# Your Options for Years 10 and 11 (KS4)

**Heart of England**

Creating Futures

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<table>
<thead>
<tr>
<th>Name</th>
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</table>
Dear Student

This is a really exciting time as you now have the opportunity to choose some of the courses you will follow at Key Stage 4.

It may be too early for you to make this selection based on a definite career path, however, the advice and guidance in this booklet should help you reach an informed decision that best prepares you for the next steps beyond Year 11.

The Key Stage 4 options form, contained in our booklet, must be returned to school by Thursday, 21st March 2019. Following this date discussions will take place with subject teachers before allocation and a final decision is made with you. All option choices are awarded fairly so there is no advantage to be gained by the order in which forms are returned. Please be aware that late submissions may jeopardise courses being run owing to projected numbers.

Please ask your teachers for any further information that will help you make the right choices as you take this next step towards creating a bright future.

Jacqueline Hughes-Williams

Principal
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Options Form 2019: School Copy / Student Copy

Options Day Form – To be returned by Tuesday 26th February 2019
The 2019 Options Booklet contains information to help you decide which courses you will follow in Years 10 and 11 at Heart of England School.

Read all the information in this booklet very carefully and if there is anything you do not understand ask your House Tutor or the subject teacher.

There are **two** stages to this process and **two** forms that you have to return:

- Firstly having listened to the information given and read this booklet, you need to decide which sessions you would like to attend on the taster day. Once you have done this you need to return the **Yellow ‘Choices Form’** to Mrs Greyling by putting it in the box outside Medical Room by **Tuesday 26th February 2019**.

- When making your actual choices follow the instructions and record your decisions on the **‘Year 9 Options 2019 – Student Copy’** form at the back of this booklet. You keep this form for your reference.

- When you are satisfied with your choices, transfer the information to the **Blue and Green ‘Year 9 Options 2019 – School copy’** which should then be returned to your House Tutor by **Thursday 21st March 2019**.

The school will try to meet your preferences but **this cannot be guaranteed**. We will consult again with anyone whose choice cannot be met.
THE NEXT TWO YEARS ARE VITAL TO YOU

Now is the time when you have to make some very important decisions regarding the subjects you will study during the next two years. The decisions you make have important consequences, not only for your remaining school life, but also for your later career.

Studying a broad range of subjects will ensure that your choice of career opportunities is as wide as possible: a balanced programme is vital. Most employers and admission tutors look for young people with a broad general education as well as good quality grades.

It is not always necessary to have studied subjects in Years 10 and 11 in order to study them in the Sixth Form. If you have questions or want to know more, see the teacher highlighted at the bottom of the subject information page. It is vital for you to be as well-informed as possible to enable you to make sensible decisions.

Ask questions, listen, discuss and THINK carefully before making your mind up!

DO NOT CHOOSE A COURSE BECAUSE:

- your friends have chosen it
- you think it will be easy
- you think it is a good course for a boy/girl to do
- someone else thinks that it is a good idea
- you like the teacher you have now
- you didn’t have time to research your options properly

DO CHOOSE A COURSE BECAUSE:

- you are good at it and think you will enjoy the subject
- it links to a career idea
- it will go well with your other choices
- it will help you develop knowledge and skills that interest you
- it will keep your options open in the future
- you think that you might want to continue studying it after Year 11
- your research shows that it will interest you and motivate you to learn

If you do not know what you want to do later in your life, aim to choose a variety of courses which makes it easier to remain flexible about further study or career plans.
BEYOND THE NEXT TWO YEARS

At the end of Year 11, the majority of Heart of England students choose to continue their studies. A small number of students find employment and others follow modern apprenticeships or other vocational schemes. The government requires that all students remain in some form of education or training until they are 18 years old.

**A Levels**

Passing your GCSEs, including English and Mathematics, and achieving good grades across 8 subjects enables students to go on to study AS and A levels. Studying 3 or 4 A levels will lead to employment, further education or higher education at 18. Most students choose to remain at the Heart of England Sixth Form which offers over 20 courses in a college atmosphere. Some students may opt to follow courses at a local college or begin an apprenticeship. All of these routes will have application processes which require students to list the subjects they study and their likely achievement in them.

These brief details outline the opportunities available to you. Further advice and information will be given to you in Year 11, when you come to make the next important decision about your education.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11\textsuperscript{th}, 12\textsuperscript{th}, 13\textsuperscript{th} February</td>
<td>Year 9 Assemblies</td>
</tr>
<tr>
<td>13\textsuperscript{th} February</td>
<td>Launch to Parents/Carers – 6.00pm or 7.15pm</td>
</tr>
<tr>
<td>26\textsuperscript{th} February</td>
<td>Submission of Options Day choices</td>
</tr>
<tr>
<td>6\textsuperscript{th} March</td>
<td>Options Day</td>
</tr>
<tr>
<td>7\textsuperscript{th} March</td>
<td>Year 9 Parent/Teacher Consultation</td>
</tr>
<tr>
<td>21\textsuperscript{st} March</td>
<td>Deadline for submission of GCSE options</td>
</tr>
<tr>
<td>March - May</td>
<td>Processing of options forms</td>
</tr>
<tr>
<td></td>
<td>Consultation with individual students</td>
</tr>
<tr>
<td></td>
<td>Final option choices confirmed</td>
</tr>
<tr>
<td>May/June</td>
<td>Students informed of options choices</td>
</tr>
<tr>
<td>September 2019</td>
<td>Courses commence</td>
</tr>
</tbody>
</table>
The curriculum at KS4 has been carefully designed so that in the vast majority of cases students will follow a broad and balanced curriculum.

**All** students study the Core Curriculum, consisting of:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (English Language and English Literature for most students)</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>Combined Science</td>
<td>9</td>
</tr>
<tr>
<td>Separate Sciences (but needs to be taken as an option)</td>
<td>14</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

All courses, with the exception of PE, are externally assessed.

**Core Curriculum + 4 other GCSE choices**

In addition to this compulsory element, students choose 4 other subjects that they would like to study. It is our recommendation that students study:

- A humanities subject
- A technology subject
- A modern foreign language
- A creative arts or business subject

However, there is sufficient flexibility in our options system for students who wish to study 2 subjects from a particular group.

Whilst every effort is made to give students their first choice, courses may be oversubscribed or there may be insufficient numbers for a course to be viable. In this eventuality, all students’ choices will be considered carefully. It is therefore extremely important that students also think very carefully about what they would choose if one of their options did not run.

We aim to enable students to study at least 2 of their chosen subjects and selection criteria for oversubscribed courses will take this principle into account.
COMBINATIONS OF SUBJECTS

Due to content overlap, it is NOT permissible to study the following combinations of subjects:

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>+</th>
<th>Subject 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td></td>
<td>Art Photography</td>
</tr>
<tr>
<td>Design BTEC</td>
<td></td>
<td>Art</td>
</tr>
<tr>
<td>Creative iMedia</td>
<td></td>
<td>Media Studies</td>
</tr>
</tbody>
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The English Baccalaureate
The government’s education policy in recent years has resulted in a phenomenon called the English Baccalaureate. The English Baccalaureate (EBacc) is not a qualification in itself. It is a performance measure for schools intended to recognise students’ achievements across a core of academic subjects where they secure good passes (grades C and above) at GCSE in a portfolio of subjects. We do not oblige any students to study this collection of subjects but all students MUST study one of the subjects in bold on the option blocks, all of which are subjects which make up the EBacc.

To be deemed as having ‘passed’ the English Baccalaureate, a student needs to achieve passes at grade 5 or above in the following subjects:
- English Language (and be entered for English Literature)
- Mathematics
- Two Sciences (one of which can be Computer Science)
- A Modern Foreign Language
- History OR Geography

PLEASE SEE THE FREQUENTLY ASKED QUESTIONS PAGE FOR FURTHER INFORMATION ABOUT THE EBACC.

When you and your parents/carers have agreed on your selection of subjects, you will complete the KS4 options form at the end of the booklet, this is your copy.

Students also need to complete an options form and return it to their House Tutor by

Thursday 21st March 2019

In most cases students will be able to study their preferred subjects. Occasionally, students may be asked to choose again if:

(a) there are insufficient student numbers to make a course viable
(b) the subject has too many students opting for it
(c) it is recommended that students follow a special course of study
FREQUENTLY ASKED QUESTIONS

How many GCSEs should my child take?

There is no set number. The Government has several performance measures for schools, one of which measures the best eight of each student’s grades, so clearly this is a number below which a student should not fall. In addition to this, at Heart of England we believe that students should leave open as many future options as possible, therefore students will achieve 10 GCSEs in total by the end of Y11. This number is on a par with local schools.

Do I need the English Baccalaureate?

The English Baccalaureate (EBacc) is a performance measure for schools, not a qualification and you will not receive a certificate for it. The EBacc includes subjects highly valued by many top universities but is not currently required for entry to any Russell Group university. The English Baccalaureate subjects will not necessarily be of interest to all. Pupils should make the best choice for them, one that allows them to achieve and progress, recognising the importance and value of achievement in these core areas, but also studying and achieving in other areas where they have an aptitude and interest.

The EBacc is much debated in education. Some feel that this portfolio of subjects provides a foundation of solid, academic study on which to build broader learning and it is elitist to deprive all students of the opportunity to study them. Elsewhere these subjects have been described as elitist, or non-creative, or boring. The main criticism of the measure is that there is no evidence (beyond stated prejudice) to support the claim that they actually do ‘facilitate’ entry to Russell Group universities.¹

The reality is that at present no-one can prove one way or the other that studying the subjects that make up the EBacc has a definite positive impact on students’ futures. It could be argued that if the EBacc has future-creating properties then we are disempowering our students by allowing them to drop all of these subjects in a way which could prove detrimental in the future. Entering a competitive world post school without any of these perceived academically advantageous subjects due to a decision at age 14 could prove limiting. In short by requiring students to do one of the subjects that make up the EBacc we are not limiting their choice but rather preventing them from limiting their choices in the following years.

¹ https://www.lkmco.org/what-a-level-subjects-do-russell-group-universities-prefer/
Does it matter if I don’t know what I want to do for a career?

Not at all! You do not have to choose subjects with a career in mind, but select carefully so that you do not restrict your career options. The later a career choice is delayed the better – there’s more chance to change your mind.

I’ve heard lots of things in the news about the government changing GCSEs: does this affect me?

Yes. You will study new GCSEs which will be awarded a 1 - 9 grade (with 9 being the highest) rather than A – F. The new GCSEs are designed to be linear, with external exams at the end rather than internally assessed coursework, although practical subjects have retained some controlled assessment, which is done during the course and counts towards your grade. You need to read each subject description thoroughly to see exactly what the assessment arrangements are. All of the qualifications that you will choose have some externally examined element and all exams will be at the end. There will be no resit opportunities; you need to make sure you get it right first time around!
YEAR 9 OPTIONS DAY

Over the next few weeks, you will be making some important decisions that will not only shape your timetable for the next two years but will also heavily influence any future academic study and employment prospects.

In order to help you make as informed a decision as possible, we have created an Options Day for you. As part of the day, you will have the opportunity to opt for ‘taster’ lessons of subjects that you will not have studied before so as to give you an insight into what studying those subjects might be like. You will be able to sample 2 subjects from the 7 subjects that are on offer on the day.

All of you will have different subjects you would like to sample, so in order to try and personalise the day, we would like you to tell us which of the taster sessions you are most interested in attending. On the Subject Taster Session Form, you will be asked to rank the sessions in order of preference (1=most preferred) so as to help us create your timetable for the day.

We cannot guarantee that you will get all of your first preferences but we will do our best! Equally, simply expressing a preference for only 2 of the sessions will not guarantee that you will get these choices.

You need to submit your form to Mrs Greyling, no later than:

Tuesday 26th February 2019

If you do not meet the deadline, we will select which lessons/sessions you attend.
CORE SUBJECTS

All students follow courses in the following:

**English**  This leads to GCSEs in English Language and English Literature

**Mathematics**  Leading to Mathematics GCSE

**Religious Studies**  Leading to a GCSE. Students began this course after Christmas in their Religious Studies lessons in year 9.

**Physical Education**  This does not lead to a qualification but physical fitness is essential for a healthy, happy life!

**Science**  Leading to Double Award Science GCSE or three separate GCSEs in Biology, Chemistry and Physics

In addition, the Personal, Social, Health and Citizenship Programme is delivered through other subjects and ‘one-off’ sessions.
Overview
Throughout Years 10 and 11 students will be working towards two separate examinations in English Language and English Literature. This will result in two discrete GCSE grades awarded in August of the examination year. The courses are linear with all examinations being sat at the end of Year 11.

The exam component for both English Language and English Literature is now 100%, so there will be no coursework for these subjects.

English Language
This course will focus on the students’ ability to analyse both modern texts and 19th Century literary and non-fiction texts. It does not involve the set study of specific authors, but gauges the students’ skill in applying their knowledge to previously unseen material. Additionally, this component of the course will assess the students’ ability to write both creatively and discursively.

Method of Assessment: Two papers of 1 hour 45 minutes each. Papers are evenly weighted, as are marks for the Reading and Writing sections.

English Literature
This course will involve the study of a Shakespeare play, a 19th Century Novel, a modern prose or drama text and a selection of poems taken from an anthology. Students will demonstrate their analytical ability through a combination of responses to extracts from their set texts and open-ended essay responses.

Method of Assessment: Two papers (see below)
1) Shakespeare and the 19th Century Novel 1 hour 45 minutes 40% of GCSE
2) Modern Texts and Poetry 2 hours 15 minutes 60% of GCSE
The examinations are closed text, so the students will not be permitted to take the texts in with them.

Further Education/Career Opportunities
English is an essential GCSE for most post-16 courses and career routes. Both English Language and English Literature are vital for all career opportunities, due to the essential communication skills that they develop. Both GCSEs can lead to a diversity of further courses in a range of areas, such as Media, Performing Arts, Law, Management and Teaching. English is a keystone in building and creating futures for our students.

Any questions? See MRS T HARRIS or MR L O’BRIEN
In Mathematics you will develop further understanding of your work in KS3 and extend your knowledge and skills.

The Mathematics examination is linear. This means you will sit one examination at the end of Year 11, made up of 3 equally-weighted one and a half hour papers. Paper 1 will be non-calculator whilst papers 2 and 3 allow calculators to be used. There is no controlled assessment.

Students entered at Foundation tier can achieve grade 1 to 5.
Students entered at Higher tier can achieve grade 4 to 9.

Year 10 students will be placed in sets according to ability, KS3 assessment data and the professional guidance of Heart of England’s Mathematics Teachers.

**Further Education/Career Opportunities**

Qualifications in Mathematics are often part of employers’ criteria for selection of job applicants. A good pass will often be the first hurdle in gaining an interview for a diverse range of careers and can also be an essential entry qualification to many college courses, even ones that are seemingly unrelated to mathematics.

Further education courses in Mathematics or any Science related subject require high achievement at GCSE in order to develop techniques to solve even harder problems. These courses will lead ultimately to a wide variety of careers in Engineering, Science, Computing and Technology.

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*Any questions? See DR E PASCAL*
GCSE Religious Studies AQA Specification A

Our GCSE covers two religions and four contemporary ethical themes ensuring students have a diverse choice of intriguing concepts to explore. Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and ethical issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

Students will develop analytical, evaluative and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study. This course began after Christmas.

How Will I Learn?
You will learn through a variety of tasks including a mixture of group discussion and written work. Discussion is an important part of the lessons as it is vital that students learn to form their own opinions after careful consideration of the various viewpoints from religious and non-religious backgrounds. You will also have the opportunity to form an evaluative approach to all discussions during the GCSE course.

What Skills Will I Develop?
You will develop skills in research, gathering and collating information, evaluating opinions and arguments and in presenting information and views clearly and confidently in both oral and written form. You will also develop your own opinions about the world around you.
GCSE Religious Studies compliments many subjects, such as Geography, History and Sociology.

How will I Be Assessed? What Will I learn?
You are assessed through two examinations, both are 1 hour and 45 minutes in duration. You will sit these exams at the end of year 11.

Paper One (The Study of Religions: Beliefs, Teachings and Practices) is worth 50% of their GCSE and will consist of Christianity and Islam.

You will study the beliefs, teachings and practices of Islam in the sources of wisdom and authority. You will refer to scripture and/or sacred texts and study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. For example, The Five Pillars of Allah, six articles of faith, nature of God and Prophethood to name a few.

In Christianity, you will examine the key beliefs of God, Jesus Christ and Salvation, and the role of the church in the local and wider community. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.
Paper Two (Thematic Studies) is worth 50% of their GCSE and will cover the following topics:

Theme A: Relationships and Families
Students will examine contraception, sexual relationships before marriage and homosexual relationships within the Christian faith.

Theme B: Religion and Life
This unit will examine abortion, euthanasia, and animal experimentation, origins of the universe and the value of human life.

Theme C: The existence of God and revelation
Students will study visions, miracles and nature as a general revelation. This will include philosophical arguments for and against the existence of God.

Theme E: Religion, Crime and Punishment
An in-depth study of capital punishment, corporal punishment and forgiveness. This will include the causes of crime, religious viewpoints on crime and ethical arguments about the death penalty.

Further Education/Careers Opportunities

Religious Studies equips pupils with a wide range of skills demanded in the work place. A huge variety of careers see it as a desirable examination subject including Law, Police Force, Armed Forces, Health Service, Social Work, Teaching, Banking and Management. This is because these are careers which involve meeting and understanding people of all cultures and faiths. For these careers you also need to have a good understanding of social and personal issues which this course provides you with. Religious Studies is a vibrant, relevant and interesting subject and is open to everyone, whether of a religious persuasion or not. One thing that is essential is an open and questioning mind!

Any Questions? Speak to MR HASTON or the Religious Studies Department
What will I learn?
In years 10 & 11 you will receive two hours per week of Physical Education. Students will participate in a range of topics from; Team Games, Individual Games, Creative/Aesthetic Activities, Athletics and Health Related Fitness.

Format
Students will be given a choice over a group in which they can participate in activities in which they have the most interest over the course of the key stage. They will follow a varied curriculum.

Sports Leaders’ Award
A number of interested students will be given the opportunity to complete the Sports Leaders Award. This is a very popular choice; it leads to a nationally recognised certificate. Through this course you will learn coaching and leadership skills which will be put into practice working with lower school students. This award is predominantly delivered via practical sessions but also has theoretical and written elements involved.

What skills will I develop?
Through PE you have the opportunity to develop your; physical skills, decision making, fitness, and appreciation of performances. You will develop your ability to perform different roles within activities and find out which are best suited to you. Your knowledge and understanding of a range of activities, alongside leading a healthy balanced lifestyle will increase laying the foundation for these to be continued throughout life.

Extra-Curricular Sports/Activities/Teams
As in lower school, a number of extra-curricular sports, teams and competitions are also available during KS4. There are also leadership opportunities for those who are capable of delivering an activity or sport to the lower school.

Any questions? See MISS N SYKES
There are 2 routes for studying Science subjects at KS4:

**Combined Science:**

<table>
<thead>
<tr>
<th>Year 10/11</th>
<th>GCSE Science Foundation Tier (Grades 5-5 to 1-1):</th>
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<tbody>
<tr>
<td></td>
<td>Biology Units: B1 – B6</td>
</tr>
<tr>
<td></td>
<td>Chemistry Units: C1 – C6</td>
</tr>
<tr>
<td></td>
<td>Physics Units: P1 – P6</td>
</tr>
</tbody>
</table>

**Year 10/11**  
(9 lessons per fortnight)

**June Year 11**  
Paper 1: B1 – B3 (16.7%)  
Paper 2: B4 – B6 (16.7%)  
Paper 3: C1 – C3 (16.7%)  
Paper 4: C4 – C6 (16.7%)  
Paper 5: P1 – P3 (16.7%)  
Paper 6: P4 – P6 (16.7%)

All papers are 70 minute written examinations

**Separate Sciences:**

<table>
<thead>
<tr>
<th>Year 10/11</th>
<th>GCSE Biology Foundation Tier (Grades 5 – 4):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Units: B1 – B6</td>
</tr>
</tbody>
</table>

**Year 10/11**  
(14 lessons per fortnight)

**June Year 11**  
Paper 1: B1 – B3 (50%)  
Paper 2: B4 – B6 (50%)

**Higher Tier (Grades 9 – 4):**  
Units: B1 – B6

**GCSE Chemistry Foundation Tier (Grades 5 – 1):**  
Units: C1 – C6

**June Year 11**  
Paper 1: C1 – C3 (50%)  
Paper 2: C4 – C6 (50%)

**Higher Tier (Grades 9 – 4):**  
Units: C1 – C6

**GCSE Physics Foundation Tier (Grades 5 – 1):**  
Units: P1 – P8

**June Year 11**  
Paper 1: P1 – P4 (50%)  
Paper 2: P5 – P8 (50%)

**Higher Tier (Grades 9 – 4):**  
Units: P1 – P8

All papers are 1hr 45mins written examinations.
• **Double Award: 2 GCSEs.** All students study for the equivalent of 2 GCSEs in the core Science curriculum time of 9 lessons per fortnight. From 2016 we follow the GCSE (9-1) course in Combined Science. This course replaces the two separate “Core” and “Additional” GCSE courses followed between 2006 and 2015.

• **Separate Sciences - Biology, Chemistry and Physics – 3 GCSEs.** Students opting for separate sciences in the option block study for 3 GCSEs in 14 lessons per fortnight: the 9 core Science lessons and a further 5 option block lessons. Separate Sciences are also known as Triple Science.

**Who should opt for Separate Sciences?**

• Students with a flair or aptitude for Science.

• Students who are aiming to study Science subjects at A Level.

**FAQ**

Q.: Is it a problem if I have studied Combined Science and then I want to study A Level Biology, Chemistry or Physics?

A. No. Approximately a quarter of students currently studying Science A levels studied “Double Award” Sciences at GCSE.

Q. Are there any courses at university that need separate GCSEs in Biology, Chemistry and Physics?

A. No. Not all schools offer Separate Sciences. E.g. entry requirements for medicine do not include separate GCSE Science subjects.

**If you wish to opt in to Separate Sciences, then you MUST opt for it in column C.**

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*Any questions? See MR G TILSTONE*
MODERN LANGUAGES

(English Baccalaureate contributing subject)

Languages are for all; languages are for life – they are an essential part of being a citizen

“As the world gets smaller, there’s never been a better opportunity to get into languages”

Gary Lineker

Languages are an excellent choice at GCSE! Having a GCSE in languages is extremely well-regarded by employers and universities alike.

We offer a GCSE in all three languages, French, German and Spanish. For you to progress and succeed at GCSE you need to choose languages already studied in Year 9.

Aims of the Course

Languages open avenues of communication and exploration

- To develop your listening, speaking, reading and writing skills in preparation for GCSE, to the best of your ability
- To promote a better knowledge and understanding of different cultures and countries where French, German and Spanish are spoken
- To improve your communication skills and confidence in all your subjects

Languages change the person AND their self-awareness

“All I can advise, is that you keep working at your languages. Foreign languages are exciting and interesting – keep up the hard work, it will be worth it in the end.”

Sir Alex Ferguson CBE

Subject content

We follow the AQA GCSE Specification and students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Examination

All exams will be sat at the end of the course and you will be assessed in the four skills of Listening, Speaking, Reading and Writing with each skill having an equal weighting of 25% towards your overall GCSE grade.

GCSE languages have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). You must take all four question papers at the same tier.

<table>
<thead>
<tr>
<th>1. LISTENING</th>
<th>2. SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</td>
<td>• Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)</td>
</tr>
<tr>
<td>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</td>
<td>• Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)</td>
</tr>
<tr>
<td>• 25% of GCSE</td>
<td>• General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</td>
</tr>
<tr>
<td></td>
<td>• 60 marks (for each of Foundation Tier and Higher Tier)</td>
</tr>
<tr>
<td></td>
<td>• 25% of GCSE</td>
</tr>
</tbody>
</table>
3. **READING**
   - Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
   - 60 marks (for each of Foundation Tier and Higher Tier)
   - 25% of GCSE

4. **WRITING**
   - Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
   - 50 marks at Foundation Tier and 60 marks at Higher Tier
   - 25% of GCSE

**Further Education/Career Opportunities**
If you achieve at least a Grade 5 at GCSE you can pursue your language and go on to study the language at A-Level.

**10 reasons why you should study a language at GCSE level:**
1. English is not enough! Not everyone speaks or wants to speak English.
2. A language will always be useful, no matter what you do. In today’s job market having a language alongside another subject like Commerce or Law, for example, can really help to open up the job market for you.
3. In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
4. You can read books, watch films and listen to songs in the language you are learning - and understand them too!
5. Languages mean business - being able to speak a language will make you really stand out.
6. They’re good for you! Speaking more than one language increases your brain capacity and improves your memory.
7. It’s really impressive to be able to speak a foreign language. It’s a real achievement that your friends will envy and employers will love!
8. You can understand and talk to lots more people on holiday, in the work place and on the internet!
9. Using a language at work could raise your salary by 8 - 20%.
10. Learning languages also develops your communication skills in your own language.

Consider the information in the following table to see if MFL is right for you!

<table>
<thead>
<tr>
<th>This subject would suit students who</th>
<th>This subject might not be right for students who</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Like playing with language in general, even in their own tongue</td>
<td>• struggle to remember vocabulary</td>
</tr>
<tr>
<td>• enjoy pattern, logic and rhythm</td>
<td>• don’t enjoy repetition and practice in order to improve</td>
</tr>
<tr>
<td>• like the sound of different languages</td>
<td>• get stuck and give up</td>
</tr>
<tr>
<td>• like the idea of being able to converse in a different language</td>
<td>• don’t like to think on their feet</td>
</tr>
<tr>
<td>• enjoy travel and discovering different cultures</td>
<td>• find spelling and writing from memory difficult</td>
</tr>
<tr>
<td>• feel a sense of success by succeeding at a challenge</td>
<td>• are attracted by how fluency in a language could improve job prospects</td>
</tr>
<tr>
<td>• are attracted by how fluency in a language could improve job prospects</td>
<td>• enjoy languages at KS3</td>
</tr>
</tbody>
</table>

Any questions? See MR J HUNTON
GEOGRAPHY

(English Baccalaureate contributing subject)

Geography is a popular and successful GCSE option. By studying Geography you will have the opportunity to investigate the most important issues which affect our world today and into the future.

Geography offers the chance to work in a variety of ways including individual and small group tasks as well as up to date research utilising our department iPads. As well as classroom based activities you will have the opportunity to take part in fieldwork. This provides you with the opportunity to experience many of the ideas and concepts you have studied in school and to produce two enquiries which will help your understanding of classroom geography and will be examined upon to support your overall GCSE grade.

We aim to develop a variety of skills in the two year course including your problem solving skills, your ICT skills, your map/atlas skills and your powers of analysis. All of these skills are highly valued in many careers and throughout further education.

The two year course includes two main themes. In each theme a range of different places and topics are studied, all of which look at people and the environment in which we live. The themes are:

- **Living with the physical environment**

  This includes weather and tectonic hazards, climate change, UK physical environments (coasts and rivers), ecosystems and extreme environments.

- **Challenges of the human environment**

  This includes urban change and development in different countries as well as water, food and energy supplies.

You will also learn geographical skills, complete geographical enquiries using evidence collected from fieldwork visits and be able to apply your geographical understanding to new situations.

Your work will be assessed by final exams through three examination papers in Year 11:

- **Living with the physical environment (35%)**
- **Challenges of the human environment (35%)**
- **Geographical applications (30%)**
Consider the information in the following table to see if GEOGRAPHY is right for you!

<table>
<thead>
<tr>
<th>This subject would suit students who</th>
<th>This subject might not be right for students who</th>
</tr>
</thead>
<tbody>
<tr>
<td>• are independent learners</td>
<td>• rely on others</td>
</tr>
<tr>
<td>• have a genuine interest in the world around them</td>
<td>• have no interest in the world around them</td>
</tr>
<tr>
<td>• have a questioning mind</td>
<td>• don't ask ‘why?’</td>
</tr>
<tr>
<td>• enjoy collecting and using information</td>
<td>• expect to be given information</td>
</tr>
<tr>
<td>• prepared to ‘have a go’ even if they might be wrong</td>
<td>• don’t like writing and explaining ideas</td>
</tr>
<tr>
<td>• have the ability to explain their ideas and extend their written work</td>
<td>• can’t work collaboratively</td>
</tr>
<tr>
<td>• are keen to take part in fieldwork</td>
<td>• have no interest in current global issues</td>
</tr>
<tr>
<td>• are interested in current global issues</td>
<td>• don’t enjoy KS3 Geography</td>
</tr>
<tr>
<td>• are inquisitive</td>
<td></td>
</tr>
<tr>
<td>• enjoy KS3 Geography</td>
<td></td>
</tr>
</tbody>
</table>

Further Education/Career Opportunities
The GCSE Geography course provides you with the opportunity to develop your skills and knowledge to give you the best possible choices in the ever changing world of work and further education.

Geography is seen as a facilitating subject as it provides students with a high level of study but encompasses a wide range of knowledge and skills, which will be helpful in a range of university courses and careers.

Geography is widely seen by employers and colleges as a good all round subject with real benefits for all students.

The world is your oyster!

Any questions? See MISS H SWIFT
HISTORY

(English Baccalaureate contributing subject)

You will follow the AQA GCSE Course, which will provide you with a varied experience of history through interesting topics from the medieval period up to the 20th century.

You will be expected to read widely, write fluently, meet deadlines, make an active and positive contribution in lessons and above all work hard!

What will I learn?
The course consists of four modules:
A Modern world period study - Germany, 1890 – 1945: Democracy and Dictatorship
A Wider world depth study - Conflict and tension between East and West, 1945 - 1972
A Thematic study - Britain: Health and the People: c.1000 – present day
A British depth study - Norman England 1066 – c.1100, also including a historical environment study

How am I assessed?
All assessments will come in the form of examinations done at the end of year 11.

Paper One: Germany, 1890 – 1945 and Conflict and tension between East and West 1945 – 1972 - 50%
Paper Two: Britain: Health and the people and Norman England 1066 – c.1100 - 50%

What skills will I develop?
A GCSE in History will also help you to develop key skills valued by employers, such as how to be an independent thinker, capable of investigation and researching information; using it effectively by being selective, analytical and critical; learning the arts of oral debate, expressing a convincing viewpoint and problem solving, as well as gaining (perhaps the greatest asset of all) a deeper understanding and insight into people.

All of these skills are useful in jobs such as Law, Journalism, Market Research, Media, Teaching, Archaeology, Conservation, Architecture, the Civil Service, Economics, the Police, Publishing and Social Work.

<table>
<thead>
<tr>
<th>This subject would suit students who</th>
<th>This subject might not be right for students who</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enjoy exploring and explaining historical issues in detail.</td>
<td>• Find English and writing in detail difficult.</td>
</tr>
<tr>
<td>• Are able to process and learn a range of facts.</td>
<td>• Struggle to work independently.</td>
</tr>
<tr>
<td>• Have a keen interest in how the past has shaped the world we live in today.</td>
<td></td>
</tr>
<tr>
<td>• Can debate issues and reach a judgement without being blind to other opinions.</td>
<td></td>
</tr>
</tbody>
</table>

Any questions? See MR LENTON
Computer Science has real relevance in our world and many students are interested and active computer programmers at home, or they may be keen on ‘fixing’ computers for family and friends. This course is aimed at formalising their knowledge and giving them an in-depth understanding of how computer technology works as well as what goes on inside a computer.

Students will study computer programming and will therefore develop both logical and critical thinking skills, invaluable in day-to-day life. They will also study the structure of the CPU and how it connects to some of the storage/hardware components.

Who’s it for?
GCSE in Computer Science option is for people who have a real interest in Computers and Computer Programming. All our students have had the chance to do programming at school with html, and Python so they will know whether they enjoy it or not. They also need to think about how good they are at maths. If they are in set one or two they should enjoy the course and the mathematical challenges it contains. If they are below maths set two then they will find the maths and the theory very challenging and could be unhappy. One of the units they have worked through in Year 9 involves converting numbers to binary and adding up in binary. If they cannot add two numbers together in binary (without converting them to denary then converting back to binary) then they should think very hard about whether Computer Science is for them: at GCSE they have to be able to add, subtract, multiply and divide in binary, as well as be familiar with other bases.

What you study in Computer Science
This is a full course GCSE offered via the OCR examination board. The course currently consists of 2 units:-

01: Computing Systems: This is where we study the architecture of systems, memory, storage, networks, protocols and layers, security, systems software and moral/social/legal/cultural and environmental concerns. It is assessed via a written paper which lasts 1½ hours and is worth 50% of the qualification. There are a mixture of short and long answer questions.

02: Computational Thinking, Algorithms and Programming: This is where we study programming languages and how they are translated, algorithms, high and low level programming, computational logic and data representation.

This is assessed in two ways:

1) With a Non Exam Assessment Programming Project for 20 hours where students demonstrate their knowledge of programming techniques, design, development, testing and evaluation

2) With a written paper each of which lasts 1½ hours and is worth 50% of the qualification. There is a mixture of short and long answer questions, some of which will mean that students have to write program code (on paper, without a computer).

Remember that this course requires a high standard of technical writing in both the examinations and the non-exam assessment.
Summary of Assessments

<table>
<thead>
<tr>
<th>Component</th>
<th>How it is assessed</th>
<th>Length of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Written paper</td>
<td>1½ hours</td>
</tr>
<tr>
<td>02</td>
<td>Written paper</td>
<td>1½ hours</td>
</tr>
</tbody>
</table>

Further Education/Career Opportunities

This course makes an excellent preparation for people who want to study or work in areas that rely on logic or critical thinking, especially where they are applied to technical problems, e.g. Engineering, Finance, Management, Science, Medicine and obviously, IT. Computer Science will increasingly be important and the demand for professionals who are qualified in this area is expected to outstrip the supply.

In the Sixth Form at Heart of England we offer A Level Computer Science. This course is a good preparation for the A Level as well a foundation for other subjects. After school, there are many careers to consider including: Computing, Computer Science, Forensic Computer Science, Cyber Security, Machine Learning, Pen Testing, Web Development, Computer Games Design and eSports all require logical thinkers and this course demonstrates knowledge and aptitude for the skills required in these areas.

There are an increasing number of new apprenticeship-degree opportunities for students with an interest in working in the IT industry, which studying GCSE (and A Level) Computer Science will enable you to explore (and avoid university fees at the same time).

There is currently a severe shortage of people going into Computer based careers.

This subject would suit students who

- Enjoy and are good at mathematics
- Enjoy science
- Enjoy foreign languages, or music (reading music is good training in decoding)
- Like solving problems – and are prepared to persist until the problem is solved
- Write programs already
- Like finding out things about technology
- Have good skills at research and writing
- Are ambitious

This subject might not be right for students who

- Are below set 2 in maths (there is quite a lot of maths and logic in it)
- Cannot work IN binary (flipping between binary and denary is not the same thing)
- Struggle with Science (especially physics)
- Want to know the answer rather than find out for themselves
- Hate computers
- Get stuck and give up
- Can’t sit still and work at a problem
- Cannot look at an abstract and turn it into reality

Any questions? See MRS J FULLER
Aims
This new GCSE will equip students with the knowledge, understanding and skills that they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating. Students will also develop vital life skills so that they can feed themselves and others affordably and nutritiously. **This is a practical course requiring ingredients to be purchased and brought into school on a regular basis.**

7 Units are explored and investigated throughout this course:

1. **Food preparation skill**
   A group of 12 skills will be taught throughout the specification using practical activities to support pupil’s learning.

2. **Food, Nutrition and Health**
   Exploring the function and role of nutrients and the relationship between diet and health.

3. **Food science**
   Explore the scientific side of ingredients and cooking, spending time understanding the functional and chemical properties of food.

4. **Food safety**
   Exploring the need for good hygiene practices to prevent food poisoning.

5. **Food choice**
   Consumers choose foods and diets for a variety of different reasons. Some of these will be investigated and applied to the practical aspect of this course.

6. **Food provenance**
   Environmental impact and sustainability of foods will be explored.

7. **Food preparation and cooking techniques**
   This will be assessed through the non-exam assessment (NEA) element of the specification.

**Written exam**
- A 1 hour 45 mins exam will assess the theory aspect of this course, 100 marks - 50%

**Non Examined Assessment (NEA)**
- Task 1. Food Investigation 30 marks – 15%
- Task 2. Food Preparation Assessment 70 Marks - 35%
  (To include a 3 hour practical assessment of the final products)

<table>
<thead>
<tr>
<th>This subject would suit students who</th>
<th>This subject might not be right for students who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want to learn about nutrition and a healthy balanced diet</td>
<td>Do not want to learn to cook</td>
</tr>
<tr>
<td>love to cook and make new products and enjoy eating and trying food they have made</td>
<td>Don’t like trying their own handy work</td>
</tr>
<tr>
<td>Are creative and practical and enjoy learning about what they are doing/making</td>
<td>Are practical, but not interested in the why and how of what they are making</td>
</tr>
<tr>
<td>Are organised and able to plan their own time or want to learn how to do this</td>
<td>Are not a team player</td>
</tr>
<tr>
<td>Want to work as part of a team</td>
<td>Are disorganised</td>
</tr>
<tr>
<td>Prefer course work to exams</td>
<td></td>
</tr>
</tbody>
</table>

This subject recognises qualities which could sustain a food based career or be useful for life. The nutritional aspect of this subject would support any medical or sports-based careers. A career in Food Science would also be supported by this qualification.

Any questions? See **MRS BRISCOE**
BTEC DESIGN

Are you a creative person? Do you want to work in the creative industries? Are you interested in how to present your work to others? Do you enjoy working with a variety of materials to produce 3D outcomes? If yes, BTEC Design might just be the course for you!

Overview:
This course allows you to understand how the world of Design works and what it takes to be successful in the field. Through a variety of practical tasks you will learn how artists and designers work, develop and improve your practical making skills as well as being able to produce your own portfolio to show the creative journey you have taken through KS4.

Year 10
This course is made up of four different units, you will study two in Year 10 and two in Year 11. The first unit you will study is Introduction to Specialist Pathways in Art and Design. During this unit you will be set a number of briefs that will allow you to develop your practical skills. You will make products, models and pieces of art using a wide variety of materials and process. These products will allow you to understand the process that artists and designers follow in order to develop creative and unique pieces.

The second unit you will study in Year 10 is Communicating Ideas in 3D. This unit will allow you to develop your 3D practical skills further and show your understanding of the different methods that artists and designers use to communicate their ideas to others.

Year 11
The first unit you will study in Year 11 is the Creative Project in Art and Design, which is externally set by the exam board. You will have time in lessons to fully prepare for this, then a 10 hour exam to produce your final piece. This unit is to show that you can produce an outcome to a set brief under timed conditions. You will use the skills and knowledge learnt in Year 10 to help you do this.

The last unit you will study is Developing an Art and Design Portfolio. You will learn how to select and pick pieces of your work that showcase your journey through the course and highlight your skills and best pieces of work. You will produce a portfolio that you can use to help you enter the creative industries.

<table>
<thead>
<tr>
<th>This subject would suit students who</th>
<th>This subject might not be right for students who</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enjoy making 3D products</td>
<td>• Prefer doing lots of drawing and 2D work</td>
</tr>
<tr>
<td>• Enjoy using different materials and processes</td>
<td>• Have no interest in making things</td>
</tr>
<tr>
<td>• Are interested in the world of Art and Design</td>
<td>• Are not creative</td>
</tr>
<tr>
<td>• Are creative</td>
<td>• Have no interest in the world of Art and Design</td>
</tr>
</tbody>
</table>

Any questions? See MRS D VAUGHAN or MISS CAROLL
Do you enjoy designing and making? Do you like solving problems? Are you an innovative and imaginative person? If you can answer yes to these questions then GCSE Product Design is the course for you!

**Overview:**
This course allows you to design and make a wide variety of different products that fulfil a real need. You will use a range of materials that allow you to make realistic, usable products. You will be taught theory to help enhance your practical skills and to develop your knowledge of Design and Technology.

**Year 10**
Throughout Year 10 you will be asked to complete a variety of design and make tasks. You will be set a variety of briefs and then expected to carry out meaningful research before designing and making a number of good quality products. You will work in wood, metal, plastic, card and paper, as well as using CAD/CAM and a wide variety of tools and equipment. You will also have theory lessons where you will look at topics such as materials and their working properties, modern and smart materials, new and emerging technologies as well as different approaches to designing successful products.

**Year 11**
During this year you will be concentrating on completing the non-exam assessment part of the course, as well as getting ready for the final exam in the summer.

Non-exam assessment: This is worth 50% of your final grade. You will be given a design brief from the exam board and will be expected to produce a design folio and a piece of practical work. The design folio will consist of investigating, designing, making, analysing and evaluating. The practical work can be made from wood, metal or plastic, or a combination of materials.

At the end of Year 11, you will take the final year exam. This is worth 50% of your final grade and will test your knowledge of the theory side of the course. The exam is a mixture of multiple choice, short answer questions and extended response questions.

<table>
<thead>
<tr>
<th>This subject would suit students who</th>
<th>This subject might not be right for students who</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enjoy making and want to develop their practical skills</td>
<td>• Have no interest in the world of design</td>
</tr>
<tr>
<td>• Have ideas, are creative and are interested in how products are developed</td>
<td>• Do not like making and designing</td>
</tr>
<tr>
<td>• Enjoy sketching, designing and making useful products</td>
<td>• Are not independent learners</td>
</tr>
<tr>
<td>• Are analytical, critical and hardworking.</td>
<td>• Find it hard to research and evaluate different points of view.</td>
</tr>
<tr>
<td></td>
<td>• Just want to make....there is a lot of theory!</td>
</tr>
</tbody>
</table>

Any questions? See MRS VAUGHAN OR MISS MIDDLEMAS.
HEALTH AND SOCIAL CARE

The Cambridge National Certificate is an ideal qualification for those students who want a broad background in health and social care. It is designed to enable candidates to progress to further education, training or employment. It provides a suitable basis for further study in this subject or for related courses, which could include Diplomas, Technical Awards, BTECs, A Levels or Modern Apprenticeships.

Examples of employment to which a student with a Health and Social Care qualification might progress include: Adult or Children’s Nursing, Midwifery, Occupational Therapy, Teaching, Youth Worker, Social Worker, Radiographer, Care Assistant, Pre-school/Nursery School Assistant. It could also contribute towards meeting the entry requirements for working with people with disabilities or mental health issues.

The certificate consists of 4 units of study. The two units mandated by the exam board are:

Unit R021 – Essential values of care for use with individuals in care settings
(1 hour written exam worth 25%)
This compulsory unit focuses on the rights of individuals and instils the values of care to be used when working in a health, social care or early years environment. It includes:
• understanding how to support individuals in order to maintain their rights and why this is an essential part of care
• understanding the importance of the values of care and how they are applied, including their impact in an early years setting
• developing an understanding of how legislation impacts on care settings
• learning how personal hygiene, safety and security measures protect individuals

Unit R022 – Communicating and working with individuals in health, social care and early years settings (internally assessed, worth 25%)
This unit will provide students with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in health, social care and early years settings.

Students will also study a further 2 internally assessed units worth 50% which the centre chooses from a selection. These could include understanding body systems and disorders, understanding life stages, understanding the nutrients you need for good health, understanding the development and protection of young children, creative activities to support individuals or pathways for providing care in health, social care or early years services.

This subject would suit students who

| Enjoy coursework, not just exams. Coursework is worth 75% of the overall mark so you must enjoy this element of the course | Do not like extended writing |
| Are interested in how people develop and change during their life | Find it difficult to organise themselves |
| Want to pursue a career as a health and social care professionals | Who want to focus only on childcare |

Any questions? See MISS N SMITH
The aim of this challenging and successful GCSE course is to develop the skills of individual students towards becoming independent artists and designers. We aim to help you gain the confidence and skills necessary to work creatively in lively and exciting ways.

You will be given the opportunity to develop a range of skills so that you can thoroughly explore your creative ideas using a wide range of materials and techniques.

There are two units in this course:

Art and Design Portfolio 60%
Art and Design OCR - Set Task 40%

**Portfolio**

The Portfolio is 60% of the final mark and during the course of this unit you will have the opportunity to cover: drawing and painting, printmaking, mixed media, experimental imagery, digital imaging, fabric work and photography. The first projects will be teacher led but increasingly you will explore your own ideas as the course progresses.

**Set Task**

There will be a ten hour, two day examination at the end of the course. During the two days you will complete a final piece of artwork based on an externally set list of starting points. The starting points will be issued to you several weeks in advance, giving you time for thorough preparation.

<table>
<thead>
<tr>
<th>This subject would suit students who</th>
<th>This subject might not be right for students who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can work independently</td>
<td>Struggle to explore creative ideas</td>
</tr>
<tr>
<td>Engage in creative activities at home</td>
<td>Don’t create artwork in their spare time</td>
</tr>
<tr>
<td>Enjoy looking at artwork</td>
<td>Don’t enjoy artistic experiences</td>
</tr>
<tr>
<td>Feel confident about their art skills</td>
<td>Struggle to produce skilful artwork</td>
</tr>
</tbody>
</table>

The skills developed in Art and Design are valuable in many ways. Colleges, universities and employers will value the creativity, high level thinking skills and problem solving abilities that you will acquire as you progress through GCSE Art and Design.

**The UK has an excellent worldwide reputation for its creative industries and Art makes a huge contribution to our economy.** Possible career paths might include Architecture, Graphic Design, Photography, Jewellery Design, Marketing, Advertising, Illustration, Games Design, Fashion and Textiles and Industrial Design.

Any questions? See MR J MCLARNON
The aim of this GCSE Art course is to provide you with the opportunity to demonstrate your ability to explore and create exciting artwork through a series of photographic assignments.

You will learn how to express yourself creatively using traditional and new media to produce outcomes such as documentary work, photojournalism, experimental imagery, photomontage, digital images, animation and video.

There are two units in this course:

- Art and Design Portfolio 60%
- Art and Design OCR-Set Task 40%

**Portfolio**

The Portfolio is 60% of the final mark and during the course of this unit you will have the opportunity to cover: darkroom skills, using cameras, exposure and lighting techniques and digital manipulation of images using Photoshop. You will learn about genres such as documentary, landscape and portrait photography and hopefully you will develop your own unique photographic style. The first assignments will be teacher led but increasingly you will explore your own ideas as the course progresses.

**Set Task**

There will be a ten hour, two day examination at the end of the course. During the two days you will complete a final photographic composition based on an externally set list of starting points. The starting points will be issued to you several weeks in advance, giving you time for thorough preparation.

<table>
<thead>
<tr>
<th>This subject would suit students who</th>
<th>This subject might not be right for students who</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can work independently and take risks</td>
<td>• Are reluctant to explore creative ideas</td>
</tr>
<tr>
<td>• Love taking photographs</td>
<td>• Don’t create artwork in their spare time</td>
</tr>
<tr>
<td>• Engage in creative activities at home</td>
<td>• Don’t enjoy artistic experiences</td>
</tr>
<tr>
<td>• Enjoy looking at artwork</td>
<td>• Don’t feel confident about their photo skills</td>
</tr>
<tr>
<td>• Feel confident about their photographic skills</td>
<td></td>
</tr>
</tbody>
</table>

The skills developed in Photography are valuable in many ways. **Colleges, universities** and **employers** will value the confidence, creativity, technical skills and problem solving abilities that you will acquire as you progress through this course.

**Any questions? See MR J MCLARNON**
CREATIVE AND PERFORMANCE

What will I learn?

Units 1 (30%): You will use Drama techniques to explore different stimulus materials. You will then use what you know to devise and perform your own piece. You will also evidence your ideas in coursework.

Unit 2 (30%): You will perform two extracts from a play. You will also do a small amount of writing about your intentions.

Unit 3 (40%): You will study a play and see a live performance. You will answer questions on these in a written exam.

What skills will I develop?

Drama is highly valued by employers because it teaches you skills that can apply to any job:
- communication
- presentation skills
- confidence to speak in front of groups of people
- working as a team
- working well under pressure
- meeting deadlines
- problem solving

This course would suit students who:
- Can work independently
- Are creative
- Can work with a range of people
- Can focus in a group task

This course might not be right for students who:
- Find it hard to stay on task when working with others
- Find analysis and evaluation difficult
- Are shy about performing in front of others

How will I be assessed?

For Unit 1 you are assessed by your teacher and Unit 2 is assessed by an examiner. You will be assessed on a performance of your own devised work for Unit 1 and part of a play for Unit 2. You will need to show your knowledge of drama conventions and characterisation. Your coursework has a focus on your evaluation of what you have done and why you have done it.

Unit 3 (the exam) is assessed on your creative and evaluative skills.

From 2016 we are following the OCR Drama GCSE Specification.

Natalie: “Drama is one of my favourite lessons. I love the fact that it is a different style of learning compared to my other GCSE options. Drama allows me to be creative and express myself.”

Josh: “GCSE Drama allows me to pursue my acting dreams. The high standard of learning links well to my extra-curricular theatre group.”

Megan: “I enjoy Drama because it helps with my confidence and allows me to empathise with other people by creating different characters.”

Any questions? See MISS S OWEN
CREATIVE AND PERFORMANCE
MUSIC

What is the course about?
GCSE Music builds upon knowledge and skills acquired in Key Stage 3 music. Students study music through the combined disciplines of performing (30%), composing (30%), listening and evaluating (40%).

What will I learn?
To become a self-starter and develop emotional intelligence:
You will be required to think independently not just learn facts, you will need to be self-critical and required to act on this in a positive way.
To be stretched:
Studying music is a challenge as you develop skills to pay attention to detail and to improve your own work.
To develop qualities sought by employers:
GCSE Music helps you develop discipline, confidence and the ability to accept criticism making you an ideal candidate for a job in the future.

What will I have to do?
60% of marks are for performing and composing.
4 minutes of performance on your instrument/voice/Dj-ing/Sequencing and 3 minutes of composition across two pieces of work. This is Non Examined Assessment.
40% The Listening paper will encompass a wide range of Areas of Study featuring the best of British and greatest of global music. Externally assessed through an exam.

What next...?
Steve Jobs said ‘my success was due to having hired artists and musicians fascinated by technology rather than computer geeks’
A GCSE in Music opens many doors to a number of careers not just those in music. Engineering (innovation and creativity) Law (communication skills) Management (self-motivation).

This subject will suit students who...
- Are able to work independently
- Are open to understanding multiple interpretations
- Creative
- Enjoy problem solving

This subject might not be right for students who...
- Struggle to listen
- Are not willing to create their own ideas

Any questions? See MRS HENTON or MRS WINDEBANK
What is the course about?

GCSE Media Studies will appeal to people who enjoy ‘reading’ the media. The course encourages students to be critical of the media products they see. Assessment is through a combination of practical skills, knowledge of media institutions and analysis of media products.

What will I learn?

You will study a range of different media institutions including; film, advertising, newspapers, pop music, magazines.

You will also be required to undertake a practical production creating media products of your own and analysing them.

The examination will be based on your understanding from a range of Close Study Products which you will explore throughout the course.

The course is designed to widen your understanding of how media companies work, the types of jobs people perform within them and the ways in which audiences are influenced by them.

How will I be assessed?

You will be assessed through written coursework with a practical production (30%), and two examinations (70%).

Further Education/Career Opportunities

A GCSE in Media Studies can lead to a variety of careers or courses of further study. It is possible to continue onto AS/A Level Media Studies. There are also opportunities to undertake vocational qualifications in the media or communication. These courses can lead to further university studies and careers in television, journalism, radio presentation, advertising, film and in the teaching profession.

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<tr>
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<th>This subject might not be right for students who</th>
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<tr>
<td>• Have good analytical skills</td>
<td>• Don’t like writing analytical essays</td>
</tr>
<tr>
<td>• Have the ability to be creative</td>
<td>• Don’t enjoy approaching texts in critical ways</td>
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<tr>
<td>• Work well independently as well as in groups</td>
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Any questions? See MR R CARRINGTON
Media and ICT are relevant in both business and education and many students are interested in a course that allows them to explore more practically than theoretically in order to show their skills. Creative iMedia will appeal to people who are hands on, computer literate and enjoy being practical and creative. It is essentially a practical course for the development of practical skills to enable students to develop a solid foundation for future studies. The course will equip students with a variety of rich and creative media skills and will enable learners to produce their own range of media products. Assessment is through a combination of practical skills, including research, pre-production planning and making products to match a brief.

What will I learn?
You will learn how to use a range of industry standard software such as Photoshop and Final Cut to produce high quality and creative Media Products such as posters, advertisements, websites, videos, magazines etc. You will also learn how to meet the specific needs of a client brief such as how to target specific audience sectors, how to conduct market research, how to use visual and digital appeal. The course is also designed to provide you with a practical experience and understanding of the Media Industry as a whole and what potential employers require from media and computer literate young people.

What you study in iMedia
This is a GCSE-equivalent course offered via the OCR examination board. The course has 4 units:

**R081: Pre-Production Skills:** This is where we study the pre-production skills used in the creative and digital media. It will develop your understanding of client brief, time frames, deadlines and preparation techniques emphasising the significance of planning and is an essential tool in the remaining units. It is assessed via a written paper which tests your understanding of analysis and evaluation within given contexts.

**R082: Creating Digital Graphics:** In this unit we study the importance of digital graphics when communicating a message, but the emphasis is definitely on the practical skills of learning what techniques are used when creating and editing digital images which meet the client brief, time frames, and deadlines, and also how to critically review your completed work. Your work is assessed within the centre.

**R085: Creating a multipage website:** In this we study the basics of creating aesthetically pleasing multipage websites which function well, are intuitive to use and which also suit a range of different devices with their various methods of internet connection. Obviously this must also be a website which meets the client brief, time frames, and deadlines, and must be critically reviewed by you when you have completed the work.

**R087: Creating Interactive Multimedia products:** In this unit we study the many places that interactive multimedia products are used (including computer games, apps for phones and business environments). As previously, you will produce a suitable interactive multimedia product which meets the client brief, time frames, and deadlines, and you will be critically reviewing it when you have completed the work.
Summary of Assessments

<table>
<thead>
<tr>
<th>Component</th>
<th>How it is assessed</th>
<th>Length of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>R081</td>
<td>Written paper (25%)</td>
<td>1¼ hours</td>
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<tr>
<td></td>
<td>The centre assessed tasks each have to be completed by working through a client brief to produce a piece of work. Samples of the completed portfolios of work are submitted to OCR for moderation</td>
<td></td>
</tr>
<tr>
<td>R082</td>
<td>Centre assessed task (25%)</td>
<td>10 hours</td>
</tr>
<tr>
<td>R085</td>
<td>Centre assessed task (25%)</td>
<td>10 hours</td>
</tr>
<tr>
<td>R087</td>
<td>Centre assessed task (25%)</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

Further Education/Career Opportunities

This course makes an excellent preparation for people who want to study or work in areas that need a broad range of both creative and technical skills. It can lead you to further vocational qualifications to become a Creative and Digital Media IT Practitioner, or onwards to Cambridge Technical qualifications in IT or Media. It could be very useful when planning the next steps in the Apprenticeship Framework.

A Certificate in Creative iMedia can lead to a variety of careers or courses of further study. For example, the course can lead to A Levels in Media Studies, IT, Art Photography, Design and Technology as well as further university studies and careers in television, journalism, radio presentation, advertising, film and in the teaching profession.

This subject would suit students who

- Enjoy, and are good at, working with digital images
- Enjoy creating visually appealing theme-based work
- Enjoy working on computers
- Like to work independently
- Can manage their own time when given a target
- Like finding out things about software and technology
- Have good self-discipline
- Want to make things more than study them

This subject might not be right for students who

- Hate computers
- See computers as an opportunity to play games
- Prefer to analyse texts and are strong at written essays
- Prefer exams
- Prefer to choose what they produce rather than follow someone else’s requirements
- Want to be led rather than to explore independently
- Find time management a challenge
- Struggle to get to the end of a project without being pushed

Any questions? See MR R CARRINGTON
How I will be assessed?

GCSE PE is divided into three parts:

1. **Practical Performance** = 30% (60 marks)
2. **Theoretical Knowledge** = 60% (120 marks)
3. **Coursework** = 10% (20 marks)

**Practical Performance:**
The practical element of the course is worth 30% of the overall mark and you will have to submit three practical activities. Each practical activity is marked out of 20. Giving you a total of 60 marks for the Practical area of the course.

Performance of three activities is taken from the two approved lists. These lists can be found at [http://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf](http://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf) or ask Mr Newton/Miss Sykes. Also in this document you will find the ‘Assessment Criteria’ for each activity. You have to show core skills, advanced skills, physical attributes that contribute to your performance and evidence of decision making.

The two lists of activities are either ‘individual’ or ‘team’ activities. One activity has to be taken from the ‘individual’ list, one activity has to be taken from the ‘team’ list and the third activity can come from either list. Please look carefully at the list of activities as these have been dramatically reduced from the previous specification. The marking of the practical activities has become far more stringent over the last two years.

**Theoretical Knowledge:**
The theory element of the course is worth 60% of the overall grade. There are two examinations: Component One examines ‘Physical factors affecting performance’ and Component two examines, ‘Socio-cultural issues and sports psychology’.

Each examination is 1 hour long and worth 30% of the total GCSE. The examination consists of multiple choice questions and short answer questions that range from 2 – 6 marks. There is a total of 60 marks for each examination. Both examinations will take place in the summer of Year 11.

What will I Learn?

**Component One: Physical factors affecting performance, 30% (60 marks)**
- Skeletal System
- Bones (names and types)
- Types of Movement
- Joints Structure and Function
Component Two: Socio-cultural issues and sports psychology, 30% (60 marks)

- Mental Preparation
- Media in Sport
- Ethics in Sport
- Characteristics of Skilful Movement
- Skill Classification
- Goal Setting
- Types of Guidance
- Types of Feedback
- Health Fitness and Well-Being
- Diet and Nutrition
- Government Initiatives and Trends in Participation

There are a wide range of topics covered and all topics have the emphasis on leading a healthy and balanced lifestyle. There is an expectation that students will be able to collect and analyse data throughout the course.

Coursework
The coursework element is worth 10% (20 marks) of your grade. There is one course work task where you will have to analyse and evaluate performance. This will be done once the content from Component One and Component Two of the course have been covered. This work is done under controlled assessment conditions.

What skills will I develop?
- Practical skills across different sports
- Written communication
- ICT skills
- Working independently
- Working in groups
- Debating/discussion skills
- Problem solving
- Verbal communication
- Analysis and interpretation of data

Further Education/Career Opportunities
Students who successfully complete this GCSE will have a large number of choices open to them.
- Access to A Level PE and University courses
• Vocational BTEC or HND courses
• Work in the leisure industry
• Sports Development
• Sports Coaching

The study of Physical Education can also lead to careers in Sports Science, Coaching, Education and Physiotherapy to name a few.

<table>
<thead>
<tr>
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<th>This subject might not be right for students who</th>
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| • Are passionate about PE, sport and performing  
  • Are willing to work hard practically and in theory lessons  
  • Have a strong practical ability  
  • Might be considering PE as a pathway into further education | • Are not strong practical performers  
  • Do not have a strong interest in learning about the theoretical side of PE  
  • Are not willing to work hard in theory and practical settings |

Any questions? See MISS N SYKES OR MR J NEWTON
BUSINESS STUDIES

Why take Business Studies?
We all come into contact with businesses every day – when we buy things, use goods and services, or even just observe adverts. The vast majority of us have to work for some kind of business organisation. This course will help you to understand how businesses work and what influences their decisions; it will also prepare you for the world of work.

What will I learn?
The course is divided into two units:
1. Influences of operations and HRM on business activity
2. Influences of marketing and finance on business activity

Each unit covers these themes:
- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

How will I be assessed?
At the end of the course, there are two exams of one hour and 45 minutes. They are equally weighted.

What skills will I develop?
- The ability to evaluate the effectiveness and success of a business
- An understanding of the role of different stakeholders within a business
- The ability to evaluate the societal factors impacting on the growth of a business

Further Education/Career Opportunities
- GCSE Business Studies provides you with an awareness and understanding of a wide range of business concepts and enables you to make an informed choice with regard to selecting your future career or education pathways
- Students successfully completing the course have the opportunity to pursue a range of vocational or academic opportunities including A Level Business Studies or A Level Economics

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<tr>
<td>• Have an interest in the theory of business growth and development</td>
<td>• Are not interested in theoretical work</td>
</tr>
<tr>
<td>• Are interested in engaging with real life business case studies</td>
<td>• Don’t enjoy developing the skills of evaluating and analysing</td>
</tr>
<tr>
<td>• Are Alan Sugar’s potential Young Apprentices!</td>
<td>• Don’t like revising for exams</td>
</tr>
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</table>

Any questions? See MISS L FERGUSON
Year 9 Options
Choose one subject from the blue Choice 1 box and three subjects from the green Choice 2 box. Use ticks to mark your choices.

### Choice 1
You need to choose one only of the following subjects to study:

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</tr>
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<td>Geography</td>
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<tr>
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<td>German</td>
</tr>
<tr>
<td>Spanish</td>
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<td>Computer Science</td>
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### Choice 2
Now choose three further subjects to study from the list below. You must mark them by preference 1,2,3.

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<td>Drama</td>
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<td>Music</td>
</tr>
<tr>
<td>PE</td>
</tr>
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<tr>
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