

# **THE THOMAS HARDYE SCHOOL**



**Key Stage 4 Courses  
2024 - 2026**





# The Thomas Hardy School

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February 2024

Dear Parent/Guardian

## **Key Stage 4 Courses 2024 – 2026**

In this booklet you will find details of the school's programme of courses for students embarking upon Year 10 in September 2024. Please read the booklet carefully and discuss it with your child.

The booklet gives details of the compulsory core subjects, including Theology and Ethics, and the option subjects. There is also information about the English Bacallaureate and the importance that the government is giving to gaining a GCSE in geography or history.

Completed forms should be returned by Monday 25<sup>th</sup> March.

We look forward to seeing you at one of the following online Subject Consultation Evenings:

- **Thursday 29<sup>th</sup> February (9AS, 9JU, 9OB, 9SR, 9GW, 9ML, 9SA, 9SB)**
- **Thursday 7<sup>th</sup> March (9EM, 9MG, 9TM, 9TR, 9BP, 9EB, 9GH, 9TD)**

Yours faithfully

N Rutherford  
Headteacher

## **THE ENGLISH BACCALAUREATE (EBacc)**

To complete the English Baccalaureate a student needs to study Mathematics, English, Science, Geography and/or History, and a Modern Foreign Language.

This measure was introduced by the government in 2010 and is now gaining in importance. The government intend to make it compulsory for as many students as possible, and expect almost all students to choose geography or history as part of their options.

In the Thomas Hardy School the subjects taken by the vast majority of students already cover the English Baccalaureate, and we would emphasise that geography or history are now being regarded by the government as being part of a broad and balanced curriculum. As time goes on this is likely to be increasingly reflected by employers and universities and therefore if you are not choosing either geography or history we are asking you to give a brief reason for this on the options form.

As with all elements of the options process, students can discuss the English Baccalaureate with their tutors and subject teachers.

# **COMPULSORY SUBJECTS**

**English Language/English Literature**

**Mathematics**

**Science**

**French or Spanish  
(as in Year 9)**

**Theology and Ethics**

**Games and PE (core)**

**Personal, Social, Health and Citizenship Education**

## ENGLISH

English lessons encourage students to communicate by speaking and listening, reading and writing. Students will be invited to reflect on their own experiences, feelings and views, use language for practical and analytical purposes and in creative ways. They will learn how to respond to 19<sup>th</sup> Century texts and language: both fiction and non-fiction.

At the end of Year 11 at GCSE level, there will be two separate assessments for English Language and for English Literature. Students will draw upon a range of texts as reading stimuli and engage with literary texts as well as real contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. English Literature will test the students' understanding and sensitivity to literature through chosen and unseen texts.

Both GCSE English Language and English Literature are assessed by 100% examination. There are two examinations for each GCSE which will take place at the end of Year 11. There is also a compulsory Spoken Language Endorsement that does not contribute to the overall grade for the GCSE, but which will appear on the English Language certificate. This requires students to deliver a presentation and respond to questions on a topic of their choice.

The first English Language examination tests students' ability to engage analytically with a creative text and to write creatively. The second examination tests students' insight into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. One of the non-fiction texts will be drawn from the 19<sup>th</sup> Century. Students will also be required to complete a writing task with a specified audience and purpose offering their point of view on a topic.

The first English Literature examination will test students on a Shakespeare play and a 19<sup>th</sup> Century novel. The second examination will test students on a modern novel or drama text as well as poetry (both seen and unseen). The poetry will be drawn from a range taken from 1789 to the present day. Students will be awarded grades on a scale of 1–9, with 9 being the highest grade. There are no tiered entries for either subject.

The Area has a policy to regroup students for the start of their GCSE course in Year 10. Having worked with the students in Year 9, and using the teacher assessment results and prior data, we will create new mixed ability groups which will give students access to the whole curriculum and achieve a broad spectrum of success.

You can receive further information on this subject from Miss D King (Curriculum Leader) and Mrs K Morgan (Deputy Curriculum Leader).

# MATHEMATICS

All students will take this course leading to a GCSE in Mathematics. The syllabus is designed to promote and encourage flexibility and variety in teaching and learning styles in the classroom and facilitate the effective use of resources, for example a variety of textbooks, presentations and computers.

The course aims to enable students to:

- develop a positive attitude to mathematics
- consolidate basic skills and meet appropriately challenging work
- apply mathematical knowledge and understanding to solve problems
- think and communicate mathematically - precisely, logically and creatively
- appreciate the place and use of mathematics in society
- apply mathematical concepts to situations arising in their own lives
- understand the interdependence of different branches of mathematics
- work cooperatively, independently, practically and through investigation
- acquire a firm foundation for further study

Students will have the opportunity to develop skills in the following areas of mathematics:

- using and applying mathematics
- number and algebra
- shape, space and measures
- handling data

The course will be examined at the end of Year 11.

There will be three papers, each one and a half hours long, one non-calculator paper and two calculator papers.

There are two tiers of entry ensuring assessment of positive achievement:

- Higher                    grades 9-4
- Foundation            grades 5-1

Settings: In Year 9 students have been set in colleges with five sets in each college. In Year 10 they will be set in year halves of nine sets. Students will take a test at the end of Year 9 which, together with other evidence from their teacher, will be used to place them in an appropriate set for Year 10. We continue to review setting throughout Year 10.

You can receive further information on this subject from Mr T Lansdale (Curriculum Leader).

# SCIENCE

Students work towards one of two GCSE qualifications from the AQA examination board:

- Triple award Science, comprising 3 GCSE qualifications in Biology, Chemistry and Physics
- Double award Science, which is a single qualification worth two GCSEs.

Both courses allow students to study Science subjects to either A-level or BTEC Level 3 and students will have separate lessons and teachers for Biology, Chemistry and Physics regardless of which qualification they study towards.

In the AQA Triple Award Course:

- written examinations form 100% of the final mark of each GCSE
- each GCSE comprises two exams so there are six 1 hour 45 minutes exams in the summer of Year 11
- can be taken at Higher or Foundation tier
- questions include multiple choice, structured, closed short answer and open response
- the grade awarded will be numerical on a scale from 1-9, with 9 being the highest

In the AQA Double Award Course:

- written examinations form 100% of the final mark of this GCSE
- each subject comprises two exams so there are six 1 hour 15 minutes exams in the summer of Year 11
- all six of the exams must be taken at the same tier of entry, either Higher or Foundation
- questions include multiple choice, structured, closed short answer and open response
- the grade awarded will be numerical on a 17 point scale from 1-1 to 9-9, with 9-9 being the highest
- AQA offer two specifications for Double Award, our students are following the Trilogy specification

For both of the above courses students are also required to complete practical investigations. These do not form part of their assessed work but details of the practicals can form the basis of questions in their exams.

Further information on any of these courses can be obtained by contacting Mr Walker (Curriculum Leader), Dr Rand (Subject Leader, Physics), Miss Lewis (Subject Leader, Chemistry) and Dr Rowe (Subject Leader, Biology).

# MODERN LANGUAGE

The National Curriculum emphasises the need for students to learn a Modern Language in order to give them an equal opportunity with students from other European countries. In addition, a Modern Language is an EBacc subject, along with Maths, Science, English and the Humanities. To this effect, it is compulsory for most students in the school to continue to study the Modern Language they studied in Year 9 to GCSE level. Students who studied two languages may continue to study both or select one for a further two year course.

## Course outline - French/Spanish

It is hoped that all students preparing for the GCSE examinations will enjoy the experience of learning and will be given opportunities:

- to develop the ability to use French/Spanish effectively for purposes of practical communication
- to promote learning skills of a more general application (eg analysing, memorising, drawing of inferences)
- to develop an understanding of the grammar and syntax of the foreign language
- to form a sound base of skills, language and attitudes required for further study, work and leisure
- to develop an awareness of the nature of language and language learning
- to develop positive attitudes to foreign language learning
- to gain insight into the culture, including appropriate literary sources
- for enjoyment and intellectual stimulation

## Syllabus content

The 2016 GCSE syllabus aims to provide learners with the opportunity to understand and provide information and opinions about contexts relating to the learners' own lifestyle and that of other people, including people in countries/communities where the target language is spoken. The following topics and themes are covered:

- identity and culture
- local, national, international and global areas of interest
- current and future studies and employment

## Syllabus components

Students are assessed in the following four components:

Unit 1 - Listening	Unit 3 - Reading
Unit 2 - Speaking	Unit 4 - Writing

Students will be entered for either the Foundation Tier or the Higher Tier for all four skills. All four components will be examined at the end of the course.

## Syllabus paper requirements

- Listening: Students are expected to understand and respond to the spoken language through a range of activities requiring understanding of main points and specific details at an appropriate level
- Reading: Students are expected to understand and respond to the written language through a range of activities requiring understanding of texts at an appropriate level and including translation into English
- Speaking: Students are expected to communicate in the spoken language in a variety of tasks tested in an examination towards the end of the course
- Writing: Students are expected to complete a variety of written tasks, including translation into the foreign language, tested in an examination at the end of the course.

## **MODERN LANGUAGE - continued**

### **Teaching methods**

- The GCSE syllabus is taught in Modules as in Years 7, 8 and 9
- The use of Target Language in the classroom continues to be given priority by the teacher and the students
- The use of a variety of resources such as text books, worksheets, audio listening materials and authentic materials, including a wealth of online resources
- Structures, vocabulary and grammar are taught in each module and the importance of accuracy is emphasised, particularly for students entering the Higher Tier
- Differentiated resources cater for the different tier levels and allow students to work at a pace which suits them

You can receive further information from:

French GCSE: Mr R Davison (Curriculum Leader).

Spanish GCSE: Mr B McCormick (Subject Leader).

# THEOLOGY AND ETHICS

All Year 10 students follow the AQA GCSE specification A Course in Religious Studies. The course aims to provide the statutory entitlement to a religious education. It is aimed at all students and provides them with opportunities to consider their own beliefs and ideas alongside the beliefs of others.

The content of the GCSE has been carefully chosen to provide an interesting and thought-provoking course for the students. We are keen that all students will gain a qualification in Religious Studies, and it is a subject that enjoys a high status among both employers and educational establishments due to its highly academic nature.

## Course content

The course is taken over a three-year period (students begun to study the GCSE content from the start of Year 9) and is externally examined at the end of Year 11. This gives the students the chance to consider a variety of issues in both Philosophy and Ethics and provides a useful foundation for those considering the subject at Advanced level.

Students will sit two exam papers (each one is 1 hour 45 minutes in length):

- one based on the study of two religions (Christianity and Buddhism)
- one based on thematic studies

### The study of religion

Students will complete the following areas of study on Christianity and Buddhism:

- beliefs and teachings
- practices

### Thematic studies

Areas of study are social and religious attitudes to:

- religion, relationships and families
- religion and life
- religion, peace and conflict
- religion, crime and punishment

You can receive further information on this subject from Miss D Samways (Subject Leader).

## **GAMES and PE (Core PE)**

All Year 10 students will participate in a programme of Physical Education. The likely learning experiences will include the opportunity to participate in health-related fitness programmes, rugby, hockey, football, netball, badminton, tennis, cricket, athletics, basketball, swimming, rounders, aerobics, volleyball and outdoor education.

Key philosophies in relation to these activities include:

- that the learning experiences should be fun
- that each student is challenged to develop quality in knowledge, understanding performance, coaching and officiating
- that each student is encouraged to develop a sense of personal best
- that each student develops in self-esteem
- games and PE lessons follow a timetable of activities

### **Assessment**

Assessment is achieved through observation and feedback and is based on students demonstrating elements of key themes within the sports. Learning is evaluated through reviews which inform both students and parents of their progress in terms of skills and understanding.

### **Teaching styles**

Students in any single lesson are likely to be engaged in a variety of differing tasks depending on their current level of knowledge, understanding and performance and are encouraged to learn through practice, problem solving, observation, analysis and experimentation.

### **Extra-curricular**

A wide range of sporting opportunities will be provided outside curriculum time. We expect to continue the school's strong tradition of internal clubs alongside competitive fixtures both locally and nationally.

You can receive further information on this subject from Mr G Hughes (Subject Leader) and from all of the PE department.

# **PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION**

The PSHCE course is delivered to all students in Years 10 and 11, by a team of specialist teachers and other experienced members of staff in this field. Students in Year 10 and Year 11 are also supported by outside agencies. The course builds on the work covered in Year 9 and focuses on aspects of Citizenship, Health and Relationships. Students are encouraged to explore their attitudes and values and to develop the knowledge, understanding and skills which will enable them to participate fully, responsibly and successfully in adult society.

## **Health and Relationship Education:**

**Topics covered in Year 10:** safer sex and contraception; sexually transmitted infections; the effects of pornography, relationships, racism.

**Topics covered in Year 11:** testicular, cervical and breast cancers, relationships.

Across both year groups students are encouraged to consider the choices they have and the consequences of the decisions they make, in relation to these choices. They explore the concept of taking responsibility for one's actions and the way these actions impact on others.

## **Citizenship at Key Stage 4**

**Topics covered in Year 10:** we build on issues of rights begun in Year 9 and consider the United Nations Convention on the Rights of the Child in relation to issues affecting children both globally and, in the UK, including child exploitation with the use of tutor time activities, external speakers and wider school curriculum. We also address issues linked to the United Nations Security Council in areas such as Theology and Ethics. Students also explore and discuss current affairs during sessions led by their tutor during tutor time. These topics include; local, national and global issues, global news, keeping themselves safe, finance and careers. Some topics are decided in dialogue with Student Voice based on feedback they receive from their peers.

**Topics covered in Year 11:** citizenship topics of global issues linked to human rights and globalisation and poverty are covered throughout the wider school curriculum. Students are given the opportunity to explore healthy and unhealthy relationships and the help that is available to them. These topics include; local, national and global issues, global news, keeping themselves safe, finance and careers. Some topics are decided in dialogue with Student Voice based on feedback they receive from their peers.

Across the year groups, students are encouraged to consider how issues that affect them now will affect them as they move on to work or higher education. They consider finance and budgeting as preparation for future life, while also considering how they might be involved in the wider community as voters and consumers. Financial literacy is addressed specifically by the Maths department.

You can receive further information on this subject from Mr K Matthews (Subject Leader).

# **DESIGN AND TECHNOLOGY SUBJECTS**

**Electronics**

**Food Preparation and Nutrition**

**Graphic Design**

**Resistant Materials**

**Textiles**

# **ELECTRONICS**

This course is entirely focussed on electronic theory and applications, and it has strong links with maths, physics and computer science. Problem solving, programming, logic circuits and maths, including Boolean algebra and number systems, feature significantly. Good maths skills are an essential part of enjoying and succeeding in this subject.

The course offers an ideal foundation to study other STEM subjects and GCE A-level Electronics, for which we have a track record of achieving outstanding results; most of our students have gone on to study engineering at university.

Assessment comprises:

- Written exam (40%) – electronics theory
- Written exam (40%) – electronic circuits
- System design and make task (20%) – practical coursework

Lessons are delivered in a well-equipped classroom workshop that offers considerable scope for practical activities. We have our own computer facilities and make extensive use of CAD software for circuit development and testing.

There will be opportunities to develop scientific knowledge and understanding of analogue and digital circuits in a range of theoretical, practical, industrial and environmental contexts. We will consider a wide range of electronic components, including transistors, diodes, MOSFETs, logic gates, programmable microcontrollers, etc. The coursework component applies this knowledge to develop and test a solution to a real world problem selected by the individual student.

You can receive further information on this subject from Mr B Pizzev (Subject Leader).

## **GCSE FOOD PREPARATION AND NUTRITION**

This GCSE replaces food technology, food and nutrition, and catering. The course enables students to gain the knowledge, understanding and skills to apply the principles of food science, nutrition and healthy eating. It encourages students to cook demanding dishes and allows them to make informed decisions about a wide range of learning opportunities, as well as developing vital life skills, enabling them to feed themselves and others affordably and nutritiously.

### **In studying food preparation and nutrition, students will:**

- learn effective and safe cooking skills by planning, preparing and cooking food using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health
- understand the economic, environmental and ethical, influences on food availability, diet and health choices
- investigate food hygiene and safety when preparing, processing, storing, cooking and serving food
- explore a range of ingredients and processes from different culinary traditions

There are two areas of assessment:

- 50% written examination at the end of Year 11, one hour 30 minutes, targeted at the full range of GCSE grades
- 50% NEA (Non-exam Assessment). This will take place in Year 11 and consists of two tasks, the first worth 15% of the overall grade, based on a food investigation, and the second worth 35% of the overall grade, being a food preparation assessment. Both involve compulsory practical work and a concise written portfolio.

Career progression can be via degree courses in food science, nutrition, dietetics, or management, or through vocational qualifications in hospitality and catering.

The resources and opportunities in the food department are extensive and will maximise the students opportunities. There are costs involved for food ingredients, but these are kept to a minimum and there is usually choice over ingredients used.

Further information about this course is available from Mrs S Voss (Subject Leader).

# GRAPHIC DESIGN

As with Resistant Materials and Textiles, Graphic Design will have the same coverage in terms of theory related to Design and Technology. However, students will be expected to have a more 'in depth' understanding of the topics and materials associated with this subject area. Students will follow the AQA Design Technology specification for Graphics.

Students opting for Graphics will use a range of techniques and materials but primarily be working with papers, cards and board. Students will have the opportunity to design and make Graphic products covering various contexts such as packaging, point of sale displays for retail, board games, childrens' books, promotional materials and much more.

Students will study the content in the following five areas to give them a breadth of knowledge, this is called the core knowledge and understanding:

- Design and technology and our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Materials

Students will then study the Graphics subject in depth, which will focus on papers and boards and the techniques associated with this material area. For example:

- The physical and working properties of papers and cards, and their ecological and social footprint.
- The way in which papers and cards are influenced by a range of factors, such as functional, aesthetic, environmental, availability, cost, social, cultural and ethical
- The impact of forces and stresses on materials and objects
- Stock forms, types and sizes
- Alternative processes that can be used to manufacture products to different scales of production
- Specialist techniques and processes that can be used to construct a high quality prototype
- Appropriate surface treatments and finishes that can be applied for functional and aesthetic purposes.

## How the course is assessed:

<b>Written examination:</b> 2 hours	<b>Non-exam assessment:</b> approximately 35 hours
50% of qualification	50% of qualification
A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of the core topics, and subject specific content.	A sustained design and make task, based on a contextual challenge set by AQA.

The resources available in the department are extensive and will maximise the student's opportunities, with lots of opportunities to work in CAD and CAM with equipment such as the laser cutter and 3D printer. Students will be offered a Graphics Kits that covers any other essential equipment such as an A3 portfolio, a 2H and HB pencil, a compass, set square, ruler, sharpener, rubber etc.

Graphic Design can be useful for progression towards many careers including: graphic design, product design, illustration, web design, packaging design, print making, architecture, advertising, and many more. Graphic design skills are used in many areas of design and industry.

Students may consider doing Product Design and other DT subjects at A-level.

Further information can be obtained from Mr R Willsher (Subject Leader).

# RESISTANT MATERIALS

Resistant Materials offers an opportunity for students to identify and solve real problems by designing and making products in a wide range of contexts.

Students will have the opportunity to analyse and evaluate situations, design and make products, and then evaluate their own performance. Students will work with a range of materials and using ICT (CAD/CAM).

Students will be able to learn about the variety of roles involved in design and technology; client, designer, maker, user etc. Candidates will be encouraged to consider the relationship between technology and society.

Resistant Materials enables students to:

- solve real problems using the design process
- develop their graphical communication skills
- develop as independent learners
- consider sustainability in design
- use tools and equipment to design and make quality products
- analyse existing products and produce practical solutions to meet a need
- develop decision-making skills through individual and collaborative working
- be creative and innovative when solving problems

## Assessment

### Component 1: Exam - 50% of qualification

All Resistant Materials students will have to study Core Design and Technology, which is presented under the following headings:

- design and technology and our world
- smart materials, composites and technical textiles
- electronic systems and programmable components
- mechanical components and devices
- materials relating to all Design and Technology areas (product design, textiles, electronics, graphics)

Students are also required to develop an in-depth knowledge and understanding in relation to at least **one** of the following:

- natural and manufactured timber
- ferrous and non-ferrous metals
- thermoforming and thermosetting polymers

Component 1 is assessed with a two-hour exam taken at the end of Year 11.

### Component 2: Coursework (Non examined assessment) - 50% of qualification

Students will complete a design and make project, based on a problem set by the exam board.

Students will be assessed on their ability to:

- identify, investigate and outline design possibilities
- design and make a final prototype based on a personalised design brief
- analyse and evaluate design decisions

You can receive further information on this subject from Mr S Patel (Curriculum Leader).

# TEXTILES

Textiles offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products for fashion, furnishings or accessories. This exciting and hands on course gives students the opportunity to design and create innovative products from independent research and creative exploration of ideas.

In Year 10 students learn fashion and textile design techniques as well as a practical unit learning a range of sewing, print, fashion illustration and fabric manipulation skills. Students complete two design and make projects in the first year as well as studying core technical, designing and making principles.

In Year 11 students will undertake an NEA task. This is a design and make project based within a textiles perspective. Students will formulate their own brief and specification which follows a context provided by the exam board. This gives the opportunity for individuality and creativity in all aspects of product development.

GCSE Textiles can enable learners to gain knowledge of an increasingly technological world and be aware of the wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

## Summary of assessment

### Component 1: A two-hour examination at the end of Year 11 worth 50% of the GCSE.

The exam consists of a mixture of short answer, structured and extended writing questions based on the following Core Design and Technology theory.

- Design and technology and our world
- Smart materials, composites and technical textiles
- Electronic systems
- Mechanical components and devices
- Materials relating to all design and technology areas (resistant materials, textiles, electronics, graphics)

Students are also required to develop an in-depth knowledge and understanding within textiles and will learn about:

- Fibres and fabrics
- Ecological and social footprint
- Industrial practices in textiles
- Using and working with materials
- Decorative, construction and finishing techniques
- Fashion designers – Vivienne Westwood, Coco Chanel and Mary Quant

### Component 2: Non-exam assessment worth 50% of the GCSE

Students will complete an independent design and make project based on a contextual challenge. They will make one textile product and create a design folder in approximately 35 guided learning hours.

Many students find that the GCSE Textiles course helps them to develop portfolios for interview purposes. The course is an excellent foundation for progress from GCSE to A-level Fashion and Textiles or for those interested in a career in fashion or textiles.

You can receive further information on this subject from Mrs H Greening (Subject Leader).

**Geography**

**History**

**Art and Design**

**Business Studies**

**Computer Science**

**Dance**

**Drama**

**Health and Social Care (Single Award)**

**Music GCSE**

**OCR Creative iMedia**

**Physical Education (GCSE)**

**Second Modern Language**

# **GEOGRAPHY**

## **Why choose Geography?**

Geography is a window to understanding the world and the way people live and interact within it.

By applying geographical theories to the world around us, our subject strives to bring meaning to the events that unfold in the news. Through this process, students are equipped with the knowledge and context to find their own informed opinions and gain a clear worldview.

GCSE Geographers also have the opportunity to develop skills in critical thinking, analysis and evaluation. These skills will help our students to become the decision-makers we desperately need in our future as we face critical global issues such as migration, globalisation and climate change.

It is considered a traditional and facilitating subject which is extremely popular with employers, universities and colleges because of the wide range of skills it develops.

## **What does the course consist of?**

The course covers a diverse range of topics, including:

- Natural hazards (earthquakes, tropical storms, extreme weather and climate change)
- Coastal and river landscapes
- Ecosystems (tropical rainforests and deserts)
- Urbanisation and population growth
- Changing economic world
- Energy resources

Fieldwork in the local area will also form part of the "Geographical Skills" examination.

## **Assessment**

There are three examinations which would be taken at the end of Year 11:

- Physical Geography (35% of GCSE)
- Human Geography (35% of GCSE)
- Geographical skills (30% of GCSE)

Questions include multiple choice, short-answer questions and extended prose.

## **Beyond GCSE**

Geography is a popular option at A-level and is a well-regarded degree course. Students of Geography develop valuable skills including; evidence based decision making, problem solving, analytical thinking and data collection.

You can receive further information on this subject from Mrs N Bramley (Subject Leader).

# HISTORY

## GCSE Course Outline

Our stimulating course builds upon our work in Year 9 to deliver a GCSE to equip students with a range of relevant skills for their chosen career path and an understanding of the world around them.

### **In Year 10 we will be studying two key themes as part of the unit 'Understanding the Modern World':**

- the first theme will be **America 1920-1973: Opportunity and Inequality** including the roaring twenties, fashion, film and the impact of the Wall Street Crash and how America recovered in the 1930s and during WW2. We will also study social changes through the 1950s and 1960s such as Women's Liberation, rock 'n' roll and the teenager. The final topic is the struggle for racial equality and the role of individuals such as Martin Luther King and Malcolm X.
- the second theme will be **Conflict and Tension in Asia, 1950-1975** with specific reference to the spreading of Communism in Asia and how the Cold War went 'hot' in Korea and Vietnam. This will involve investigating why a superpower's advanced technology failed to win a war as well as the role of film, media and television in influencing public opinion.

### **In Year 11 we will be studying two topics as part of the unit 'Shaping the Nation,' exploring how present day Britain has been moulded by past events:**

- the first topic is an in-depth study of **Elizabethan England**, exploring the strengths of Elizabeth's authority, the 'Golden Age' of Elizabethan culture, the development of trade and empire building including the role of pirates such as Drake and Raleigh and the conflict with Spain and the defeat of the Armada. The unit will conclude with a study of an historical environment, which may be a battle, building or revolt.
- the second of which is a developmental study of **Britain: Health and the People**. This exciting study will look at how medicine, surgery and public health has developed over the last 1000 years focusing on how factors such as war, superstition and science and technology worked together to bring about the eradication of epidemic diseases such as plague and cholera and led to the establishment of the world's first NHS.

## Skills

The course will enable students to develop a range of key transferable skills for their future careers:

- the ability to make judgements regarding the nature of evidence, and to make sound logical arguments. This is a highly valued skill in further education and careers such as the law and diplomacy.
- the ability to select and deploy relevant information and to use it in a clear and effective way to make informed judgements, in both written and verbal formats. These are skills relevant to a range of business activities as well as an excellent grounding for careers such as journalism, publishing and the media.
- the skill to understand the nature and context of the world around us, why events happen, what are the results of those events, the motives of people, why some individuals are more influential than others, and how people can be manipulated and won over.
- creative, collaborative and leadership skills necessary to working successfully within a team both in further education and employment.

## Assessment

This will take the form of two papers, one for 'Understanding the Modern World' and one for 'Shaping the Nation'. Both exams are two hours long.

You can receive further information on this subject from Mrs C Roper-Brown (Subject Leader).

## **ART AND DESIGN**

This is an interesting and challenging course for students with a real commitment to Fine Art, covering both practical and theoretical work in the key areas of painting, sculpture and printmaking.

Students will produce a portfolio of work based on a variety of project starting points. A sketchbook forms an important part of the study programme in which students investigate and research ideas, record personal observations and develop their understanding of other artists and cultures. This will enable them to plan their practical work effectively before embarking upon a series of final pieces in a variety of different chosen media. Students are also required to make studies of the work of other artists and cultures and relate this to their own work.

As the course progresses students will have the opportunity to further develop a more personal approach in which they explore their own ideas in their preferred medium. Students are encouraged to respond to a previous GCSE exam question to give them experience of Art exam titles and to enable them to produce a mature body of work. These projects provide a rich source of ideas and material for first-hand study and will also provide a real link with established artists and designers.

At the end of each term the work will be assessed. Marks are given for each of the following criteria:

- looking at the work of other artists and cultures
- developing ideas and the use of techniques and processes
- observational skills
- modifying and refining work

The examination is divided into two components:

- coursework unit                      60%
- controlled test                        40%

From the above information it can be seen that real commitment to the subject and a willingness to learn new skills and ideas and take a creative risk is required by all taking the course.

You can receive further information on this subject from Ms A Davies (Curriculum Leader).

# **BUSINESS**

## **What is Business?**

Business is real and relevant. It offers young people the chance to develop knowledge, understanding and skills in relation to businesses small and large, local or international.

## **Key Skills**

The GCSE specification requires students to:

- actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different people in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable
- apply their knowledge to business contexts (small to large businesses operating in local, national and global markets)

## **Course Content**

The programme of study includes:

- spotting a business opportunity, showing enterprise and putting a business idea into practice
- making the start-up effective
- understanding the economic context
- marketing
- meeting customer needs
- effective financial and people management
- the wider world affecting business
- e-commerce and digital communication
- the sales process and the importance to businesses of providing good customer service, including product knowledge, customer engagement and post sales service
- the role of procurement and the impact of logistical and supply decisions on businesses
- gross and net profit ratios, break even and average rate of return

## **Assessment**

The course is assessed by examination only.

## **What next?**

A GCSE qualification in Business can lead to further in depth study of Business at A-level and can raise awareness of other subjects such as Economics, Law and Accounting.

You can receive further information on this subject from Mrs G Allner (Subject Leader for Business and Economics).

# COMPUTER SCIENCE

## Why choose GCSE Computer Science?

GCSE Computer Science is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and everyday life. The skills which you will learn are very sought after by both further education and employers and are now being used across nearly all higher education subjects and many other careers. Computer science offers excellent career prospects as life and work becomes ever more influenced by advances in technology.

## What does the course entail?

You will develop your understanding of current and emerging technologies and how they work. You will acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts. You will look at the use of algorithms and develop programs to solve problems and design and develop programs using the Python programming language to solve a range of tasks. GCSE Computer Science will also provide a thorough introduction to the theory underlying the technology behind modern computer systems and networks.

- Component 1 Computational thinking and programming skills – theory (written paper)
  - o Algorithms and Computational Thinking
  - o Python Programming
  
- Component 2 Computing concepts – theory (written paper)
  - o Data Representation
  - o Computer Systems
  - o Computer Networks
  - o Cyber Security
  - o Relational Databases
  - o Impacts of Digital Technology

Further information is available from Mr F Price (Curriculum Leader).

# DANCE

This course leads to a GCSE qualification in Dance.

## Course Aims

The aims of the course are to develop each student's knowledge, understanding and practical skills of dance through performance, choreography (creating dances) and appreciation (the theoretical study of dance works). Of the five lessons per fortnight, three will be practical and two will be theory based.

Students will study six professional dance works, in a variety of styles including ballet, urban and contemporary. They will study these works both theoretically and practically; in theory lessons sections of the works will be watched and analysed, and in practical lessons students will learn key movement motifs and carrying out creative tasks linked to the movement content of the works.

Performance work is normally in a contemporary style and students will learn sequences of movement and full dances and will be assessed through solo and group performances. Choreography is the other element of practical work and students will develop and build their knowledge through a range of creative tasks during Year 10 and create their own dance piece in Year 11 for assessment.

This course prepares students for further study in dance including A-level in Dance, PE, and Performing Arts. It also develops key skills such as problem solving, teamwork and leadership. It is advisable that students considering dance as a GCSE option have some dance experience either in or out of school.

Students will have the opportunity to perform in school dance shows, participate in workshops with visiting artists, and attend theatre trips to see live dance performances.

## Assessment – 60% practical 40% written

- **30% performance** (solo phrases set by the exam board, performance in duo/trio)
- **30% choreography** (a solo or group dance, responding to one of the stimuli released by the exam board, AQA)
- **40% written exam** 1 hour 30 minutes (Short and long answer questions based on the six professional works and knowledge and understanding of practical work carried out during the course)

You can receive further information on this subject from Mrs E Ncube (Subject Leader).

# DRAMA AND THEATRE ARTS

This course leads to a GCSE qualification in Drama.

## **Overview of course:**

In GCSE Drama the focus for lessons is performance work as 60% of the course is dedicated to non-examined work. Learners study and perform a play (20% of GCSE). They also devise and develop a piece of drama using techniques of an influential style or practitioner. For this, learners must produce a performance of their devised piece, a portfolio of supporting evidence and an evaluation of the final performance (40% of the GCSE).

The final 40% is dedicated to the written exam, which requires students to interpret theatre. The paper is a 1 hour and 30 minutes, open book exam that focuses on a set text and a live theatre review. It uses a variety of question styles, with various degrees of weighting, and asks students to combine what they've learned about how drama is performed with their practical experience and imagination.

The set text for GCSE drama will be 'Find Me' by Olwen Wymark (1977).

## **Why choose GCSE Drama?**

- Drama offers students the study of a practical art form.
- Students learn to collaborate with others, think analytically and evaluate effectively.
- It encourages students to become creative problem solvers with the skills they need for a bright and successful future for any career or post-16 pathways.
- They gain the confidence to pursue their own ideas, reflect and refine their efforts.
- It provides a strong foundation for further progression in to the professional performing arts industry.

GCSE Drama students emerge with a toolkit of transferable skills, applicable both in further studies and the workplace. Students also have the opportunity to perform in school productions, specialist workshops and visit the theatre.

You can receive further information on this subject from Miss G Higgins (Subject Leader).

# **HEALTH & SOCIAL CARE – level 2 Cambridge national certificate**

## **Why should I choose this course?**

If you wish to follow a career which involves working with people, such as in the medical, social or educational professions you would definitely find this course of use.

You must have an interest in health and social care and wish to develop skills and learn the theory that can prepare you for further study and employment within this sector. You should care about other people with different health needs and enjoy independent research and study. Students will also develop transferable skills, in particular communication, aspects of team working and presentation skills. Students will spend over half of the two years producing coursework, and need to consider this in their choice.

60% coursework: 40% examination.

## **The structure of the level 2 course**

### **Unit R032: Principles of care in health and social care**

This unit introduces students to core values and skills. This includes the rights of individuals accessing health and social care services. How workers provide person centred care values of care. Students will also learn about effective communication skills required by workers. It also introduces how to protect service users in settings. It is taken at the end of Year 11.

Assessment: examination - 1 hour 15 minutes.

### **Unit R033: Supporting individuals through life events**

Students will learn about growth and development during different life stages and demonstrate how their needs have been affected by life events. They will need to show how the individual could be supported to meet their needs.

Assessment: coursework - students will base their report on an individual they know to apply their knowledge and understanding. It will involve a detailed interview on an individual's development over a period of time.

### **R035: Health promotion campaigns**

This unit will enable students to research current health campaigns and learn about the benefits of these to society. It will also include factors that influence the uptake and health. They will have to plan and deliver their own health promotion campaign to the group as part of their assessment. This will also demonstrate their communication skills.

Assessment: Coursework – students will plan and deliver their own health promotion campaign following research and explanations of current public health issues, their impact on society and influences on health.

They will deliver this to the group for feedback.

## **What can I do after this course?**

If you wish to follow a career in the medical, social or educational professions it would definitely be of use to you. You can progress to Cambridge Technical Award in Health and Social Care as an Extended Certificate (equivalent to A-level) in Sixth Form. This course will provide you with a solid understanding of health and social care that will help you to make choices about your future study options and career choices.

You can receive further information from Mrs S Archer (Subject Leader).

# GCSE MUSIC

The Edexcel GCSE Music Course is open to anyone who plays an instrument or sings, loves music, and is interested in finding out more about it.

The course aims to inspire the next generation of students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. Students will be encouraged to engage critically and creatively with a wide range of music, and reflect on how music is used in the expression of personal and collective identities. It will also develop broader life-skills including critical and creative thinking, cultural understanding, self-discipline, confidence and motivation.

You will be expected to participate actively and enthusiastically in class through performing, listening, and composing, and to join in at least one of the wide range of co-curricular clubs and ensembles that the Music Department has on offer. You will also be offered enrichment activities such as workshops, trips and master classes.

As performing is a core component of the course, we strongly advise students to be having private lessons on at least one instrument (or singing) throughout Years 10 and 11.

The course is divided into 3 Units:

## Unit 1: Performing Music

- One solo performance on your instrument
- One ensemble performance with others

## Unit 2: Composing Music

- Create 2 compositions
- Use *Sibelius* or *Cubase* computer software
- Record both of them, and submit a written score or commentary for both

## Unit 3: Listening and Appraising

- Take a 1 hour 45 minute listening exam on 8 set works (pieces of music that you will listen to and learn about during the course), dictation and unfamiliar music.

All of the units refer to the *Areas of Study* – the actual music you will listen to. These are:

### Instrumental Music 1700 – 1820

- JS Bach: 3<sup>rd</sup> Movement of Brandenburg Concerto no.5 in D major
- L van Beethoven: 1<sup>st</sup> Movement from Piano Sonata no.8 in C minor 'Pathétique')

### Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

### Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- John Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

### Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Further information on the course is available from Mr B Trevorrow (Director of Music).

# Cambridge Nationals in Creative iMedia

## Why Creative iMedia?

The OCR Creative iMedia course will qualify you to operate confidently in today's digital world and give you knowledge, understanding and practical skills that would be used in the media industry. This course is a really useful, real world qualification whether you see your future including university, training or going out to work. The Creative iMedia qualification will also look great on your CV particularly if you are looking to work within the media industry.

## What does the course entail?

On the theory side of the course pupils will learn all about the different sectors of media industry including film, tv, radio, print publishing, gaming, interactive media, internet and digital publishing. Pupils will develop a knowledge and understanding of the media sectors, learning about the digital products that they produce and the job roles that form the media industry.

On the practical side of the course pupils are required to complete two controlled assessments. The first controlled Assessment focuses on visual identity and digital graphics. In this assessment the primary software used is Adobe Photoshop. The second controlled assessment focuses on interactive digital media. In this assessment the primary software used is Microsoft PowerPoint

## Assessment

The course consists of a theory examination (40%) and two controlled assessment tasks (60%)

- R093 – Creative iMedia in the media industry (Exam)
- R094 – Visual identity and digital graphics (Controlled Assessment)
- R097 – Interactive digital media (Controlled Assessment)

You can receive further information on this subject from Mr F Price (Curriculum Leader).

# PHYSICAL EDUCATION GCSE

This course will give students the opportunity to look into the world of sports performance from a theoretical and practical perspective. They will develop their theoretical knowledge of the human body, the science of training and sports psychology, as well as being assessed in **three** different sports. **Students must have a love for sport and be actively participating in competitive sport inside and outside of school.**

## Theory:

Three lessons a fortnight.

The theory content accounts for 60% of the qualification. Lessons are designed to be interactive and engaging with 'active learning' used for a number of topic areas.

Component 1: Physical factors affecting performance (Exam 1hr). Topics: Anatomy and Physiology, Movement Analysis, Physical Training, and use of data in these areas.

Component 2: Socio-cultural issues and sports psychology (Exam 1hr). Topics: Health, Fitness and wellbeing, Sports Psychology, Socio-cultural influences, and use of data in these areas.

## Practical:

Two lessons a fortnight.

Practical performance is worth 30% of the qualification and is based around being assessed in **three** sports (must be from the list below). Students will be assessed in one team sport, one individual sport and a third being a choice of either. The assessment of ability takes place in two formats, the first is skills in isolation and the second is skills in a competitive situation. This is a great opportunity for pupils to play sports they enjoy and pick up and improve new sports.

Team Sports	Individual Sports
Acrobatic gymnastics	Amateur boxing
Association football	Athletics
Badminton	Badminton
Basketball	Canoeing
Camogie	Cross Country running
Cricket	Cycling
Dance	Dance
Figure skating	Diving
Futsal	Equestrian
Gaelic football	Figure skating
Handball	Golf
Hockey	Gymnastics
Hurling	Kayaking
Ice hockey	Rock climbing
Inline roller hockey	Sailing
Lacrosse	Sculling
Netball	Skiing
Rowing	Snowboarding
Rugby league	Squash
Rugby union	Swimming
Sailing	Table tennis
Sculling	Tennis
Squash	Trampolineing
Table tennis	Windsurfing
Tennis	Specialist activity:
Volleyball	Boccia
Water polo	Polybat
Specialist activity:	
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

## Coursework:

The coursework is worth 10% of the qualification. Students complete an analysing and evaluating performance task (AEP) linked to a sport of their choice.

You can receive further information on this subject from Mr G Hughes (Subject Leader) and Miss E Bright (Course Leader).

## **SECOND MODERN LANGUAGE**

The Modern Languages Department hopes that students who have studied French **and** Spanish in Year 9 will understand the tremendous advantage the study of two languages could bring to their future career prospects. It is a demanding yet rewarding option and students keen to study French and Spanish to GCSE should seek guidance from their Year 9 teachers. In Year 11, as well as completing outstanding modules, they will be taught A-level skills and structures in the hope that they will continue the study of at least one language at A-level.

You can receive further information from:

French: Mr R Davison (Curriculum Leader).

Spanish: Mr B McCormick (Subject Leader).