



**HOLMER GREEN SENIOR SCHOOL**

**Key Stage 4  
September 2020 - July 2023**

**Option Choices Information  
Year 8**

# WELCOME FROM THE HEADTEACHER

Dear Parents and Carers

As you will be aware throughout Years 7 and 8 all students cover a compulsory range of subjects. As students move into their Key Stage 4 studies there is some element of choice as students select their options. The courses offered allow students to develop their personal interests whilst retaining the breadth of knowledge and skills necessary for them to be successful after they leave the Sixth Form.



When considering your option choices it is worthwhile thinking further ahead to potential careers, universities and apprenticeships and working back from there as to what your son/daughter may need to take, GCSE course wise. The majority of students will not have a clear idea of which Higher Education course or career path they are going to follow. It is therefore sensible to study a broad range of subjects. The website 'Informed choices' <https://www.informedchoices.ac.uk/start> refers to a modern foreign language and humanity as well as Mathematics, English and Science as giving students the greatest range of future option choices. Ultimately, employers and universities are looking for students who have done well across a range of GCSEs which shows consistency and a strong work-ethic.

Factors influencing student choice will include academic ability, subject interest, course content, excellence (often linguistic, artistic, sporting, creative) and career implications. It is important that your child is not tempted to choose a subject because their friend has chosen that subject, or to choose a subject solely because they like the teacher. When choosing subjects, ignore the discussion about whether you will need it or not. In reality, most of what a child studies, will not be used again, however, this does not make it worthless. The broadened knowledge base, the skills learnt and the techniques used to master subjects lead to a well-rounded, knowledgeable individual who can contribute to discussions and therefore stands out from the crowd at interview.

Students should seek guidance about their options from you as well as teachers and, having listened to and thought seriously about the advice, choose subjects that complement their strengths, interests, and provide a sound basis for future aspirations.

University places are reliant on outstanding GCSE and A Level results. To study a subject at A Level at Holmer Green Senior School, they will need a minimum Grade 6 in that subject at GCSE. If their ambition does not include applying for a place at university, good results are still essential for their entrance to college, apprenticeship or employment.

During the option process we make every attempt to meet individual preferences, however there are occasions that this is not always possible due to lack of interest in a particular course that year.

We wish you and your child the best with their option choices and are here to support as needed.

Yours sincerely  
Ed Hillyard

A handwritten signature of Ed Hillyard in black ink.

## YOUR CHOICE for Years 9, 10, 11

Making GCSE option choices is an important milestone in your child's school career. The purpose of this booklet is to assist with the decision making process and to ensure you and your child have as much support as you need.

You need to consider:

- Personal preference
- Current levels of attainment
- Future career plans

## CORE CURRICULUM

All our students will follow a common core of subjects that comprises English Language, English Literature, Mathematics, Science and Religious Studies. Students will sit a GCSE qualification in each of these subjects. They will also all do core Physical Education and PSHCE which is not assessed as a GCSE.

In addition to these subjects, all students will study a number of Optional Subjects.

## GCSE EXAMINATIONS

All students will start work on GCSEs in Year 9.

All students will be assessed at the end of Year 11 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.

## GCSE Grading

New Grading System	Level 1/2 courses	Old Grading System
9		
8	Distinction *	A*
7	Distinction	A
6		
5	Merit	B
4	Pass	C
3		D
2	Level 1	E
1		F
		G
U		U

GCSE gradings have changed. When your child sits their GCSEs in 2023 they will receive grades from 1-9, 9 is the highest grade and 1 is the lowest. A grade 4 is a pass grade and equivalent to the GCSE 'C' grade. These grades have replaced the A\* to G grades with which you may be familiar. If you have any questions about these changes then please contact Mrs Hawkins, Assistant Headteacher.

YOUR CHOICE AT KEY STAGE 4

### ENGLISH LANGUAGE & LITERATURE

**Exam Board: Edexcel – English Language - 100% exam**

**Aims of the course:** The aim of the GCSE course is to study a range of fiction and non-fiction texts. Students will learn the necessary skills to analyse and comment on the different texts, but also to develop their own critical way of evaluating the texts.

Students will also cultivate their writing skills for different genres including; writing to persuade, writing to argue, informative writing and descriptive writing. They will learn how to structure their writing and write in a creative and imaginative style.

**Spoken Language Endorsement:** All students are required to complete their spoken language endorsement. This will involve a short presentation to the class and responding to questions from the audience. This component of the GCSE English is graded individually to the English Language GCSE.

**Assessment:** Students are assessed at the end of every term on the current component of the curriculum they have studied.

There are no set texts for this GCSE, students will study a range of extracts from Victorian Literature, as well as modern non-fiction texts such as: bibliographies, travel writing and newspaper articles.

Revision Guides are available through Pearson publishing – Revise Edexcel GCSE (9-1), English Revision Guide plus Revise Edexcel GCSE (9-1) English Revision Workbook. We also recommend that students read a range of Victorian texts and non-fiction.

**Exam Board: Edexcel – English Literature - 100% exam**

**Aims of the course:** The aim of the GCSE Literature course is to study a variety of British writers both traditional and contemporary, as well as a range of poetry. Students will learn to analyse, comment and respond to the texts, using a collection of literary terms.

**Texts Studied:**

- William Shakespeare - Romeo and Juliet
- J B Priestley - An Inspector Calls
- Either – R L Stevenson - The Strange Case of Dr Jekyll and Mr Hyde or Charles Dickens - A Christmas Carol
- Edexcel Poetry Anthology – Conflict cluster

**Assessment:** Students will be assessed at the end of every half term on the component that they have studied.

**Revision Guides:** There is a vast range of revision guides for each of the set texts. As a department we recommend either the York Notes or CGP guides, along with the BBC Bitesize website. 'Mr Bruff' on Youtube is recommended for the poetry anthology.

We also recommend that students read other works by their set author, for instance; Oliver Twist – Charles Dickens, Treasure Island – Robert Louis Stevenson, any of Shakespeare's other tragedies and any poetry.

**Mrs S Towers**  
**Head of English**

**MATHEMATICS**

**Exam Board: Edexcel - 100% exam**

**Assessment requirements:** Students will take 3 large assessments during the year. These will be based upon GCSE papers, and students will receive a revision list from their teacher in advance. These will assess their ability across the complete range of skills. Students will also be assessed by their teachers throughout the year. These will be topic based and will assess students on what they have been learning recently.

**Scheme of work overview:** Our current Year 8 students will be the fifth cohort to experience the new GCSE exam. In anticipation of this, in Year 7 they were introduced to a broader range of new topics, and this year are beginning the new scheme of work designed to take them through Years 9, 10 and 11 to take the new GCSE at the end. As the qualification is still quite new, we are following the schemes as produced by the exam board, but are continually monitoring any resources, advice and further specification information. Please note: Teachers will adapt their teaching according to the needs of their classes. As such, the order and pacing of this scheme can vary. Your child is always welcome to ask their teacher for further information on the structure of their learning.

**Reading materials/resources:** There are many fantastic websites which offer practice, games and general interest for the keen mathematician. There are also many books students can read to enrich their understanding of mathematics. Authors include Professor Ian Stewart, Professor Marcus Du Sautoy, Simon Singh. The LRC contains a number of these books which are available for students to borrow, as well as revision guides and some text books. As students begin to prepare themselves for their GCSEs, they should be experimenting to find the method of revision which works best for them. Recommended online resources for GCSE revision are:

- BBC GCSE Bitesize
- Exam Solutions videos (available on YouTube)
- Corbett Maths
- Maths Genie
- Seneca
- Active Learn
- Century Tech

Revision guides are available in the LRC. If your child would like further guidance on their revision, they should first talk to their class teacher who will be best able to provide support suitable to them.

Your child will need one of the following calculators for their GCSE:

Casio fx-85GTX Scientific Calculator

Casio fx 83 GTPLUS Scientific Calculator

**Mrs J Thorburn  
Head of Mathematics**

### SCIENCE GCSE- TRILOGY

The AQA course covers the programme of study for GCSE Science. It provides students the opportunity to learn about many aspects of Biology, Chemistry, and Physics and how these are applied to everyday life.

The students receive 5 hours of teaching per week in Year 9, 10 and 11 to prepare for the GCSE. The GCSE has a greater emphasis on practical and mathematical skills. As such students will complete 21 Required Practicals throughout the GCSE which will be formally written up and could then be assessed in the exam (good attendance is therefore important for success).

The exam papers will also include maths skills questions which will be taught throughout the course (Biology= 10%, Chemistry= 20%, Physics= 30% of the exam paper). There are also 21 Physics equations which the students are expected to learn and 8 which they are expected to select and apply from a list.

#### Subject content—Structure of the course

Exams will all take place at the end of Year 11.

BIOLOGY	CHEMISTRY	PHYSICS
Cell Biology	Atomic Structure and the Periodic Table	Energy
Organisation	Bonding, Structure, and the Properties of Matter	Electricity
Infection and Response	Quantitative Chemistry	Particle model of Matter
Bioenergetics	Chemical Changes	Atomic Structure
Homeostasis and Response	Energy Changes	Forces
Inheritance, Variation and Evolution	The Rate and Extent of Chemical Change	Waves
Ecology	Organic Chemistry	Magnetism and Electromagnetism
	Chemical Analysis	
	Chemistry of the atmosphere	
	Using Resources	

Biology paper 1 1hr 15 70 marks 16.7% of total marks Higher or foundation	Chemistry paper 1 1hr 15 70 marks 16.7% of total marks Higher or foundation	Physics paper 1 1hr 15 70 marks 16.7% of total marks Higher or foundation
Biology paper 2 1hr 15 70 marks 16.7% of total marks Higher or foundation	Chemistry paper 2 1hr 15 70 marks 16.7% of total marks Higher or foundation	Physics paper 2 1hr 15 70 marks 16.7% of total marks Higher or foundation

Students will receive a double GCSE grade which will be calculated from all of the exam marks. They are no longer able to take a mixture of foundation and higher papers. For the final grade they could achieve 5-5, or 5-6, or 6-6 etc.

#### Recommended text

Students are recommended to purchase a revision guide to support them through the course.

**Ms C Theobald**  
**Head of Science**

### SCIENCE GCSE- TRIPLE

(Delivered to specific classes, however some students may still take the Trilogy GCSE at the end of Year 11 depending on progress)

The AQA course covers the programme of study for GCSE Science. It provides students with the opportunity to learn about many aspects of Biology, Chemistry, and Physics and how these are applied to everyday life.

The students receive 5 hours of teaching per week in Year 9, 10 and 11 to prepare for the GCSE. The GCSE has a greater emphasis on practical and mathematical skills. As such students will complete 28 Required Practicals throughout the GCSE which will be formally written up and could then be assessed in the exam (good attendance is therefore important for success).

The exam papers will also include maths skills questions which will be taught throughout the course (Biology= 10%, Chemistry= 20%, Physics= 30% of the exam paper). There are also 23 Physics equations which the students are expected to learn and 12 which they are expected to select and apply from a list.

### Subject content

BIOLOGY GCSE	CHEMISTRY GCSE	PHYSICS GCSE
Cell Biology	Atomic Structure and the Periodic Table	Energy
Organisation	Bonding, Structure, and the Properties of Matter	Electricity
Infection and Response	Quantitative Chemistry	Particle model of Matter
Bioenergetics	Chemical Changes	Atomic Structure
Homeostasis and Response	Energy Changes	Forces
Inheritance, Variation and Evolution	The Rate and extent of Chemical Change	Waves
Ecology	Organic Chemistry	Magnetism and Electromagnetism
Key ideas	Chemical Analysis	Space
	Chemistry of the atmosphere	
	Using Resources	

### Structure of the course (Exams will all take place at the end of Year 11).

BIOLOGY GCSE	CHEMISTRY GCSE	PHYSICS GCSE
Biology paper 1 - 1hr 45 100 marks 50% of total marks Higher or foundation	Chemistry paper 1 - 1hr 45 100 marks 50% of total marks Higher or foundation	Physics paper 1 - 1hr 45 100 marks 50% of total marks Higher or foundation
Biology paper 2 1hr 45 100 marks 50% of total marks Higher or foundation	Chemistry paper 2 1hr 45 100 marks 50% of total marks Higher or foundation	Physics paper 2 1hr 45 100 marks 50% of total marks Higher or foundation

Students will receive three independent GCSE grades. They are able to take a mixture of foundation and higher papers.

### Recommended text

Students are recommended to purchase a revision guide to support them through the course.

Students who undertake the triple GCSE do not receive any extra teaching hours. Therefore due to the pace of delivery, students will need to be completing additional work at home. This pace of learning will mostly suit the more able students in the top sets.



### RELIGIOUS STUDIES

#### Exam board: AQA

**Aims of the Course:** The aim of the GCSE Religious Studies is to study a range of faith-specific options and a variety of relevant and contemporary themes, ensuring there is a diverse choice of intriguing subjects to explore and discuss. Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study.

Religious Studies is a rigorous and demanding academic discipline. It encourages philosophical thought, decision making skills, collaboration and independent working skills and the search for compromise and conflict resolutions that work. It creates opportunities for young people to develop their skills of dialogue, interpretation and analysis in a coherent context and also learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. At a time when communities are becoming more diverse there is an even greater need for a more religiously literate and tolerant society. Religious Studies plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest. The course therefore, has strong links to other subjects such as History, Law, English, Citizenship, Sociology etc.

**General Overview of the Course:** The new AQA GCSE course is linear, meaning that all exam will be undertaken at the end of Year 11.

Students will take assessments in the following, focusing on **two** religions:

- Unit 1:** Study of Religions; beliefs, teachings and practices – 50%
- Unit 2:** Thematic Studies – 50%
  - Religion and life
  - Religion, Peace and Conflict
  - Religion, Crime and Punishment
  - Religion, Human Rights and Wealth

The GCSE will be assessed by **two** written exams only and each exam is 1 hour 45 minutes in length. The questions have a common structure of **four** – five part questions of 1,2,4 and 5 marks plus **one** 12 mark question in each.

**Coursework:** There is no coursework for Religious Studies as it is 100% exam.

**Recommended Text:** No text is recommended however 'Religious Studies specification A' AQA GCSE 1-9 by Hodder Education covers all aspects of the course.

**Employment Opportunities:** The skills obtained in Religious Studies are important in all careers that have contact with other people, such as the Police, retail, teaching, law, travel industry, advertising, human resources, commercial areas, planning, management, public administration, social welfare, the Armed Forces and many others.

**Further Educational Opportunities:** A level Religious Studies, Degree level Religious Studies/Philosophy and other qualifications linked to the above list.

**Miss J Kirkpatrick**  
**Head of Humanities**



## YOUR OPTION CHOICES

### Option Subjects:

The subjects listed below 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).

Students will need to choose **3** option subjects. Within these 3 **ALL** students are expected to choose either History or Geography (or both). It is highly recommended that students choose either French\* or Spanish\* also. A reserve choice will also be needed. In summary,

**ONE** subject to be chosen from the following:

History  
Geography

PLUS **Two** other chosen from the following:

Art & Design  
Art Textiles  
Business  
Child Development  
Computer Science  
BTEC in Construction and the Built Environment  
Design & Technology  
French\*  
Geography  
History  
Hospitality and Catering  
ICT  
Music  
Photography  
Physical Education GCSE  
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.

Option forms will be issued at the Year 8 Options Evening on **Thursday 30 April 2020** with a deadline of **Friday 15 May** for the return of completed forms.

YOUR OPTION CHOICES

## 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. They 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:

Painting, drawing, ceramics, mixed media, photography, textiles, 3D Art.

### Subject specific skills gained by the end of the Course:

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

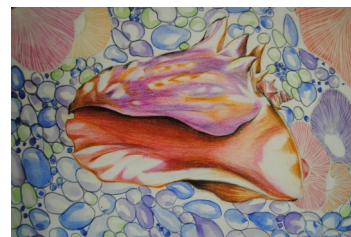
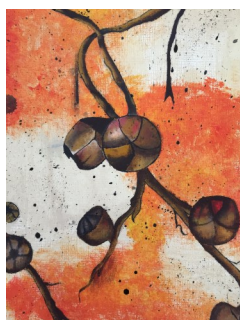
### Employment Opportunities:

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**  
Assistant Headteacher



**ART TEXTILES 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 weaving, printing and embroidery. They 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:**

Machine embroidery, hand embroidery, felt making, ICT, silk painting, mixed media.

**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 Textile Design include: advertising, fashion design, marketing, commercial textiles, wedding dress designer, 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**

**Assistant Headteacher**



# BUSINESS GCSE

## BUSINESS GCSE (Option)

### Aim of the Course:

The aim of the Business GCSE is to provide learners with the necessary skills and information needed to be successful in their chosen career. Business 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:

### Structure of the course:

<u>Content overview</u>	<u>Assessment overview</u>
<ul style="list-style-type: none"> <li>• Business activity</li> <li>• Marketing</li> <li>• People</li> </ul>	Business 1: Business activity, marketing and people  80 Marks 1 hour 30 mins Written paper  50% of total GCSE
<ul style="list-style-type: none"> <li>• Operations</li> <li>• Finance</li> <li>• Influences on business</li> <li>• The independent nature of business</li> </ul>	Business 2: Operations, finance and influences on business  80 Marks 1 hour 30 mins Written paper  50% of total GCSE

The course is divided into two modules:

**Business 1:** - In this first unit, students will learn about key activities which allow a business to operate successfully. Students will study key areas such as enterprise, business planning and business aims and objectives. In addition to these key topics, there will be a focus on marketing and its importance in ensuring a business is successful and how people, through successful recruitment, selection and training can be a valuable asset to a business.

**Business 2:** - This section of the course focuses on how a business produces the goods or services that it sells in order to make money. We will learn about different production methods as well as looking at key questions such as where to locate? Or which supplier to choose? In addition to this, students will learn about the key financial documents a business has to produce including a profit and loss account, break even graph and a cash flow forecast. These documents will provide students with experience of producing documents which are key to the running of any real world business. Finally, students will understand about what factors outside the businesses control will affect its success, including the impact of the economy and technology.

**Why pick the course:**

- The course allows students to understand real world businesses and events.
- The course allows opportunities for students to learn life skills .
- The course has a mixture of elements both written and numerical .
- Engaging teaching of topics.
- Additional enrichment opportunities such as National Enterprise.

**Other Enrichment Opportunities:**

As well as preparing students for their GCSE in Business, we aim to provide students with the opportunity to learn other skills for life after GCSEs. We try to ensure that students have opportunities to deliver presentations in order to practice key communication skills that are regularly used within industry.

Students will also have the opportunity to show key entrepreneurial skills through learning projects and learning opportunities in class.

**Miss M O'Connor**  
**Head of Business Studies**

# BUSINESS GCSE



**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:**

Cambridge National Level 1/2—Child Development, by Miranda Walker (Hodder Education) 2017

**Revision Guides:**

Cambridge National level 1/2—Child Development, My Revision Notes by Miranda Walker (Hodder Education)

**General skills gained by the end of the Course:**

A critical and analytical approach to decision making and problem solving.  
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.

It is suitable for students interested in careers in nursing, teaching, midwifery, as well as child care.

**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 25% of the marks for achieving the Level 1/2 GCSE grade.

**Mrs C Hawkins**  
**Assistant Headteacher**



**COMPUTER SCIENCE GCSE  
(Option)****Aims of the Course:**

GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving skills that can be transferred into everyday life. 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 .

Within the course students can expect to:

- Think creatively, innovatively, analytically, logically and critically
- Look at algorithms in computer science
- Develop computer programs to solve problems
- Look at the impact of Computer Science on society
- Apply mathematical skills that are relevant to Computer Science

**General overview of the course:****Component 01—Computer Systems.**

Component 01 will introduce learners to the components of a computer system, system software and security, as well as the impact of Computer Science in a global context. A written examined unit makes up 50% of the assessment total.

**Component 02—Computational Thinking, Algorithms and Programming**

Component 02 encourages students to apply the knowledge learnt during component 01. They will be introduced to algorithms and programming, learning about programming techniques and how to produce robust programs, alongside computational logic, translators and facilities of computing languages and data representation. A written examined unit makes up 50% of the assessment total.

**Component 03—Programming Project (non-exam assessment)**

This component is a 20 hour project where students are able to demonstrate their practical ability in the skills outlined in the other two components. They will need to create suitable algorithms which will provide a solution to the problems identified within the task. They will then code their solution in Python and provide robust testing of their solution.

**Structure of the course:**

The course is divided into three units:

**Unit 1— Computer Systems (J277/01)**

This unit will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. During this students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

**Unit 2 – Computational thinking, algorithms and programming (J277/02)**

This unit incorporates and builds on the knowledge and understanding gained in unit 1, encouraging learners to apply this knowledge and understanding using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will also become familiar with computing related mathematics.

**Practical Programming**

Students are given an opportunity to undertake a programming task(s) which will allow them to develop their skills to design, write, test and refine programs using a high-level programming language. This will be assessed during the written examination, in particular component 02.

This Computer Science qualification will, above all else, be relevant to the modern and changing world of Computer Science. This 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. The use of computational thinking will help students to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for a learner who wants to go on to study Computer Science at BTEC, 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.

**Recommended Texts**

These books are all good resources for the course and are written in different ways to enable all types of learners to access the content.

- OCR GCSE (9-1) Computer Science by S Robson, P M Heathcote ISBN: 9781910523087
- OCR Computer Science for GCSE Student Book by George Rouse and Sean O'Bryne ISBN: 9781471866142
- GCSE Computer Science for OCR Student book by David Waller, Ann Weidmann ISBN: 9781316504031
- New GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 (with Online Edition) (CGP GCSE Computer Science 9-1 Revision) by CGP books ISBN: 9781782948605  
This book will help students to learn how to program in Python although resources will be provided within lessons:
- Learning to program in Python by P. M. Heathcote ISBN: 9781910523117

**Ms F Kiss**

**Head of Business Studies, ICT and Computing**

**BTEC in Construction and the Built Environment  
(Option)****Aims of the Course:**

This course allows students to study construction and the built environment, giving them the opportunity to gain a broad knowledge and understanding of the industry.

Students will develop skills such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work and in understanding how client needs can shape building design.

Students will get the opportunity to learn about one of the most important sectors of the UK economy.

This qualification enables students to develop a theoretical and practical knowledge of the built environment alongside some practical skills. It enables you to engage with the mathematical and scientific principles that underpin the construction industry, and to explore the impact of design through research and the application of your own ideas in response to a design brief. It also allows you to progress to further study at level 3 of academic and/or vocational qualifications in construction and the built environment, engineering or design, and to apprenticeships.

**General Overview of the Course:**

Students will study three mandatory units, covering the fundamental knowledge, skills and understanding required for construction technology and design:

Unit 1: Construction technology

Unit 2: Scientific and mathematical application for construction.

Unit 3: Construction and design

Students will build on the knowledge gained in the mandatory units by one further specialist unit.

This will provide students with an opportunity to develop a wider understanding and appreciation of a specific aspect of the construction industry,

Unit 4: Exploring carpentry and joinery principles and techniques

## Structure of the Course:

Students will carry out tasks and assignments throughout the course. Units 2, 3 & 4 are marked internally so students will receive feedback as to how they are getting on.

Unit 1 Construction Technology is an externally assessed exam paper. The exam lasts for 1 hour 15 minutes and contains 60 marks.

All questions in the exam paper are compulsory. There will be different types of objective, short answer and extended writing questions. Students will need to be able to demonstrate the use of sketching techniques.

## Recommended Text:

BTEC Nationals Construction Student Book + Activebook  
BTEC First Construction and the Built Environment Student Book  
[www.hgss.co.uk](http://www.hgss.co.uk) – My Stuff – resources used in class

## General Skills gained by the end of the course:

The course supports the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within each unit. This gives students the opportunity to enhance and reinforce skills related to these areas in naturally occurring, relevant contexts.

## Employment Opportunities:

The vast majority of employers require students to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Throughout this course, students will develop a range of employability skills, engage with employers and carry out work-related activities.

## Further Educational Opportunities:

This course allows students to progress to:

- other Level 2 vocational qualifications
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Construction and the Built Environment
- related academic qualifications.

Learners who achieve the qualification at Level 1 may progress to related Level 2 vocational or academic qualifications, such as BTECs and GCSEs.

**Mrs V Nicholls**  
**Head of Resistant Materials**

**DESIGN & TECHNOLOGY GCSE  
(Option)****Aims of the Course:**

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

**General overview of the Course:**

The course allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study Resistant Materials in greater depth, working primarily in woods, metals and plastics.

Students will undertake various projects designed to extend their knowledge and understanding of designing and making within their specialist area.

They will learn and be assessed on:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Students acquire and apply knowledge, skills and understanding through:

- Focussed Practical Tasks
- Design and Make Projects
- Homework Projects

**Structure of the Course:**

In Year 9 and 10 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. Homework projects will be set each half term to develop students' understanding of the theory of the subject.

In Year 11 students will complete their NEA. It is a substantial design and make task that requires students to:

- Identify and investigate design possibilities
- Produce a design brief and specification
- Generate design ideas
- Develop design ideas
- Realise design ideas
- Analyse and evaluate

Students will produce a prototype and a portfolio of evidence it takes 30–35 hours approx. and is 50% of the overall grade.

At the end of Year 11 students will sit a 2 hour written paper which accounts for the other 50% of the grade and will assess:

- Core technical principles
- Specialist technical principles
- Designing and making principles

## Recommended Text:

- Design and Technology: Timber, Metal-Based Materials and Polymers.
- [www.TECHNOLOGYSTUDENT.COM](http://www.TECHNOLOGYSTUDENT.COM) [www.HGSS.co.uk](http://www.HGSS.co.uk)—My Stuff—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 Design and Technology as a worthwhile and relevant subject base for many of their vocational and academic subjects.

**Mrs V Nicholls**

**Head of Resistant Materials**

## **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. 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% - Exam (Photo card, role play and conversation)
- 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 are grades 1-5 and Higher are grades 4-9.

### **Recommended Text:**

The Studio course book is provided in lessons 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, 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.

**Mr H Larkin**

**Acting Head of Modern Foreign Languages**

**FRENCH GCSE**

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

Students will travel the world from the classroom, exploring a wide variety of 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, relevant and challenging course studies Geography in a balanced framework of physical and human themes and investigates the link between them. The breadth of the course requires students to be independent learners as well as having a keen interest in the subject.

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 PSHE.

**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**

- 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.

- A resource booklet will be available 12 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.
- 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**—35% of GCSE

What's assessed:

- The challenge of natural hazards
- Physical landscapes in the UK
- The Living world
- Geographical skills

##### **Paper 2: Challenges in the human environment**—35% of GCSE

What's assessed:

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills

##### **Paper 3: Geographical applications**—30% of GCSE

What's assessed:

- Issue evaluation
- Fieldwork
- Geographical skills

**Miss C Lewin**  
**Head of Geography**

## **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 which 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, institutions 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  
Period Study—The Making of America 1789-1900
- **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

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	50 marks	50 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.

- OCR GCSE History SHP: The Elizabethans 1580-1603—ISBN-10:1471860981
- OCR GCSE History SHP: The People's Health c.1250-present—ISBN-10:1471860086
- OCR GCSE History SHP: Living Under Nazi Rule 1933-1945—ISBN-10:1471860922
- OCR GCSE History SHP: The Making of America 1789-1900—ISBN-10:1471860892

**Educational Trips:**

The current Year 11s embarked on an enjoyable and interesting 4 day trip to Berlin during October half-term 2019. Future trips will need to be revised to meet the new specification and school policy, but we hope to run this trip to further promote immersion into revision of this unit.

**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:**

A level History  
A Level Politics

**Miss K Harrison  
Head of History**

# HOSPITALITY AND CATERING

## **Level 2– HOSPITALITY AND CATERING (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:**

This level 2 Hospitality and Catering offers students the opportunity to develop a knowledge and understanding of a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

### **Structure of Course:**

#### **Unit 1: The Hospitality and Catering Industry (40%)**

- Understand how hospitality and catering provisions operate
- Understand how hospitality and catering provision meets health and safety requirements
- Know how food can cause ill health
- Be able to propose a hospitality and catering provision to meet specific requirements

Externally assessed written exam paper 90 mins

#### **Unit 2: Hospitality and Catering in Action (60%)**

The purpose of this unit is for learners to safely plan, prepare, cook and present nutritional dishes.

- Understand the importance of nutrition when planning menus
- Understand menu planning
- Prepare, cook and present dishes

Internally assessed project and practical outcome – a 2 course meal, with all accompaniments, demonstrating a range of skills and presented to a high standard showing consideration for hygiene and safety.

**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.**

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

### **Grading**

Distinction \* = equivalent to GCSE Grade 8.5  
 Distinction = equivalent to GCSE Grade 7  
 Merit = equivalent to GCSE Grade 5.5  
 Pass = equivalent to GCSE Grade 4

**Mrs H Smith**  
**Head of Food**

**INFORMATION TECHNOLOGIES****OCR Level 1/2 Cambridge National Certificate (Option)****Aims of the Course:**

The collection and communication of data and storing of data/information happens all around us. Technology underpins how it's collected and communicated nearly all of the time. It can be seen in all walks of life, from a wearable fitness tracker recording how many steps you have taken, your mobile phone provider recording your usage to create your bill or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as the student moves through education and into employment. To be able to do this the student will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances.

**General overview of the course:**

There are two units of assessment and both will need to be completed to achieve the qualification:

**Unit R012**

An examined unit of work that is marked externally and makes up 50% of the assessment total. This will be a 1 hour and 45 minutes written paper.

**Unit R013**

This is a practical coursework unit, students will have 20 hours within lesson time to complete. There is a scenario set by the examination board, this unit is marked internally and externally moderated. This unit makes up 50% of the assessment total.

**Structure of the course:**

The course is divided into two units:

**Unit R012—Understanding tools, techniques, methods and processes for technological solutions.**

This unit is assessed on a written examination where students will be assessed on their knowledge and understanding of different technologies (hardware and software application), and tools and techniques used to select, store, manipulate and present data and information. They will learn about the phases of the project life cycle and how inputs and outputs are used at each phase. Students will learn about the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals and how such risks can be mitigated.

**Unit R013—Developing technological solutions**

This unit of assessment allows students to use the skills learnt in the first unit and develop a technological solution. Students will be given a project in which to develop a solution that processes data and communicates information. They will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills they have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web-based technologies; keeping their project on track through on-going, iterative reviews. Students will use different hardware and software technologies to create an integrated technological solution for data processing and communication of information.

**Recommended Texts:**

Cambridge National Level 1/2: Certificate in Information Technologies

By Sonia Stuart and Brian Gillinder. ISBN 9781510423275

My Revision Notes: Cambridge National Level 1/2 Certificate in Information Technologies Sonia Stuart. ISBN 9781510423282

**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.

**Ms F Kiss**

**Head of Business Studies, ICT and Computing**



**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 in school. The Music Department is fortunate in that it has a Music ICT Suite with 13 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 in school, in the final year of the course.

**Listening and Appraising Exam (40%)** A listening and written paper of 1 hour 45 minutes. There are 8 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

**Mrs E Ginger  
Head of Music**

**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 how to manipulate a range of photographic elements in order to take successful and meaningful shots as well as develop ideas through editing, using photographs and physical editing techniques.

**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:**

Students may wish to purchase some key materials; these are available to purchase from school and include photographic paper and an A3 black sketchbook. Access to some form of camera will be required but students do not need to purchase a camera solely for photography.

**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 V Walden**  
**Head of Photography**

**PHYSICAL EDUCATION GCSE  
(Option)****Aims of the Course:**

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

It provides opportunities to learn about the physiology, psychology 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 core skills and applying those skills to game situations. In Year 11 students will have final assessments in the role of performer in three sporting activities.

**Theoretical element:** The theory sessions will cover components including anatomy and physiology, physical training, sports psychology and health, fitness and well being.

**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 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

**Recommended text:**

AQA Physical Education 3rd Edition, Kirk Bizley, ISBN: 9780198370253

**Mr R Ellis**

**Head of PE**

## **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 Spanish 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% - Exam (Photo card, role play and conversation)
- 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 are grades 1-5 and Higher are grades 4-9.

### **Recommended Text:**

The Viva course book is provided in lessons 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 Spanish Department runs a trip to Spain 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 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 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.

**Mr H Larkin**

**Acting Head of Modern Foreign Languages**

## CAREERS

### Aims:

At HGSS we believe that preparation for employment and the world of work is fundamental in readying our students for life after school. Whether students plan to progress to further or higher education, an apprenticeship or directly into the workplace, we endeavour to provide them with appropriate information, skills awareness and guidance to make the right choices to match their aspiration.

### General Overview:

We aim to inspire our young people about different industries and opportunities through a range of activities from visiting speakers in assemblies; Oracy, Enterprise and STEM initiatives, school trips and workplace experiences, to activity in the classroom directly linking careers to the curriculum. We know that alongside qualifications, employers are increasingly looking for applicants with evidence of employability skills and understanding, so across the school years we will explore the world of work, encouraging students to develop basic professional skills and track their experiences to reference in future applications.

### Information Feed:

We use the Gatsby benchmarks (a comprehensive toolkit identified by Government to deliver best practice careers guidance to UK students) to develop and improve our careers provision, and our dedicated Careers Adviser provides impartial careers information, advice and guidance to students at key points in their learning journey. Our Careers Adviser will guide students to identify specific training routes, explore wider career inspiration and provide independent advice on the range of post 16 / post 18 pathways.

Students and parents can access a range of resources on our school's career website, Eclips (<https://mystuff.holmer.bucks.sch.uk/hap/#-careers>) which includes up-to-date labour market information as well as specific pathways for a wide range of jobs and sectors.

Ultimately, our intention is for HGSS students to not only succeed while they are with us, but to go on to achieve future success in education, training or employment.

### Parents: 5 ideas of what you can do to support your children achieve their career aspiration:

- Talk to your children about what they want to do after school and help them to investigate options and pathways.
- Discuss skills in the workplace and encourage them to talk to friends and family about different kinds of careers and workplace environments.
- Help them to identify their own skills and strengths, and the kind of work and environment that might suit them
- Where appropriate, help them to visit further and higher education institutions on Open Days, and find work experience or shadowing placements
- Positively support your child's ambitions and aspirations

Mrs Rogers  
Careers Adviser



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