

**Highlands
School**



**Key Stage 4
Curriculum &
Options
Booklet**

**2021
Year 8**

Key Stage 4 Curriculum & Options Booklet

Contents

Introduction	4
Curriculum Overview – Subjects studied in each year	6
Summary of Option Subjects	8
The English Baccalaureate and the new style GCSEs	9
Changing subjects during the school year	9
Student Comments about Making Choices	10
Highlands School Sixth Form	12
Careers at Highlands	13
Important Dates for Option Choices	14
Option Choices	14
Options FAQs	15
Highlands Year 8 Options Form 2020	16
English Subjects	18
GCSE English Language	18
GCSE English Literature	18
Mathematics	19
Science Subjects	20
Combined Science	20
Separate Sciences - GCSE Biology, Chemistry and Physics	20
Core Physical Education	21
Citizenship	22
Religious Studies	23
Languages	24
French or Spanish	24
Humanities Options	26
Geography	27
History – Modern World	28
Enterprise BTEC	29
Economics	30
Technology Options	31
Food Preparation and Nutrition	32
Child Development	33
D&T: Resistant Materials	35
D&T: Graphic Products	36
D&T: Textiles	37
Arts Plus...Options	37
Art	38
Dance	39
Drama	40
Music	41
Physical Education GCSE	42
Computing, Media and ICT Options	44
Computer Science	44
Media Studies GCSE	45
Digital Information Technology BTEC	46
Creative Digital Media Production BTEC	47

Welcome to this introduction to our key stage 4 curriculum, which was described by Ofsted in our latest inspection in 2014 as “outstanding”.

Many of the subjects of the key stage 3 curriculum continue into key stage 4. Others become optional and new subjects are offered, all of which allow excellent progression routes for students and prepare them for further education and employment.

Please keep this booklet for reference throughout your child’s time in years 9, 10 & 11.

Our review of the curriculum in 2018 allowed us to develop a curriculum model across years 9 to 11 in which students:

- continue to study more subjects into year 9 such as geography, history and arts subjects to support further learning and support a better understanding of the world
- benefit from taking at least one GCSE or other examinations in Year 10 (this was seen as overwhelmingly positive in student and parent feedback).

Apart from allowing students to start their chosen subjects early, this approach has the added benefit of reducing the number of exams taken in year 11 and spreading examination pressures across two years, whilst still leaving most assessments until year 11.

Whilst allowing some choice, we are determined that students continue to study a range of subjects that prevent them from narrowing their curriculum too early or ruling out further study. We therefore have the following option choice policy:

- students will take either French or Spanish unless we agree there is a **compelling** reason not to do so
- students will meet the requirements of the English Baccalaureate programme of study and take either geography or history
- students will take one subject chosen from Arts, Humanities and Technology unless we agree there is a **strong** reason not to do so

Year 9

We see year 9 as a transition or foundation year which will prepare students for their examination courses in years 10 and 11 whilst also retaining a good coverage of foundation subjects.

All students in year 9 will continue with the core subjects (English, maths, science) which, together with core PE, all run until the end of year 11. Subjects which are also retained in the transition year include geography, history, computer science and either French or Spanish.

Students choose a year 9 arts subject to take over the year. This is a one year course to develop knowledge from years 7 and 8. This is not a GCSE subject and ends at the end of year 9. This could be a subject that students want to take in year 10/11 or simply one they want to keep taking in year 9.

They will also take two optional subjects over year 9 and 10, leading to GCSE/BTECs in each subject taken in the summer of year 10. One of these will be either citizenship or RE and the other will be an option choice.

Year 10

Students start three further option subjects over years 10 and 11. For the vast majority of students, one of these three will be a modern foreign language and another will be either geography or history or both.

The following pages contain further information on the structure of the curriculum and the subjects available.

Science options

All students follow science courses to GCSE in year 11 and, for most students, this is a combined course leading to a double award. Following this combined science course is the most popular route for students in schools and is sufficient preparation for further study at A Level.

Students who have shown an aptitude for science and mathematics are able to opt to study separate science GCSEs in biology, chemistry and physics. In order to create more lesson time to cover this expanded syllabus these students will have additional science lessons in place of one option choice. Separate science then becomes one of the option choices for these students and may limit choice elsewhere.

Students who wish to be considered for the separate science route should indicate this choice during the option process and also indicate a reserve subject. The final decision about the suitability of this option choice will be made during year 9.

Qualifications

All subjects in the key stage 4 curriculum (apart from core PE) lead to an accredited qualification, whether it is a GCSE, or a vocational BTEC or OCR National qualification. The applicable qualification for each course is shown on the subject information page.

Making choices

Students must indicate their preferences for all options choices during this year 8 process, including subjects for year 10/11. This helps us to guide students and plan most effectively for the delivery across three years. However, students will be consulted again in year 9 and may be able to make changes, whilst remaining within our subject requirements and from the subjects already planned. Preference will be given to students whose request has not changed so please choose carefully!

Some option subjects will only run once for the student cohort and this may be for either the year 9/10 option or the year 10/11 option. We will endeavour to accommodate all student choices in the year that they prefer, but this may not be possible for a variety of reasons.

Further Information

At the parents' evening, staff will be available to answer questions you may have. Students should also talk to their form tutors and subject teachers before making their choices.

We recognise that in 2021 students may not have their usual access to staff for discussions about option choices. We will provide online information and events to supplement this guide and we also encourage students to email teachers with questions.

Curriculum Overview – Subjects studied in each year

	Key Stage 3			Key Stage 4	
	Year 7	Year 8	Year 9	Year 10	Year 11
English	All	All	All	GCSE English Language GCSE English Literature	
Maths	All	All	All	GCSE Mathematics	
Science	All	All	All	GCSE Combined Science or separate sciences if picked with an option block	
Core PE	All	All	All	All	All
Computer Science	All	All	All		
Arts	All	All	One Arts subject		
History & Geography	All	All	All		
Design Technology	All	All			
RE/Citizenship	All	All	either GCSE RE or GCSE Citizenship (Exam taken at end of Year 10)		
Option			GCSE/BTEC Subject (Exam taken at end of Year 10)		
Option French or Spanish	All	All	All	GCSE French or GCSE Spanish or other GCSE/BTEC subject in exceptional circumstances (Exam taken at end of Year 11)	
Option				GCSE/BTEC Subject or GCSE separate Science (Exam taken at end of Year 11)	
Option				GCSE/BTEC Subject (Exam taken at end of Year 11)	

For most students one option choice will be

- either French or Spanish and
- either geography or history

Summary of curriculum for each year group

Year 7 and 8

All students study:

English, maths, science, MFL (French or Spanish), computer science, humanities (geography and history), arts (art, dance, drama and music), technology (food, graphics, resistant materials and textiles), RE, citizenship and core PE.

Year 9

Year 9 students will continue with:

English, maths, science, MFL (French **or** Spanish), computer science, humanities (geography and history), core PE.

Year 9 choices

- Year 9 Arts (students select **one** from: art, dance, drama or music)
- either RE **or** citizenship
- option 1 subject to be studied over years 9 and 10.

Year 10

Year 10 students will continue with:

English, maths, science, core PE, RE **or** citizenship and the option 1 subject started in year 9

Year 10 choices

Three option subjects to be studied over Years 10 and 11. For most students:

- one will be French or Spanish
- one will be geography or history

Year 11

Year 11 students will continue with:

English, maths, science, core PE and three option subjects continued from Year 10

Year 11 changes from year 10

RE or citizenship and the first option choice will be examined at the end of Year 10 and not studied in Year 11.

Summary of Option Subjects

Year 9 Core Arts - one subject taken during year 9. Not examined.

- Art
- Dance
- Drama
- Music

Citizenship or RS – taken as a year 9/10 option and examined at the end of Year 10

- Citizenship GCSE
- RS GCSE

Technology (often taken as a year 9/10 option but may be offered as a year 10/11 option)

- Child Development
- Food Preparation and Nutrition
- D&T - Graphic Products
- D&T - Resistant Materials
- D&T - Textiles

Languages - students continue with their current language

- French
- Spanish

Sciences

- All students study science - for the majority this is double award combined science
- Separate Sciences (biology, chemistry, physics GCSEs) - *counts as **one** option choice*
- Computer Science

Humanities

- Geography GCSE
- History GCSE
- Enterprise BTEC Tech Award
- Economics GCSE – only available in Year 10/11

Arts plus...

- Art GCSE
- Digital Information Technology BTEC Tech Award
- Creative Digital Media Production BTEC Tech Award
- Dance GCSE
- Drama GCSE
- Media Studies GCSE
- Music GCSE
- PE GCSE

The English Baccalaureate

The English Baccalaureate was introduced in 2011. It is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is

- ✓ English language and literature,
- ✓ mathematics,
- ✓ the sciences,
- ✓ a modern foreign language, and
- ✓ either geography or history.

The EBacc is made up of subjects which are considered essential to many degrees and open up lots of doors. Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

There is a **national expectation that students will study the English Baccalaureate subjects**. This means that at Highlands we also expect students to study either French or Spanish and either history or geography unless there are compelling reasons why that would not be appropriate.

Grading of GCSEs and BTECs

In GCSEs, numbered grades **9 to 1** have replaced the old **A* to G** grades, (**9** being the highest).

BTECs are graded as distinction, merit or pass and there are two levels, with level 2 more challenging than level 1. The grade equivalences are shown in the table below:

	LEVEL 2 AWARDS (9-4)						LEVEL 1 AWARDS (3-1)			
9-1 GCSE	9	8	7	6	5	4	3	2	1	U
BTEC/OCR National		D*2	D2	M2	P2		D1	M1	P1	U

Changing subjects during the school year

Please note: In cases where we feel the student would benefit from a change in course, we are prepared to consider a request up to the end of **two weeks into the course**. Beyond this, students would have missed too much of any new course. It is important to note however, that because of the structure of the timetable and to ensure class sizes remain sensible, it is often not possible to change course.

It is therefore important that you give your subject choice a great deal of thought.

Any such requests for a course change should be made through your Head of Year in the first instance. The final decision will be made by the Deputy Headteacher in charge of the curriculum.

Some advice from previous Year 9 Students

“Don’t just pick an option because you like one topic or term of work. Choose because you know you will enjoy it all the way through. Ask teachers for their advice on their subjects and ask their opinion too.”

“Don’t just pick a subject because of the teacher you have at the moment or whoever tells you about the subject. You are not guaranteed to get that teacher next year. Pick a subject that you are interested in because you’ll get on well and do better.”

“Don’t pick a subject just because your friends do. You are not guaranteed to be in their class.”

“Make sure you know what is in the course e.g. you may like history but the course is from 1900 onwards, you might not like studying that time period.”

Some comments from older students

“Make sure you know about the percentages of the course that are controlled assessment and exams to figure out what best suits you – e.g. whether you are better in exams or coursework. Look at examples of coursework pieces in order to see what standard you need to work at. Don’t just pick something that is respected or considered important: if you don’t think you will enjoy a subject, then don’t pick it.”

“I chose subjects that I excelled in from my earliest years. I feel now that this was the right thing to do for me because even now I remember a lot from Year 7. All your school years count and when you choose your options you need to be guided by your past and you need to plan for your future.”

“I didn’t have a clue what to pick for my options. I didn’t know whether to pick something I liked or something that I would use in a later career. In the end I chose subjects that I liked and some I could still use and were useful later on in life. I think the best thing to do is pick something that you would enjoy and would find easier and if you are confused, ask teachers for reassurance. Everyone was very helpful and able to help me decide on my subjects.”

“Choosing my options was very easy for me as I already knew what subjects I wanted to do for my GCSE’s. I only had a problem with picking one of my subjects, but after talking to the teachers I chose the one that was best for me and I don’t regret taking it. The teachers were very supportive. They explained everything to me and reassured me. When I gave in my option slip I was quite worried that I would not get my first choices, but I did and so did everyone else I know.

Having to choose your options means that you get mixed with different people in different houses and may not always be in the same classes as your friends. I was quite scared about this at first, but I have made lots of new friends in Year 9 and I still get to see all of my friends at break and lunch time. I am really happy with the subjects I have picked and I hope I will reach my full potential in my GCSEs.”

“When it came to choosing my options I found it very difficult as I had no idea what career I wanted to go into. I spoke to many teachers and to my parents who helped me decide what to pick, but at the end of the day it was my choice. In the end I went with the subjects I enjoyed most and that I was good at. I was worried when I handed in my options form just in case I didn’t get all my first choices, but I found out I got them all in the end and was even with my friends. Everyone around me offered their full support and the options process was really easy and simple.”

“When I first thought about my options, I was very apprehensive. There were so many different subjects to choose from, I was worried that I would choose the wrong one. I spent heaps of time thinking about what I wanted to choose; reading and re-reading the booklet, each subject sounded so appealing. At parents evening all of my teachers wanted me to choose their subject; I didn’t want to disappoint anyone. I found it helpful to talk to lots of people such as my parents, who helped me tremendously and my prospective teachers, who gave me ideas about their subject; but in the end it was my decision. Everyone in school was really helpful; all I had to do was ask. In the end I chose the subjects I wanted (my first choice) and finally decided on my second choices too. Then, after a while, I found out I had got all of my first choices; I was even in some classes with my friends! Now a term has passed and I feel fully settled into my classes. The options process was really easy and simple and everyone around me offered their full support.”

It may seem a little way ahead but it is worth spending some time now considering the options you will have after Year 11.

Staying on to join the Sixth Form at Highlands is by far the most popular route for our students who meet the entry requirements. A much smaller proportion apply for vocational courses at local colleges of further education, such as CONEL, Barnet and Southgate or Hertford Regional.

At Highlands we currently offer a wide range of A Level subjects as well as Level 3 BTECs. Typically, students take 3 A Level subjects in Years 12 and 13 but many take BTEC courses instead. BTEC courses allow you to specialise in a subject of a more practical nature (we currently offer BTEC media, PE and business courses). The BTEC courses are equivalent to achieving 3 passes at A Level and students get excellent results – frequently getting some of the best results in the school.

Choosing your subjects and progressing to the sixth form

Your choice of GCSEs is important because they will determine the future direction you take in the sixth form. All students are recommended to take a balanced programme across Years 9 to 11 and this will include at least one humanity subject, with geography and history favoured by many universities. Opting to study one practical subject (such as a technology subject, art or drama) shows a diversity of skills that any university would also welcome.

It does not matter in which year you complete a GCSE, whether this happens in year 10 or year 11, you will be able to progress to A Levels in the sixth form. If you have had a break in studying a subject because you passed the GCSE early, you should expect to spend some time reviewing the GCSE material before the A Level course begins.

Entry Requirements *(subject to change)*

For A Levels:

A minimum of SIX subjects at Grade 5+ with at least THREE Grade 6+ at GCSE including maths (grade 5) and English (grade 5) and a grade 6 in each of the subjects to be studied at A Level.

For BTEC:

A minimum of SIX subjects at Grade 4+ with at least THREE Grade 4+ at GCSE including maths (grade 4) and English (grade 4)

For further information on the Sixth Form please speak to Ms Husseyn or visit the sixth form area on the school website.

Careers at Highlands

Careers Education, Information, Advice and Guidance (CEIAG) at Highlands seeks to raise aspirations and provides students with the knowledge and experience to make informed decisions for their future choices in the workplace, higher education or training.

We therefore encourage students to plan early and broadly for their own future and we provide support in considering all the available options that match their interests and skills.

We aim to support pupils and parents/carers by providing timely advice and guidance right the way across Years 7-13. This support is further enhanced by Highland's strong relationships with Careers Advisers, Employers, Training providers, Colleges and Universities.

Through tutorial sessions, a programme of activities introduces students to the world of further education and work. Students are given experience of CV writing, applying for college or work and interview skills. Key features are exercises which increase self-awareness and explore different areas of employment.

Students are introduced to JED - an on-line Careers Guidance tool which helps to match possible careers with their interests and abilities as well as providing access to detailed information on their chosen career path. Students can access this both at school and at home by visiting www.careersoft.co.uk/sign-in. The password to access this package will be distributed to all students during the Preparing for Options sessions and is also available from the Careers Office and Library.

Work Related Learning allows students the opportunity to develop interpersonal and employability skills, increases motivation to do well at school and enables students to see the relevance of school subjects. This is delivered through the curriculum as well as through students taking part in special events such as visits to employers and businesses through curriculum areas, Career talks and information from professionals, enterprise days and careers fairs.

Career Guidance Interviews to support students make the right choices are provided in partnership with Enfield Careers Service which supplements the impartial in-house advice delivered by the Careers Leader.

A guidance interview is tailored to the needs of the individual. The adviser will have a discussion to help explore ideas, identify interests, set goals and suggest activities. The adviser is not there to tell you what you should do or make a decision for you. They are able to provide you with information on all the options available for you to undertake further research and make your own decisions about your future.

All students seeking advice can visit the Careers Office to make an appointment which is open daily between 8 am and 4 pm.

Mrs Laurenzi - Careers Leader

Important Dates for Option Choices

We would like to invite parents and students to attend the following events which should help you to make informed choices:

Parent and student information evening

Due to the covid pandemic information will be released online in February 2021

Parent consultation evening with subject teachers

Wednesday 10 February 2021 - this event will be held online using video calls

Completing the option form

Parents and students will be invited to a further online meeting to discuss the option choice with a member of the senior leadership team. The member of staff will complete the online option form during this event.



How many subjects can I choose?

You choose a Foundation Arts subject (which is not examined and only studied in year 9).

You choose between citizenship and religious studies. This is examined in year 10.

You choose four further subjects which should include either French or Spanish and either geography or history.

You must choose a reserve.

Why are some choices only available to Year 10/11? Why are they in this booklet?

Some subjects are only open to Year 10/11 students because we want you to have the necessary preparation in English and maths.

Do I have to take a humanities subject, a technology subject, and an arts subject?

We expect the majority of students to follow a broad, balanced curriculum, which will include taking one of each. However, there may be compelling reasons for some students to take two subjects from one area and you will need to explain your reasons on the options form.

Where is the time coming from for me to study 2 whole GCSEs over Year 9 and 10?

You stop taking some subjects such as technology and reduce the time allocated to others such as the Arts (unless they are your chosen options subjects!).

Are all students mature enough to take a GCSE in Year 10?

Our results show that students develop the skills they need and do as well in Year 10 as they do in Year 11.

Should I do my favourite subject in Year 9/10 or wait until Year 10/ 11 so there will not be a gap between my GCSE and A level?

There is no evidence that a gap is a problem– but it is up to you and your family. Many people would say that you should follow the course that interests you now because you will do best if studying your favourite subject – and you might change your mind!

If I don't achieve the exam results I want in my option subject, will I be allowed to re-sit this same course the following year?

You won't be allowed to study the same option subject twice, but you **might** be able to re-sit the exam if your family is willing to pay for it. If you work hard enough the first time, you won't need to!

Will I be able to get my best grade in Year 10?

Yes!

Are there some subjects like history or design technology that I would not be able to get a good grade in Year 10?

No! Our results show that age is not important. We have had excellent results across all subjects and year groups – it is more about how hard you work!

How many GCSEs or other examination courses will I follow in Year 9, 10 & 11?

Ten in total: two in Year 10 and eight in Year 11. This reduces the pressure in Year 11 without overloading Year 10.

Name	
Form Group	

This form is provided for your guidance. Please complete it in preparation for the meeting with a member of the senior leadership team. Details will be collected online.

Choices for Year 9

1. Year 9 Arts Choice

During year 9 all students continue with the study of ONE of the Arts subjects listed below. This is not an exam course, it is part of the key stage 3 curriculum. In addition to this compulsory course, GCSE Arts subjects can be picked in the main option choices.

First choice – circle one	Reserve choice – circle one
<ul style="list-style-type: none">• Art• Dance• Drama• Music	<ul style="list-style-type: none">• Art• Dance• Drama• Music

2. Citizenship or RS GCSE

ONE of these subjects must be studied during years 9 and 10 and leads to examination at the end of year 10.

Circle one
<ul style="list-style-type: none">• Citizenship• RS• Don't Mind

Turn over for the main option choices.....

3. Main option choices

Subjects are GCSEs unless indicated. * indicates a non-GCSE vocational award.
Tick one box in each column.

It is a government expectation that 90% of students will study the English Baccalaureate (EBacc). To achieve the EBacc students must study either French or Spanish and either geography or history. If you wish to be considered for a break of this rule you will discuss this at the option event. Disapplied students will choose a replacement subject from the grey cells and must give a reason below.

There should be no more than one tick in any row and column	Choice 1 Language	Choice 2 Geog or Hist	Choice 3	Choice 4	Reserve choice
Languages - current language					
French					
Spanish					
Humanities subjects (most students will pick one)					
Geography					
History					
*Enterprise BTEC					
Economics					
Technology subjects (most students will pick one). You can only choose ONE D&T GCSE					
*Child Development OCR National					
Food Preparation and Nutrition					
D&T - Graphic Products					
D&T - Resistant Materials					
D&T – Textiles					
Arts plus...					
Art					
Dance					
Drama					
*Digital Information Tech BTEC					
*Digital Media Production BTEC					
Media Studies					
Music					
PE GCSE					
Sciences					
Computer Science					
Separate Sciences (Bi/Ch/Ph)					

- Year 9/10 Preference
Which of the subjects choices 2 to 4 would you prefer to take in the early option slot; for examination in year 10? (You cannot take separate sciences as the year 9-10 GCSE option)
- If you would like to be considered for withdrawal from either French/Spanish or from both Geography and History give your reason here.

English Language GCSE Edexcel (1EN0)

English Literature GCSE Edexcel (1ET0)

The exam board we follow is Edexcel and all students sit the same untiered exam papers.

GCSE English Language

Reading – 50% of the GCSE

- Students are required to answer questions on unseen 19th, 20th and 21st century texts
- These texts must cover fiction, non-fiction and literary non-fiction

Writing – 50% of the GCSE

- Students will complete one creative writing and one transactional writing response
- Spelling, punctuation and grammar has an increased weighting of 20%

GCSE English Literature

Students will read four chosen texts including:

1. 19th Century novel
2. Post 1914 British drama
3. Poetry from 1789
4. Shakespeare

Students are also required to compare two unseen texts.

The English Literature exam is now a closed book examination, with 5% of the final grade awarded for spelling, punctuation and grammar.

Edexcel GCSE (1MA0)

GCSE Mathematics requires students to develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Geometry
- Ratio & Proportion
- Probability
- Statistics

The Mathematics GCSE specification is split up into 3 assessment objectives.

- AO1: Use and apply standard techniques
- AO2: Reason, interpret and communicate mathematically
- AO3: Solve problems with mathematics and other contexts

There is an emphasis on problem-solving, communication, proof and interpretation.

How does it follow on from what I have learnt before?

Topics are taught in progressively greater depth over the course, GCSE outcomes may reflect or build upon subject content which is typically taught at key stage 3. Content may not be repeated during the GCSE course where it has already been taught effectively at an earlier stage.

Why do I have to take GCSE Mathematics?

GCSE Mathematics covers a lot of the basic skills that you will need to use in everyday life and because of this it is a compulsory subject for all students in Years 9 to 11. You will use a lot of what you learn in GCSE Mathematics in the other GCSEs that you study, for example in Science you may be asked to use formulae and solve equations, in Geography you will need to read charts and diagrams and use statistics and in D&T you will need to use measures and make scale drawings.

Most college and 6th Form courses require GCSE Mathematics as an entry requirement, as do many jobs and careers.

What about exams?

You will have to take three exam papers at the end of your course, one non-calculator paper and two calculator papers. These will be either Foundation or Higher tier.

What other skills might I develop?

While you are doing this course you will be given the chance to develop skills in application of number, IT, communication, problem solving, working with others and improving your own performance.

What could I do next with GCSE Mathematics?

GCSE Mathematics is an important foundation for many of the courses you may take in employment or further education, and a requirement for many university courses. Almost all jobs and careers require you to have Mathematics GCSE, but the following careers are some that would enable you to make a lot of use of your Mathematics:

Accountancy	Business Management	Computer Science	Environmental Studies	Pharmacy
Architecture	Engineering	Insurance	Marketing	Psychology
Banking	Economics	ICT	Medicine	Science

Science Subjects

Students at Highlands start their science GCSEs after Christmas in Year 9. This allows for a greater amount of time to be spent on these important qualifications.

Students follow either:

- Trilogy Combined Science in their core science lessons or
- separate biology, chemistry and physics GCSE by increasing their science taught time in the option blocks.

The separate science route is demanding and for students with evidence of strong mathematical and scientific skills.

By offering these different pathways students are able to achieve the equivalent of 2 or more science GCSEs.

Please note - There is no requirement to study the separate sciences in order to study science A levels.

Combined Science

This does not count as an option.

AQA 'Trilogy' specification (8464)

- This course consists of units made from all three sciences and leads to a double award GCSE.
- Six exams will be taken at the end of Year 11:
 - 2 biology, 2 chemistry and 2 physics.
- All papers are 1 hour 15 minutes in duration.

Assessment

Students receive two combined grades on the 9 to 1 scale, separated by no more than 1 grade. Hence 7-7 or 7-6 are possible outcomes but not 7-5.

16 core practicals are covered and examined in the final papers. There is a high maths content (up to 30% in the physics papers) and students will be required to memorise certain physics equations and parts of the periodic table. Students will study a range of key scientific concepts and learn how scientific knowledge is obtained and used.

Separate Sciences - GCSE Biology, Chemistry and Physics

AQA specifications 8461, 8462, 8463

The separate sciences are 3 stand-alone qualifications and all three GCSEs must be studied.

This counts as one of your option choices.

Students follow the core biology, chemistry and physics units from the combined science course plus extra content in each science.

There are 6 exams: 2 Biology, 2 Chemistry and 2 Physics. All the exams will be taken at the end of Year 11. All the papers are 1 hour 45 minutes in duration.

Assessment

Students study a range of key scientific concepts and learn how scientific knowledge is obtained and used - i.e. how Science really works.

Students will receive a separate 9-1 grade for each of the three subjects.

The 24 core practicals are examined in the final papers. There is a high Maths content (up to 30% in the physics papers) and students will be required to memorise certain physics equations and parts of the periodic table.

Core Physical Education

This course does not lead to an examination

To ensure students make progress through key stage 4, Physical Education (P.E.) teaching provides opportunities for students to progress and access as broad a curriculum as possible. It is our aim to instil the importance of a physically active lifestyle and look to encourage students to stay active once they leave school.

During Year 9, students complete a range of activities that include health-related exercise, football, hockey, badminton, netball, rugby, cricket, tennis, rounders and athletics in preparation for the opportunities that are made available to them in Year 10/11.

In Year 11, core P.E. students will be asked to choose which activities they would prefer to take. Each half term students will be given a choice of 4/5 activities. These activities will include aerobics, body conditioning, football, rugby, table tennis, health-related exercise, tennis, cricket, netball, basketball and athletic activities.

Citizenship

Edexcel

You will study either Citizenship or Religious Studies GCSE in Years 9 and 10.

A combined programme of Citizenship and PSHE is taught in Years 7 and 8

After Year 8 PSHE is delivered through assemblies, tutor time and off timetable events

Through work in lesson time and activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily, learn how to deal with the moral, social and cultural issues they face as they approach adulthood and get a good grounding in the workings of the political, legal and financial systems; locally, within the UK and abroad.

Students will get an opportunity to go on a variety of trips, including the Royal Courts of Justice and Houses Parliament. As a department, we also invite several outside agencies to run presentations and workshops, to enhance learning within the curriculum such as the British Red Cross.

Further information about the subject can be found on the school website:

<http://www.highlands.enfield.sch.uk/page/?title=Citizenship&pid=81>

In Years 10-11, students who have chosen this option subject will have two lessons a week to complete a full course GCSE in Citizenship. As part of the course, students will sit two written exams which will test student's knowledge of core concepts taught at KS3 such as, diversity, human rights, civil and criminal law, parliamentary democracy and actions citizens take to influence decisions locally, nationally and globally. Students will learn about the power of the media, democracy, the operation of the UK government and the legal system, and the role of the UK in the wider world. They will also be given the opportunity to explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts.

This qualification will require students to demonstrate the ability to:

- ✓ understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address Citizenship issues in society, including practical Citizenship actions
- ✓ formulate Citizenship enquiries, identifying and sequencing research questions to analyse Citizenship ideas, issues and debates
- ✓ select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- ✓ show knowledge and understanding of the relationships between the different Citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global

The GCSE course content is divided into five themes:

- **Living together in the UK:** human rights, discrimination and the law, migration and identity.
- **Democracy at work in the UK:** forming a government, making laws and government spending
- **Law and justice:** criminal and civil law, sentencing, young people and crime
- **Power and influence:** the media, pressure groups, voting, the EU, UN and the Commonwealth.
- **Taking Citizenship action:** planning and participating in your action

Religious Studies

AQA 8062 Specification A

You will study either Citizenship or Religious Studies GCSE in Years 9 and 10

Our Religious Studies GCSE follows on from the previous course which has been successful at Highlands. This course balances looking at a couple of religions in depth, with how all religions approach current society issues. It is an excellent foundation for the A Level humanities on offer, particularly Philosophy, RS and Sociology.

Subject Content & Assessments

- Students study the following areas: Philosophy, Ethics and the beliefs, teachings and practices of two religions.
- Students sit two exam papers (further details outlined below)
- This course is designed to introduce students to ethics, legal questions and issues arising in society with a series of philosophical, religious and ordinary peoples' viewpoints.
- It offers students a chance to develop knowledge, analytical skills and the ability to debate.
- Russell Group universities are interested in students who have studied Philosophy.

Component 1: The Study of religions, beliefs, teachings and practices

What's assessed

Beliefs, teachings and practices of **two** religions:

- Buddhism
- Christianity

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Component 2: Thematic Studies

What's assessed

4 topics from the Philosophical, Ethical and Religious Themes:

- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24

Languages



All students will continue to take a Language into Year 9 and most will study it until Year 11 as one of their options:

Note

Some students will be selected to use their MFL time to improve their literacy, numeracy or other skills through Learning Support and so will not study a modern foreign language.

Every year one or two students ask about changing the language they are currently studying from French to Spanish or vice versa for exceptional reasons.

Please note that if you change the language you are currently studying you would have to change your tutor group and House and will not share any core lessons with students in your current tutor group or House.

If you wish for us to consider that, please contact the Head of Languages.



French or Spanish

GCSE Edexcel (1FR0) GCSE Edexcel (1SP0)

At Highlands School, a large majority of students study a modern foreign language during key stage 4 and we follow the national expectation that students will take the EBacc subjects, which include languages.

During your MFL GCSE course, you will further develop your skills in and your knowledge of the language, to enable you to perform listening, speaking, reading and writing tasks relating to the following themes:

- Media
- Music and ICT
- Health and healthy eating
- Jobs and future plans
- Holidays
- Rights and world issues

French and Spanish GCSE Examination Papers

You will be entered at either Foundation or Higher tier for each of the four skills (*Listening, Speaking, Reading and Writing*). This tier will be decided based on performance in the Pre-Public Examinations in Year 11. There are four papers in each tier and all four skills will have a final exam rather than a controlled assessment element.

Subject Content:

- focus on independent and spontaneous use of the target language
- increased emphasis on the culture and identities of the countries and communities where the language is spoken
- exposure to literary texts
- contexts linked to themes that relate to:
 - identity and culture
 - local, national, international and global areas of interest
 - current and future study and employment
- translation into English and from English into the target language
- requirements for a minimum of 20% target language questions in the listening unit and for a minimum of 30% target language questions in the reading unit
- a formal requirement to ask questions in the speaking unit
- reference to past, present and future events

Assessment objectives

The assessment objectives have been revised so that each language skill will have a 25% weighting.

- AO1 Listening: understand and respond to different types of spoken language. (25%).
- AO2 Speaking: communicate and interact in speech on a range of the topics studied. (25%).
- AO3 Reading: understand and respond to different types of written language, comprehension and translation. (25%).
- AO4 Writing: communicate in writing on a range of the topics studied. (25%).

Grading

A new 9-1 grading system has replaced the old A*-G model.

Personal Equipment

- USB memory stick and the Edexcel glossary (also available from the website and Frog) are recommended.
- A bilingual dictionary and regular reading of Foreign Language readers from the School Library would further support home study.

Useful Websites for Languages

- Access Frog via the Highlands School website for past papers, marking schemes and revision.
- <http://www.edexcel.com/> - access to past papers, marking schemes and exam specifications for all languages.
- www.wordreference.com online dictionary for all languages
- www.verbix.com online verb tables for all languages
- GCSE Bitesize and BBC Destination Death for French and Spanish from www.bbc.co.uk/schools/gcsebitesize/games
- www.voki.com to practise pronunciation and sounding written words
- www.languagesonline.org for French and Spanish Grammar practice and revision.
- <http://www.zut.org.uk> Available for free before 9am and after 4pm. Lots of good exercises for revising French vocabulary and grammar.
- www.learnspanish.com for Spanish higher and foundation revision.
- www.pearsonactivelearn.com for grammar and topic by topic GCSE listening and reading practice and comprehension tasks (each pupil has their own login).

Humanities Options

GEOGRAPHY
HISTORY – MODERN WORLD

ENTERPRISE BTEC
ECONOMICS

It is expected that most students will choose either geography or history to fulfil the requirement of the English Baccalaureate.

HUMANITIES AT KEY STAGE 4

The balance of knowledge, understanding and skills present in all the key stage 4 humanities specifications will ensure that no matter which courses you choose, you will be gaining qualifications that will be respected whatever direction you decide to take in the future. These subjects provide an excellent springboard for the even wider variety of successful humanities A Levels on offer at Highlands.

Enterprise, economics, geography and history help to give us an understanding of the world around us, how it has developed, how it may develop in the future, the people who live and work in it and the impact they have or can have on a local, national or global level. Having to think about current social, economic and moral issues helps you to weigh up evidence, consider different perspectives and reach your own judgement.

All the subjects teach you to collect and collate information, write concise yet detailed reports, analyse sources and data by questioning and challenging them, consider a variety of views, reach a balanced judgement and argue your view.

The skills you will learn will open doors into further education and a wide range of jobs. Please remember that none of the courses are much 'easier' or 'harder' than others, it is a question of which ones you think you are better suited to. The humanities GCSEs are highly regarded and the enterprise BTEC provides a perfect preparation for our highly successful level 3 BTEC in the sixth form.

Each year, a significant number of students request to take two humanities. Please ensure you have read the school information about this: you should only consider this if you have enjoyed and been successful in humanities subjects at KS3. It is important to try a broad range of subjects from across the school during KS4, then specialise more at KS5.

Thinking Ahead

In the sixth form the humanities faculty offers A Levels in sociology, psychology, geography, history, economics, politics and RS (philosophy and ethics) and a BTEC Level 3 in business.

Our entry criteria for A level courses are a grade 6 in a humanities subject at GCSE. A Level Psychology also recommends that students have a grade 6 in science.

Geography and history A Levels are considered "facilitating" subjects for universities. These are A Levels that the top universities regard favourably because they are seen as robust courses with challenging assessment.

Geography

Specification B Edexcel (1GB0)

See <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/Geography-b-2016.html>

The aims and objectives of geography will give you the opportunity to understand more about the world, the challenges it faces and your place within it. This GCSE course will deepen your understanding of geographical processes, illuminate the impact of change and of people-environment interactions, highlight the dynamic links and relationships between places and environments at different scales, and develop competence in using a wide range of geographical investigative skills and approaches.

Geography enables you to become globally and environmentally informed and a thoughtful, enquiring citizen.

The new GCSE allows us to keep some successful units and trips such as coasts and the field trip to the Essex/Suffolk coastline, and develop knowledge of hazards including Hurricanes. Geography has been one of Highlands most successful GCSE's over recent years and links well to the also successful and popular A Level course.

Global geographical issues paper 1 - 1.30 minutes

- Hazardous earth
- Development dynamics
- Challenges of an urbanising world

UK geographical issues paper 2 1.30 minutes

- UK evolving physical landscapes, rivers and coasts
- UK evolving human landscape, dynamic cities
- Geographical investigations, human and physical fieldwork study

People and environment issues decision making paper 3 1.30 minutes

- People and the biosphere
- Forests under threat
- Consuming energy resources

Geographical investigations

All the new geography courses have encouraged more fieldwork, but rather than controlled assessment, there will be questions about the fieldwork investigations in the exams. The experience of fieldwork will help you to develop new geographical insight into two contrasting environments. One investigation in a physical environment either Investigating coastal change and conflict or river processes and pressures, and a second investigation in a human environment from either Investigating dynamic urban areas or changing rural areas. Taking part in fieldwork is a great way to learn about geography and gives you the opportunity to practice your geographical skills. Geography students at Highlands have previously had great experiences on trips to the coast and into central London.

More Information?

If you need more information pop along to see Mr Theodoulou, any of the geography team or ask students who are already taking the subject.

Thinking ahead- Geography is an EBacc subject and one of the important "facilitating" A Level subjects for university - see the front page of the humanities section for more details.

History – Modern World

AQA (8145)

“A man acquainted with history may...be said to have lived from the beginning of the world.” David Hume (historian and philosopher).

Students taking up the history course will study world and British history. This will give them a sound knowledge and understanding of the developments, concepts and conflicts which have shaped the twentieth century. The course will also focus on essential skills such as analysis, constructive argument and comprehension. This will provide grounding for a large variety of further study and careers.

Paper One

Section A: Period studies

1D America, 1920–1973: Opportunity and inequality

This unit provides an outline study of history. Topics studied are:

Part one: American people and the 'Boom'

Part two: Bust – Americans' experiences of the depression and new deal

Part three: Post-war America

Section B: Wider world depth studies

Conflict and tension between East and West, 1945–1972

Part one: The origins of the Cold War

Part two: The development of the Cold War

Part three: Transformation of the Cold War

Paper Two

Section A: Thematic studies

2C Health and the People

Part one: Medicine stands still

Part two: The beginning of change

Part three: A revolution in medicine

Part four: Modern medicine

Section B: British depth studies

Elizabethan England, c1568–1603

Part one: Elizabeth's court and Parliament

Part two: Life in Elizabethan times

Part three: Troubles at home and abroad

Part four: The historic environment of Elizabethan England

Summary of the scheme of assessment:

Paper One. - Written exam: 2 hours • 84 marks (including four marks for spelling, punctuation and grammar)

• 50% of GCSE

Paper Two - Written exam: 1 hour 45 minutes • 84 marks (including four marks for spelling, punctuation and grammar)

• 50% of GCSE

Thinking Ahead

History is one of the “Facilitating” A Level subjects for university - see the front page of the Humanities section for more details.

Pearson BTEC Tech Award in Enterprise

The BTEC Tech Award in enterprise is designed to help students to develop their business skills. This will be done through coursework based assignments and a written exam. Students are encouraged to explore topics and apply their knowledge to their coursework.

Component Structure

The course is made up of 3 components, all of which must be passed successfully. There are two coursework components and one externally assessed written exam component. The coursework assessed components are marked internally by subject teachers. The components are:

- Component 1 – Exploring Enterprises
- Component 2 – Planning for and Pitching an Enterprise Activity
- Component 3 – Promotion and Finance for Enterprise

Component 1 – Exploring Enterprises (Internally assessed coursework assignments)

Weighting: 30% of the final grade

Aim: Examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

Component 2 – Planning for and Pitching an Enterprise Activity (Internally assessed coursework assignments)

Weighting: 30% of the final grade

Aim: Explore ideas, plan and pitch a micro-enterprise activity to an audience, and use feedback to review their business plan.

Component 3 – Promotion and Finance for Enterprise (Externally assessed written exam sat in Year 10)

Weighting: 40% of the final grade

Aim: Explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. One exam resit is allowed for this component.

Grading

The course is graded using the BTEC grading system of Pass, Merit and Distinction. The GCSE equivalency grades are shown below.

BTEC Grade	GCSE Grade
Level 2 Distinction*	Grade 8-9
Level 2 Distinction	Grade 7
Level 2 Merit	Grade 5-6
Level 2 Pass	Grade 4
Level 1 Distinction	Grade 3
Level 1 Merit	Grade 2
Level 1 Pass	Grade 1

Economics OCR J205

<http://www.ocr.org.uk/qualifications/gcse-economics-j205-from-2017/>

Students on this course will develop an understanding of the impact of economic choices – Students explore how consumers, producers and governments interact in markets nationally and internationally, developing awareness for the impact of economics on our lives.

Students learn how to explain and evaluate economic problems and possible solutions, how to use economic data from a range of sources, acquire a way of thinking as economists and develop a logical approach to thinking and reasoning.

What you will study:

Paper 1: *Introduction to economics and the role of markets and money.*

- The economic problem
- Scarcity and choice
- The role of markets
- Supply and demand
- The labour market
- The role of financial and money markets

Paper 2: *Economic objectives and the role of government. International trade and the global economy*

- Economic growth
- Fair distribution of income
- Economic policies (Fiscal, monetary and supply side)
- Limitations of markets
- Exchange rates
- Importance of international trade
- Balance of payments
- Globalisation

Thinking ahead

This course gives a strong foundation for A level economics which is a popular choice for many students in the 6th form. However, it is not a requirement for entry to the A Level course.

Technology Options

Most students are expected to select **one** technology subject to ensure they experience a broad and balanced curriculum.

Courses

There are three different courses offered.
The GCSE in design and technology is split into three further specialisms.

Food Preparation and Nutrition

Child Development - OCR Cambridge Nationals Level 1/2

Design & Technology

This GCSE offers a common core and three specialist areas. All specialisms lead to the same GCSE qualification so it is not possible to take more than one.

- Graphic Products
- Resistant Materials
- Textiles

The GCSE in design & technology is suitable preparation for A Level study.



Food Preparation and Nutrition

GCSE AQA 8585

Students learn how ingredients work together to make products and the scientific principles behind cooking. This is complemented by the study of nutrition and how to prepare foods for healthier living. It builds on the work that all students study at KS3 in their technology lessons.

This is a very practical course and you will learn the twelve skill groups throughout the two years culminating in a practical exam in the final year.

You will “**learn by doing**” and be able to understand why:

- a sauce thickens
- how a chilled dessert sets
- why oil and water do not mix
- how ingredients are mixed to make different cakes
- what happens when meat is cooked
- how raising agents work
- how heat is transferred and used in the cooking of foods

- You will have the opportunity to make a wide variety of dishes including bread, pasta, pastry, dishes using fruits and vegetables, cakes, desserts, cooking of fish and meat.
- You will learn about the nutritional needs of different groups of people as well as where different nutrients come from.
- There will be opportunities to investigate and use different cultural foods as we explore food from different countries.
- You will also learn about where different foods come from and the impact on the environment of food production.
- You will learn how to plan, prepare and cook different recipes to meet different groups of people and ensure that they have a balanced diet.



How are you assessed?

Controlled Assessment – 50% of the marks (100)

Assignment 1 – Food Investigation (30 Marks) – set by AQA

Practical investigation into the function and properties of ingredients. Students produce a written report (1500 – 2000 words) which includes photographs of practical work.

Assignment 2 – Practical Task (70 Marks) – set by AQA

This will be started after Christmas in Year 10 or Year 11 and completed before the Easter Holidays. You will research one of the tasks set by AQA. You will trial dishes that use different techniques and then choose 3 dishes to make in your 3 hour practical exam. You will also analyse the nutritional value, cost and sensory properties of the dishes you have made.

Exam – 50% of the marks 1 Hour 45 minutes (100)

There will be one exam based on the theory work you have covered in the course.

You will be assessed on your knowledge, skills and understanding of each of the 5 areas studied. These will be a mixture of short answer and extended answer questions.

This option is not suitable if you want to take A level Product Design

Child Development

Year 10/11 only

OCR Cambridge Nationals Level 1/2

This qualification is designed for students wishing to develop knowledge and practical skills in child development. You will experience practical and theoretical elements to the lessons.

How you are assessed and assessment objectives:

RO18: 1hour 15mins written exam- 50% of final qualification (80 marks)

Set and marked by OCR exam board, short and extended answer questions, quality of written communication will be assessed.

Health and well-being for child development

Topics covered: Reproduction, parenthood, antenatal care, preparing for the birth, postnatal care and provisions, conditions for development, childhood illness and child safety

RO19: Controlled assessment task - 25% of final qualification (60 marks)

Tasks are set by OCR and marked internally. These will be practical tasks in the context of an assignment.

Understand the equipment and nutritional needs for children from birth to 5 years

Topics covered: Understanding the key factors when choosing equipment for babies from birth to 12 months and from 1 to 5 years

Knowing the nutritional guidelines and requirements for children from birth to 5 years

Being able to investigate and develop feeding solutions for children from birth to 5 years

RO20: Controlled assessment task - 25% of final qualification (60 marks)

Tasks are set by OCR and marked internally. These will be practical tasks in the context of an assignment.

Understand the development norms of a child from birth to 5 years

Topics covered: Understanding the physical, intellectual and social norms for children from birth to 5 years

Understanding the benefits of learning through play

Being able to plan different play activities for a chosen developmental area with a child from birth to 5 years

Being able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to 5 years

Resources you will need:

Lever arch folder

Pencils, pencils, hi-lighter pens

Child development textbook

Access to a child under the age of 5 years

This option is not suitable if you want to take A level Product Design

GCSE Design & Technology: Edexcel 1DT0

Course Description

This specification builds on the key stage 3 programme of study for design and technology. It gives students the opportunity to demonstrate creativity and innovation with no material or technology limitations. Students will have the opportunity to work with a wide range of materials and to specialise in one material for the exam.

In addition to the core principles all students will develop an in-depth knowledge and understanding of specialist techniques, processes and material and components. If you choose to specialise through the material; timber, metal, polymers and mechanical systems then this is the course for you. Throughout the 1st year of the course students will complete a number of mini theory and practical based projects in order to develop their understanding and confidence when working with the materials as well as learning how the design industry operates. In the autumn term students will be introduced to the NEA.

How you are assessed

Component 1: Written exam - 50% of the final GCSE (100 marks)

- **1 hour and 45 minutes**
- There are 2 sections: **Section A: Core content and Section B: Timbers**
- Section A - Four questions - 40 marks
- Section B - Four questions - 60 marks
- Each question is set in a context.
- The paper will include open-response, graphical, calculations and extended-open-response questions.
- The paper will include questions that target mathematics – 15% of marks
- Calculators may be used in the exam (teacher will give out information regarding this)
- An understanding of underlying **scientific** principles is expected.
- One tier of assessment covering grades 1-9 new marking criteria.

Component 2: Non-Examined Assessment (NEA) - 50% of the final GCSE (100 marks)

- Students undertake a project that will test their skills in: investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study.
- Students are required to analyse a given contextual challenge from a range of three.
- Once they have selected the contextual challenge, students develop a range of potential ideas and then realise one through practical making activities.
- The project consists of a portfolio and a prototype.
- They must use ICT and CAD where appropriate.
- You must include photographs of the finished outcome and of the various stages of making.

Resources you will need

- A3 folder and flip file (can be purchased from Design & Technology Department)
- A3 paper (provided)
- Drawing equipment – HB pencils, colour pencils, black fine liner pen, rubber & sharpener.
- Edexcel Design and Technology –Textbook by Pearson
- You will be asked for a donation towards materials and if you require specialist materials or components you will have to buy this yourself.

Progression: A Level Product Design, employment in a design and technology-based industry.

GCSE Design & Technology: Edexcel (9-1) 1DT0

Course Description

This specification builds on the key stage 3 programme of study for design and technology. It gives students the opportunity to demonstrate creativity and innovation with no material or technology limitations. Students will have the opportunity to work with a wide range of materials and to specialise in one material for the exam.

In addition to the core principles, all students will develop an in-depth knowledge and understanding of specialist techniques, processes, materials and components. If you choose to specialise in Graphics you will learn how to use images and text to **communicate** an idea or message and learn how a combination of drawing, modelling skills and ICT can be used to produce a graphic product for your NEA. Throughout the 1st year of the course students will develop skills which will enable them to creatively present and make quality products. In the autumn term students will be introduced to the NEA.

How you are assessed

Component 1: Written exam - 50% of the final GCSE (100 marks)

- **1 hour and 45 minutes**
- There are 2 sections: **Section A: Core content and Section B: Papers and Boards**
- Section A - Four questions - 40 marks
- Section B - Four questions - 60 marks
- Each question is set in a context.
- The paper will include open-response, graphical, calculations and extended-open-response questions.
- The paper will include questions that target mathematics – 15% of marks
- Calculators may be used in the exam
- An understanding of underlying **scientific** principles is expected.
- One tier of assessment covering grades 1-9 marking criteria.

Component 2: Non-Examined Assessment (NEA) - 50% of the final GCSE (100 marks)

- Students undertake a project that will test their skills in: investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study.
- Students are required to analyse a given contextual challenge from a range of three.
- Once they have selected the contextual challenge, students develop a range of potential ideas and then realise one through practical making activities.
- The project consists of a portfolio and a prototype.
- They must use ICT and CAD where appropriate.
- They must include photographs of the finished outcome and of the various stages of making.

Resources you will need

- A3 folder and flip file (can be purchased from Design & Technology Department)
- A3 paper (provided)
- Drawing equipment – HB pencils, colour pencils, black fine liner pen, rubber & sharpener.
- Edexcel Design and Technology –Textbook by Pearson
- A donation towards specialist materials or components may be required

Progression: A Level Product Design, employment in a design and technology based industry.

GCSE Design & Technology: Edexcel (9-1) 1DT0

Course Description

This specification builds on the key stage 3 programme of study for design and technology. It gives students the opportunity to demonstrate creativity and innovation with no material or technology limitations. Students will have the opportunity to work with a wide range of materials and to specialise in one material for the exam.

In addition to the core principles all students will develop an in-depth knowledge and understanding of specialist techniques, processes, materials and components. If you choose to specialise in textiles you can either follow a fashion, accessories or furnishing route for your final assessment. Throughout the 1st year of the course students will complete some small projects developing their theory and practical skills. They will learn to apply a range of manufacturing processes, which will develop their understanding and confidence when working with materials. In the second half of the summer term students will be introduced to the NEA.

How you are assessed

Component 1: Written exam - 50% of the final GCSE (100 marks)

- **1 hour and 45 minutes**
- There are 2 sections: **Section A: Core content and Section B: Textiles**
- Section A - Four questions - 40 marks
- Section B - Four questions - 60 marks
- Each question is set in a context.
- The paper will include open-response, graphical, calculations and extended-open-response questions.
- The paper will include questions that target mathematics – 15% of marks
- Calculators may be used in the exam (teacher will give out information regarding this)
- An understanding of underlying **scientific** principles is expected.
- One tier of assessment covering grades 1-9 new marking criteria.

Component 2: Non-Examined Assessment (NEA) - 50% of the final GCSE (100 marks)

- Students undertake a project that will test their skills in: investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study.
- Students are required to analyse a given contextual challenge from a range of three.
- Once they have selected the contextual challenge, students develop a range of potential ideas and then realise one through practical making activities.
- The project consists of a portfolio and a prototype.
- They must use ICT and CAD where appropriate.
- They must include photographs of the finished outcome and of the various stages of making.

Resources you will need

- A3 folder and flip file (can be purchased from Design & Technology Department)
- A3 paper (provided)
- Drawing equipment – HB pencils, colour pencils, black fine liner pen, rubber & sharpener.
- Edexcel Design and Technology –Textbook by Pearson
- You will be asked for a donation towards materials and if you require specialist materials or components you will have to buy this yourself.

Progression: A Level Product Design, employment in a design and technology based industry or fashion based

Arts Plus...Options

It is expected that most students will select one subject from the *Arts plus...* section.

Art GCSE

Digital Information Technology - BTEC Tech Award

Creative Digital Media Production - BTEC Tech Award

Dance GCSE

Drama GCSE

Music GCSE

Media Studies GCSE

Physical Education GCSE



Art

OCR GCSE Art and Design

Introduction

Art and Design is both a form of communication and a means of expressing ideas and feelings. It is a visual language and we live in a world where the use of visual imagery and information influences every facet of our lives. Whether it be in paintings, advertising, films, theatre, photography, media, digital design, fashion, textiles, interior or furniture design, art and design is a subject which encompasses this very rich field of human activity and offers you a chance to work with ideas.

About the Syllabus- The OCR Specification is split into two components:

	Component Name	Requirements	Duration	Weight
1	Coursework Portfolio – work based on a chosen theme	Completion of a varied body of work that covers all four assessment objectives	From the start of January in the 1st year of the course, through until the December of the 2nd year .	60%
2	Externally Set Task - based on an exam title, not previously seen	1 unit of work based on one of the exam titles, that covers all four assessment objectives	Externally set task - the paper is given out at the start of January during the 2nd year of the course. Students will have 8/10 weeks preparatory time and will then sit a 10 hour exam over two days	40%

What work will I need to produce for EACH of these components?

- You will need to make a range of artwork based on your chosen theme/exam title. This will include researching artists that have a connection to your theme/title and that can inspire and influence your work.
- You will produce copies of your artists' work and comparative studies.
- You will produce a range of detailed, realistic drawings based on real objects/people/places
- You will take a good range of photographs (that you will be able to produce detailed drawings from) based on your theme.
- You will produce a variety of material experimentations, based on your theme, exploring and experimenting with different materials such as; paints, inks, collage, mixed media, printing techniques, 3D construction and Photoshop.
- You will produce a range of compositional designs showing different ideas influenced by your artist and chosen theme/title. These compositional designs will lead towards you making your final piece/s.

What will the course cover?

You will be required to work in at least **two** of the main areas of study:

Drawing, painting, printmaking, photography, 3D studies and mixed media.

How is the course assessed?

There are **four** key assessment objectives:

A01 - develop ideas through investigations, demonstrating critical understanding of sources

A02 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03 - record ideas, observations and insights relevant to intentions as work progresses

A04 - present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Dance

GCSE AQA (8236)

What is GCSE Dance all about?

It is a very practical course that enables students to develop skills, knowledge and understanding of dance as choreographer, performer and critic. It is split into 2 components:

1. Performance and choreography 60%
2. Dance appreciation 40%

Will I enjoy this course?

If you want to study a subject that is very practical and creative – then yes! If you like creating and performing dance – then yes! Dance is 60% practical, with 30% choreography and 30% performance. Previous practical experience of dance would be very helpful, such as experience of either ballet or contemporary dance. If you have performed in school concerts, shows or assemblies or performed outside of school, this will most definitely help you. You may also have an interest in and have watched live dance or dance films. .

How does GCSE Dance follow on from what I have learned before?

GCSE Dance follows on your key stage 3 dance, developing your performing and choreographing to a higher level. You will also analyse dance work in more depth.

What about coursework? (60% of the GCSE grade)

Performance 30% of GCSE

Set Phrases

Students will learn three set phrases from the exam board and perform them through a solo performance (one minute in duration)

Duet/trio performance

Students will perform in a duet/trio performance created by the teacher and students consisting of technical dance movement and the three set phrases (three and a half minutes in duration)

Choreography 30% of GCSE

Solo or group choreography

Students will create a dance based on a given stimulus set by the exam board, this can either be a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

All of the above are non-exam assessments, marked by the teacher and moderated by AQA.

What about exams? (40% of the GCSE grade)

The examination for GCSE dance is a 1 hour 30 minutes exam in which you will be asked to demonstrate your knowledge and understanding of choreographic processes and performing skills, critical appreciation of own work and critical appreciation of professional works from the GCSE Dance anthology.

What other skills might I develop?

As a performer you will develop confidence and self-esteem. You will develop self and body awareness as well as sensitivity to others and team-working skills. As choreographer you will employ the skills of problem-solving and creativity. In directing others, you will develop interpersonal and communication skills. As a critic you will make informed decisions about the dances that you see.

Drama

What is GCSE Drama all about?

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will have the opportunity to create your own work as well as look at plays written by other people and explore different ways of communicating ideas on stage. It is split into 3 parts:

Component 1: *Devising*. You and your group will create a piece of drama based on a stimulus. You will need to develop a portfolio to evidence *how* you created the piece and evaluate the impact of the final performance.

Component 2: *Performance from Text*. You will practically explore a play chosen by your teacher and perform two extracts from that play to an examiner.

Component 3: *Written Exam* with two sections: One part will be about a play you have studied where you will write as an actor, designer and director and one part will be about a production you have seen.

Will I enjoy this course?

If you want to study a subject that is both practical and creative – then yes! The course requires you to work as part of a team and you need to be ready to get up and go from the start! The more you put into the course - the more you will get out. It is the ideal course for those who want to create drama as much as those who want to perform.

How does GCSE Drama follow on from what I have learned before?

Drama GCSE follows on from the work you will have studied at key stage 3. You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and explore different ways of bringing a script alive on stage.

What about exams?

There are two types of exam at GCSE: A practical **performance exam** (Component 2) and a **written exam** (Component 3). The written exam is 1 hour 30 minute exam and is worth 40% of your final mark. The practical exam will be of two scenes from the same play and will be worth 20% of the final mark.

What about controlled assessment?

The controlled assessment (Component 1) is worth 40% of your final grade and will be assessed in two ways:

- The **performance** of your devised piece (15 marks)
- The **portfolio** that you keep that explains how you developed the work. This might include images, mind maps, notes, annotations and essay style writing. (45 marks)

Both pieces of controlled assessment are marked by your teacher and moderated externally.

What other skills might I develop?

Drama is about being creative, problem solving and building self-confidence. You will also develop your communication and self-discipline skills through working as part of a team.

What about trips?

- We will take you to the theatre to experience a professional production. You will need to write about this production in your written exam. For example, GCSE students have already been to see *War Horse* at the National Theatre and *A Christmas Carol* at the Old Vic.
- We hope to invite a drama company into school to perform a show and work with you in a workshop on their style of theatre. For example, this year we have *Splendid Productions* coming to work with Year 9 on devising skills.

Music

Is GCSE Music for me?

If you already practice an instrument or sing regularly - then yes! Perhaps you have performed regularly as a soloist and attended instrumental lessons. You may have performed with others as part of a school concert, choir, production, wind band, or rock group. If you already enjoy creating compositions, GCSE music could be for you. Perhaps you have already used a computer program such as 'Garage Band' or 'Logic' to prepare an original piece. It is helpful to have a keen interest in exploring the creative possibilities provided by a range of recording equipment.

Remember that you need to sing or play an instrument or have produced music using ICT to a good standard to succeed in music GCSE. Pupils who choose GCSE music should have at least 2 years of instrumental or vocal tuition. The minimum standard required would be Grade 2 or equivalent at the start of the course.

If you have concerns about this then please discuss with Mrs Miller before applying.

How does GCSE music follow on from what I have learned before?

GCSE music follows on from work you will have done at key stage 3. You will develop your performing, composing and listening skills to a higher level. You will listen to a broad range of musical styles and use the ideas as the basis for your own pieces.

How is GCSE music assessed?

Component 1: Performing (30%) *Assessed by the teacher (60 marks)*

- Solo performing
- Ensemble performing (2 or more live players)

Assessment overview

- Students perform for at least four minutes' combined duration.
- Solo performance: at least one minute in duration and one or more pieces
- Ensemble performance: at least one minute in duration and one or more pieces

Component 2: Composing (30%) *Assessed by the teacher (60 marks)*

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment overview

- Students compose two compositions, of at least three minutes **combined** duration
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.

Component 3: Appraising (40%) *Written examination: 1 hour and 45 minutes (80 marks)*

- Musical elements, musical contexts and musical language
- Areas of study:
Instrumental Music 1700–1820 Vocal Music Music for Stage and Screen Fusions

Assessment overview

The paper is made up of two sections and is out of a total of 80 marks.

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

Physical Education GCSE

OCR (J587)

GCSE Physical Education is designed to open your eyes to the amazing world of sports performance.

Why should I take this GCSE?

It provides clear insight into the field

The combination of physical performance and academic challenge provides an exciting opportunity. You will also learn about physical education through a range of different contexts and the impact it has on everyday lives.

It keeps the subject real

It encourages you to immerse yourselves in the world of sports and PE with the chance to perform sport (through the non-exam assessment component) and delve into the how and why of physical activity and sport.

It provides skills for a modern world

You can develop a practical set of key skills, including dealing with pressure, split second decision-making, interpreting and analysing data, and more.

Accessible

The written papers in this course are designed in manageable bite size chunks rather than being massively long.

How will I be assessed?

1. Physical factors affecting performance (written exam - 60 marks - 1 hr - 30%)

This paper covers:

- applied anatomy
- physiology
- physical training.

2. Socio-cultural influences and sports psychology (written exam - 60 marks - 1 hr - 30%)

This paper covers:

- health
- fitness and well-being
- socio-cultural issues
- sports psychology.

3. GCSE Practical activity assessment (80 marks - non-exam assessment - 40%)

- Analysing and evaluating performance (AEP) 20 marks
- Performance in physical education in three activities 60 marks

A total of three activities are taken from the lists below:

- one or two can be taken from the Team Activity List
- one or two can be taken from the Individual Activity List

It is essential that students are playing a regular sport both inside and outside of school from the lists below in order to access this GCSE.

Team Activity	Restrictions and allowances
Association football	Cannot be five-a-side or futsal.
Badminton	Cannot be assessed with singles.
Basketball	
Blind cricket	
Camogie	Cannot be assessed with hurling.
Cricket	
Dance	Cannot be used as both a Team and Individual activity.
Gaelic football	
Goal ball	
Handball	
Hockey	Field Hockey only – no ice or roller hockey.
Hurling	Cannot be assessed with camogie.
Lacrosse	
Netball	
Powerchair football	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. Cannot be used as both a Team and Individual activity.
Rugby League	Cannot be tag rugby. Cannot be assessed with Sevens or Union.
Rugby Union	Can be assessed as sevens or fifteen a side. Cannot be tag rugby. Cannot be assessed with Rugby League.
Squash	Cannot be assessed with singles.
Table cricket	
Table tennis	Cannot be assessed with singles.
Tennis	Cannot be assessed with singles.
Volleyball	
Wheelchair basketball	
Wheelchair rugby	

Individual Activity	Restrictions and allowances
Amateur boxing	
Athletics	
Badminton	Cannot be assessed with doubles.
Boccia	
Canoeing	
Cycling	Track or road cycling only.
Dance	Cannot be used as both a Team and Individual activity.
Diving	Platform diving.
Equestrian	
Golf	
Gymnastics	
Kayaking	Cannot be assessed with sculling, canoeing or rowing.
Polybat	
Rock climbing	Can be indoor or outdoor.
Sculling	Cannot be assessed with kayaking, canoeing or rowing.
Skiing	Must take place on snow, but can be indoor or outdoor. Cannot be assessed with snowboarding.
Snowboarding	Must take place on snow, but can be indoor or outdoor. Cannot be assessed with skiing.
Squash	Cannot be assessed with doubles.
Swimming	Cannot be synchronised.
Table Tennis	Cannot be assessed with doubles.
Tennis	Cannot be assessed with doubles.
Trampolining	

Computer Science

GCSE OCR J277

What is the course all about?

The qualification will build on the knowledge, understanding and skills established through the computer science elements of the key stage 3 programme of study.

Why study Computer Science?

So why is it important to study computer science? We live in a digitized, computerized, programmable world, and to make sense of it, we need computing. An engineer using a computer to design a bridge must understand the limitations of the numerical methods used, how the maximum capacity estimates were computed and how reliable they are. An educated citizen using a government database or bidding in an eBay auction should have a basic understanding of the underlying algorithms of such conveniences, as well as the security and privacy issues that arise when information is transmitted and stored digitally. These are computing, not ICT issues.

How will I be assessed?

This qualification can be completed with you getting the equivalent of 1 GCSE. The qualification name is given below:

All students complete 3 mandatory units:

1. Unit 1 - Computer systems (Written paper – 1 hour 30 Minutes)
2. Unit 2 – Computational thinking, algorithms and programming (Written paper – 1 hour 30 Minutes)
3. Unit 3 - Programming project – compulsory component – non-graded

Assessment:

Exam - 50% Component 1 – Computer Systems

Exam – 50% Component 2 – Computational thinking, algorithms and programming

Is there anything else that I need to know?

Computer Science students learn logical reasoning, algorithmic thinking, design and structured problem solving—all concepts and skills that are valuable well beyond the computing classroom. Students gain awareness of the resources required to implement and deploy a solution and how to deal with real-world and business constraints. These skills are applicable in many contexts, from Science and engineering to the humanities and business, and have already led to deeper understanding in many areas.

Career opportunities

Most careers in the 21st century will require an understanding of computing. Many jobs that today's students will have in 10 to 20 years haven't been invented yet. Professionals in every discipline—from art and entertainment, to communications and health care, to factory workers, small business owners, and retail store staff— need to understand computing to be globally competitive in their fields.

This qualification will give students the opportunity to study A level computer science in Sixth Form.

Media Studies GCSE

GCSE Media Studies AQA (8572)

What does the course involve?

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- A choice of assignments for production and pre-production
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries

What are the key concepts?

Media Studies revolves around a set of very simple ideas that, once you understand them, unlock the meaning of the text. Whether you are analysing or constructing a media text, you are expected to demonstrate your knowledge and understanding of the following concepts:

- Audience
- Genre
- Institution
- Narrative
- Media Forms
- Representation

Paper 1: Written exam: 1 hour 30 minutes • 84 marks • 35% of GCSE

This paper will focus on three areas of the theoretical framework: industries, audiences and representation. There will be a balanced approach to these areas: Section A will focus on industries and audiences and Section B will deal with the representations.

How is it assessed? - A range of questions relating to an unseen source and Close Study Products. An extended response question.

Paper 2: Written exam: 1 hour 30 minutes • 84 marks • 35% of GCSE

This paper will focus on three areas of the theoretical framework: industries, audiences and representation. There will be a balanced approach to these areas: Section A will focus on industries and audiences and Section B will deal with the representations.

How is it assessed? - Short, medium and extended response questions assessing depth of knowledge and understanding of the course

Non-exam assessment: Creating a media product • 30% of GCSE

Application of knowledge and understanding of the theoretical framework.
Practical skills relating to the media format of their choice.

How is it assessed? - A choice of topics related to the annually changing over-arching theme • Assessed by teachers • Moderated by AQA

Tasks

Students produce: a statement of intent and a media product for an intended audience.

Progression opportunities

Level 3 BTEC Creative media programme.

Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology

A brief overview of the course

The course offers students the opportunity to:

- Develop important technical skills in data interpretation, data presentation and data protection.
- Covers aspects of user interface (UI) design and development
- Understanding the different types of cybercrime threats and how to mitigate against them
- Understand the importance of legal and ethical considerations when using modern technologies.
- This qualification will enable students to use project-planning tools, models and techniques within a digital context.
- Students will develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.

Assessment

The qualification has three components. All components must be passed for a grade to be awarded

Components 1

Exploring User Interface Design Principles and Project Planning Techniques – Internally assessed - 30% of the course

User interfaces allow individuals and individuals in organisations to interact with digital technologies. The design of the user interface is crucial in ensuring that users are able to interact positively with their hardware devices. Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Component 2

Collecting, Presenting and Interpreting Data – Internally assessed – 30% of the course

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. This component will help to develop your understanding of how to represent information in different ways to give it more meaning. It will enable you to develop transferable data manipulation tools that you can use to make effective decisions in all areas of study and employment.

Component 3

Effective Digital Working Practices – External assessment – 40% of the course

This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before.

Learners will explore how organisations use digital systems and the wider implications associated with their use. The external assessment takes the form of a set task/external assessment taken under supervised conditions, which will include questions totalling 60 marks. The test duration is 1 hour 30 minutes which is then marked and a grade awarded by Pearson.

Creative Digital Media Production BTEC

Pearson BTEC Level 1/Level 2 Tech Award in Creative Digital Media Production

This course gives you the opportunity to develop real media industry skills in digital video production, non-linear editing and sound design. This qualification is highly regarded by the media industry and will give you skills in creating new media and in the digital arts.

Why creative digital media production?

Creative digital media production will equip you with practical, 'hands-on' creative skills to kick start a career or develop a keen interest in video production, animation, sound design or editing. It is just as suitable if you want to break into the digital media industry. Learn how to create, animate, shoot and edit with Creative Digital Media Production.

How will I be assessed?

You will have to complete three compulsory units and two optional units for a single GCSE equivalent award.

Components 1

Exploring Media Products – Internally assessed - 30% of the course

In this component, you will develop your understanding of how media products are created for specific audiences and purposes. You will explore the relationship between genre, narrative and representation in media products, and develop your understanding of how they are interpreted by audiences.

Component 2

Developing Digital Media Production Skills– Internally assessed – 30% of the course

In this component, you will develop practical media production skills and techniques. You will have the opportunity to specialise in audio/moving images. You will apply these skills and techniques to relevant pre-production, production and post-production processes when reworking an existing media product/s.

Component 3

Create a Media Product in Response to a Brief– External assessment – 40% of the course

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their practical skills to the creation of a media product in response to a brief. Learners will submit their ideas, pre-production planning and final media product in a portfolio of evidence. The task is worth 60 marks and will be completed under supervised conditions. The supervised assessment period is a maximum of nine hours.

Future opportunities in digital media

Creative media employment has provided around two million jobs in the UK and employment opportunities in the creative media sector are growing. There are approximately 182,000 businesses involved in the creative industry generating revenues of over £26 billion per year. There are plans for studio facilities to be built in Enfield as part of the Meridian Water development.

Creative Careers

Think about being a director, editor, sound designer or sound mixer.

Further Study

You can continue to study in this area with a Level 3 BTEC Creative Media qualification in Highlands Sixth Form.