

**YEAR 9  
OPTIONS BOOKLET**

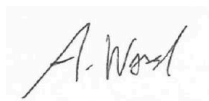
**COURSES  
2024-2026**

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 Parents' Consultation evening on Thursday 7<sup>th</sup> March 2024 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

A handwritten signature in black ink, appearing to read 'A. Wood', is centered on the page. The signature is written in a cursive, flowing style.

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.

<b>1 tier of entry</b>	<b>2 tiers of entry (Foundation or Higher)</b>
Art, Craft and Design	German
Citizenship	Mathematics
Computer Science	Science
Drama	Spanish
English Language	
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

## New grading structure

9	8	7	6	5	4	3	2	1	U
A*	A		B	C		D	E	F	G

## 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/CARERS** will be able to advise you and you should discuss your choices carefully with them.



## WHEN do you choose?

Your parents/carers will be invited to a consultation evening on Thursday 7<sup>th</sup> 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.

Arts Award (Drama) for pupils on the Y Route cannot be taken alongside GCSE Drama as there would be too much crossover of course content.

## 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 **A5 size Choices Form**.

This A5 Choices Form must be handed in at your interview, signed by your parent/carer.

We understand that pupils may want to change their minds and this may be possible, depending on class size and other factors such as clashes with other subjects. The sooner we are informed of a request to change the better. Pupils and parents should be aware that it will not be possible to change options after the first 3 or 4 weeks of Year 10 as too much content will have been covered.

**OPTIONS 2024– 2026**

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 and **ONE** reserve from Block **B**

Block A		Block B
Art, Craft & Design	BTEC Health & Social Care*	Arts Award (Drama) *
Computer Science	History	BTEC Child Development*
Drama	Music	Citizenship
Food Preparation & Nutrition	Physical Education	
Geography	Religious Studies	
German	Spanish	
Graphic Communication		
Support option (Achieve Programme) (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.  
Some classes may have restricted numbers.

**In order of preference:**

From Block A (4 choices and a reserve for X route, 3 choices and 1 reserve for Y route)		From Block B (1 choice and 1 reserve for Y route only)
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
4 <sup>th</sup> 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

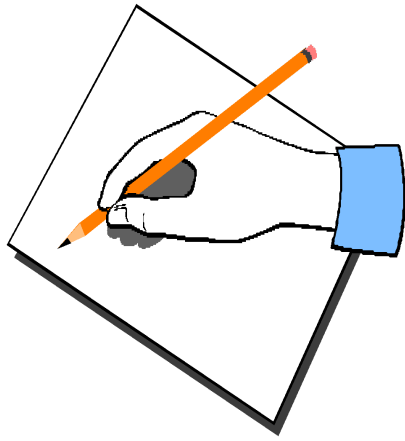
These courses offer demanding and stimulating skills-based programmes of study for our pupils. They encompass a range of reading and writing skills, encouraging creative and informative writing, and detailed and analytical study of literary and media texts. Pupils will be able to demonstrate their ability 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



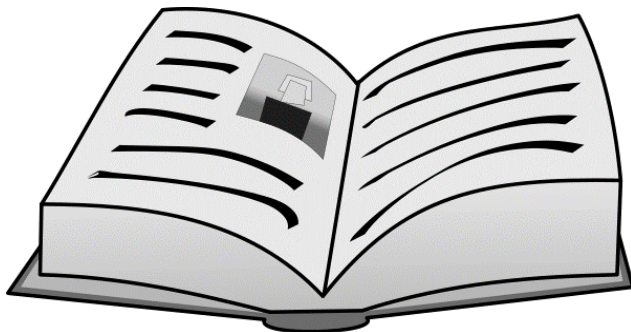
As part of their literature course, pupils will study major texts by influential authors (such as Shakespeare and Dickens), and they will study a range of poetry, prose and drama from different eras.

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 prior attainment 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: a scientific calculator, ruler, protractor and pair of compasses (these can be purchased from the school shop).



## 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.

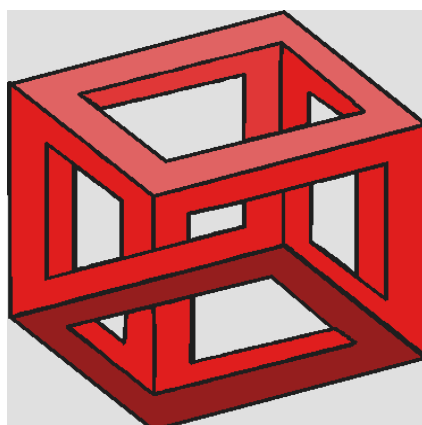
We currently also offer the Algebra Award either at Level 2 or Level 3 to Sets 1 and 2 and Entry Level Function Skills to some in Set 6.

### **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 Mathematical Studies 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 life skills 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 and beyond. 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 the Subject Lead 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

**PE at Key Stage 4** - Each pupil takes part in one double lesson of PE per week (100 minutes). There are 4 different learning pathways available at Key Stage 4 – Health and Wellbeing pathway, Lifelong Participation pathway, Performance Pathway and the Leadership pathway.

Health and Wellbeing Pathway	Lifelong Participation Pathway	Performance Pathway	Leadership Pathway
Pupils will participate in sports/activities with a more aesthetic and health based focus.	Pupils will participate in sports/activities that they may choose to do outside of school	Pupils will participate to improve the quality of their performance (core and advanced skills) in a competitive environment. Added focus on analysing and improving performance.	Pupils are given the opportunity to gain the nationally accredited Level 1 Sports Leader Award.
Types of activities that may be covered in this pathway: * Aerobics * Boxercise * Couch 2 5K * Circuit training * Pilates * Yoga * Zumba	Types of activities that may be covered in this pathway: * Badminton * Futsal * Netball * Tennis * Volleyball	Types of activities that may be covered in this pathway: * Football * Netball * Trampolining * Volleyball	Pupils are taught how to lead effectively and help to lead and support KS3 Inter House competitions, enrichment clubs and spend time in local primary schools. This course runs from September in Year 10 into Year 11.

### **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
- Cricket
- Cross Country
- Dance
- Fitness
- Football
- Gymnastics
- Netball
- Rounders
- Rugby
- Tennis
- Trampolining

**ALL** pupils are welcome to any enrichment club regardless of ability or experience so.....

## **COME AND 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.

### GCSE Citizenship

**Awarding body:** AQA

**Specification:** 8100

#### Aims

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.

#### Skills gained

Students will 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.

#### What you will study

This aim is supported by four content themes: Life in modern Britain, Rights and responsibilities, Politics and participation and an active citizenship project.

The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

The fourth theme is the project. Students are required to undertake an investigation into a citizenship issue of their own choice which involves research, action and reflection.

#### How you will be assessed

You will be assessed by two external exams. Both worth 80 marks each. The first paper is on Active Citizenship and Politics and Participation. The second paper is on Life in Modern Britain and Rights and Responsibilities.



**BTEC Tech Award Level 1/2 in Child Development**  
**Awarding body:** Pearson Edexcel      **Specification:** 603/7058/0

The Tech Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In a practical learning environment, learners will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.



**Assessment**

**Component 1 and 2 are Internal Assignments that are externally moderated**

**Component 3 External Exam**

## Arts Award

**Board:** Trinity College London    **Specification:** Silver Arts Award Qualification

This course is only available for students on the Y route. Anyone who enjoyed Drama, Art or Music lessons in Key Stage 3 and has an interest in performing/designing/creating but struggles with the demands of GCSE content should seriously consider this new and exciting course. Arts Award assesses knowledge and understanding, creativity, communication, and planning and review skills. This course can stretch and challenge talented students, but can also work well with young people with special educational needs as the content can be personalised to meet their needs. Students develop their ability to analyse situations, design appropriate action plans and review outcomes. They demonstrate effective communication in a range of situations, showing an ability to convey information and provide some justification for their approach. There is an emphasis on developing independent learning skills with students taking ownership over what they want to learn about and how. Students create a personal portfolio containing evidence of their experiences.

### WHAT YOU WILL STUDY

To pass unit 1 and unit 2 Arts Award, students are required to create an **individual arts portfolio** that demonstrates how they meet all of the following requirements:

#### Unit 1: Arts practice and pathways

Arts challenge

- Identify and plan an arts challenge (part A)
- Implement and review the arts challenge (part B)

Students explore opportunities to extend their own knowledge of, and interests in artistic skills through planning, implementing and reviewing a personal arts challenge.

Arts pathways

- Review arts events/experiences (part C)
- Undertake arts research (part D)

Students review a piece of art as audience members and share their thoughts and opinions with others. They find out more about career pathways by researching arts organisations. They also explore future education and training opportunities, considering potential career pathways in the arts. They reflect on what they have learnt and how this may influence their future choices.

#### Unit 2: Arts leadership

Young people work under professional supervision to develop specific leadership skills through taking the lead in planning, delivering and reviewing an arts event. Young people can work individually or as part of a team but each person must take responsibility for a specific leadership area throughout the arts project.

**Plan the project**

- Identify leadership role and plan the project's aims (part A)
  - Plan the practical issues (part B)
- Students identify the skills and qualities of a leader and consider examples of good leadership that they have experienced. They specify the leadership skills they wish to develop. Students then work as a group to plan and rehearse for a drama performance, providing details of the project, why they have chosen it, and its creative aims for the young people and the participants. Students include plans covering the practical aspects of the project and take into account the

needs of the audience, resources required and how they will identify and measure the development of their leadership skills throughout the project.

#### **Deliver** the project

- **Effective arts leadership (part C)**  
Students put on a drama performance following the project plan, making adjustments to it where necessary.  
Throughout the delivery of the project and in addition to the factual description of the delivery, students demonstrate how they are developing and applying their chosen leadership skills.
- **Working effectively with others (part D)**  
Students show they are working effectively with others involved in the project, including other team members, participants, their adviser and other people. They collect feedback and reflect on how effectively they are working with others. They record aspects of their delivery which show how they are developing their leadership skills and handling situations appropriately.

#### **Review** the project

- **Review the project and development of leadership skills (part E)**  
Students carry out a final review of the project. They consider the leadership skills they stated they wanted to develop at the start of the project in unit 2: part A and the success of the project. Students reflect on the leadership skills they actually applied and developed, and what they learnt about leadership overall. They review their plan for the project and how well it worked, including what they learnt from the project and how they can apply this to their futures.

#### **Assessment**

Arts Award is on the Regulated Qualifications Framework (RQF) and the qualifications are regulated by Ofqual in England but it is not a GCSE qualification. Arts Award does not have as much content as a GCSE qualification but students are working and assessed at comparable standards and the qualification has value to the young people in terms of their progress and attainment. Arts Award is a portfolio-based qualification where learners create a portfolio, evidencing how they have met the criteria. The portfolio is internally assessed and then externally moderated to confirm whether the student has achieved a pass or below pass. At the end of the course, students gain a level 2 certificate in the Arts awarded by Trinity College London.

#### **Extra Commitments**

Pupils will be expected to take part in rehearsal tasks outside the lesson and must ensure that they cooperate with others in the group. There will be opportunities for pupils to observe live professional theatre, which is an essential part of the course.

#### **FURTHER EDUCATION/CAREERS**

Many employers and further education settings recognise the communicative and interpersonal skills that pupils acquire on an Arts Award course. Arts Award allows students to plan for their future and develop entrepreneurial skills which can support when applying for apprenticeships and work placements.



## **BTEC COURSES**

## **BTEC Courses**

### **What is a BTEC?**

The BTEC Tech Awards are work related qualifications suitable for a wide range of pupils. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the Tech Awards is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

### **How are BTECs assessed?**

60% of the course will be based on internally marked and externally moderated coursework assignments. There is also an externally marked exam which is 40% of the course. BTEC pupils study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each Component studied. Each BTEC Tech Award contains 3 Components. Components 1 and 2 are internally assessed and Component 3 is the external examination.

The assessments that pupils undertake form the main basis of their Component results which are graded as a Pass, a Merit or a Distinction. The final grade can be Distinction\* if all Distinction criteria are met across the assessments and the examination.

### **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:** Pearson    **Specification/course code:** 603/7047/6

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

### **Assessment**

Learners will study 3 components:

- Component 1 Human Lifespan Development (internally assessed and moderated by the exam board)
- Component 2 Health and Social care Services and Values (internally assessed and moderated by the exam board)
- Component 3 Health and Wellbeing (external exam)

### **What can the qualification lead to?**

Studying the BTEC Tech Award in Health and Social Care will help learners to make more informed choices for further learning, either generally or in this sector.

Learners may consider the following:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

## **GCSE COURSES**

## ART, CRAFT & DESIGN

**Board:** Pearson Edexcel **Specification:** 1AD0

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 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, materials, 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, photography, printing, textiles media 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, growing in confidence to use techniques such as the grid method. Use of the photography booth and digital programs such as Adobe Photoshop, Canva or Photopea software will enable you to develop digital skills.



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 both contemporary and historical art.

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

At least one gallery visit will take place 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 and the first term of Year 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. We start this final unit in January/ February of Year 11.

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

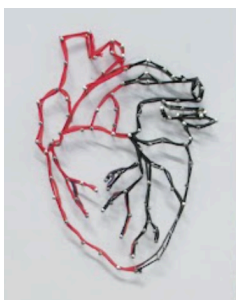
## Transferable Skills

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 an Advanced Level in Art course which is recognised for entry to a variety of degree courses, pre-degree foundation courses or vocational courses.



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 and art-house, television, jewellery design and many more courses.

# COMPUTER SCIENCE

Board: OCR Specification: J277



## AIMS

Computer Science is the study of how computers and computer systems work including how they are constructed and programmed. From the design of computers to programming, Computer Science has broad 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 developing a good understanding of what makes technology work.

## WHAT YOU WILL STUDY

You will develop programming skills throughout the course utilising high level programming languages like Python to understand how computational algorithms are designed.

As part of the 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

Enjoying problem solving and being able to think logically will provide you with the platform to be successful in Computer Science. Having a passionate interest in understanding how technology works will allow you to enjoy the course material. 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

<b>Exam Paper 1</b>	<b>Computer Systems</b>	Exam includes topics such as Systems Architecture, Memory and Storage, Networking and Protocols, Systems Security, Systems Software and Ethical, Legal, Cultural and Environmental Concerns	<b>50% (80 marks) 1hr 30mins</b>
<b>Exam Paper 2</b>	<b>Computational Thinking, Algorithms and Programming</b>	Exam includes topics such as Computational Thinking, Algorithms, Programming Fundamentals, Boolean Logic, and Integrated Development Environments	<b>50% (80 marks) 1hr 30mins</b>

## FURTHER EDUCATION/CAREERS

A-Level Computer Science is currently available in the 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

Steph Curry (three-time NBA Champion) “If you want to create and be a visionary, you're probably going to be working with technology in some way. The value in learning Computer Science is pretty evident with how important tech is in our world.”

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

Karlie Kloss (Founder of Kode Scholarship) “Code is going to continue to play a major role in defining our future. I think it's crucial that young women learn to code as early as possible to ensure that we as young women have a voice and a stake in what the world looks like.”

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 their Drama lessons at Key Stage 3. 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, allowing pupils to work as actors and/or designers. Drama is used to explore issues, develop skills in performance, organisation, communication and improvisation whilst building confidence and creativity. The Drama experience is essentially practical, however, knowledge, understanding and evaluation is sometimes assessed through written work.

## AIMS

The aims of the specification are to give pupils the opportunities to:

- apply knowledge and understanding of drama when making, performing and responding to theatre
- explore plays, understanding their social, cultural and historical context
- develop as creative, effective, independent and reflective students able to make informed choices in rehearsal and performance
- contribute as an individual to a theatrical performance and work collaboratively to generate, develop and communicate ideas
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes of professional theatre

## WHAT YOU WILL STUDY

### ***Devising (30%)***

The focus of this unit is for students to create a completely original piece of theatre using stimulus material. They will work in groups to explore and gain an understanding of the key concepts of creating a piece of theatre. The process culminates in a performance of their work with candidates being required to generate a portfolio that documents and evaluates what they have done.

### ***Presenting and Performing Texts (30%)***

The focus of this unit will be on how a published text is brought to life for an audience. Two extracts from a play 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, rehearsing the script and realising this in performance.

### ***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 the functions of a Designer, Director and Performer.

### **Extra Commitments**

***Pupils will be expected to take part in rehearsal tasks outside the lesson and must ensure that they cooperate with others in the group. There will be opportunities for pupils to observe live professional theatre, which is an essential part of the course.***

## **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:

Unit 1 Presentation & written	Devising Drama	Learners will research and explore a stimulus, work collaboratively and create their own devised drama. Students will complete a portfolio to document the process.	Internally assessed and externally moderated	30%
Paper 2 Presentation	Presenting and Performing Texts	Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	Visiting examiner	30%
Paper 3 Written exam	Performance and Response	Section A: Explore a text practically in lessons and answer analytical questions on it. Section B: Watch a live theatre performance and critically evaluate it.	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:** C560P1

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.

# 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: 1GN1

Specification link: [GCSE \(9–1\) German Specification | Pearson qualifications](#)



## AIMS

The aims and objectives of this qualification are to enable students 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 range of 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 WILL I STUDY?

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

This new specification has refocused on topics that are meaningful and interesting to pupils, and selected the following six broad thematic contexts to provide a focus for the teaching and learning of the vocabulary and grammar listed:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Within the thematic contexts, students could use the specified vocabulary and grammar to listen, to read, speak and write about the following subjects:


family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions


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




## ? HOW WILL I 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. This also includes dictation.

 **Speaking examination:** This paper is comprised of three tasks -

- reading a short text aloud
- a role play based on one topic that is allocated by Edexcel,
- a conversation based on a picture stimulus based on one theme.

 **Reading examination:** Candidates read a range of written material, including longer 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. 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 school. There is also a trip to Germany planned for Year 9 and 10 pupils.\*

*\*Dependent on uptake and suitable costings.*

## ★ FURTHER EDUCATION & CAREERS

Advanced Subsidiary German can be offered as a two-year course in Years 12 and 13 depending on demand. Pupils can go on to study German single honours or combined with another subject at university. Language skills can enhance career opportunities 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 the Head of Faculty for Further information or clarification.

# GRAPHIC COMMUNICATION

**Board:** Pearson Edexcel **Specification:** 1GCO

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

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 digital technologies. Pupils develop many skills using materials, processes and concepts to develop work and ideas.

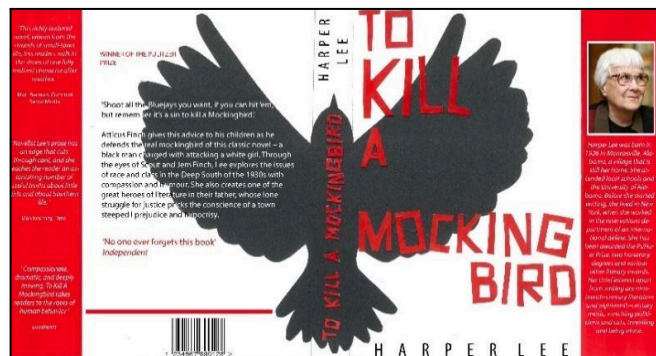


## WHAT YOU WILL STUDY

- Throughout the course, candidates will explore Graphic Communication techniques and principles through specific tasks and assignments, developing skills and using a broad range of equipment in a variety of ways to gain experience and build a portfolio of work. You will develop an understanding of the design process to generate and realise your ideas.

- Areas of study will be delivered in units. These units will explore aspects of the following:

- Advertising
- Communication
- Design for print
- Publications
- Illustration
- Package design
- Signage
- Typography
- Merchandise



- Drawing skills are developed from design sketches to final working drawings, this could include both hand drawn and digital drawings using programs such as Canva, Photopea, Google slides, Photoshop express and Adobe Photoshop. There may be opportunities to trial working on tablets.
- Digital photography skills will be developed to build ideas and to photograph three-dimensional work. You will have the opportunity to use the photo booths set up in each classroom where you can develop your understanding of backdrops and lighting.
- Preparatory research will support more sustained outcomes. This work will be presented on large display boards and in presentation booklets.
- You will explore the work of a broad range of graphic designers and artists. This will embed your knowledge and support you in building your own creative ideas.
- A visit to a London gallery will take place 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 and the first term of Year 11. You will choose the best elements of your work to create your portfolio.

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

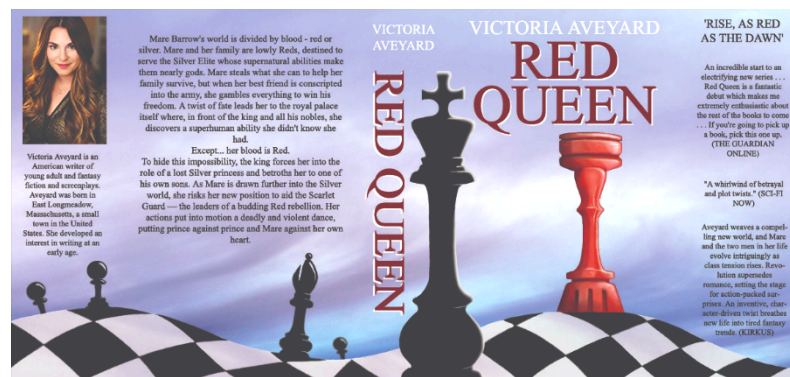
Preparatory work for this will be developed during supervised activity in the preceding weeks prior to the examination itself. We start this final unit in January/February of Year 11. During the 10 hours of sustained study (over at least 2 days with normal school breaks), you will work unaided to produce a personal response which links to your preparatory studies, using any media and/or techniques you choose to create a graphic product.



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

## FURTHER EDUCATION

- Advanced levels in Art, Media, Digital Media or Graphic Communication.
- Art & Design, and Graphic career pathways.
- A variety of other Design based courses where skills are transferable.



## CAREERS

Graphic designers play an important role in the world of advertising, media, web, television, theatre, illustration, product design, architecture, product design, applied design, animation, film/video, performance and retail. A wide range of careers exists in the graphic design industry, suitable for all types of ability. The creative industries are showing very positive growth which indicates good job opportunities in the future.

# **HISTORY**

**Board:** Pearson Edexcel

**Specification:** 1H10

## **WHY CHOOSE HISTORY?**

- Through the study of GCSE History you will develop an understanding of the world today.
- You will gain a greater appreciation of diversity and identity.
- The course will develop your interest in the past and offer you the chance to look at a variety of different topics and to develop a range of historical skills.
- You will develop your critical analysis skills of how and why things have changed.
- You will consider evidence, debate and make your own judgements.
- If you enjoy learning about the past and making links with the modern world then History is a great choice of GCSE for you.

## **TOPICS YOU WILL STUDY:**

### **Russia and the Soviet Union 1917-1941**



This unit examines the changes that occurred in Russia and the Soviet Union after the revolutions of 1917. You will look at key figures such as The Romanovs, Stalin and Lenin.

You will use sources and interpretations to learn about the changes that occurred as a result of communist rule and the impact this had on Russia.

### **Medicine through Time c.1250-Present Day**

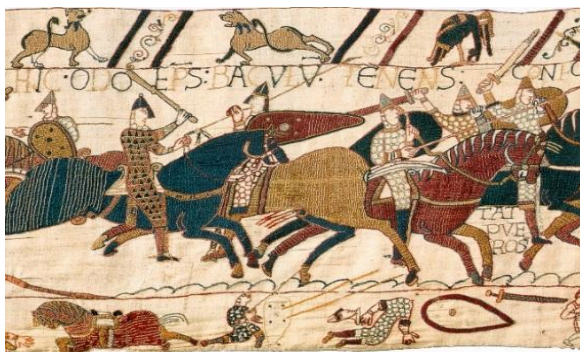


This unit provides a broad sweep of the development of medicine, surgery and public health from prehistoric times to present day.

You will learn about how medicine has developed over time and gain a broad understanding of different medical advancements that have been made throughout History.



## Anglo-Saxon and Norman England c.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.

## Superpower relations and the Cold War 1941-1991



This unit looks at the period of tension between two superpowers, the United States of America and the Soviet Union, which dominated international relations for most of the second half of the 20<sup>th</sup> Century

You will learn about the conflict that developed between the USA and the USSR following the Second World War. You will understand how this hostility affected the actions of these superpowers, the role of different leaders and the immense

consequences of the Cold War for the wider world.

### HOW YOU WILL BE ASSESSED

There will be examinations at the end of Year 11. The questions will test your historical knowledge and understanding of topics studied and your ability to analyse and evaluate sources and interpretations. The examinations will account for 100% of the final mark.

### FURTHER EDUCATION/CAREERS

- History links well with most subjects.
- It provides a good foundation of knowledge and skills for further study of History and associated subjects at advanced levels.
- You will learn a range of transferable skills that will help you in the future. These include:
  - excellent communication and writing skills
  - how to construct an argument
  - research, investigation and problem-solving skills
  - analytical and interpretation skills.
- The study of History can lead to careers in teaching, banking, law, retail, accountancy, journalism, and advertising, the Civil Service, politics, computing, administration and personnel work

# MUSIC

Board: WJEC Eduqas Specification: C660QS

## 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 (including voice) 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.



## WHAT YOU WILL STUDY

**Performing:** It is highly advantageous and recommended to take lessons on one instrument or voice. If finances prevent this from being a viable option please see Mrs McKinnell to discuss an alternative arrangement. Financial support will be arranged for pupil premium students. 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 student. 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

musical 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 during Year 11. Ensemble Performing (Performing with Others) is also assessed. Assessment is carried out during Year 11 by your teacher under controlled conditions and then externally moderated.

**Composing: 30%** During Year 11 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.

A Level Music is offered in years 12/13, as is BTEC in Musical Performance. 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.**

A qualification in this subject is a great asset for anyone contemplating a career in music or teaching. Careers in music are varied and 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

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 Performance	Performance in physical education (04) 60 marks	30% of total GCSE
Analysis and Evaluation of Performance (AEP)	Non exam assessment (NEA) (05) 20 marks	10% of total GCSE

### Component breakdown:

J587/ 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.

J587/02: 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.

## J587/04 – Practical Performance :

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.

## J587/05 - Analysis and Evaluation of 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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/860801/GCE\\_PE\\_activity\\_list\\_revised\\_Nov\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860801/GCE_PE_activity_list_revised_Nov_2019.pdf)

For further information, you can also access more details about the course at

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

## **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:** Pearson 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. Marriage and the Family
4. Matters of Life and Death



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

1. Beliefs and Teachings
2. Practices
3. Crime and Punishment
4. Peace and Conflict



## 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 coursework 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. Studying GCSE Religious Studies equips individuals with a range of skills, including the ability to compare and contrast, conduct analysis, and engage in critical evaluation. These 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, politics 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 1SP1

Specification link: [Click here](#)

## 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 range of 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 WILL I STUDY?

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

This new specification has refocused on topics that are meaningful and interesting to pupils, and selected the following six broad thematic contexts to provide a focus for the teaching and learning of the vocabulary and grammar listed:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism


Within the thematic contexts, students could use the specified vocabulary and grammar to listen, to read, speak and write about the following subjects:


family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

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


## ? HOW WILL I 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 material and complete a variety of tasks: true or false, multiple choice, grid completion, note-taking and interpreting into English. This also includes dictation.

 **Speaking examination:** This paper is comprised of three tasks -

- reading a short text aloud
- a role play based on one topic that is allocated by Edexcel,
- A conversation based on a picture stimulus based on one theme.

 **Reading examination:** Candidates read a range of written material, including longer 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. 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.

### ★ EXTRA-CURRICULAR OPPORTUNITIES

In addition to the above, the Faculty runs a **Young MFL Leaders** initiative, which enables pupils to apply their learning in leadership roles with local feeder primary schools. There is also a trip organised to Barcelona for Year 9 and 10 pupils, when circumstances permit. 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.

### ★ FURTHER EDUCATION & CAREERS

Advanced level Spanish is offered in Years 12 and 13. Pupils can go on to study Spanish single honours or combined with another subject at university. Language skills can enhance career opportunities 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 the Head of Faculty for Further information or clarification.

## YEAR 10 AND 11 SUPPORT OPTION ACHIEVE PROGRAMME

In discussion with Mr Lister, pupils may choose the Support Option (Achieve Programme) 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.

### 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