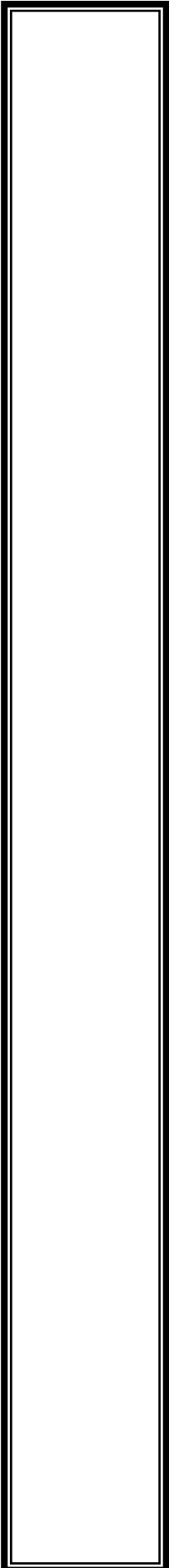


Key Stage 4 2016-18



Options Information Year 8



YOUR CHOICE AT KEY STAGE 4

The time has arrived when our Year 8 students make their choices of subjects to study at Key Stage 4, Years 9, 10 and 11. We hope that this booklet will enable you to assist your child in making these choices.

In selecting a course of study please take into consideration the following factors:

- Personal preference
- The levels of attainment which your child has achieved at Key Stage 3
- Progression into a career or further education.

For some students with identified specific needs an adapted curriculum will be arranged.

THE NATIONAL CURRICULUM AT KEY STAGE 4

All our students will follow a common core of subjects that comprises English, English Literature, Mathematics, Science, RS and PE.

In addition to these subjects, all students will study Optional Subjects depending on their pathway.

GCSE EXAMINATIONS

All students will start work on GCSEs in Year 9.

All students will be assessed at the end of Key Stage 4 (aged 16) through GCSE examinations and coursework. These examinations are designed to assess what individual students know, understand and can do. Students will, during the 3 years, have assessments including controlled assessments, which will vary from subject to subject. Failure to complete any aspect of the course will almost certainly jeopardise success in the examination.

PROGRESS 8

The Government recently introduced the Progress 8 measure which means that schools must consider a student's best average point scores across 8 subjects and the subjects must be derived from certain baskets or groups of subjects. The pathway forms are designed to automatically reflect this choice for the purposes of options selection. Additionally, many students are being urged to select a language for further study, as well as a humanities subject in order to qualify for the EBacc or English Baccalaureate, which is not a qualification but a desired group of subjects for continuation to further study.

YOUR OPTION CHOICES

YOUR OPTION CHOICES**Option Subjects:**

The following subjects are available. Your route will inform you how many subjects you can choose from this list (you will need to make one reserve choice in case we are unable to offer you all of your choices).

Art & Design
Art & Design - Photography
Business
Child Development
Computer Science
Dance
Drama
Food
French
Geography
Graphic Products
History
ICT
Media
Music
Physical Education GCSE
Resistant Materials
Spanish

Whilst every effort will be made to allocate every student their choices this may not always be possible as the timetabling process is complex. Some students therefore may have to study their reserve choice.

The Year 8 Options Evening is on **Thursday 14 April 2016 at 6.30pm.**

ART & DESIGN GCSE (Option)

Aims of the Course:

To develop the necessary skills, knowledge and understanding needed to experiment, investigate, create and present personal work.



General overview of the Course:

Students will develop various skills and use a wide variety of materials and processes, both 2D and 3D, including photography. You will develop understanding of historical and contemporary artists.

Structure of the Course:

- 60% of the final mark is personal portfolio
- 40% is the externally set assignment at the end of Year 11.

Recommended Equipment:

Most equipment will be provided. Students may wish to purchase specific materials; these are available to purchase from school.

Educational Trips:

Visits to places of interest, such as galleries and museums, when appropriate.

General skills gained by the end of the Course:

Creativity, technical skills, literacy, problem solving, ICT skills and communication.

Subject specific skills gained by the end of the Course:

Students investigate, experiment, analyse and evaluate. They develop practical skills and create individual work.

Employment Opportunities:

Careers in art and design include: advertising, design, marketing, architecture, display and many others.

Further Educational Opportunities:

Undertaking an A Level course in art or a vocational course either at school or college.

Mrs A Hearne

Senior Leader - Creative Curriculum



ART & DESIGN GCSE

**ART & DESIGN - PHOTOGRAPHY GCSE
(Option)****Aims of the Course:**

To develop the necessary skills, knowledge and understanding needed to experiment, investigate, create and present personal work.

General overview of the Course:

Students will develop a range of skills and use a wide variety of materials, tools and processes. They will learn about the camera and its functions, and how to part edit and develop ideas.

Structure of the Course:

- 60% of the final mark is personal portfolio
- 40% is the externally set assignment at the end of Year 11.

Recommended Equipment:

Most equipment will be provided. Students may wish to purchase some key materials; these are available to purchase from school. Students may also wish to purchase their own camera, however, this is not compulsory.

Educational Trips/Visits:

It is expected that all students make trips locally in order to take photos. Trips further afield will enhance the course.

General skills gained by the end of the Course:

These include technical understanding, literacy, communication, working with others, problem solving and ICT.

Subject specific skills gained by the end of the Course:

Students investigate, experiment, analyse and evaluate. They develop practical skills and create individual work.

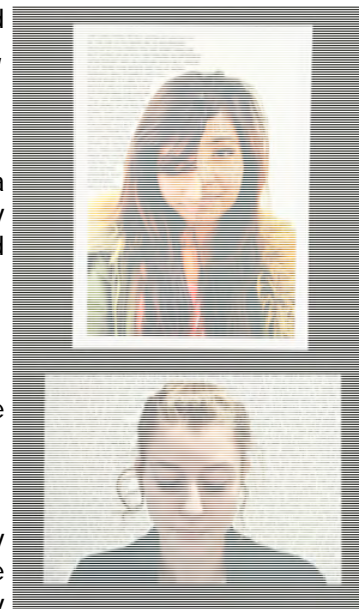
Employment Opportunities:

Careers in photography include: freelance work, fashion photography, advertising, graphics and many others.

Further Educational Opportunities:

Undertaking an A Level course in art or a vocational course either at school or college.

Mrs A Hearne
Senior Leader - Creative Curriculum



**BUSINESS GCSE
(Option)**



Aim of the Course:

The aim of the Business Studies GCSE is to provide learners with the necessary information and skills needed to be successful in their chosen careers. Business Studies offers students the chance to examine real life issues that are currently impacting the economy. Students will be equipped with a range of skills which will allow them to investigate many areas that are integral to the running of a business, including finance, marketing and sales, business planning, business structures, human resources and the external environment.

Course overview:

1.1 Overview of GCSE Business Studies	
Unit A291 Marketing and enterprise	Controlled assessment Approx. 16 hours – 60 marks 25% of the qualification Candidates select one of the two controlled assessment tasks made available by OCR.
Unit A292 Business and people	Written paper 1 hour – 60 marks 25% of the qualification Question paper. 2 short-answer data-response questions. Candidates answer both questions.
Unit A293 Production, finance and the external business environment	Written paper 1 hour 30 mins – 90 marks 50% of the qualification Question paper. 3 questions based on a pre-released case study. Candidates answer all questions.
1.2 Guided learning hours	
GCSE Business Studies requires 120-140 guided learning hours in total.	

Structure of the course:

The course is divided into three units:

Unit 1—A291—Marketing and Enterprise

This unit introduces candidates to issues related to marketing. The unit considers the importance of market research in developing a successful business and how knowledge of the marketing mix; price, place, product and promotion, have in developing successful marketing campaigns.

In addition to this, the unit investigates the importance of the entrepreneurial skills an owner would need if they are to be successful.

BUSINESS GCSE

This unit is assessed by a controlled assessment worth 25% of the overall GCSE grade.

Unit 1—A292— Business and People

This unit covers a wide array of topics aimed at providing students with comprehensive knowledge of how businesses are organised and structured. The unit also looks at key decisions that a business will take, where to locate? Which type of ownership? How to recruit, select and train staff? This unit is assessed by a 1 hour written exam worth 25% of the students overall GCSE.

Unit 1—A293— Production, Finance and the External Environment

As the name suggest, this unit covers a wide range of topics. Students will learn how businesses make different products and what considerations they need to take in order to pick the correct method of production. Students will also learn how to complete and interpret key financial documents such as cash flow forecasts, profit and loss accounts along with simple financial ratios in order to judge the success of a business. Finally, students will be able to learn about the factors outside of a business' control which affects their success.

Each of these topics will be tested in a 1 hour 30 min exam which is worth 50% of the students overall GCSE.

Other Enrichment Opportunities:

As well as preparing students for their GCSE in Business Studies, we aim to provide students with the opportunity to learn other key skills for life after GCSE's. We try to ensure that students have opportunities to deliver presentations in order to practice key communication skills that are regularly seen in industry. Students will also have the opportunity to show key entrepreneurial skills through projects and learning opportunities in class as well as being part of a Young Enterprise team which gives students the chance to fund, run and develop their own business and compete against other businesses set up by other schools in the local area.



Mr S Wilson

Head of Business Studies, ICT, Computing and Travel and Tourism

**OCR LEVEL 1/2 CAMBRIDGE NATIONAL IN
CHILD DEVELOPMENT
(Option)****Aims of the Course:**

This course is designed to develop an understanding of the overall needs of young children and the social and environmental influences which affect their development in a contemporary, changing and diverse society.

General overview of the Course:

Students will develop an understanding of:

- Health and well being of children: reproduction and responsibilities of parenthood; antenatal care and childbirth; childhood illnesses; and child safety.
- Equipment and nutritional needs of children: choosing equipment; and nutritional needs of children.
- Development of children from birth to 5 years: physical, intellectual and social development; and learning through play.

Structure of the Course:

- Coursework 50%
 - Child Study task (25%): preparing and carrying out activities with a child.
 - Project (25%): investigating equipment and feeding requirements for children and carrying out a practical task.
- Written examination (50%): 1 hour 15 mins. exam.

Recommended Text:

GCSE Home Economics for OCR – Child Development, by Jean Marshall and Sue Stuart, (Heinemann) revised 2009.

OCR Home Economics for GCSE: Child Development (Hodder) 2009 (a more advanced text). Carolyn Meggitt

Revision Guides:

GCSE Collins Child Development Revision Guide and Workbook – 2nd edition

Educational Trips:

Students will be asked to complete research tasks at home which may involve local visits to shops, clinics, nursery groups, etc. Any cost incurred will be kept to a minimum.

Students have the opportunity to volunteer to look after the electronic baby for 24 hours at the weekend.

General skills gained by the end of the Course:

Fosters a critical and analytical approach to decision making and problem solving. Develops the knowledge and skills required for effective and safe organisation.

Subject specific skills gained by the end of the Course:

- Increased knowledge and understanding of human needs, the interdependence of individuals and groups, and the influence of the social, cultural and economic factors
- Increased awareness of the implications of child care and parenting on rapid technological changes
- The use of information and communication technology (ICT)
- Development of the ability to respond effectively.

Employment Opportunities:

This qualification offers the basic skills to enter a work place as a trainee in many of the care/service industries, such as day nurseries and health care environments.

Further Educational Opportunities:

There are a wide range of Level 3 courses in child care education and health and social care available at local colleges.

This course would suit anyone who wishes to work with children, or in a health/social care setting, as well as providing a sound foundation for the skills of parenting.

NB: It will be necessary for each student to **know a child who will not be above 5 years of age in the December of their Year 11**, on whom to base their Child Study Coursework. **They will be required to arrange observations of the child in their homework time during October/November of their Year 11.** The resulting work contributes a significant number of marks for achieving the GCSE grade. The resulting work contributes 25% of the marks for achieving the Level 1/2 GCSE grade.

Mrs A Knight

COMPUTER SCIENCE GCSE (Option)

Aims of the Course:

GCSE Computer Science is arguably one of the most influential and current GCSEs as it holds the key to unlocking the fastest growing languages and sectors in Computer Science. The course is a great way for students to develop critical thinking skills, analysis skills as well as problem solving skills which are transferable into everyday life. Equally the course is a superb stepping stone to further education and beyond.

Within the course students can expect to:

- Develop their understanding of emerging technologies
- Look at algorithms in computer science
- Develop computer programs to solve problems
- Look at the impact of computer science on society

General overview of the Course:

Component 01—Computer Systems.

An examined unit which makes up 40% of the assessment total.

Component 02—Computational Thinking, Algorithms and Programming

Component 02 is a new written exam, focused on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write correct and improve algorithms.

Component 03—Programming Project (non-exam assessment)

This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

Our Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for learners who want to go on to study Computer Science at AS or A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Structure of the course:

The course is divided into three units:

Unit 1—A451— Computer Systems and Programming

This unit aims to provide students with the body of knowledge about the computer system on which the examination is based. Students will study the fundamentals of computer science and the importance of computer science in the modern world. Within this unit students will study key concepts such as looking at what is the central processing unit? Binary logic and how memory

Unit 2— A452—Practical Investigation

This unit is designed to provide candidates with an opportunity to carry out a practical investigation into a computing issue. Students will be expected to plan, carry out and evaluate their own solutions to a computing problem. This module will help students to understand the real world value to the subject and how the knowledge in unit 1 can solve problems with the right application.

Unit 3— A453—Programming Project

Within this unit, students will receive a range of practical tasks, each consisting of three sub headings. The set of tasks set will provide students with the opportunity to demonstrate practical ability to use their knowledge of algorithms to solve a computing algorithm problem. This unit ensures students understand the language of coding and computer science and can apply this knowledge to solve real world problems.

Recommended Texts

OCR Computing for GCSE Student's book:

www.hodereducation.co.uk/product?product=9781444177794theteacher.info—

This has a range of resources dedicated to the course including text books, a website, tests and self marking tests.

www.theteacher.info/index.php/gcse-computing-GCSEcomputing.org.uk is a website containing a wide range of resources dedicated to this specification including coverage of the theory and controlled assessment units.—
www.gcsecomputing.org.uk

Mr S Wilson

Head of Business Studies, ICT, Computing and Travel and Tourism

GCSE DANCE

Why opt for a GCSE in Dance?

If you are someone who enjoys group work, independent learning, managing others, performing, choreographing and have a love of dance and a desire to improve, then GCSE Dance is the GCSE for you.



Aims of the course:

GCSE Dance is aimed at students who have a love and interest in dance and performing. Although previous experience is not necessary, it is advantageous to the course because it will allow you a more diverse choreography repertoire.

The dance courses focuses on teaching students to appreciate a range of dance styles, productions, choreographers and practioners and refine their performance and choreography skills as well as providing knowledge on dance nutrition, avoidance of injury and health and safety. Students will develop their knowledge of action, space and dynamics and utilise this knowledge in all assessments.

General overview of the course:

The GCSE will be taught over two years and a final grade will be determined by the following:

Performance 30%

- Task 1: Students will be taught a set of six phrases from professional dance works and will perform a solo of three of the phrases lasting approximately one minute in duration clearly showing action, space and dynamics.
- Task 2: Students will perform in a duet or trio in a dance choreographed by the dance teacher and lasting approximately three and a half minutes. It will be based on the three set phrases each student performed for Task 1.

Choreography 30%

- Students will choreograph either a group or solo piece lasting up to three and a half minutes.
- They must show the following choreographic processes of research, improvisation, selection, development, structuring and refinement.

Written exam 40%

- 1 hour and 30 minute exam at the end of the two years and worth 80 marks.
- Covers knowledge and understanding of choreographic processes and performing skills, and the critical appreciation of own and eight professional works.

DANCE GCSE**Educational Trips and Performance opportunities**

- Up to four theatre trips over the two years to develop appreciation of live dance and choreography.
- Performance opportunities three times a year in the studio or on the main stage.
- Visits from professional choreographers.

Skills gained by the end of the course?

Students will develop a greater sense of appreciation of dance as a whole as well as developed leadership, group work and analysis skills. They will gain confidence in their own ability to choreograph and perform.

Further educational opportunities

The course is a firm foundation for continued study of a Dance A level of Performing Arts BTEC

The course also offers experience in a variety of key life and leadership skills vital in a number of careers/business opportunities.

Miss E Lidbury
Head of Dance and Drama

**DRAMA GCSE
(Option)****Why opt for a GCSE in Drama?**

If you are someone who enjoys creative, exciting and challenging lessons with opportunities to lead, perform and direct or have an interest in the technical requirements of stage, then GCSE drama is the course for you.

Aims of the course:

The main purpose of the course is to encourage performance. The course offers students the opportunities to do this in abundance. All students will explore devised drama and scripted work and they have the option to develop as a performer, a designer (lighting, sound, tech or costumes) or as both.

The written paper is designed to help students realise their potential and the course as a whole, is stylised in order for students to gather invaluable skills both theatrical and transferrable to other career paths such as learning to collaborate with other, reflective thinking and analysis and evaluation.

General overview of the course:

The GCSE will be taught over two years and a final grade will be determined by the following:

Component 1: Understanding Drama (written)

- This component covers knowledge and understanding of drama and the theatre. It is a study of one play from a choice of six and offers students the opportunity to analyse and critically evaluate.
- It is an open book written exam at the end of the course.
- Worth **40%**
- 80 marks.
- Section A is multiple choice
- Section B: Four SAQ on an extract from the set play chosen
- Section C: One two part question on the work of theatre makers in a single live theatre production.

Component 2: Devising (practical)

- This component covers the process of devising and is assessed through performance and an analysis of students own work.
- This can be assessed as a Designer or Performer.
- The devising log is worth 60 marks
- The performance is worth 20 marks
- **40%** of the total GCSE

Component 3: Scripted (Practical)

- Performance of two extracts from one play
- Students can be assessed as a designer or performer
- 50 marks in total
- **20%** of the total GCSE

Educational Trips and Performance opportunities

- Up to four theatre trips over the two years to develop appreciation of live performance and production skills.
- Performance opportunities three times a year in the studio or on the main stage.

Skills gained by the end of the course?

Students will develop a greater sense of appreciation of drama as a whole as well as developed leadership, group work and analytical skills. They will gain confidence in their own ability to devise and perform.

Students do not need to be heading for a career in the West End to do GCSE drama, the skills gained by the course are transferrable to a number of careers from sales to business management. Drama is so much more than just acting!

Further educational opportunities

The course is clearly stylised to ensure students have opportunities to progress to studying AS and A level drama or a Performing Arts BTEC.

The course also offers experience in a variety of key life and leadership skills vital in a number of careers/business opportunities.

Miss E Lidbury
Head of Dance and Drama

Level 2– Food and Cookery (Option)

Aims of the Course:

The aim of the course is to give students a life-long interest in developing and creating visually impressive and nutritious dishes. They will also learn recipe development, food preparation skills, planning and problem solving.

General overview of the Course:

Level 2 Food and Cookery offers students the opportunity to develop their knowledge, skills and understanding of food. Students will explore food as a material in terms of its nutritional content, properties and structure. They will use food creatively in terms of presentation and choice, preparation of food for different groups of people, specific age and dietary needs. They will also be expected to demonstrate their knowledge of hygiene and safety.

Structure of Course:

Unit 1: Preparing to Cook (25%)

- Understand how to prepare self & the environment for cooking (hygiene & safety)
- Understand how to prepare & store equipment & utensils for cooking
- Understand how to follow recipes for cooking
- Be able to use skills for food preparation and cooking (cook 6 dishes)

Unit 2: Understanding Food (25%)

- Understand the sources of food (food groups)
- Understand factors affecting food choices (social, environmental, cost)
- Be able to make informed choices when using food for cooking (cook 6 dishes)

Unit 3: Exploring Balanced Diets (25%)

- Understand the importance of a balanced diet
- Be able to change recipes to make them healthier
- Assessment : written exam paper – 2 hours

Unit 4: Exploring Balanced Diets (25%)

- Plan and produce dishes in response to a brief
- 2 hour practical exam to produce a 2 course meal

All ingredients required for this course are to be provided from home on a weekly basis. The resulting food products will be taken home for consumption.

Ingredients lists will be issued on a half termly basis in Year 10.

Students will need to research their own recipes for the controlled assessments.

Grading

Distinction *	=	A*	GCSE
Distinction	=	A	GCSE
Merit	=	B	GCSE
Pass	=	C	GCSE

Miss K Gill

Head of Design & Technology



MODERN FOREIGN LANGUAGES - FRENCH GCSE (Option)

Aims of the Course:

We in the MFL Department at HGSS, believe that languages are a life skill, which allow you to develop your communication skills and adaptability as well as cultural awareness. A GCSE in languages gives you the edge in the job market, as well as the possibility of acquiring the EBacc qualification, which is much sought after by employers and universities. Having a GCSE in French will offer you greater opportunities to travel and work abroad, and languages combine well with virtually any other subject for further study. Furthermore, the UK needs language skills as businesses are looking for people who understand other cultures.

The aims of the GCSE include:

1. UNDERSTAND the language (50% of GCSE) - Listening / Reading
2. COMMUNICATE in the language (50% of GCSE) - Speaking / Writing

General overview of the Course:

1. Identify and Culture
2. Local, national, international and global areas of interest.
3. Current and future Study and employment.

Structure of the Course:

Equal weighting is given to each of the four skill areas in the exam:

- Listening 25% - Written exam
- Speaking 25% - Non-exam assessment
- Reading 25% - Written exam
- Writing 25% - Written exam

The examination board is AQA and students must take all four question papers at either Foundation or Higher tier. Foundation tier is grades 1-5 and Higher is for grades 4-9.

Recommended Text:

The AQA course book and online Kerboodle are provided by the modern languages department but there will also be opportunities to buy recommended revision books to supplement your learning at home.

Educational Trips:

The French Department runs a trip to France every other year, so you will have this opportunity!

General skills gained by the end of the Course:

- Presenting skills
- Spontaneous speech
- Debating skills
- Essay writing
- Locating and selecting information
- Listening and responding
- Learning about people, countries, societies and cultures
- Group work
- Independent learning
- Resilience



Subject specific skills gained by the end of the Course:

- To cope with everyday situations in French-speaking countries
- To be able to read and listen in the target language
- To have greater understanding of European culture and how others live
- To produce extended and creative pieces of written work and understand leaflets, signs and correspondence and spoken announcements.

Employment Opportunities:

Languages will complement any career, especially business, teaching, interpreting and translation, and are very useful for travel.

Further Educational Opportunities:

GCSE French will complement any further education course.

Mrs M Shannon
Head of Languages

FRENCH GCSE

GEOGRAPHY GCSE (Option)

Aims of the Course:

Students will travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Upon completion of this two-year course, students will have the skills and experience to progress onto A Level and beyond.

Students will develop essential skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of fieldwork. The course has strong links across the curriculum with Science, ICT and PSHCE.

General overview of the Course:

Subject content:

1. Living with the physical environment

- Section A: The challenge of natural hazards (Tectonic hazards, weather hazards and climate change)
- Section B: Physical landscapes in the UK (UK physical landscapes, river landscapes in the UK, glacial landscapes in the UK)
- Section C: The living world (ecosystems, tropical rainforests, hot deserts).

2. Challenge in the human environment

- Section A: Urban issues and challenges (population growth and development around the world)
- Section B: The changing economic world (rates of economic development and globalisation)
- Section C: The challenge of resource management (resource management, food, water and energy supply).

3. Geographical applications

- Section A: Issue evaluation
 - This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.

- Section A: Issue evaluation cont'd
 - A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the materials. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.
 - Section B: Fieldwork
 - Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise.
- 4. Geographical skills**
- **Cartograph skills** relating to a variety of maps at different scales.
 - **Graphical skills**
 - **Numerical skills**
 - **Statistical skills**
 - Use of **qualitative and quantitative** data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.
 - **Formulate enquiry and argument**
 - Most communication is through the written word, raising the importance of good **literacy** skills.

Assessments:

Paper 1: Living with the physical environment

What's assessed

1. The challenge of natural hazards, 2. Physical landscapes in the UK, 3. The Living world, 4. Geographical skills.

How it's assessed—35% of GCSE

Paper 2: Challenges in the human environment

What's assessed

1. Urban issues and challenges, 2. The changing economic world, 3. The challenge of resource management, 4. Geographical skills.

How it's assessed—35% of GCSE

Paper 3: Geographical applications

What's assessed

1. Issue evaluation, 2. Fieldwork, 3. Geographical skills

How it's assessed—30% of GCSE

Miss J Kirkpatrick
Head of Humanities

GRAPHIC PRODUCTS GCSE (Option)

Aims of the Course:

Graphic Products encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as manufacturing and engineering. It prepares students to make informed decisions about further learning opportunities and career choices.

General overview of the Course:

Graphic Products enable students to:

- Actively engage in the processes of design and technology to develop as effective and independent learners
- Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- Develop decision-making skills through individual and collaborative working
- Understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

Structure of the Course:

In Year 10 students are given the opportunity to develop their knowledge, understanding and skills through focused tasks and extended design briefs. The lessons and projects are structured to cover the exam specification whilst also giving students "hands on" practical tasks to deepen their understanding and retention of the theory involved.

Topics include **logos and corporate identity, display, packaging, promotional materials, advertising** etc. Using skills such as various **drawing systems, computer graphics, computer aided design, photography and photo-manipulation**. This knowledge and these skills will then be used in both:

Unit 1 – The examination and Unit 2 – A controlled assessment.

In Year 11 students submit one task. Up to 45 hours, consisting of a single design and make activity from a range of board set tasks. Students are to produce both a made outcome(s) and a design folder. The latter may be produced in an electronic format, or on 20 pages of A3 paper. The controlled assessment task is worth 90 marks.

Controlled Assessment 60% - 45 hours – 90 marks

- Tasks are set by AQA, and must be completed under direct supervision, except for research
- Consists of a single design and make activity worth 90 marks
- Students will submit a 3 dimensional outcome and a design folder consisting of 20 pages of A3
- Photographs of the final outcome as well as various stages of manufacture should be included.

Examination (unitized) 40% - 2 hours – 120 marks

- **Section A** is the design section and will account for approximately 30 marks, based on the context supplied before the exam
- **Section B** covers the rest of the specification and accounts for 90 marks.

Recommended Texts:

AQA GCSE Graphic Products Student's Book (Nelson Thornes) – ISBN 9781 408502747

Subject specific skills gained by the end of the Course:

- Graphic communication techniques including: isometric drawing, orthographic drawing, perspective drawing, advertising, marketing, packaging design, point of sale design, net and development construction.
- Key skills including ICT, CAD, CAM, vacuum forming, model making, problem solving
- The ability to understand market trends and identifying the need for quality products that are fit for their purpose and meet the needs of a changing society

Employment Opportunities:

This qualification offers the basic skills to enter a graphics and/or design based workplace as a trainee in many of the skills/service industries.

Further Educational Opportunities:

AS and A2 level Product Design; 3-Design
AS and A2 level Art & Design

Students recently completing this course have moved on to study a range of subjects including: architecture, automotive design, art foundation, computer aided design, computer game design, graphic design, illustration, product design, interior design, marketing, theatre set design and web design.

Miss K Gill

Head of Design Technology

**HISTORY GCSE
(Option)****Aims of the Course:**

This course will help candidates develop a variety of skills such as interpretation, analysis, evaluation and communication of information, which will be useful in a wide range of jobs or in a further study of the subject. It will enable candidates to develop a knowledge and understanding of past events and periods, and to explore the key features and characteristics of those periods.

The course approaches History in five ways:

1. Through Thematic study that looks at change and continuity over a long period of time.
2. Through a British Depth Study which involves political elements over a short period of time.
3. Through the study of a local site chosen by us in the History Department.
4. Through a Period study which is a wider study of a period longer than 50 years.
5. Through a World Depth study which involves an interplay of different societies and cultures.

There is no controlled assessment or coursework.

General overview of the Course:

The syllabus we follow here at Holmer Green Senior School enables the students to build on foundations laid in Years 7/8 and develop new skills and areas of interest over the initial year of the GCSE course in Year 9. Lessons are designed to be exciting, motivating, challenging and purposeful in order for students to gain an understanding of the world around them and the impact that individuals, institutional and events have on society today.

The following topics will be studied during the whole GCSE course:

- **In Year 9**
World Depth Study—Living Under Nazi Rule 1933-1945
- **In Years 10 and 11**
Thematic Study—The People's Health C1250 to present
British Depth Study—The Elizabethans 1580-1603
History Around Us—A Local Site study
Period Study—The Making of America 1789-1900

These will be assessed by written examination consisting of 3 papers:

The People's Health	40 marks	Total 80 marks 1hr 45min paper	40% of total GCSE
The Elizabethans	40 marks		
A Local Site Study	40 marks	40 marks 1hr paper	20% of total GCSE
The Making of America	40 marks	Total 80 marks 1hr 45min paper	40% of total GCSE
Living Under Nazi Rule	40 marks		

Structure of the Course:

Each topic covered at GCSE combines penetrating analysis with a source-based, investigative approach, which will stimulate interest and deepen historical understanding. We study OCR Schools History Project (SHP).

Recommended Text:

The specification is still in draft and texts have yet to be published but there will be a specific text book relating to each study.

Educational Trips:

The current Year 10s and 11s have just about to embark on an enjoyable and interesting 5 day trip to Munich, Nuremberg and Berlin. Future trips will need to be revised to meet the new specification and school policy.

General skills gained by the end of the Course:

- Presenting what you have learned in a way that makes sense to others
- Debating skills
- Essay writing
- Locating and selecting information
- Categorising information
- Learning about people, countries, societies and cultures
- Learning to evaluate information critically
- Working and negotiating with others
- Independent research.

Employment Opportunities: Will GCSE History be of any use to me?

The level of knowledge, understanding, analysis and variety of skills gained make History at GCSE a very highly respected and valued subject in the eyes of university/college admissions officers and employers. It provides skills and understanding that will always be valuable in any career including law, journalism, politics, media researcher, teaching, accountancy, advertising, marketing, and the health service.

Further Educational Opportunities:

AS and A2 level History.

Mrs J Scatley
Head of History

**ICT GCSE
(Option)****Aims of the Course:**

The GCSE ICT qualification is designed to enable students to become independent and discerning users of ICT. In addition to acquiring skills and being able to solve problems, students will be made aware of developing technologies, the implications that these technologies have socially, ethically and environmentally. This course ensures that students have a practical understanding of how key packages work within a business context, providing them with the experience and skills desired by employers.

General overview of the course:**The Edexcel GCSE ICT course is made up of two units:****Unit 1— Living in a digital world (40% of the overall GCSE Grade)**

This unit introduces candidates to issues related to marketing. The unit considers the importance of market research in developing a successful business and how knowledge of the marketing mix; price, place, product and promotion, have in developing successful marketing campaigns.

In addition to this, the unit investigates the importance of the entrepreneurial skills an owner would need if they are to be successful.

This unit is assessed by a controlled assessment worth 25% of the overall GCSE grade.

Unit 2—Using Digital Tools (60% of the overall GCSE Grade)

Students explore a range of software packages in class, becoming familiar with their uses and limitations. They then work independently using the skills and knowledge they've acquired to produce effective ICT solutions to a range of contexts, for example students used their ICT skills to create a range of media to promote a music festival.

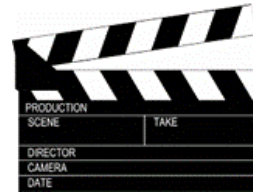
Recommended Texts:

Revise Edexcel GCSE ICT Revision Workbook—Provided
Revision Edexcel GCSE ICT Revision Guide—Available to purchase.
Other key resources will be given out in class throughout the year.

Educational Trips/Visits:

The ICT department is hoping to provide students access to a range of speakers who will give a real insight into the use of ICT in the real world. (Speakers TBC).

Mr S Wilson
Head of Business and ICT

**MEDIA STUDIES GCSE
(Option)****Aims of the Course:**

To develop:

- Student's practical knowledge and skills in production, including using photoshop and editing software
- An understanding of a range of different types of media and the ways in which audiences read and understand them
- An awareness of media representations of individuals, groups and issues and an understanding of the relationship between the media and technology.

General overview of the Course:

Media Studies seeks to encourage a critical understanding of the role of mass media in society. Students will develop their ability to:

- Enhance their skills in the planning and creation of media products
- Engage their skills in the planning and creation of media products
- Gain a broad knowledge of the industrial and commercial nature of media production
- To be able to respond to a range of mass media forms
- To investigate the nature of media consumption by different audiences

AQA Specification**Unit 1: Investigating the Media**

Written Paper – 1 hour 30 mins – 60marks – 40%

External Assessment - Based on pre-released topic with guidance and stimulus

Unit 2: Understanding the Media

Controlled Assessment taken from banks of set assignments – 90 marks – 60%

Three Assignments: Introductory assignment; Cross-media assignment; Practical Production and Evaluation.

General skills gained by the end of the Course:

Students will become competent media practitioners in their own right. They will become familiar with institutions, representation and the practical aspects of media production. They will become adept at using specialist terminology and applying it to their own work.

Subject specific skills gained by the end of the Course:

- The use of ICT in practical productions
- A development of an understanding of the mass media in society
- How the media plays a role in shaping attitudes and social values.

Employment Opportunities:

This qualification will offer a good grounding in the basic skills needed to enter the work place as a trainee in many media-based industries, and it will also bolster the chances of being able to study the media at a higher level. Students will leave with a foundation of a portfolio/demo reel.

Mr P Stern
Media Teacher

MEDIA STUDIES GCSE

MUSIC GCSE (Option)

Aims of the Course:

The Edexcel music course is aimed at all students who have an interest in music and who are able to perform on an instrument, or sing. It is not an essential requirement of the GCSE course that prospective students should already be able to play an instrument, but a certain degree of instrumental or vocal skill will be expected. Students should be learning an instrument (which may include voice) as part of their studies. Enthusiasm and an ability to work hard are the most important prerequisites.

General overview of the Course:

The GCSE music course is very practical and is broadly divided into three areas: composing, performing and listening. Approximately 50% of teaching time is spent on practicals, mainly performing in ensembles and 50% on listening and theory work.

Structure of the Course:

Coursework – Composing (30%) Two compositions are submitted which will be either a recording with score or a recording with a detailed description. This is assessed by Miss Baddeley. The Music Department is fortunate in that it has a Music ICT Suite with thirteen computers offering 'Sibelius 6' software and Cubase. This allows students to compose and listen to their work on a computer.

Coursework – Performing (30%) One solo and one ensemble performance is recorded, internally assessed by Miss Baddeley, in the final year of the course.

Listening and Appraising Exam (40%) A listening and written paper of 1 hour 45 minutes. There are twelve set works to study for the exam.

Educational Trips:

Opportunities to go to concerts and theatre shows in the West End, also a chance to perform abroad.

Skills gained by the end of the Course:

Students will develop their knowledge and understanding of a range of musical genres. They will experience this by listening, playing and composing in different styles. Students will gain confidence in performing, which is assessed regularly and be able to compose to a high standard.

Employment Opportunities:

A wide choice of employment in the music industry, or performing, teaching, music management, to name but a few.

Further Educational Opportunities:

BTEC Music or Music Technology
BTEC Performing Arts
BTEC Musical Theatre
A level Music or Music Technology

Miss E Baddeley
Head of Music

PHYSICAL EDUCATION GCSE (Option)

Aims of the Course:

The AQA course is aimed at all students who have an interest in health and sport.

It provides opportunities to learn about a variety of physical, social and contemporary issues that affect the involvement of people in sport. The course also helps students to apply and develop knowledge and understanding of their personal training, which will enable an improvement in performance.

General overview of the Course:

Approximately 50% of teaching time is spent on theory and 50% on practical.

Practical element: The practical sessions will cover a variety of sports where performers will be assessed on their skills, sport performance and peer and self-evaluation. In Year 11 students will have final assessments in the role of performer in three sporting activities.

Theoretical element: The theory sessions will cover areas such as the anatomy, physiology and psychology of exercise, the principles of training and cultural and social factors affecting sport.

Structure of the Course:

Theory 60%

Paper 1: (1hr 15 mins) The human body and movement in physical activity and sport (30%)

Paper 2: (1hr 15 mins) Socio-cultural influences and well-being in physical activity and sport (30%)

Practical 40%

Practical performance in physical activity and sport (3 activities and self analysis of performance).

General skills gained by the end of the Course:

Students will develop their understanding of the health and fitness benefits associated with taking part in sport. Especially important will be the ability to develop the skills necessary to coach and referee as well as analyse and improve their own performance and that of others.

Subject specific skills gained by the end of the Course:

- To develop and apply their knowledge, skills and understanding of physical education through both practical and theory lessons
- To develop their knowledge and understanding of different factors that affect participation and performance.

Employment Opportunities:

Coaching, physiotherapy, teaching, nursing and many possible areas in the ever-increasing sport and leisure industry.

Further Educational Opportunities:

BTEC Sport

A Level PE

Sports Leaders

Mr R Ellis
Head of PE

RESISTANT MATERIALS GCSE

RESISTANT MATERIALS GCSE (Option)

Aims of the Course:

The aims of the course are to give students a life long interest in designing, developing and creating visually impressive and functional products from wood, metal and plastic and to teach students to become designers. Students will also learn to design and make resistant material products by working through the design process and to learn product development and problem solving skills.

General overview of the Course:

Resistant Materials offers students the opportunity to develop and demonstrate their design and technology skills whilst working predominantly with wood, metal and plastic. They will undertake various projects designed to extend their knowledge and understanding of designing and making with Resistant Materials, safe working with hand tools and electrical tools, industrial manufacture, the introduction of new "smart" materials, developing design and drawing skills and individual prototyping skills to develop and produce quality products. Students acquire and apply knowledge, skills and understanding through:

- Analysing and evaluating resistant materials products
- Engaging in focused tasks to develop and demonstrate techniques
- Engaging in strategies for designing, developing ideas, planning and producing products
- Considering how past and present design and technology affects society
- Recognising the moral, cultural and environmental issues inherent in design and technology.

Structure of the Course:

- In Year 9 students will be given the opportunity to develop their knowledge, understanding and skills through focused tasks and extended design briefs. The lessons and projects will be structured to cover the exam specification whilst also giving students "hands on" practical tasks to deepen their understanding and retention
- In Years 10 and 11 students will complete the work required to meet the exam assessment objectives. These will be under the new specification and at the time of printing these are not yet available from the exam boards. However, it is highly likely that there will be a coursework based, design and make element and an externally assessed unit in the form of a written exam
- Homework projects will be set each half term to develop students' understanding of the theory of the subject.

Recommended Text:

Design & Make it (Revised Edition)

www.TECHNOLOGYSTUDENT.COM

www.HGSS.co.uk—VLE Y11 RM—Powerpoints used in class

Various materials as required. Most will be supplied, but contributions will be requested.

General skills gained by the end of the Course:

Key skills including ICT, use of CAD and CAM, problem solving.

Subject specific skills gained by the end of the Course:

- The ability to design and develop original and creative products
- Use of workshop tools and machinery
- Material forming, wasting and combining
- The ability to understand market trends and identification of the need for quality products that are fit for their purpose and meet the needs of a changing society
- A greater awareness of the moral, cultural and environmental issues related to the designing and making of products.

Employment Opportunities:

This qualification offers the basic skills to enter the workplace as an apprentice or trainee in many of the skills industries, and vocational educational routes.

Further Educational Opportunities:

AS and A2 level 3-D Product Design.

The majority of students recently completing this course have moved on to study a range of subjects including: architecture, automotive design, art foundation, graphic design, product design, marketing at nationwide universities. There are a wide range of post-16 courses available at local colleges, which value Resistant Materials as a worthwhile and relevant subject base for many of their vocational and academic subjects.

Miss K Gill
Head of Design Technology

**MODERN FOREIGN LANGUAGES - SPANISH GCSE
(Option)****Aims of the Course:**

We in the MFL Department at HGSS, believe that languages are a life skill, which allow you to develop your communication skills and adaptability as well as cultural awareness. A GCSE in languages gives you the edge in the job market, as well as the possibility of acquiring the EBacc qualification, which is much sought after by employers and universities. Having a GCSE in French will offer you greater opportunities to travel and work abroad, and languages combine well with virtually any other subject for further study. Furthermore, the UK needs language skills as businesses are looking for people who understand other cultures.

The aims of the GCSE include:

1. UNDERSTAND the language (50% of GCSE) - Listening / Reading
2. COMMUNICATE in the language (50% of GCSE) - Speaking / Writing

General overview of the Course:

1. Identity and Culture
2. Local, national, international and global areas of interest.
3. Current and future Study and employment.

Structure of the Course:

Equal weighting is given to each of the four skill areas in the exam:

- Listening 25% - Written exam
- Speaking 25% - Non-exam assessment
- Reading 25% - Written exam
- Writing 25% - Written exam

The examination board is AQA and students can be entered for a combination of Foundation and Higher papers in listening and reading to reflect their strengths.

Recommended Text:

AQA GCSE course book and online Kerboodle are provided by the modern languages department but there will also be opportunities to buy recommended revision books to supplement your learning at home.

Educational Trips:

There is a trip to Barcelona in October 2016 and there will be a further trip planned for 2018.

General skills gained by the end of the Course:

- Presenting skills
- Spontaneous speech
- Debating skills
- Essay writing
- Locating and selecting information
- Listening and responding
- Learning about people, countries, societies and cultures
- Group work
- Independent learning
- Resilience



Subject specific skills gained by the end of the Course:

- To cope with everyday situations in Spanish speaking countries
- To gain an understanding of what students see and hear in the target language
- To have greater understanding of European culture and how others live.
- To produce extended and creative pieces of written work and understand leaflets, signs and correspondence and spoken announcements.

Employment Opportunities:

Languages will complement any career, especially business, teaching, interpreting and translation and are very useful for travel.

Further Educational Opportunities:

GCSE Spanish will complement any further education course.

Mrs M Shannon
Head of Languages

SPANISH GCSE



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Holmer Green Senior School
Parish Piece
Holmer Green
High Wycombe
Bucks HP15 6SP

Tel: 01494 712219
Fax: 01494 711103
E-mail: office@hgss.co.uk
Website: www.hgss.co.uk