



Hardenhuish School
A High Performing Academy

Key Stage 4 Options Guide

*A guide to the curriculum being offered to
Year 10 pupils in September 2024*



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Introduction

Hardenhuish School provides a broad and balanced curriculum that engages and challenges our pupils so that they achieve the best possible range of qualifications, enabling them to fulfil their aspirations for the future. The curriculum is designed to offer pupils a wide choice of courses and learning experiences so that they also develop skills and knowledge that remain with them long after examinations. This is so our pupils leave school as confident and independent life-long learners, empowered with the knowledge and skills to thrive in a changing world.

Types of qualifications

The majority of courses that pupils will follow in Key Stage 4 are accredited, which means pupils achieve a qualification that is externally recognised. These qualifications can be achieved at several different levels; GCSEs at grades 9-4 (A*-C using the old system) are Level 2 qualifications and grades 3-1 (D-G) count as Level 1 Qualifications. The Cambridge National courses we offer are equivalent to GCSEs and can also be achieved at Level 1 and Level 2. In some circumstances, pupils could also be entered for Entry Level 1 qualifications, which is the level below Level 1. For a frame of reference, A Levels are Level 3 qualifications.

Grades

As you probably already know, GCSEs now have a numbered grade system ranging from 9 at the top to 1 at the bottom to replace the traditional A*-G letter grade system. The diagram below helps to illustrate how the new numbered grade system aligns to the old letter-based system.

Old GCSE grading system	A*	A	B	C	D	E	F	G	U	
New GCSE grading system	9	8	7	6	5	4	3	2	1	U

The current 9-1 grading system applies to all GCSE courses. A small number of our courses lead to a different type of qualification, which is equivalent to a GCSE but based on a different grading system, including IT, Sports Studies, Health & Social Care and Hospitality & Catering. These courses are graded using pass, merit, distinction and distinction* at Level 1 and Level 2.

Most GCSE courses are now assessed linearly, which means all examinations take place at the end of the course. This means that pupils will have most of their examinations at the end of Year 11 and will not have the opportunity to re-sit examinations. The other main form of assessment in GCSE courses is called non-examination assessment (NEA), which is coursework completed in class in Year 10 and/or Year 11 under the supervision of the class teacher. Non-examination assessment is only used in some GCSEs and Cambridge Nationals and more details about the nature of non-examination assessment for each course and the contribution it makes to the overall grade can be found the subject pages.

The core curriculum

All pupils follow the core curriculum until the end of Year 11. These courses and the qualifications they lead to are shown in the table below. The core curriculum alone gives pupils the opportunity of achieving up to 7 GCSEs. Further information about the core courses is given later in the booklet.

Subject	English	Maths	Science	PE	Personal Education
Periods a week	4	4	6	2	2
Qualifications	2 GCSEs ⁱ	2 GCSEs ⁱⁱ	2-3 GCSEs ⁱⁱⁱ	Not accredited	Not accredited

- i) All pupils study GCSE English Language and English Literature.
- ii) All pupils study GCSE maths and GCSE statistics (exams in the latter are completed at the end of Year 10).
- iii) Pupils follow one of two science pathways:
 - (1) Triple Award (leading to three separate GCSEs in Biology, Chemistry, and Physics)
 - (2) Combined Science (all three Science subjects leading to a double GCSE award).

The importance of English and Maths

English and Maths have always been part of the core curriculum and regarded as fundamentally important for all pupils. The value of these subjects for progression at all levels has continued to increase in recent years. For example, achieving at least a grade 4 in English and Maths is currently part of the entry requirement to Hardenhuish Sixth Form and for most Level 3 college courses, as well as a universal entry requirement for all degree courses at the majority of universities and for many careers. Literacy and numeracy skills are also essential in any workplace and are highly regarded by employers. Therefore, Hardenhuish places great importance on supporting pupils to achieve the best possible outcomes in English and Maths.

Under the 9-1 GCSE grading system, the Government has set a benchmark of a grade 4 as the national expectation for the minimum standard which pupils should achieve in both English and Maths. The Government refers to this benchmark as a 'standard pass' and is the level that pupils must achieve in order not to be required to continue studying English and Maths post 16. The Government wants to see the percentage of pupils achieving a grade 5 (known as a 'strong pass') and above rising and therefore may increase the national benchmark in the future.



Curriculum Pathways

A curriculum pathway is a route through Years 10 and 11, which will enable each pupil to study the optimum number and combination of subjects as well as receive the best support in their learning. This will help to maximise a pupil's achievement, engagement and enjoyment of Key Stage 4 and best prepare them for progression post-16.

All pupils, irrespective of their curriculum pathway, get a free choice from the full range of subjects that are on offer. As a result, pupils on the same pathway are very unlikely to have the same timetable or be in all of their lessons together.

Using our knowledge of each individual pupil's strengths, aspirations and areas for improvement, pupils are placed on one of two curriculum pathways. Parents have been sent a personalised pathways letter explaining which pathway their child is on. Their options form will also make it clear which pathway we recommend they should follow. The two main curriculum pathways are:

1. 5TEAM Pathway

Pupils who, with additional support and intervention, have the potential to achieve at least 5 GCSEs at grades 9-5 or equivalent, including English and Maths, are placed on our **5TEAM Pathway**.

As part of their timetable, pupils will have three lessons a week to follow a personalised study programme to maximise achievement across their courses, especially in the all-important core subjects of English and Maths. The nature of the personalised study programme will depend on each pupil's needs and is likely to comprise of additional support in literacy and numeracy, as well as academic mentoring to boost progress across their courses.

Pupils on this pathway will have three option choices from the full range of courses that are on offer, at least one of which must be a subject from Geography, History, French, Spanish or Computing. The option subjects, together with the core curriculum, will give pupils the opportunity to achieve up to 10 GCSEs. This will give pupils the best possible chance to achieve at least 5 GCSE qualifications at grades 9-5 or equivalent, including English and Maths, a benchmark that will widen future post-16 opportunities such as progression to our Sixth Form or other Level 3 college courses.

This approach aims to maximise the quality rather than the quantity of GCSE outcomes by making the demands of assessment throughout Key Stage 4 more manageable, especially at the end of Year 11 when pupils will have a large number of exams. Approximately half the year group follow this pathway.

2. 5TEAM+ Pathway

Pupils who, based on prior attainment, we believe will confidently achieve at least 5 GCSEs at grades 9-5 or equivalent, including English and Maths, are placed on our **5TEAM+ Pathway**. Pupils on this pathway will have four option choices from the full range of courses that are on offer which, together with the core curriculum, will give pupils the opportunity to achieve up to 11 GCSEs.

This will give pupils scope to study a broad curriculum and, as such, we strongly recommend that pupils choose a humanities subject and a modern foreign language as two of their options (although it is only compulsory to choose one subject from Geography, History, French, Spanish or Computing).

This pathway aims to maximise both the breadth and quality of GCSE outcomes for pupils who have shown they can manage the demands of studying a large number of courses at Key Stage 4. Approximately half the year group follow this pathway.

The options in the curriculum

Pupils may choose their options from a wide range of courses found in the second section of this booklet. **It is strongly recommended that most pupils should study a balanced curriculum which includes subjects from different areas to help keep their options open after Year 11.** This may, for example, include a combination of courses from a modern foreign language, a humanities subject, a computing/IT course, a DT subject, an expressive arts subject, sports or a vocational course. Subjects are grouped in these areas on the options form to make it easier to choose a balanced curriculum.

English Baccalaureate

The English Baccalaureate (EBacc) is a performance measure in school league tables that recognises those pupils who achieve a GCSE grade 9-5 or equivalent in English, Maths, two sciences (which may include Computing GCSE), a modern or ancient foreign language and either Geography or History. The purpose of the EBacc, as stated by the Government, is to encourage pupils to achieve a broad set of academic GCSE qualifications. However, the EBacc is not a qualification in itself and is not certificated for pupils who achieve the EBacc combination of subjects. While the EBacc includes academic subjects highly valued by universities, it is not required for entry to any Russell Group university.

At Hardenhuish, pupils are able to study the EBacc combination of subjects if they choose to do so but it is not compulsory.

Some pupils may have specific interests and strengths together with a clear idea of what they would like to do after Year 11 and such pupils may benefit from doing more than one subject in a particular area. This is why we don't have a rule limiting pupils to choosing only one subject from each area. **It is compulsory, however, for all pupils to choose at least one subject from Geography, History, French, Spanish and Computing.** This is to ensure pupils study a curriculum with a broad academic core that, together with their other option subjects, will give them a strong portfolio of qualifications.

Please also note that pupils may choose:

- *only one subject from Design Technology, Food Preparation and Nutrition or Hospitality and Catering*
- *only one subject from Art and Design or Textile Design*
- *only one of the two Computing or IT courses*
- *only one course from PE (GCSE) or Sports Studies*
- *up to two expressive arts subjects (Art, Music, or Drama)*

Making good option choices

Making the right choice of courses at Key Stage 4 is very important because it may affect a pupil's progression after Year 11 and possibly their future career opportunities. Option choices will also determine the number, type, and grade of qualifications a pupil will achieve as well as their enjoyment of Years 10 and 11. Therefore, the decision making involved in the options process deserves careful consideration of the information, advice and guidance provided by the school. Pupils should ask themselves the following four questions:

1. What am I interested in and enjoy?

Most pupils can quickly identify their favourite lessons, but it is important to make sure pupils choose a course because they find the subject interesting rather than just because they like the teacher or the group of friends in their current Year 9 class. It is unlikely that pupils will have the same teacher or group in a subject next year.

2. What am I good at and what courses will I succeed in?

Recent progress reports and scores in assessments will help pupils to identify their areas of strength. If pupils are unsure about their ability to succeed in a particular course, they should ask their subject teacher at the end of a lesson or at the Year 9 Pupil and Parent Consultation Evening.

3. How are the different courses assessed and which would suit me best as a learner?

As mentioned earlier in the booklet, some of the courses we offer in KS4 are assessed linearly. This means pupils will be assessed on their learning solely through examinations at the end of Year 11. Pupils will need to recall large amounts of information gathered over their courses to be successful in these qualifications and, to this end, we will continue

to support pupils to learn and develop the skills needed through Successful Lives and Mocks. Alternatively, some of the courses we offer allow pupils to be assessed more regularly through non-examined assessment across Year 10 and 11, with these assessments counting towards their final grades. This helps manage the workload at the end of Year 11 but requires pupils to show organisational skills and commitment throughout Key Stage 4. Therefore, when choosing courses, it is important to see how they will be assessed, and which method suits pupils best.

4. What qualifications do I need for my next step after Year 11 and beyond?

One of the most important outcomes of Key Stage 4 is that pupils achieve the qualifications that they need for progression to their desired next step after Year 11 and in their long-term aspirations. If pupils are clear about what career they wish to pursue they should seek advice about relevant courses. At this stage, many pupils will not know exactly what career they want to pursue and should not be overly concerned if they are unsure about what they want to do after Year 11, so long as they follow the advice of choosing a balanced curriculum to help keep their post-16 options open. However, it is important that pupils think ahead as much as possible and find out what qualifications they may need for their desired post-16 education (see below).

Progression Routes Post-16

Young people in England need to continue in education or training until the end of the academic year in which they turn 18 years old. Young people must continue to learn through one of the following routes:

- Continue with full-time education in school or college.
- Work-based learning, such as an Apprenticeship
- Continue with part-time education or training for at least 20 hours a week if they are employed.

Sixth Form and then university, employment and/or training

Most of our pupils' progress to Hardenhuish Sixth Form after Year 11. To do so, pupils currently need at least a grade 4 in English Language or Literature and Maths plus a grade 5 or equivalent in 3 additional subjects. After the Sixth Form, many of our pupils then progress to university, in fact Hardenhuish Sixth Form has one of the highest progression rates to the top 24 universities (known as the Russell Group) out of all schools in Wiltshire.

It is strongly recommended that most pupils aspiring to university should choose a modern foreign language and a humanities subject at GCSE as these subjects are highly regarded and may help to strengthen a university application. Studying a modern foreign language and Geography and/or History at GCSE also helps to lead to the study of A-level courses known by universities as the 'facilitating subjects'. A small number of universities currently require a modern foreign language at least at GCSE grade 9-4 level for entry to any course. However, this is not compulsory but, as explained earlier, we do expect all pupils on the 5TEAM and 5TEAM+ pathways to study at least one subject from Geography, History, French, Spanish and Computing to give them some breadth of qualifications.

More information about pre- and post-16 subject choices and university admissions is available online in the Russell Group publication 'Informed Choices' as well as on the websites of individual universities.

College, Apprenticeships or Employment with Training

Wiltshire College and other further education institutions offer a wide range of applied courses at Level 3 (equivalent to A-levels), Level 2 and Level 1 and support apprenticeships and other training in employment schemes. The entry requirements vary according to the level and type of course. Therefore, pupils considering this progression route should ask Ms Brenton, Careers and Transition Manager, for advice.

For Level 3 courses and advanced apprenticeships, pupils currently need at least 4-5 GCSEs at grade 9-4, sometimes in specific subjects and nearly always including English and Maths. For Level 2 courses and intermediate apprenticeships, pupils currently need 4 GCSEs at grade 3 and passes for Level 1 qualifications.

Information, advice, and guidance

This booklet provides information about the courses on offer and the options process. Please keep it safe as it will be useful to refer to throughout Years 9, 10 and 11. It is also available on the school website.

Please ensure you attend the online Year 9 Pupil and Parent Consultation Evening and make appointments with all the subject teachers as this is a valuable opportunity to discuss a pupil's potential for Key Stage 4 courses and seek further course information. Similarly, it is very important that pupils and parents attend the Key Stage 4 Options Evening when Mr Woollin will give an overview of the options process. Pupils and parents will then be able to attend up to 4 presentations from all option subjects on the evening and will then have the chance to speak to subject teachers to ask any questions.

Staff (role)	Area of advice	Initials for e-mail contact
Year 9 Tutor	- overview of a pupil's areas of strength - options process	Various
Subject Teachers	- more information about a course - a pupil's likely outcome for a course	Various
Mrs Jane Hammerton (Year 9 Pastoral Manager)	- overview of a pupil's areas of strength - options process	EJH
Ms Alice Humphries (Year 9 Learning Manager)	- options process - suitable subject combinations for a pupil	AJH
Mr James Woollin (Deputy Headteacher)	- options process - progression routes - technical questions and school policy	JMW
Mrs Bennett (SENCo)	- advice for pupils with SEN	DGB
Ms Brenton (Careers and Transition Manager)	- advice about careers and progression to college, apprenticeships, and employment with training	VJB

Timeline for options process

A careful sequence of events has been planned to support pupils to make well-informed decisions and choose the best curriculum for them.

- Special Year 9 assemblies to launch options process – 8 January 2024
- Options booklet given out along with letters about curriculum pathways to pupils during tutor time. This letter will also be emailed to parents – 9 January 2024
- Year 9 Pupil and Parent Consultation Evening (remote) - Thursday 11 January 2024
- Key Stage 4 Options Evening (in school) - Thursday 18 January 2024
- Deadline for completing options form - Thursday 1 February 2024
- Follow up advice and guidance interviews for some pupils - Term 4
- 2024-25 pupil timetable published - Term 6
- Year 10 courses start - September 2024

Completing the options form

After the Key Stage 4 Options Evening, a link will be sent to pupils and parents so that they can complete the online options form. **Forms must be completed by no later than Thursday 1 February.** We always do our best to maximise the number of pupils who can do their first-choice courses, and, in most years, most pupils' choices are met. However, we can never guarantee that pupils will get their first choices until all the option choices are analysed and the timetable structure is in place.

Sometimes, we are unable to give pupils a place on a course because:

- There are too few pupils to make a viable class.
- There are too many pupils given the teachers and resources available.
- A pupil has opted for a combination of courses that causes a timetable clash.
- A pupil has opted for a course or combination of courses which may not be well suited to them in the view of staff at school.

In the small number of cases that we are unable to offer pupils their first-choice options or their reserve choice, we will contact the pupil and parents to discuss suitable alternative courses.



Hardenhuish School

The Core Curriculum



English Language and English Literature Examination Board: AQA

In Key Stage 4 English, pupils will study for two GCSEs, following a GCSE English Language and GCSE English Literature pathway.

What is the course like?

Both qualifications are rigorous, thought-provoking programmes of study that draw from traditional and modern texts to give pupils a rounded appreciation of words and language in all their guises. Pupils will emerge from the two-year course with two separate GCSEs.

What is studied during the course?

The simple answer is... everything! From Avon's Bard to online blogs, contemporary news articles to a poet's pentameters, there is almost nothing which doesn't fall into the study of English Language and Literature! Texts for Literature will include prose, drama, and poetry from a variety of time periods, including the 19th Century and works by the Romantic poets – thought to be radical and ground-breaking in their own time and this will be supplemented by the study of non-fiction from across the history of the English language. Throughout both courses, pupils will learn to analyse writer's choices with skill and precision and to exploit them in their own creative writing, crafting their own compositions for a variety of audiences and purposes.

There is also a Spoken Language component to the course, requiring pupils to plan a presentation on a topic of their choice, deliver it to a group and respond to questions from their audience.

How is the course assessed?

All English Language and English Literature GCSEs will be assessed by terminal exams. Pupils will be prepared for these in class throughout the two-year course through a varied programme of creative and reflective tasks based around their set exam texts and unseen materials, providing practice and resilience in building exam skills. There will be regular assessments throughout the course, and, in June of Year 11, there are two terminal exams in English Language - totalling 3.5 hours - and two terminal exams in English Literature - totalling 4 hours. These exams will account for 100% of pupils' overall grade.



Alongside this, our pupils' Spoken Language skills will be assessed through a presentation and graded as a Distinction, Merit, Pass or Not Classified. This will be reported alongside the final GCSE grade.

For further information, please contact Mrs Francis or Miss Thompson.

Mathematics
Examination Board: Edexcel

What is the course like?

The GCSE Maths course contains a mixture of pure and applied topics encouraging pupils to develop the skills and knowledge required to use mathematics in real-life problem-solving scenarios.

What is studied during the course?

Pupils need to demonstrate knowledge, understanding and skills in the following areas:

- *Number and algebra*: numbers and the number system, calculations, solving numerical problems, equations, formulae and identities, sequences, functions, and graphs.
- *Ratio, proportion, and rates of change*: speed, converting between different measures, real-life ratio and proportion scenarios and growth and decay problems.
- *Geometry*: geometrical reasoning including trigonometry, transformations, co-ordinates, measures, and construction.
- *Probability*: investigating probability of events both individual and combinations of events, randomness and to be able to write combinations systematically in tables or Venn diagrams.
- *Statistics*: data collection, processing data, drawing graphs to represent data, and interpreting and discussing results.
- *Using and applying mathematics*: problem solving, communication and reasoning.

How is the course assessed?

GCSE Maths is assessed by three, 1 hour 30 min exams at the end of Year 11. The first paper is non-calculator and the second and third are calculator-allowed exams. These papers are equally weighted, and the pupil's final mark is based on the combined score from the three papers. There are two tiers of entry: higher tier gives access to grades 9-4 and foundation tier gives access to grades 5-1.

For further information, please contact either Mrs Cobb or Mr Cobb

Statistics
Examination Board: Edexcel

What is the course like?

The GCSE Statistics course is a chance for all pupils to apply their mathematical knowledge in a real-life context. It will not only help deepen their knowledge of the statistics content of the GCSE course, but also help pupils question and analyse the data and statistics that we are surrounded with on a day-to-day basis.

What is studied during the course?

Pupils need to demonstrate knowledge, understanding and skills in the following areas:

- *Collecting Data:* Statistical Sampling techniques, types of data and the various ways we could collecting data.
- *Processing and Representing Data:* Data charts and tables that are used to help present data.
- *Analysing Data:* Averages, measures of spread and the ways these can be calculated from all the various charts and tables.
- *Evaluation:* What conclusions can be reached from the data, correlation, and causation.

How is the course assessed?

GCSE Statistics is assessed by two, 1 hour 30 min exams at the end of Year 10. A calculator is allowed on both papers. These papers are equally weighted, and the pupil's final mark is based on the combined score from the two papers. There are two tiers of entry: higher tier gives access to grades 9-4 and foundation tier gives access to grades 5-1.

For further information, please contact either Mrs Cobb or Mr Cobb



Science
Examination Board: Edexcel

Pathways:

1. Separate Sciences: Three individual Science GCSE qualifications in Biology, Chemistry and Physics.
2. Combined Sciences: Two science GCSE grades in Combined Science.

Pupils begin studying the GCSE Science course in Year 9. Pupils follow the same program of study thus all pupils learn the same ideas and concepts and the same content from the science specification. This ensures that at the end of Year 9 all pupils are at the same point for the end of year assessment, which assesses the GCSE content studied through Year 9. Pupils are placed on one of the two science pathways described above, for the start of Year 10. Our decision places pupils on the course which we consider most likely to result in their greatest academic success.

1. Separate Science

What is studied during the course?

Following the Edexcel courses, pupils taking the Separate Science pathway follow the 2016 Single Science GCSE 9-1 specification and will obtain a GCSE in each of Biology, Chemistry and Physics. The 2016 specifications have significant demand in terms of the concepts covered as part of the course content, as well as in the quantity and demand of maths skills required for the examinations. The Separate Science course is ideal for those pupils who have a real passion and aptitude for the sciences. The course is taught in a way that makes science relevant to the twenty first century and encourages scientific literacy whilst catering for different aptitudes and interests. The study skills required to follow this path are transferable across other courses and useful in preparation for further and higher education.

How is the course assessed?

The knowledge, skills and understanding of science will be integrated into several core practicals. The skills learnt during the completion of these core practical experiments will be assessed along with the rest of the content in the Year 11 final GCSE. Pupils will sit two papers per GCSE (a total of 6 examinations each of 100 marks) at the end of Year 11.

2. Combined Science

What is studied during the course?

Following the Edexcel specification, pupils taking the Combined Science pathway follow the 2016 Combined Science GCSE 9-1 specification. All three science disciplines are covered by the course with the results being combined to give two GCSE grades. The 2016 specifications have significant demand in terms of the concepts covered as part of the course content, as well as in the quantity and demand of maths skills required for the examinations. The course is taught in a way that makes science relevant to the twenty first century and encourages scientific literacy whilst catering for different aptitudes and interests. The scientific understanding and study skills required to follow this path are transferable across other courses and useful in preparation for further education in science and non-science qualifications.

How is the course assessed?

The knowledge, skills and understanding of science will be integrated into several core practical experiments. The skills learnt during the completion of these core practical experiments will be assessed along with the rest of the content in the final examinations. Pupils will sit two papers per science specialism (a total of 6 examinations each of 60 marks) at the end of Year 11.

For further information, please contact Mr Mayo.

Physical Education

What is the course like?

The Physical Education Department are passionate about continuing to provide pupils with a broad range of physical activities to take part in as they progress through Key Stage 4. Pupils studying GCSE PE and Sports Studies courses will be encouraged to follow a competitive pathway allowing them to be assessed in the sports needed for the practical element of their course. This will include the traditional school games and will be a valuable opportunity for those pupils aiming to represent the school in extra-curricular fixtures and matches. Pupils not studying one of these courses but still aiming to represent school teams will also follow this pathway and will be encouraged to attend extra-curricular clubs and training sessions which will continue throughout Key Stage 4.

Pupils not looking to represent the school in competitive sport will follow a curriculum that provides them with a broad range of activities. There will be an increased focus on recreational physical activity for pupils following this curriculum. The PE Department understand the important role that sport, and exercise can play as pupils' progress through KS4, and the positive impact that regular physical activity can have on pupils' attainment in their GCSE exams at the end of Year 11. All pathways follow a sports education model where the emphasis is on the pupils taking on the responsibility for their physical activity.

Extra-Curricular

Extra-curricular opportunities will remain at the heart of what we do throughout Key Stage 4 and clubs will run in a variety of team games and recreational clubs throughout the year. All pupils will be encouraged to attend as a way of coping with the stresses and increased workload that comes with Key Stage 4. School teams will run in all major games and athletics, and indoor climbing will also be available to Key Stage 4 pupils. Sports such as badminton, volleyball, boxercise, aerobics, and circuit training will also be introduced throughout the year.

What is studied during the course?

Traditional team sports and recreational based activities are played throughout. Athletics, gymnastics, and cross country take place at different times of the year. New sports such as badminton, volleyball, boxercise, aerobics, and circuit training will also be introduced.

How is the course assessed?

There is no formal assessment for Core PE at Key Stage 4.

For further information, please contact Mr Brailey, Mrs Place or Mrs Davidge-Lumber.



Personal, Social, Health and Citizenship Education (PSHCE)

What is the course like?

This is a compulsory non-accredited subject that pupils will be completing throughout Years 10 and 11. The course is split into different modules (some PSHE and some Citizenship) and pupils rotate around different teachers for the delivery of these modules. These modules focus on different 'life skills' and they are designed to help prepare pupils for adult life. There will also be several specialist external speakers that will provide additional education on specific areas including healthy relationships, drug and alcohol awareness and careers.

What is studied during the course?

The course includes mandatory PSHE modules taught by the same teacher on the following:

- Relationships and sex education
- Drugs education

Other modules are taught by 'specialist teachers' and include:

- Mental Health and Wellbeing (Year 10)
- Ethics and Philosophy of religion (Year 10)
- Humanity, Charity, and Ethical Living (Year 10)
- Loss and Change (Year 10)
- Rights and Responsibilities (Year 10)
- Finance (Year 11)
- Law and Order (Year 11)
- Ethics and Philosophy of religion (Year 11)
- Parenting (Year 11)
- Politics (Year 11)

How is the course assessed?

Although there are no exams involved in this course, the pupils will complete a self-reflection assessment at the end of each module. The content covered will equip pupils with the life skills to be able to understand, reflect on and respond to some of the major issues that pupils may encounter after leaving Hardenhuish School. Most importantly, PSHCE will help each pupil to prepare to live their life as a responsible, informed, confident and socially aware young adult.

For further information, please contact Miss Grout.





Hardenhuish School

The Optional Curriculum



What is the course like?

Through a range of interactive activities, French and Spanish pupils learn to express themselves across a variety of new and exciting topics including travel, equality, and gaming.

Pupils have already covered a large portion of the content of the GCSE course in Key Stage 3, and many of the pupils will already be working at a basic GCSE level in terms of grammar and vocabulary. Pupils do not need to be fluent in French or Spanish to do a GCSE. First and foremost, it is expected that pupils will enjoy being able to communicate in another language. The GCSE course will enable them to respond to French or Spanish with a degree of spontaneity, using a variety of different problem-solving strategies.

Pupils will be taught primarily using French/Spanish and should not expect to hear much English in lessons. This is the most effective way of learning a language, through immersion. Pupils will also need to learn vocabulary on a regular basis to be able to produce language from memory using apps like Quizlet, Blooket, and Duolingo.

We are excited to announce that we are also exploring the option of a French and Spanish KS4 trip, with more details to follow soon.

What is studied during the course?

The themes and topics covered in both French and Spanish are:

- My personal world including friends and family.
- Lifestyle and wellbeing including equality.
- My neighbourhood.
- Media and technology including social media and gaming.
- Studying and my future.
- Travel and tourism including where to visit in countries abroad speaking French and Spanish.

How is the course assessed?

While dictionaries are not allowed during any of the exams, the questions all use words from a specific list of vocabulary known as 'high frequency' words, which is a new improvement to the GCSE and potentially very helpful to pupils.

1: LISTENING exam - 25% of the final grade

Pupils will be assessed on their ability to: understand specific details and key points, recognise attitudes, opinions, and emotions, write phrases, and draw conclusions. Pupils will hear the clips 3 times.

2: SPEAKING exam - 25% of the final grade – carried out by their Hardenhuish teacher, but marked externally.

Pupils will be assessed on their ability to: seek and give information, carry out transactions, participate in conversations, narrate, and discuss past, present and future events, express ideas and points of view, use French/Spanish phonics with accuracy.

3: READING exam - 25% of the final grade.

Pupils will be assessed on their ability to: understand specific details and key points, recognise attitudes, opinions, and emotions, and draw conclusions, translate from French/Spanish into English.

4: WRITING exam - 25% of the final grade.

Pupils will be assessed on their ability to: express ideas, attitudes, feelings, and opinions, giving reasons where appropriate, refer to and narrate past, present, and future events. Pupils are not expected to be able to write fluently and freely in the language, though some pupils may achieve this. This component also includes some translation from English into French/Spanish.

There are two tiers of entry:

- Higher tier gives pupils access to grades 9-4
- Foundation tier gives access to grades 5-1.

Pupils must do all four exams at the same entry level; they cannot mix and match. The decision about tiers is not made until pupils have completed some assessments in Y10.

Additional Information

The Hardenhuish school community is full of different languages and the global world of employment is the same. Employers can be based anywhere, but wherever they are, they will need local languages to communicate and sell their products.

For pupils to get ahead in the future, languages give them the edge over others who don't possess the same skill. You may not realise it, but language and language patterns are everywhere; coding, music notation, emojis, numbers – it's all language and communication!

It is important that pupils learn to speak and understand other people, no matter where they are from. Languages are the perfect way to meet new people, immerse themselves in new cultures and make a difference to who they are. Learning a foreign language can help pupils understand their own language. The business world needs confident communicators!

Research has shown that speaking more than one language increases brain capacity and helps people to develop their memory skills. It's an impressive achievement to speak a foreign language which friends and family will envy, and employers will love!

Skills in a foreign language are useful for all sorts of careers, not just teaching and translation. Previous GCSE linguists now work in media, environmental consultation, medicine, engineering, business, and sales, as well as having the opportunity to work anywhere in the world where French and Spanish are spoken.

Furthermore, the top universities recognise that a modern foreign language is a rigorous academic discipline and an MFL is highly regarded. As mentioned, we are excited to announce that we are also exploring the option of a French and Spanish KS4 trip, with more details to follow soon.

“Young people from the UK are at a disadvantage in the recruitment market. The UK workforce suffers from a chronic shortage of people at all levels with usable language skills. Companies increasingly need personnel with technical or professional skills plus another language.” Source: Nuffield languages enquiry.

If pupils can:

- Understand main points and views of others
 - Communicate the main points of their own message
 - Take part in simple transactions and conversations
 - Express personal opinions about a variety of topics using past, present, and future tenses...
- ...then they will succeed in French and Spanish!

For further information, please contact Miss Távora.



What is the course like?

Businesses operate in an ever-changing global environment and must continually innovate and adapt to stay ahead of the competition. Our aim is to spark pupils' interest in this dynamic and fascinating subject, so that they gain a deep appreciation of the role of businesses in today's society.

The course will allow pupils to develop an understanding of business functions and how they interact to offer goods or services. Pupils study a range of businesses from small independent companies up to global corporations, developing knowledge of how the organisations are led, marketed, financially managed, and operated. Pupils learn about the environment in which businesses operate and the opportunities and threats they face through competitive, economic, political, legal, environmental, and technological changes. A variety of teaching and learning methods are used to bring the subject to life. To be successful, pupils will need an interest in the business world and want to know more about what makes a business successful, why we need to have so many different businesses, what they do, and how they do it. We aim for GCSE Business to inspire the entrepreneurs and business leaders of the future.

What is studied during the course?

- *Influences of operations and human resources on business activity*
 - Topic examples include enterprise, business planning, aims and objectives, location, types of production, organisational structure, and recruitment.
- *Influences of marketing and finance on business activity*
 - Topic examples include market segmentation, market research, marketing mix, sources of finance, cash flow, financial reports, and calculations such as break-even.

How is the course assessed?

Two written papers:

Unit 1: Influences of operations and human resources on business activity

Written exam: 1 hour 45 minutes, 90 marks, worth 50% of the GCSE.

Questions

1. Section A has multiple choice and short answer questions.
2. Section B has one case study/data response.
3. Section C has one case study/data response.

Unit 2: Influences of marketing and finance on business activity

Written exam: 1 hour 45 minutes, 90 marks, worth 50% of the GCSE.

Questions

1. Section A has multiple choice questions and short answer questions.
2. Section B has one case study/data response.
3. Section C has one case study/data response.

Additional Information

During the two-year course, the pupils will have an opportunity to visit Cadbury World to see marketing and operations management theory in practice, as well as hearing from external speakers from the business world.

For further information, please contact Mrs Auld.

Geography
Examination Board: AQA

What is the course like?

The issues-based GCSE Geography course builds on the foundations laid during Key Stage 3 and will allow progression into the post-16 phase of education. During Years 10 and 11, pupils will study a balance of physical, environmental, and human geography topics, and will, through a range of examples, highlight the linkage which exists between them. Case studies will involve a variety of scales - local, regional, national, and global.

What is studied during the course?

Unit 1: Living with the physical environment.

- The challenge of natural hazards: Tectonics, Weather and Climate Change.
- Physical landscapes in the UK: Rivers and Glaciated Landscapes.
- The living world: Ecosystems including Tropical Rainforests and Cold Environments.

Unit 2: Challenges in the human world

- Urban issues and challenges: cities in low-income countries/ newly emerging economies and high-income countries.
- Changing economic world: the development gap, Nigeria, and the UK economy.
- Resource management: with a focus on water.

Unit 3: Practical application of geography

- Issues evaluation: problem solving on any element of the course- this includes a pre-release booklet.
- Fieldwork skills: pupils will be required to undertake two different types of fieldwork exercise, one human and one physical.

How is the course assessed?

Pupils will be assessed by three written exams:

Paper 1: assesses Unit 1, 1 hour 30 minutes, 35% of the final grade.

Paper 2: assesses Unit 2, 1 hour 30 minutes, 35% of the final grade.

Paper 3: assesses fieldwork and skills along with issues analysis, 1 hour 30 minutes, 30% of the final grade.

Additional Information

GCSE pupils will take part in a day's fieldwork in the Forest of Dean to complete a series of tasks linked to river processes and impact of visitors on a rural area. In addition, there will be opportunities during lesson time to complete fieldwork in the local area, e.g. looking into housing quality in Chippenham.

Geography pupils with their knowledge and understanding of environmental and resource issues are well placed to make a significant contribution to the economy and to society. By selecting GCSE Geography, you will be choosing a subject that will give you a range of transferable skills. You will be aware of events around you and appreciate that people have different views and there are different solutions to issues.

For further information, please contact Miss Lowther.

History Examination Board: Edexcel

What is the course like?

The course investigates many different features of the past, ranging from the medieval to modern era. Our GCSE course was chosen by pupils, and we are happy to present to you a course which fits 21st century skills, as well as something that pupils will enjoy learning about.

Many pupils enjoy GCSE History because of the varied and unusual nature of the course. It builds on the skills learned at Key Stage 3 but offers new opportunities to prepare for the real world. There are also a variety of learning experiences on offer, such as role plays, ICT, debates, and good old-fashioned reading!

History GCSE is for anyone who is naturally curious; anyone who has enjoyed the subject during Years 7 to 9; anyone who enjoys a challenge; and anyone who wants a qualification which is highly valued by a wide range of employers.

History GCSE equips pupils with the means to approach a variety of career paths, whether pupils choose to go into further education or not. Routes into careers ranging from law to journalism, and from the armed services to accountancy. Pupils will develop their literacy skills so that they can think for themselves, ask questions, and make decisions. We also aim for pupils to get across their point of view effectively.

What is studied during the course?

The syllabus will offer a range of themes from four very different study modules:

1. British Thematic Study with Historic Environment – Medicine in Britain and Surgery on the Battlefields of WW1
2. Period Study – British America 1713-83
3. British Depth Study – Anglo Saxons and Normans
4. Modern Depth Study – Weimar and Nazi Germany

How is the course assessed?

The grade is based on three exams:

Paper 1: Thematic study and historic environment, 1 hour 15 minutes, 30% of the final grade

Paper 2: Period study and British depth study, 1 hour 45 minutes, 40% of the final grade

Paper 3: Modern depth study, 1 hour 20 minutes, 30% of the final grade

Additional Information

We believe the GCSE course offers a challenging and stimulating approach to the study of history, along with the opportunity to gain a very valuable qualification.

For further information, please contact Mr Arkinstall.

Religious Studies
Examination Board: AQA

What is the course like?

GCSE Religious Studies is a rigorous academic subject, that explores in depth the key beliefs and practices of two main world religions as well as a variety of philosophical and ethical issues linked to modern society.

It encourages pupils to think for themselves, question and develop empathy and understanding of the views, beliefs, actions, and perspectives of others. This is a valuable skill required for any career pathway and something which many employers look for.

“It is through others that we become ourselves” Vygotsky

You will thrive on this course if you are interested in learning about, discussing and analysing possible answers to the following:

- Different Christian beliefs about creation and the Big Bang theory?
- When does life begin?
- Should we legalise euthanasia?
- Does God exist?
- Is the death penalty an appropriate form of punishment?
- Is war ever justified?
- What happens after death for Muslims and Christians?

Written reflection and **exam practice questions** are used in many of the lessons following the above discussions and learning, to improve exam skills and progress.

What is studied during the course?

Component 1: the study of religion.

You will study the beliefs, teachings and practices of **Christianity** and **Islam**. Topics include: the nature of God, life after death, pilgrimage, festivals and the role of religion in society.

Component 2: philosophical and ethical issues. You will study the following:

Religion and Life, Religion, Peace and Conflict, Religion, Crime and Punishment and Relationships and Families.

How is the course assessed?

The pupils will complete **two exams at the end of Year 11**. Each exam will be 1 hour and 45 minutes and will make up 50% of the overall marks. The exams are not tiered, allowing pupils the chance to push themselves to achieve the best possible grade. There are no controlled assessment tasks and no coursework.

Additional Information

Pupils should take this GCSE because the course is engaging, challenging, questioning and relevant to what is going on in the world today. In a multi-cultural world, it is so important that we are aware of past and current issues and the links to religion.

During the two-year course, pupils will have the opportunity to visit places of worship to help develop knowledge and understanding of different beliefs and practices.

For further information, please contact Mrs Singer.

What is the course like?

Computer Science is a prestigious and modern GCSE focusing on how computers work. The modern world is driven by the advances in technology and studying this course will introduce you to many computing concepts, allowing both your programming skills and computing knowledge to grow. This course could act as your first steppingstone to a career in Computer Science. Pupils who have particularly enjoyed programming at KS3 (e.g. Python, Scratch) and want to learn more about the fundamentals of computers will enjoy this course. The course focuses on a range of theory topics all of which are up to date and relate to the current world of technology. Pupils will also learn how to break problems down into smaller chunks and write programs to solve larger problems, showcasing a wide range of problem solving, resilience and technical skills. Computer Science is not just learning how to code, it's teaching you how to think. Subjects such as Maths and Physics also complement this course.

What is studied during the course?

- Look at the use of algorithms in computer programs and how to trace/write them.
- Apply creative and technical skills, knowledge and understanding in a range of programming projects.
- Learn how a computer works at a low level, considering concepts such as Binary, Hexadecimal, and how sound/images are stored in a computer system.
- Look at the hardware/software requirements of computer systems and the various components needed to allow them to operate effectively.
- Learn about computer networks and how information/data can be shared between different types of networks (such as the Internet)
- Evaluate the effectiveness of computer programs and the impact of computer technology in society, such as ethics and cyber security.

How is the course assessed?

Paper 1: computational thinking and problem solving – *written assessment (50% of the course grade)* focuses on computational thinking, problem solving, and applied computing as well as theoretical knowledge of computer science all set in practical scenarios.

Paper 2: written assessment (50% of the course grade) - theoretical knowledge of data representation, computer networks, cyber security, and ethics.

Additional information

- This qualification is rigorous and will require a large amount of self-motivation and independence when faced with a difficult problem.
- Programming is a key aspect of the course, and you will be required to know how to write and trace code both on a computer and on paper in the exam.
- Computer science is part of the English Baccalaureate and is included as one of the qualifications that make up this combination of subjects.
- The course maps well with the AQA Computer Science A-level qualification taught at sixth form.
- Pupils who want to go on to higher study and employment in the field of computer science will find it provides a superb steppingstone.
- Furthermore, it is a great time to learn as programmers are in huge demand.

For further information, please contact Mr Phillips.

**Information Technology (Level 2 Cambridge National)
Examination Board: OCR**

What is the course like?

Cambridge National in IT will inspire and equip pupils with the confidence to use skills that are relevant to the IT sector and more widely. The qualification is split into three different units which cover a range of key IT theory, spreadsheet skills, and learning how to develop an augmented reality product. Pupils will complete two controlled assessment units during the course which are completed during lesson time. There is also an exam which pupils sit at the end of Year 11 covering topics such as hardware/software, design tools and cyber security. The IT qualification is a very practical subject due to controlled assessment elements and is a great choice for pupils who are creative, motivated, and independent. The perfect choice for pupils who enjoyed the practical side of KS3 IT.

What is studied during the course?

- Learn about design tools such as flowcharts, mind maps and wireframes.
- Learn about Human Computer Interfaces (HCIs) and how they are used in everyday life.
- Understand the purpose of data and how this can be turned into information.
- Learn how data can be used, collected, and stored.
- Look at different cyber security threats and legislation related to IT.
- Learn about 'The Internet of Everything' and how this is shaping the world we live in.
- Learn how to create effective spreadsheet models.
- Learn how to build an Augmented Reality product.

How is the course assessed?

The course is split into three different units which are all equally weighted.

Unit R050 - IT in the digital world – (written exam sat at the end of Year 11).

Unit R060 – data manipulation using spreadsheets (non-examined assessment task).

Unit R070 – using Augmented Reality to present information (non-examined assessment task).

Each coursework unit is intended to take 10 hours (completed in lesson time) with time spent preparing pupils with the skills needed to complete the assessment. Theory content will be taught to pupils during Year 10 and Year 11 which will be assessed in the exam unit (R050) at the end of Year 11.

Additional information

- The skills learnt through this qualification are relevant to the wider world and will equip learners with both knowledge and software skills that can be used in the workplace.
- This is an exciting qualification for pupils who enjoy using a computer to complete tasks and produce digital solutions.
- The course maps well with the Cambridge Technicals in IT qualification taught at sixth form, whilst also supporting other A-level qualifications such as Business and Geography.
- The course will support pupil's progression into employment through apprenticeships in areas such as Digital Marketer or Business Administrator.
- The course will give pupils a wider understanding of how IT is used in the real world.

For more information, please contact Mr Phillips.



Art and Design
Examination Board: Eduqas (WJEC)

What is the course like?

Studying Art is exciting, rewarding and truly contemporary. The GCSE course is incredibly broad allowing pupils fantastic opportunities to engage with a wide range of techniques, processes and subject matter. Pupils are encouraged to experiment with new materials and to generate ideas that will lead to original and exciting work.

What is studied during the course?

In Year 10, the course begins with a mini project to give pupils an understanding of how their work is assessed and how they might generate their own ideas. The rest of the year is designed to afford pupils the chance to take creative risks and engage with a huge range of media including drawing, painting, photography, printmaking, collage, textiles, ceramics, and mixed media, 2D and 3D work. Topics covered in previous years have included portraiture, still life, texture and landscape and provide pupils with an excellent foundation to build their more independent projects on. In Year 11, pupils can continue to employ a wide range of skills or begin to specialise in one area whilst working independently on a mock exam project that finishes in December. In January, pupils begin work on their externally set assignment as detailed below.

How is the course assessed?

Portfolio: A selection of the pupils' best work from Years 10 and 11 forms a portfolio which is worth 60% of the final mark. Their work is awarded marks for each of the four assessment objectives – contextual understanding, creative making, reflective recording, and personal response.

Externally set assignment: an examination paper (where pupils select one theme from a wide range) is given out at the start of January and pupils have approximately three months to develop their ideas in a sketchbook. Pupils then prepare for their 10-hour controlled assessment where they complete a final piece that develops from their preparation studies. This component is worth 40% of the final mark and uses the same four assessment objectives as the portfolio.

In both the portfolio and the externally set task, pupils need to show that they can:

- Research a theme, taking photos and producing studies from them.
- Study artists who share the same theme as their own and investigate the broader context of their ideas.
- Explore ideas by experimenting with different media and techniques, modifying their work as it progresses.
- Bring all their ideas to a conclusion in a piece of work.

Additional information

Pupils will go on trips to university degree show exhibitions and London galleries as part of their studies. Pupils are also encouraged to curate exhibitions of their work and will have opportunities to work with A-level pupils to develop their ideas and skills. Whilst there is no written exam pupils are expected to demonstrate their literacy skills when analysing the work of others and reflecting on their own progress.

Art and Design can lead to a significant number of exciting careers and can facilitate and enhance pupils' learning in other subject areas also. After studying GCSE Art and Design several art options are possible:

- at Hardenhuish, A-level Art and A-level Photography are available.
- at local colleges, BTEC courses in Art and Design.

For further information, please contact Miss Bigwood.

Dance
Examination Board: AQA

What is the course like?

If pupils enjoy performing and choreographing dances and like to challenge themselves in terms of building strength, stamina, and flexibility, then this subject is for them. During the course pupils will engage in individual and group practical work exploring a variety of different dance styles and professional works. Pupils will also attend live performances and engage in dance workshops with professional artists.

What is studied during the course?

In Year 10, the course focuses on:

- Performance: developing physical, technical, and expressive skills through a range of dance styles. Pupils are engaged in at least 100 minutes of practical dance teaching a week and can take part in practical dance workshops with professional companies.
- Choreography: exploring movement and developing composition skills using professional dance works.
- Dance appreciation: describing, interpreting, and evaluating the movement components and aspects of production in dance works. Pupils are invited on dance/theatre trips to encourage critical appreciation.
- Safe practice: developing knowledge and understanding of health, fitness, and safe working practices.
- Beginning to think/choreograph NEA in preparation for Year 11.

In Year 11, the course focuses on:

- Choreography: learning how to use stimuli and themes to create movement. Learning how to improvise and using performance work to aid in choreographic ideas.
- Developing performance skills and building on the knowledge gained in the previous year.
- Selection of exam pieces to find the most suitable for each pupil.

How is the course assessed?

1. Practical Assessment (internally and externally) **60%**.
2. Theory Assessment (written exam) **40%**.

Component 1: Performance and Choreography

60% of the GCSE

- Performance in a duet/trio.
- Solo performance through set phrases choreographed by the exam board - *30% of the GCSE*.
- Solo or group choreography based on a stimulus set by the exam board - *30% of the GCSE*.

Component 2: Dance Appreciation

40% of the GCSE

- Knowledge and understanding of choreographic processes and performance skills.
- Critical appreciation of own work.
- Critical appreciation of 6 professional works ranging from ballet, contemporary, Brazilian, and hip hop.

Additional Information

It will help pupils to get the best grade they can if they: have an open mind towards dance; are not afraid to explore new movement and ideas; enjoy performing to an audience, showing confidence, musicality and style; demonstrate individuality and artistry in the communication of dance ideas; actively pursue the development of a strong, flexible and expressive body; volunteer to be in GCSE/A-level exam work.

For further information, please contact Miss Birchall.

Drama
Examination Board: AQA

What is the course like?

This is a varied, rigorous, creative course, where pupils develop their practical and written drama skills, over the two years of study, applying them to centre set play texts and stimuli. In addition, pupils will devise their own piece of theatre and perform extracts from a well-known play, either as an actor or designer. Pupils will also be offered a wide variety of theatrical experiences including trips and workshops, and it is hoped that they will take advantage of all the opportunities available to them.

What is studied during the course?

Component 1, pupils will study one full performance text practically (Blood Brothers), as well as compiling notes on ONE live performance experience, from the point of view as an audience member. They will then complete a written exam on both elements.

Component 2, pupils will apply techniques and ideas to devise their own work from stories, poems, paintings, and other stimuli. This will comprise of a polished performance and written or recorded Devising Log.

Component 3, pupils will explore a complete text, and then perform in two polished key extracts from it. These can be monologues, duologues, or group scenes (maximum 25 minutes). Alternatively, pupils may also explore the text as a designer.

How is the course assessed?

Component 1: written examination - worth 40% and features a multiple-choice section, four questions on the studied text, plus an extended response on the live production.

Section A - four multiple choice technical questions.

Section B - four questions on the studied set-text (Blood Brothers).

Section C - an extended response on visited live production.

Component 2: devised work and written response- worth 40% and is assessed internally and externally moderated. The marks are divided between live performance and a portfolio which can be written or filmed, or a combination of both.

Component 3: scripted performance or design-worth 20% and is externally assessed by a visiting examiner.

Additional Information

The course is well suited to pupils who want to collaborate with others on work that is creative and imaginative. This is reinforced by the wide variety of theatre visits to Bath, Bristol, London, and recent trips have included Blood Brothers, Pride and Prejudice (sort of), A Christmas Carol, The Woman in Black, Wonderboy, Wuthering Heights. We also have a strong record of taking our work into the community, including performances to primary age children from local schools, showcases in local festivals, and partnerships with professional theatres, such as Bristol Old Vic and the Egg Theatre in Bath.



For further information, please contact Mr Kirkman.

Music
Examination Board: AQA

What is the course like?

The music course is ideal for pupils who enjoy playing and listening to a variety of music and who want to use their creative skills within a GCSE subject. Over the course pupils will develop their performance skills as a soloist and with others, they will learn techniques to develop themselves as composers and have a greater understanding of music. Many pupils take music because they have a passion for playing their instrument and 30% of the marks for this course are awarded for performance (this can be to an audience or just to the teacher). The course is largely practical and creative with much scope for individual choice in coursework tasks allowing the pupil to work to their strengths and interests. This performance and composition coursework is 60% of the overall mark. The 40% exam is based on the study and analysis of set works and different styles of music done throughout the course. Studying music will give breadth to pupils' GCSE choices, allows pupils to explore their creative side and to use their strengths and skills as musicians within a GCSE subject.

What is studied during the course?

The first part of the course will be based on skill building in the three main areas of music, initially working in groups, and then moving on to solo composition and performance.

Pupils will study a variety of music from the areas of study below through listening, performance and using techniques from these styles to compose. They will focus on set work from two highlighted areas to look at in more depth in preparation for the exam.

- Western Classical Tradition 1600 - 1910 (set works – Mozart concerto movement 1).
- Popular Music (set works – 3 pieces by Paul Simon).
- Traditional Music (set works – 3 pieces by Santana).
- Western Classical Tradition 1910 - present (set works – 2 pieces by Aaron Copland).

How is the course assessed?

The work assessed is 60% practical and 40% based on a final exam.

Unit 1: Understanding Music – 40%

This is a one hour 30-minute examination. Pupils will listen to music and answer questions based on the excerpts they hear. They will also answer detailed analysis questions about the set pieces they have studied.

Unit 2: Performing Music – 30%

The assessment will take the form of 4 minutes of solo and ensemble performance. Work will be recorded throughout the course and the best pieces will be submitted.

In November, pupils will be invited to take part in a Year 11 Performance evening (this is not compulsory but recommended). This performance to family and peers will be excellent preparation for their performance recordings in Term 3 of Year 11.

Unit 3: Composing Music - 30%

Two compositions will be submitted for assessment: one to a given brief and one free composition. The briefs allow for a wide variety of styles of music from rock to film to classical and pupils are encouraged to work to their interests and strengths. The two combined compositions must be a minimum of 3 minutes. All work is done as coursework.

Additional Information

While it is not a compulsory requirement, we do recommend that, where possible, pupils should have individual instrumental lessons to support their performance work.

For further information, please contact Mrs Hawkins.

Textile Design
Examination Board: Eduqas (WJEC)

What is the course like?

Textiles is a practical, creative, and exciting subject to study. The GCSE course allows pupils to experiment with textile production, embellishment and printing techniques whilst developing personal and meaningful outcomes. Pupils are taught a range of traditional and contemporary techniques and encouraged to produce outcomes that are independent and skilful.

What is studied during the course?

In Year 10, the course begins with an introductory project to textile production and techniques such as weaving, felting, pattern cutting and garment construction as well as knitted, stitched, or printed fabrics and involves an understanding of fibres, yarns and fabrics. The rest of the year is designed to afford pupils the chance to take creative risks and engage with a huge range of textiles surface and embellishment techniques whilst developing an independent project. Areas studied can include constructed textiles, digital textiles, dyed fabrics, printed fabrics, fashion design, installed textiles, soft furnishings and stitched and/or embellished textiles.

In Year 11, pupils can continue to employ a wide range of skills or begin to specialise in one area whilst working independently on a mock exam project that finishes in December. In January, pupils begin work on their externally set assignment as detailed below.

How is the course assessed?

Portfolio: A selection of the pupil's best work from Years 10 and 11 forms a portfolio which is worth 60% of the final mark. Their work is awarded marks for each of the four assessment objectives – contextual understanding, creative making, reflective recording, and personal response.

Externally set assignment: an examination paper (where pupils select one theme from a wide range) is given out at the start of January and pupils have approximately three months to develop their ideas in a sketchbook. Pupils then prepare for their 10-hour controlled assessment where they complete a final piece that develops from their preparation studies using the techniques and processes learnt in Year 10 and 11. This component is worth 40% of the final mark and uses the same four assessment objectives as the portfolio.

In both the portfolio and the externally set task, pupils need to show that they can:

- Investigate the work of textile artists, craftspeople and designers who share the same theme as their own.
- Explore ideas by experimenting with different media and techniques, modifying their work as it progresses.
- Bring all their ideas to a conclusion in a piece of work.

Additional information

Whilst there is no written exam, pupils are expected to demonstrate their literacy skills when analysing the work of others and reflecting on their own progress.

For further information, please contact Miss Bigwood or Mrs Jones.



Design Technology
Examination Board: AQA

What is the course like?

This course offers pupils the opportunity to extend their design experiences into new areas and fully develop their practical skills. Pupils will study six core content areas to give a broad base of knowledge and understanding of DT and then focus on one of the following three specific areas outlined below.

What is studied during the course?

The six core content areas that all pupils will study are:

- New and emerging technologies.
- Energy storage and generation.
- Modern and smart materials.
- Systems approach to designing.
- Mechanical devices.
- Materials and their working properties.

GCSE Design Technology is suitable for pupils who wish to investigate Resistant Materials or Systems & Control. It offers pupils the chance to gain experience of technical design and making within a workshop, making quality items from materials such as wood, metal or plastics and suits those who may wish to follow a practical apprenticeship or career in product design, architecture, or engineering in the future. Pupils are taught specialist techniques in the workshop and apply them to products they have designed using a variety of resources and materials.

As part of the course pupils will also explore the wide variety of technological systems designed and used by people focusing on structures, electronics, mechanisms, and computer control. GCSE Design and Technology requires high level thinking skills to achieve a successful outcome and although much of the work is of a practical nature, pupils will also need to use their scientific and mathematical skills.

How is the course assessed?

A 35-hour non-examined assessment is undertaken in Year 11 based on a large design and make project to fit with a contextual challenge provided by AQA. This contributes 50% of the overall GCSE grade and is assessed on:

- Identifying and investigating design possibilities.
- Producing a design brief and specification.
- Generating design ideas.
- Developing design ideas.
- Realising design ideas.
- Analysing & evaluating.

A 2 hour written exam accounts for the remaining 50% of the course, with multiple choice, short and extended questions which assess knowledge and understanding of the six core content areas as well as a specialist focus area.

Additional Information

Pupils should express a preference on their option form to show which of the two specialist areas they would like to focus on during part of the DT course.

For further information, please contact Mr Barnett.

Food Preparation and Nutrition
Examination Board: Eduqas

What is the course like?

The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now, and later in life.

What is studied during the course?

By studying Food Preparation and Nutrition learners will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing, and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition, and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking, and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

How is the course assessed?

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes: 50% of qualification.

This component will consist of two sections both containing compulsory questions and will assess the six areas of content: food commodities, principles of nutrition, diet and good health, the science of food, where food comes from and cooking and food preparation.

Component 2: Food Preparation and Nutrition in Action.

Non-examination assessment: 50% of qualification internally assessed, externally moderated.

Assessment 1: The Food Investigation Assessment (8 hours)

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment (12 hours)

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by Eduqas annually.

Additional Information:

You must be organised and well prepared for practical lessons each week.

For further information, please contact Mrs Penrose.



Physical Education GCSE
Examination Board: OCR

What is the course like?

This course includes a strong emphasis on both theoretical and practical performance elements. Pupils should have an interest in both of these elements, demonstrated through commitment to extra-curricular sport at Key Stage 3, representing the school in at least one sport or an outside school equivalent. Pupils need to continue to attend school clubs or outside clubs throughout the course to ensure good practical grades. Given that the theoretical element of the course contains a high level of physiology, it is an advantage if pupils have an interest and ability in science, in particular biology.

What is studied during the course?

The course contains three components:

1. *Physical factors affecting performance (theory)*

Pupils will explore the way in which the parts of the human body work and function during physical activity and physiological adaptations that can occur due to diet and training. They will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

2. *Socio-cultural issues and sports psychology (theory)*

Pupils will develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance. They will develop knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Pupils will also develop their knowledge and understanding of how sport impacts on society, including engagement patterns of different social groups and strategies to promote participation. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media.

3. *Performance in physical education (practical)*

Pupils will undertake practical performance in several sports before focusing on three different activities including at least one from a list of individual activities and one from a list of team sports. All major team games are available to be assessed in. For the full list of approved activities, please see page 68 in the following document: <http://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>

How is the course assessed?

Components 1 and 2 are each worth 30% of the final grade and are each assessed through a one hour examination containing a range of short and extended questions. Component 3 contributes 40% of the final grade and is a non-exam assessment involving practical performance in three activities (see above), as well as a performance analysis of a sport or activity which may or may not be one of the three practical activities.

Additional Information

Pupils should express a preference on their option form to show which of the two courses out of GCSE PE or Sports Studies they would like to follow after seeking advice from their PE teacher. Please note that the school intends to run classes in both PE/Sport courses.

For further information, please contact Mr Brailey, Mrs Place or Mrs Davidge-Lumber.

Sports Studies (Level 2 Cambridge National)
Examination Board: OCR

What is the course like?

The Cambridge National qualification in Sports Studies takes an engaging, practical, and inspiring approach to learning and assessment. The course provides pupils with a broad knowledge and understanding of different aspects of sports studies including sports leadership and practical sports skills. This course is well suited to pupils with a keen interest in sport who learn most effectively through performance and leadership practical activities and perform better in project-based coursework rather than final examinations. Equivalent to a GCSE, the qualification leads to a level 2 certificate with the following grades: distinction*, distinction, merit, and pass.

What is studied during the course?

The course contains three components:

1. Contemporary issues in sport: *assessed via an externally assessed written exam (40% of final grade).*

When completing this unit pupils will explore a range of topical and contemporary issues in sport. These will include issues relating to participation levels within sport, the barriers to participation that some people experience, the promotion of values and ethical behaviour within sport and the role of major sporting events and national governing bodies in advancing sports attempts to positively impact upon society.

2. Performance and Leadership in Sports activities: *assessed via practical sporting ability and coursework (40% of final grade)*

While completing this unit pupils will develop their skills, techniques and use of tactics and strategies. Pupils will participate in both team and individual sports and will also demonstrate their understanding of the rules of these games by acting as an official within each activity. As well as performing practically, pupils will complete an evaluation of their own performance, they will identify areas of improvement, types of skill, types of practice and how to improve their own performance. During this unit pupils will also develop the knowledge, understanding and practical skills required to be an effective sports leader. Pupils will plan, deliver, and review safe and effective sporting activity sessions themselves. Pupils will improve their own ability to communicate both verbally and by giving demonstrations and will learn how to adapt their own leadership style to suit the needs of those they are leading.

3. Sport and the Media: *assessed via coursework (20% of final grade).*

While completing this unit pupils will develop their knowledge and understanding of the relationship between sport and the media. Pupils will look at the various types of media used in sport and learn about the positive and negative effects that they can have. Pupils will need to use their new knowledge to evaluate a real-life example of media effecting sport. The skills developed in this unit would be relevant to range of roles and careers within the sports industry such as reporting and broadcasting, public relations, and media work.

How is the course assessed?

Each of the four components is worth 25% of the final grade. 25% is exam based and 75% is coursework based (as detailed above).

Additional Information

Pupils should express a preference on their option form to show which of the two courses in GCSE PE or Sports Studies they would like to follow after seeking advice from their PE teacher. Please note that the school intends to run classes in both GCSE PE/Sport courses.

For further information, please contact Mr Brailey, Mrs Place or Mrs Davidge-Lumber.



Hospitality and Catering (Level 1/2 Award)
Examination Board: Eduqas

What is the course like?

- The hospitality and catering sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, pubs, and bars. Hospitality and catering are Britain's fourth largest industry and accounts for 10% of the total workforce.
- The Eduqas Level 1/2 Award in Hospitality and Catering has been designed to support pupils in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.
- It is most suitable as a foundation for further study. This further study would provide pupils with the opportunity to develop a range of specialist and general skills that would support their progression to employment.
- Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.
- This qualification is awarded at the following grades: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

What is studied during the course?

By studying hospitality and catering pupils will:

- Understand the environment in which hospitality and catering providers operate, including different job roles and requirements.
- Understand how hospitality and catering provisions operate such as the kitchen and front of house.
- Understand how hospitality and catering provisions meets health and safety requirements.
- Know how food can cause ill health.
- Be able to propose a hospitality and catering provision to meet specific requirements.
- Understand the importance of nutrition when planning menus.
- Demonstrate effective and safe cooking a variety of food commodities whilst using different cooking techniques and equipment.

How is the course assessed?

Unit 1: The Hospitality and Catering Industry

40% written examination lasting 1-hour 20mins which may be resat if necessary.

Unit 2: Hospitality and Catering in Action

60% non-examination assessment: internally assessed, externally moderated. A practical exam that takes place across 12 hours in which pupils respond to an assignment brief will be provided by Eduqas including a scenario and several tasks.

Topics covered in this Unit include:

- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking, and presentation of dishes
- Evaluating cooking skills

Additional Information:

You must be organised and well prepared for practical lessons each week.

For further information, please contact Mrs Yates.

Health and Social Care (Level 2 Cambridge National)
Examination Board: OCR

What is the course like?

The OCR Level 2 Cambridge National Certificate in Health and Social Care is the ideal option for those pupils who are considering a career in health or social care professions, or who want to develop knowledge and skills in health and social care. The course is designed to suit those studying the subject for the first time. It will equip pupils with some of the skills they will require in the workplace or in further education or training. Equivalent to a GCSE in size and standard, the qualification leads to a level 2 certificate with the following grades: distinction*, distinction, merit, and pass.

The course provides pupils with a suitable basis for further study in this subject or for related courses, such as Level 3 Health and Social Care, A-Levels, T-Levels, and apprenticeships. Studying Health and Social Care can help prepare pupils for careers as a social worker, care assistant, counsellor, and for many roles within the NHS.

Key Skills are included in the course specification and the aim of this qualification is to enable pupils to:

- Develop an understanding of health and social care.
- Learn about the stages of personal development.
- Apply learning in a practical and realistic way for example by planning and delivering a creative activity to a group or individual.
- Pupils will be encouraged through a range of opportunities to take charge of their own learning and development.

What is studied during the course?

- The principles of care which are important when caring for, and protecting people, in health and social care, including the rights of service users, person-centred values, and effective communication in health and social care settings.
- Supporting individuals through life events: life stages, impacts of life events, and sources of support.
- Different therapies and creative activities, and how they can benefit people.

How is the course assessed?

The assessment will give credit for what pupils can do as well as what you know. It is based on three units, one of which is examined by an examination and the other two, by a Non-exam Assessment (NEA) - coursework related to the module of study, which will be completed in supervised internal assessment sessions in lesson time.

UNIT	TITLE	ASSESSED
1	Principles of care in health and social care settings	written exam (40%)
2	Supporting individuals through life events	NEA (30%)
3	Creative and therapeutic activities	NEA (30%)

Additional Information

Health and Social Care counts as one option choice with pupils having three lessons a week in Years 10 and 11. The course will have lots of interactive learning opportunities to bring the theory to life, including sessions on British Sign Language & first aid, as well as a trip to a health, social care, or early years setting. Year 10 work experience could ideally be in a care setting such as a residential home, which will greatly assist them in the practical elements of the course.

For further information, please contact Mrs Auld.

