

Hyde High School

KS4 INFORMATION
2021

Dear Parents/Carers,

Year 9 options

As Year 10 approaches, all Year 9 students have an opportunity to make some choices about their course of study in Key Stage 4. Certain subjects remain compulsory, but as this guide shows, there is also scope to choose from a selection of other subjects.

The curriculum we offer is arranged in such a way as to encourage students to study as broad and balanced a range of subjects as possible, in line with the aims and philosophy of this school. Choosing such subjects means that students should think about what they are good at and enjoy, as well as possible future career paths. Above all, it is important to keep options open, so that no doors are closed in the coming years.

Over recent years we have modified the range of course opportunities considerably and we make every effort to ensure that each child has a personal and ambitious curriculum appropriate to fulfilling their maximum potential.

We strongly encourage students to talk over their choices with both parents/carers and teachers at this time, so that subjects are chosen for sound reasons.

We hope you find this booklet both clear and useful.

Mrs A Radcliffe
Headteacher

The Curriculum in Years 10 and 11

The curriculum in Years 10 and 11 is made up of compulsory and optional elements. The compulsory core comprises exam courses in English Language, English Literature, Mathematics, Double Science and Religious Education (6 GCSEs). Citizenship and Physical Education are also included as part of the students' general education and in line with National Curriculum requirements.

All students need to make additional subject choices. Details of these courses are outlined in this booklet. It is important that students keep their future as open as possible and we strongly advise that the subjects considered ensure that a balanced curriculum is followed.

The careers adviser, Mrs Amdurer is available this week to support any student who wishes to access personalised support. Please contact Mrs Amdurer through her school e-mail and she will make a telephone appointment at a mutually convenient time.

Students, who are academically minded, should aim to achieve the English Baccalaureate (EBacc). This recognises students who have achieved 5 good GCSE passes in English, Maths, Science, a language (French, German or Spanish) and a humanities subject (Geography or History). An increasing level of importance is being given to this collection of courses by Government and students considering university education in the future should give this very serious thought. The Government have set a national target of 75% of students studying the Ebacc by 2022 rising to 90% by 2025.

The process for making choices

The process of making choices is complex and the school is committed to guiding students towards suitable decisions. **However, limitations on class size and available resources can inhibit complete freedom of choice. Final decisions about subject availability in relation to student choice will rest with the school.**

We do our best to give each student all appropriate choices.

Timeline 2021

<p>Tuesday 2nd February - Friday 5th February</p>	<p>'Which way now booklet?' available for all year 9 students to work through. Work to be set via year 9 RE lessons in google classroom. Paper copies available from Mrs Emma Etches. This booklet provides exercises for students that stimulate careers planning.</p>
<p>Monday 8th Feb - Thursday 13th February</p>	<p>Students receive Key Stage 4 (KS4) options information. Students and parents will be able to access a bespoke options section on the website which contains virtual presentations for all option choices and SLT presentation on the options process. The options booklet will also be available. Students will be able to book options guidance sessions with Mrs Amdurer who will be able to offer support throughout the week. These will be carried out via telephone.</p>
<p>Thursday 25th February</p>	<p>Personalised options forms issued to students (process to be decided)</p>
<p>Thursday 4th March</p>	<p>Year 9 Parents' Evening.</p>
<p>1pm Friday 12th March</p>	<p>Deadline for returning options form.</p>
<p>From Monday 15th March</p>	<p>Individual interviews for parents/carers and students requesting interviews. We will offer you a range of dates and times.</p>

Do not hesitate to contact Mr Thompson or Mrs Etches if you have any questions

Art

Accreditation: GCSE
Subject Leader: Mr R Petrucci

Information

Syllabus A (General). This syllabus is intended for those students who wish to follow an exciting, broad and varied course. It encourages a variety of creative experiences and employs a wide range of media, processes and techniques. The course encourages students' personal responses to initial starting points in all areas. It provides a sound basis for all college courses and careers in Art, Design, Graphics, Fashion, Photography, Fine Art, 3-D and Textiles as well as careers in Stage Design, the Media and Architecture. Coursework consists of a folder of practical assignments with personal research and finished pieces. Students may choose to include any of the following: Drawing and Painting (Fine Art), Textile Design (including 3D / Sculpture), Photography, Graphic Design (Printmaking is included in all of the above areas.), 3D - Design, At Least 2 areas from the above list must be included in their coursework folder. (Students may wish to include all areas however!)

Homework and personal artwork is an essential part of the course. This may be ongoing classwork, or a special assignment. Students will be encouraged to visit exhibitions and galleries, and will have the opportunity to gain insight into the work of other artists.

Students are kept informed of further education and career opportunities in all areas of Art and Design. College visits will be arranged to acquaint students with currently available courses. Art college students are invited to the department to advise our students and give information on available courses.

How you will be examined

This takes place at the end of the 2 year course via a student exhibition. Work is graded by the students' course tutors plus an external moderator:

Coursework = 60% (Assignments + preparation)

Examination = 40% (10 hours unaided work with a theme set by the exam board over 2 days).

Art and Design BTEC

Accreditation: BTEC Level 1/ Level 2 First Award

Subject Leader: Mr R Petrucci

Information

This is a vocational qualification in which learners develop their knowledge and understanding of Art and Design. They do this by applying their learning and skills to address client based scenarios through the form of set briefs. The course provides learners with opportunities to build on their artistic experiences in engaging, relevant and practical ways. Students will cover Drawing and Painting, 3D Design/Sculpture, Textile Design, Photography, Graphic Design and Printmaking.

The skills learned on this course aid progression onto further study and prepare learners to enter the workplace in due course, for example studying for a level 3 course at college or an apprenticeship. In the art and design sector, learners would be aiming to move into entry-level roles, such as assistants in design and craft production, the fashion and textiles sector, product design services, or the visual arts and visual communications sectors.

This course is well matched to those learners who enjoy Art and Design, but feel that they perhaps do not have the desire to opt for the more academic Art GCSE. This BTEC qualification gives pupils the opportunity to continue with their artistic studies within an enjoyable, highly practical and exciting programme.

How you will be examined

- The course has a duration of 2 years and consists of 4 units.
- One of the units will be in the form of an externally set exam. This is internally marked and externally moderated. Students have a number of weeks to prepare for a final artwork. This will be completed over a period of 2 days from a series of possible themes set by the exam board.
- This is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified.

Business

Accreditation: *GCSE*

Subject Leader: Mr Conor Power

Information

Business Studies is a challenging subject which blends a number of specialist fields such as marketing, human resources, accounting and finance and operations management, which together make up a course that is highly relevant to the modern world. An interest in the "what is going on?" and the "why does this happen?" of the business world and the wider economy would be valuable if you are thinking about taking this course. Industry related activities, outside visits, visiting speakers, field and market research and the extensive use of information technology feature strongly in the course.

As a *GCSE* course, the focus is on the theory of business rather than the practical aspects. Being able to apply mathematical concepts to business is a key feature of this new *GCSE* so it is suggested you need at least a grade 4 in Maths at the end of year 9.

Content

1. Business activity - the basics of business including why people start businesses
2. Influences on business - an in-depth look at business stakeholders and how they influence firms
3. Business operations - managing production, quality, logistics and the sales process
4. Finance - sources of finance for start-ups and operations, cash flow, profit and loss statements
5. Marketing - identifying and meeting customer needs, market research and the marketing mix
6. Human resources - getting the right staff, training, motivation and management of staff

How will you be assessed?

There are two exams at the end of year 11. Both exams will be structured the same way and last 1 hour and 30 mins. Each paper is divided into three sections:

Section A: 35 marks, Section B: 30 marks, Section C: 25 marks

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

The exams will also include synoptic assessment; the understanding of the connections between different elements of the subject. It involves explicit drawing together of knowledge, skills and understanding. This is a challenging element of the course and was previously only assessed at A-level. It is therefore suggested you have a good level of literacy before choosing to take the course.

At the end of the two year course, you will be in an excellent position to move into further education, whether that is an A level or a vocational qualification in a Business Studies related course.

Child Development

Accreditation: OCR Cambridge Nationals

Subject Leader: Mrs S Johnson

This qualification is suited to students who wish to develop knowledge and practical skills in child development. It aims to prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

The qualification comprises of three mandatory units:

- Health and well-being for child development
- Understand the equipment and nutritional needs of children from birth to five years
- Understand the development norms of a child from birth to five years

Health and well-being for child development (50%)

This is an examined unit set and marked by OCR.

In this first unit students will study topics including:

- Reproduction
- Parental responsibility
- Antenatal care
- Birth
- Postnatal checks
- Postnatal provision
- Conditions for development
- Childhood illnesses
- Child safety

Understand the equipment and nutritional needs of children from birth to five years (25%)

This is a centre assessed task in which students study the equipment needs of babies and young children and suggest suitable equipment to meet the needs of children attending a nursery. Students also learn about the nutritional requirements of 0-5 year old children and prepare a 2 course meal that meets the nutritional needs of a 4 year old attending a nursery.

Understand the development norms of a child from birth to five years (25%)

In this centre assessed task students will learn about the development of babies and children from birth to five years. They will also learn about the stages and benefits of play. Students plan, carry out and evaluate 2 play activities that focus on one developmental area.

Computer Science

Accreditation: GCSE

Subject Leader: Mr C Power

Information

Computer Science is considered a Science and therefore counts towards the Ebacc, which the top universities value. It is predicted that 170,000 new recruits into tech specialist roles will be needed every year until 2025 at least. It is a particularly good option for girls as they are currently under represented in the workforce and the industry is keen to achieve a more equal male/female balance.

Overview

This challenging GCSE has been designed to teach concepts and develop techniques that have long-term value which support progression to higher education and beyond. The course will provide students with an engaging and stimulating experience of Computer Science and programming. The new specification is a mixture of theory and computational thinking and practice. It provides opportunities for students to explore the wider social and ethical issues associated with Computer Science and to develop as responsible practitioners.

Skills

A course in Computer Science offers candidates a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to their own personal interests. Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

The qualification will also provide a good grounding for other subject areas that require logical thinking and analytical skills. It is highly recommended that you achieve at least a grade 5 by the end of year 9 in Maths and Computing to take this subject at GCSE

How will I be assessed?

The course will be assessed through two exams, both accounting for 50% of the final grade and both worth 90 marks each.

Paper 1: Computational thinking and programming skills - 2 hours

This paper allows you to demonstrate and apply your knowledge of computational thinking concepts, as well as programming skills. The paper also assesses the Python programming language.

Paper 2: Computing concepts - 1 hour 45mins

This paper largely focuses on theoretical computing, and allows you to demonstrate and apply your knowledge and understanding from all other topics you have covered on the course.

Design Practice level 1/2: Product Design

Accreditation: BTEC Tech award

Subject leader: N Drury

Information

The skills developed through this Design Award are integral to many roles in the creative industries. The creative sector is a collection of exciting and vibrant industries, including furniture, interior design, games design, advertising, graphics and publishing, craft and product design, interior design and architecture.

BTEC Tech Awards are designed to be taught alongside GCSEs, giving students a glimpse into a professional sector whilst teaching them transferable skills for life.

The qualifications give learners the opportunity to build skills that show an aptitude for further learning, in Design, Technology, Textiles and Art. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

Why I should choose this as an option.

Are you the type of learner that thrives on using your imagination to solve problems in a practical way?

Do you seek the independence to show off your own ideas and potentially shape future design?

Do you have the self drive to research, investigate and question why the world around you is designed and shaped the way it is?

Do you have the maturity to work on coursework with independence (still having a support structure from your teacher) , whilst putting into practice skills and knowledge you will be learning from a range of other subjects?

Then this could be a course for you.

How you will be examined?

Learners are required to complete and achieve all the components included in the qualification.

Component 1 and 2 are internally assessed, component 3 is externally assessed.

100% coursework, NO WRITTEN EXAM.

1 Generating Ideas in Art and Design

2 Develop Practical Skills in Art and Design

3 Responding to a Client Brief

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in the area of Art and Design. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects

- study of a vocational qualification at Level 3, such as a BTEC National in Art and Design, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the art and design areas. Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the

reflective and communication skills covered in the qualification will help them achieve.

• study of Art and Design post-16, e.g. through a Technical Diploma in Design Production. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the Art and Design sector.

Design Practice Btec level 1/2: Textile Design

Accreditation: BTEC Tech award

Subject leader: N Drury

Information

The skills developed through this Design Award are integral to many roles in the creative textile industries. The creative sector is a collection of exciting and vibrant industries, including fashion, costumes design, stage-set designs, interior design and soft furnishing.

BTEC Tech Awards are designed to be taught alongside GCSEs, giving students a glimpse into a professional sector whilst teaching them transferable skills for life.

The qualifications give learners the opportunity to build skills that show an aptitude for further learning, in Design, Technology, Textiles and Art. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

Why I should choose this as an option.

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Do you seek the independence to show of your own ideas and potentially shape future design?

Do you have the self drive to research, investigate and question why the world around you is designed and shaped the way it is?

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Drama

Accreditation: GCSE

Subject Leader: Miss Rhyanna Owen

Information

Drama is not solely about creating actors, directors, writers or designers but rather socially aware young people who can engage with a rapidly changing world. It is a highly expressive subject in which you are encouraged to gain a solid foundation in creative, practical and performance skills. You will be expected to develop critical thinking skills and become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, Drama provides a solid foundation for further Drama studies, vocational opportunities and aids an understanding of English Literature.

It is vital to have a real interest in this subject and some form of confidence is needed in being able to access and carry out the requirements of the course. You will be expected to develop a devised piece of theatre from a stimulus where you will take on the role of actor and designer. You will also be given the opportunity to watch and evaluate a live theatre production.

How you will be examined

You will be assessed through three components, two of which are controlled assessment and the third which is examined:

Component 1 (40%) - Devising. You will create, develop analyse and evaluate a devised piece from a school chosen stimulus. This is assessed through performance and portfolio work.

Component 2 (20%) - Performance from text. You will perform in and/or design for two key extracts from a performance text. This is examined by an external examiner.

Component 3 (40%) - Theatre makers in practice. You will sit a 1hr 45 min exam split into two parts. Part A relates to an unseen text, Part B requires you to answer questions analysing a live performance that you have seen.

Engineering Design

Accreditation: OCR Cambridge Nationals Level 1/2

Subject Leader: Mr N Drury

Information

Are you looking for a career in the engineering industry? This course will give you the opportunity to gain a broad knowledge and understanding of, and develop skills in, the engineering industry.

This course is designed to support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship and give you the potential opportunity to enter employment within a wide range of job roles across the engineering industry, for example Product Design Engineer.

This qualification has been developed to provide an engaging and stimulating introduction to the engineering industry. It includes two core units and two mandatory units that form the skills, knowledge and understanding of the engineering sector.

One of the main purposes of OCR nationals qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy. These skills include: self-management, team working, business awareness and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

How you will be examined

3 Centre assessed tasks and 1 externally assessed exam (Unit R105)

Unit R105: Design briefs, design specifications and user requirements (60 Marks)

Unit R106: Product analysis and research (60 Marks)

Unit R107: Developing and presenting engineering designs (60 Marks)

Unit R108: 3D design realization (60 Marks)



Further Mathematics and Statistics

Accreditation: AQA Level 2 Further Mathematics/ EDEXCEL Level 2 GCSE Statistics
Subject Leader: Mr R Eyre

Information

The course is designed for those students we feel will comfortably achieve Grade 7 (or higher) in GCSE Mathematics. It provides excellent preparation for students who may be considering studying A Level Mathematics in Years 12 and 13. Students who do not wish to continue with mathematics beyond Year 11 would also find it to be a worthwhile and enriching course in its own right. Students considering A level sciences would find it extremely valuable. Students choosing this course will take exams for 2 separate qualification 'Further Maths' and 'Statistics'.

Further Maths:

The aims of the course are:

- To introduce students to the power and elegance of advanced mathematics.
- To allow students to experience the directions in which the subject is developed post-GCSE.
- To develop confidence in using mathematical skills in other areas of study.

The AQA Level 2 Certificate in Further Maths places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It gives high achieving students an introduction to AS level topics that will help them to develop skills in algebra, geometry, calculus, matrices, trigonometry, functions and graphs.

How you will be examined

Assessment is linear: paper 1, the written paper (non-calculator) carries 40 per cent of marks and paper 2, written paper (calculator) carries 60 per cent of marks.

GCSE Statistics:

Statistics helps students develop a knowledge and understanding of statistical thinking and practice and how to use statistics in the real world.

This specification enables students to acquire transferable skills and knowledge which enhance their career opportunities.

It is particularly suitable for students who wish to progress to a range of A-level subjects outside Maths, including A-level Sciences, Geography and Business Studies.

Geography

Accreditation: OCR GCSE
Subject Leader: Mrs K Bentley

Information

Two of the main advantages of studying *Geography* are that it enables people to make sense of the rapidly changing world in which we live as well as helping with many current exciting careers in sustainable Urban Redevelopment, Environmental Management, Hazard Management, sustainable Energy Supplies, plus a host of other opportunities.

Geography is a subject that both universities and employers value. This is due to the skills that you develop whilst studying the course, including; decision making, problem solving and handling data. On top of this it is considered very highly by all colleges and universities due to its academic status. Many people that choose to study *Geography* at GCSE are keen to continue onto A-Level, furthermore *Geography* is currently in the top five most popular degrees to study at University.

It would be impossible to study *Geography* without seeing other places in the world for yourself. Therefore, there will be opportunities to undertake field work in the UK, with enquiry based *Geography* being an essential aspect of the new GCSE. By carrying out fieldwork, students practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. For the new GCSE fieldwork must be undertaken on a least two occasions covering both the physical and human aspects of *Geography*.

How you will be examined

The course studied is GCSE (9-1) OCR *Geography B (Geography for Enquiring Minds)*. This contains three summer examinations:

- Our Natural World (35%)
- People and Society (35%)
- Geographical Exploration (30%);

The syllabus covers a mixture of physical and human geography which are vital for understanding interdependence in today's society. The physical geography topics include; Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems. The human geography aspects cover topics such as; Urban Futures, Dynamic Development, The UK in the 21st Century and Resource Reliance.

GCSE *Geography* covers many topics which have already been looked at briefly at Key Stage 3. However, they are covered in more depth. This means that our students are already aware of the basics included in each topic and can develop their knowledge further.

Graphic Design

Accreditation: NCFE Level 2 Technical award

Subject Leader: Mr N Drury

Information

Are you looking for a career in advertising, branding, web-design, architecture, illustration or animation? Can you read the meanings behind images and adverts? Do you see shapes and patterns in the world around you and feel inspired to be creative with them? Then Graphic Design is the option for you.

Graphic Design is the powerful art of visual communication. It combines the disciplines of art, psychology, photography and CAD (computer aided design) to convey messages to people through design. You will learn to communicate your ideas using traditional and sometimes unusual artistic techniques, photography and digital image manipulation. Just like the professionals, you will use industry standard software such as Adobe Photoshop and Illustrator and tools such as digital drawing tablets, scanners and cameras. You will also learn all about the psychology of graphic design and how it can be cleverly used to influence, persuade and entertain people.

Over the two years, you will learn how each component of graphic design (colour, tone, line, typography, imagery and composition) works and will have freedom to experiment with each in your own original designs. You will study the work of notable graphic designers to learn the tricks of the trade and to discover the areas of the graphic design industry that interest you. You will learn to create unique solutions to design problems and to develop simple ideas into powerful, eye-catching pieces of graphic design. You will also create a professional looking graphic design portfolio to showcase the best of your work.

This qualification is a great launch pad into graphic design, art, fashion, animation and web-design at AS or A level.

How you will be examined

You will produce a high quality design portfolio that will be assessed at set points throughout the two year course. It is crucially important that you keep your portfolio up to date and meet these deadlines to pass each unit. Near the end of the course, you will have a 10 hour practical external examination where you will work independently to produce a unique piece of graphic design.

Health and Social Care

Accreditation: OCR Cambridge Nationals

Subject Leader: Mrs S Johnson

Information

The Level 1/2 Cambridge National Certificate in Health and Social Care provides students with the knowledge and skills needed for future study and ultimately a career within the Health, Social Care and Early Years sectors.

This course is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. Students will study a total of four units - two mandatory and two optional. Each unit contributes 25% to the final grade awarded.

The two mandatory units are:

Essential values of care for use with individuals in care settings

This unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security measures that relate to promoting a healthy and safe environment.

This is an examined unit, which is set and marked by OCR.

Communicating and working with individuals in health, social care and early years settings.

This unit will provide learners 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 a health, social care and early years setting.

This is a centre assessed task which is moderated by OCR.

Optional Units

Students will study two further optional units which also contribute 25% each to the final grade awarded. They are centre assessed tasks which are moderated by OCR.

Two of the following units will be studied:

- Using basic first aid procedures
- Understanding the nutrients needed for good health
- Planning for employment
- Understanding body systems and disorders
- Pathways for providing care in health, social care and early years settings

History

Accreditation: Edexcel GCSE

Subject leader: Ms K Bentley

Information

It is a very interesting time to be taking GCSE History because of the current events involving Britain and the world. This course will help you understand the world as it is today and the relations between different countries; it will help you understand inflation and economic depression; it will introduce you to key individuals and groups who changed your life forever; it will encourage you to reflect on what and why things are happening now. It will also give you the opportunity to build on your knowledge of historical events you have hopefully enjoyed studying at KS3 such as the Elizabethan Era and Nazi Germany.

You will study

A Thematic study and historic environment

This unit has 2 sections; Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city. The first section covers a large period of time and you will learn about the changes in crime and punishment through a series of case studies such as; the use of trial by ordeal and reasons for its ending, The Gunpowder Plotters of 1605, Matthew Hopkins and the witch-hunts of 1645–47, the treatment of conscientious objectors in the First and Second World Wars and the Derek Bentley case and its significance for the abolition of the death penalty. The second section focuses on a study of Whitechapel, the very poor area of the East End of London that gained national attention because of the crimes of 'Jack the Ripper' in 1888.

A Period study and British depth study

This unit has 2 sections; Early Elizabethan England 1558–1588 and Superpower relations and the Cold War, 1941–91. The first section includes government and religion in Elizabethan times, challenges to Elizabeth at home and abroad and Elizabethan society in the Age of Exploration. The second section includes how the Cold War began, the problem of what to do about Germany after World War II, The Berlin Wall, Cuban Missile Crisis and the fall of the Soviet Union.

A Modern depth study: Germany 1918–1939.

This unit focuses on The Weimar Republic, Hitler and the rise of the Nazi Party and Nazi controlled Germany. You will learn about why the Weimar Republic was set up, its successes and failures, how Hitler came to power in Germany and what life was like in the Nazi dictatorship.

How you will be examined

Paper 1: Thematic study and historic environment 30%

Paper 2: Period study and British depth study 40%

Paper 3: Modern depth study 30%

The *GCSE* course provides a broad overview of key events from a thousand years of history and it opens the fields of social, economic, political, military and cultural history to you. The course develops your analysis, evaluation and research skills, all of which are invaluable to future colleges, universities and employers

The course is academic in nature. It leads on to *AS* and *A2* levels, and is useful for any career where valuable skills like thinking skills, analysis and organisational skills are needed. In History you deal with real people and work out why they did what they did. You will improve your ability to judge how much of the truth you are being told.

Hospitality

Accreditation: Level 1/2 Technical Award

Subject Leader: Mrs S Johnson

Information

This qualification will give students a thorough understanding of the Hospitality industry - hotels, restaurants, cafes and entertainment venues. This qualification is equivalent to one GCSE.

This course is broken into separate units and will include topics such as:

- Health and safety,
- Job roles in the Hospitality and Catering Industry,
- Nutrition and healthy eating
- Teamwork and communication
- Customer service



You will have a combination of theory lessons every week as well as a practical lesson every fortnight where you cook complete meals and also complete a range of hospitality tasks such as booking hotel rooms, laying tables and serving food and drinks. To be successful in this course you should be:

- Be able to complete practical tasks in a mature way
- Good at communicating with other people
- Be prepared to work hard

Careers: Waiter, Restaurant Manager, Hotel Manager, Receptionist

How will I be assessed?

Written examination

40% of qualification

A range of multiple choice, short and long answer questions covering topics from the whole course.

Controlled assessment (Coursework)

60% of qualification

This is a 9 hour piece of controlled assessment. 5-6 hours are spent completing an 'open book exam' style assessment covering topics such as sustainability, menu planning and nutrition. You then spend 3-4 hours preparing, cooking and serving two dishes.

ICT

Accreditation: OCR Cambridge National – Creative iMedia

Subject Leader: Mr C Power

Information

ICT at Hyde prepares you for the digital world and will teach you the many different skills you will need to successfully use technology. These skills are essential for success in employment and higher education and are among the fundamental transferable skills required by employers.

This qualification is equivalent to one GCSE and blends a number of different skills, both theoretical and practical. You will learn about the use of ICT in business and this will provide you with the transferable skills necessary for the workplace. You will also have the opportunity to be creative with units that focus on multimedia, digital imagery and sound and vision.

How you will be examined

The course is broken down into four units:

- UNIT R081 - Pre-Production Skills. (Mandatory)
- UNIT R082 - Creating digital graphics (Mandatory)
- Two other units chosen by your subject teacher. Whilst these final units will be more creative and focus on creating a professional digital product for a business purpose, you will also be expected to display skills in research, analysis and evaluation.

Depending on the results from each unit you will either achieve a level 1 pass, merit, distinction or level 2 pass, merit, distinction or distinction*. All of these grades are equivalent to GCSE grades 1-9.

Future progression

ICT is a particularly good option for girls as they are currently under represented in the workforce and therefore there are many job opportunities. This course can lead to wide range of Level 3 qualifications, from the more academic qualifications such as A-level to vocational level 3 qualifications such as apprenticeships and Cambridge Technicals.

The university courses that lead to the highest starting wage are all computing and business related;

- Computer Science, Oxford, £43,895
- Business Studies, Royal Holloway, £40,314
- Materials Technology, Exeter, £41,000

Modern Foreign Languages

French, German and Spanish

Accreditation: AQA GCSE
Subject Leader: Mrs D Eyre

Information

There are many International companies with branches here in the UK which prefer applicants to have a language. It enables employees to work in, or with people from, many different countries.

If you have language skills you really can have a successful career in many different fields. A language can add 20% to your salary and really make you stand out from the competition. More than 30% of UK businesses employ people specifically for their language skills. 72% of UK international trade is with non-English-speaking countries. Most employers do not require complete fluency. They want conversational ability, which will give a good impression, help to build relationships and make new contacts.

Students follow a two year course in French, German or Spanish covering three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experience and those of other people, including people in countries/communities where these languages are spoken.

Theme 1: Identity and culture

Theme 1 covers the following four topics: 1. Me, my family and friends, 2. Technology in everyday life, 3. Free-time activities, 4. Customs and festivals in Target Language-speaking countries/communities.

Theme 2: Local, national international and global areas of interest

Topic 1. Home, town, neighbourhood and region, 2. Social issues, 3. Global issues, 4. Travel and tourism.

Theme 3: Current and future study and employment

Topic 1. My studies, 2. Life at school/college, 3. Education Post-16, 4. Jobs, career choices and ambitions.

How you will be examined

GCSE French/German/Spanish (the Target Language) has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. Terminal exams take place at the end of Year 11.

Assessments	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
What is assessed	Understanding and responding to different types of spoken language.	Communicating and interacting effectively in speech for a variety of purposes.	Understanding and responding to different types of written language.	Communicating effectively in writing for a variety of purposes.
How it is assessed	Foundation 35 minutes 40 marks Higher 45 minutes 50 marks	Foundation 7-9 minutes + preparation time Higher 10-12 minutes + preparation time 60	Foundation 45 minutes Higher 1 hour 60 marks for each tier	Foundation 1 hour 50 marks Higher 1 hour 15 minutes 60 marks

		marks for each tier		
Question Type	Foundation and Higher Tier Section A: Questions in English to be answered in English Section B: Questions in the Target Language to be answered in the Target Language.	Foundation and Higher Tier Role play: 15 marks (2 mins) Photo card: 15 marks (2-3 mins) General conversation: 30 marks (3-7 mins)	Foundation and Higher Tier Section A: Questions in English to be answered in English Section B: Questions in the Target Language to be answered in the Target Language Section C: Translation from the Target Language into English	Foundation Message, Short Passage, Translation from English into the Target Language, Structured writing task from a choice of two Higher Structured writing task from choice of two, Open-ended writing task from a choice of two, Translation from English into the Target Language
% of GCSE	25	25	25	25

Music

Accreditation: GCSE
Subject Leader: Mr S Anthony

 <h2 style="text-align: center;">GCSE MUSIC</h2> 			
	 Component 1 	 Component 2 	 Component 3 
	Performing	Composing	Appraising
What will I need to do?	<p>Perform 2 pieces of music lasting 4-6 minutes combined, one of which must be a group performance (which can be a duet). This component is assessed by your teacher.</p>	<p>Compose 2 pieces of music lasting 3-6 minutes combined. One piece will be to a brief, the other is a free composition. This component is assessed by your teacher.</p>	<p>A 1 hour 15 minute listening exam testing knowledge on the 4 areas of study: Musical Forms & Devices (Classical), Music for Ensemble (Musicals), Film Music and Pop Music.</p> <p>The exam will also focus on two pieces of music that will be studied in class (set works).</p>
			
	Throughout KS4	Throughout KS4	Throughout KS4
% of overall grade	30%	30%	40%
	60% - Coursework		40% - Exam

Music Technology

Accreditation: BTEC First Award

Subject Leader: Mr S Anthony

BTEC		BTEC MUSIC				
What will I need to do?	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 7</u>	<u>Unit 5</u>		
	MUSIC INDUSTRY EXAM	MANAGING A MUSIC PRODUCT	SEQUENCING	PERFORMANCE		
	Students will learn about the many different <u>organisations and job roles within the music industry</u> and develop an understanding of how the industry works. The exam is a relatively short exam as it lasts 1 hour.	Students will plan, create, promote, sell and then evaluate their own music product. Students in the past have; made & recorded <u>CDs</u> , raised hundreds of pounds at charity <u>concerts</u> and made music <u>videos</u> . This unit is assessed by your teacher.	Students will learn how to use <u>GarageBand</u> , music making software, and create a 'How to' guide. Students will also need to record, edit and engineer a piece of music in GarageBand. This piece of music can be an existing song or an original composition. This unit is assessed by your teacher.	Students will need to <u>perform 2 pieces</u> of music and keep a diary of their progress. This unit is assessed by your teacher.		
						
	Y10: Feb to May	Y10: Sept to Feb	Y10: May to Y11: Dec	Y11: Dec to May		
% of overall grade	25%	25%	25%	25%		
	25% - Exam	75% - Coursework				

Frequently Asked Questions

Do I really need to take Music?

You may not need Music in your future career but Music can help build your: **confidence, concentration, coordination, commitment, independence and patience.** Music is also a subject that can be **enjoyed** immensely and can also provide a **balance** when you are studying more academic subjects. Your Music qualification is viewed as the **same quality** as any other option subject when applying for colleges - so why not choose a subject that you enjoy? It is proven that Music categorically develops numeracy and literacy skills which can be used in other subjects. Music is a **life skill** and not just a career option. A big regret for most adults is not having learnt a musical instrument when they were younger.

Is my level good enough to take Music?

Your level in Music may appear lower compared to other subjects but Music at key stage three is only provided one hour per week and many students only start studying the subject in year 7. If Music is chosen you will have the **same amount of time as other option subjects** and therefore **levels are likely to increase more quickly.** Music qualifications are not 100% exam. **Coursework** makes up a large percentage of your final grade, with the **BTEC Music being 100% coursework and no exam!**

Why should I choose GCSE Music?

You should consider taking GCSE Music if you enjoy **practical lessons (performing and writing music).** GCSE Music should be considered if you enjoy listening to different types of music. GCSE Music should be chosen if you already play a musical instrument.

Why should I choose BTEC Music?

BTEC Music should be considered if you are interested in **music technology** and enjoy using computers to **make and record music.** The BTEC course is best suited to people who prefer coursework to exams, as there is no exam for BTEC Music. Please remember that **the BTEC Tech Award is seen as an equivalent to GCSE.**

Should I Choose BTEC or GCSE?

<u>GCSE</u>	<u>BTEC</u>
Do you have good performance skills?	Do you have good ICT skills?
Can you already play a musical instrument ?	Do you like using the computers to make music?
Do you enjoy performing ?	Do you enjoy using GarageBand ?
Do you enjoy rehearsing ?	Do you prefer coursework to exams?
Would you like to write 2 pieces of music on GarageBand or Sibelius?	Do you enjoy working independently from the teacher?
Are you interested in a range of different styles of music?	Are you interested in pop music?
Are you interested in music theory and how music works?	Would you like to create your own version of an existing piece of music?

Sports Studies

Accreditation: GCSE Physical Education *

Subject Leader: Mr J Beeden

* Students opting for Sport Studies will make a preference to follow either the BTEC First Award in Sport, or GCSE Physical Education. Students will then be offered the most appropriate course for them. This is an option subject and is in addition to Core PE which is compulsory for all students.

Information

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of Physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through the application of the theory.

How will I be assessed?

Unit 01: Physical Factors affecting Performance (30% of the final grade)

There are two topics: Applied anatomy and physical training. This is assessed by a written examination at the end of Year 11.

Unit 02: Socio-cultural issues and sports psychology (30% of the final grade)

There are three topics: Socio-cultural influences, Sports Psychology and health, fitness and well-being. This is assessed by a written examination at the end of Year 11

Unit 03: Performance in Physical Education (40% of the final grade)

Students are assessed in performing three practical activities (30%) and a written performance analysis task (10%)

Progression routes

This course is not just an excellent base for an A level in Physical Education, it can take you much further. For those of you fascinated by the human mind, why not carry on to Psychology? For people into the why of the human race this carries you through to sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.

Sports Studies

Accreditation: BTEC First Award in Sport *

Subject Leader: Mr J Beeden

* Students opting for Sport Studies will make a preference to follow either the BTEC First Award in Sport, or GCSE Physical Education. Students will then be offered the most appropriate course for them

This is an option subject and is in addition to Core PE which is compulsory for all students.

Information

This course provides an engaging and broad introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, practical sports performance and sports leadership. It will enable you to develop and apply your knowledge in situations which show an understanding of how the body works during activity, while also developing a range of relevant practical, communication and technical skills.

The qualification is the same size and level as a GCSE and is aimed at everyone who wants to develop their understanding of different areas within the sports industry.

How will I be assessed?

You will study the following four units, each worth 25% of the final grade:

Unit 1: Fitness for sport and exercise **(on screen test at the end of Year 10)**

Unit 2: Practical Sports Performance **(practical and written coursework)**

Unit 3: Applying the principles of personal training **(practical and written coursework)**

Unit 4: Leading sports activities **(practical and written coursework)**

Where will this take me?

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above will give you a strong foundation for academic or vocational study at level 3, such as a BTEC level 3 National in Sport, an A level in Physical Education, or an apprenticeship.

Separate Sciences

Accreditation: GCSE (Edexcel)

Subject Leader: Dr I Allott

Information

Biology, Physics and Chemistry will be delivered as separate sciences with discrete GCSE grades. The students will study a greater breadth of topics than students taking the combined science course.

All courses will be graded on a 1 to 9 point scale based purely on examination performance with no controlled assessment element. The examinations for each separate science will consist of a paper 1 and a paper.

How will I be assessed?

- Each paper is 1 hour and 45 minutes per paper.
- Each paper is out of 100 marks per paper
- Each paper will include multiple-choice, short answer questions, calculations and extended open-response questions.
- Calculators may be used in the examination.
- Available at foundation tier and higher tier.
- The foundation tier paper will target grades 1-5.
- The higher tier paper will target grades 4-9.

Each specification includes a list of apparatus the students must be able to use and techniques they must have demonstrated. Therefore Edexcel require students to carry out eight core practicals for each separate science. Twenty four practicals in total. In contrast those doing Combined Science will do fewer practicals meaning separate science students have a broader range of practical skills and have used a greater variety of apparatus.

Students will be assessed on their practical skills in the examinations with at least 15% of the marks coming from questions relating to the core practicals.

Studying separate sciences provides a solid foundation for progressing to studying A- level sciences and will put separate science students at a clear advantage over students who have covered just the Combined Science course. Colleges will tend to give preference to students who have studied separate sciences when choosing students for their courses.

Work Skills - Functional Skills

Accreditation: Pearson Edexcel Entry Level/Level 1/Level 2

Subject Leader: Mr U Patel

The Functional Skills course is designed for students to develop skills in Maths and/or English, applying these skills to real life situations. This will include things like shopping, planning a journey, visit attractions and going out for meals. As part of the course students will learn about different jobs and how their literacy and numeracy skills will be used in a range of different workplace situations.

English units include:

- Reading
- Writing
- Speaking and Listening

Maths Units include:

- Using numbers and the number system - whole numbers, fractions and decimals
- Using common measures, shape and space
- Handling information and data

How you will be assessed

Students can attempt each of the exams at a number of different points throughout the year. Students can move up each level for example first completing the Entry Level exams and then studying towards Level 1. The English qualification is made up of three exams. The Maths qualification has a calculator and non-calculator exam. Some units do offer an online exam option.

Who is this subject suitable for?

Students will be selected for this qualification based on their progress and levels. Students will usually have had support from the Alpha Centre during Years 7, 8 and 9.

There will be some students who do not fit the criteria for Functional Skills English or Maths qualification but may benefit from some additional support lessons in order to boost their GCSE English/Maths grades.

We would ask that students select a 'priority' subject as there may be instances when other interventions need to form part of the timetable.

Work Skills

Accreditation: Entry Level/Level 1

Subject Leader: Mr U Patel

The Work Skills course offers imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new practical activities and challenges.

We aim to provide students with a curriculum matched to their individual needs. This will be decided in consultation with the SENCO and the Head of Year. Students will spend an hour a week taking part in two of the following areas:

Functional Skills English	GCSE Boost English	Wellbeing
Functional Skills Maths	GCSE Boost Maths	Social Skills

This allows us to provide long term intervention for those who require it as well as providing students with the best possible chance of gaining key literacy and numeracy skills required for future employment.

In addition, students will be offered a rolling program of enrichment opportunities. These are designed to enable students to develop a wide range of employability skills whilst also exploring different career options. They will build a CV and receive additional support with exploring post-16 options.

Work Skills - Enrichment

Subject Leader: Mr U Patel

Selected students will have the opportunity to take part in some enrichment activities in order to help boost their CV and help develop some key skills. We plan to offer a programme of activities tailored to the interests of the students. Activities will fall into five main categories.

Life Skills

- Cooking
- Cleaning
- Travel and journey planning
- Shopping

Health and Wellbeing

- Emotional literacy
- Mindfulness
- Body image
- Exercise/yoga
- Personal Training/Fitness

Careers

- Interview techniques
- CV writing
- Completing application forms
- App Development
- Business and Entrepreneurship
- Merchandising

Team Building

- Social skills
- Team games

Outdoor education

- Camping and hiking
- Horticulture (gardening)
- First Aid

How you will be assessed

Assessment will be through class based activities and less formal assessment. Some activities will allow for formal accreditation e.g. First Aid Certificate.