

KEY STAGE 4

CURRICULUM INFORMATION

2026 - 2028

# YEAR 9

CORE

&

OPTION SUBJECTS

*"We are currently preparing students for jobs that don't exist yet, using technologies that haven't been invented, in order to solve problems, we don't even know are problems yet."*

*Richard Riley, Gunderson et al., 2004*



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### YEAR 9 SUBJECT INFORMATION

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### YEAR 9 OPTION SUBJECTS

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Dear Parents and Carers,

This is an important time in a student's school career as they have some choices about the subjects they study. The best decisions are made when the school and parents/carers work together to support their child in the process. This booklet outlines the subjects on offer and supplementary information about the process. Please do not hesitate to contact Mrs Stephens or Mr Boateng, if you would like further clarification and we will do our best to help you.

#### **The Curriculum at Key Stage 4**

We seek to ensure that every student follows a broad and balanced curriculum so that their educational choices at 16 and 18 are not compromised. The raising of the school participation age (RPA) means that students have to remain in full-time education, such as school, college or home education, an apprenticeship, in part-time education or training if they are employed, self-employed or volunteering full-time (which is defined as 20 hours or more a week) until the age of 18.

We recommend that families consider what lies beyond KS4 when making choices. Most will follow A Level, BTEC courses and equivalent subjects, whilst others will wish to move to work-based learning and apprenticeships at 16 so it is important to plan ahead when making choices for Year 10. To help with this process, we will guide students along broad pathways according to their current performance at school to ensure they are stretched and challenged, but also able to cope with the demands of their Level 2 GCSE and BTEC courses.

In Years 10 and 11, students study a wide range of courses, some of which are compulsory and others optional. Harlington School is committed to ensuring that all students are able to compete with their peers from grammar and independent schools, both locally and nationally, so that they have equal opportunities and access to leading universities and employers. To this end, the Governing Body supports and promotes pathways and qualifications that enable students to achieve these ambitions.

The Ofsted and government focus on the curriculum has, rightly, increased significantly during recent years, specifically focusing on students retaining the breadth and balance in their curriculum. At Harlington School all students have the opportunity to continue to study a creative, practical or work-related learning subject so as to retain a broad curriculum. The government has the aim of 75% of students studying the full EBacc suite of subjects (including both Humanities and Languages) by 2022 and 90% by 2025

#### **What is the EBACC?**

Students who wish to go to university should study subjects that lead to the EBacc qualification as this combination provides a broad foundation for future study. The English Baccalaureate (EBacc) is a route that is designed to lead to A Level progression, and most universities will expect you to have completed and passed the EBacc subjects. Our GCSE curriculum has been structured so that students can study this combination of subjects.

| The English Baccalaureate is a suite of 5 compulsory subjects: | Subjects  |
|--|---|
| English Language   | Students will study English Language & Literature   |
| Mathematics  | Students will study Mathematics   |
| Science  | Students will study GCSE Combined Science (Double)  |
| Geography or History   | Students will choose either Geography or History  |
| A Modern Foreign Language                                      | Students will study French or Spanish continuing the language they studied at Key Stage 3 |

## The Harlington Baccalaureate ('Harlington Bacc')

The 'Harlington Bacc' ensures that all students continue to study a wide range of subjects in Key Stage 4. This ensures that students do not lose the breadth of a great education too early, with the option to continue with a broad range of subjects up until the age of 16. Most students will take the 'EBacc' suite of subjects, with the opportunity to opt for an arts, creative, or work related/vocational subject. Core skills and participation in PE, IT, PSHE and Philosophy & Ethics (RE) complete the offer.

Student pathways are allocated based on target grades, current attainment, and consultation with curriculum leaders. The vast majority of students will follow the Harlington Bacc, as we believe this broad range of subjects provides the best possible preparation for students' future lives, allowing access to a wide variety of pathways at the end of Key Stage 4. In some cases, personalised pathways may be offered where this is judged to enhance a student's performance throughout their GCSE courses.

| Examined courses - core offer to students   | Examined courses – our wider offer for students   |  | Non-Examined courses - core offer for all students                         |
|---|---|--|--|
| English Language<br>English Literature<br>Maths<br>Science (Double Award)<br>IT<br>Philosophy & Ethics (RE)<br><br>The majority of students will also study:<br>Geography or History<br>French or Spanish | Art<br>Textiles<br>Photography<br>Business Studies<br>Computer Science<br>Paper & Board (D&T)<br>Timbers (D&T)<br>Drama<br>English as a Second Language | Hospitality & Catering<br>Music<br>Psychology<br>Sport Science<br>Sociology<br>Triple Science<br>King's Trust<br>Community Languages | Core PE<br>PSHE – including Relationships & Sex Education, and Citizenship |

### Compulsory Subjects (our core offer to students)

All students are required to study English Language, English Literature, Mathematics, Science, Philosophy & Ethics (RE), Core PE and PSHE. The details about these can be found from page 8 in this booklet.

### Optional Subject Preferences (our wider offer to students)

The optional subjects are outlined from page 8 in this booklet. Students will be asked to select 3 subjects in order of preference – and then depending on their pathway, they will study 1, 2 or 3 of these.

#### Please note:

Please note that whilst we try to accommodate student preferences, we cannot guarantee places in first or second choice subjects, ultimately subjects will run subject to viable numbers and staff availability.

### Non-examination courses

Students will continue to follow a PSHE programme built around themes that develop naturally from Key Stage 3. These include *Personal Development* (including social and moral responsibility), *Health, Relationships, Citizenship*, and *Futures Education*. The programme aims to ensure that students are fully prepared for the next stage of their academic or vocational journey, as well as for the world of work. In addition, *Personal Progress* focuses on action planning and preparing for the future, in line with the school's commitment to developing students' social, moral, spiritual and cultural understanding (SMSC).

All students are required to participate in core Physical Education on a weekly basis. Students with a particular interest in PE or Computer Science may also choose to study these as an examined option at Key Stage 4 through Sports Science or Computer Science respectively.

## **Important Deadlines**

|                                     |  |
|-------------------------------------|--|
| <b>January/ February:</b>           | Options instructional video link and Options booklet circulated via ParentMail |
| <b>Thursday 12th February:</b>      | Yr 9 Parents' Evening  |
| <b>Thursday 26th February:</b>      | Options Evening  |
| <b>Friday 27th February:</b>        | Option Forms link will be sent   |
| <b>Monday 2<sup>nd</sup> March:</b> | Deadline for Options forms to be completed                                     |
| <b>May Half Term:</b>               | Students will be informed of their allocated option by this time.              |

Mrs K Stephens  
Assistant Headteacher

## STAFF WHO ARE HERE TO HELP WITH OPTION CHOICES

| Title                 | Name                                | Contact Details  |
|-----------------------|-------------------------------------|--|
| Assistant Headteacher | Mrs Stephens                        | <a href="mailto:options@harlingtonschool.org">options@harlingtonschool.org</a> |
| Head of Year          | Mr Boateng                          | <a href="mailto:options@harlingtonschool.org">options@harlingtonschool.org</a> |
| Careers Advisors      | Ms Jones<br>Mr Mustafa<br>Ms Stuart | <a href="mailto:careers@harlingtonschool.org">careers@harlingtonschool.org</a> |

### Appointments & Queries

Our careers advisors are available to answer careers specific queries or to discuss careers possibilities – please email them directly. They will also be available at both Parents’ Evening and Options Evening.

### Examination courses

Most examination courses lead to the General Certificate of Secondary Education (GCSE) and some courses lead to the BTEC Level 1/2 Technical Awards (these are courses at the same standard as GCSEs).

### GCSE Information

Some GCSE courses are examined at two tiers – Higher or Foundation. Teachers will provide a guide towards the correct final tier of entry throughout the course.

In addition to terminal exams at the end of the year 11, some courses will still involve controlled assessment which will count towards the final qualification. Please see individual subject pages for details of controlled assessments.

## GCSE Information - Grading

- All GCSEs are graded on a system of 9-1 (where 9 is the highest grade). It is possible to fail a GCSE and students can be awarded a U (Ungraded) result.
- BTEC level 1 / level 2 Technical Awards are graded Distinction\*, Distinction, Merit, Pass or Fail.

All students study GCSEs (9-1) in all subjects. The courses and exams are designed to ensure that young people have the knowledge and skills they need to succeed in the 21<sup>st</sup> Century and ensure that students leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in the strongest performing education systems elsewhere in the world.

The main features of the 9-1 Grade GCSEs are:

- **Assessment is mainly by exam at the end of Year 11**, with other types of assessment used only where they are needed to test essential skills. Some subjects continue to have Controlled Assessment (Controlled Assessment), but this is in far fewer subject areas.
- There is new and **more demanding content**, which has been developed by government and the exam boards.

| Old GCSE grade | New Grade  | Y7 | Y8 | Y8 | Y9 | Y10 | Y11 |
|----------------|------------|----|----|----|----|-----|-----|
| U              | Foundation | ↕  | ↕  | ↕  | ↕  | ↕   | ↕   |
| G              | 1          |    |    |    |    |     |     |
| E/F            | 2          |    |    |    |    |     |     |
| D/E            | 3          |    |    |    |    |     |     |
| C/D            | 4          |    |    |    |    |     |     |
| B/C            | 5          |    |    |    |    |     |     |
| A/B            | 6          |    |    |    |    |     |     |
| A              | 7          |    |    |    |    |     |     |
| A/A*           | 8          |    |    |    |    |     |     |
| A*             | 9          |    |    |    |    |     |     |

- A new grading scale of 9-1 is used where Grade 9 is the highest grade and will be awarded to fewer students than the current A\*:

| Year           | 7                    | 8           | 9           | 10          | 11          |
|----------------|----------------------|-------------|-------------|-------------|-------------|
| Expected Range | Foundation – Grade 4 | Grade 1 - 5 | Grade 2 - 6 | Grade 3 - 8 | Grade 4 – 9 |

Grading new GCSEs from 2017

|   | New grading structure | Current grading structure |
|---|-----------------------|---------------------------|
|   | 9                     |                           |
|   | 8                     | A*                        |
| The bottom of grade 7 is aligned with the bottom of | 7                     | A                         |
|   | 6                     | B                         |
| The bottom of grade 4 is aligned with the bottom of | 5                     | C                         |
|   | 4                     | D                         |
|   | 3                     | E                         |
|   | 2                     | F                         |
| The bottom of grade 1 is aligned with the bottom of | 1                     | G                         |
|   | U                     | U                         |

The Department for Education recognises grade 4 and above as a 'standard pass', this is the minimum level that students need to reach in English and maths, otherwise they need to continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects.

## **How to Make Decisions about Option Choices Students!!**

### **When selecting subjects, consider the following:**

- Which subjects are you good at?
- Which subjects do you enjoy?
- Which subjects lead into future careers/ areas of interest?
- Do not worry if you do not know this yet – you are probably in the majority
- If you know, research the requirements of related subjects at A Level and potentially Degree Level
- If you do not know, select as broad a range of subjects as possible, within your areas of interest
- Have you spoken to all of the relevant people to make an informed decision?
- (Parents, subject teachers, head of year, form tutor, careers advisor)
- Do you have the relevant skills to succeed in the subjects you are selecting?

### **When selecting subjects, DO NOT consider the following:**

- Choosing the subject because you like the teacher
- Whilst they may inspire you, there is no guarantee that they will teach you for your GCSEs
- Choosing a subject because your friends are doing it
- You are much more likely to succeed in subjects which you have a passion and talent for
- Your GCSE subjects are going to prepare you for life after school, there is no guarantee that your friends will be a part of that.

### **What is the difference between Triple and Double Award Science?**

- Triple Award Science is made up of three GCSEs, students achieve separate grades in Biology, Chemistry and Physics at the end of their course.
- Double Award Science is made up of two GCSEs, which are GCSE science and additional science. These are overall combination grades which reflect a student's performance across each of the 3 science disciplines of Biology, Chemistry and Physics

**Please note:** You **DO NOT** have to have studied Triple Science in order to meet the entry criteria to study a science at A Level

### **What happens if I regret my GCSE choices?**

In agreement with your parents, there may be the possibility for you to change your option choices during the early weeks of September. This would be based on:

- A sound rationale for the swap (not being with your friends/ liking your teacher are not one!)
- Space in the course onto which you wish to switch
- The subject you wish to switch to being within the same option block

### **Please note**

This opportunity is only available at the start of the course as after the end of September you will have missed too much content to enable you to switch courses.

KEY STAGE 4

CURRICULUM INFORMATION

2026 - 2028

# YEAR 9

## SUBJECT INFORMATION

*“We are currently preparing students for jobs that don’t exist yet, using technologies that haven’t been invented, in order to solve problems, we don’t even know are problems yet.”  
Richard Riley, Gunderson et al., 2004*



## ENGLISH LANGUAGE

### COMPULSORY SUBJECT FOR ALL STUDENTS



English is one of the core or compulsory subjects at Key Stage 4. Not only do you learn about how to use language, but you also learn to analyse how others use it. The development of skills in this subject will benefit all your other GCSEs.

All students are entered for all elements of the GCSE.

|                           |   |
|---------------------------|---|
| <b>Examination Board:</b> | AQA   |
| <b>Subject:</b>           | GCSE English Language   |
| <b>Course Assessment:</b> | <p><b>PAPER 1: Explorations in Creative Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• (50% of the GCSE - assessed by <b>External Examination</b>)</li> <li>• Time: 1 hour 45 minutes</li> </ul>  |
|                           | <p><b>PAPER 2: Writers' Viewpoints and Perspectives</b></p> <ul style="list-style-type: none"> <li>• (50% of the GCSE - assessed by <b>External Examination</b>)</li> <li>• Time: 1 hour 45 minutes</li> </ul>  |
|                           | <p><b>Spoken Language</b><br/>Students will be assessed for their ability to make a presentation, participate in an informed discussion, and argue a point of view.</p> <p><b>The spoken language assessment will be endorsed separately on the final GCSE certificate.</b></p> |
| <b>CONTACT</b>            | Mrs D'Silva-Collins   |

**ENGLISH LITERATURE**  
**COMPULSORY SUBJECT FOR ALL STUDENTS**



|                           |  |
|---------------------------|--|
| <b>Examination Board:</b> | AQA  |
| <b>Subject:</b>           | GCSE English Literature  |
| <b>Course Content</b>     | <p>Students will study one set Shakespeare text and one set 19th Century novel. Students need to analyse a set scene for both the Shakespeare and the 19<sup>th</sup> Century novel and then link the passages to the rest of the texts.</p> <p>(40% of the Total GCSE assessed by <b>External Examination</b>)</p> <p>Students will study a set modern text and a selection of poems.</p> <p>They will learn to analyse the themes, characters and language in the modern text and will learn to compare poems for the effects achieved by the poets. They will also learn how to analyse unseen poetry for the intended effect.</p> <p>(60% of the Total GCSE assessed by <b>External Examination</b>)</p>   |
| <b>Course Assessment:</b> | <p><b>PAPER 1: Shakespeare and 19<sup>th</sup> Century Novel -1 hour 45 minutes</b></p> <p>Students will study one set Shakespeare text and one set 19th Century novel. Students need to analyse a set scene for both the Shakespeare and the 19<sup>th</sup> Century novel and then link the passages to the rest of the texts.</p> <p>(40% of the Total GCSE assessed by <b>External Examination</b>)</p> <hr/> <p><b>PAPER 2: Modern Texts and Poetry - 2 hours 15 minutes</b></p> <p>Students will study a set modern text and a selection of poems.</p> <p>They will learn to analyse the themes, characters and language in the modern text and will learn to compare poems for the effects achieved by the poets. They will also learn how to analyse unseen poetry for the intended effect.</p> <p>(60% of the Total GCSE assessed by <b>External Examination</b>)</p> |
| <b>CONTACT:</b>           | Mrs D'Silva-Collins  |

## MATHEMATICS

### COMPULSORY SUBJECTS FOR ALL STUDENTS



|                           |  |
|---------------------------|--|
| <b>Examination Board:</b> | Pearson Edexcel  |
| <b>Subject:</b>           | GCSE MATHEMATICS, 1MA1   |
| <b>Course Content</b>     | <p>All students are entered for GCSE Mathematics Higher or Foundation. The work demanded of this subject is a continuation of the work covered in Key Stage 3. The GCSE course encompasses five main areas of mathematical knowledge:</p> <p>Number</p> <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Ratio</li> <li>• Proportion</li> <li>• Rates of Change</li> <li>• Geometry</li> <li>• Measures</li> <li>• Statistics &amp; Probability</li> </ul> <p>The students develop a skill base and then learn how to apply these skills to solving problems. The Higher Tier course is a suitable preparation for A-level Mathematics.</p> <p>A decision will be made as to the tier of entry prior to the examination based on prior attainment, mock examinations and teacher assessment.</p> <p>100% of the total GCSE is assessed by <b>External Examination</b></p> |
| <b>Course Assessment</b>  | <p>There are three terminal examinations at the end of Year 11 each of which includes material from the entire syllabus (all 3 papers are out of 80 marks, worth one third of the overall GCSE and 1 hour and 30 minutes in length)</p> <p>GCSE grades 1 to 5 can be awarded at the Foundation tier of entry and 4 to 9 at the Higher Tier</p> <p>Paper 1 (Non-calculator), Paper 2 &amp; 3 (Calculator)</p>   |
| <b>CONTACT:</b>           | Mrs Bosiene  |

**All students will require** a scientific calculator and drawing instruments including a protractor and pair of compasses in examinations and for lessons.

#### How parents can help

Maintain good levels of basic numeracy – e.g. frequently test times-tables. Homework is set on a weekly basis in Mathematics and should be completed.

#### Useful websites include:

Sparxmaths.uk (login and password details are given to students each year)

<https://corbettmaths.com/5-a-day/gcse/>

<http://www.mrbartonmaths.com/students/legacy-gcse/gcse-maths-takeaway.html>

<https://www.pearson.com/uk/learners/secondary-students-and-parents.html>

**SCIENCE**  
**COMPULSORY SUBJECT FOR ALL STUDENTS**  
**DEPENDING ON YOUR PATHWAY YOU MAY BE OFFERED THE OPPORTUNITY TO**  
**TAKE TRIPLE SCIENCE AS ONE OF YOUR OPTION SUBJECTS**



|                           |  |
|---------------------------|--|
| <b>Examination Board:</b> | AQA  |
| <b>Subject:</b>           | GCSE Combined Science – Trilogy (Double Award)<br>GCSE Separate Sciences – Biology, Chemistry, Physics (Triple Award)<br>Pupils will study <b>EITHER</b> GCSE Combined Science (Double Award) <b>OR</b> all 3 separate Sciences - Biology, Chemistry, Physics (Triple Award)   |
| <b>Course Content</b>     | There will be a focus on the following areas: <ul style="list-style-type: none"> <li>• Scientific knowledge</li> <li>• Mathematical skills</li> <li>• Knowledge of practical methodology</li> <li>• Interpretation of data and graphs</li> <li>• Literacy and communication</li> </ul>   |
| <b>Biology</b>            | <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> </ol>  |
| <b>Chemistry</b>          | <ol style="list-style-type: none"> <li>1. Atomic structure and the periodic table</li> <li>2. Bonding, structure and the properties of matter</li> <li>3. Quantitative chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry of the atmosphere</li> <li>10. Using resource</li> </ol> |
| <b>Physics</b>            | <ol style="list-style-type: none"> <li>1. Forces</li> <li>2. Energy</li> <li>3. Waves</li> <li>4. Electricity</li> <li>5. Magnetism and electromagnetism</li> <li>6. Particle model of matter</li> <li>7. Atomic structure</li> <li>8. Space physics</li> </ol>  |

Those that choose to follow the separate science pathway will cover additional content within the areas of study listed above.

Studying the separate sciences means students will cover more content than GCSE Combined Sciences and will provide a more thorough preparation for A-level Science courses, although studying Combined (Double) Science does not preclude a student from taking Sciences at A level.

**SCIENCE**  
**COMPULSORY SUBJECT FOR ALL STUDENTS**  
**DEPENDING ON YOUR PATHWAY YOU MAY BE OFFERED THE OPPORTUNITY TO**  
**TAKE TRIPLE SCIENCE AS ONE OF YOUR OPTION SUBJECTS**



**SCIENCE PATHWAYS**

|                          |                  |   |
|--------------------------|------------------|---|
| <b>Combined Science</b>  |                  | <ul style="list-style-type: none"> <li>• 6 papers (2 chemistry, 2 biology and 2 physics)</li> <li>• Each paper is 1 hour 15 minutes</li> <li>• Higher or Foundation</li> <li>• Each paper is equally weighted (16.7%)</li> <li>• Question types: <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ Structured</li> <li>○ Closed</li> <li>○ Short answer and open response.</li> </ul> </li> </ul> |
| <b>Separate Sciences</b> | <b>Biology</b>   | <ul style="list-style-type: none"> <li>• 2 papers</li> <li>• Each paper 1 hour 45 minutes</li> <li>• Higher and foundation</li> <li>• Each paper worth 50% of the grade</li> <li>• Question types: <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ Structured</li> <li>○ Closed short answer</li> <li>○ Open response.</li> </ul> </li> </ul>   |
|                          | <b>Chemistry</b> | <ul style="list-style-type: none"> <li>• 2 papers</li> <li>• Each paper 1 hour 45 minutes</li> <li>• Higher and foundation</li> <li>• Each paper worth 50% of the grade</li> <li>• Question types: <ul style="list-style-type: none"> <li>○ multiple choice</li> <li>○ structured</li> <li>○ closed short answer</li> <li>○ open response</li> </ul> </li> </ul>  |
|                          | <b>Physics</b>   | <ul style="list-style-type: none"> <li>• 2 papers</li> <li>• Each paper 1 hour 45 minutes</li> <li>• Higher and foundation</li> <li>• Each paper worth 50% of the grade</li> <li>• Question types: <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ Structured</li> <li>○ Closed short answer</li> <li>○ Open response</li> </ul> </li> </ul>  |
| <b>CONTACT:</b>          |                  | Ms Yemenicioglu   |

**PRACTICAL ASSESSMENT**

There are a set of required practicals that must be carried out and formally written up. These will be assessed internally, however there will be a proportion of the exam focusing on their knowledge of these practicals.



|                |   |
|----------------|---|
|                | <p>Employers and universities consider it an important subject due to its relevance in our contemporary world. This opens multiple career prospects and opportunities including banking, law, social work, and any area dealing directly with people, such as:</p> <ul style="list-style-type: none"> <li>• Criminology and Psychology</li> <li>• Business Management with Human Rights</li> <li>• International Relations and Economics</li> <li>• Sociology and Media Studies</li> <li>• Philosophy, Politics and Economics (PPE)</li> <li>• Business and Computer Science</li> <li>• Data Science and Social Policy</li> <li>• Education, Culture and Society</li> <li>• Environmental Science and Geography</li> <li>• Digital Humanities</li> <li>• Anthropology and Global Health</li> <li>• Cybersecurity and International Relations</li> <li>• Marketing and Behavioural Science</li> <li>• Cognitive Science</li> <li>• Ethics, Technology and Society</li> </ul> <p><b>NOTE:</b> No one will be expected to believe in, or accept the teachings of any religion, creed, or ideology. Indeed, this is a study of our overall human condition, and you will need to have a general interest in basic psychology and be prepared to investigate and consider real solutions to problems that affect our future and our happiness. We consider Religious as much as Humanist and Atheist views to accommodate every walk of life. All are welcome.</p> |
| <b>Contact</b> | Dr Carvalho   |

## GEOGRAPHY COMPULSORY FOR HARLINGTON BACC



|                           |  |
|---------------------------|--|
| <b>Examination Board:</b> | AQA  |
| <b>Subject:</b>           | GCSE GEOGRAPHY   |
| <b>Course Content</b>     | The GCSE specification is taught through a “topic” approach, with a mix of human and physical topics:  |
|                           | <p><b>Unit 1: Living with the physical environment</b></p> <ul style="list-style-type: none"> <li>• Section A: The challenge of natural hazards</li> <li>• Section B: Physical landscapes in the UK</li> <li>• Section C: The living world</li> </ul>  |
|                           | <p><b>Unit 2: Challenges in the human environment</b></p> <ul style="list-style-type: none"> <li>• Section A: Urban issues and challenges</li> <li>• Section B: The changing economic world</li> <li>• Section C: The challenge of resource management</li> </ul>  |
| <b>Course Assessment</b>  | There are three examinations split into Human and Physical as well as a skills paper as outlined below:  |
|                           | <p><b>Unit 1: Living with the physical environment Worth: 35% of the final mark</b><br/><b>Exam: 1 hour 30 minutes.</b></p>  |
|                           | <p><b>Unit 2: Challenges in the human environment Worth: 35% of the final mark</b><br/><b>Exam: 1 hour 30 minutes.</b></p>   |
|                           | <p><b>Unit 3: Geographical Applications-</b> including: Issue Evaluation, Fieldwork and Geographical Skills</p> <p><b>Worth: 30% of the final mark</b></p> <p><b>Exam: 1 hour 30 minutes.</b></p> <p>Pupils must go on 2 field trips (one human geography based and one physical geography based) in order to collect data that they will be tested on in their skills exam.</p>   |
|                           | Successful completion of GCSE geography allows students to progress into A level geography or any A level or BTEC subject of their choice.   |
| <b>Career Prospects</b>   | Employers and universities consider geography an important subject due to its relevance to current day issues that dominate the news today. Studying geography is considered a ‘facilitating subject’ by universities due to the vital transferrable skills it develops. This opens up multiple career prospects and opportunities including banking, law, architecture and urban planning, environmental consultants, pilot, coast managers, seismologist, GIS analysts, weather forecasters, armed forces, town planners, travel agents, tour guides, surveyors and many more. |
| <b>Contact</b>            | Dr Fadairo   |

## HISTORY

### COMPULSORY FOR HARLINGTON BACC



|                           |   |
|---------------------------|---|
| <b>Examination Board:</b> | Pearson   |
| <b>Subject:</b>           | GCSE History  |
| <b>Course Content</b>     | <b>Thematic Study:</b> Medicine in Britain c1250-present and The British Sector of the Western Front, 1914-1918: Injuries Treatment and the Trenches.   |
|                           | <b>British Depth Study:</b> The Reign of King Richard I and King John   |
|                           | <b>Period Study:</b> Superpower relations and the Cold War 1941-91  |
|                           | <b>Modern Depth Study:</b> Weimar and Nazi Germany 1918-39.   |
| <b>Course Assessment</b>  | <b>What skills will I be examined on?</b>   |
|                           | <b>Objective 1:</b><br>Demonstrate knowledge and understanding of the key features and characteristics of the periods studied: 35%.   |
|                           | <b>Objective 2:</b><br>Explain and analyse historical events and periods studied using second order historical concepts: 35%.   |
|                           | <b>Objective 3:</b><br>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgments, in the context of historical events studied: 15%.                            |
|                           | <b>Objective 4:</b><br>Analyse, evaluate and make substantiated judgments about Interpretations (including how and why interpretations may differ) in the context of historical events studied: 15% |
|                           | History is examined through three external exam papers:   |
|                           | <b>Paper 1: Thematic Study Worth: 30%</b><br><b>Exam:</b> 1 hour 20 minutes   |
|                           | <b>Paper 2: British Depth Study and Period Study Worth: 40%</b><br><b>Exam:</b> 1hour 50 minutes  |
|                           | <b>Paper 3: Modern Depth Study Worth: 30%</b><br><b>Exam:</b> 1hour 30 minutes  |
|                           | Don't panic, we will be developing these skills as we go! We will develop these skills and build on what you already know about the skills necessary to succeed in History.                         |
| <b>Contact</b>            | Mr Daoudi   |

**MODERN FOREIGN LANGUAGES**  
**A LANGUAGE IS COMPULSORY FOR HARLINGTON BACC**



|                           |   |                |                 |                |
|---------------------------|---|----------------|-----------------|----------------|
| <b>Examination Board:</b> | AQA   |                |                 |                |
| <b>Subject:</b>           | GCSE FRENCH and SPANISH   |                |                 |                |
| <b>Course Assessment</b>  | All final exams in Year 11 for:   |                |                 |                |
|                           | <b>Listening</b>  | <b>Reading</b> | <b>Speaking</b> | <b>writing</b> |
|                           | 25%   | 25%            | 25%             | 25%            |
|                           | <p>Candidates will follow the AQA Full Course GCSE Syllabus. The syllabus is designed to help pupils develop their French or Spanish language skills in a variety of contexts. The four-component structure of the course allows pupils to maximise their achievement.</p> <p>According to their ability, candidates can be entered for either:</p> <ul style="list-style-type: none"> <li>• Foundation Tier (Grades 5-1)</li> <li>• Higher Tier (Grades 9-4)</li> </ul> <p>The French and Spanish GCSE courses will provide pupils with the opportunities to develop language and skills learned in Key Stage 3 and expand their cultural knowledge of French or Spanish speaking countries.</p> <p>Please see the MFL GCSE course outline on the next page.</p> |                |                 |                |
| <b>Contact</b>            | Ms Lorgeoux   |                |                 |                |

**FRENCH AND SPANISH**  
**A LANGUAGE IS COMPULSORY FOR HARLINGTON BACC**



**COURSE CONTENT**

| <b>Topics Studied</b>  |  |
|--|--|
| <b>Theme 1<br/>PEOPLE &amp;<br/>LIFESTYLE</b>                      | <p><b>Topic 1:</b> Identity and relationships with others</p> <p><b>Topic 2:</b> Healthy living and lifestyle</p> <p><b>Topic 3:</b> Education and work</p>  |
| <b>Theme 2<br/>POPULAR<br/>CULTURE</b>                             | <p><b>Topic 1:</b> Free-time activities</p> <p><b>Topic 2:</b> Customs, festivals and celebrations</p> <p><b>Topic 3:</b> Celebrity culture</p>  |
| <b>Theme 3<br/>COMMUNICATION<br/>&amp; THE WORLD<br/>AROUND US</b> | <p><b>Topic 1:</b> Travel and tourism, including places of interest</p> <p><b>Topic 2:</b> Media and technology</p> <p><b>Topic 3:</b> The environment and where people live</p>   |
| <b>Assessment</b>  | <p><b>Listening exam</b><br/>25% of the total marks</p> <p>Foundation Tier – 35 minutes<br/>Higher Tier – 45 minutes</p> <p>A range of question types, in the target language and English, based on pre-recorded spoken material in French or Spanish.</p> <p><b>Speaking exam</b><br/>25% of the total marks</p> <p>Foundation Tier 7-9 mins Higher Tier – 10-12 mins</p> <p>In the form of a role play, reading aloud task, photo card question &amp; answer, and general conversation between class teacher and pupil.</p> <p><b>Reading exam</b><br/>25% of the total marks</p> <p>Foundation Tier – 45 minutes<br/>Higher Tier – 60 minutes</p> <p>A range of question types, in the target language and English, based on written material in French or Spanish</p> <p><b>Writing exam</b><br/>25% of the total marks</p> <p>Foundation Tier - 1 hour 10<br/>Higher Tier – 1 hour 15 mins</p> <p>Written responses to a variety of situations including short messages, open ended tasks and translation exercises</p> |

## PHYSICAL EDUCATION (CORE)



All students in Year 10 and 11 MUST follow a course in Physical Education in line with National Curriculum Statutory requirements.

|   |  |
|---|--|
| <p><b>Course</b></p> <p><b>Assessment</b></p> | <p>All students in Years 10 and 11 follow a course of study that will improve the basic skills and techniques covered in the Key Stage 3 curriculum. Each student will have a total of two lessons of core curriculum PE each week and is required to study major sports from games, gymnastics (including trampolining) and athletics (including fitness/weight training).</p> <p>During Key Stage 4, students tackle complex and demanding activities and apply their knowledge of skills, techniques and effective performance. They will be involved in physical activity that enables them to focus on competitions, promotion of health and wellbeing, and developing personal fitness levels. They will take on the role of performer, coach and official.</p> <p>Within games, pupils will be taught to play competitive games using advanced techniques and skills specific to the game played and respond effectively to changing situations within the game.</p> <p>In gymnastic activities (including trampolining), pupils will be taught to compose and perform sequences applying set criteria. They will be encouraged to use advanced techniques and skills with precision and accuracy in completing sequences.</p> <p>All students will gain a knowledge and understanding of fitness and health. They will be taught how preparation, training and fitness relate to and affect performance. They will also be shown how to design and carry out training programmes that have specific purposes, and the importance of exercise to personal, social and mental health and wellbeing. In addition, all students will monitor and develop their own training programmes to be used in school and when exercising outside of school.</p> <p>Students will only be excused from lessons with a Doctor's/Hospital Medical Exemption Certificate. This is a compulsory lesson that must be attended by all students to adhere to the government requirements of Physical Education.</p> |
| <p><b>Assessment</b></p>                      | <p>Students will not be assessed for Core PE.</p>  |
| <p><b>Contact</b></p>                         | <p>Miss Harrison</p>   |

# IT

## COMPULSORY SUBJECT FOR ALL STUDENTS



|                          |  |
|--------------------------|--|
| <b>Course Assessment</b> | <p>All students in Years 10 and 11 follow a course of study that will improve the basic skills and techniques covered in the Key Stage 3 curriculum.</p> <p>Key Stage 4 Information Technology (IT) focuses on the practical application of digital tools to solve real-world problems and support business operations. Unlike Computer Science, which prioritizes theory and programming, an IT course centres on becoming a proficient and discerning user of technology. Students typically study the digital systems used by modern organisations, including hardware, software, and networking, and learn to manage the project life cycle by planning, designing, and testing digital products such as user interfaces, websites, or multimedia. A core component is data management, where pupils use spreadsheets and databases to manipulate and interpret information. Additionally, the curriculum covers digital literacy and responsibility, exploring cybersecurity threats, online safety, and the ethical, legal, and environmental impacts of technology on society.</p> <p>Typical Core Content Areas may include:</p> <ul style="list-style-type: none"><li>• Practical Software Skills: Using office and design applications for word processing, presentations, and data analysis.</li><li>• Data Manipulation: Creating spreadsheet models and relational databases to meet specific client needs.</li><li>• Digital Product Design: Designing and developing interactive products such as websites, graphics, or mobile interfaces.</li><li>• IT Systems in Business: Understanding how organisations use technology for communication, collaboration, and decision-making.</li><li>• Cybersecurity &amp; Legislation: Studying digital threats and legal frameworks like GDPR and the Computer Misuse Act.</li><li>• Project Management: Learning to use planning tools and iterative design processes to manage IT projects from inception to evaluation.</li></ul> |
| <b>Contact</b>           | Mr McGovern  |

**PSHE**  
**COMPULSORY SUBJECT FOR ALL STUDENTS**



As part of the National Curriculum, PSHE is taught by form tutors. Lessons are activity and discussion based, working in small groups or paired activities.

- Students will study topics relevant to@
- Citizenship
- Personal social and health topics
- Futures education
- Personal finance and
- RSE (Relationships & Sex Education).

The course aims to encourage personal development in relation to being safe, healthy and being able to make decisions using life skills and an understanding of the available facts or where to get relevant information.

Modules covered include:

- Personal development
- Global issues
- Financial awareness and understanding
- Identity and diversity
- Relationships
- Law
- Sexual health
- Politics
- Smoking
- Drugs and alcohol awareness
- Futures education.

**CONTACT:** Ms Sheikh

KEY STAGE 4

CURRICULUM INFORMATION

2026 - 2028

# YEAR 9

## OPTION SUBJECTS

*“We are currently preparing students for jobs that don’t exist yet, using technologies that haven’t been invented, in order to solve problems, we don’t even know are problems yet.”*

*Richard Riley, Gunderson et al., 2004*





## ART & DESIGN

**PLEASE NOTE STUDENTS CAN ONLY TAKE ONE VISUAL OPTION**



|                           |  |
|---------------------------|--|
| <b>Examination Board:</b> | AQA  |
| <b>Subject:</b>           | <p>GCSE ART &amp; DESIGN</p> <p>This specification provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature. Students will be expected to provide some materials, such as, pencils of different softness, a rubber and some coloured pencils.</p>   |
| <b>Course Content</b>     | <p>60% Controlled Assessment 40% Exam<br/>All work is Internally marked and externally moderated</p> <p><b>UNIT 1: COURSEWORK</b> 60% of total marks.</p> <ul style="list-style-type: none"> <li>• Skills Workshop Unit (inc. Museum and Galleries Trip)</li> <li>• Mock Exam Unit – based on AQA past questions</li> </ul> <p><b>UNIT 2: EXAM</b> 40% of total marks.</p> <p>Students choose one starting point for a project from a selection of 6 possibilities set by the exam board. There is a <b>12 -week preparation period</b> followed by a <b>10-hour supervised practical exam</b> where students create their final piece under exam conditions.</p>  |
| <b>Course Assessment</b>  | <p>Each unit of work will cover all assessment objectives.</p> <p>Teachers will continually assess students' Controlled Assessment and exam work. The exam board will moderate a selection of this. The teacher will use four assessment objectives to assess how well students:</p> <p><b>Objective 1</b><br/>Develop ideas through investigations informed by contextual and other sources.</p> <p><b>Objective 2</b><br/>Refine their ideas through experimenting with resources, media, materials, techniques and processes.</p> <p><b>Objective 3</b><br/>Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p><b>Objective 4</b><br/>Present a personal, response demonstrating analytical and critical understanding.</p> <p>Art and Design is one of the biggest grossing industries in the UK. The opportunities for art students today are many and varied from Architecture to Film Making, Graphic Design, Games Design to Landscape Architecture or Photography, and the list is continuing to grow. There are many skills taught on this course that are transferable to a wide range of other vocations as the arts help them to think outside the box, problem solve and see projects through from initial ideas through to final construction.</p> |
| <b>Contact</b>            | Miss Kandi   |



## PHOTOGRAPHY

**PLEASE NOTE STUDENTS CAN ONLY TAKE  
ONE VISUAL OPTION**



|                           |  |                     |  |                     |  |                     |  |                     |   |
|---------------------------|--|---------------------|--|---------------------|--|---------------------|--|---------------------|---|
| <b>Examination Board:</b> | AQA  |                     |  |                     |  |                     |  |                     |   |
| <b>Subject:</b>           | GCSE ART & DESIGN - PHOTOGRAPHY<br><br>In photography, you will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies. Students will need to manipulate images using photo-editing software and should be comfortable using ICT. Part of the course will develop software specific skills.  |                     |  |                     |  |                     |  |                     |   |
| <b>Course Content</b>     | 60% Controlled Assessment 40% Exam<br>All work is Internally marked and externally moderated<br><br><b>UNIT 1: COURSEWORK</b> 60% of total marks. <ul style="list-style-type: none"> <li>• Camera Skills</li> <li>• Distortion</li> </ul><br><b>UNIT 2: EXAM</b> 40% of total marks.<br>Students choose one starting point for a project from a selection of 6 possibilities set by the exam board. There is a <b>12-week preparation period</b> followed by a <b>10-hour supervised practical exam</b> where students create their final piece under exam conditions.   |                     |  |                     |  |                     |  |                     |   |
| <b>Course Assessment</b>  | Each unit of work will cover all assessment objectives.<br><br>Teachers will continually assess students' Controlled Assessment and exam work. The exam board will moderate a selection of this. The teacher will use four assessment objectives to assess how well students: <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 20%;"><b>Objective 1:</b></td> <td>Develop ideas through investigations informed by contextual and other sources.</td> </tr> <tr> <td><b>Objective 2:</b></td> <td>Refine their ideas through experimenting with resources, media, materials, techniques and processes.</td> </tr> <tr> <td><b>Objective 3:</b></td> <td>Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</td> </tr> <tr> <td><b>Objective 4:</b></td> <td>Present a personal, response demonstrating analytical and critical understanding.</td> </tr> </table><br>This specification provides students with a wide range of photographic understanding including composition, focus control, depth of field, movement and narrative. The course offers exciting and stimulating opportunities to explore their interests in photography in ways that are personally relevant and developmental in nature. Students will have access to equipment, including the use of SLR cameras, a photographic studio and computers for PowerPoints and Photoshop.<br><br>The opportunities for photography students are varied, from: Photojournalism, film making, graphic design, product photography or cameraman, and the list is continuing to grow with digital media being one of the biggest growing industries in the UK. From the 2025 A level cohort a student left Harlington to work for a company being a social media content creator.<br><br>There are many skills taught on this course that are transferable to a wide range of other vocations as the arts help students to think outside the box, problem solve and see projects through from initial ideas through to final pieces. | <b>Objective 1:</b> | Develop ideas through investigations informed by contextual and other sources. | <b>Objective 2:</b> | Refine their ideas through experimenting with resources, media, materials, techniques and processes. | <b>Objective 3:</b> | Record ideas, observations and insights relevant to their intentions in visual and/or other forms. | <b>Objective 4:</b> | Present a personal, response demonstrating analytical and critical understanding. |
| <b>Objective 1:</b>       | Develop ideas through investigations informed by contextual and other sources.   |                     |  |                     |  |                     |  |                     |   |
| <b>Objective 2:</b>       | Refine their ideas through experimenting with resources, media, materials, techniques and processes.   |                     |  |                     |  |                     |  |                     |   |
| <b>Objective 3:</b>       | Record ideas, observations and insights relevant to their intentions in visual and/or other forms.   |                     |  |                     |  |                     |  |                     |   |
| <b>Objective 4:</b>       | Present a personal, response demonstrating analytical and critical understanding.  |                     |  |                     |  |                     |  |                     |   |
| <b>Contact</b>            | Ms Duff/Mr Pointer   |                     |  |                     |  |                     |  |                     |   |



## FASHION & TEXTILES

**PLEASE NOTE STUDENTS CAN ONLY TAKE ONE VISUAL OPTION**



|                           |   |                     |  |                     |  |                     |  |                     |   |
|---------------------------|---|---------------------|--|---------------------|--|---------------------|--|---------------------|---|
| <b>Examination Board:</b> | AQA   |                     |  |                     |  |                     |  |                     |   |
| <b>Subject:</b>           | <p>GCSE ART &amp; DESIGN – FASHION &amp; TEXTILE DESIGN</p> <p>In Fashion &amp; Textiles, you will be introduced to a variety of experiences exploring a range of machine and hand-based textile techniques, including both traditional and new technologies. This specification provides students with a wide range of creative and stimulating opportunities to explore Fashion &amp; Textiles in a variety of ways. Students will be able to develop their garment construction skills, as well as exploring Textiles as an art form. Students will learn industry techniques such as pattern drafting and fashion illustration and apply these skills to create unique items. Students will need to use hand and machine sewing; these skills will be developed during the course.</p>  |                     |  |                     |  |                     |  |                     |   |
| <b>Course Content</b>     | <p>60% Controlled Assessment 40% Exam</p> <p>All work is Internally marked and externally moderated</p> <p><b>UNIT 1 : COURSEWORK</b> 60% of total marks.</p> <ul style="list-style-type: none"> <li>• Skills workshop unit (Identity)</li> <li>• Architectural Influence</li> </ul> <p><b>UNIT 2 : EXAM</b> 40% of total marks.</p> <p>Students choose one starting point for a project from a selection of 6 possibilities set by the exam board. There is a <b>12-week preparation period</b> followed by a <b>10-hour supervised practical exam</b> where students create their final piece under exam conditions.</p>  |                     |  |                     |  |                     |  |                     |   |
| <b>Course Assessment</b>  | <p>Each unit of work will cover all assessment objectives.</p> <p>Teachers will continually assess students' Controlled Assessment and exam work. The exam board will moderate a selection of this. The teacher will use four assessment objectives to assess how well students:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"><b>Objective 1:</b></td> <td>Develop ideas through investigations informed by contextual and other sources.</td> </tr> <tr> <td><b>Objective 2:</b></td> <td>Refine their ideas through experimenting with resources, media, materials, techniques and processes.</td> </tr> <tr> <td><b>Objective 3:</b></td> <td>Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</td> </tr> <tr> <td><b>Objective 4:</b></td> <td>Present a personal, response demonstrating analytical and critical understanding.</td> </tr> </table> <p>The opportunities for textiles students today are many and varied, from Textile designer to Textiles Chemist, clothing technologist, from pattern cutter to buyer and many more. We wear textiles or touch them most of the time, often without thinking about it. We couldn't live without textiles, whether it is for fashion and protection, in our homes, offices and the workplace, or in hidden areas such as buildings and for medical applications.</p> | <b>Objective 1:</b> | Develop ideas through investigations informed by contextual and other sources. | <b>Objective 2:</b> | Refine their ideas through experimenting with resources, media, materials, techniques and processes. | <b>Objective 3:</b> | Record ideas, observations and insights relevant to their intentions in visual and/or other forms. | <b>Objective 4:</b> | Present a personal, response demonstrating analytical and critical understanding. |
| <b>Objective 1:</b>       | Develop ideas through investigations informed by contextual and other sources.  |                     |  |                     |  |                     |  |                     |   |
| <b>Objective 2:</b>       | Refine their ideas through experimenting with resources, media, materials, techniques and processes.  |                     |  |                     |  |                     |  |                     |   |
| <b>Objective 3:</b>       | Record ideas, observations and insights relevant to their intentions in visual and/or other forms.  |                     |  |                     |  |                     |  |                     |   |
| <b>Objective 4:</b>       | Present a personal, response demonstrating analytical and critical understanding.   |                     |  |                     |  |                     |  |                     |   |
| <b>Contact</b>            | Mrs Paterson  |                     |  |                     |  |                     |  |                     |   |

## BUSINESS STUDIES AN OPTION SUBJECT



|                           |  |
|---------------------------|--|
| <b>Examination Board:</b> | EDEXCEL  |
| <b>Subject:</b>           | GCSE BUSINESS  |
| <b>Course Content</b>     | <p>Students will consider the practical application of theory, the course is designed to give students the opportunity to explore business concepts, issues and how businesses work. The knowledge and skills gained from the course will give students a firm foundation for further study.</p> <p><b>Theme 1: Investigating Small Business</b><br/> <b>Aim:</b> Explore the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.</p> <p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• 1.1 Enterprise and entrepreneurship</li> <li>• 1.2 Spotting a business opportunity</li> <li>• 1.3 Putting a business idea into practice</li> <li>• 1.4 Making the business effective</li> <li>• 1.5 Understanding external influences on business</li> </ul> <p><b>Theme 2: Building A Business</b><br/> <b>Aim:</b> Examine how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.</p> <p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• 2.1 Growing the business</li> <li>• 2.2 Making marketing decisions</li> <li>• 2.3 Making product decisions</li> <li>• 2.4 Making financial decisions</li> <li>• 2.5 Making human resource decisions</li> </ul> |
| <b>Course Assessment</b>  | <p>There are two equally weighted exam papers, focusing on each theme.</p> <p><b>THEME 1- Paper 1:</b> 1 hour 45 minutes (50%)<br/> <b>THEME 2 -Paper 2:</b> 1 hour 45 minutes (50%)</p> <p>Each exam paper consists of calculations, multiple choice, short answer and extended writing questions. Both papers are divided into three sections:</p> <ul style="list-style-type: none"> <li>• Section A: 35 marks</li> <li>• Section B: 30 marks</li> <li>• Section C: 25 marks</li> </ul> <p>Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.</p>   |
| <b>Contact</b>            | Ms Jana  |

## COMPUTER SCIENCE AN OPTION SUBJECT



|                              |  |
|------------------------------|--|
| <b>Examination Board:</b>    | OCR  |
| <b>Subject:</b>              | GCSE COMPUTER SCIENCE - J277   |
| <b>Course Content</b>        | <p>The Computing department offers GCSE Computer Science as an alternative to IT. This course will give students an in-depth understanding of how computer programming underpins computer technology.</p> <p>OCR GCSE in Computer Science falls into two parts:</p> <p><b>1. Computer Systems.</b><br/>This unit introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.</p> <p><b>2. Computational thinking, algorithms and programming.</b><br/>The second unit students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.</p> |
| <b>Practical programming</b> | <p>Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).</p> <p>Students studying this specification will:</p> <p>Learn how to program in Python to a high level</p> <ul style="list-style-type: none"> <li>• Gain an understanding of the fundamental concepts around creating software applications</li> <li>• Have opportunities to work collaboratively</li> <li>• Learn the fundamentals of cyber-security</li> <li>• Explore careers in the fields of Computer Science</li> </ul>  |
| <b>Course Assessment</b>     | <p>External examination (2 written exams of 1 hour and 30 minutes, worth 50% of the GCSE each) based on:</p> <p><b>Paper 1:</b><br/>Computer systems and <b>Paper 2:</b> Computational thinking, algorithms and programming.</p>   |
| <b>Contact</b>               | Mr McGovern  |

# DRAMA

## AN OPTION SUBJECT



|                           |  |
|---------------------------|--|
| <b>Examination Board:</b> | EDEXCEL  |
| <b>Subject:</b>           | GCSE DRAMA   |
| <b>Course Content</b>     | GCSE Drama is split into 3 Units.  |
|                           | <b>Unit 1</b> – students create their own performance from a stimulus to perform in front of an audience. This will then be backed up and evaluated through a portfolio of up to 2000 words.   |
|                           | <b>Unit 2</b> - students study 2 key extracts from the set play text. This could be in the form of a group performance, dialogues or monologues. This will be performed in front of a visiting examiner.   |
|                           | <b>Unit 3</b> - written exam where students will analyse a play and a performance they have seen during the course. <u>A theatre visit is compulsory</u>   |
|                           | To be successful in this course, it is essential that students have a desire to use the drama medium to learn and to broaden their horizons both in their practical and written work. They must be prepared to work well with other students.  |
| <b>Course Assessment</b>  | <b>Unit 1:</b> Research and explore a stimulus and create their own devised drama. Write a portfolio to analyse own work and a work of others in a group.<br>40% of final GCSE   |
|                           | <b>Unit 2:</b> Apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.<br>20% of final GCSE  |
|                           | <b>Unit 3:</b> Final Written Exam<br>40% of final GCSE   |
|                           | <p><b>How does Drama fit in with different careers?</b></p> <p>GCSE Drama is an academic subject giving you the opportunity to study it further at university level (95% of graduates find work within a 6<sup>th</sup> month of their university graduation).</p> <p><b>Careers</b> – These roles can include work as an actor or manager within the TV, radio, or film and video industries. Many graduates go on to roles such as stage or studio managers, broadcasters, TV presenters, or clothing and costume designers. Other careers within theatre or broadcasting that may also appeal to drama graduates include theatre director, stage director, and choreographer.</p> <p>Graduates could turn their interest to therapies linked to the performing arts, such as drama therapy, music therapy or dance music psychotherapy. Each requires training in counselling.</p> <p><b>What other subject I can combine with Drama?</b><br/>You can choose any subject you like but the most popular are:</p> <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Business</li> <li>• English</li> <li>• Languages</li> <li>• Art</li> <li>• History.</li> </ul> |
| <b>Contact</b>            | Ms Kosek/Mr Adams  |



## DESIGN & TECHNOLOGY (PAPER AND BOARD ROUTE)

### AN OPTION SUBJECT

**PLEASE NOTE STUDENTS CAN ONLY TAKE ONE DESIGN & TECHNOLOGY OPTION**



|                           |   |
|---------------------------|---|
| <b>Examination Board:</b> | EDEXCEL   |
| <b>Subject:</b>           | GCSE in DESIGN AND TECHNOLOGY   |
| <b>Course Content</b>     | <p>The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.</p> <p>The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own needs and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.</p> <p>Students learn to take design risks, enabling them to become resourceful, innovative, and enterprising citizens. They develop an awareness of practices within the creative, engineering, and manufacturing industries. Through the critique of design and technology outcomes, both historic and contemporary, students gain an understanding of their impact on everyday life and the wider world. They also come to recognise that high-quality design and technology plays a vital role in creativity, culture, sustainability, economic prosperity, and the wellbeing of both the nation and the global community.</p> |
| <b>Course Assessment</b>  | <p>This course is assessed through:</p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour and 45 minutes- 50% of the qualification 100 marks</li> <li>• Non-examined assessment- 50% of the qualification 100 marks</li> <li>• Students will undertake a project, based on a contextual challenge which is set by the examination board.</li> </ul> <p><b>Where will this course take me?</b></p> <p>Successful completion can progress to a two-year Level 3 course in either A Level Product Design or BTEC Level 3 Engineering. Some students may progress to specialist Level 3 courses in building and construction, architecture, art and design, surveying and planning at a Further Education College.</p>   |
| <b>Contact</b>            | Dr Mburu/Mr Jefferies   |

### Examples of GCSE work



## DESIGN & TECHNOLOGY (TIMBERS ROUTE)

### AN OPTION SUBJECT

**PLEASE NOTE STUDENTS CAN ONLY TAKE ONE DESIGN & TECHNOLOGY OPTION**



|                           |   |
|---------------------------|---|
| <b>Examination Board:</b> | EDEXCEL   |
| <b>Subject:</b>           | GCSE in DESIGN AND TECHNOLOGY   |
| <b>Course Content</b>     | <p>The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.</p> <p>The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and humanities.</p> <p>Students learn to take design risks, enabling them to become resourceful, innovative, and enterprising citizens. They develop an awareness of practices within the creative, engineering, and manufacturing industries. Through the critique of design and technology outcomes, both historic and contemporary, students gain an understanding of their impact on everyday life and the wider world. They also come to recognise that high-quality design and technology plays a vital role in creativity, culture, sustainability, economic prosperity, and the wellbeing of both the nation and the global community.</p> |
| <b>Course Assessment</b>  | <p>This course is assessed through:</p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour and 45 minutes- 50% of the qualification 100 marks</li> <li>• Non-examined assessment- 50% of the qualification 100 marks</li> <li>• Students will undertake a project, based on a contextual challenge, which is set by the examination board.</li> </ul> <p><b>Where will this course take me?</b></p> <p>Successful completion can progress to a two-year Level 3 course in either A Level Product Design or BTEC Level 3 Engineering. Some students may progress to specialist Level 3 courses in building and construction, architecture, art and design, surveying and planning at a Further Education College.</p>  |
| <b>Contact</b>            | Dr Mburu/Mr Jefferies   |

## ENGLISH AS AN ADDITIONAL LANGUAGE



|                                      |  |
|--------------------------------------|--|
| <b>Examination Board:</b>            | CAMBRIDGE INTERNATIONAL EDUCATION  |
| <b>Subject:</b>                      | <p>IGCSE ENGLISH AS AN ADDITIONAL LANGUAGE</p> <p>Cambridge IGCSE English (as an Additional Language) enables learners to develop practical language skills and build their confidence in communicating in English. It develops learners' ability to communicate in English clearly in a range of familiar situations and builds their knowledge of grammar and vocabulary in the context of five broad topic areas:</p> <ul style="list-style-type: none"> <li>• Everyday activities</li> <li>• Personal and social life</li> <li>• The world around us</li> <li>• The world of work</li> <li>• The international world.</li> </ul> <p>The course is suitable for learners whose first language is not English.</p> |
| <b>Course Content and Assessment</b> | <p><b>LISTENING</b><br/>Time: 50 minutes, listening paper contributes 25% of the total grade, 40 marks</p> <p><b>READING</b><br/>Time: 60 minutes, reading paper contributes 25% of the total grade, 45 marks</p> <p><b>SPEAKING</b><br/>Time: Approximately 10 minutes, speaking paper contributes 25% of the total grade, 40 marks</p> <p><b>WRITING</b><br/>Time: 60 minutes, writing Paper contributes 25% of the total grade, 45 marks</p> <p>Some students on this course may follow the English Functional Skills route.</p>  |
| <b>Contact</b>                       | Ms Jaworska/Mr Vompiris  |

## HOSPITALITY & CATERING – LEVEL 1/2 VOCATIONAL AWARD



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|---------------------------|---|
| <b>Examination Board:</b> | EDUQAS  |
| <b>Subject:</b>           | <p>LEVEL 1/2 VOCATIONAL AWARD - HOSPITALITY &amp; CATERING</p> <p>Hospitality &amp; Catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The Vocational Award in Hospitality and Catering has been designed to support learners in schools 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 learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. (WJEC, 2023)</p>  |
| <b>Course Content</b>     | <p>This qualification consists of two mandatory units:</p> <ul style="list-style-type: none"> <li>▪ <b>Unit 1:</b> enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.</li> <li>▪ <b>Unit 2:</b> enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.</li> </ul>    |
| <b>Course Assessment</b>  | <p>The course is assessed through:</p> <ul style="list-style-type: none"> <li>▪ <b>Unit 1:</b> The Hospitality and Catering industry written examination: 1 hour 20 minutes 40% of qualification (80 Marks). Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.</li> <li>▪ <b>Unit 2:</b> Hospitality and Catering in action. This is a Controlled Assessment (NEA): approximately 12 hours and contributes to 60% of the qualification (120 Marks). An assignment brief will be provided by the examination board.</li> </ul> <p><b>SPECIFIC REQUIREMENTS OF THE COURSE</b></p> <p>Students <b>must</b> take part in all practical lessons.</p> <p>You will be <b>required to bring into school the ingredients</b> for weekly practical lessons. <b>You should discuss this with your parent(s)/guardian(s) before selecting this option.</b></p> <p><b>Where will this course take me?</b></p> <p>Successful completion can progress to a two-year Level 3 course in Hospitality &amp; Catering, Food Science and Nutrition, Professional Cookery or A level Food Science. Some students may progress to specialist Level 3 courses in building and construction, architecture, art and design, surveying and planning at a Further Education College.</p> |
| <b>Contact</b>            | Miss Yearwood/Dr Mburu  |

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|---------------------------|---|
| <b>Examination Board:</b> | KING'S TRUST  |
| <b>Subject:</b>           | <p>Achieve Programme – Personal Development &amp; Employability Skills</p> <p>The King's Trust Award, Certificate, Extended Certificate and Diploma in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors and is nationally recognised. Depending on how many units are completed, students will gain an Award (2 units), Certificate (6 units), Extended Certificate (9 units) or Diploma (13 units). The Qualification is offered at Entry 3, Level 1 and Level 2.</p> <p>It is assessed by portfolio (internally and externally moderated), so does not include any examination. It enhances our students' broad and balanced curriculum, complementing their chosen GCSE/BTEC subjects and equips students with invaluable life skills, fostering personal growth and academic achievement, alongside developing their literacy, numeracy, ICT and interpersonal skills. Students will gain the skills required to gain successful employability or onward study.</p> |
| <b>Course Content</b>     | <p>Units that are studied during the programme are taken from the following:</p> <ul style="list-style-type: none"> <li>• Personal Development</li> <li>• Wellbeing</li> <li>• Wellbeing – Physical Activity</li> <li>• Wellbeing – Healthy Eating</li> <li>• Managing Money</li> <li>• Project-based Learning</li> <li>• Teamwork Skills</li> <li>• Customer Experience</li> <li>• Community Impact</li> <li>• Presentation Skills</li> <li>• Sustainability</li> <li>• Undertaking an Enterprise Project</li> <li>• Career Planning</li> <li>• Preparing for the world of Work</li> <li>• Digital Skills</li> </ul>   |
| <b>Course Assessment</b>  | Learners produce a portfolio of evidence that is assessed and moderated to achieve the qualification.   |
| <b>Contact</b>            | Mrs Stephens/Ms Egan  |

## MUSIC AN OPTION SUBJECT



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|---------------------------|--|
| <b>Examination Board:</b> | EDUQAS   |
| <b>Subject:</b>           | BTEC Music Practice  |
| <b>Course Content</b>     | <p><b>Pearson BTEC Level 1/2 Music Practice</b></p> <p>Do you love music? Do you want to expand on your skills to perform, create, record or produce? The Pearson BTEC Level 1/2 Music Practice course is a practical, hands-on qualification designed for students who enjoy learning by doing. It is ideal for anyone interested in performing, composing, songwriting, music technology or working behind the scenes in the music industry.</p> <p>This course develops your musical skills, creativity and confidence while giving you a real insight into how the music industry works.</p> <p>What will I learn?</p> <p>Music Practice focuses on practical music-making rather than written exams. You will develop skills in:</p> <ul style="list-style-type: none"> <li>• Performing as a soloist and as part of an ensemble</li> <li>• Creating music, including composition and songwriting</li> <li>• Music technology, such as recording, sequencing and production</li> <li>• Listening and appraising, exploring a wide range of musical styles</li> <li>• Professional skills, including rehearsal techniques, planning and reflection</li> </ul> <p>You will explore different musical styles and roles within the music industry, helping you discover where your strengths and interests lie.</p> |
| <b>Course Assessment</b>  | <p>Assessment is mainly coursework-based, with tasks completed throughout the course. These may include:</p> <ul style="list-style-type: none"> <li>• Performances</li> <li>• Compositions or production work</li> <li>• Rehearsal logs and reflective work</li> <li>• Practical projects</li> </ul> <p>There are no long-written exams, making this course ideal for students who prefer practical learning and continuous assessment.</p> <p>Who is this course for?</p> <p>This course is suitable for students who:</p> <ul style="list-style-type: none"> <li>• Enjoy music and want to develop their skills</li> <li>• Play an instrument or sing (any style welcome)</li> <li>• Are interested in music technology or production</li> <li>• Work well independently and in groups</li> <li>• Want a creative, practical alternative to GCSE Music</li> </ul> <p>Why choose BTEC Music Practice?</p> <p>Practical and creative Coursework-based assessment Industry-relevant skills Encourages teamwork and confidence Suitable for a wide range of musical interests.</p>   |

|                |   |
|----------------|---|
|                | <p>If you are passionate about music and want to develop your skills in a supportive, practical environment, BTEC Music Practice is the course for you.</p> <ul style="list-style-type: none"> <li>• Enjoy listening to a wide range of music.</li> <li>• Learn to show a future employer that you can manage your time effectively.</li> <li>• Students are taught with a very flexible approach so that each student's preferred musical style can be</li> <li>• exploited and developed.</li> <li>• If you are a good standard on one or more instruments (including vocals).</li> <li>• If you like music and you want to know about how it works.</li> <li>• Music GCSE is highly regarded by universities.</li> </ul> |
| <b>Contact</b> | Mr. Adams   |

**PSYCHOLOGY**  
**AN OPTION SUBJECT**



|   |  |
|---|--|
| <b>Examination Board:</b>                     | EDEXCEL  |
| <b>Subject:</b>                               | GCSE PSYCHOLOGY  |
| <b>Course Content</b>                         | <p>Psychology is the study of people: how they think, how they act, react and interact. We have been analysing behaviour and the mind since the day we were born. This Social Science subject encompasses the biological influences, social pressures and environmental factors that affect our behaviours.</p> <p>Psychology can give you greater insight into mental illness, including how psychological conditions are diagnosed and treated and help prepare you for potential careers such as a Clinical, Occupational, Forensic, Sport, Health and Educational Psychologist or other careers routes i.e. Social Work, Consumer Psychology or Neuropsychology.</p> <p>GCSE Psychology develops skills such as conducting scientific research, developing lines of argument and analysing data. The skills developed in Psychology are highly transferable and students can be confident that they will be able to go forward into the next phase of their lives with the tools to critically evaluate the world around them.</p> |
|   | <p>The topics that we cover at GCSE Psychology are:</p> <p><b>Section A:</b></p>   |
| <b>Topic 1: Development</b>                   | <ul style="list-style-type: none"> <li>• What are the different stages of development?</li> <li>• Does education and learning impact children’s development?</li> </ul>  |
| <b>Topic 2: Memory</b>                        | <ul style="list-style-type: none"> <li>• How does your memory work?</li> <li>• How can we explain why people remember the same thing differently?</li> </ul>   |
| <b>Topic 3: Psychological Problems</b>        | <ul style="list-style-type: none"> <li>• What are the symptoms and features of depression and addiction?</li> <li>• Does nature or nurture make you more likely to be depressed or to have an addiction?</li> </ul>  |
| <b>Topic 4: The Brain and Neuropsychology</b> | <ul style="list-style-type: none"> <li>• Are there gender differences between our brains?</li> <li>• What is the impact of neurological damage?</li> </ul>   |
| <b>Topic 5: Social influence</b>              | <ul style="list-style-type: none"> <li>• Why do people conform to beliefs even though they disagree with it privately?</li> <li>• Does being obedient influence your behaviour in a crowd?</li> </ul>  |
| <b>Topic 6: Criminal Psychology</b>           | <p><b>Section B:</b></p> <ul style="list-style-type: none"> <li>• Why do people become criminals?</li> <li>• What punishment and treatments can reduce criminals reoffending?</li> </ul>   |
| <b>Topic 9: Sleep and Dreaming</b>            | <ul style="list-style-type: none"> <li>• Why do you need to sleep and dream?</li> <li>• How do you explain insomnia?</li> </ul>  |
| <b>Topic 11: Research Methods</b>             | <ul style="list-style-type: none"> <li>• How do you carry out ethical psychological research?</li> <li>• How can we use data to prove our conclusions?</li> <li>• Can we truly make a sample generalisable to everyone in the population?</li> </ul>   |
| <b>Course Assessment</b>                      | <p>Both sections are externally examined at the end of Year 11:</p> <ul style="list-style-type: none"> <li>• Section A exam is 1 hour 45 minutes and is worth 55% of the GCSE.</li> <li>• Section B &amp; C is 1 hour 25 minutes and is worth 45% of the GCSE.</li> </ul>  |
| <b>Contact</b>                                | Mr Hayer   |

**SOCIOLOGY**  
**AN OPTION SUBJECT**



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| <b>Examination Board:</b>                                  | EDUQAS  |
| <b>Subject:</b>  | GCSE SOCIOLOGY  |
| <b>Course Content</b>                                      | <p>Sociology is the study of people, society and 'human laws'. Societies are interconnected complex systems such as the family, police, government, the education sector and media.</p> <p>Have you ever questioned 'is there one typical family type?' or 'does your gender determine how much you get paid in a job?' Sociology enables students to challenge taken-for-granted assumptions and to question their everyday understanding of situations.</p> <p>GCSE Sociology develops skills such as debating current sociological issues, using theories to make judgements and draw connections from sources. The skills developed in Sociology are highly transferable and students can be confident that they will be able to go forward into the next phase of their lives with the tools to critically evaluate the world around them. Sociology will prepare you for a wide range of careers from teaching, politics, social work, marketing, researchers and nursing to law and journalism, to name just a few.</p> <p><b>In Component 1: Understanding Social Processes</b><br/>Learners will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings. The topics include:</p> |
| <b>Key concepts and processes of cultural transmission</b> | <ul style="list-style-type: none"> <li>• Key sociological concepts</li> <li>• Debates over the acquisition of identity</li> <li>• The process of socialisation</li> </ul>   |
| <b>Families</b>  | <ul style="list-style-type: none"> <li>• Family diversity and different family forms in the UK and within a global context</li> <li>• Social changes and family structures and relationships</li> <li>• Sociological theories of the role of the family</li> <li>• Criticisms of family</li> </ul>  |
| <b>Education</b>   | <ul style="list-style-type: none"> <li>• Sociological theories of the role of education</li> <li>• Processes inside schools</li> <li>• Patterns of educational achievement</li> <li>• Factors affecting educational achievement</li> </ul>  |
| <b>Sociological research methods</b>                       | <ul style="list-style-type: none"> <li>• Usefulness of different types of data</li> <li>• Methods of Research</li> <li>• Sampling processes</li> <li>• Practical and ethical issues affecting research</li> </ul>   |
|  | <p><b>In Component 2: Understanding Social Structures</b><br/>Learners will develop an understanding of the nature of inequality and will study the ideas of the classical sociologists, and a more detailed study of crime and deviance. The topics include:</p>   |
| <b>Social differentiation and stratification</b>           | <ul style="list-style-type: none"> <li>• Sociological theories of stratification</li> <li>• Different forms and sources of power and authority</li> <li>• Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality</li> <li>• Factors which may influence access to life chances and power</li> <li>• Poverty as a social Issue</li> </ul>  |

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| <b>Crime and deviance</b>                      | <ul style="list-style-type: none"> <li>• Social construction of concepts of crime and deviance</li> <li>• Social control</li> <li>• Patterns of criminal and deviant behaviour</li> <li>• Sociological theories and explanations of deviance and criminal behaviour</li> <li>• Sources of data on Crime</li> </ul> |
| <b>Applied methods of sociological enquiry</b> | <ul style="list-style-type: none"> <li>• The process of research design</li> <li>• Interpreting data</li> </ul>  |
| <b>Course Assessment</b>                       | Both sections are externally examined at the end of Year 11. Component 1 and 2 are written examinations which are 1 hour 45 minutes long. Each examination is worth 50% of the GCSE.   |
| <b>Contact</b>                                 | Mr Hayer   |

## SPORTS SCIENCE TECH AWARD



|                            |   |
|----------------------------|---|
| <b>Examination Board:</b>  | PEARSON   |
| <b>Subject:</b>            | <p>SPORTS SCIENCE TECH AWARD</p> <p>This is a vocational course over 2 years. Please note that this is equivalent to a GCSE.</p>  <p><b>What can BTEC Sport offer you?</b></p> <ol style="list-style-type: none"> <li>1. The chance to participate in and develop your practical abilities and leadership qualities in a range of activities, taken from the areas of Invasion Games, Net/Wall Games, Personal Fitness, Individual and Striking/Fielding Games.</li> <li>2. The opportunity to develop your leadership skills in a sport of your choice.</li> <li>3. An introduction to specialised training methods and styles and types of fitness testing.</li> <li>4. Knowledge of the human body and how it responds to exercise</li> <li>5. Psychology and how it effects sport and activity</li> <li>6. Technology in sport and how it has developed to aid sport</li> </ol> <p><b>What you should have?</b></p> <ol style="list-style-type: none"> <li>1. An all-round interest and enthusiasm for Physical activity and leadership</li> <li>2. A willingness to learn new skills and techniques and apply the necessary effort in a variety of different activities</li> <li>3. An ability to appreciate a scientific approach to studies.</li> </ol> |
| <b>Course Content</b>      | <p>Students will be doing 3 units in this subject:</p> <p><b>Component 1</b> – Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Component 2</b> – Taking Part and Improving Other Participants Sporting Performance</p> <p><b>Component 3</b> - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>   |
| <b>Course Assessment</b>   | <p>You will be assessed through supervised coursework periods for components 1 &amp; 3. Component 3 is a 1 hour 30-minute exam. There will be both practical and theoretical elements to the course.</p>  |
| <b>Practical Element</b>   | <p>This concentrates on developing your skills in leadership through leading a warmup in the sport of your choice. You are requested to plan and run a session to fellow peers consolidating all the elements learnt through the components.</p>  |
| <b>Theoretical Element</b> | <p>This will involve theoretical work and an exam element that consists of short and extended answer questions, the duration of the exam is 1 hour and 30 minutes. The course comprises mainly of Controlled Assessment tasks that are completed under exam supervision. You can take your class notes into the controlled assessment to assist your answers.</p>   |
| <b>Finally</b>             | <p>This course is an exciting one which provides a mixture of both practical and theoretical activities. It is a vocational course which comprises of Controlled Assessment and an exam, this can benefit students who struggle with exam elements. It is essential that any student that chooses this course is fully committed to physical activity. Written homework will be set each week, and full P.E. kit must be worn for each practical lesson.</p>  |
| <b>Contact</b>             | Miss Harrison   |

## COMMUNITY LANGUAGES



|                                      |  |                 |                            |                |
|--------------------------------------|--|-----------------|----------------------------|----------------|
| <b>Examination Board:</b>            | VARIOUS – SEE BELOW  |                 |                            |                |
| <b>Subject:</b>                      | COMMUNITY LANGUAGES  |                 |                            |                |
| <b>Course Content and Assessment</b> | Community Languages are for students who can already speak, read and write in one of the below languages or are learning outside of school. We do not offer lessons in these subjects, but if you choose to take a Community Language GCSE, we will support you by guiding you through the exam requirements, explaining the exam structure and providing past papers for practice.  |                 |                            |                |
|                                      | Languages available are:   |                 |                            |                |
|                                      | <ul style="list-style-type: none"> <li>• Arabic – EDEXCEL</li> <li>• Bengali – AQA</li> <li>• Chinese – AQA</li> <li>• Greek – EDEXCEL</li> <li>• German - AQA</li> <li>• Gujarati – EDEXCEL</li> <li>• Italian – AQA</li> <li>• Punjabi – AQA</li> <li>• Persian – EDEXCEL</li> <li>• Polish – AQA</li> <li>• Portuguese – EDEXCEL</li> <li>• Russian – EDEXCEL</li> <li>• Turkish – EDEXCEL</li> <li>• Urdu – AQA</li> </ul> |                 |                            |                |
|                                      | <b>LISTENING</b>   | <b>SPEAKING</b> | <b>READING</b>             | <b>WRITING</b> |
| Time:<br>45 minutes                  | Time:<br>20 minutes  | Time:<br>1 hour | Time:<br>1 hour 20 minutes |                |
| <b>Contact</b>                       | Ms Jaworska  |                 |                            |                |