



Hyde High School Options Booklet 2024

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.

Mr P Thompson
Assistant 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, Ms. Amdurer is available this week to support any student who wishes to access personalised support. Please contact Ms. 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 2024

Wednesday January 17th	An assembly will be delivered to all year 9 students in order to launch the options process and to inform students on how to complete the paperwork correctly.
Monday 29th January until Friday 9th February	Students will be working on exercises from the 'which way now' programme during form time. These exercises are designed to get students thinking and exploring different career paths
Friday 2nd February	The 2024 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.
Tuesday 6th February	Industry day in preparation for options process - linking careers to different option choices.
Monday 12th February until Friday 8th March	Students will be able to request a careers interview with Ms. Amdurer. Students need to inform their form tutors if they would like a personalised careers interview.
Thursday 29th February	We will be running an options evening in school during which you will be able to speak to different subject leaders regarding the courses on offer. Details of the evening will be provided nearer the time.
Thursday 7th March	Year 9 parents evening. This is an opportunity to discuss the progress your child has made in different subject areas which will help inform decision making during the options process
Monday 18th March	Personalised option choice documentation will be issued to all year 9 students.
Thursday 28th March	Deadline for return of options forms.



Art and Design

Accreditation: GCSE
Subject Leader: Mr R Petrucci

Information

Art and Design GCSE is intended for those students who wish to follow an exciting, broad and varied art 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 a variety of topics. 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 will create many pieces of work during the course, which will include many of the following: Drawing and Painting, Fine Art, 3D/Sculpture, Graphic Design and Printmaking. Photography is another aspect of the course which is growing in popularity and is essential for the production of an effective and well rounded portfolio of work. (Students may have a preference to focus on certain artistic techniques for parts of their project and exam, however most students create work using all the available techniques and processes.)

Homework and creating personal artwork are an essential part of the course. Students will be encouraged to visit exhibitions and galleries as well as doing so during school trips, 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. Art college students are invited to the department to advise our students and give information on available courses.

How will you be assessed?

This takes place at the end of the 2 year course via a student exhibition. Work is graded by the 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 (Three Dimensional Design)

Accreditation: GCSE
Subject Leader: Mr R Petrucci

Information

GCSE Art and design (Three Dimensional Design) is intended for those students who wish to follow an exciting Art course but wish to focus more on 3D design techniques and model making. During this course you will follow a similar creative process to the general ART and Design course but with a greater emphasis placed upon the design and development of models, 3D forms and sculpture. This course encourages pupils to use a variety of creative methods and techniques, including the use of a wide range of media and processes. GCSE 3D design encourages students to devise a personal response to initial starting points and then develop their ideas and explain their thoughts as the work progresses. 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.

Similarly to the General Art and Design GCSE option, the 3D Art and Design coursework builds into a folder of practical assignments with personal research and finished pieces. Students will also create many pieces of 2D work during the course, which gradually shape the design and appearance of their finished 3D pieces. During this design process pupils will be creating drawings, paintings, graphical work and printmaking. Another important aspect of this GCSE is photography, which is an integral part of the course and informs and helps shape the appearance of design possibilities and final pieces. (Students may have a preference to focus on certain artistic techniques for parts of their finished pieces and exam, however all students will use a wide variety of methods to demonstrate their competence in all areas.)

Homework and creating personal artwork are an essential part of the course. Students will be encouraged to visit exhibitions and galleries as well as doing so during school trips, and will have the opportunity to gain insight into the work of other artists.

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Business

Accreditation: GCSE
Subject Leader: Mr S Broderick

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 to be working at 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: Mr S Broderick

Information

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 specification is a mixture of theory, 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 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 Python programming skills.

Paper 2: Computing concepts - 1 hour 45mins

This paper focuses on computing theory, including data representation, computer systems & networks, cyber security, databases & SQL and ethics.

This allows you to demonstrate and apply your knowledge established in computing at KS3 and further developed through the GCSE.

Computer Science is considered a Science and therefore counts towards the Ebacc, which the top universities value. It is predicted that 140,000 new recruits into tech specialist roles will be needed every year until 2028 at least. Furthermore the average tech salary is up to 50% higher than the average salary for all vacancies, and is increasing, whilst the average salary for all jobs in the UK decreased in 2021. Computer Science 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.



Textiles

Accreditation: WJEC Eduqas GCSE (9-1) in ART and DESIGN

Subject leader: Mr M Brogan

Information

The WJEC Eduqas Textiles GCSE Art and Design is conceived as a two year linear qualification and is designed to be a stepping stone into the interior design and fashion industries. It consists of two components: Component 1, the Portfolio (60% of qualification, internally assessed, externally moderated) and Component 2, the Externally Set Assignment (40% of qualification, internally assessed, externally moderated).

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? You will be studying soft furnishings, interior design, along with fashion using Textiles in a creative way to solve real world design problems.

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 an externally assessed exam.

100% coursework, NO WRITTEN EXAM.

Component 1 Portfolio of coursework (60%)

Component 2 Externally set assignment (40%)

The two components focus on the assessment of knowledge, understanding, 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 Textiles, 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 and interior design 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 along with a range of A level courses. This course also prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in art, design, fashion and interior design.



Drama

Accreditation: GCSE
Subject Leader: Miss R 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 will you 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: Miss S Butler

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 Bevan

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)	External Assessment (written exam)
120 Marks (17.5 hours)	80 Marks (1.5 hours)
<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: Mrs K Bevan

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.



Food and Cookery

Accreditation: NCFE Level 1/2 Technical Award in Food and Cookery
Subject Leader: Mr M Brogan

Information

The Level 1/2 Technical Award in Food and Cookery is the course for you if you wish to pursue a career in the food industry or progress onto further study.

You will have a combination of theory lessons every week, as well as practical lessons every fortnight, where you will develop your cooking skills and learn about the function and characteristics of different ingredients.

The qualification has seven content areas:

- Health and Safety
- Food Legislation
- Food groups
- Factors affecting food choice
- Food preparation
- Recipe amendment
- Menu and action planning

How will you be assessed?

The qualification has 2 units made up of one non-exam assessment and one written examined assessment.

Non-exam assessment

The non-exam assessment requires you to respond to different scenarios where you may be asked to adapt recipes to meet special dietary requirements or design a two course menu. You will be required to research and then produce a digital document, and then prepare and cook the recipe or two course meal you have developed.

The non-exam assessment has a time frame of 18 and a half hours. Thirteen and a half of the allocated hours are required to complete the written element of the assessment. The remaining five hours are used to complete the practical element of the assessment.

Written examined assessment

You will also be required to sit an exam lasting one and a half hours at the end of the two year course. This will test your knowledge and understanding of all of the seven content areas.

Practical Requirements

You will not be required to provide your own ingredients, however a contribution towards the funding of ingredients will be requested termly.



ICT

Accreditation: WJEC EDUQAS Vocational Award in ICT
Subject Leader: Mr S Broderick

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! This ICT course is a practical, challenging new qualification designed to prepare you for the digital world.

This qualification 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 A Level & Level 3 qualifications and ultimately opportunities & careers such as: Data analysis, Digital content production,, Systems engineering, Web marketing management to name a few.



Modern Foreign Languages French, German and Spanish

Accreditation: Pearson Edexcel
Subject Leader: Miss H Williams

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. If choosing a language at GCSE, students must choose the language they have been studying at KS3.

Topics are split across 6 thematic contexts:

Theme 1: My Personal World

Theme 2: Lifestyle and Wellbeing

Theme 3: My Neighbourhood

Theme 4: Media and Technology

Theme 5: Studying and My Future

Theme 6: Travel and Tourism

The topics below are covered across the thematic contexts, sometimes appearing in more than one thematic context where relevant.

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



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: Speaking		Paper 2: Listening and understanding		Paper 3: Reading		Paper 4: Writing	
What is assessed	Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes.		Students are assessed on their understanding of the standard spoken target language by one or more speakers, across a range of formal and informal contexts.		Students are assessed on their understanding of the written target language across a range of formal and informal contexts, and in familiar and unfamiliar settings.		Communicating effectively in writing for a variety of purposes.	
How it is assessed	Foundation (50 marks)	7-9 mins + prep time	Foundation (50 marks)	45 mins	Foundation (50 marks)	45 mins	Foundation (50 marks)	1 hour 15 mins
	Higher (50 marks)	10-12 mins + prep time	Higher (50 marks)	60 mins	Higher (50 marks)	60 mins	Higher (50 marks)	1 hour 20 mins

The papers:				
Question Type	<u>Speaking</u>	<u>Listening and understanding</u>	<u>Reading</u>	<u>Writing</u>
	Task 1: Read aloud (12 marks) Task 2: Role Play (10 marks) Task 3: Picture task (12 marks) with conversation (16 marks)	Section A: Listening - Students respond to multiple choice and short answer open response questions. All questions are set in English and students produce all responses in English. Section B: Dictation - Students are assessed on their ability to transcribe spoken French/ German / Spanish into written language.	Section A: Students respond to multiple-choice and short-answer open response questions based on texts. All questions are set in English and students produce all responses in English. Section B: Students translate a passage from the target language into English, with instructions in English.	Foundation: Question 1: picture-based task (8 marks) Question 2: one of two open-response questions, set in formal context (14 marks) Question 3: one of two open-response questions, set in informal context (18 marks) Question 4: translation into target language (10 marks) Higher: Question 1: one of two open-response questions, set in informal context (18 marks) Question 2: one of two open-response questions, set in formal context (22 marks) Question 3: translation into target language (10 marks)
% 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.

GCSE MUSIC			
	Component 1 Performing	Component 2 Composing	Component 3 Appraising
What will I need to do?	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 & can be recorded as many times as you need.	Compose 2 pieces of music 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.	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. The exam will also focus on two pieces of music that will be studied in class (set works).
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 many 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?

For more information about the Music courses on offer at Hyde please contact: s.anthony@hydehighschool.uk. To see and hear some of the brilliant work going on at Hyde Music Department please follow [@hydehighmusic](https://twitter.com/hydehighmusic) on Twitter or Instagram.








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. There is no written exam for this course.

<div>  <div>TECH AWARD IN MUSIC</div>  </div>			
What will I need to do?	Unit 1	Unit 2	Unit 3
	PERFORMING - USING TECHNOLOGY	CREATING - USING TECHNOLOGY	PERFORMING ARTS IN PRACTICE
	<p>Students will <u>perform their own version of an existing piece of music</u> (a cover version) using <i>GarageBand</i>.</p> <p>Students will research, sequence, review, reflect & refine a 3-6 minute cover song for a small audience.</p>	<p>Students will <u>create & record their own piece of music</u> in any style, using <i>GarageBand</i>.</p> <p>Students will explore, develop, create, evaluate & refine a 3-10 minute original composition for a small audience.</p>	<p>Students will respond to a brief by <u>creating & 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 & evaluate a proposal for an event.</p>
			
Deadline	Y10 - Summer	Y10 - Winter	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 performance skills?	Do you have good music technology skills?
Can you already play a musical instrument ?	Do you like using the computers to create 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?	Do you enjoy working independently from the teacher?
Are you interested in a range of different styles of music?	Would you like to create your own version of an existing piece of music?
Are you interested in music theory and how music works?	Are you interested in learning about the performing arts industry?



GCSE Physical Education

Accreditation: OCR GCSE Physical Education

Subject Leader: Mr J Beeden

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.



Separate Sciences

Accreditation: GCSE (Edexcel)

Subject Leader: Mrs A Harley

Information

All students have to study the content of the Combined Science course which leads to two GCSEs in Science. For Separate Sciences, Biology, Physics and Chemistry will be delivered as separate subjects with discrete GCSE grades in Biology, Chemistry and Physics. The students will study a greater breadth of topics than students only 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 science 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 science courses.



ASDAN

Accreditation: ASDAN Entry Levels 1-3 and Levels 1-2
Subject Leader: Mr M Tristram

Information

ASDAN is a nationally recognised charity who offer courses designed to help students develop skills for learning, work and life through courses that are practical and accessible. Students will work towards two ASDAN qualifications and be entered for the level that best matches their ability.

In Year 10 students undertake the ASDAN Award in Personal and Social Development. They must gain 80 credits over a range of units that include:

- Healthy Living
- Managing Own Money
- Environmental Awareness
- Identity and Cultural Awareness

In Year 11 students undertake the ASDAN award in Employability. They must gain 80 credits over a range of units that could include:

- Applying for a job
- Career exploration
- Working with numbers
- Working in a team
- Customer service

How will you be assessed?

The ASDAN awards are portfolio based. There are no examinations. Students work towards providing evidence they have met the assessment standards for each unit. This can involve a range of activities including presentations, leaflets, learning journals and participation in activities or group work. Students should be aware they may need to complete some activities outside of school and provide evidence in terms of witness statements or photographs.

Who is this subject suitable for?

Students will be selected for this qualification based on their progress and levels following careful discussions with the SENDCO, Head of Year and the subject leader. Those chosen will usually have had support from the Alpha Centre during Years 7, 8 and 9.

Grading:

Level 2 qualifications are Grades 4-9 @ GCSE

Level 1 qualifications are Grades 1-3 @ GCSE

Entry Level qualifications are not a GCSE level and have 3 sub levels with Entry 3 being the highest