



HEADLANDS SCHOOL
SINCE 1965



**Key Stage 4
GCSE Information Booklet
2022**

‘Pride: Aspire: Respect’

An Introduction

This GCSE information booklet has been created to help you make a choice as to which courses to follow in Years 10 and 11. The subjects and courses you select will prepare you for the external examinations that you will sit at the end of Year 11 and any career or further education you may wish to pursue after you leave school.

This selection process is a very important one for you to undertake. You therefore need to remember that you are not making these decisions alone - you do have a range of people and organisations that can help, guide and support you in your decision making. You can seek advice from:

1. Your subject teachers, form tutors and the leaders of subject areas. They will be able to help you make a guided and effective choice as they either know you very well or are able to interpret the wide range of data available to them.
2. Mrs Stamford, Deputy Headteacher Quality of Education; Miss Roberts, Assistant Headteacher Assessment and Timetable; Mrs Rogers, Assistant Headteacher Curriculum and Teaching and Learning.
3. Our Careers Lead, Mr Stamper, is able to provide you with in depth detail on education, jobs and careers to help you make decisions about your future.
4. Your parents or carers who know you well, and have a range of experiences that can help you make the correct decisions.

This booklet is broken down into FOUR key sections. Each section provides you with the information you need about the nature of your education for the next two years.

1. An **Introduction** to the courses, qualifications and progression routes
2. The **Curriculum Structure** - An overview of the curriculum and a breakdown of the curriculum into compulsory and non-compulsory subjects.
3. The **Core Offer**
4. The **Non-Core Subjects**



Special Educational Needs and Support

In KS4 the Support for Learning Department encourages students to develop their independence skills and take responsibility for improving their own learning.

Students who may require extra support are assessed at the end of Year 9, continuing into Year 10, to ensure that any additional needs and levels of support are identified. Such support is known as exam access arrangements. This information is given in writing to students, parents and staff and appropriate arrangements are made for Key Stage 4. Arrangements are also made for exams and any coursework under controlled conditions. Applications are made to the exam boards to ensure students receive appropriate support to enable them to reach their full potential in formal exam situations. Access arrangements are reviewed as the course progresses in order that further applications can be made if this is felt appropriate.

Access Arrangements may include:

- Additional time in exams for reading
- Support for writing or word processing answers
- A reader to ensure questions are understood

Students may also be offered a range of individualised arrangements to enable them to succeed and demonstrate their learning.

Students are involved in discussions about the extent to which they feel they may need staff support to cope with the demands of the different Option subjects that have been chosen. These arrangements also depend on the subjects being studied but may include:

- Practical assistance for students with physical difficulties to enable successful task completion in Technology and/or Science
- Literacy support for students with specific learning difficulties in subjects with a heavy reliance on reading and writing like English or History
- Students have pre-teaching as part of a small group with a member of the Support for Learning Department
- Reasonable adjustments made to support those students with an Education, Health and Care Plan
- Individual work on subject specific tasks or coursework.



Courses Available

GCSE Courses

GCSE stands for General Certificate of Secondary Education. GCSEs can be taken in subjects from English and Mathematics to subjects such as Dance and Computer Science. GCSEs are offered to the vast majority of students in Key Stage 4 at Headlands School. However, they are not always the most appropriate course for all students.

Courses provided for study at Key Stage Four give students of all abilities the opportunity to succeed and progress. Qualifications are delivered at different levels, based on the difficulty of the course. The level of the courses the school offers and their equivalence are shown below;

Level 2 / GCSE Equivalence:	Grades 1-9
Level 1 / GCSE Equivalence:	Grades 1-3
Entry Level / GCSE Equivalence:	Below Grade 1

Vocational Courses

These courses are designed to be more skills based than a traditional GCSE course. They involve coursework and completing examinations, in order to show that the student has the required level of skills and understanding to succeed in the subject.

The courses are made up of core and optional units and, where possible, optional units will be selected that best meet the individual needs of the students.

Students will be expected to complete work to strict deadlines. However, once work has been assessed by the teacher it can be returned to the student, who is allowed to improve it and then resubmit in order to attempt to achieve a higher grade.

All the vocational courses we offer are recognised by further education, higher education and employers.

Progression routes in these subjects exist through a range of providers, with access to some Level 3 BTEC Qualifications possible at Headlands Sixth Form.



The Key Stage 4 Offer

The curriculum is divided into **TWO** clear sections - A **Compulsory Core**, made up of **16** hours of teaching and an **Options Package**, made up of a number of Options Pathways, comprising **9** hours of teaching time.

The Core Subjects (compulsory)

Subject
English Maths Science PE / RS PSHE (Rolling Period)

The English Baccalaureate

The Government has introduced an academic qualification measure called the English Baccalaureate. This recognises academic achievement in:

- English
- Mathematics
- Sciences - Separate Science
- A Modern Foreign Language
- History or Geography

All students will take English, Mathematics and Science as part of their core curriculum.

Students should then select either, History, Geography or a Modern Foreign Language as one of their options.

For further information on the English Baccalaureate, please see the information at the back of this booklet.



Using the Booklet

Following your Options assembly, there will be additional information available on the school's website and social media to support this booklet which has been designed to help you choose the most suitable subjects to study. It is suggested that you, along with your parent(s)/carer(s):

- read through each section to learn more about the courses that are being run
- read carefully the information on the appropriate application form that was handed out with this booklet
- watch the videos that subject leaders have produced to support you in choosing your courses
- carefully select the subjects that you wish to study - you should choose 3 option subjects, 1 from each option block
- complete the options form you were given along with this booklet and return it to school by Friday 18th February

The Core Subjects

All students follow a core curriculum made up of 16 hours. The subjects studied are described in detail in the next section of the booklet. The core subjects are those that the school has a legal obligation to offer to students as part of their education.

English, Maths and Science form the majority of the core subjects, taking up 14 hours a week, from the 16 hours allocated to the core subjects. In both **English** and **Maths**, students are set by ability, based on prior performance and school data sets that are used to predict performance at the end of Key Stage Four. Students will study **English Language** and **English Literature** and will gain 2 GCSEs in this subject.

Science is studied as a Combined GCSE where students gain 2 GCSEs, or the Separate Sciences where they gain 3 GCSEs. Students following the Separate Sciences will be invited to opt for this; it will take one of their option blocks.

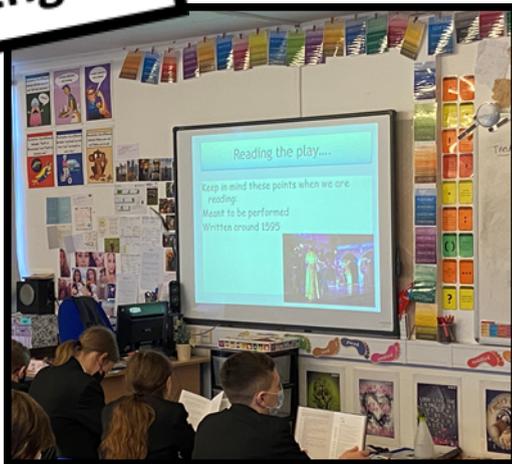
2 hours are allocated for the study of core PE and RS. Over the course of the year, all students will have at least 1 hour of core PE; they will also study core RS on a rotation.



Key Stage 4

The Core Subjects

English



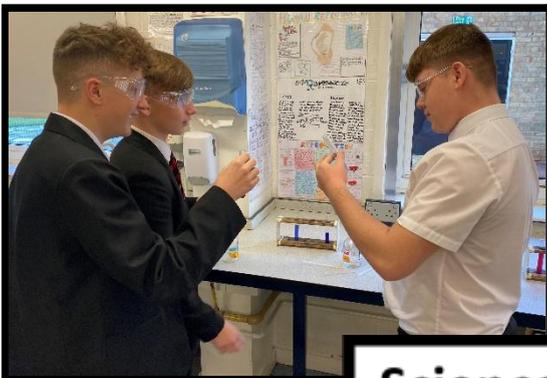
Maths



PE



Science



RS



PSHE



Core Subject

Subject: English (AQA) and English Literature (AQA)

Introduction

All students will study AQA GCSE English Language and AQA GCSE English Literature, enabling them to gain two GCSEs at the end of the two year course.

Students will enjoy developing their abilities to express themselves effectively in writing and in response to a range of reading materials, experimenting creatively with language. They will actively investigate and analyse texts, developing their knowledge and understanding of how writers consciously structure and craft their texts, using language in order to create specific effects. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Throughout the course, students will also have the opportunity to explore a wide and appealing variety of written works, many of significant influence in the literary and cultural heritage. As well as Shakespeare and poetry, both post and pre-twentieth century fiction and non-fiction will be covered; a number of the texts studied will be from cultures and in contexts different to their own.

We are committed to delivering a skills-based approach to study at GCSE level, thus helping students achieve their full potential and succeed in learning knowledge and skills that are both transferable and relevant to today's world and the challenges it presents.

Aims of the Subject

- To cultivate an enjoyment and passion for reading and expression through writing.
- To nurture skills that are relevant to, and prepare students for, today's dynamic world of work.
- Students will apply and develop skills across both English Language and Literature to help them achieve their full potential. They will:
 - read a wide range of texts, including classic literature, fluently and with good understanding and make connections across their reading.
 - read in depth, in a critical and evaluative way, so that they are able to discuss and explain their understanding and ideas; use knowledge gained from wide reading to inform and improve their own writing.
 - write effectively, coherently and analytically about their reading, using Standard English appropriately.
 - use grammar correctly, punctuate and spell accurately.
 - acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language, so that they can effectively criticise and analyse what they read.
 - listen to and understand spoken language, and use spoken Standard English effectively

Coursework

There is no coursework or controlled assessment option in English. In both English Language and English Literature, the final grade is based on 100% terminal exams at the end of the two years. There are 2 exams in Language and 2 exams in Literature.

Assessment

Students will complete half-termly assessments which will demonstrate their learning in the particular unit of the course studied. The assessments will mirror those of their GCSEs so that students are prepared thoroughly for the terminal exams and staff can accurately assess students' achievement and future learning needs.

End of Year exams will allow students the opportunity to sit whole papers so that they understand the importance of timing and have the experience of completing papers under examination conditions, in the time allotted.

Useful Resources and Further Information

There are a number of online resources available to support students with their progress in English, such as: GCSE Pod, BBC Bitesize and Mr Bruff on youtube. There are also some excellent CGP and York Notes revision guides which are widely available and extremely informative. Please contact your English teacher for further information.

Where can this subject take you?

Anywhere and everywhere. All careers and jobs will require the use of skills that you develop during GCSE.

Core Subject

Subject: Mathematics Pearson (Edexcel)

Introduction

GCSE Mathematics is a linear course studied by all students in years 10 and 11. Students continue to be taught in sets which are reviewed regularly over the two years. The qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for Mathematics.

Aims of the Subject

The aims and objectives of the course are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Coursework

There is no coursework for GCSE Mathematics.

Assessment

GCSE Mathematics (9-1) will be assessed through three equally weighted written examination papers at either the Foundation or the Higher tier. Paper 1 is a non-calculator paper and the first assessment under the current specification was in May/June 2017. The Foundation tier enables students to achieve grades 1-5 whereas the Higher tier enables students to achieve grades 4-9. Under this specification there is a greater emphasis on problem solving and mathematical reasoning.

Useful Resources and Further Information

There are a number of online resources available to support students with their progress in Mathematics. Popular online platforms used within Maths lessons at Headlands School include Carter Maths, Dr Frost Maths, MyMaths, BBC Bitesize, Maths Genie, Geogebra and Corbett Maths. Please ask your Maths teacher for further information on how to get the best use from any of these websites.

Where can this subject take you?

There are many careers that require a good level of Mathematical understanding including (but not limited to) computer games design, engineering, architecture, medical technology, most science-based careers, banking, software development and management roles.

In addition, good numeracy skills are essential to us in so many aspects of life. A report from OECD, an international organisation whose goal is to shape policies that foster prosperity, equality, opportunity and well-being for all, tells us that "good numeracy is the best protection against unemployment, low wages and poor health."

Core Subject

Subject: (AQA Trilogy) Combined Science

Introduction

Students will all complete the first 3-4 Units of our bespoke GCSE course in year 10 following the AQA Trilogy route.

Students will be set on ability and aptitude for the subject; these groups are continually reviewed throughout the course. At the end of year 9 teachers will decide if a student should be invited to study Combined Science (2 GCSEs) or take on the task of studying topics deeper to gain separate GCSE's in Biology, Chemistry and Physics (3 GCSE's). This decision will be based on ability, passion for the subject and conversations with both the student and parent. (Further detail is in the option section)

The course is 100% Exam taken in the summer of year 11.

Aims of the Subject

GCSE study in science provides the foundations for understanding the material world.

Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students are taught essential aspects of the knowledge, methods, processes and uses of science. Students are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance and over time without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory
- development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry

Assessment

GCSE Science (9-1) will be assessed through 6 equally weighted written examination papers at either Foundation or Higher tier. Combined Science Papers are 1 hour 15mins long

There are 2 papers for each subject: Biology, Chemistry and Physics.

First assessment of new specification is June 2018

Foundation tier targeted questions at grades 1-5

Higher tier targeted questions at grades 4-9

The exams will measure how students have achieved the following assessment objectives.

- 40% AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- 40% AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- 20% AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

We use these assessment objectives and weighting for all in house testing in lessons.

Useful Resources and Further Information

Science continues to be one of the most useful subjects and more and more further education providers are asking for grade 4/5 at GCSE to be accepted on to their courses from Primary school teaching to Engineering.

By following the Combined Science course students will be accepted by schools to do A levels in the Sciences and Universities do not look for separate GCSEs in science as part of their entry criteria. For further information please speak to Mrs. McKean or any member of Team Science.

Where can this subject take you?

Absolutely anywhere really: A levels, Apprenticeships, college - science keeps a lot of doors open for you!

Option Subject

Subject: (AQA Trilogy) Separate Science Biology, Chemistry and Physics

Introduction

Students will all complete the first 3-4 Units of our bespoke GCSE course in year 10 following the AQA Trilogy route.

Students will be set on ability and aptitude for the subject; these groups are continually reviewed throughout the course.

At the end of year 9 teachers will decide if a student should be invited to study Combined Science (2 GCSEs) or take on the task of studying topics deeper to gain separate GCSE's in Biology, Chemistry and Physics (3 GCSE's). This decision will be based on ability, passion for the subject and conversations with both the student and parent.

The course will add greater content to that gained at Key stage 3 asking students to apply their knowledge to a wide variety of unknown situations showing greater understanding of the world around them.

The course is 100% Exam taken in the summer of year 11.

Aims of the Subject

GCSE study in science provides the foundations for understanding the material world.

Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students are taught essential aspects of the knowledge, methods, processes and uses of science. Students are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance and over time without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory
- development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry

Assessment

GCSE Science (9-1) will be assessed through 6 equally weighted written examination papers at either Foundation or Higher tier. Separate Science Papers are 1 hour 45mins long.

There are 2 papers for each subject Biology, Chemistry and Physics.

First assessment of new specification is June 2018

Foundation tier targeted questions at grades 1-5

Higher tier targeted questions at grades 4-9

The exams will measure how students have achieved the following assessment objectives.

- 40% AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- 40% AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- 20% AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

We use these assessment objectives and weighting for all in house testing in lessons.

Useful Resources and Further Information

Science continues to be one of the most useful subjects and more and more further education providers are asking for grade 4/5 at GCSE to be accepted on to their courses from Primary school teaching to Engineering.

By following either GCSE course students will be accepted by schools to do A levels in the Sciences and Universities do not look for separate GCSEs in science as part of their entry criteria.

For further information please speak to Mrs. McKean or any member of Team Science.

Where can this subject take you?

Absolutely anywhere really: A levels, Apprenticeships, college - science keeps a lot of doors open for you!

Core Subject

Core Subject: PE

Minimum of 1 hour a week throughout Year 10 and 11

Introduction

This core course looks to build on the skills learnt throughout Key Stage 3 and applies them in recreational and competitive game situations. Students will engage in two sports per half term spending 3 to 4 weeks on each one. In Year 10 and 11 students will be given the opportunity to spend time in the fitness suite and learn how to use gym equipment in a safe way to create individual programmes for themselves.

Aims of the Subject

Students apply and develop skills and tactics across sports including:

- Football
- Rugby
- Netball
- Badminton
- Basketball
- Trampolining
- Hockey
- Softball
- Tennis
- Rounders
- Athletics
- Orienteering
- Table tennis

Coursework

There is no coursework requirement.

Assessment

There will be no formal assessments.

Useful Resources and Further Information

PE Kit is required for every lesson unless medically exempt with a doctor's note.

Please ensure a suitable kit is supplied for indoor and outdoor lessons.

Youtube.com

NGB websites

Core Subject

Core Subject: RS

Minimum of 1 hour a week for three half terms.

Introduction

This core course looks to build on the skills learnt throughout Key Stage 3 and applies them to ethical issues and different cultural aspects. The course is looking at how ethics and culture affect modern societies around the world and how religion and culture has started in different places across the world.

Students will explore moral and cultural questions and improve their discussion skills and justifying arguments.

Aims of the Subject

To improve students' knowledge of wider beliefs and cultures in the world.

To widen knowledge of British society.

To develop skills of evaluation, analysis and explanation.

To explore modern ethical issues in detail.

Coursework

There is no coursework requirement.

Assessment

There will be no formal assessments.

Useful Resources and Further Information

Students will be discussing modern ethical issues so being up to date with current affairs will be helpful for them. Any difficult topics will be accompanied by support for students.

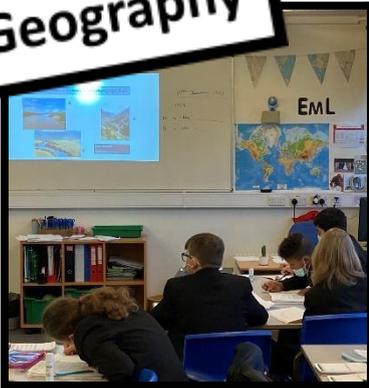
Where can this subject take you?

Can help support argument and evaluation skills which are required across a range of careers including journalism, social services, education and politics. Develops knowledge of British society and the different religions and cultures in the modern world.

Key Stage 4

The Option Subjects

Geography



History



French



German

Computer Science



Business Studies

Art



Drama



Dance

Film Studies

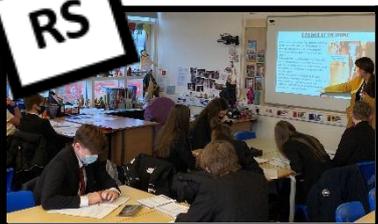


Music

Health and Fitness



RS



3D Design



Food and Nutrition



Option Subject

Subject: GCSE (AQA) Art and Design: Art, Craft & Design

Introduction

During your two year course in Art and Design you will be given the opportunity to work in two or more of the following areas: **fine art & print making; graphic communication; textile design; 3D design; photography.** You will do this through workshops, projects or themes.

You'll look at different approaches to art and use lots of different media, techniques and materials. You will make written and visual responses to various Art and Design forms e.g. analyse and document your ideas, thoughts and critical judgments, which may relate to your own and others' work. You will learn how to evaluate your own work and modify it in the light of new ideas and or suggestions. You will also learn to respond from a brief as well as choosing your own direction of study and starting point in your final year.

Aims of the Subject

WORKSHOPS - Year 10 - Term 1 & 2

In this component, you will develop practical research and investigation skills. These skills will enable you to develop an understanding of how artists and designers produce work for a specific purpose. You will then apply practical ideas generation techniques and consider commercial applications for your ideas and communicate them visually.

COMPONENT 1: Portfolio - 60% of final mark - Year 10 & Year 11

In this component, you will develop practical art and design skills and explore techniques, used in your workshops, to produce a resolved project based on a theme provided by you or your teacher. You will have to choose from 2 of the disciplines to specialise in response to your chosen starting point or a brief.

COMPONENT 2: Externally Set Assignment - 40% - Year 11 - Term 2

In Component 2, students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

Coursework

There are two components:

- **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.
- **Component 2 Externally set assignment:** there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

Assessment

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Useful Resources and Further Information

Please see Mrs Bannister, Mrs Allott or Miss Ward for further information.

Where can this subject take you?

You can continue your art and design studies at AS and A-level, where the same titles are available. You'll also be able to choose areas of study to specialise in within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art and design opens the door to lots of exciting careers Try these for starters:

Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Visual media

Teaching New technologies are creating a whole new range of courses where art is being used in innovative ways.

Option Subject

Subject: Business Studies Pearson (Edexcel)

Introduction

This business studies course covers a wide depth and breadth of business topics, following a methodical path at introducing key business concepts and dynamics, allowing students to develop their business mindset in preparation for later life.

Aims of the Subject

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Overview of content

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment

- 2x 90 minute papers
- Theme 1: Investigating small business
- Theme 2: Building a business

Each worth 50% of the final grade

Useful Resources and Further Information

https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf

<https://www.youtube.com/channel/UCIJ4pk3uzyWoeoBkGs0hxQ>

<https://businesscasestudies.co.uk/>

<https://www.tutor2u.net/>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Where can this subject take you?

Business Studies offers the opportunity to learn about how to set up, run and grow your own business that could support any career choice you have. It will also provide insight into job opportunities at large businesses such as accountancy, Finance, Human Resources, Marketing and Management.

Option Subject

Subject: (OCR) GCSE Computer Science

Introduction

Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Aims of the Subject

The aims of GCSE in Computer Science are to enable learners to:

- develop 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
- gain practical experience of designing, writing, and testing computer programs that accomplish specific goals
- 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
- Communicate computer science concepts and explain computational solutions clearly and concisely using appropriate terminology.

Overview of content

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security, data representation and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

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.

Assessment

- Course is linear
- 2 units
 - o **Component 1: Written Examination: 1 hour 30 minutes**
 - 50% of qualification
 - 80 Marks
 - Summer examinations only
 - o **Component 2: Computational Thinking, and Programming: Written Examination: 1 hour 30 minutes**
 - 50% of qualification
 - 80 Marks
 - Summer examinations only

Useful Resources and Further Information

- BYOB (Build Your Own Blocks), a visual programming language primarily for children, <http://byob.berkeley.edu/>
- Codecademy, a web-based learning environment currently supporting JavaScript and web programming, Ruby and Python, <http://www.codecademy.com/>
- Computer Science For Fun, shows how computer science is also about people, solving puzzles, creativity, changing the future and having fun, <http://www.cs4fn.org/>
- Computer Science Inside, provides web based resources for teachers, <http://csi.dcs.gla.ac.uk/>
- Computing At School, joining this group is free of charge and provides access to resources and relevant debate, <http://www.computingatschool.org.uk/>
- CSUnplugged, a collection of free learning activities that teach Computer Science through engaging games and puzzles, <http://csunplugged.org/>
- Lazarus, a software application that provides a Free Pascal compiler, <http://lazarus.freepascal.org/>
- Microsoft DreamSpark, gives free access to professional-level development, design and gaming software to build real sites, apps and games for XboxLive, Kinect and mobile phones, <http://www.dreamspark.com/>
- See Mr Edwards for any further information

Where can this subject take you?

Computer Science will lead on to “A” level but beyond this there are many careers including robotics, artificial intelligence, machine learning, cloud computing, big data processing, networking, ethical hacking, computer game development, home automation or even teaching. So much of the world uses computers nowadays that having a good understanding of how computers work and how to program them will set you up for success in many strands of life.

Option Subject

Subject: BTEC Level 2 Tech Award in Performing Arts (Dance Pathway)

Introduction

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance) is equivalent to one GCSE. The course has a vocational context and therefore students will benefit from personal skill development through practical participation in and performance of professional dance repertoire and self-choreographed work.

Pupils will develop key skills for performance and have the opportunity to respond creatively to tasks. They will study 3 dance productions in different styles and complete a range of practical work including contemporary dance, physical theatre, street dance and dance for musical theatre.

They will understand the role of a dancer/choreographer/designer in a dance company and develop an understanding of the intentions and target audiences for performance work and the rehearsal process undertaken in a professional dance company.

Aims of the Subject

Students will

- Demonstrate knowledge and understanding of different styles of dance and become familiar with job roles within this context.
- Develop competence in a range of practical, creative and performance skills for dance
- Develop confidence, organisation, communication, co-operation and perseverance
- Work collaboratively and imaginatively, generating, developing and communicating ideas effectively
- Reflect on and evaluate their work and the work of others

Components

Students will complete 3 components of equal weighting

Component 1: Exploring the Performing Arts:

the study of 3 dance productions in different styles through discussion and practical workshops. Written programme produced to show understanding of the productions.

Component 2 Developing Performance Skills:

Practical workshops and written log book.

Performance of professional dance repertoire.

Component 3 Performing to a brief:

Group devised/choreographed dance piece in response to a stimulus set by the exam board.

Assessment

Component 1 Written coursework assignment (research and analysis). Internally assessed.

Component 2 Set performance and written log book. Internally assessed.

Component 3 Group choreographed piece. Online log book. Filmed and externally marked.

Further Information

This award is **not compatible with GCSE Drama**

If you require further details or clarification, please see Mrs Morgan

Where can this subject take you?

This subject will prepare you well for study at A Level or other Level 3 performing arts qualifications. It can also open opportunities for performers, choreographers and teachers of this subject specialism.

The skills are also transferable to any creative subjects or career area which requires organisation and project management skills.

Option Subject

Subject: GCSE 3D Design - (AQA Art & Design - Three-dimensional design 8205)

Introduction

This qualification is intended for students who enjoy designing and making 3D products. It is aimed at those with a preference for the type of processes, equipment and materials used in Design & Technology during KS3 (e.g. Woods, Metals, Plastics, Mechanisms, Electronics, 3D Constructions), and wish to further continue in those workshops/classrooms.

Year 10 and 11 both involve short practical skills building activities, where new processes and skills will be explored and developed. Extended design and make assignments also take place where more time is given for imaginative ideas to develop, and making skills to be explored in greater depth. During year 11, students also complete a final assignment set by the exam board.

The ability to research and analyze existing products and designers will be developed, along with sketching/drawing skills, how to best respond to a design brief, how to carry out written annotation and how to effectively evaluate designs and products.

Students will have the opportunity to use traditional skills and modern digital technologies - CAD/CAM - Computer Aided Design and Computer Aided Manufacturing.

Aim of the Subject

- use imagination and experimentation when developing design ideas
- be ambitious and open to explore and take design risks
- understand the value of source material to aid designing
- develop the skills to critique source material and critique design ideas
- communicate design ideas using different media and techniques,
- communicate using drawing and written annotation
- be aware of visual and tactile elements such as colour, form, texture, scale, decoration
- develop a broad knowledge of materials, components and technologies
- develop practical skills to produce high quality products,
- use key technical terminology related to materials and processes
- demonstrate safe working practices

Coursework/Exam

60% Portfolio - Demonstrating your overall learning/skills in 3D Design, including one project
40% Assignment - Externally set task, to include preparation and a timed practical exam

Assessment

A01: Develop ideas through investigations, demonstrating critical understanding of sources.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03: Record ideas, observations and insights relevant to intentions as work progresses.

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Further Information

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>

Please see Mr Shaw or Mr Boulton for further information

Where can this subject take you?

Upon completion students could progress onto a Level 3 course such as A Level Product Design. This course is also an ideal starting point for further study at degree level or HND/HNC and careers or apprenticeships in: Product/Industrial Design, Architecture and Construction, Jewellery, Graphic Design, Theatrical Design, Engineering, Technical Support, Teaching.

Option Subject

Subject: GCSE Drama

Introduction

The GCSE drama course is designed to help students develop a range of theatrical skills and apply them to create performances. They will work collaboratively in practical lessons to generate, develop and communicate ideas based on contemporary issues and those from the past.

Through exploring play texts, they will increase their understanding of their social, cultural and historical context including the theatrical conventions of the period in which the plays were created

In turn, they will develop as creative, effective, independent and reflective learners able to make informed choices in process and performance and reflect on and evaluate their own work and that of others

Aims of the Subject

Students will

- Develop knowledge and understanding of different genres and styles of theatre by watching and exploring plays
- Work collaboratively and imaginatively, generating, developing and communicating their own ideas for devised drama effectively
- Develop competence in a range of practical, creative and performance skills
- Develop confidence, organisation, communication, co-operation and perseverance
- Reflect on and evaluate their work and the work of others

Components and Assessment

Students will complete 3 components

Component 1: Devising Theatre 40% of qualification

(internally assessed, externally moderated)

Students are required to devise a piece of original theatre in response to a stimulus. They will research a key theatre practitioner and base their work on this style of drama.

They will produce written portfolio and a final performance

Component 2: Performing from a Text 20% of qualification

(externally assessed by a visiting examiner)

Students are required to participate in a performance from a text. They will study a performance text and take part in practical workshops to explore key extracts from the play. They will rehearse a chosen extract for live performance to a visiting examiner.

Component 3 :Interpreting Theatre 40% of qualification

Written examination: 1 hour 30 minutes

Students will study one complete performance text. They will approach the study of the text practically as an actor, designer and director. They will answer questions related to their ideas for performing, directing and designing an extract from the play.

Students will also answer a question based on a live theatre production they have watched, analysing the effectiveness of the theatre elements and how meaning is communicated.

Further Information

This award is **not compatible with BTEC Tech Award in Performing Arts - Dance Pathway**

If you require further details or clarification, please see Mrs Morgan.

Where can this subject take you?

The course prepares students very well for further study on the A Level Drama and Theatre course but is also excellent preparation for any career requiring strong communication skills, teamwork and independent and creative thinking.

Option Subject

Subject: GCSE Film Studies

Introduction

Film Studies gives students the chance to study films from different countries including Hollywood classics and several examples of independent cinema. Students can also choose from a range of creative production options and develop their ability to research.

This GCSE is designed to build upon students' ability to analyse the key elements of film in conjunction with key ideas surrounding film form such as representation, context and narrative.

Starting with animated films as 'Song of the Sea' and 'Spirited Away', the specification follows a coming of age theme as students will move on to study films such as 'Juno' and 'Ferris Bueller's Day Off'. This allows students to study films and the ways in which they are experienced, the importance of visual representation in today's global society and the place film has in communicating ideas, attitudes and cultural beliefs, both now and in the past. This will be explored and assessed through studying the 'language' of film.

Aims of the Subject

Taking Film Studies will help students develop their interest and enjoyment of film in its national and global contexts and begin to develop an appreciation of cultural diversity through the close study of a wide range of films. They will also:

- Develop a critical and investigative approach to films, the film industry and film audiences.
- Study patterns of similarity and difference across a range of films.
- Recognise the ways in which films represent people, places, ideas, issues and events to different audiences.
- Recognise the ways in which film technologies shape film productions.
- Explore the creative possibilities of film and film products and engage with aesthetic, technical, economic, ethical and moral issues as they arise in their study of film, film audiences and the film industry.

Controlled Assessment

Film studies is 30% controlled assessment.

The controlled assessment gives students a choice of tasks based on creating a film sequence. This can be an opening, ending or sequence that creates tension from a horror, sci-fi, war, teen drama, crime or musical. Students can complete a screenplay and shooting script, a storyboard or a film sequence followed by an evaluative analysis.

Assessment

Film studies is 70% exam.

There are two exams featuring a series of questions about films studied during the course.

Further Information

Please see Mr. Wilson for further information.

Where can this subject take you?

This subject can lead to further study in Film at A level and beyond, including an ever increasing number of degrees related to film production. It will prepare you for careers in media and entertainment, film and tv production. The transferable skills related to project management and presentation skills also lend themselves to a range of professional careers.

Option Subject

Subject: GCSE Food Preparation and Nutrition - (Eduqas/WJEC)

Introduction

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

Aim of the Subject

You will:

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

Coursework - Exam

50% Coursework - 50% Examination

Assessment

Component 1 - Principles of Food Preparation and Nutrition (50%)

An exam of 1 hour 45 minutes covering food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking and food preparation

Component 2 - Food Preparation and Nutrition in Action - 2 Assessments (50%)

Assessment 1: Food Investigation

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

Assessment 2: Food Preparation

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Further Information

<http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

Please see Mrs Jones, Mr Shaw or Miss Spiers for further information

Where can this subject take you?

This course provides a suitable foundation for the study of Level 3 Food, Science and Nutrition at A level, as well as being a starting point for related degree level study such as: Food Technology, Environmental Health, Nutritionist, Brewing. In addition, this specification provides a sound foundation for those students wishing to progress to employment in the catering or hospitality industry.

Option Subject

Subject: GCSE Geography (Eduqas Syllabus A)

Introduction

The course develops an enquiry approach to the study of geographical information, issues and concepts. It supports learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

Learners will develop their understanding of a number of key overarching geographical concepts such as place, spheres of influence, cycles and flows, mitigating risk, geographical futures, interconnectedness, and sustainable communities. The course provides opportunities for learners to understand these concepts and, therefore, more about the world, the challenges it faces and their place within it.

Aims of the Subject

Component 1: Changing Physical and Human Landscapes

Section A: Core Themes

Core Theme 1 Landscapes and Physical Processes

Core Theme 2 Rural-Urban Links.

Section B: Options

Either Theme 3 Tectonic Landscapes and Hazards *or* Theme 4 Coastal Hazards and their Management.

Component 2: Environmental and Development Issues

Section A: Core Themes

Core Theme 5 Weather, Climate and Ecosystems

Core Theme 6 Development and Resource Issues.

Section B: Options

Either Theme 7 Social Development Issues *or* Theme 8 Environmental Challenges.

Component 3: Applied Fieldwork Enquiry

A written examination in three parts using a variety of structured data response questions.

Part A will assess approaches to fieldwork methodology, data representation and analysis.

Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.

Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

Coursework

There is no coursework component, however, students will undertake at least 2 field trips which will give them the fieldwork skills to complete Paper 3.

Assessment

There will be 3 exams at the end of Y11.

Paper 1 - Component 1, Changing Physical and Human Landscapes 1 hour 30 min, 35%

Paper 2 - Component 2, Environmental and Development Issues 1 hour 30 min, 35%

Paper 3 - Component 3, Applied Fieldwork Enquiry 1 hour 15 minutes, 30%

Useful Resources and Further Information

Exam Board: Eduqas Geography Syllabus A

This course is suited to people who have an interest in the challenges facing the modern world.

Fieldwork is an explicit and integral part of this new course and students need to be mature and responsible when undertaking this.

See Miss Bunton for further details.

Where can this subject take you?

Geography is a broad based academic subject which will open up options for you in your future. Geography is a subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with. Studying GCSE geography provides you with a variety of valuable skills and knowledge that can be transferred and used across other subject areas and in everyday life.

Whether your future career lies in the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel, geography opens up a range of choices for your future work and career.

Option Subject

Subject: (OCR) GCSE History B

Introduction

This is an exciting History course that will fire learners' enthusiasm for studying History. We will aspire to encourage learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The specification is based on content which helps learners to address fundamental issues in human history. It brings together people, events and issues that learners will find fascinating and that will stimulate a desire to explore the similarities and differences between peoples' lives in the past and their own lives now.

Aims of the Subject

To enable learners to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
- Ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence.

Coursework/Controlled Assessment

All exams are held at the end of year 11 (there is no coursework).

Assessment:

There are 3 written exam papers. These will be completed at the end of Year 11.

Paper 1 covers **The People's Health, c.1250 to present (20%)** and **The Elizabethans, 1580-1603 (20%)**. This is a 1 hour 45 minute exam, worth 80 marks in total.

Paper 2 covers History Around Us (**Scarborough Castle**): This Paper is worth 20% of the GCSE and is marked out of 40 plus 10 marks SP&G. This is a 1-hour exam.

Paper 3 covers **The Making of America 1789-1900 (20%)** and **Living under Nazi rule 1933-45 (20%)**. This exam Paper is 1 hour 45 minute long and is worth 80 marks in total.

Useful Resources and Further Information

<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>

Please see Miss Bradley, Mr Wormald, Mr Woolley or Mr Harah for further details and information.

Where can this subject take you?

History is not just about knowledge it is also about skills. It teaches independent and analytical thinking. This is a very useful skill for many careers including media, teaching, research, law and government.

Option Subject

Subject: (AQA) French / German

Introduction.

The ability to communicate is an important life skill whatever path you take and this is the foundation of learning a modern foreign language. Studying GCSE French or German can lead you on to learning other languages and is highly valuable to business and industry in Great Britain. A qualification in languages is highly regarded in the academic world and, at a time when there is an acute shortage of people who speak a second language, enhances your employment prospects. Learning another language is also an insight into another culture: its music, art, film, literature and ways of thinking.

Languages work well alongside all subjects and can open many doors for you in the future. Imagine 6 months studying at a university in Berlin, working for the tourist board in Paris, doing a ski season in the Alps, a gap year doing voluntary work in French speaking countries in Africa - a GCSE in French or German will be a stepping stone towards this being a reality.

Aims of the Subject

The course enables students to:

- develop awareness and understanding of the culture and identity of the countries and communities where French or German is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies
- express and develop thoughts and ideas spontaneously and fluently
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts

Assessment

This is examined across all four skill areas; listening, reading, speaking and writing.

All four skills will be examined at the end of Year 11 and are equally weighted at 25% of your overall mark.

Useful Resources and Further Information

Please see Mrs Hewitt, Miss Allen or Miss Hutchinson for further details and information.

Where can this subject take you?

A GCSE in a modern foreign language is a passport to many different qualifications at Post 16 and beyond. A good GCSE grade in a foreign language is a very useful option for students who choose to study business management, journalism, politics, marketing, travel and tourism, sport and leisure or hospitality/catering or have future plans to work in fields such as journalism, business, education, law or the tourism and leisure industry.

Option Subject

Subject: NCFE Health and Fitness Examination PE

Introduction

The NCFE Health and Fitness course has been designed to provide an engaging and stimulating introduction to the academic side of sport. The qualification builds on learning from Key Stage 3 practical lessons by teaching the student about the theory that underpins performance. The course provides a good introduction to Sport qualifications for learners moving on to post-16 education in A levels, NCFE Sports Science or BTEC level 3. This is a **100% Classroom** based course which has been selected to enhance students theoretical knowledge of the sports industry.

Aims of the Subject

This qualification gives students opportunities to cover key academic elements of the Health and Fitness world. In Year 10 students will cover the anatomy and physiology of the human body looking in detail at the skeletal, muscular, respiratory, cardiovascular and energy systems of the body. They will also learn about the components of fitness and the principles of training. In year 11 students will look at a range of factors that impact sports performance including fitness testing, fitness training, diet and goal setting.

We believe this provides the best possible curriculum for students looking to progress into a sports related job ranging from sports coaching to physiotherapist.

In addition to this, the qualification provides opportunities for learners to develop their communication skills needed for working in the sport sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.

The qualification provides opportunities for learners to focus on the development of personal, learning and thinking skills, and English and mathematics knowledge and skills, in a sport-related context.

Coursework

- Students will complete a 21 hour exam condition project looking at analysing and developing the training programme of an athlete

Assessment

Exam 40% of overall grade

Coursework 60% of overall grade

Useful Resources and Further Information

my revision notes- NCFE level 1/2 Technical Award Health and Fitness

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>

Where can this subject take you?

- Physical Education teacher
- Gym instructor/ Personal trainer
- Sport nutritionist
- Physiotherapist
- Sports coaching
- Sports Journalism/ Social media
- Sports Agent
- Leisure and recreation management
- Sport data analysis
- Strength and conditioning coach
- Armed Forces PT instructor

Option Subject

Subject: (AQA) GCSE Religious Studies - Religious Theology and Thematic Study

Introduction

The Religious Studies GCSE provides you with the chance to develop informed understandings of religious belief and varying views on different issues.

You will study two Abrahamic religions (Christianity and Judaism), throughout the course.

In the first half of the GCSE you will have to study in depth the belief and practises of two religions, we will be focussing on Christianity and Judaism, although this is flexible for personal belief. You will look at the fundamental beliefs of different religious denominations and how religious teachings impacts on their practise of the religion in society. This will build upon the knowledge that has been delivered in KS3.

The second half of the GCSE is based on the thematic studies that are affected by religion. We will be spending a lot of time looking over ethical issues in modern society, for example; relationships and sexuality, the origins of the universe, matters of life and death and the arguments for and against God. We explore how religion and British society view and attempt to answer these issues.

Religious Studies encourages you to develop your own opinions free of peer pressure, and be confident in your own views. You will learn how to present an argument, and academically validate your opinions.

As 84% of people on the planet hold religious belief, this course will help you navigate that world and reflect on the different lives you are sharing it with.

Aims of the Subject:

You will:

- Develop your knowledge and understanding of religions by exploring the significance of beliefs, teachings, sources of authority and practices.
- Explore how belief affects the way that people live.
- Develop curiosity and enthusiasm for modern ethical issues.
- Encourage independent thought and develop skills of critical thinking.
- Offer a varied and wide range of religious and non-religious views for students to consider.
- Prepare you for the modern society where ethical issues are raised regularly.
- Allow you to value your own views while accepting others may disagree with them.
- Express your personal responses and informed insights on fundamental questions about identity, belonging, commitment, values and meaning.
- Think about and develop your values, opinions and attitudes in light of your learning.

Assessment

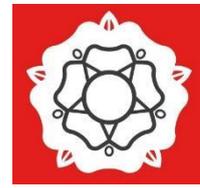
There will be assessments throughout the course using exam style questions, which will provide you with the opportunity to see your own progress and practice for the final exams. Clear feedback will be given for all end of unit tests, and there will be two external exams to complete the course. One exam is based on the Religious Belief and Practice of two religions and the second exam is based on the Thematic Studies you have looked at.

Useful Resources and Further Information

Please see Mrs Fairlamb or Ms Renard for more information.

Where can this subject take you?

Religious Studies can help across a range of careers by using the skills of empathy, problem solving, evaluating and discussion. These skills are highly regarded in careers such as journalism, social services, politics and education. Your wider knowledge of the world and different ethical themes can help support you in your adult life whilst travelling and developing your own personal viewpoints.



Headlands School

Year 9 Options Form 2022 - return by Feb 16th 2022

Name: _____ group: _____	Tutor
-----------------------------	-------

In Years 10 and 11 the following Core subjects will be studied by all students:
 English Language & English Literature, Mathematics, Combined Science and Core PE/RS
 You will also have the choice of three option subjects, at least one of these must be a GCSE Ebacc subject (in red) and the remaining two will be other GCSE or vocational subjects.

If you would like to study and be entered for the Ebacc qualification you will need to choose a language (French or German) and a humanity (History or Geography) as 2 of your option subjects. This is highly recommended. For more details click here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761031/DfE_EBacc_Leaflet.pdf

Please enter a first choice (1) and reserve choice (2) in each option block column
 Key: 1 = first choice 2 = reserve choice

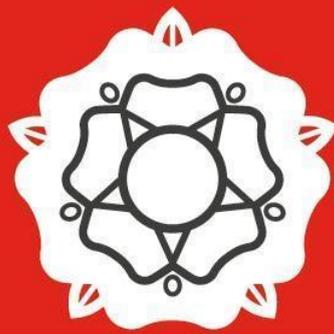
Option Block A	Option Block B	Option Block C	
Geography	Geography	Geography	
French	German	French	
History	History	History	
*Computer Science	Food	*Separate Science	
Food	***Technology (3D design)	***Technology (3D design)	
***Art	Music	***Art	
Business	Business	RS	
**Drama	Film	**Dance	
Sport	Sport	Sport	

*Due to the demands of these courses (Computer Science and Separate Science) students will be selected by a separate letter invitation only.

**Students should choose either Dance or Drama (not both)

***Students should choose either Technology (3D design) or Art (not both)

These option blocks have been designed to allow the most popular combination of subjects to be possible, but also to reflect that at KS4, students need to follow a broad and balanced curriculum. Please note: Courses will only run if there are sufficient numbers to justify them.



HEADLANDS SCHOOL
SINCE 1965