will be assessed by an externally marked controlled assessment style task.

The final level of qualification will depend on the individual's ability and commitment to independent work in the subject, some of which may require taking part in extended sessions after school and visiting health and social care settings, including volunteering opportunities.

This course would be the correct option for someone who is interested in a career in the health and social care sector and is aware of the physical and mental demands of such work, or who wishes to develop practical career-related skills. It does require full commitment throughout the course; 60% of the course will be assessed continuously over the two years by assignments marked by your teachers and 40% of the assessment will include an externally marked set task.

The final award receives a grading of Pass, Merit, Distinction or Distinction*. It enables learners to move on to Level 3 study in this field, either BTEC Diploma, A Level or an appropriate NVQ.

GCSE COURSES

ART, CRAFT & DESIGN

Board: Edexcel **Specification**: GCSE (9-1) – Art & Design
Component 1: Personal Portfolio - Component Code: 1AD0/01 **60%** of the qualification.
Component 2: Externally Set Assignment - Component Code: 1AD0/02 **40%** of the qualification.

AIMS

This course teaches you to develop your art skills. You <u>do not</u> need to be able to draw at a high grade GCSE standard to begin with because you are taught to develop these skills over two years of study. This is a broad and flexible course which allows pupils to develop an appreciation of the creative process through practical exploration of a range of 2D and 3D media, material, techniques and processes. Pupils will explore the work of famous artists, designers and craftspeople from different times, societies and cultures.

WHAT YOU WILL STUDY

There will be the opportunity to explore a wide range of areas of study, including; **painting** & **drawing**, lens/light based media (**photography**), **printing**, **textiles media and techniques** and **digital art**. There will be plenty of time to develop skills in drawing in the first term; teaching will focus on developing the techniques needed to achieve GCSE standard. Use of digital SLR for Photography, Adobe Photoshop software, digital media, and the Internet will be a feature of this course.

Coursework will consist of work in a range of different art media for Component 1 (60%), for example;

Painting, drawing (using colour, various media), **print-making, Photography** and **Textiles based art work**. Contextual studies help to develop an understanding of contemporary art and traditional Art History.

Preparatory work will support more sustained outcomes. Explorative studies are created on a range of media including paper, card, canvas and fabrics. These studies are then presented on mounted sheets to build a portfolio of work.

Visits are arranged to London Galleries and museums during the two-year course. Visiting artists will come in to school to run workshops/talk about their work.

HOW YOU WILL BE ASSESSED

- **Controlled assessment (60% of total mark)**
  You will create a personal portfolio during your study in Years 10 & 11. You will choose the best elements of your work to create your portfolio.

- **Externally Set Assignment (40% of total mark)**

Prep work for this Component will be developed during supervised activity in the preceding weeks prior to the examination itself.

During the 10 hours of sustained study (over at least 2 days with normal school breaks), you will work unaided to produce a personal response which links to your preparatory studies, using any media and/or techniques you choose.

Both components will be assessed under the 4 Assessment Objectives of the subject.

Transferable Skills

Study of any creative subject will develop transferable skills (skills you can use in other areas of life that are respected by future employers and Universities). Some of the qualities you will develop over two years of study are:

- your ability to apply a creative approach to problem solving;
- considering and developing original ideas from instruction to realisation;
- analysing the work of other artists and designers enhancing evaluation skills;
- expressing individual thoughts and choices with confidence;
- **taking risks**, experimenting and learning from mistakes to build resilience!

FURTHER EDUCATION/CAREERS

This course offers natural progression to Advanced Level in Art which is recognised for entry to a variety of Degree courses, Pre-Degree Foundation Course or vocational course.

Advanced Level develops and extends a portfolio of work which is needed for entry to creative courses at University. The folder of work and sketchbooks produced can be helpful in gaining employment or degree study in the areas of **commercial graphics**, **Illustration**, **Fashion design**, **theatre and stage design**, **fine art** – painting and sculpture, **architecture**, **product design**, **applied design**, **animation**, **film/video** – commercial (music videos etc.) and art-house, **television**, **jewellery design** and many more courses.

Create a successful career from something you love!

https://www.graphicdesigndegreehub.com/30-most-influential-women-artists-alive-today/

Artist Jeannette Hayes,"Botticelli Photobooth"

COMPUTER SCIENCE

Board: OCR **Specification:** J277

AIMS

Computer Science is the study of how computers and computer systems work and how they are constructed and programmed. From the design of computers to programming, Computer Science has broadened applications in areas as diverse as science, engineering, mathematics and the arts. The GCSE course will give you a real, in-depth understanding of the fundamental principles of computing as well as developing your critical thinking, analysis and problem-solving skills. Computer Science will involve you working with real-world, practical programming techniques that provide you with a good understanding of what makes technology work.

WHAT YOU WILL STUDY

You will develop programming skills throughout the course in preparation to complete a controlled assessment during Year 11. This is a substantial project of 20 hours in duration. Topics are chosen from a range set by the examination board, but in recent years pupils have designed and developed programs such as complex calculators, hangman games, arithmetic quizzes and technical trouble-shooters.

As part of the theory based examination, you will study many key topic areas; Systems Architecture, Networking and Protocols, Systems Security, Systems Software, Computational Thinking, Programming Techniques, Computational Logic, Data Representation and Ethical, Legal, Cultural and Environmental Concerns.

COURSE REQUIREMENTS

You must enjoy problem solving and be able to think logically in order to provide you with a platform to be successful in Computer Science. You must have a passionate interest in understanding how technology works so that you can enjoy the course material. Furthermore, you will be required to work on your programming skills outside of timetabled hours so being independent and dedicated to the course is vitally important.

HOW YOU WILL BE ASSESSED

Exam Paper 1	**Computer Systems**	Exam includes topics such as Systems Architecture, Networking and Protocols, Systems Security, Systems Software and Ethical, Legal, Cultural and Environmental Concerns	**50% (80 marks) 1hr 30mins**
Exam Paper 2	**Computational Thinking, Algorithms and Programming**	Exam includes topics such as Computational Thinking, Programming Techniques, Computational Logic and Data Representation	**50% (80 marks) 1hr 30mins**
Controlled Assessment	**Programming Project**	Compulsory controlled assessment involves the Design, Development, Testing and Evaluation of a program.	**20 hours**

FURTHER EDUCATION/CAREERS

AS and A Level courses in Computer Science are currently available in Consortium. The GCSE course provides excellent preparation for higher study and employment in Computing. From games developer to manager of IT and communications services, computing pupils have a range of opportunities open to them. Any career that involves problem solving will benefit from an education in Computer Science.

VIEWS ON COMPUTER SCIENCE

Steve Jobs (Co-founder of Apple) “Everybody in this country should learn to program a computer, because it teaches you how to think”.

Eric Schmidt (Former Executive Chairman of Google) “The rise of Google, the rise of Facebook, the rise of Apple, I think are proof that there is a place for computer science as something that solves problems that people face every day”.

Bill Gates (Co-founder of Microsoft) “Software is a great combination between artistry and engineering”.

DRAMA

Board: OCR **Specification**: J316

This course is appropriate for pupils of all ability levels who have previously enjoyed the educational drama of the first three years. A willingness to perform and participate in a variety of group activities is important. This course views drama as an intellectual, practical and artistic subject as it uses drama to explore issues, develop skills of improvisation and performance and develop pupils' own creativity. The Drama experience is essentially practical, concerned with imagination and communication.

AIMS

The aims of the Specification are to give pupils 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 contexts in which they operate
- knowledge and understanding of drama within a social, cultural and historical context.

WHAT YOU WILL STUDY

Drama Exploration I (30%)

The focus of this unit will be to explore and develop candidates' understanding of the devising process using stimulus material. They will explore and gain an understanding of the key principles and concepts of devising a piece of drama. The stimulus is selected by the teacher from a prescribed list provided by the examination board.

Drama Exploration II (30%)

The focus of this unit will be on how a published text is animated and brought to life for an audience. Two extracts will be prepared and presented by the candidate and must include a group piece. The emphasis is on working to the intention of the original playwright and not on devising.

Drama: Performance and Response (40%)

The focus of this unit is to explore and analyse a performance text. Pupils will also be required to write a theatre review from a live theatre event. The candidates will analyse functions of Deviser, Designer, Director and Performer.

Extra Commitments

Pupils will be expected to take part in rehearsal tasks outside the lesson and must ensure that they co-operate with others in the group. There will be opportunities for pupils to observe live professional theatre; while costs are aimed to be kept to a minimum, parents need to be aware that payments are required in order for the school to offer these opportunities.

HOW YOU WILL BE ASSESSED

Assessment focus:

Pupils will demonstrate their knowledge and understanding of drama through:

- **responding** to ideas and issues in different contexts, demonstrating an appropriate use of drama to communicate meaning to others
- **developing** and exploring ideas using appropriate forms to structure them into a meaningful piece of drama work
- **presenting** ideas to others using the appropriate performing and/or production skills to communicate their intentions
- **evaluating** the effectiveness of their own drama work and the work of others and recognising the significance of historical, cultural and/or social influences.

The Examination will be in three parts consisting of:

Paper 1 Presentation	Devising Drama	Candidates will devise a group performance from a selected stimulus	Internally assessed and externally moderated	30%
Paper 2 Presentation	Presenting and performing texts	Candidates can work individually, in a pair, or in a group of up to six, to create a performance of two selected sections of text	Visiting examiner	30%
Paper 3 Written	Drama Performance and Response	The written examination paper consists of an analysis of practical work that has taken place based on a whole text. Additionally candidates produce a theatre review for a live theatre event.	Externally assessed	40%

FURTHER EDUCATION/CAREERS

AS and A2 courses in Drama and Theatre Studies are available at Advanced Level. Many employers recognise the communicative and interpersonal skills that pupils acquire on a drama course.

FOOD PREPARATION AND NUTRITION

Board: WJEC Eduqas **Specification**: 601/8093/6

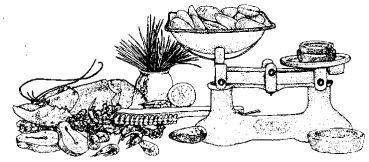
The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition learners will:

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

Areas of Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation



HOW YOU WILL BE ASSESSED

Component 1 Principles of Food Preparation and Nutrition
Written examination: 1 hour 45 minutes, worth 50% of the qualification
This component will consist of two sections both containing compulsory questions and will assess the six areas of content.
Section A: questions based on stimulus material.
Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.
Component 2 Food Preparation and Nutrition in Action
Non-examination assessment: internally assessed, externally moderated, worth 50% of the qualification
Assessment 1 = 8 hours **Assessment 2** = 12 hours

Assessment 1 The Food Investigation Assessment worth 15% of the total qualification.
A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
A Food Investigation will be set that will require each learner to:
(i) (a) Research and plan the task (b) Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) Analyse and evaluate the task.
(ii) Produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation.
WJEC Eduqas recommends 8 assessment hours for this assessment, to cover all aspects of the assessment. WJEC expects the total length of the report to be between 1,500 – 2,000 words.

Assessment 2 The Food Preparation Assessment worth 35% of the total qualification.
Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. This assessment assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills. This assessment will require learners to:
Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

Two options for this assessment will be set by WJEC Eduqas that will require the learners to:
(i)(a) Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing) (b) Prepare, cook and present a menu of three dishes within a single session (c) Evaluate the selection, preparation, cooking and presentation of the three dishes.
(ii) Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes. The folio of evidence should consist of a maximum of 30 sides of A4 (or A3 equivalent) and include all photographs, charts and graphs.
WJEC Eduqas recommends 12 assessment hours for this assessment, which includes a 3 hour session for candidates to complete the practical component i.e. produce three dishes to showcase their technical skills.

GRADING, AWARDING AND REPORTING

GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

FURTHER EDUCATION/CAREERS

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other Level 3 food-related courses. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. This specification will enable learners to make informed decisions about a wide range of further learning opportunities and career pathways.

FRENCH

Board: Pearson-Edexcel **Specification:** 1FR0

AIMS

The aims and objectives of this qualification are to enable pupils to:

- communicate confidently with native speakers in speech and writing,
- express and develop thoughts and ideas spontaneously and fluently,
- listen to and understand standard speech at near normal speed,
- deepen their knowledge about how language works and to increase their independence,
- acquire skills to understand and respond to a rich range of authentic material,
- develop understanding of the culture of the countries where the language is spoken,
- make links to other areas of the curriculum and…
- develop language-learning skills for further language study in Higher education or employment.

WHAT YOU WILL STUDY

The course content for French is divided into five themes, each covering a range of topics.

Theme: Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: everyday life; food and drink; shopping; social media and technology
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme: School

- **What school is like**: school types; school day; subjects; rules; celebrating success
- **School activities**: school trips; events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: Further study; volunteering; training
- **Work**: jobs; careers and professions

Theme: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Each pupil has their own textbook which complements the on-line ***ActiveLearn*** resources (www.pearsonactivelearn.com/features.asp) and grammar and translation material used in lessons as well as essential examination practice and study guides.

HOW YOU WILL BE ASSESSED

Examinations in Listening, Speaking, Reading and Writing at Foundation or Higher Tier take place at the end of Year 11. Listening, Reading, Speaking and Writing are weighted equally (25%). There are two tiers of examination and the 9 – 1 grading system is used. Decisions about the specific tier for each candidate will be made after the Year 11 mock examinations.

Listening examination: Candidates listen to a range of authentic material and complete a variety of tasks: true or false, multiple choice, grid completion, note taking and interpreting into English.

Speaking examination: This paper is comprised of three tasks -

- a role play based on one topic that is allocated by Edexcel,
- questions based on a picture stimulus based on one topic and…
- a conversation based on two themes. The first theme is based on the topic chosen by the candidate in advance of the assessment and the second is allocated by Edexcel.

Reading examination: Candidates read a range of authentic written material, including literary texts and respond to tasks in French or in English. There are also short translation tasks from French into English.

Writing examination: Candidates are assessed on their ability to communicate effectively for different purposes and audiences. Pupils are required to produce responses of varying lengths. The instructions are in French. Word counts are specified for each question and all questions must be answered, which include translation from English.

Pupils are expected to engage fully and participate in all classroom and extended learning activities. Conscientious completion of both written, online and oral homework is essential, as well as an active personal involvement in using French in lessons.

EXTRA COMMITMENTS

A comprehensive dictionary, revision guide and ***Pearson/Edexcel*** vocabulary pack are of benefit. Although not compulsory, pupils may take part in a study visit organised by the school. This would be an opportunity to experience the country and practise the language which is valuable for GCSE with its emphasis on communication and understanding of authentic spoken and written language.

EXTRA-CURRICULAR OPPORTUNITIES

In addition to the above, the Faculty has launched the Young MFL Leaders initiative, which enables pupils to apply their learning in leadership roles with local feeder primary schools.

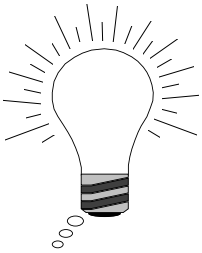
FURTHER EDUCATION & CAREERS

Advanced level French is offered in Years 12 and 13. Pupils regularly go on to study French single honours or combined with another subject at University. Language skills can lead to a wide range of careers in both the UK and abroad and are a useful addition to one's curriculum vitae, considering that many major companies offering employment in Hertfordshire have links with continental Europe.

GEOGRAPHY

Board: AQA **Specification**: 8035

EVER WONDERED WHY?



Have you ever wondered why there are homeless people in London?

What forces of nature have created the landscape of today's ski resorts?

Can you do anything to prevent acid rain from killing trees?

Studying Geography helps you to answer these questions in an informed way. Geography answers questions such as 'Where is it?', 'Why is it there?', 'How is it changing?', 'What problems are created and how can they be solved?' and 'What are places like?'.

WHAT YOU WILL STUDY

Living with the Physical Environment (Paper 1)

The physical landscapes of the UK

Study the fascinating diversity of UK landscapes. Where are the major rivers, uplands and lowlands?

Shaping the landscape – coasts and rivers

Geography informs you about the environment and how it can be managed effectively. Geography shows you how the surface of the earth has been moulded and shaped by the processes of erosion and deposition.

Unstable earth - tectonic activity and natural hazards

Which parts of the world have an unstable crust with the volcanoes and earthquakes affecting the people living there? Different rock types produce a variety of landscapes that affect the way people use or abuse their environment. Why do we experience extreme weather and how might climate change affect us in the UK? You will investigate these topical and exciting questions and learn about the implications for our world.

Ecosystems

What are ecosystems and how do they work? Why do cacti have spikes; and where do plants only grow for 6 weeks of the year? Study how people influence and change ecosystems – think about how this is both positive and negative.

Challenges in the Human Environment (Paper 2)

Urban Challenges - Where people live

Why are some parts of the world so crowded that people have to live in blocks thirty storeys high? Why do other areas have no-one living there? The answers may seem simple but Geography helps you to understand the more complex underlying issues that explain the patterns, how they are changing and the implications of these changes.

The Changing Economic World

How are people from different countries linked? We live in a dynamic and globalised world, which is changing at an ever-increasing rate. Geography helps you to understand the issues and implications that arise as you look at case studies of richer and poorer parts of the world.

The Challenge of Resource Management

Will the lights go out? How can we become self-sufficient for energy and food? For people living in More Economically Developed Countries this may be an easy question to answer but for those living in Less Economically Developed Countries it can be almost impossible. How can we move towards a more sustainable world? Geography helps you to understand these issues by studying different case studies across the world.

Fieldwork and geographical skills (Paper 3)

Through fieldwork you have the opportunity to make your own enquiry into the world around you. Fieldwork is an important part of the course and there is a residential field trip that prepares you to answer some important questions. This is your chance to find out something that is completely new about physical and human landscapes in the UK.

HOW YOU WILL BE ASSESSED

All examinations test your knowledge and understanding, skills and ability to analyse data. Paper 1 (35%) deals with physical geography and Paper 2 (35%) deals with the human aspects, although the two sides of the subject are integrated throughout. Paper 3 (30%) tests geographical skills and gives you the opportunity to write about your fieldwork investigation - a two-day fieldtrip is organised in the summer term of year 10. All three papers are taken at the end of year 11.

FURTHER EDUCATION/CAREERS

Geography is very flexible and uses skills from many other subjects to help you to understand the world around you. It provides you with the ability to see a balanced point of view about current issues. People with a qualification in Geography can be found in a wide variety of jobs including Accountancy, Banking, Travel and Tourism, Environmental Planning, Retailing, Estate Agency and many more. It is useful in other jobs, such as administration and personnel work as employers value the flexibility of thought and decision-making skills that Geography provides you with. As well as preparing you for future jobs and education, Geography enables you to understand the issues of a complex world.

GERMAN

Board: Pearson-Edexcel Specification: **1GN0**

AIMS

The aims and objectives of this qualification are to enable pupils to:

- communicate confidently with native speakers in speech and writing,
- express and develop thoughts and ideas spontaneously and fluently,
- listen to and understand standard speech at near normal speed,
- deepen their knowledge about how language works and to increase their independence
- acquire skills to understand and respond to a rich range of authentic material,
- develop understanding of the culture of the countries where the language is spoken,
- make links to other areas of the curriculum and…
- develop language-learning skills for further language study in Higher education or employment.

WHAT YOU WILL STUDY

The course content for German is divided into five themes, each covering a range of topics.

Theme: Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: everyday life; food and drink; shopping; social media and technology
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays**: preferences; experiences; destinations
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- **Town, region and country**: weather; places to see; things to do

Theme: School

- **What school is like**: school types; school day; subjects; rules; celebrating success
- **School activities**: school trips; events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: Further study; volunteering; training
- **Work**: jobs; careers and professions

Theme: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Each pupil has their own textbook which complements the on-line ***ActiveLearn*** resources (www.pearsonactivelearn.com/features.asp) and grammar and translation material used in lessons as well as essential examination practice and study guides.

HOW YOU WILL BE ASSESSED

Examinations in Listening, Speaking, Reading and Writing at Foundation or Higher Tier take place at the end of Year 11. Listening, Reading, Speaking and Writing are weighted equally (25%). There are two tiers of examination and the 9 – 1 grading system is used. Decisions about the specific tier for each candidate will be made after the Year 11 mock examinations.

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- a role play based on one topic that is allocated by Edexcel,
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Reading examination: Candidates read a range of authentic written material, including literary texts and respond to tasks in the target language or in English. There are also short translation tasks from German into English.

Writing examination: Candidates are assessed on their ability to communicate effectively for different purposes and audiences. Pupils are required to produce responses of varying lengths. The instructions are in German. Word counts are specified for each question and all questions must be answered, which include translation from English.

Pupils are expected to engage fully and participate in all classroom and extended learning activities. Conscientious completion of both written, online and oral homework is essential, as well as an active personal involvement in using German in lessons.

EXTRA COMMITMENTS

A comprehensive dictionary, revision guide and ***Pearson/Edexcel*** vocabulary pack are of benefit. Although not compulsory, pupils may take part in a study visit organised by the school. This would be an opportunity to experience the country and practise the language which is valuable for GCSE with its emphasis on communication and understanding of authentic spoken and written language.

EXTRA-CURRICULAR OPPORTUNITIES

In addition to the above, the Faculty has launched the Young MFL Leaders initiative, which enables pupils to apply their learning in leadership roles with local feeder primary schools. There is also a trip to Germany organised annually for Year 9 and 10 pupils.

FURTHER EDUCATION & CAREERS

Advanced level German is offered in Years 12 and 13. Pupils regularly go on to study German single honours or combined with another subject at University. Language skills can lead to a wide range of careers in both the UK and abroad and are a useful addition to one's curriculum vitae, considering that many major companies offering employment in Hertfordshire have links with continental Europe.

GRAPHIC COMMUNICATION

Board: Edexcel **Specification**: GCSE (9-1) – GRAPHIC COMMUNICATION

Component 1: Personal Portfolio - Component Code: 1GCO/01 **60%** of the qualification.

Component 2: Externally Set Assignment - Component Code: 1GCO/02 **40%** of the qualification.

AIMS

You <u>do not</u> need to be able draw at a high grade GCSE standard to begin this course because you are taught to develop these skills over two years of study.

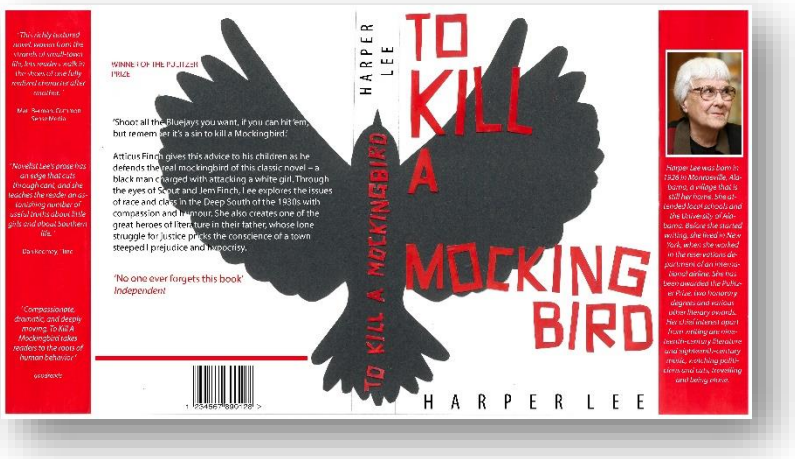
This course introduces pupils to different ways of conveying information, ideas and emotions, using a range of graphic media, processes, techniques and elements such as colour, typography and photographs. Pupils will explore traditional and new technologies. Pupils develop many skills and techniques, using materials, processes and concepts to develop work and ideas.

WHAT YOU WILL STUDY

- Throughout the course, candidates will explore Graphic Communication techniques and principles through specific tasks and assignments, developing skills and use of new technologies (laser cutter and sublimation printer) and equipment in a variety of ways so to gain experience and build a portfolio of your work.

- Areas of study will be broken down into units. Units will be chosen from the following areas of study;

  - **Advertising**
  - **Communication graphics**
  - **Design for print**
  - **Illustration**
  - **Interactive design (including web, app and game)**
  - **Multi-media**
  - **Package design**
  - **Signage**
  - **Typography**



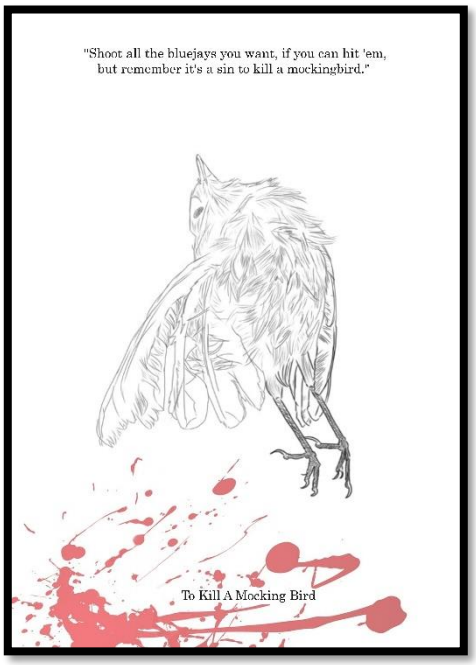
  - Drawing skills are developed from design roughs to final working drawings, including digital drawings using Adobe Photoshop skills and use of digital drawing tablets.

  - Digital Photography skills will be developed.

  - Preparatory research will support more sustained outcomes. Some studies will be presented on mounted sheets.

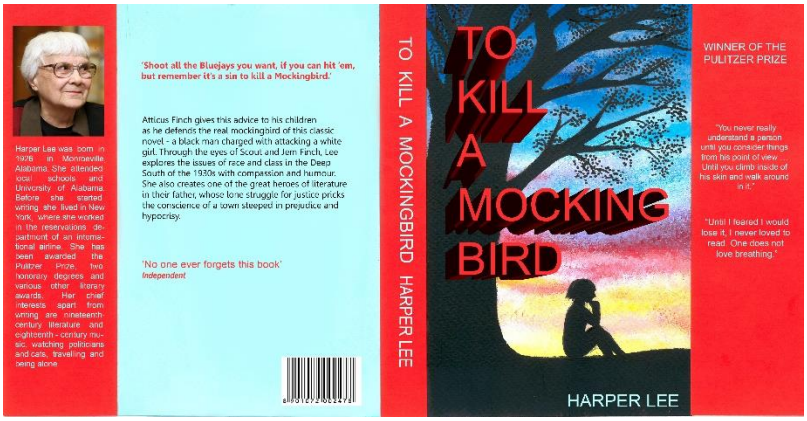
  - Visits are arranged to London Galleries and museums during the two-year course.

HOW YOU WILL BE ASSESSED



- **Controlled assessment (60% of total mark)**

  You will create a personal portfolio during your study in Years 10 & 11. You will choose the best elements of your work to create your portfolio.



- **Externally Set Assignment (40% of total mark)**

  Preparatory work for this will be developed during supervised activity in the preceding weeks prior to the examination itself.

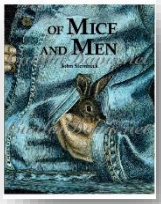
  During the 10 hours of sustained study (over at least 2 days with normal school breaks), you will work unaided to produce a personal response which links to your preparatory studies, using any media and/or techniques you choose.

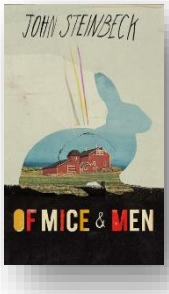
FURTHER EDUCATION

- Advanced levels in Art, Media or Graphic Communications.
- Art & Design, and Graphic career pathways.
- A variety of other Design Courses.

CAREERS

Graphic designers play an important role in the world of Advertising, Media, Internet, Television, theatre, performance (especially the music industry) and retail.





A wide range of careers exists in the Graphic design industry, suitable for all types of ability from 16 year old school leavers to university graduates.

The creative industries are showing very positive growth which indicates good job opportunities in the future. Look at this website to see the figures; www.thecreativeindustries.co.uk/resources/strategy.

HISTORY

Board: Edexcel **Specification**: *1HI0*

INTERESTING QUESTIONS THAT WE WILL CONSIDER

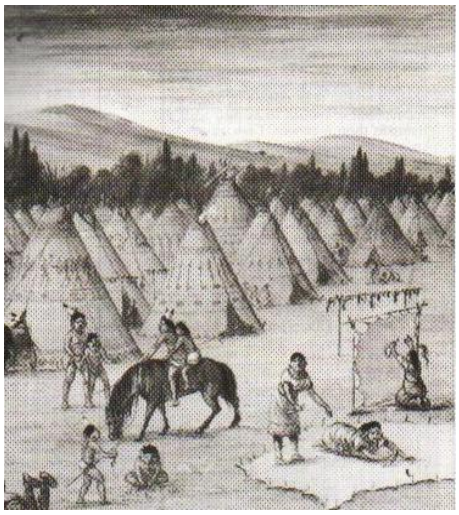
- Do you know when operations stopped being carried out without anaesthetics – and when screaming in operating theatres came to an end?
- Can you explain how war has influenced the world we live in?
- Do you know how accurate films about the Wild West are?

WHY CHOOSE HISTORY?

- History is about people and it is about the past. If you are interested in both, and in finding out the answers to the kind of questions above, then GCSE History could be for you.
- The aims of the History GCSE course are to take your interest in the past and offer you the chance to look at a number of different topics; to develop a range of skills that will help you understand the past and explain the past to others.
- To answer the above questions, you need to be able to analyse issues and problems, identifying how things changed and why.
- You should be able to understand different attitudes to your own.
- You need to be able to consider evidence and judge just what you can learn from it. These are all the skills of the historian; they are also skills for life.

SOME OF THE TOPICS YOU WILL STUDY:

The American West 1840-90



This looks at the communities of American Indians and how their lives were changed by the arrival of white settlers between 1840 and 1890.
It offers the chance to study an exciting period of history in great depth.
You will learn about the conflict that developed between the Native American Indians and the white American settlers.
You will understand how different events, individuals and findings can change the course of History forever.

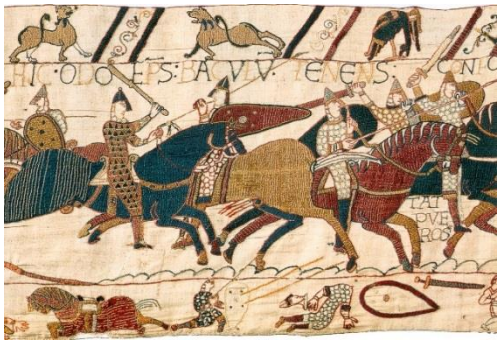
Medicine through Time

The development of medicine, surgery and public health from prehistoric times to present day is covered in this topic. You have the chance to see how the advancement of medical knowledge has been affected by factors from all over the world.
You will learn about how medicine has developed over time and have a broad understanding of different medical advancements that have been made throughout History.

Russia and the Soviet Union 1917-1941

This unit will examine the changes that occurred in Russia and the Soviet Union after the revolutions of 1917. We will look at key figures such as The Romanovs, Stalin and Lenin.
You will use sources to learn about the changes that occurred and the impact this had on Russia.

Anglo-Saxon and Norman England 1060-1088



This unit will begin with the study of the causes and events of the Norman invasion of 1066. You will then study how William I was able to secure his power after The Battle of Hastings and what life was like in Norman England.

HOW YOU WILL BE ASSESSED

There will be examinations to be taken at the end of Year 11. The questions will test your ability to understand and interpret sources taken from various parts of the course. The examinations will account for 100% of the final mark.

FURTHER EDUCATION/CAREERS

- History links well with most subjects. It provides a good foundation for further study at advanced levels.
- The study of History can also lead to careers in teaching, banking, law, retailing, accountancy, journalism, advertising, the Civil Service, politics, computing, administration and personnel work.

MUSIC

Board: WJEC Eduqas **Specification**: 9-1

AIMS

To encourage each pupil to engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. Pupils will be encouraged to extend themselves musically both in their chosen area of instrumental study and in a wider general knowledge of music of all types. The course is suitable for pupils who appreciate all types and styles of music, possess a good ear, and show a willingness to perform and compose.

Pupils are expected to study an instrument or voice.

WHAT YOU WILL STUDY

Performing: You are expected to take lessons on one instrument or voice. The course requires that you also perform with others and are observed doing so by your school music teacher, Therefore **you will be expected to take part in extra-curricular school music activities throughout the two years**. There will be many opportunities for solo and ensemble performances (performing with others). One solo and one ensemble piece are entered for the examination. One of the pieces performed has to link to an area of study. The performance must be at least four minutes long.

Composing: Throughout the course you will compose regularly, in many styles, and will explore new techniques and skills. In Years 10 and 11 composing becomes a solo activity but you will receive plenty of individual help in your lessons. You have to enter two compositions for the examination. One is chosen from four briefs set by the board and is linked to an area of study and the second is a free composition with the brief set by the pupil. The total duration of both compositions must be between three and six minutes.

Listening and Appraising: You will listen to, perform and learn about a wide variety of music from four areas of study: 1: Musical Forms and Devices; 2: Music for Ensemble; 3: Film Music and 4: Popular Music. You will need to display knowledge of the musical elements, use appropriate vocabulary and demonstrate understanding of musical notation. You have to study two set works and a number of other pieces of music.

HOW YOU WILL BE ASSESSED

Performing: **30%** You will be assessed on your various performances throughout the course, and on your final solo performance at the end of the course. Ensemble Performing (Performing with Others) is also assessed. Assessment is carried out at the end of the course by your teacher under controlled conditions and then externally moderated.

Composing: **30%** At the end of the course two compositions will be assessed by your teacher under controlled conditions and then externally moderated.

Listening and Appraising: **40%** At the end of the course there will be a listening and written paper. The examination will last 1 hour 15 minutes and will be externally assessed. There will be eight questions in total, two on each of the four areas of study. Two of the eight questions are based on extracts set by the board.

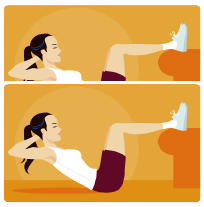
FURTHER EDUCATION/CAREERS

Music is a good choice for pupils who play an instrument or take singing lessons as it fits well with any combination of subjects and provides a course involving practical and analytical skills.

AS and Advanced level Music are offered in Years 12 and 13. Music A level is essential for those wanting to do a music degree. **Music is also highly regarded as an academic qualification for entry to other University courses,** for example medical courses**.**

A qualification in this subject is a great asset for anyone contemplating a career in music or teaching. Careers in music include performing, teaching, composing, music therapy and the recording industry.

PHYSICAL EDUCATION



Exam Board: OCR **Specification:** J587

Pupils who are considering opting for GCSE PE must be involved and competing in at least one club outside of school OR take part in at least two clubs in school including fixtures and inter house competitions.

They should already have a keen interest and passion for sport and be competent in Sciences, especially Biology.

Aims of the course

The aims and objectives of the qualification are to enable pupils to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

What you will study

The following topics are covered in the theoretical component of the course:

Component 01: Physical factors affecting performance

1.1 Applied anatomy and physiology
1.2 Physical training.

Component 02: Socio-cultural issues and sports psychology

2.1 Socio-cultural influences
2.2 Sports psychology
2.3 Health, fitness and well-being.
The following content is covered in the practical component of the course:

Component 03: Performance in physical education (NEA)

3.1 Performance of three activities taken from the two approved lists.
• one from the 'individual' list
• one from the 'team' list
• one other from either list.

How you will be assessed

The course is weighted as follows:

Content overview	Assessment overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
Practical activity assessment Analysing and Evaluating Performance (AEP)	Performance in physical education (03) 80 marks Non-exam assessment (NEA)	40% of total GCSE

Component 01: Physical factors affecting performance
This is the first written paper lasting 1 hour.

It includes the following topics:
1.1 Applied anatomy and physiology
1.2 Physical training.

Component 02: Socio-cultural issues and sports psychology
This is the second written paper lasting 1 hour.

It includes the following topics:
2.1 Socio-cultural influences
2.2 Sports psychology
2.3 Health, fitness and well-being.

Component 3 – Practical Performance Assessment:

Non – examined assessment which is internally assessed throughout lessons in Years 10 and 11. These activities are then externally moderated by a visiting moderator to ensure the quality and accuracy of marking.

Pupils will be assessed in the role of a player/performer only.
Pupils must participate in the following 3 categories of activities:

- 1 team sport/activity. For example – Netball.
- 1 individual sport/activity. For example – Dance/ Singles Badminton.
- 1 "free sport". This can be a team OR individual sport.

Pupils will be required to complete a competitive evidence log over the two year course.

Analysing and Evaluating Performance (AEP)
In addition to three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:
• analyse aspects of personal performance in a practical activity
• evaluate the strengths and weaknesses of the performance
• produce an action plan which aims to improve the quality and effectiveness of the performance.

Practical activities covered in GCSE PE lessons

Pupils will take part in the following activities at school during the course including:

- Athletics
- Dance
- Fitness
- Gymnastics
- Netball
- Trampolining

The activities covered above in practical lessons depend on the needs of the pupils in the group and are subject to change.

To check the list of activities confirmed by the Department for Education that are assessed as part of GCSE PE please use the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447738/GCSE_activity_list_for_PE.pdf

For further information, you can also access more details about the course at www.ocr.org.uk

FURTHER EDUCATION/CAREERS

This qualification supports progress to further study at A Level and other Level 3 courses such as:

- A Level Physical Education
- Sport and Exercise Sciences BTEC Extended Diploma
- All other Level 3 Physical Education related courses

RELIGIOUS STUDIES

Board: Edexcel **Specification**: 1RB0

AIMS

The aims of the specification are to:

a) stimulate interest and enthusiasm for a study of religion;
b) give candidates opportunities to acquire and develop knowledge and understanding of the beliefs, values and traditions of one or more religions;
c) give candidates opportunities to consider the influence of the beliefs, values and traditions associated with one or more religions;
d) consider religious and other responses to moral issues;
e) develop skills relevant to the study of religion.

In order to achieve these aims, pupils will be given the opportunity to:

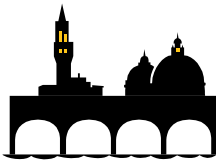
1. use information and evidence to draw conclusions;
2. develop the skills required for conducting religious enquiries.

WHAT YOU WILL STUDY

Exam 1 (Area of study 1) – This exam will be focussed on Christianity.

1. Beliefs and Teaching
2. Practices
3. Sources of Wisdom and Authority
4. Forms of Expression and Ways of Life.

Exam 2 (Area of study 2) – This exam will be focussed on Islam.



1. Beliefs and Teachings
2. Practices

HOW YOU WILL BE ASSESSED

You will be assessed by two written papers at the end of Year 11, each lasting 1 hour 45 minutes. There will be no course work for this subject.

Each question paper will be targeted at the full range of GCSE grades.

FURTHER EDUCATION/CAREERS

Both employers and colleges regard Religious Studies as an extremely worthwhile GCSE as it concerns peoples' lives and examines how and why they live and think in such a variety of ways. The implications of these questions are huge. Your studies will be useful whatever job you do and however you live your life.

If you enjoy or are good at Religious Studies, future prospects include A-Level Religious Studies and the opportunity to take Religious Studies at University. In fact, Religious Studies will help you with your future studies whether you take Science, English, History or any other subject. It is an asset if you are going to spend your life working with or caring about people e.g. teaching, nursing, writing, social services and journalism.

Year 10 were heard to say of this subject:

"I like the fact that each person's point of view is of equal importance. It is very important to know about the social issues we are studying."

"This course makes you open your eyes."

"You gain more self-confidence."

SPANISH

Examination Board: Pearson- Edexcel **Spanish** 1SP0

AIMS

The aims and objectives of this qualification are to enable pupils to:

- communicate confidently with native speakers in speech and writing,
- express and develop thoughts and ideas spontaneously and fluently,
- listen to and understand standard speech at near normal speed,
- deepen their knowledge about how language works and to increase their independent,
- acquire skills to understand and respond to a rich range of authentic material,
- develop understanding of the culture of the countries where the language is spoken,
- make links to other areas of the curriculum and…
- develop language-learning skills for further language study in higher education or employment.

WHAT YOU WILL STUDY

The course content for Spanish is divided into five themes, each covering a range of topics.

Theme: Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: everyday life; food and drink; shopping; social media and technology
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme: School

- **What school is like**: school types; school day; subjects; rules; celebrating success
- **School activities**: school trips; events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: Further study; volunteering; training
- **Work**: jobs; careers and professions

Theme: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Each pupil has their own textbook which complements the on-line ***ActiveLearn*** resources (www.pearsonactivelearn.com/features.asp) and grammar and translation material used in lessons as well as essential examination practice and study guides.

HOW YOU WILL BE ASSESSED

Examinations in Listening, Speaking, Reading and Writing at Foundation or Higher Tier take place at the end of Year 11. Listening, Reading, Speaking and Writing are weighted equally (25%). There are two tiers of examination and the 9 – 1 grading system is used. Decisions about the specific tier for each candidate will be made after the Year 11 mock examinations.

Listening examination: Candidates listen to a range of authentic material and complete a variety of tasks: true or false, multiple choice, grid completion, note-taking and interpreting into English.

Speaking examination: This paper is comprised of three tasks -

- a role play based on one topic that is allocated by Edexcel,
- questions based on a picture stimulus based on one topic and…
- a conversation based on two themes. The first theme is based on the topic chosen by
- the candidate in advance of the assessment and the second is allocated by Edexcel.

Reading examination: Candidates read a range of authentic written material, including literary texts and respond to tasks in the target language or in English. There are also short translation tasks from Spanish into English.

Writing examination: Candidates are assessed on their ability to communicate effectively for different purposes and audiences. Pupils are required to produce responses of varying lengths. The instructions are in Spanish. Word counts are specified for each question and all questions must be answered, which include translation from English.

Pupils are expected to engage fully and participate in all classroom and extended learning activities. Conscientious completion of both written, online and oral homework is essential, as well as an active personal involvement in using the target language in lessons.

EXTRA COMMITMENTS

A comprehensive dictionary, revision guide and ***Pearson/Edexcel*** vocabulary pack are of benefit. Although not compulsory, pupils may take part in a study visit organised by the school. This would be an opportunity to experience the country and practise the language which is valuable for GCSE with its emphasis on communication and understanding of authentic spoken and written language.

EXTRA-CURRICULAR OPPORTUNITIES

In addition to the above, the Faculty has launched the Young MFL Leaders initiative, which enables pupils to apply their learning in leadership roles with local feeder primary schools. There is also an annual trip organised to Barcelona for Year 9 and 10 pupils.

FURTHER EDUCATION & CAREERS

Advanced level Spanish is offered in Years 12 and 13. Pupils regularly go on to study Spanish single honours or combined with another subject at University. Language skills can lead to a wide range of careers in both the UK and abroad and are a useful addition to one's curriculum vitae, considering that many major companies offering employment in Hertfordshire have links with continental Europe.

NEED TO KNOW MORE?

Do not hesitate to ask your current MFL Teachers or Mr Taylor for Further information or clarification.

YEAR 10 AND 11 SUPPORT OPTION

AIMS AND WHAT YOU WILL STUDY

In discussion with Mr Lister, pupils may choose the Support Option in place of one GCSE option. This option is particularly suited to pupils who have received support during Key Stage 3. It may also include those who feel that they will struggle with the full number of GCSEs and would benefit from additional support and time to achieve higher results in fewer subjects. Pupils can use this option to develop better study methods and revise their core subjects. Pupils are expected to be organised and focused in using this option effectively.

The aims of this option are to:

1. complete work towards the Prince's Trust qualification
2. develop pupils' literacy and numeracy
3. have supervised and supported study time for other GCSE subjects
4. have support in planning and choosing future routes of study at the end of Year 11

FURTHER EDUCATION/CAREERS

Developing self-esteem and exploring possibilities for future study and career options is an important part of the focus for Support Option lessons.

Work completed as a part of the Prince's Trust qualification includes writing letters of application, preparing a CV, possible visits to a place of Further education, interview preparation and practice, additional support during Year 10 Work Experience and assistance in completing application forms.

There are opportunities to engage with places of Further education, receive advice and guidance on future pathways, and develop skills in preparation for post-16 work and study.

ACHIEVE PROGRAMME

Awarding Body: **The Prince's Trust**

The Prince's Trust offers young people the opportunity to achieve a qualification in Personal Development and Employability Skills (PDE) whilst participating in the Achieve programme.

AIMS

The qualifications recognise a breadth of personal skills, qualities and attitudes valued by employers across a range of sectors, giving the learners the opportunity to:

- Develop their own personal growth and engagement in learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for employment and working life
- Prepare themselves for progression into Further education programmes, apprenticeships or other work-based learning
- Develop their literacy, language and numeracy skills

WHAT YOU WILL STUDY

The Achieve programme curriculum promotes a flexible approach, using relevant, experiential learning to support young people to achieve a range of personal and employability skills and gain qualifications. The modules from which we will build the programme of study are:

Personal, Social Development – Develops personal, communication and social skills in a range of situations.

- Planning for Personal Development
- Teamwork
- Participating in Exercise
- Interpersonal and Self-Management Skills
- Personal Project

Life Skills – Giving young people the tools to handle a range of relevant life situations.

- Money Management
- Preparing for a Healthy, Active Lifestyle

Active Citizenship – Helps young people to engage with and influence community issues.

- Supporting Others in the Community
- Undertaking a Community Project

Enterprise Projects – Young people learn and practise commercial and creative skills.

- Undertaking and Reviewing Your Enterprise Project

Preparation for Work – Identify strengths and interests, and develop core employability skills.

- Career Planning
- Work Experience
- Practising Leadership with Others
- Presentation Skills

HOW YOU WILL BE ASSESSED

Assessment is through an externally-moderated portfolio of work which is completed over a two-year period. The level of qualification depends on the quality of work produced.