The Hazeley Academy

KS4 Preferences Booklet
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A robust and rigorous core curriculum, enriched with additional personalisation leading to rounded young adults

As your son or daughter moves from KS3 into KS4 they will continue to study a set of key subjects largely built around the English Baccalaureate (English, Maths, Science, History or Geography and/or a Language). This is enriched and balanced by core PE, along with the opportunity to study up to two or three additional subjects.

In order to best meet the needs of students the pathways are slightly differentiated in response to each student’s level of entry. For example, every academically able student will be challenged to study three Sciences and a Language while those with more modest KS2 grades might study an alternative subject instead of a Language.

Our aim is simple; we want to ensure that your child enjoys a successful seven year learning journey at Hazeley, during which they develop a robust understanding of core academic subjects, whilst also enjoying the opportunity to personalise their experience through additional deep learning in studying their preference subjects. Ultimately we want your son or daughter to leave Hazeley as a well-qualified young adult full of Character, Confidence and Creativity. We will support both students and parents/carers in the tracking of progress on this journey through Go4Schools data which is explained in detail on the Academy website.

Mr T Nelson – Principal

Education at all levels continues to undergo considerable change and renewal. All KS4 qualifications (Level 2) have now been reformed and are more demanding in content than the old ‘legacy’ qualifications. They have been designed so students take all of their exams at the end of the course (usually Year 11) while non-exam assessment is removed or reduced in the majority of GCSEs and equivalent technical awards. In essence, all KS4 qualifications are more challenging to better prepare students for further academic or vocational study, or for work.

To help students through the decision making process, we are expanding our established coloured ‘routeways’ to include a third route. The routeways dictate the number and style of Level 2 qualifications a student takes at Key Stage 4. Our experience has shown that it is better for some students to attempt fewer Level 2 subjects and be more successful in these, than to attempt many subjects and not meet their potential in all subject areas. The three routeways are Red, Purple and Green:

- **Red route** – students will select four subjects taught in five one hour sessions a fortnight, leading to a total of 9/10 GCSEs/Level 2 equivalents by the end of Year 11. Red route students are likely to achieve the EBacc qualification – they must select both a humanity subject and a language.

- **Purple route** – students will select four subjects taught in five one hour sessions a fortnight, leading to a total of 9 GCSEs/Technical Awards by the end of Year 11. Purple route students could achieve the EBacc qualification - they must select at least one humanity subject and/or a language.

- **Green route** – students will select three subjects and complete 8 GCSEs/Technical Awards. Green route students will also study the Belong, Believe, Become curriculum in one option block and achieve a number of Level 1 courses as part of this curriculum.

- Where our routeway system does not suit a student’s learning needs, the curriculum can often be adapted to suit. We know that students’ success comes from getting ‘the right student on the right course’. Please discuss your child’s individual needs with Mrs Baldwin (Deputy Principal) or Mr Soper (Year 8 Progress Leader).

The Preferences Parents Evening will be held on Thursday 24th January 2019. We look forward to welcoming you; please attend one of the three repeated curriculum presentations detailing the specific colour routeways.

Mrs Louise Baldwin, Deputy Principal
KS4 Qualification grading structure

- GCSEs are graded now 9 to 1, with 9 being the top grade.
- Broadly the same proportion of students will achieve a grade 4 and above as a C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as did an A and above.
- The bottom of grade 1 will be aligned with the bottom of grade G.
- Most Vocational qualifications use Pass/Merit/Distinction/Distinction* grading system. This is directly comparable with the new 9-1 GCSE grading system.

Vocational qualification grading

<table>
<thead>
<tr>
<th>Vocational Qualification Grade</th>
<th>9-1 Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Distinction*</td>
<td>8.5</td>
</tr>
<tr>
<td>Level 2 Distinction</td>
<td>7</td>
</tr>
<tr>
<td>Level 2 Merit</td>
<td>5.5</td>
</tr>
<tr>
<td>Level 2 Pass</td>
<td>4</td>
</tr>
<tr>
<td>Level 1 Distinction</td>
<td>3</td>
</tr>
<tr>
<td>Level 1 Merit</td>
<td>2</td>
</tr>
<tr>
<td>Level 1 Pass</td>
<td>1.25</td>
</tr>
</tbody>
</table>

GCSE qualification grading

<table>
<thead>
<tr>
<th>New grading structure</th>
<th>Current grading structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A*</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
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<td>5</td>
<td>D</td>
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<td>4</td>
<td>E</td>
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<td>3</td>
<td>F</td>
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<td>2</td>
<td>G</td>
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<td>1</td>
<td>U</td>
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Next steps: Spend time with your son/daughter and decide, considering all the support and guidance available, which subjects they would like to study, based on the subject choices available to them according to their colour routeway.

Overview of the Key Stage 4 Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours a fortnight studied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory subjects – taken by all students</strong></td>
<td></td>
</tr>
<tr>
<td>English Literature and English Language</td>
<td>9 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 hours</td>
</tr>
<tr>
<td>Combined Science (2 GCSEs)</td>
<td>9 hours</td>
</tr>
<tr>
<td>Core PE</td>
<td>4 hours</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Red</th>
<th>Purple</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography or History – 5 hours</td>
<td>Geography/History/MFL – 5 hours</td>
<td>Geography/History/MFL – 5 hours</td>
</tr>
<tr>
<td>French or Spanish – 5 hours</td>
<td>Option 2 – 5 hours</td>
<td>Belong, Believe, Become – 5 hours</td>
</tr>
<tr>
<td>Option 3 – 5 hours</td>
<td>Option 3 – 5 hours</td>
<td>Option 3 – 5 hours</td>
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<tr>
<td>Option 4 – 5 hours</td>
<td>Option 4 – 5 hours</td>
<td>Option 4 – 5 hours</td>
</tr>
<tr>
<td><strong>Total for any Preference routeway</strong></td>
<td><strong>50 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

Red route choices must include at least two EBacc subjects (History or Geography and Spanish or French). Students in Red route will have the opportunity to achieve 9 or 10 KS4 qualifications.

Purple route choices must include at least one EBacc subject but could choose two, like Red. Students in Purple route will have opportunity to achieve 9 qualifications.

Green route choices must include at least one EBacc subject but could choose two, like Red. Students in Green route will have opportunity to achieve 8 qualifications.

For some students in Red route, they may achieve an additional GCSE in Statistics if they are selected to do so. The decision about this will be taken by the Maths Department.

How is the decision made about the Preference colour routeway?
The decision about the routeway a student will follow at KS4 is based on the KS2 average scaled score they achieved in Year 6 and their current PR performance in Year 8.

For a small number of specific students, their colour routeway will differ from their KS2 and Year 8 data.
**GCSE English and Literature (2 GCSEs)**

### Subject Information

**AQA**  
*This will be graded 9 - 1*

**What does the course involve?**  
Students of all abilities will develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

**What are the entry requirements?**  
English Language and Literature is a compulsory subject, but we would encourage students to work on both their creative writing and their reading comprehension skills throughout years 7 and 8. Students should also be familiar with a range of forms of Literature, including: plays, poetry and prose.

**How will the students be assessed?**  
During Year 9, students will be embarking on a programme of study that will introduce them to GCSE in English. From Year 10, student will be studying units to prepare for their final exams in Year 11.  
GCSE English Language is assessed by two exams at the end of Year 11.  
Paper 1, *Explorations in Creative Reading and Writing*, examines how writers use narrative and descriptive techniques to engage the interest of readers.  
Paper 2, *Writers’ Viewpoints and Perspectives*, examines how different writers present a similar topic over time.  
GCSE English Literature is also assessed by a further two exams at the end of Year 11. Paper 1 sees students answer an essay question on *Macbeth* and *The Strange Case of Dr Jekyll and Mr Hyde*. In Paper 2, students are examined on their interpretation of modern literature and poetry and will study a cluster of ‘Power and Conflict’ poems, as well as *An Inspector Calls*.

**How many exams will students take?**  
Students take two English Language exams and two English Literature exams at the end of Year 11.  
Throughout Years 9 and 10 students will embark on work to prepare them for these terminal exams.

**How will each student’s final performance be graded?**  
Students will be awarded a GCSE grade using the new 1-9 levels with a 9 being the highest.

**What next?**  
A GCSE in English is viewed as a passport to further study post 16 and beyond. Students are encouraged to take English at sixth form as it has been classified as a ‘facilitating subject’ by the most eminent universities in the UK. Students have the option to study A-Level English Literature. The skills you gain through studying English are marketable in most career areas, including journalism; writing, editing and publishing; the civil service; education; advertising and marketing; human resources and librarianship.
# GCSE Mathematics

## Subject Information

### Higher Tier - Edexcel

### Foundation Tier - OCR

**This will be graded 9 – 1**

### What does the course involve?

Students will study a broad range of mathematical topics from the five key strands:

- Number
- Ratio, proportion and rates of change
- Algebra
- Statistics and Probability
- Geometry and Measures

The new GCSE has a greater focus on problem solving than the previous specification and there is more of an emphasis on communicating mathematically. Pupils will also be expected to remember key formulae and apply them to a wide range of questions.

### What are the entry requirements?

This is a compulsory subject that all students will study.

### How will the students be assessed?

Linear assessment at the end of Year 11 for both higher and foundation tier.

### How many exams will students take?

Three 90 minute papers, one of which is non-calculator and the other two calculator.

### How will each student’s final performance be graded?

9 (highest) to 1

- **Higher tier:** grades 9 – 4
- **Foundation tier:** grades 5 – 1

### What next?

GCSE Mathematics is viewed as a passport to further study post 16 and beyond. Students are encouraged to take Mathematics at Sixth Form as it has been classified as a 'facilitating subject' by the most eminent universities in the UK. Students have the option to study A-Level Mathematics, A-Level Further Mathematics and Level 3 Core Mathematics, depending on GCSE grades. The skills that are gained through the study of mathematics are marketable in most career areas, including Mathematics, Science, Engineering, Medicine, Law, Accountancy, Architecture, ICT, Design, Education, Journalism and Politics to name but a few.
GCSE Combined Science (2 GCSEs)

Subject Information

Edexcel

This will be graded 9 – 1

What does the course involve?
The GCSE in Combined Science should enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Students cover equal amounts of Biology, Chemistry and Physics. Students will be expected to remember key formulae and apply them to a range of questions.

Biology:

- Key concepts in biology
- Cells and control, genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry:

- Key concepts in chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science

Physics:

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
<table>
<thead>
<tr>
<th>What are the entry requirements?</th>
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<tbody>
<tr>
<td>This is a compulsory subject that all students will study.</td>
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<table>
<thead>
<tr>
<th>How will the students be assessed?</th>
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<tbody>
<tr>
<td>Students will be assessed using examinations only, all of which will be written in Year 11. Practical work is still carried alongside theory units and will also be examined at the end of Year 11 as skills questions in the final papers.</td>
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<table>
<thead>
<tr>
<th>How many exams will students take?</th>
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<tr>
<td>There are two exams for each subject, biology, chemistry and physics, which means a total of 6 exams. Each exam is 1 hour and 10 minutes long.</td>
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<thead>
<tr>
<th>How will each student’s final performance be graded?</th>
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<tbody>
<tr>
<td>9 (highest) to 1  Higher tier: grades 9 – 4  Foundation tier: grades 5 – 1</td>
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<tr>
<th>What next?</th>
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<tr>
<td>Following a course in science prepares students with skills and knowledge to allow them to take on the challenges of the world and it is a core compulsory subject within schools. Further study in aspects of science is an obvious next step and then onwards to university, but some students may move immediately into apprenticeships or employment.</td>
</tr>
</tbody>
</table>
## Subject Information

**EXAM BOARD DETAILS**

**EDUQAS: GCSE Art & Design**  
**Endorsement: Art, Craft & Design**  

This will be graded 9 – 1

The GCSE qualification offered consists of Unit 1: Portfolio of Work (Coursework), which is divided into two themed projects, and Unit 2: Externally Set Task (Exam), which is a themed project set by the exam board. Year 9 consists of three smaller projects which prepare students for years 10 and 11.

**Unit 1: Portfolio of Work**

- **Project 1: Self (Portraiture)**
- **Project 2: Self (Personal Interest)**

By exploring a range of 2D and 3D materials and processes, researching and responding to artists whose work reflects the theme of the project; we aim to refine the basic practical, core skills of every student and allow them to discover and develop their strengths. Each project will be resolved in an informed and personal, independently designed and created artwork.

**Unit 2: Externally Set Task**

Project Theme Set By Exam Board

The format of the exam follows the same structure as the previous projects: gather primary images in response to theme, record observations in a range of materials, research artists who relate to the theme, experiment in their style, develop an individual and creative resolution that responds to the theme. All research, experimentation and development are done in sketchbooks. The resolution (final piece) is produced under exam conditions, over ten hours (which is two school days).

### What are the entry requirements?

A grade 2 level of artistic skills is recommended, as is a high level of persistence and resilience to complete the required amount of work for GCSE Art and Design. This subject requires a high level of commitment in completing artwork outside of the lesson that will contribute to the final grade. Students should not pick this subject if they cannot make this commitment.

### How will the students be assessed?

There are 4 assessment objectives against which both the coursework and exam are marked:

- AO1: Analysing Artists and Processes
- AO2: Experimenting with Materials and Techniques
- AO3: Recording Ideas
- AO4: Realising Intentions and Presenting a Response

Students are marked out of 120 for their coursework and 80 for their exam work.

**Unit 1. Portfolio of Work 60%; Unit 2: Externally Set Task 40%**

### How many exams will students take?

Students will sit a PPE in Years 9, 10 and 11 in preparation for the externally set exam in April of year 11.

### How will each student’s final performance be graded?

9 (highest) to 1  
**Higher tier: grades 9 – 4**  
**Foundation tier: grades 5 – 1**

### What next?

Progression onto Level Three qualifications. A number of students have gone on to study at degree level courses such as Graphic Design, Animation, Film Production, Set Design, Interior Design, Costume Design, Fine Art, Architecture, Theatrical Makeup and Computer Game Design.
## BBB Leadership

### Subject Information

**Various exam boards**

This will be graded L1 Pass

### What does the course involve?

The BBB (Belong, Believe, Become) Leadership programme develops students’ social, interpersonal, teamwork, resilience, confidence and self-awareness skills through leadership based activities and learning.

Students will use these key skills to complete accredited leadership awards through a number of different awarding bodies, for example the Princes Trust Achieve Programme which can lead to a Level 1 qualification in Personal Development and Employability. These qualifications will support students in their academic studies as well as being recognised awards to be added to their CVs to demonstrate their range of skills for college and future employers.

The BBB course will involve working on and delivering a number of school and community based projects, as well as engaging the local community and businesses in enterprising projects that contribute to the completion of the leadership awards. Students will also be actively encouraged to take part in some voluntary work within a local community organisation to demonstrate their developing leadership skills. This volunteering can count towards the Duke of Edinburgh’s Bronze Award which all BBB students are encouraged to complete during Year 9.

The course will include opportunities to work with guest speakers from various backgrounds to motivate and inspire students further. The course will also provide time and space for students to work with key members of staff at Hazeley to support understanding of their own academic progress and the next steps to ensuring success.

### What are the entry requirements?

The Hazeley Academy has identified students that will be successful on this course via KS2 and KS3 data and progress. Students will be invited to take this course via the Green route way Preference form.

### How will the students be assessed?

Students will be assessed through portfolio evidence and teacher based competency assessments.

### How many exams will students take?

Dependent upon the qualifications taken, some courses may have short online or written tests.

### How will each student’s final performance be graded?

This will be graded L1 Pass to L1 Distinction

### What next?

Upon successful completion of BBB alongside Level 2 qualifications, students will be able to apply for Level 3 qualifications either at Hazeley or at other KSS providers. Achieving these qualifications at Level 1 will strengthen any post-16 application, whatever path a student chooses.
# GCSE Business

**Subject Information**

**Edexcel**  
*This will be graded 9 – 1*

## What does the course involve?
GCSE in Business will take a critical approach to business and economics, focusing on topics such as building a business, business communications, and the extent to which business and economic activity can be ethical and sustainable.

## What are the entry requirements?
The course involves the use of an enquiring and critical approach to make informed judgements. Students will be required to develop and apply quantitative skills relevant to business, including using and interpreting data.

## How will the students be assessed?
Students will be assessed at the end of the course. The new GCSE will be assessed 100% by exam only.

## How many exams will students take?
Business consists of two externally-examined papers.  
Theme 1: Investigating small business and Theme 2: Building a business  
Written examination: 1 hour and 30 minutes each  
50% of the qualification each  
90 marks each

## How will each student’s final performance be graded?
GCSE Business is graded using the numerical grading system 1-9.

## What next?
Opportunities to progress on to either A Level Business Studies or Economics. We live in a corporate world and the markets operate around us constantly. Because of this, business is a universal subject. There are few, if any, careers for which an understanding of business would not be of some benefit such as finance, banking or insurance. But skills in management and marketing are also required in other areas such as charity, social work and local government, while a knowledge of business is also important for consultancy, certain teaching jobs and for financial journalists. Business Studies is also a key to attaining highly paid and challenging roles in all levels of management.
# Subject Information

**Pearson**  
*This will be graded Pass, Merit, Distinction, Distinction *

## What does the course involve?

The course is made up of three components:

- Children’s Growth and Development
- Learning Through Play
- Supporting Children to Play, Learn and Develop

The course is a practical introduction to life and work in the childcare industry, students will explore the sector while developing applied knowledge and understanding of child development and growth up to the age of five.

## What are the entry requirements?

Due to the high volume of coursework, a grade 2 in English is required. Students should also have an interest in child development and the early years sector.

## How will the students be assessed?

Two components are internally assessed by the completion of coursework and one is externally assessed. Both internal and external assessments contribute to student's final grade.

## How many exams will students take?

There is one externally assessed exam in February of Year 11.

## How will each student’s final performance be graded?

Students are graded as either Fail, level 1 pass, merit, distinction, or level 2 pass, merit, distinction, distinction *

## What next?

The course supports student progression to Level 3 BTEC Nationals and apprenticeships. The course also allows learners to acquire transferable skills that can be used within the sector and the wider environment.
<table>
<thead>
<tr>
<th>Subject Information</th>
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<tbody>
<tr>
<td><strong>What does the course involve?</strong></td>
</tr>
<tr>
<td>Paper 1: Computational thinking and problem solving. Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science.</td>
</tr>
<tr>
<td>Paper 2: Written assessment Theoretical knowledge from subject content 3–7 above.</td>
</tr>
<tr>
<td>Programming project The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the subject content. The skills developed can be applied to exam questions on computational thinking.</td>
</tr>
</tbody>
</table>

| **What are the entry requirements?** |
| The minimum entry requirements are 3 or higher in PR2 Maths for Computer Science. |

| **How will the students be assessed?** |
| Paper 1: Computational thinking and problem solving Written exam set in practically based scenarios: 1 hour 30 minutes • 80 marks • 50% of GCSE Questions A mix of multiple choice, short answer and longer answer questions assessing a student’s practical problem solving and computational thinking skills. |
| Paper 2: Written assessment Written exam: 1 hour 30 minutes • 80 marks • 50% of GCSE Questions A mix of multiple choice, short answer, longer answer and extended response questions assessing a student’s theoretical knowledge. |
| Component 3 - Programming project Written report: totalling 20 hours of timetabled work. The development of a computer program along with the computer programming code itself, which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development. |

| **How many exams will students take?** |
| 2 |

| **How will each student’s final performance be graded?** |
| 9 (highest) to 1 Higher tier: grades 9 – 4 Foundation tier: grades 5 – 1 |

| **What next?** |
| This will allow the key skills they can take forward to enrol on the A – Level Computer Science qualification at Level 3. |
What does the course involve?
Students will complete four units, each weighing 25% of the total qualification. There is one written examination and three coursework units:

R081: Pre-production skills (mandatory written exam)
• This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

R082: Creating digital graphics (mandatory coursework unit)
• This unit builds on unit R081 and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa. Digital graphics feature in many areas of our lives and play a very important part in today’s world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation.

R084: Storytelling with a comic strip
• This unit will enable learners to understand the basics of comic strip creation. It will enable them to interpret a client brief, use planning and preparation techniques and to create their own comic strip using digital techniques.

R087: Creating interactive multimedia products
• This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques.

What are the entry requirements?
Students have developed interest in IT applications. They also need an understanding of how IT impacts organisations and society as a whole. Students must also enjoy the creative aspects of IT e.g. Photoshop, creating interactive PowerPoint documents.

How will the students be assessed?
Students will complete four units, each weighing 25% of the total qualification. There is one written examination and three coursework units.

How many exams will students take?
1

How will each student’s final performance be graded?
This will be graded L1 Pass to L2 Distinction*

What next? BTEC Level 3 IT qualification at Hazeley Sixth Form, or other iMedia courses. The skills learnt within this qualification are transferrable across a range of KS5 options.
# GCSE Drama

## Subject Information

**Pearson Edexcel**

### What does the course involve?

GCSE Drama is about creating and analysing all aspects of theatre. The course aims to teach students how and why drama is created. The course is aimed at students who want to specialise in acting or a specific field in drama. Students will study a range of theatrical styles, scripts and different performance skills.

**Component 1: Devising** (40% of the overall GCSE). Students are provided with a stimulus and create a performance which has a clear narrative, characters and style. They support their ideas through producing a Portfolio (2500 words) which evaluates the creative process.

**Component 2: Performing from Text** (20% of the overall GCSE): Students stage a group performance and a mono/duologue from a play. Through the performance they utilise characterisation skills to communicate a clear intention to the audience.

**Component 3: Theatre Makers in Practice** (40% of the overall GCSE): Written paper, through which students provide a clear analysis of how they would direct/perform/design a set text.

### What are the entry requirements?

Must be able to perform consistently on stage and should have analytical skills in order to evaluate the impact of theatrical skills effectively. Must have consistent literacy skills as there are substantial written elements of the course.

### How will the students be assessed?

Students are assessed across three Components. Each unit has a different focus which is assessed through practical and written responses.

- **Component 1: Devising**: Performance assessment and 2500 word coursework project.
- **Component 2: Performing from Text**: 2 performances examined by a visiting examiner.
- **Component 3: Theatre Makers in Practice**: Written paper (1 hour 30 minutes) consisting of 7 questions.

### How many exams will students take?

- C1: Performance exam (internal assessment)
- C2: Performance exam (external assessment)
- C3: Written paper (1 hour 30 minutes)

### How will each student’s final performance be graded?

9 (highest) to 1

### What next?

Past students have gone on to study A Level Drama and Theatre Studies and BTEC Performing Arts. Some may seek careers in the Performing Arts or Drama and Education. Past KS5 students have gained places at some of the country’s top drama schools including the Royal Academy of Dramatic Art.
<table>
<thead>
<tr>
<th>GCSE Design Technology</th>
<th>RED PURPLE GREEN</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject Information</strong></td>
<td><strong>This will be graded 9 – 1</strong></td>
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<th><strong>AQA</strong></th>
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**What does the course involve?**
The Design & Technology GCSE is divided into two units:
- **UNIT 1:** Written Paper. Course Content: Materials & Components, Design & make influence, Processes & manufacture
- **UNIT 2:** Controlled Assessment (Design & make practice - 20+ page A3 document)
  
  Course Content: Investigating the design context, Development of design proposals, Making, Testing and Evaluation. Large written component.

**What are the entry requirements?**
Students should have an interest in design and technology, show a fascination in how things are made and in particular ‘why’ material choices and manufacturing processes are utilised. Students must be committed to written work, understanding that this subject area carries a large folder or design. The Design Technology team would recommend that learners are aware of the health and safety requirements of a workshop and have already demonstrated this through consistent working practices. Students should be at least graded as 3 in Design and Technology in Year 8 to be successful at this course.

**How will the students be assessed?**
- **UNIT 1:** Written paper. 40% of the total marks. 2 Hours. 120 marks. (written responses, not multiple choice)
- **UNIT 2:** Design & Make Practice (*traditional* coursework folder, A3, 20+ pages of design and written work) 60% of the total marks. Approx. 45 hours. 90 marks.

Both units (Exam Paper & Controlled assessment) are combined together to assess their final grade.

**How many exams will students take?**
One Written Paper. 2 Hours. 120 marks and 1 controlled assessment folder (coursework folder).

**How will each student’s final performance be graded?**
9 (highest) to 1  
Higher tier: grades 9 – 4  
Foundation tier: grades 5 – 1

**What next?**
The course leads on to further study in A level Product Design, and could lead to higher education, and jobs in a design related field.
### Subject Information

**Exam Board TBC**

**This will be graded 9 – 1**

#### What does the course involve?
Students will study film considering cinematography, context, specialist film writing, film styles, representation, production and post-production techniques. This will be done by analysing a range of different films from Global and UK cinema, as well as US cinema from past and present. There is a production element included in the course which will require students to produce a section of film considering generic codes and conventions.

#### What are the entry requirements?
Students should have a keen interest in cinema and a desire to gain an understanding of the technical elements of its production. Students will need a good level of Literacy skills; essay writing forms a large basis of the written and examined content of the course. The ability to construct solid, well written essays is needed for both coursework and exams.

#### How will the students be assessed?
Controlled assessment within lesson hours (30% of final grade).
2 written exam paper (70% of final grade).

#### How many exams will students take?
2 written exams.
These exams will challenge students' knowledge across a range of different media and key concepts.

#### How will each student's final performance be graded?
9 (highest) to 1  Higher tier: grades 9 – 4 Foundation tier: grades 5 – 1

#### What next?
A-level WJEC Media Studies.
This course leads on from GCSE media study concepts and builds skills in film production, audio visual language and representation in the media.
**BTEC Tech Award in Health and Social Care**

**Subject Information**

*Pearson*

**What does the course involve?**
The course is made up of three components:
- Human Lifespan development
- Health and Social Care Services and Values
- Health and Wellbeing

A variety of teaching and learning methods are used within each component, including case studies, interviews, presentations, observations, role-play and visits. The assessment structure is designed so that students can build on what they learn, and develop their assignment skills as they move through the course.

**What are the entry requirements?**
Due to the high volume of coursework, a grade 2 in English is required. Students should also have an interest in areas of health and social care such as nursing, midwifery, paramedics and social work.

**How will the students be assessed?**
Two components are internally assessed by the completion of coursework and one is externally assessed. Both internal and external assessments contribute to student’s final grade.

**How many exams will students take?**
There is one externally assessed exam in February of Year 11.

**How will each student’s final performance be graded?**
Students are graded as either Fail, level 1 pass, merit, distinction, or level 2 pass, merit, distinction, distinction *

**What next?**
This course provides the opportunity for students to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life. Students can use these skills to progress on to the Level 3 BTEC National Diploma in Health and Social course, which we are delivering in sixth form.
What does the course involve?
GCSE French is a multi-skill GCSE – listening, speaking, reading and writing. The course builds on the learning at Key Stage 3 and introduces the student to a wider range of language, structures and vocabulary. The course develops the ability to make independent and spontaneous use of the target language and it focuses on the culture and identities of the countries and communities where the language is spoken. The course includes translation activities and work on short extracts from literary genres. The course has contexts linked to themes relating to identity and culture, local, national, international and global areas of interest and current and future study and employment.

What are the entry requirements?
Students should have Grade 2 in French from the end of Year 8. There is no capacity for a student to switch language from the one they are currently studying in Year 8.

How will the students be assessed?
The GCSE course is assessed with an examination in each of the four skills of listening, reading, writing and speaking. All exams are equally weighted at 25% each. All exams will be externally marked and the final speaking exam will be conducted by the teacher but assessed externally.

How many exams will students take?
Students will take four equally weighted exams of 25% each at the end of the two year course in the skills of listening, reading, writing and speaking.

How will each student’s final performance be graded?
9 (highest) to 1  Higher tier: grades 9 – 4  Foundation tier: grades 5 – 1

What next?
A GCSE in a language offers a progression route to further study of a foreign language at A Level. A GCSE confirms your ability to learn a foreign language and facilitates the learning of other languages. Employers are always asking for candidates with language skills and a GCSE in a language will place you in a strong position for interesting employment with plenty of career opportunities. Journalism, media, law, engineering, business, marketing, ICT, sport, leisure, travel and tourism, customer service, civil service and teaching are all examples of careers where language skills are particularly valued.
## GCSE Geography

### Subject Information

<table>
<thead>
<tr>
<th>AQA GCSE GEOGRAPHY (8035)</th>
<th>This will be graded 9 -1</th>
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</thead>
</table>

### What does the course involve?
This exciting new qualification from AQA involves the study of both Human and Physical Geography including Tectonic Hazards and Climate Change, International Development and Urbanisation.

There is an emphasis on understanding detailed case studies and examples for each of the six topic areas and a focus on the Geography of the UK.

The course also involves learning valuable geographical skills and fieldwork techniques. All students are required to participate in fieldwork. There will be 2 days fieldwork (at an additional cost) conducted in Y10 which will then be assessed in Paper 3 in Y11. This has replaced the coursework element of the previous specification.

### What are the entry requirements?
This course involves the application of a wide range of skills including numeracy through data interpretation and map skills plus literacy with expectations of regular extended writing assessments. Students will be supported with all of these skills but should appreciate their value and diversity.

### How will the students be assessed?
The course will be assessed by 3 exams at the end of Y11.
- Paper 1 (35%) – Living with the Physical Environment (1hr 30min 88 marks)
- Paper 2 (35%) – Challenges in the Human Environment (1hr 30min 88 marks)
- Paper 3 (30%) – Geographical Applications (1hr 15min 76 marks)

The final third exam will assess skills learnt on the fieldwork in Year 10 and Issue Analysis using a resource booklet released 12 weeks before the exam date.

### How many exams will students take?
Three exams at the end of Year 11.

### How will each student's final performance be graded?
Students will be given a grade from 9 to 1.

### What next?
Employers and higher education institutes respect Geography as it is a subject that develops analytical skills as well as encouraging the student to think about their place in the world. As a humanities subject, geography provides students with the ability to articulate themselves in a concise and informed manner.
What does the course involve?
Students will study the following areas:
- Migration, Empire and the People, c.790-Present Day
- Elizabethan England: 1568 – 1603
- Germany 1890 – 1945: Democracy and Dictatorship
- Conflict and Tension in Asia: 1950 – 1970 – Conflict in Korea and Vietnam

What are the entry requirements?
Students should have a developing interest in history of the world across a range of eras. This subject requires good literacy skills to the range of source materials students will be expected to read and with the standard of English to effectively communicate responses in exams.

How will the students be assessed?
Throughout the course students will be answering GCSE exam style questions. For their final assessment, students will sit two exams at the end of Year 11.
Paper 1 is on Germany and Conflict and Tension in Asia. The exam is 1hr 45mins long.
Paper 2 is on Migration, Empire and the People and Elizabethan England. The exam is 1hr 45mins long.

Both exam papers are worth 50% of the final grade.

How many exams will students take?
For their final assessment, students will sit two exams at the end of Year 11.
Paper 1 is on Germany and Conflict and Tension in Asia. The exam is 1hr 45mins long.
Paper 2 is on Migration, Empire and the People and Elizabethan England. The exam is 1hr 45mins long.

Both exam papers are worth 50% of the final grade.

How will each student’s final performance be graded?
Students will be graded upon the new 9 -1 grading system.

What next?
As with a Humanities subjects, History provides you with some key skills that will help you in whichever career you choose to pursue, such as the ability to:
- Select and deploy key information
- Critically analyse opposing arguments
- Debate concisely and clearly
- Plan independently
- Problem solve
- Research

After studying GCSE you can go onto study History and then onto further education. Employers love a student with GCSE, A Level or a degree in History!
## Level 2 Award in Hospitality and Catering

### Subject Information

**WJEC**  
*This will be graded Pass, Merit, Distinction, Distinction* *

### What does the course involve?
Level 1-2 Award in Hospitality and Catering qualification is designed for learners who have an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

### What are the entry requirements?
A grade 2 in English is required as the course requires a substantial amount of written work following the completion of practical elements. There is a large emphasis on practical skills and therefore students should have a developed interest in cooking at home and have regular opportunities to use the kitchen and equipment at home to develop their skills further.

### How will the students be assessed?
The course consists of 2 units.

**Unit 1:** The Hospitality and Catering Industry will be externally assessed. Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

**Unit 2:** Hospitality and Catering in Action is internally assessed. Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

### How many exams will students take?
Students will sit one exam externally marked.

### How will each student’s final performance be graded?
Students final grade takes into consideration the overall final marks awarded for Unit 2 theory and practical work combined with the results of the written Unit 1 exam.

### What next?
These courses offer opportunities for progression through a variety or routes in further education, training or employment, as well as developing important life skills. Students may wish to go on to study/work within the catering, hospitality or food technology sector.
GCSE Information Technologies

Subject Information

**OCR**

*This will be graded - L1 Pass – L2 Distinction *

**What does the course involve?**
The students will learn the process of collecting data and communication of data and storing of data/information happens all around us. The technology that 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 learner moves through education and into employment. To be able to do this the learner 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. Specification link below: [https://www.ocr.org.uk/Images/371960-specification.pdf](https://www.ocr.org.uk/Images/371960-specification.pdf)

**What are the entry requirements?**
The entry requirements are a grade 2 and above in KS3 Computer Science / IT

**How will the students be assessed?**
There are two unit assessments
R012 – This is an internal marked and externally assessed coursework (50% Weighting)
R013 – This is an external exam – Duration - 1 hour and 45 minutes (50% Weighting)

**How many exams will students take?**
1

**How will each student’s final performance be graded?**
L2 D* - The Highest grade available effectively an 8
L1 P – the lowest grade (1)

**What next?**
They can enrol themselves onto the BTEC IT L3 qualification in year, as the topics they will learn at GCSE are the fundamental basics they need in order to succeed at Level 3 IT.
<table>
<thead>
<tr>
<th>Level 2 Music</th>
<th>RED PURPLE GREEN</th>
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<tbody>
<tr>
<td><strong>The Hazeley Academy</strong> will select the most appropriate course according to a learner’s strengths.</td>
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### GCSE Music
*This will be graded 9 – 1*

**What does the course involve?**
- **Unit 1: Performing Music** 30% of the total mark comprising one solo performance and one ensemble performance.
- **Unit 2: Composing Music** 30% of the total mark comprising two compositions from different musical genres.
- **Unit 3: Music – Listening and appraising** – A written paper based on the set works 40% of the total mark.

### Level 2 Music
*Graded: Distinction* - Pass / Level 1 Pass

**What does the course involve?**
- The course will involve elements of performing, composing and the appraisal of music. Learners will practice and develop their performing skills by selecting appropriate pieces to perform either on their chosen instrument or by using their voice. Learners will develop their composing skills by creating their own pieces in response to a series of briefs. Learners will develop their appraising skills by learning musical terms and using these to explain the impact of selected pieces of music. Learning about the social and historical context of different pieces will also be part of this appraisal.
- Learners will also develop an understanding of a range of careers and working practices in music through a range of appropriate case studies.

### What are the entry requirements?**
**KS3:** 2 or above in Music

GCSE Music requires students to be competent musicians; it involves note reading and dictation skills and therefore **students opting for GCSE Music should already play an instrument and have instrumental/vocal lessons, completing graded examinations, or be working at an equivalent level.** Students should have a desire to perform and to develop performance skills.

**KS3:** 1 or above in Music

Learners should have the desire to develop and improve their performing skills; to learn ways of composing new musical ideas and to learn about music of different styles. Learners should also be inquisitive about how music fits into their daily lives as well as the impact musical performances can have in society.

### How will the students be assessed?**
- Performances and compositions will be completed in controlled conditions under staff supervision. Listening and appraising will be assessed by external exam.
- The course will be assessed through a range of coursework tasks completed under staff supervision.

### How many exams will students take?**
- There is one 90 minute exam that will be taken at the end of Year 11. The exam is a listening based exam and will test the students knowledge of 8 Set Works and wider listening and musical theory.
- There will be internally and externally assessed assignments. There will also be one external exam.

### How will each student’s final performance be graded?**
- Performance and composition coursework will be internally assessed and verified by an external examiner.
- Distinction*
- Distinction
- Merit
- Pass
The Listening Exam will be marked by an external examiner. GCSE Music will be graded using the new GCSE 1-9 format.

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<thead>
<tr>
<th>What next?</th>
<th>Level 1 Pass</th>
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<tr>
<td>GCSE Music students achieving at least a level 7 and working towards Grade 5 on their instrument would be encouraged to take A Level Music. GCSE Music students would also be suitable to consider the Diploma in Music Technology (double A Level equivalent).</td>
<td>What next?</td>
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<tr>
<td>Level 3 courses in Music or Music Technology would be the next step from a Level 2 Music course.</td>
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<tr>
<td>Subject Information</td>
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<tr>
<td><strong>What does the course involve?</strong></td>
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<tr>
<td>Students will study a mixture of practical and analytical skills based upon the film, TV, advertising, newspaper, gaming, magazine, radio and music industries. We will be looking at how media texts are constructed with analytical study will include the representation of people and institutions in the industry and audience targeting in mass media.</td>
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<tr>
<td>Practical skills taught will include Photoshop imaging and story boarding, with students taking the knowledge they have developed to create effective texts following media and genre conventions, whilst also expressing creativity.</td>
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<tr>
<td><strong>What are the entry requirements?</strong></td>
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<tr>
<td>Students should have an interest in the wide variety of media industries, film; TV; advertising and music. Students will need a good level of Literacy skills; essay writing forms a large basis of the written and examined content of the course. The ability to construct solid, well written essays is needed for both coursework and exams.</td>
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<td><strong>How will the students be assessed?</strong></td>
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<td>2 written exams.</td>
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<td>These exams will challenge students' knowledge across a range of different media and key concepts.</td>
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<tr>
<td><strong>What next?</strong></td>
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<tr>
<td>A-level WJEC Media Studies .</td>
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<tr>
<td>This course leads on from GCSE media study concepts and builds skills in film production, audio visual language and representation in the media.</td>
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</table>
What does the course involve?
This is now the fourth year of the new GCSE specification in Religious Studies which will focus on two world religions – Christianity and Islam. These religions will be taught in unison with the focus being on critical comparison and thematic learning.
The topics are broken down into two Components, the first concerns the Beliefs, Teachings and Practices of both Islam and Christianity and will look at the philosophical background that these two world religions have on God and what makes up the ‘core’ of their faith.
The second Component will explore thematic issues where students will study four themes and consider how a Muslim and Christian might react in each case. The themes include: Theme A: Relationships and families, Theme B: Religion and life, Theme D: Religion, peace and conflict and Theme E: Religion, crime and punishment. Students will approach this from a critical position, looking at the arguments presented by both those in support of faith and those who challenge it (evil, science and modern society).
By completing this course students will have a much richer understanding of the varieties and complexities in faith and will be able to demonstrate the skills of comparison, empathy and critical examination.

What are the entry requirements?
Religious Studies: Philosophy and Ethics is a literacy based subjects and students taking the course will need to be able to structure their arguments clearly and write in timed conditions. As a result, it is recommended that students have a KS3 WAG grade of a 3 or above in their English and Humanities subjects.

How will the students be assessed?
Religious Studies: Philosophy and Ethics will be examined through terminal exams at the end of year 11. There is no coursework element in the GCSE. Students will be graded on the new scale of 1-9.

How many exams will students take?
This new GCSE is split into 2 exams. Component 1 is assessed in a single 1 hour 45 minute exam paper. Component 2 is also assessed in a single 1 hour and 45 minute exam paper. Questions are broken down into 1, 2, 4, 5, and 12 mark questions which will allow for the full range of responses.

How will each student’s final performance be graded?
9 (highest) to 1 (lowest)

What next?
Religious Studies: Philosophy and Ethics will equip students with the skills of analysis, empathy, evaluation and critical thinking. This will be of value to any subject but is particularly beneficial for students looking to study English, History, Law, Sociology, Psychology and Government / Politics at A-level (as well as Philosophy and Ethics). Philosophy and Ethics can be beneficial for a wide range of careers and has been respected at university for many years. In particular, Philosophy and Ethics can help with journalism, law, politics, health and social care, publishing and more.
**GCSE Psychology**

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### Subject Information

**Edexcel**

**This will be graded 9 – 1**

#### What does the course involve?

Psychology is the scientific study of the brain and behaviour and students will get the chance to study a variety of topics over the course of the GCSE. During the first year, students will be introduced to the key research methods used within psychology and they will learn how statistical data is analysed to form conclusions. Students will then progress to studying a range of psychological theories and studies on topics such as child development, memory, the brain, social influence and mental health disorders. Within each topic students will need to be able to describe and evaluate a range of theories and studies as well as research methods. The course involves elements of both biology and maths.

#### What are the entry requirements?

Students will need to have good English skills in order to deal with the large amount of writing that is required as part of the course. In addition, students should be confident in Maths and Science as the course involves being able to analyse data and study behaviour in an objective manner. Students should have a KS3 WAG grade 2 in **Maths, Science and English**. Psychology is a literacy based subject and students taking the course will need to be able to structure their arguments clearly and write in timed conditions.

#### How will the students be assessed?

The GCSE psychology course is assessed through two external exams. There is no coursework.

#### How many exams will students take?

Students will sit two exams for GCSE psychology.

- Unit 1 is worth 55%
- Unit 2 is worth 45%

#### How will each student’s final performance be graded?

The final grade will be based on the two exams students sit at the end of the course. The exams will consist of multiple choice, short answer and essay style questions, graded from 9-1.

#### What next?

Psychology is a broad subject that enables the student to develop a range of transferable skills and can open you up to many different areas at Post 16. Studying psychology at GCSE is a good stepping stone to studying the subject at A-Level and potentially going on to study it at University. Psychology develops both scientific and analytical skills so the subject can help students in many subjects from the range of Sciences to subjects such as English, History and Sociology.
What does the course involve?
Sociology is the study of human society and social groups. It aims to increase our understanding of the social world by looking at how social structures such as families, education, employment and the media have an effect on our individual behaviour.
Sociology shows us that society can be better understood by looking at social processes such as socialisation, culture and identity, and how these have an impact on social issues such as the gap between rich and poor or the rising crime rate.
Throughout the course you will be encouraged to reflect on your own experiences as human beings living in a complex world and develop your understanding of society, social processes and social issues.
The course is divided into units. These include:
- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods
- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

What are the entry requirements?
Students must be a grade 2 in English in order to deal with the written aspects of the course.

How will the students be assessed?
The GCSE sociology course is assessed through two external exams. There is no coursework to complete in GCSE sociology. Final grade is assessed by exam only.

How many exams will students take?
There are two 1hr 45min written exams, each worth 50% of the final GCSE grade.

How will each student’s final performance be graded?
9 (highest) to 1. The final grade will be based on the two exams students sit at the end of the course. The exams will consist of multiple choice, short answer and essay style questions.

What next?
Sociology is a great choice of subject for people who want a career in local government, the public services and caring professions, such as nursing, social work, the police and civil service. It has also become a popular choice for those seeking to go on to study at A level.
A GCSE in Sociology is also a great choice for anyone with an interest in what lies behind how the various institutions of society operate; including the family, education, the media and law enforcement agencies. It is great for developing a wider understanding of how cultural beliefs around the world operate to influence social policy.
### GCSE Separate Sciences (3 GCSEs)

#### Subject Information

**Edexcel**

**This will be graded 9 – 1**

### What does the course involve?

This course is similar in content to the previous GCSE triple Science but with added depth of knowledge. Students will be expected to remember key formulae and apply them to a range of questions.

The GCSE in Combined Science should enable students to:
- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

### Additional topics compared to combined science are:

**Biology:**
- No additional topics but all topics are covered in more depth.

**Chemistry:**
- Quantitative analysis
- Qualitative analysis
- Hydrocarbons

**Physics:**
- Astronomy

### What are the entry requirements?

Students must achieve a 3 in both maths and science at key stage 3.

### How will the students be assessed?

Students will be assessed using examinations only, all of which will be written in Year 11. Practical work is still carried alongside theory units and will also be examined at the end of Year 11 as skills questions in the final papers.

### How many exams will students take?

There are two exams for each subject, biology, chemistry and physics which means a total of 6 exams. Each exam is 1 hour and 45 minutes long.

### How will each student’s final performance be graded?

9 (highest) to 1  Higher tier: grades 9 – 4  Foundation tier: grades 5 – 1

### What next?

Following a course in science prepares students with skills and knowledge to allow them to take on the challenges of the world and it is a core compulsory subject within schools. Further study in aspects of science is an obvious next step and then onwards to university, but some students may move immediately into apprenticeships or employment.
## Subject Information

**What does the course involve?**
GCSE Spanish is a multi-skill GCSE – listening, speaking, reading and writing. The course builds on the learning at Key Stage 3 and introduces the student to a wider range of language, structures and vocabulary. The course develops the ability to make independent and spontaneous use of the target language and it focuses on the culture and identities of the countries and communities where the language is spoken. The course includes translation activities and work on short extracts from literary genres. The course has contexts linked to themes relating to identity and culture, local, national, international and global areas of interest and current and future study and employment.

**What are the entry requirements?**
Students should have Grade 2 in Spanish from the end of Year 8. There is no capacity for a student to switch language from the one they are currently studying in Year 8.

**How will the students be assessed?**
The GCSE course is assessed with an examination in each of the four skills of listening, reading, writing and speaking. All exams are equally weighted at 25% each. All exams will be externally marked and the final speaking exam will be conducted by the teacher but assessed externally.

**How many exams will students take?**
Students will take four equally weighted exams of 25% each at the end of the two year course in the skills of listening, reading, writing and speaking.

**How will each student’s final performance be graded?**
9 (highest) to 1 Higher tier: grades 9 – 4 Foundation tier: grades 5 – 1

**What next?**
A GCSE in a language offers a progression route to further study of a foreign language at A Level. A GCSE confirms your ability to learn a foreign language and facilitates the learning of other languages. Employers are always asking for candidates with language skills and a GCSE in a language will place you in a strong position for interesting employment with plenty of career opportunities. Journalism, media, law, engineering, business, marketing, ICT, sport, leisure, travel and tourism, customer service, civil service and teaching are all examples of careers where language skills are particularly valued.
Subject Information

OCR- Specification code-J812

What does the course involve?
The CNAT in sport science is a vocational qualification that aims to prepare the students for jobs in the: sport, health and fitness industries. Students will produce a portfolio of evidence to support their assessment across a broad range of sport science disciplines. The course aims to produce well rounded and technically accurate sport scientists who are able to apply their theoretical knowledge to real life, sporting situations.
The students will complete the following 2 units:
- Prevention and rehabilitation of sports injuries
- Applying the principles of training

Students must then complete 2 of the following units:
- The bodies responses to exercise and physical activity
- Sports psychology
- Sports nutrition
- Technology in sport

(NB- The units that the students will complete is down to the discretion of the Head of PE)

What are the entry requirements?
Due to the high volume of coursework students need to have a grade 2 in English and Maths. Although there is a limited practical assessment in the CNAT, many pieces of work require practical teaching therefore students are recommended to have a keen interest in sport and participate regularly.

How will the students be assessed?
Students will be assessed through a variety of methods. Each student will produce a portfolio of evidence to demonstrate that they have met the learning objectives. The portfolio will include:
- Word processed document
- Research tasks
- Powerpoint presentations
- Practical workshops
- Video evidence
- Teacher/observer witness statements

Students will also sit a 1 hour external assessment in January of year 11 (prevention and rehabilitation of sports injuries).

How many exams will students take?
There is only 1 examination for the CNAT in sport science however students are able to resit this examination in the June of year 11.

How will each student’s final performance be graded?
Students are graded as either Fail, level 1 pass, merit, distinction, or level 2 pass, merit, distinction, distinction *

What next?
BTEC Level 3 or A-Level PE are possible future pathways and onto courses at college or University relating to sports, health and fitness.
Successful completion of the CNAT can also lead into qualifications in personal training, sports coaching and strength and conditioning coaching.
What does the course involve?
This qualification includes both UK and international tourism, and allows students to explore current issues affecting global travel and tourism organisations and destinations. It also includes topics such as destination management and relationships between organisations, as well as social and ethical responsibilities/sustainability. Students will explore some of the key areas within the sector, including: the contribution of travel and tourism to the UK economy; tourism development; trends in travel and tourism; how organisations meet customer needs; the location and appeal of different types of travel and tourism destinations; and the impact of travel and tourism on the local community, environment and economy. Students will also prepare a holiday plan to meet customer needs, understand the different factors that influence global travel and tourism, and learn how travel and tourism organisations and destinations respond to these factors.

What are the entry requirements?
This course involves the application of a wide range of skills including numeracy through data interpretation and map skills plus literacy with expectations of regular extended writing assessments. Students will be supported with all of these skills but should appreciate their value and diversity.

How will the students be assessed?
The qualification consists of three components that will give students the opportunity to develop broad knowledge and understanding of the travel and tourism sector. Components 1 and 3 are assessed by the school through tasks or assignments. Students will receive feedback as to how they are getting on. The assessment for Component 2 covers the different factors that influence global travel and tourism and is sent away to be marked. Component 3 builds directly on Components 1 and 2, and brings student learning together, using the knowledge, skills and techniques you have developed about travel and tourism organisations, features of destinations, types of visitors, travel, holidays and accommodation, factors influencing travel and tourism, how organisations respond to these factors, and managing tourism through sustainability and destination management, in a specific context. All of the work that students do throughout the course, including the tasks or assignments, will prepare you for this final task.

How many exams will students take?
Minimum of one externally assessed exam in Year 11.

How will each student’s final performance be graded?
Graded Level 2 Pass, Merit or Distinction.

What next?
Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. Learners might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.
HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

— English language and English literature
— Maths
— Science
  Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
— History or Geography
— A language
  Ancient or modern

WHAT IS THE EBACC?

The EBacc is not a qualification in its own right — it’s a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD’S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain’s most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies, August 2017
LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils’ horizons, helping them flourish in new environments.

If your child finds languages difficult, don’t forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What’s more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

“Having language skills under your belt will help make you stand out from the crowd, whether you’re applying for an entry level position, a management role or an internal transfer.”

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

“Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers.”

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017

Further Information
Search EBacc on GOV.UK for more information.

You should also get in touch with your child’s school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child’s options.