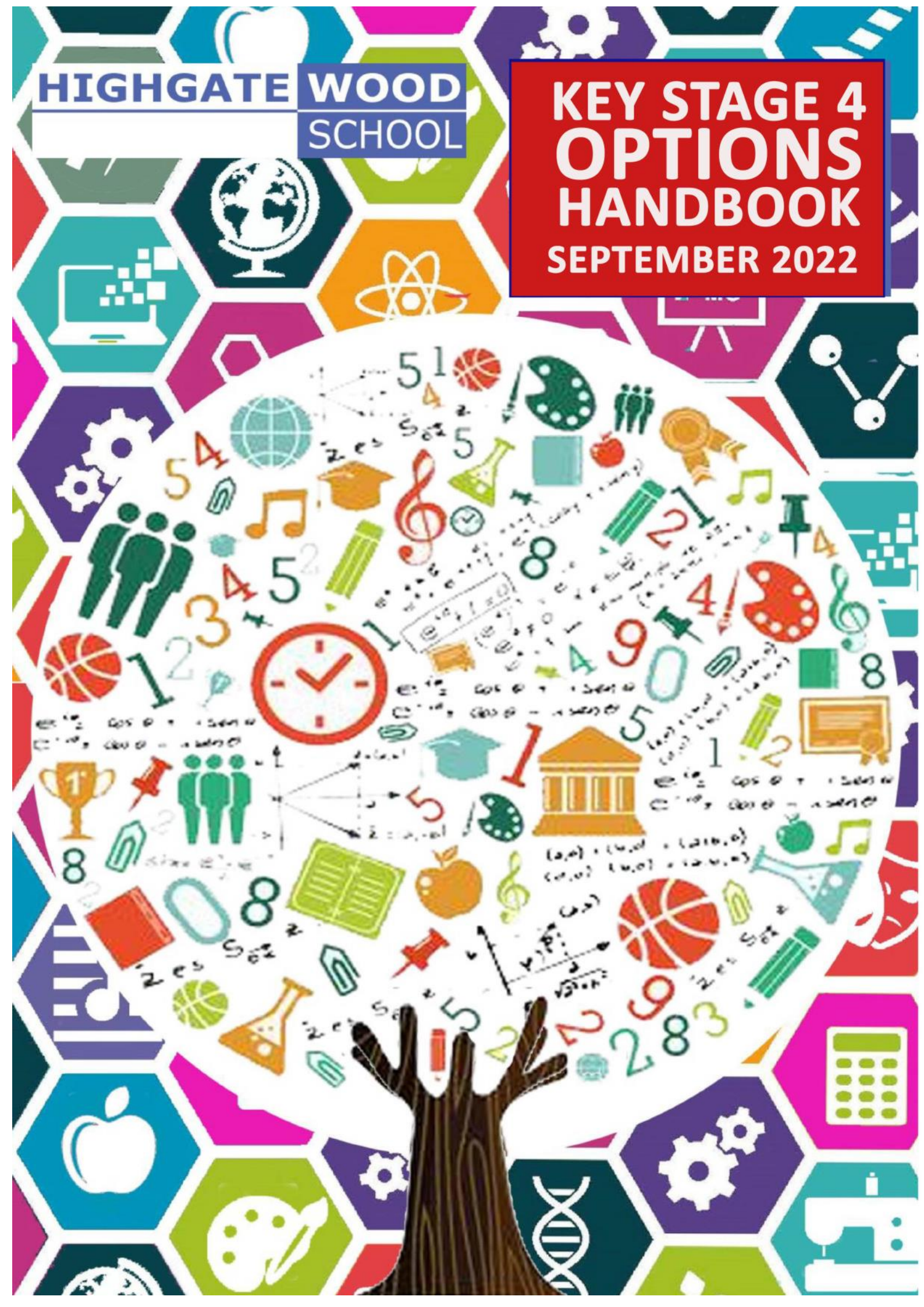


# KEY STAGE 4 OPTIONS HANDBOOK SEPTEMBER 2022



# Key Stage 4

# September 2022

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Dear Year 9 Student,

You have some important decisions to make about your future. Over the coming weeks we aim to give you as much help and guidance as possible to help you make those decisions wisely.

In September 2022 you move from Key Stage 3 onto the 14 to 19 Curriculum. You will be beginning a course of study that will take you up to your public examinations in Year 11. However, we see this as part of your longer journey towards Post 16 courses in the Sixth Form and on to Higher Education.

The options process is to ensure you have the information to make good decisions for your future. It is crucial that you choose your courses very carefully in order to maintain progression over the next four years, and also to prepare for Higher Education and for the world of work.

Though you will continue with a range of familiar subjects, a number of subjects will be completely new to you. The Key Stage 4 Curriculum offers some vocational courses (courses related to the workplace) as well as new academic subjects. You should discuss your potential areas of study with your parents, tutor, Head of Year and your subject teachers.

It is essential you take subjects that will provide the best pathway for your future. The most important thing for you to think about is that your choice contains the breadth of knowledge, skills and understanding to keep as many options and progress routes open in the future as possible. Another important consideration is to choose subjects you are good at and you enjoy.

In the following pages each Head of Subject has written about what their subject offers. Be sure to read the information carefully, and if any of it is not clear, go and talk to the staff concerned (their names are printed at the end of each subject), and to any students in the current Year 10 who are taking the subjects you are interested in.

First, spend time reading the information on the Core subjects. It has been made clear to you how important these subjects are, 'they are at the centre of everything you do'. Ask the teachers about the course and think how it will develop your skills and knowledge and where it can take you on your journey.

Students will be offered a particular pathway to follow; this pathway will be chosen for you depending on what is best for you and your future. Just under half the year group will follow Pathway A, which will be a highly challenging course including the separate sciences. About half of the year group will follow Pathway B which is also a rigorous academic pathway but selects "double science" at its core. A small group of students will be following a supported pathway which is intended for those who need some extra support to achieve well.

Students will need to make four choices of option subjects, from which three will be allocated during the process of finalising the arrangements. We recommend most students take a language GCSE (French, Spanish or a community language). **One of the option choices for all students (except those on the supported pathway) must be from the EBacc set of subjects - subjects we refer to as facilitating subjects: History, Geography, a foreign language or Computer Science. This choice needs to be made before completing the other choices for options.**

Students will need to complete the option form online. This will be made available through Show My Homework. It is vital that they discuss their choices with their parents\carers and also with a member of staff.

We will try to ensure that everyone is happy with their choices and that they are able to study three of their selected option subjects; however, we also need to balance choices against resources, staffing and aptitude. On some occasions students are approached to reconsider when choices cannot run.

Yours sincerely,



Mr Hartley  
Key Stage 4 Raising Standards Lead  
Assistant Headteacher

## Only the beginning of your journey

Your education, apprenticeship or training will continue until you are at least 18 years old, helping you to gain the knowledge, skills and qualifications you need to get a job you enjoy in the future. Your Key Stage 4 Option choices are important but you don't have to have a career in mind at this stage. Concentrate on choosing options that suit your abilities and interests and that give you plenty of choice at post 16.

## Involve your family

Your parents or carers want the best for you but things have changed a lot since they went to school. Help them to understand what you are doing and how they can help you. Discuss with them the key questions you should be thinking about:

- How well does the option fit in with your interests and enthusiasms.
- Where an option leads—what you can do next.
- If an option will help you to meet the entry requirements for courses or careers that interest you.
- What skills, experiences and understandings will each course bring and how does that relate to your hopes for the future

## Advice in prioritizing

- ◆ Different subjects are oversubscribed in different years. In the past some people have put a particular subject as first choice because they hear from a friend that a second choice subject is always oversubscribed. This has led to disappointment when they were not allocated their real first choice. Remember there are no guarantees that a previously oversubscribed subject will be oversubscribed this year.
- ◆ If you wish to take a particular subject for further study in year 12 please mention that in the comment box.
- ◆ Use the comment box to stress which options you really want to take - and explain why. Whilst we cannot guarantee the final choices available we will do our best to ensure students study the subjects they really want to do.

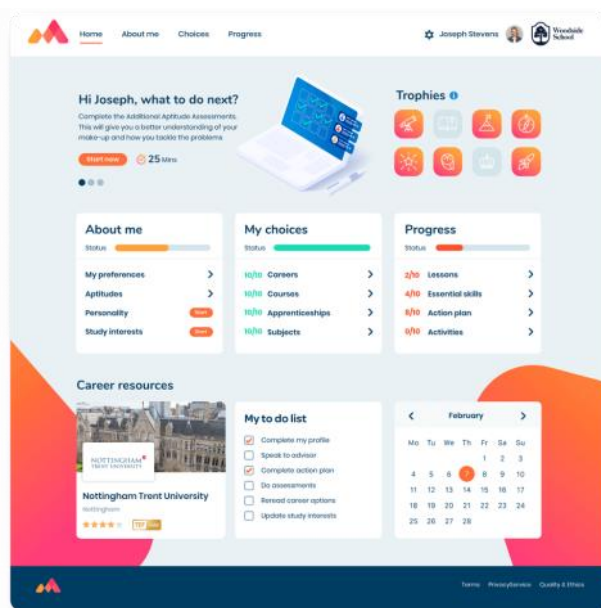


All Year 9 students will have completed some work on possible careers and plans for adult life in their Life Skills lessons.

An important part of this is to gaining access to the Morrisby website which has a rich source of careers ideas and information. It will students to explore many different pathways and many different possibilities for the future.

Whilst students will have time in the IT rooms to navigate this site they are also able to logon again from home, using their regular school username and password. The address for Morrisby is **[www.morrisby.com](http://www.morrisby.com)**

If students have any issues logging in they should email **[data@hws.haringey.sch.uk](mailto:data@hws.haringey.sch.uk)**



## KEY DATES

**Tuesday 11th January**

**Options Evening**

**Friday 11th February**

**Options hand-in deadline**

**July**

**Confirmation of options choices**



The Russell Group of Universities consists of 24 of the leading universities in the UK. Though aimed at 6th formers and thus focused on A levels, their publication, “Informed Choices”, provides some things to consider when selecting options at Key Stage 4. <http://bit.do/hwschoice>

## Pre-16 Qualifications and University Entry

### General Entrance Requirements

Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) 9 grades (or what used to be Grade A\*s).

GCSE English or another standard level equivalent is very often required at grade 5 at least. At many universities, this is a universal entry requirement for any course. Mathematics is also often required at grade 5 at least.

Currently University College London (UCL) is the only Russell Group institution to require a Modern Foreign Language GCSE at grade 5 or above for all of its programmes. However if you did not take a Modern Foreign Language GCSE, or if you got a 3 grade or below, you can still apply to any UCL degree programme, and it won’t negatively affect your application. You will not be rejected because you don’t have it but you will need to complete a short course in a Modern Foreign Language, either on a summer school or in the first year of your degree, to catch up.

For many courses a grade 6 in GCSE English is needed with science and engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, which may attract applicants who aren’t necessarily strong mathematicians, commonly ask for a grade 6 in mathematics and, in some cases, sciences.

### EBacc subjects

The English Baccalaureate is not a qualification itself but good grades (grade 5 and above) in a particular group of GCSE subjects that the Department of Education believes will provide students with “a properly rounded academic education.” The subjects that make up the EBacc are English, mathematics, at least two sciences (which can include computer science), a modern foreign language, and a humanities subject (either history or geography).

The EBacc combination is seen by the government as being “essential to many degrees and open up lots of doors” and because of this importance they hope 75% of students will be studying the EBacc combination at GCSE by 2022 - when you will be taking your exams.

The subjects that make up the Ebacc combination are highly valued by the Russell Group and we thus call them facilitating subjects (a term previously used by the Russell Group). However, they are not the only subjects that are valued, nor are they currently required for entry to a Russell Group university. Most universities require English and mathematics. A few also particularly value a modern foreign language.\* But the main consideration is always for candidates to have good grades in a good range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course.

At Highgate Wood School, we do not insist that any student must do the Ebacc combination. However, in view of our commitment to a balanced and broad education, all students must study at least one of the facilitating subjects.

*\* If you speak a foreign language at home it may be possible to sit a GCSE examination for that language. A GCSE in a community language means that you will have covered a “foreign language” within your GCSE results and so meet those requirements in terms of EBacc etc.. We do not enter students for exams in languages that they study outside of school—only students who are native speakers of different languages.*



## PROGRESSION TO THE SIXTH FORM

# 6<sup>th</sup> FORM HIGHGATE WOOD SCHOOL



In 2024 you will be completing your Key Stage 4 courses and looking to build on those achievements in the 6th form.

Highgate Wood School Sixth Form is extremely successful and attracts students not just from our school but also from further afield. Many things will change between now and then. It is possible that entry requirements for some of the courses will change and it is quite likely that new courses are going to be on offer. Even so, it is worthwhile knowing what is currently available and what our current Year 11 students need to achieve to get on to their chosen courses.

All courses in the sixth form have specific entry requirements and you will have to also meet some general requirements that ensure that you have the background skills and knowledge that are necessary to succeed at Post 16.

To study mathematics at A Level students need to have achieved at least an 8 in their Mathematics GCSE. Those who are studying Further Mathematics will have had to have achieved a Grade 9.

Students studying Biology, Chemistry or Physics A Level currently have to receive at least a Grade 6 in the relevant science if they have studied Biology, Chemistry and Physics GCSEs separately or would have achieved a Grade 8 in Double Science GCSE. We also run a BTEC Level 3 course in Science which provides an alternative route into a science career.

There are subjects offered at A Level that do not require you to have studied them at GCSE level. These include Sociology, Criminology, Psychology, Philosophy, Government & Politics, Economics, and Media Studies. Other courses do not insist on previous study at GCSE but do require a GCSE in a related subject. For example, you do not require Textiles GCSE to study Textiles at A Level, but you will be expected to have achieved a Grade 5 or above in one of the Design Technology GCSEs or a Grade 6 in Art and Design GCSE.

Studying a modern language at A Level will require you to have succeeded in that language at GCSE. Similarly those students studying History or Geography in the sixth form will have achieved a Grade 6 or above in that subject at GCSE level.

You can see other entry requirements for our courses on the sixth form section of the website and from the current sixth form prospectus.

## ONLINE APPLICATION

The link to the on-line form for GCSE Options will be made available on Show My Homework at the end of Options Evening.

It is important that students follow the instructions carefully and complete the form as instructed, first picking a facilitating subject and then three other choices. They must also ensure they have discussed their option choices with their parent or carer and with their key link at school (which is usually their form tutor).

The deadline for completing the option form is **Friday 11th February**. Shortly after this deadline students, parents\carers and key links will receive a copy of the choices that have been submitted.

If you have any problem accessing the online form email **data@hws.haringey.sch.uk**

## THE OPTIONS PROCESS

Options are a set of guided choice made between students, parents and the school

### The school will:

- Provide a key professional who will assist in choosing options.
- The key professional will either be a form tutor, Head of Year or member of the Learning Support team.
- Assisting in the process might be as low key as discussing in form time and agreeing with the choices students and parents have initially made or could be as extensive as a meeting with students and parents at which the options form is completed.
- In the very rare situation where there is not an agreement between all three people involved in the options process the matter will be referred on to Mr Hartley who has the final say in the matter.

### How the school allocates options

- ♦ We prioritise (and try to guarantee) the first choice.
- ♦ We then treat the other three choices equally, largely ignoring the 2-4 priority order.
- ♦ We then input the data into a computer which tries millions of combinations in order to maximise the number of students getting their first choice and two of their remaining three choices.
- ♦ Anyone who we cannot provide with their first choice and two of their other choices will be spoken to by mid-June at the latest in order to select the best set of GCSEs that fits the timetable and the needs of the student, parents will not necessarily be contacted – we expect students to discuss with parents if needed. Usually this is no more than 3% of students.
- ♦ In order to be selected for Computer Science if that option is chosen students must have attained well in that subject and in Maths. Computer science is the only options subject that we do look at attainment as most GCSEs are accessible to all levels of attainment however we have found that this is not true for Computer Science.

### Advice in prioritising

- ♦ Different subjects are oversubscribed in different years. Some people have in the past put a particular subject as first choice because they hear from a friend that a second choice subject is always oversubscribed. This has led to disappointment when they were not allocated their real first choice. Please bear in mind there are no guarantees that a previously oversubscribed subject will be oversubscribed this year.
- ♦ If you wish to take a particular subject for further study in year 12 do prioritise that subject first.
- ♦ If there are two of the four choices that you wish to study further prioritise 1 and 2 and make this clear to the key professional and in the notes section. We still cannot guarantee we will be able to accommodate this but we will look at it.

## KEY STAGE 4 - TIME ALLOCATION FOR SUBJECTS (OVER TWO WEEKS)

Pathway	English*	Maths	Science	Option 1	Option 2	Option 3	PE	RS
<b>Pathway A</b>	<b>8</b>	<b>7</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>3<sup>o</sup></b>
<b>Pathway B</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>5</b>
<b>Supported Path</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>5</b>

\* English is English Language and English Literature

① Pathway A students will be expected to complete the full GCSE in Religious Studies and succeed with this course in the time available.



## How much choice is there?

The remainder of this booklet describes both the “Core” subjects and the “option choices” subject by subject.

### **The Core Subjects = courses every student follows:**

English Language and English Literature

Religious Studies (REP)

Mathematics

Core Physical Education (non-examination)

Science Courses

*In addition, all students at Key Stage 4 will be taught the Citizenship and Computer Science programmes of study, and will also follow a programme of learning for personal, health, social, emotional and economic education.*

## The Pathways Explained

The school will decide on whether you will be on Pathway A, Pathway B or the Supported Pathway. This is not part of the choice students have in the process.

### **Pathway A**

Pathway A students study the three sciences biology, chemistry and physics as a part of the core offer, they study GCSE Religious Studies

You choose three options subjects including a language if appropriate.

### **Pathway B**

Pathway B students study double science as part of their core offer and also the full Religious Studies.

In addition pathway B students choose three option subjects.

### **The Supported Pathway**

Students on the supported pathway receive extra support in helping to make the best decision for their options, giving them the best chance to succeed.

## Where can I get more information about options?

In order to make sound choices, students must be well informed.

Information can be obtained from a variety of sources:

- ⇒ The Careers Library in the LRC has many resources regarding a whole range of Careers and post-16 opportunities. The school employs a consultant on Careers Advice and Guidance: Chris Kennington.
- ⇒ There are Drop-in Sessions on Wednesday lunchtimes – your form tutor will have the information on these.
- ⇒ You can also make an individual appointment through Mr Hartley.
- ⇒ Subject staff are happy to tell students as much as they need to know about GCSE courses in their departments. Heads of Department will be able to advise at the Year 9 Option Evening.
- ⇒ [www.icould.com](http://www.icould.com) – available online will give advice on different subjects and career paths.

## Student checklist – choices for Key Stage 4

### 1. Which courses should I choose?

**Choose courses that:**

- ♦ will help you keep your options open in the future
- ♦ you know you can do well in
- ♦ reflect your interests and personal qualities



### 2. Why should I not choose some courses?

**Don't choose courses because:**

- ♦ you like the teacher, or reject courses because you don't like him/her – the teacher could be different next year
- ♦ your friends are choosing them – they are different from you and have different strengths and interests.

### 3. Is it okay to not continue with some subjects?

**Yes, but remember:**

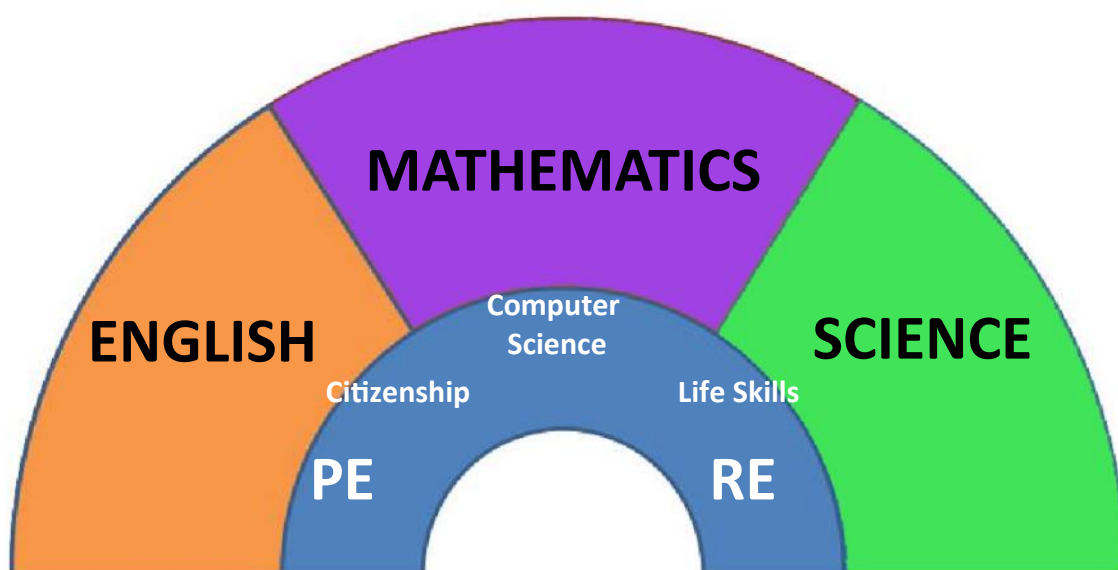
- ♦ you can sometimes take a course, Media Studies for example at A Level, even if you haven't taken it at Key Stage 4. You will need to have evidence of ability to achieve success, such as a good GCSE grade in another humanities subject or English
- ♦ quite a few jobs which are not directly related to a subject may make use of it, for example art and music are very useful in primary school teaching.
- ♦ having breadth amongst your qualifications can be a real advantage. Demonstrating success in such different fields as mathematics **and** PE, history **and** art, computer science **and** music or sociology **and** design helps show your versatility and adaptability.
- ♦ the national emphasis on Ebacc subjects should not mean we forget about the huge importance of the arts. Studying art, music, drama, design or media could lead to a rewarding career in the massively important and financially booming creative industries that includes music production, publishing and journalism, fashion, the arts, advertising and marketing, digital production, film and TV. Are you the next Idris Elba, Damien Hirst or Adele?

### 4. What else should I consider?

**If you:**

- ♦ have a clear idea about doing particular work-based training or a specific job – find out the most appropriate courses for it
- ♦ have a general idea of the broad area of work you'd like to go into – find out whether you can do any courses which would start you on the way without stopping you from doing other things if you change your mind
- ♦ want to continue in learning – find out what subjects you could do and whether you need to take certain courses to help you achieve your aim. Look at the sixth form website and handbook for subject requirements and look carefully at the list of subjects that are in the EBacc set.
- ♦ don't have any clear ideas now? Don't worry if you don't know what you want to do in the future. It is pretty rare for someone in Year 9 who has their life-plan mapped out. And even those who do are likely to change their ideas over time. Make sure you keep your options open.

# The Core



Think of the centre of the Earth, we call this the Core.

Think of a magnificent building, it has strong core foundations.

Your learning is the same. The Core is central, it is the foundation.

You must work hard to get the core right.

The three main Core subjects are English, mathematics and science.

During Key Stage 4 you will all study Religious Studies and core PE.

You will also study subjects across the curriculum that meet the requirements of the core Computer Science and Citizenship programmes of study as well as a programme of learning for Personal Health Social, Emotional and Economic education.

Each Pathway differs slightly in what constitutes its core.

Which Pathway each student will follow will be determined by the school.

CORE: FOR PATHWAY A				
Core lessons Pathway A (bold type indicates that a full GCSE qualification is obtained)				
English Language	Mathematics	Biology	Chemistry	Physics
English Literature	RS (full)	Core PE		

CORE: FOR PATHWAY B		
Core lessons Pathway B (bold type indicates that a full GCSE qualification is obtained)		
English Language	Mathematics	Combined Science
English Literature	RS (full)	Core PE

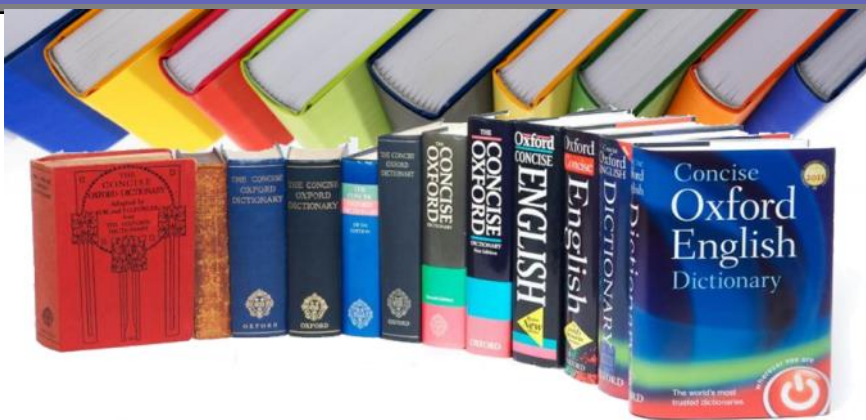
CORE: FOR SUPPORTED PATHWAY		
Supported Pathway (bold type indicates that a full GCSE qualification is obtained)		
English Language	Mathematics	Combined Science
English Literature	RS (full)	Core PE



## Overview of the course

### *What will I learn?*

GCSE English Language allows you to demonstrate your ability to use English in real life contexts and uses an investigative and analytical approach to language topics drawing on personal experience.



You will read and understand a range of fiction and non-fiction texts, identifying the writers' methods and transferring these skills into your own writing for a range of genres, audiences and purposes. You will also continue to develop your skills in speaking and listening activities.

The new English Language GCSE course is designed to provide:

- A robust foundation in reading and writing
- Opportunities to read a very wide range of fiction and non-fiction texts
- Opportunities to engage on a personal, evaluative level with texts
- Opportunities to develop writing skills for a range of purposes and audiences
- A focus on technical accuracy: 20% of marks are for spelling, punctuation and grammar

### *How will I be assessed?*

**Paper 1:** Explorations in Creative Reading and Writing - 1 hour 45 minutes; 50% of GCSE

**Paper 2:** Writers' Viewpoints and Perspectives - 1 hour 45 minutes; 50% of GCSE

**Non-examination Assessment:** Spoken Language - teacher set throughout year; carries a separate endorsement (not part of GCSE)

## *Progress Routes and Careers*

Employers and universities want young people who can communicate effectively in both the written and spoken word, regardless of the job they are doing or the course they are pursuing. As with the other core subjects, English supports other job-specific skills: for example, the engineer or architect who wants to progress will need to show a good ability in English and communication skills. Among the graduate-level areas of employment for the English specialist are: advertising, journalism, marketing and teaching. English Language A Level can be studied at Highgate Wood School 6<sup>th</sup> Form.

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**For further information contact:** Ms Ford or any other teacher in the department.

## Overview of the course

### *What will I learn?*

GCSE English Literature involves analysing a range of texts including novels, poetry and plays and understanding how writers use linguistic and literary methods to achieve different effects. You also have the opportunity to explore texts from a personal perspective and develop an understanding of historical and social influences on writing.



The new English Literature GCSE course is designed to:

- Encourage students to read, write and think critically
- Include a range of challenging and substantial whole texts, and unseen texts

### *How will I be assessed?*

You will be assessed through two exams at the end of Year 11:

**Paper 1:** Shakespeare and the 19th-century novel - 1 hour 45 minutes; 40% of GCSE

**Paper 2:** Modern texts and poetry - 2 hour 15 minutes; 60% of GCSE

## Progress Routes and Careers

Many students develop a love of literature and go on to study at A Level. As with English Language, it is an excellent subject for developing the communication and analytical skills needed for many jobs and is an excellent preparation for a range of Arts and Humanities degrees. English Literature A Level can be studied at Highgate Wood School Sixth Form.

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**For further information contact:** Ms Ford or any other teacher in the department.

## Overview of the course

### What will I learn?

The GCSE course will develop your interest, enjoyment and understanding of mathematics. We all realise that mathematics plays an important part in all our daily lives and so the course is essential in preparing you for the future.

We will encourage you to read, write and talk about mathematics in a variety of situations. You will be expected to be capable of performing mathematical operations on paper, mentally and by using a calculator. A key aspect of mathematics is developing resilience when problem solving and meeting new ideas.

Over the two years you will develop your knowledge and skills in key areas of mathematics including:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Data Handling

The new mathematics GCSE courses are designed to have

- More content to study, and more stretching mathematics at the higher grades
- A deeper and broader understanding of the subject
- More problem solving and complex literacy

### How will I be assessed?

The top four sets are likely to sit the Higher Tier Exam (Levels 9 to 5) Set 3 students have the chance to take the Higher Paper if their mock exam results are good enough, while sets 4 and 5 will sit the Foundation exam.

There are three papers in Year 11

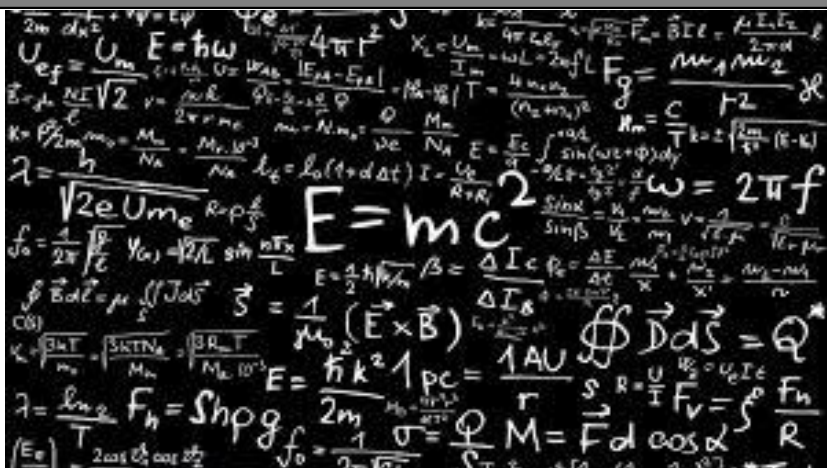
Paper One (Non-Calculator)

Paper Two and Three (Calculator)

## Progress Routes and Careers

Mathematics competency, often at grade 4/5 standard, is essential for most careers.

Further study at A Level is desirable for higher education in many areas such as engineering, physics, chemistry, biology, geology, pharmacy, medicine, veterinary science, insurance, banking, business management and many others and likely to need a Level 7 or higher.



**For further information contact:** Ms Payton or any other teacher in the department.



### Overview of the course

We believe that science has something to offer every student. That's why we have a suite of science qualifications for Key Stage 4 – to suit students of all abilities and all aspirations.

#### *What will I learn?*

The Key Stage 4 Science course at Highgate Wood School has two pathways and students will be guided by their teachers onto the most appropriate path

#### **Pathway A: Triple Science**

(GCSE Biology, GCSE Chemistry and GCSE Physics.)

Students will be chosen for the separate science course. This course is also known as Triple Science and you will be taught by three separate teachers, each a specialist. Students will be examined for this course at the end of Year 11.

#### **Pathway B: GCSE Combined Science: Trilogy**

Students study a mixture of Biology, Chemistry and Physics, taught by one teacher. Students will be examined for these courses at the end of Year 11.

#### **How do I choose which course to do?**

- **Pathway A** students will be chosen for the Triple Science courses based on Year 9 performance and effort. All students will be entered for higher tier.
- **Pathway B** students will follow the Double Science course. There are two tiers available, Foundation and Higher. Students will be entered for the most suitable tier based on their teacher's judgment and discussions with individual students.

#### *What will I learn?*

**GCSE Combined Science** aims to develop your understanding of the science around you that affects your everyday life. In addition, you will also be developing analytical skills and learning how science works. This course is suitable for all students. It will prepare you for further studies at AS and A level in the sciences or vocational courses. Students who achieve high grades in GCSE Combined Science are welcomed onto Science A Levels.

The topics that will be very similar to the majority of the triple science topics.

**Triple Science GCSEs** aim to develop your understanding of the science around you that affects your everyday life. In addition, you will also be developing analytical skills and learning how science works. This course is suitable for students with a good track record of attainment in science and have shown the required effort. Triple science is particularly beneficial for those wishing to progress onto science A Levels.



## Triple and Combined Science GCSEs (contd.)

These are some of the topics that will be covered:

### GCSE Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### GCSE Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

### GCSE Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

### How will I be assessed?

#### GCSE Combined Science

This GCSE is examined at the end of Year 11 as four exams: each is 1Hr 45 minutes long, comprising 100 marks and each is worth 25% of the entire GCSE.

There are 16 required practicals that must be attempted over the two years and knowledge of these is tested in the exams.

The course is 100% examination meaning that there is no controlled assessment tasks.

#### Separate Sciences (GCSE Biology, GCSE Chemistry and GCSE Physics)

Each GCSE is examined at the end of Year 11 as two exams: each is 1Hr 45 minutes long, comprising 100 marks and each is worth 50% of each GCSE.

There are 8 required practicals for each GCSE, that must be attempted over the two years and knowledge of these is tested in the exams.

The course is 100% examination meaning that there is no controlled assessment tasks.

### Progress Routes and Careers

Students completing the Combined Science and Separate Sciences GCSEs can progress to AS Levels in any scientific subjects including Biology, Chemistry and Physics.

Science GCSEs provide excellent qualifications that are valued by colleges and employers. Students are taught technical literacy and analytical skills which are vital for almost any sector they choose to enter into.

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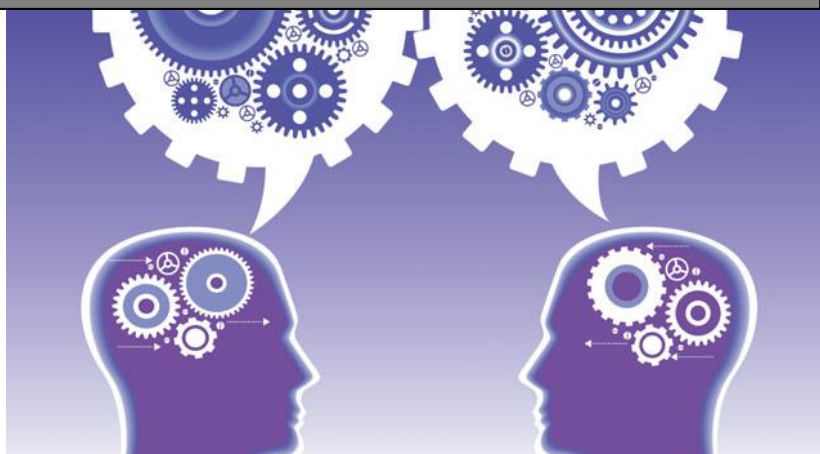
**For further information contact:** Mr Nayar

## Overview of the course

### What will I learn?

You will follow the AQA Syllabus A, in Years 10 and 11. This course will provide you with the opportunity to:

- develop your knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- express your personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments



### You will be expected to demonstrate knowledge and understanding of:

- the relevant teachings from both sacred texts and contemporary religious leaders and organisations
- the work of voluntary groups and organisations
- the diversity of viewpoints which may exist within religions
- the significant secular responses and the legal position
- the relationship between religious beliefs and teachings and action in the lives of believers

The study of religious beliefs, teachings and practices from two Religions and 4 themes from the following list:

- |                                       |   |
|---------------------------------------|---|
| • Relationships and Families          | • Religion, peace and conflict              |
| • Religion and Life                   | • Religion, crime and punishment            |
| • The existence of God and revelation | • Religion, human rights and social justice |

### How will I be assessed?

Two written examinations: 1 hour 45mins each. Each paper will be 50% of the GCSE

96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))

The exams will consist of two five-part questions of 1, 2, 4, and 5 marks plus one 12 mark question

## Progress Routes and Careers

It is a subject that fosters respect and tolerance for the beliefs and values of others. In the world of work, employers look for someone with an enquiring mind, an appreciation of different viewpoints, an ability to arrive at clear, balanced decisions. This subject opens up a range of opportunities for you and leads smoothly to the study of Philosophy at A Level.

**For further information contact:** Ms Kemp



## LIFE SKILLS

## Overview

In Key Stage 4 students build on their knowledge and understanding of Citizenship and issues connected to personal, health, social and economic education through a cross-curricular programme which links strongly with the Religious Studies GCSE course but also ties in with other subject areas and is supplemented by a variety of e



During Key Stage 4 students will develop their understanding of democracy, government and the rights and responsibilities of citizens. They will learn more about the rule of law and the key elements of the constitution of the United Kingdom, including the power of government and the role of citizens and Parliament in holding those in power to account.

Across the curriculum students in Key Stage 4 should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions, and should be able to use that experience to evaluate different ways that citizens can act together to solve problems.

In Religious Studies students will learn about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. Through enrichment activities students will be given the opportunity to contribute to the improvement of their community in practical ways.

Life skills in Year 10 is taught through 5 enrichment days where students take part in workshops which involve relationship and sex education, drugs education, first aid training and personal finance. This is delivered by school staff and external agencies. Students are able to receive independent careers advice throughout Year 10 and 11 to support their progression to sixth form study, apprenticeships or other future pathways.

Financial management is taught to all students through their mathematics lessons, whilst other important areas of Life Skills are incorporated across other areas of the curriculum in addition to the main Life Skills enrichment programme.

***For further information contact:*** Mr Grimmett.

### What will I learn?

In Physical Education lessons, it is our aim that students developed a lifelong passion for participating in a range of different physical activities. In line with the National Curriculum students will study a range of activities that develop personal fitness and promotes an active, healthy lifestyle additionally developing personal skills such as teamwork and leadership. We offer many activities throughout KS4 some activities that may have been studied at KS3 and some that will be new to students.



*At Key Stage 4, this programme can include:*

Basketball, hockey, football, cricket, rounders, softball, netball, badminton, table tennis, tennis, ultimate frisbee, lacrosse, tag rugby, dance, fitness and volleyball.

Students will have two PE lessons over the two week timetable. There are still the same expectations in terms of school PE kit and all students are required to bring this in to every PE lesson.

Should students have a particular interest in PE they should consider selecting the subject as one of their Option choices. Details of the PE GCSE course are provided later in the handbook.

**For further information contact:** Ms Bradley or any other teacher in the department.

## What will I learn?

All students at Key Stage 4 will develop their capability, creativity and knowledge in computer science, digital media and information technology through a series of events, enrichment activities and other opportunities during the course of the two years. These will include content and skills delivered within the English, Science and mathematics curriculum as well as across other subjects.



Students will be supported to develop and apply their analytic, problem-solving, design, and computational thinking skills in many subjects in the curriculum, including within mathematics and science.

Highgate Wood School places particularly emphasis on all students being aware of the dangers and risks, as well as the benefits and promises, of modern technology. Through enrichment activities and also through many subjects in the curriculum students in Key Stage 4 will be taught to understand how changes in technology affect personal safety, including receiving guidance on new and established ways to protect their online privacy and identity, and how to identify and report a range of threats, dangers and concerns.

Should students have a particular interest in Computer Science they should consider selecting the subject as one of their Option choices. For those with a more general interest in IT the Certificate in Information Technologies may be the one for you. Details of both courses are included later in this handbook.

***For further information contact:*** Mr Odei



# Options



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## Overview of the course

### What will I learn?

In GCSE Art and Design you will develop an understanding of past and contemporary art and design and be able to produce your own personal responses, embracing a range of ideas. You will develop a working knowledge of the materials, practices and technology of art and design. You will develop the skills to investigate, analyse and experiment your work using sculpture, painting, photography, drawing, ICT, pastels, and many other art techniques. You will develop your imaginative powers and an understanding of the language and conventions of art and design. After working on a series of teacher directed workshops designed to build your skills and knowledge you will develop your own ideas and work on them in a series of timed tests, a five hour session in year 10 and two ten hour sessions in Year 11.



### How will I be assessed?

Students are assessed on a personal portfolio (component one) which is worth 60% of the final grade and an externally set assignment (component two) which is worth 40%. Component one is made up of two units, Surfaces and Revolution.

Component two, the Externally Set Assignment, is a theme set by the exam board which will start in the January of Year 11. There are no written exams.

### Progress Routes and Careers:

Art and Design GCSE is a useful beginning qualification for careers in exciting industries including advertising, marketing, design, architecture, publishing and the media.

It can lead to A Level Art and Design or Photography, and subsequently an Art Foundation or Degree courses. Some of our ex-students are working as illustrators, sports photographers, artists, graphic designers, film makers, 3D designers and games developers.

**For further information contact:** Mr Astrop or any other teacher in the department.

## Overview of the course

### What will I learn?

The GCSE in Computer Science qualification will help you to demonstrate knowledge and understanding of the fundamental principles and concepts of computer science, develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts and gain practical experience of

designing, writing, and testing computer programs that accomplish specific goals. Further to this, you will develop the ability to reason, explain and evaluate computing solutions, develop awareness of current and emerging trends in computing technologies, develop awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues and communicate computer science concepts and explain computational solutions clearly and concisely using appropriate terminology.



### How will I be assessed?

**Component 1:** Understanding Computer Science (Written examination: 1 hour 45 minutes (50% of total))

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

**Component 2:** Computational Thinking and Programming (On-screen examination: 2 hours (50% of total))

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

This component requires you to produce a programmed solution to a problem with a GUI. You must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution you are required to produce a refinement log that evidences the development of the solution.

### Progress Routes and Careers

A Computer Science GCSE is a good foundation and introduction to the world of computing which also helps with the progression into A Level Computing as well as course other computing related courses.

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**For further information contact:** Mr Odei

## Overview of the course

There are two strands for the new Design and Technology GCSE, Product Design and Textiles, and students will need to choose their preferred route at the onset.

Either strand will encompass design, manufacture and evaluation of original products and the work will utilize a wide range of ICT tools including design packages and CAD/CAM.



*"Design is not just what it looks like and feels like. Design is how it works." Steve Jobs*

## What will I learn?

Design and Technology students will undertake a variety of design and make assignments at the beginning of Year 10 in order to develop a greater understanding of the design process and expand on their subject knowledge as well as further developing essential designing and making skills.

Towards the end of Year 10 and throughout Year 11, students will engage in a single design and make activity selected from a choice of set tasks. They will need to produce a completed prototype as well as a portfolio of evidence to demonstrate their journey from concept to completion. Students are expected to use a variety of information and communication technology wherever and address the moral, social, cultural and environmental issues that may arise from their work.

## How will I be assessed?

**Non examined assessment 50%:** Design and Make Practice (with 100 marks available).

**Written exam 50%:** One two hour paper, pre-release material available for exam preparation for Section A,B , C ( with 100 marks available)

## Progress Routes and Careers:

You can progress into A Level Product Design or Textiles courses, or use this GCSE as a first step into careers in Architecture, Product Design and Engineering, Fashion and Textiles.

**For further information contact:** Mr Angove



## Overview of the course

### *What will I learn?*

In Year 10 students develop practical skills relating to their Year 11 assessments. They will use drama to explore ideas and issues in response to stimulus material selected from different times and cultures; study a published play to gain an understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate ideas to an audience. They will also view a professional play and be able to critically evaluate its worth.



Apart from the inherent performance skills that the students will learn, they will develop generic ones which could be applied to their future work and social lives. Group interaction, collaboration and negotiation, team and project management, and public speaking are all skills students will develop throughout the course.

### *How will I be assessed?*

The assessment of the GCSE course is split into the following three components:

#### **Component 1: Written exam** (open book) – 40%

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (46 marks)
- Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

#### **Component 2: Devising drama** (practical) – 40%

Creating a devised performance in groups, which will be assessed through both a live performance and accompanying 'supporting notes'

#### **Component 3: Texts in practice** (practical) – 20%

Performance of two extracts from one play (students may contribute as performer or designer)

### *Progress Routes and Careers:*

For a career in performance or on the technical side, it is normally necessary to think in terms of further study. You could go on to take an AS or A2 level in Drama and Theatre Studies or a BTEC National Certificate or Diploma in Performing Arts or the Level 3 Creative and Media Course.

**For further information contact:** Ms Board or any other teacher in the department.

## Overview of the course

### What will I learn?

Our GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Over the next two years you will undertake practical activities and written tasks that increase your knowledge and understanding of the following topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

**Practical work will be undertaken once every other week.** The range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the main food commodity groups.

### How will I be assessed?

**Non-exam assessment (NEA) - Coursework = 50%**

**Task 1: Food investigation (30 marks).** Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

**How it's assessed:** *Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.*

**Task 2: Food preparation assessment (70 marks).** Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of **three dishes** within a single period of no more than three hours, planning in advance how this will be achieved.

**How it's assessed:** *Written or electronic portfolio (not to exceed 20 sides of A4 or A3 equivalent) including photographic evidence. Photographic evidence of the three final dishes must be included.*

**Food and Nutrition Exam = 50%**

**Paper 1: Food preparation and nutrition.** Testing the student's theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

**How it's assessed: Written exam:** 1 hour 45 minutes. **(100 marks)**

### Questions:

- Multiple choice questions **(20 marks)**.
- Written answers to five questions each with a number of sub questions **(80 marks)**.

### Progress Routes and Careers:

You can progress into A Level Product Design Courses, or use this GCSE as a first step into careers in catering, hospitality and environmental health and nutrition.



**For further information contact:** Ms Went or Ms Angove

## Overview of the course

### *What will I learn?*

The course focuses on geographical issues. Through human and physical topics, students will learn about how our planet is changing and how the relationship between people and the environment has evolved. Key geographical skills are developed to provide in depth analysis, with a focus on fieldwork and ICT Geographical Information Systems. Students will have the opportunity to go on two fieldtrips. Most importantly, you need to have an interest in the world around you and be prepared to look at issues in an analytical manner.



### *How will I be assessed?*

#### **Paper 1 Global Geographical Issues – 37.5%**

A combination of structured and longer answers to assess three topics. These are:

- Hazardous Earth – Atmosphere and Climate, Tectonics.
- Development Dynamics – Inequalities studying the developing world.
- Challenges of an Urbanising World – A detailed study of megacities.

#### **Paper 2 UK Geographical Issues – 37.5%**

Questions with a skills focus on the UK's evolving physical and human landscape. This paper will also assess geographical enquiry through two fieldwork trips carried out in contrasting locations.

#### **Paper 3 People and the Environment – 25%**

This paper will focus on geographical problem solving and decision making. This will be done through three topics:

- People and the Biosphere.
- Forests under Threat
- Energy Supply.

### ***Progress Routes and Careers:***

The subject provides a foundation for careers in sustainability, urban regeneration, energy supply, environmental consultancy and planning. However, it also provides the inspiration and theoretical grounding for careers in international development and relations, human rights, and the future management of changing climate and global issues.

A good grade in GCSE Geography shows you have sound analytical skills, which are highly respected by employers and universities. The subject makes a useful bridge between the arts and science subjects.

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***For further information contact:*** Ms Nafi or any other teacher in the department.

## Overview of the course

### What will I learn?

The new GCSE course focuses on both political and social history at a national and global level across a wide time span.

Students will learn about some key events that shaped the Twentieth Century, the impact of migration and empire on British society, and an in-depth study of Elizabethan England including a local study.

If you are interested in finding out and understanding more about the world in the past and today, and if you enjoy discussions and arguments then History GCSE is for you. You will need to be able to read and write well and wish to develop your essay writing and research skills further.

### How will I be assessed?

The GCSE is a linear course assessed entirely by exams at the end of Year 11

### Paper One: Understanding The Modern World

- 1. America 1920-1977:** Opportunity and inequality; The Roaring 20s; The Great Depression; The New Deal; Civil Rights; The Women's Movement
- 2. Conflict and Tension 1918-39:** Peace treaties of 1919-23; The League of Nations; Origins of World War Two.

### Paper Two: Shaping The Nation

#### 1. *Thematic study: Britain Migration & Empire c790 to present day;*

Saxons, Vikings & Normans; Impact of The Slave Trade; The British Empire; Immigration in the 19th & 20th Centuries; Britain and Europe

#### 2. *Depth study: Elizabethan England c1583-1603*

The Character of Elizabeth 1st; Social and political life; The Age of Discovery; Conflict with Spain; Local history study of an Elizabethan environment

## Progress Routes and Careers:

Getting a good grade in GCSE History shows you have a high level of literacy and good analytical skills, which are highly respected by employers and universities. The skills developed through a history qualification will prepare you for a wide range of careers and support you in the further study of all subjects.



**For further information contact:** Mr Holmes or any other teacher in the department.



**Progress Routes and Careers:**

A Media Studies GCSE is a good, solid introduction to this diverse industry. It is an excellent foundation for A Level Media Studies as well as a course that will develop students' analytical and production skills transferable to A Level Photography, Art and Product Design as well as A Level English Language.

According to the Office of National Statistics report, people with a degree in Media have the second highest employment rate in the UK.

**Overview of the course****What will I learn?**

You will develop your knowledge and understanding of print, broadcast and e-media products as well as the areas of marketing, advertising and promotion including the institutions that create, produce and monitor media texts. The course will build on some of the media work you will have already done in English at Key Stage 3. You will produce drafts, plans and fully realised pieces in print, moving image and e-media, analysing and evaluating your work. Media Studies students use computer editing programmes to create and edit products using Adobe Photoshop, Adobe InDesign, Premier Pro and Publisher. All students can borrow film and still image cameras to complete their NEA.

Students will have opportunities to make contact with experts and professionals from within the media industry, as well as work with external media charities to help produce publications and media products beyond the curriculum.

**How will I be assessed?****Three units of compulsory assessment:**

**Paper 1**— Written exam 1 hour 30 minutes worth 84 marks and **35% of the GCSE**

Questions will focus on areas of theoretical framework: industries, audience and representation.

**Paper 2**—Written exam 1 hour 30 minutes worth 84 marks and **35% of the GCSE**

Questions will focus on Media Language and contexts of media.

**NEA Element (Coursework)**— internally assessed worth 72 marks and **30% the GCSE**

Students will be given a choice of topics related to an over-arching theme that changes annually.

They will be able to apply knowledge and understanding of the theoretical framework and show off practical skills relating to the media format that they choose to create.

**Progress Routes and Careers:**

Media studies GCSE provides an excellent foundation to work within the creative and media industries, whether as a career or as a higher education pathway. It also helps students to understand the world they live in and develop critical faculties as well as production skills.

**For further information contact:** Ms Ahmet or any other teacher in the department.

## Overview of the course

AQA GCSE Languages is all about making Languages work for you, and making it fun and relevant at the same time. You will be given all the tools you need to develop your French or Spanish (grammar, skills and vocabulary) and plenty of interesting topics so that you can talk about the things that really matter to you.

The specifications and structures of the courses for GCSE Spanish or GCSE French are identical, following the same themes and the same assessment systems.



### ***What will I learn?***

You will be developing your skills of communicating in another language through four skill areas: listening, speaking, reading and writing.

Topics covered are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

### ***How will I be assessed?***

For the AQA GCSE exam, you will be tested in four skills each of which contribute 25% to your final grade. The new GCSE does have a Foundation Tier (grades 1—5) and Higher Tier (grades 4-9) but students must take all four question papers at the same tier.

**Listening:** 45 minute written exam (35 minute if Foundation Tier)

**Reading:** 1 hour written exam (45 minutes if Foundation Tier)

**Writing :** 1 hour 15 minute written exam (1 hour if Foundation Tier)

**Speaking:** 10-12 minutes Non-exam assessment (7-9 minute if Foundation Tier)

### ***Progress Routes and Careers:***

Being able to speak another language can be useful in a wide range of careers. Careers using Languages include: Law, Travel and Tourism, Journalism, Teaching, Sales and Marketing, Banking, Public Relations and Politics. You can also progress on to study languages at A Level or university.

**For further information contact:** Ms Lacroix or any other teacher in the department.

## Overview of the course

### What will I learn?

Music GCSE is a course that allows you to build and expand on your own skills as a musician. There is a practical focus to much of the course where you will have opportunities to practice, perform, improvise and compose music. Much of the course is flexible and allows you to focus on your own musical style.



### Students will study five areas:

**My Music** – is an overarching module that is taught across the whole course where you develop your own musical style of performance and composition.

**Conventions of Pop** – the development of pop music from the 1950s to the present day. How styles change over time, cultural links and new developments in music and recording technology.

**Rhythms of the World** – focusing on how rhythm plays a part in music from different cultures looking at universal similarities and cultural differences in the way rhythm and percussion are used.

**Film music** – a module focusing on how music can be used to enhance film or video games.

**The concerto through time** – a module that looks at the development of instrumental writing over a period of musical history, which instruments have been used and the ways they have been written for.

### How will I be assessed?

The course is examined in 3 units.

**Integrated Portfolio** – 30% - Focusing on 'My Music' : This portfolio contains one solo performance recording and one composition recording for your instrument taken from the course.

**Practical Component** – 30%: This contains one ensemble performance recording and a composition from a stimulus set by the exam board in one of the Areas of Study (e.g. Conventions of Pop Music)

**Written Exam** – 40%: This listening exam will assess your knowledge of the Music you studied through the Areas of Study listed above.

### Progress Routes and Careers:

Students who take GCSE Music are provided with a challenging and firm grounding in a wide range of music. This will enable those who wish to progress to music courses in KS5 with a good foundation but also show a breadth of experience and understanding for a much wider range of pathways.

**For further information contact:** Mr Ekstrom or any other teacher in the department.

## Overview of the course

### What will I learn?

PE gives students who have a passion for sport and physical activity the chance to study Physical Education in an academic setting. The course allows you to explore key topical areas such as anatomy physiology, sports psychology, skill acquisition and sport and society. Therefore, helping to answer questions such as how do we perform movements in sport, why might some sports performers feel additional pressure at key sports moments and how does the media impact on sport. The course also allows you to develop sporting performances in a range of both individual and team sports activities. Students have six lessons over the fortnight, four of which are theory and two are practical lessons.



### How will I be assessed?

**Paper 1:** The human body and movement in physical activity and sport: *Applied Anatomy and Physiology* (Musculoskeletal and Cardio-Respiratory Systems), *Movement Analysis* (Types of Levers, Basic Movements, Planes of Movement and Axes of Rotation), *Physical Training* (Components of Fitness, Fitness Testing, Principles of Training and Training Methods)

1 hour 15minute written exam – 78 marks – 30% of GCSE.

**Paper 2:** Socio-cultural influences and well-being in physical activity and sport: *Sports Psychology* (Skill and Ability, Goals and Targets, Personality Types, Arousal and Aggression), *Socio-cultural Influences* (Social Groups, Impact of Technology and Ethical Conduct by Performers), *Health, Fitness and Well-being* (Diet, Energy Use, Somatotypes and Sedentary lifestyle)

1 hour 15 minutes written exam – 78 marks – 30% of GCSE.

### NEA (Non-Exam Assessment):

Practical performance in physical activity and sport (assessed in 3 activities):

- Students are required to be assessed in three different activities in the role of player/performer (at least one individual sport and one team sport)
- Performance analysis assessment, analysis and evaluation of one performance in a chosen activity

Internal moderation/external moderation – 100 marks – 40% of GCSE.

*It is strongly recommended that students studying GCSE PE are taking part in sport outside of school and are in regular competitions.*

### Progress Routes and Careers:

Studying GCSE PE can lead onto further education courses such as A Level PE, Level 3 BTEC Sport, Level 3 Cambridge Technicals in Sport, NCFE Level 3 Certificates in Personal Training and NCFE Level 3 Diploma in Sports Science. These can lead to careers in sport such as coaching, teaching, nutritionist, personal trainer, journalist, sports development officer, physiotherapist, sports analyst, sports marketing and many more.

**For further information contact:** Ms Bradley or any other teacher in the department.



## Overview of the course

### *What will I learn?*

Sociology is the study of society. The role of the sociologist is to investigate how our lives are affected by the world around us. Why are families important? Why is it that girls perform better in their GCSEs than boys? How does ethnicity affect educational performance? Why are there such massive differences between the richest and poorest in society? What are the different explanations for why people commit crime? All of these important, challenging questions are learnt about and discussed in GCSE



### **Unit 1 - Year 10**

The sociology of families  
The sociology of education  
Research methods

### **Unit 2 - Year 11**

Sociology of crime  
Social differentiation and stratification  
Applying methods

Throughout the course, you will develop a Sociological imagination; you will be able to think critically about some of the most important issues in our society and consider the different ways in which they can influence the way we live. To stretch the most able students, the department also boasts an extensive selection of additional learning resources to develop your sociological thinking outside the confines of the classroom.

### *How will I be assessed?*

The course is assessed entirely through written exam: there are two papers of 1 hour 45 minutes each, to be sat at the end of Year 11. Students should feel comfortable about this method of assessment before choosing to take the course.

### *Progress Routes and Careers:*

Sociology provide skills and knowledge which are desirable in a wide range of different occupations. Sociologists have been known to enter journalism and the media, law, social work, politics, youth work, the police force, healthcare and countless different businesses. Some have enjoyed the subject so much that they have chosen to become full-time sociologists themselves.

**For further information contact:** Ms Barnes

**Overview of the course****What will I learn?**

Children change massively through their first five years of life. As an infant, we are entirely dependent on our parents; our bones are not fully formed; our brain is still growing and we can't even see properly. At five, we are unrecognisable from that infant state. We can run, read, jump, make friends, understand basic gender stereotypes, express emotions and begin to think logically. This course focuses on the physical, social, emotional and intellectual

development that a child goes through in the first five years. This course also allows students to consider the difference situations that children might find themselves in: for example, the role of pre-natal drug or alcohol use; the experiences of poverty or poor parenting and their impacts on the child and its development. Students will then study the role of play in the developing child. They will be able to describe different stages of play; they will be able to assess why it is important and they will be able to play different play activities to support a developing child. The final component looks at individual differences in children including children with additional needs, such as global development delay or downs syndrome. They will be able to consider how to keep all children safe in the first five years, as well as demonstrating an understanding how to support children with different needs through adapting activities for them.

**How will I be assessed?**

Component 1: Supporting Children's Growth and Development

Component 2: Learning through Play

Unit 1 and Unit 2 are assessed through coursework. Each are 30% of the overall grade. You might be given a task such as "Develop a play plan for a group of nursery children aged 3-4. Assess how this will help them meet their development needs".

Component 3: Supporting Children to Play, Learn and Develop (40% of course, assessed through exam, with opportunity for resit)

Unit 3 is assessed through an exam. There will be an opportunity to retake this exam.

This course is assessed on a Pass/Merit/Distinction/Distinction\* scale.

**Progress Routes and Careers:**

Child Development is an important understanding in many careers. Anyone who works or trains in psychology will need to understand the milestones of children, especially their development of thinking. Teachers and nurses would also benefit from this knowledge, and for social workers specialising in children, this is a vital area of study. Understanding children is also important in youth work, medicine and child care. In addition, this learning is important for anyone who wishes in the future to become a parent, so you can understand how your own child is growing and maturing. This qualification would lead in well to our A-Levels in Psychology and Sociology or into our BTEC in Health and Social Care.

**For further information contact:** Ms Barnes.

## Overview of the course

### What will I learn?

This is a new course, fully titled BTEC Tech Award in Digital Information Technology level 1/2, has been designed to give students a real understanding of their digital environment, develop key skills and prepare them for their future use of IT.

Using real life examples from smart watches and music apps to cybersecurity and fake news, students will be taken on a journey of discovery on how information technologies are applied, and demonstrate the extent to which digital footprints impact on everyday lives.

### How will I be assessed?

There is one Centre assessed unit offering practical task based assessment opportunities, alongside the examined unit of assessment.

### 40% 1 hour 30 minutes Written examination

In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health, wellbeing, digital footprint, cyber security and project management). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice. The total number of marks available for the examination paper is 80.

### 60% Controlled Assessment

Controlled assessment is split into two parts. **Component 1 30%** and **Component 2 30%**. Both are practical units. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

## Progress Routes and Careers:

Students will develop skills, knowledge and understanding through this qualification which are relevant to both work and further study. Success in the course will support your progression into a range of subject areas such as A Levels in Business or Geography, or BTEC Tech Award Level 3 in Digital Information Technology or Further Education. It will also support progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.



## Overview of the course

### *What will I learn?*

The course will give you a grounding in the basics of music production and an introduction to how the music industry works. Much of the course focuses on you being able to develop your own style of production. You will have access to excellent facilities with industry standard software applications such as Logic for your practical work. You will also have the opportunity to use the recording studio.



The main unit of work is to create a music product, an album of your music, ready to be put out to market. Students in the past have created Dubstep, Grime, Hip-Hop, Funky House, Trance, Drum n' Bass and lots of other music for their albums. You will also research your market and audience and look at promotion and publicity.

Other modules taught include:

- Introducing Music Recording—Using the state of the art music studio to record.
- Introducing Music Sequencing—Further development skills needed for Logic Pro.

### *How will I be assessed?*

The course is mainly coursework which is internally assessed with work being sent away for examiners to moderate. There is also an exam focussing on the music industry and music production analysis. The final grade is given as Pass, Merit or Distinction.

### *Progress Routes and Careers:*

A First Diploma of merit grade or above will enable the option of choosing A-Level Music Technology, as well as the BTEC Music Technology Level 3.

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**For further information contact:** Mr Ekstrom



## KEY STAGE 4 - TIME ALLOCATION FOR SUBJECTS (OVER TWO WEEKS)

Pathway	English	Maths	Science	Option 1	Option 2	Option 3	PE	RS.
Pathway A	8	7	12	6	6	6	2	3
Pathway B	8	7	10	6	6	6	2	5
Supported Path	8	7	10	6	6	6	2	5

### OPTIONS AVAILABLE

For all Key Stage 4 pathways there are three Option blocks. Most students will take three different option subjects.

\*We can enter native speakers for community language examinations without any teaching input.

Facilitating	<input type="checkbox"/>	Modern Foreign Languages (French):	
Facilitating	<input type="checkbox"/>	Modern Foreign Languages (Spanish):	
Facilitating	<input type="checkbox"/>	Community Language :	
Facilitating	<input type="checkbox"/>	Geography:	
Facilitating	<input type="checkbox"/>	History:	
Facilitating	<input type="checkbox"/>	Computer Science:	
GCSE	<input type="checkbox"/>	Art and Design:	
GCSE	<input type="checkbox"/>	Design Technology (Product Design):	
GCSE	<input type="checkbox"/>	Design Technology (Textiles Design):	
GCSE	<input type="checkbox"/>	Drama:	
GCSE	<input type="checkbox"/>	Food Preparation and Nutrition:	
GCSE	<input type="checkbox"/>	Media Studies	
GCSE	<input type="checkbox"/>	Music	
GCSE	<input type="checkbox"/>	Physical Education	
GCSE	<input type="checkbox"/>	Sociology	
BTEC	<input type="checkbox"/>	Child Development	
BTEC	<input type="checkbox"/>	Information Technology	
BTEC	<input type="checkbox"/>	Music Technology	

**Use this page for planning.** Remember you need to select four subjects on your official Options form, and number them 1 to 4 to indicate the order of your preference. At least one of the first three choices must be a from the EBacc collection of subjects. If you can take a community language then tick the box and specify which language. (this satisfies the requirement to study a EBacc subject but is not counted as one of your 4 preferences).