



# Hyde High School Options Booklet 2022

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



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## 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 email 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 the Government and students considering university education in the future should give this very serious thought. The Government has 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 2022

|                                      |   |
|--------------------------------------|---|
| Tuesday 2nd -<br>Friday 4th February | Students in year 9 will be working in school on exercises which will help them prepare for the options process. During RE lessons students will complete the 'which way now' options workbook which is designed to help them link option choices to different career paths      |
| Monday 7th<br>February               | The 2022 options booklet will be available on the school website. Please read through the information with your child making particular attention to the curriculum content, assessment process and progression routes for any subjects your child is interested in.            |
| Monday 14th<br>February              | Students will be able to request a careers interview with Miss Amdurer. Students need to inform their form tutors if they would like a personalised careers interview.  |
| Thursday 3rd March                   | We will be running a virtual careers evening during which you will be able to speak to different subject leaders regarding the courses on offer. Separate information on how to book appointments will be provided nearer the time.   |
| Friday 4th March                     | Personalised option choice documentation will be issued to all year 9 students.   |
| Wednesday 9th<br>March               | An assembly will be delivered to all year 9 students outlining the options process and how to complete the paperwork correctly. This presentation will also be available for parents and carers to view on the school website.<br>We will offer you a range of dates and times. |
| Thursday 10th<br>March               | Year 9 parents evening will again be a virtual event. Details will be sent next half term.  |
| Friday 18th March                    | Deadline for return of options forms.   |

Do not hesitate to contact Mr Thompson or Miss Brown if you have any questions



# Art

Accreditation: GCSE  
Subject Leader: Mr R Petrucci

## Information

Art GCSE is intended for those students who wish to follow an exciting, broad and varied course. It encourages a variety of creative experiences and uses a wide range of media, processes and techniques. Art GCSE encourages students' personal responses to initial starting points in all areas. It provides a sound basis for creative college courses and careers in Art, Design, Graphics, Fashion, Photography, Fine Art, 3-D and Textiles as well as careers in Stage Design, Media and Architecture.

Coursework builds into a folder of practical assignments with personal research and finished pieces. Students can include any of the following: Drawing and Painting, Fine Art, 3D/Sculpture, Photography, Graphic Design and Printmaking. 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 creating personal artwork are an essential part of the course. 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 be will assessed?

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% (creative assignments + preparation building up every lesson) Yr10 - Jan Yr11

Examination = 40% (exam is chosen from a theme set by the exam board leading to a 10 hours piece completed over 2 days). Jan Yr11 - May Yr11



# Art and Design Practice 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 & 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, 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 their Art lessons, 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 will you be assessed?

Learners are required to complete and achieve all the components included in the qualification. Component 1 is internally assessed, component 2 is externally assessed.

100% coursework, NO WRITTEN EXAM.

Component 1 Creative Practice in Art and Design  
Component 2 Responding to a Brief

The two components focus on the assessment of knowledge, skills and material 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.



# Business

Accreditation: GCSE  
Subject Leader: Mrs K Lang

## 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 GCSE so it is suggested you need at least a grade 4 in Maths at the end of year 9.

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

## Information

Working as a childcare professional requires an understanding of the care needs for children of all ages. It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop. This qualification allows you to gain knowledge and skills to help provide such an environment for children. The knowledge and skills developed will help you to progress onto further study in the care sector. This may be other vocational qualifications, such as the Level 2 or Level 3 OCR Cambridge Technicals in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship. The qualification also helps to develop other transferable skills, such as research and communication skills that will be valuable in other life and work situations.

## How will you be assessed?

The qualification comprises of three mandatory units:

Unit R057: Health and well-being for child development

This is an examined unit set and marked by OCR.

In this unit you will study topics including:

- Preconception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

This is assessed by a set assignment. In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You will research and choose equipment that is suitable and safe for use, and will learn about children's nutrition and dietary needs.

Topics include:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

Unit R059: Understand the development of a child from one to five years

This is assessed by a set assignment. In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You will understand the importance of creating plans and providing different play activities to support children in their development.



Topics include:

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development



# Computer Science

Accreditation: GCSE  
Subject Leader: Mrs K Lang

## 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.

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 you 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 and Textiles



Accreditation: BTEC Tech award  
Subject leader: M Brogan

## Information

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 and Art. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

## Why should I 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 will you be assessed?

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

Component 1 is internally assessed, component 2 is externally assessed.

100% coursework, NO WRITTEN EXAM.

Component 1 Creative Practice in Art and Design  
Component 2 Responding to a Brief



The two components focus on the assessment of knowledge, skills and material 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?

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, or the visual arts and visual communications sectors. This course will also prepare you for entry to higher education in a range of subjects where you can students a variety of vocational qualifications at Level 3, such as a BTEC National in Art and Design and A level. This course also prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the art and design areas.



# 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 assessed?

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 M Brogan

## 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 will you be assessed?

2 Centre assessed tasks and 1 externally assessed exam

Unit R038: Principles of Engineering Design  
Unit R039: Communicating Designs  
Unit R040: Design Evaluation and Modelling



# 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 qualifications '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 will you be assessed?

Assessment is linear: paper 1, the written paper (non-calculator) carries 40% of marks and paper 2, written paper (calculator) carries 60% 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: AQA 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 at least two occasions covering both the physical and human aspects of Geography.

## How will you be assessed?

The course studied follows the AQA specification and contains three summer examinations:

- Paper 1: Living with the physical environment (35%)
- Paper 2: Challenges in the human environment. (35%)
- Paper 3: Geographical Applications including pre-release resources. (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; the challenge of natural hazards, the living world and physical landscapes in the UK. The human geography aspects cover topics such as; urban issues and challenges, the changing economic world and the challenge of resource management. A range of geographical skills as well as fieldwork is covered in detail in preparation for the examinations.

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, applying this knowledge, their understanding and their use of geographical skills to understand the changing world in which we live.



# Graphic Design

Accreditation: NCFE Level 1/2 Technical Award in Graphic Design  
Subject Leader: Mr. M. Brogan

## 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 will you be assessed?

| Non-Exam Assessment (coursework)   | Written Exam   |
|--|--|
| 120 Marks (17hrs 30mins)   | 80 Marks (1hr 30mins)  |
| <p>This will be set by the exam board and marked internally by the teacher. The teacher's mark will then be externally moderated by the exam board.</p> <p>The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills in graphic design (Covered in AO1, AO2, AO3, AO4, AO5)</p> | <p>The written exam is a mixture of multiple choice, short answer, and extended response questions. This is set and marked externally by the exam board.</p> <p>The written examination is a terminal assessment and will assess the learner's knowledge and understanding of all content covered in AO1, AO2 and AO3.</p> |



|     |  |
|-----|--|
| AO1 | The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.   |
| AO2 | The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.  |
| AO3 | The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.   |
| AO4 | The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, tools and techniques. |
| AO5 | The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector          |



# Health and Social Care

Accreditation: OCR Cambridge Nationals  
Subject Leader: Mrs S Johnson

## Information

To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied.

This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

These skills will help progress onto further study in the health and social care sector. This may be a Level 3 vocational qualification, such as the Cambridge Technical in Health and Social Care; A levels in psychology, biology or sociology and apprenticeships such as Adult care worker and Maternity and Paediatric Support.

This course is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment.

## How will you be assessed?

R032: Principles of care in health and social care settings

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

Topics include:

- The rights of service users in health and social care settings,
- Person-centred values
- Effective communication in health and social care settings
- Protecting service users and service providers in health and social care settings

R033: Supporting individuals through life events

This unit is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

Topics include:

- Life stages
- Impacts of life events
- Sources of support

R035: Health promotion campaigns

This unit is assessed by a Set Assignment. In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

Topics include:

- Current public health issues and the impact on society
- Factors influencing health Plan and create a health promotion campaign
- Deliver and evaluate a health promotion campaign



# 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.

### 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 will you be assessed?

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 and Catering

Accreditation: Level 1/2 Vocational Award  
Subject Leader: Mr M Brogan

## Information

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work 'front of house'? If so, it's time to uncover your potential. This qualification is equivalent to one GCSE.

This course is broken into two 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 practical lessons 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, Receptionist, Front of house manager, Executive chef

## How will you be assessed?

You will be assessed through a written examination and an assignment.

Written examination  
(Unit 1 - Year 10)

Assessed through an exam, this will be worth 40% of your qualification. The questions will require short and extended answers, based around applied situations.

Controlled assessment (Coursework)  
(Unit 2 - Year 11)

You will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours. You will spend your time completing an 'open book exam' style assessment as well as preparing, cooking and serving two dishes.



# ICT

Accreditation: WJEC EDUCAS Vocational Award in ICT  
Subject Leader: Mrs K Lang

## Information

Are you passionate about technology? Do you like solving problems? Are you curious about all things digital, and want to learn some fantastic new skills? If so, it's time to uncover your potential! The Vocational Award in ICT is a practical, challenging new qualification designed to prepare you for the digital world.

This qualification is equivalent to one GCSE and blends a number of different skills, both theoretical and practical. The skills you will develop, which are attractive to employers, colleges and universities include:

- Communication
- Coping with rapid changes in technology
- Critical thinking
- Designing, programming, testing and evaluating software systems
- Learning independently
- Numeracy and data handling
- Problem solving
- Research
- Taking on responsibility
- Time management

## How will you be assessed?

Unit 1: ICT in Society.

In this unit you will explore the wide range of uses of hardware, application and specialist software in society. Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

This unit is assessed through an exam which is worth 40% of the qualification and is made up of short and extended response questions. Therefore your ability to write and communicate your ideas well is key.

Unit 2: ICT in Context

In this unit you will gain a working knowledge of databases, spreadsheets, automated documents and images. You will learn to apply your knowledge and understanding to solve problems in vocational settings.

This unit is assessed with project work and is worth 60% of the qualification. You will be given a scenario and expected to work independently to create solutions to the problems in the scenario. This is a controlled assessment and as such your time management skills, research and independent learning skills are essential here.

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 a wide range

of Level 3 qualifications, from the more academic qualifications such as A-level to vocational level 3 qualifications.



The ICT industry offers a wide range of exciting opportunities, which include:

- Data analyst
- Digital content producer
- Systems engineer
- Web marketing manager



# 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 will you be assessed?

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  |               |
|---------------------------|---|---------|---|-----------------------|--|--------|---|---------------|
| <b>What is assessed</b>   | 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. |               |
| <b>How it is assessed</b> | Foundation (40 marks)   | 35 mins | Foundation  | 7-9 min + prep time   | Foundation (60 marks)  | 45 min | Foundation (50 marks)   | 1 hour        |
|                           | Higher (50 marks)   | 45 mins | Higher  | 10-12 min + prep time | Higher (60 marks)  | 60 min | Higher (60 marks)   | 1 hour 15 min |

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



# GCSE Music

Accreditation: Eduqas GCSE  
Subject Leader: Mr S Anthony

Ideal for resilient & hardworking students with a love of performing & may already be having instrument lessons, although this is not essential.

|                         | <b>Component 1</b><br>Performing  | <b>Component 2</b><br>Composing   | <b>Component 3</b><br>Appraising   |
|-------------------------|---|---|--|
| What will I need to do? | <p><b>Perform 2 pieces of music</b> 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 &amp; can be recorded as many times as you need.</p> | <p><b>Compose 2 pieces of music</b> lasting 3-6 minutes combined. One piece will be to a brief, the other is a composition in a style of your choice. This component is assessed by your teacher.</p> | <p>A 1 hour 15 minute <b>listening exam</b> testing knowledge on the 4 areas of study: Musical Forms &amp; 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> |
|                         |   |   |  |
| Deadline                | Y11 - Easter  | Y11 - Easter  | Y11 - Summer   |
| % of overall grade      | 30%   | 30%   | 40%  |
|                         | 60% - Coursework  |   | 40% - Exam   |

## 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 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 receive five music lessons a fortnight, as well as receiving free, weekly 1-1 instrument tuition on an instrument of your choice. Therefore **levels are likely to increase more quickly.**

### 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. Coursework makes up 60% of the final awarded grade.

### Why should I choose the Tech Award in Music?

The Tech Award in Music should be considered if you enjoy using computers to **make and record music** and if you are interested in learning about the **performing arts** industry. The Tech Award is 100% coursework, with **no written exam.** Please remember that the Tech Award is seen as an equivalent to GCSE.

### Where can I find more information?



# Tech Award Music

Accreditation: Eduqas Technical Award  
Subject Leader: Mr S Anthony

Ideal for students who enjoy creating music using technology & have a general interest in 'real life' music industry work. For students who enjoy performing but may not be having instrumental lessons yet. There is no written exam for this course.

|   | <h2 style="text-align: center;">TECH AWARD IN MUSIC</h2>   |   |  |
|---|--|---|--|
| <p>What will I need to do?</p>  | <p style="text-align: center;"><b>Unit 1</b></p> <p style="text-align: center;">PERFORMING - MUSIC</p>   | <p style="text-align: center;"><b>Unit 2</b></p> <p style="text-align: center;">CREATING - COMPOSING USING TECHNOLOGY</p>   | <p style="text-align: center;"><b>Unit 3</b></p> <p style="text-align: center;">PERFORMING ARTS IN PRACTICE</p>  |
|   | <p>Students will <u>perform their own version of an existing piece of music</u> (a cover version) on an instrument of their choice.</p> <p>Students will research, rehearse, review, reflect &amp; refine a 3-6 minute performance for a small audience.</p> | <p>Students will <u>create &amp; record their own piece of music</u> in any style, <u>using technology</u>.</p> <p>Students will explore, develop, create, evaluate &amp; refine a 3-10 minute original composition using GarageBand.</p> | <p>Students will respond to a brief by <u>creating &amp; pitching original ideas</u> for a performing arts event (E.g. a themed festival).</p> <p>During the unit students will plan, promote, create, pitch &amp; evaluate a proposal for an event.</p> |
|   |    |    |    |
| Deadline  | Y10 - Winter   | Y10 - Summer  | Y11 - Summer   |
| % of overall grade  | 30%  | 30%   | 40%  |
| 100% Coursework. NO WRITTEN EXAM.   |  |   |  |

| Should I choose GCSE or the Tech Award?                            |   |
|--|---|
| GCSE   | Tech Award  |
| Do you have good <b>performance</b> skills?                        | Do you have good <b>ICT</b> skills?   |
| Can you already <b>play a musical instrument</b> ?                 | Do you like using the <b>computers</b> to create music?                         |
| Do you enjoy <b>performing</b> ?                                   | Do you enjoy using <b>GarageBand</b> ?  |
| Do you enjoy <b>rehearsing</b> ?                                   | Do you prefer <b>coursework</b> to exams?                                       |
| Would you like to <b>write 2 pieces</b> of music?                  | Do you enjoy working <b>independently</b> from the teacher?                     |
| Are you interested in a range of different <b>styles</b> of music? | Would you like to <b>create your own version</b> of an existing piece of music? |
| Are you interested in music <b>theory</b> and how music works?     | Are you interested in learning about the <b>performing arts</b> industry?       |



# Sports Studies

Accreditation: GCSE Physical Education \*  
Subject Leader: Mr J Beeden

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

This subject is an option 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 you 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 Tech Award in Sport \*  
Subject Leader: Mr J Beeden

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

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

## Information

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

## How will you be assessed?

### Components

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

| Pearson BTEC Level 1/Level 2 Tech Award In Sport |   |     |       |                                 |
|--|---|-----|-------|---------------------------------|
| Component number                                 | Component title   | GLH | Level | How assessed                    |
| 1  | Preparing Participants to Take Part in Sport and Physical Activity                          | 36  | 1/2   | Internal – externally moderated |
| 2  | Taking Part and Improving Other Participants Sporting Performance                           | 36  | 1/2   | Internal – externally moderated |
| 3  | Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity | 48  | 1/2   | External Synoptic               |

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 2.

## How will you 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 requires 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

## Information

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, visiting 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 will you 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

## Information

The Work Skills course offers imaginative ways of developing, recording and certifying 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 SENDCO and the Head of Year. Students will spend an hour a week taking part in two of the following areas:

Functional Skills English  
Functional Skills Maths

GCSE Boost English GCSE  
Boost Maths

Wellbeing  
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 exploring post-16 options.



# Work Skills - Enrichment

Subject Leader: Mr U Patel

## Information

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
- Google Applied Digital Skills

### Team Building

- Social skills
- Team games

### Outdoor education

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

## How will you 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.