

Harrow Way Community School



Learning for Life, Success for All

Options

The
Key Stage 4
Curriculum
Years 10 & 11
2022 - 2024



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HEADTEACHER'S INTRODUCTION

March 2022

Dear Parent/Carer

We are now at the point in the year where Year 9 students are able to choose the options that they will study until their final examinations at the end of year 11. This booklet is designed to help guide you through this process which will be completed online. You will be emailed a link to the Options Choices Form separately on which to make initial choices for your child.

The purpose of this booklet is to refresh and further update the information that you received last year in order to ensure you and your child fully understand the courses of study that he or she will follow in Years 10 and 11. Please go through this important document with your child before watching the presentations for our **virtual Year 9 Curriculum Evening on Thursday 10th March at 6.00pm**. You will then need to complete and return the **Options Choices Form by Tuesday 15th March**.

One of the school's aims is to provide a curriculum that is as balanced as possible within the guidance and regulation imposed by the Government. Accordingly, in Years 10 and 11, all students follow a core curriculum which is supplemented by a range of subjects that they choose following advice, guidance and consultation with their teachers and parents.

The core will consist of English Language, English Literature, Mathematics, Combined Science, Physical Education and our Personal Development Carousel (which includes, Careers Education, Personal, Social and Health Education as well as Citizenship and Ethics)

The additional subjects offered are grouped within four blocks. The subjects are arranged in order to:

- allow for progression from current Year 9 Pathways blocks
- provide depth, balance and relevance
- provide a pathway leading to further study post-16
- provide students with a curriculum that will allow them to compete with their peers post 16.

In order to find out more about all the courses available, you and your child are invited to attend our virtual Key Stage 4 Curriculum Evening on 10th March from 6.00 - 7.30 pm. During this evening you will have the opportunity to watch a range of short presentations from Senior Staff, Curriculum Leaders and myself.



Students currently studying Geography and History must continue with at least one of these subjects (and may of course continue with both if the blocks allow for this).

They must then take a further three subjects offered by the school from the Department of Education's approved list of qualifications.

We recommend that those currently studying a modern foreign language of French and/or Spanish consider continuing with at least one of these subjects if they are able to do so.

Please note that students are unable to study both Dance and Drama in Year 10 and are also only allowed to choose either Hospitality & Catering or Design Technology. The same situation applies to Art & Design and Photography, where both subjects can be studied in Year 9 but only one can be taken forward into Year 10.

It is also important to remember that courses followed in Years 10 and 11 should take into account the options at post-16 in terms of Further Education, training and full time employment. Within this booklet you will find useful advice in this respect. Whatever courses are taken, students and parents will realise that there is a considerable amount of work to be covered in Years 10 and 11. Inevitably, this will involve students in extended study outside normal school hours in addition to maintaining a good standard of classroom work.

There are two ways in which schools will be measured with regard to examination success – EBacc and Progress 8. In both cases, this is a school measurement only – these are not qualifications but a set of subjects that will be used to measure how schools perform across a selected core group of subjects that all students in England are expected to study. For students, all subjects are valued qualifications and whilst the core subjects are important as they support a rounded education, specialist subjects are also important.

EBacc (English Baccalaureate):

This measurement includes examinations passed at Grade 5 or above in:

- GCSE English Language or Literature
- GCSE Maths
- GCSE Combined Science or any two from GCSE Biology, Chemistry, Physics and Computer Science
- GCSE French or Spanish
- GCSE History or Geography

The English Baccalaureate (EBacc) is a performance measure, not a qualification. It is not compulsory, but Ofsted will take it into account when inspecting the school. Many universities have been consulted over the subjects included in EBacc and so it follows that students with this list of qualifications will have increased chances when applying to universities in the future.



Details of all courses will be found in the following pages. Although every effort will be made to provide the full range of courses, the school reserves the right to run reduced or additional course choices depending on group numbers, staffing and Government policy. In such an instance an alternative course may need to be followed. If your child will not be able to follow one of his/her chosen courses he/she will be seen individually by the Year 9 Year Leader or a member of the Senior Leadership Team.

DATES FOR YOUR DIARY

Year 9 Curriculum Evening Thursday 10th March, 6.00-7.30pm You will be able to access short online presentations from Senior Staff and Heads of Department	Tuesday 15th March All Options Forms to be completed and submitted
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If you need additional help or wish to discuss any detail further, please do not hesitate to contact me, Mrs Woods (Deputy Headteacher), Miss Fowler (Year Leader) or the relevant Curriculum Leader. However, do please take the time to attend our Virtual Year 9 Curriculum Evening **on Thursday 10th March at 6.00pm.**

Thank you for your support.

Yours sincerely

M Serridge
Headteacher



THE HARROW WAY CURRICULUM

The Curriculum at Harrow Way underpins our goal of ensuring that students experience the highest quality teaching and opportunities available to enable them to achieve ambitious progress and outcomes alongside demonstrating the highest standards of personal behaviour and individual responsibility. We are fully committed to the belief that through the curriculum we can provide students with the knowledge and skills needed to challenge social disadvantage and to support them in embracing the opportunities, responsibilities and experiences of life in Britain and beyond. We are uncompromising and relentless in our desire to be the finest provider of education for miles around and curriculum design and timetabling is focused on creating the very best experience for students that we are able to provide.

Delivering the National Curriculum for All

The foundation of the education provided by Harrow Way is the National Curriculum. For some subjects this is delivered through dedicated timetabled lessons across two years during Key Stage 3 but for curriculum areas with more detailed briefs and expectations this commitment continues throughout Year 9. Although the prescribed content for History and Geography are covered by our commitment to each subject throughout Years 7 and 8, all students continue with History and Geography study into Year 9 allowing teachers to explore the important moral, cultural and spiritual themes that these subjects provide in even more detail (and building on our previous requirement that students continued to study at least one of these subjects throughout their time at Harrow Way). The majority of students continue with a Modern Foreign Language Subject into Year 9 and core subjects continue to build on the knowledge of skills for these subjects rather than focusing explicitly on the texts and styles of questions examined at Key Stage 4. Other lessons deliver a programme of carefully planned religious education, careers, personal development and relationship and sex education. All year groups receive a double lesson a week dedicated to non-academic physical education. We are ambitious for all students and ensure that the whole school curriculum and that of each subject is sequenced so that the new knowledge and skills of each unit or topic build on what has been taught before to support the progress of all.

Pathways and Guidance

We are particularly proud of our Year 8 Pathways programme that then feeds and guides our Options programme in Year 9. A series of Pathways are offered to Year 8 students for study in Year 9 that prepare them for the rigours of Key Stage 4 study and also allow them to experience subjects that they have not yet encountered as part of the National Curriculum, or to explore those they have engaged with in more detail. Careful guidance is provided to families and supported by information evenings and individual appointments with senior staff to discuss the right pathways for each student. In Year 9, and again supported by guidance, information evenings and individual appointments, families will then choose from the suite of subjects that they have studied in Year 9 which are best for them to continue with into Year 10. For some this will rightly focus on a core of Ebacc Subjects but the route for every student is carefully discussed and considered. All students continue with the study of at least one Ebacc subject in addition to the core subjects of English, Mathematics and Science. We also have ambitious plans for encouraging a growth in the number of students continuing to study a Modern Foreign Language. We believe that the ongoing process of guidance and consultation offered by our Pathways programme does not



restrict access to the National Curriculum or breadth of opportunity in the way that a simple Year 8 option process might but rather increases the opportunities available and empowers students, encouraging them to take more responsibility for their learning.

A Commitment to the Core

As the backbone of the education of all students and based on research on how long term memory is secured, we aim to fully support the core departments of English, Mathematics and Science with a carefully structured timetable that supports these subjects at Key Stage 4. We benchmark curriculum time against that offered in other schools and prioritise the staffing and timing of core lessons as part of our drive to deliver the very best learning and outcomes that we can for our students.

A Commitment to the Arts

Harrow Way Community School is fully committed to providing the often life changing opportunities that success in the arts can bring for our students. Throughout times of austerity and challenge the arts will often remain a growth industry in Britain and, alongside our commitment to encourage ambitious take up of Ebacc subjects we believe that this must never be at the expense of the support and study of the arts. Following dedicated, timetabled national curriculum lessons for such subjects through Years 7 and 8 we offer a broad selection of pathways and then options that include media, visual and performing arts subjects. Extra curricular enrichment includes many arts focused activities including many opportunities to perform, create and present work for all year groups.

The Right Pathway for the Right Student

Our curriculum is not 'off the shelf' or 'set in stone' but is revisited regularly to ensure that it is fit for purpose, suits our ambition and that it meets the differing requirements of different year group profiles and the changing environment of education. This reflection and discussion runs throughout the system all the way, always trying to meet the differing needs of individual students where possible. The opportunities offered by different technical qualifications and vocational opportunities are always explored to see if they might suit the needs of individuals or groups of students better than the options and core subjects offered at Harrow Way. This might include such opportunities as working with other qualifications, other local education providers or approved outside agencies.



Year 7

The National Curriculum is delivered through dedicated, timetabled lessons for all subjects plus additional lessons for Dance, Physical Education, Religious Education and Personal Development

Year 8

The National Curriculum is delivered through dedicated, timetabled lessons for all subjects plus additional lessons for Physical Education, Religious Education and Personal Development.

Following a process of consultation and guidance, students decide from a selection of Pathways subjects that they will study in Year 9

Year 9

Students study additional lessons of English, Mathematics and Science. All students continue with History and Geography alongside Pathways chosen in Year 8 and Physical Education, Religious Education, Careers and Personal Development lessons. Following a further process of consultation and guidance, students decide from a selection of Option subjects that they will study in Year 10

Years 10 and 11

We aim to provide all students with at least one English and Mathematics lesson every day. As well as Science, all students continue with either History or Geography. Dedicated Physical Education, Religious Education, Careers and Personal Development lessons continue.



CORE SUBJECTS



GCSE ENGLISH LANGUAGE (Grading scale 9-1)

Examination Board:
WJEC Eduqas

Course Length:
2 years

Curriculum Leader:
Mr J Mann

Summary of Key Stage 4 course content:

English Language is an incredibly broad subject with areas of study including analysis of language, discussion and debate, creative and persuasive writing, as well as workplace skills such as letter writing. Students will explore a range of fiction and non-fiction texts, with a focus on how words, techniques and structure are used to create meaning and impact. In addition to this, students will have ongoing opportunities to practise and refine their own creative and transactional writing skills throughout the duration of the course.

Examination structure including controlled assessment if applicable:

GCSE English Language consists of 2 terminal exams in Year 11 and a non-exam assessment in spoken language.

Component	Weighting	Method of Assessment	Duration
Component 1: 20th Century Literature Reading and Creative Prose Writing	40%	Written examination	1 hour 45 minutes
Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing	60%	Written examination	2 hours
Component 3: Spoken Language	Unweighted	Non-exam assessment	

Achievement in Spoken Language (Component 3) will be reported as part of the qualification, but it will not form part of the final mark and grade.

Extra-Curricular Activities: Field trips, visits etc:

Various theatre trips and experiences are offered. We are currently investigating longer residential trips that would benefit the study of English as well as other subjects.

Possible Career Paths:

Virtually all careers and pathways into further education will in some way be affected by a student's achievement in English.



GCSE ENGLISH LITERATURE (Grading scale 9-1)

Examination Board:
WJEC Eduqas

Course Length:
2 years

Curriculum Leader:
Mr J Mann

Summary of Key Stage 4 course content:

GCSE English Literature incorporates the study of a variety of plays, novels and poems as well as the development of critical and evaluative thinking skills. In preparation for the final GCSE exams, students will study classic texts such as Shakespeare's Othello and Charles Dickens' A Christmas Carol alongside a range of poetry from the 18th century up to the present day. Over the two-year course, students will explore how writers create themes and characters, and examine the relationships between texts and the times and places in which they are written.

Examination structure including controlled assessment if applicable:

GCSE English Literature consists of 2 terminal exams in Year 11.

Component	Weighting	Method of Assessment	Duration
Component 1: Shakespeare and Poetry	40%	Written examination	2 hours
Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry	60%	Written examination	2½ hours

Extra-Curricular Activities: Field trips, visits etc:

Various theatre trips and experiences are offered. We are currently investigating longer residential trips that would benefit the study of English as well as other subjects.

Possible Career Paths:

Virtually all careers and pathways into further education will in some way be affected by a student's achievement in English.



GCSE MATHEMATICS (Grading scale 9-1)

Examination Board:
Edexcel

Course Length:
2 years

Curriculum Leader:
Mr K Kambarev

Summary of Key Stage 4 course content:

Mathematics is a compulsory subject for all students in Years 10 and 11, following a course appropriate to their needs and meeting the requirements of the National Curriculum. Homework plays an integral part in the course. In Year 10 the homework will be exam style questions revising the year 9 curriculum and in Year 11 it will consist of GCSE past papers.

Students will continue to develop, consolidate and extend all aspects of their Mathematics. They will gain a firm foundation for their future studies and careers as well as preparing for the statutory GCSE examinations. Developing firm understanding and confident use of mathematical skills and knowledge will be fundamental to all aspects of their learning.

All papers will test the use of skills and understanding in each of the following disciplines: Number & Algebra; Ratio, Proportions & Rates of Change; Geometry & Measures; Statistics & Probability.

N.B. It is essential that all students provide their own equipment for all lessons, including a scientific calculator. Familiarity with their personal calculator's operation is essential for them to benefit fully from its use.

Examination structure including controlled assessment if applicable:

This GCSE consists of 3 terminal examinations in Year 11:

Component	Weighting	Method of Assessment	Duration
Paper 1: Non-calculator	33.3%	Written paper	1½ hours
Paper 2: Calculator	33.3%	Written paper	1½ hours
Paper 3: Calculator	33.3%	Written paper	1½ hours

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths:

Numerical competence is an essential life skill in this technological age. It is a prerequisite for anyone wishing to advance in a chosen vocation or career.

Mathematical competence is essential for entry into, and progress within, university as well as careers based on science, technology, engineering, medicine, design, computing, etc.

Examination Board:

Course Length:

Curriculum Leader:



GCSE COMBINED SCIENCE (Grading scale 9-1)

AQA

2 years

Mrs C Lovett

Summary of Key Stage 4 course content:

The vast majority of our students will follow the Combined Science course which counts as two GCSEs. This course will encourage students to:

- develop scientific knowledge and conceptual understanding of science
- develop understanding of the nature, processes and methods of science
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

	Biology Topics	Chemistry Topics	Physics Topics
1	Cell biology	Atomic structure and the periodic table	Forces
2	Organisation	Bonding, structure, and the properties of matter	Energy
3	Infection and response	Quantitative chemistry	Waves
4	Bioenergetics	Chemical changes	Electricity
5	Homeostasis and response	Energy changes	Magnetism and electromagnetism
6	Inheritance, variation and evolution	The rate and extent of chemical change	Particle model of matter
7	Ecology	Organic chemistry	Atomic structure
8		Chemical analysis	
9		Chemistry of the atmosphere	
10		Using resources	

Examination structure including controlled assessment if applicable:

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Questions will be multiple choice, structured, closed short answer, and open response.

A minimum of 16 experiments are required for this double science qualification. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out practical activities throughout the course. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations.

Component	Weighting	Method of Assessment	Duration
Biology Paper 1	16.7%	Written exam	1 hour 15 minutes
Biology Paper 2	16.7%	Written exam	1 hour 15 minutes
Chemistry Paper 1	16.7%	Written exam	1 hour 15 minutes
Chemistry Paper 2	16.7%	Written exam	1 hour 15 minutes
Physics Paper 1	16.7%	Written exam	1 hour 15 minutes
Physics Paper 2	16.7%	Written exam	1 hour 15 minutes

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths:

This subject prepares students for Advanced Level science courses which will lead to further training as professional scientists or leading practitioners in fields such as medicine or engineering.



GCSE TRIPLE SCIENCE *(By Recommendation Only)* (Grading scale 9-1)

Examination Board:
AQA

Course Length:
2 years

Curriculum Leader:
Mrs C Lovett

Summary of Key Stage 4 course content:

This course will stimulate students to develop fundamental scientific ideas, with an emphasis on explanations and concepts. Triple Science is appropriate for students who have a genuine enthusiasm for science at the highest level. It will challenge students to think scientifically and to solve problems in a scientific way.

All GCSE science students need to complete practical experiments as part of their learning. A minimum of eight experiments are required for each single science qualification. This equips students with essential practical knowledge and experiences, enables them to put theory into practice and helps them develop skills for higher education.

	Biology Topics	Chemistry Topics	Physics Topics
1	Cell biology	Atomic structure and the periodic table	Forces
2	Organisation	Bonding, structure, and the properties of matter	Energy
3	Infection and response	Quantitative chemistry	Waves
4	Bioenergetics	Chemical changes	Electricity
5	Homeostasis and response	Energy changes	Magnetism and electromagnetism
6	Inheritance, variation and evolution	The rate and extent of chemical change	Particle model of matter
7	Ecology	Organic chemistry	Atomic structure
8		Chemical analysis	Space Physics
9		Chemistry of the atmosphere	
10		Using resources	

Examination structure including controlled assessment if applicable:

Each GCSE consists of two terminal examinations in Year 11 (6 exams in total). The papers will assess knowledge and understanding from distinct topic areas. Questions will be multiple choice, structured, closed short answer, and open response.

Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out practical activities throughout the course. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations.

Component	Weighting	Method of Assessment	Duration
Biology Paper 1	50%	Written exam	1 hour 45 minutes
Biology Paper 2	50%	Written exam	1 hour 45 minutes
Chemistry Paper 1	50%	Written exam	1 hour 45 minutes
Chemistry Paper 2	50%	Written exam	1 hour 45 minutes
Physics Paper 1	50%	Written exam	1 hour 45 minutes
Physics Paper 2	50%	Written exam	1 hour 45 minutes

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths: This subject suits students who have an enthusiasm for science. It prepares them for Advanced Level courses in science, which may in turn lead to further training as scientists and practitioners in fields such as medicine or engineering.



CORE, PHYSICAL EDUCATION, COMPUTING AND RELIGIOUS STUDIES

CORE PHYSICAL EDUCATION

Course Length:
2 years

Curriculum Leader:
Mr C Briggs

Summary of Key Stage 4 course content:

The PE department tries to ensure that all students will enjoy and value their core PE lessons and participate with high levels of effort, enthusiasm and resilience. It's very important to us that this translates into a lifelong love of physical activity and we value the personal successes of each and every student. Students will continue to follow a concept based curriculum, built on from Year 7, which ensures we are doing so much more than getting students active, we are teaching life skills and improving the experiences within PE for every child.

In Year 10, students will engage in a focus of Aspirations and Employability. Through sport and physical activity, Students will prepare for the world of work and their future careers. 'Employability', 'Fulfilling Potential', 'Emotional Intelligence' and 'Redefining Competition' schemes of work will challenge students to demonstrate and self-reflect on their own strengths whilst also identifying and improving their areas of development, truly preparing them for a life after school. This will be achieved and developed by experiencing a wide range of activities; some completely new to the students such as Lacrosse, Handball and Volleyball.

In Year 11, Physical Education lessons focus on Mental Health and Managing Pressure. Students will acquire a deeper understanding about mental health and stress. They will connect this knowledge to their PE lessons and transfer the management tools gained to other areas of their lives. Through a 'Value of Physical Activity' students will embed their understanding of the long-term impact physical activity has on their lives to support life-long participation and the on-going journey to nurture physical literacy. Students in Year 11 also take ownership of their participation in Physical Education lessons. Activities will be offered on an options-based approach allowing students to select a pathway of activities they are eager to engage with and gain the most from. For example; touch rugby, visits to Andover leisure centre, health and wellbeing along with the more traditional activities such as football, netball and basketball.



CORE, PHYSICAL EDUCATION, COMPUTING AND RELIGIOUS STUDIES

CORE COMPUTING

Course Length:
2 years

Curriculum Leader:
Mrs D Robertson

Summary of Key Stage 4 course content:

As part of the Year 10 and 11 curriculum, all students continue to study digital literacy, ICT and computing. In the one lesson a week, students will continue to enhance their skills from Key Stage 3 in Microsoft Office, programming and E-safety. This course is designed to enhance the students' skill base on the computer so it can be applied in other subjects as well as equipping them with the skills required by many colleges and/or employers

Computing is an extremely useful subject that helps to effectively prepare students for life in the modern work environment.

CORE RELIGIOUS EDUCATION

Course Length:
2 years

Curriculum Leader:
Miss S Priestman

Summary of Key Stage 4 course content:

As a part of the Year 10 and 11 curriculum, all students will follow a specially designed RE course looking at Philosophy and Ethics through the study of Christianity and Islam.

This course looks at relevant issue-based topics which are accessible to all students regardless of their faith or background. It also encourages reflection and discussion, developing students' ability to think deeply on contemporary moral and ethical issues.

Topics such as crime and punishment and extremism are covered.

The course enables students to expand on and further develop the cognitive skills needed throughout the curriculum, regardless of level and ability.



PSHE

Course Length:
2 years

Curriculum Leader:
Miss K Holton

Summary of Key Stage 4 course content:

This course enables students to develop their personal/life skills, including communicating, making reasoned judgements, constructive criticisms and disseminating information. The development of tolerance, appreciation of another's point of view and self-respect are also important aims of this course.

PSHE at Harrow Way is a compulsory, non-examination course. The style and format of the lessons are considered to be as important as the content.

Students have one lesson a week for one term in each year. Topics include:

Year 10 - Sex and Relationships

- Sexual relationships
- Sexuality
- Communication
- Consequences associated with sex
- Parenting
- Contraception and STIs
- Healthy Relationships
- Abusive relationships

Year 11 Drugs and Alcohol

- Why we drink alcohol
- Alcohol units and measures
- Drink driving
- Alcohol and the law
- Drugs and addictions
- County lines
- Mental health
- Exam Stress

Extra-Curricular Activities: Field trips, visits etc:

- Visits from Andover Crisis centre support staff
- Virtual baby experience

Possible Career Paths:

PSHE helps students to develop life skills. Students discuss issues and develop an understanding of how choices can affect their physical and emotional health. This course helps students to make informed choices.



CAREERS

Course Length:
2 years

Curriculum Leader:
Mr G Fluellen

Summary of Key Stage 4 course content:

This course aims to guide students through the vital decision-making processes concerning their future pathways by providing an integrated and personalised programme of careers education, guidance and counselling. Throughout, this work is closely linked to input from our careers adviser and other experts.

Course content - Years 10 and 11:

Timetabled Careers lessons during Years 10 and 11 provide 'Careers Information' in a variety of formats; 'Careers Education' in which opportunities are explored; which then leads to personalised 'Careers Guidance'. All three elements combine to assist students in developing the knowledge, understanding and skills they need in preparation for successful transition to further education, vocational training or to employment with training.

Assessment:

There is no formal examination. However, students should always maintain a cumulative record of their learning experiences, the levels achieved in informal assessments and the skills they have demonstrated in all areas of their lives. This will provide the basis for writing a Personal Statement to support applications to further education or training in employment.

Work-Related Learning:

The purpose of Work Related Learning is to provide students with the preparation they need to prosper in the world of work beyond full time education. Students will learn about work, through work and for work. Depending on the Key Stage 4 pathway to be followed, students will encounter elements of work-related learning in many of their courses.

This supports the development of skills such as leadership, teamwork, resilience, problem solving, planning and communication which are so important in the 21st Century workplace.

Through many activities, the school forges close links with local business and commerce designed to prepare students for the world of work. For students in Key Stage 4 there may be work experience opportunities as appropriate to the needs of each individual student.

GUIDED CHOICE SUBJECTS



GCSE ART, CRAFT & DESIGN

(Grading scale 9-1)

Examination Board:
OCR

Course Length:
2 years

Curriculum Leader:
Mrs C Collins

Summary of Key Stage 4 course content:

Students choosing Art, Craft & Design will embark upon a broad-based course that offers the opportunity to develop practical skills, knowledge and understanding through the wide ranging areas of art, craft and design. Students will create outcomes using a range of materials including acrylic paint, clay and textiles.

Examination structure including controlled assessment:

This GCSE consists of two components, both of which have non-exam assessment; internally marked and externally moderated.

Component	Weighting	Method of Assessment	Duration
Component 1	60%	Portfolio of developmental work, explorations, ideas and final pieces which show personal responses to starting points, briefs, scenarios or stimuli.	Portfolio is selected from the best artwork produced over the course.
Component 2	40%	OCR Externally Set Task which provides a range of visual and written themes. Students choose their own starting point to develop a response, showcasing skills, knowledge and understanding.	Preparation period plus a 10 hour sustained focus to realise intentions

Extra-Curricular Activities:

Students are given the opportunity to participate in drawing days, visits to art exhibitions, museums and local colleges. A weekly Art Club is provided to finish or extend work and participation in photo shoots, public exhibitions and displays in school are encouraged.

Possible Career Paths:

Studying Art, Craft & Design may form the basis of employment in creative industries. Skills developed are transferable to employment and further education providing excellent progression onto GCSE A Level Art & Design. Creativity and critical thinking skills open up endless opportunities including: artist, teacher, graphic designer, games designer, architect, photographer, fashion designer, textile designer, digital artist, theatre set designer, costume designer, movie maker, animator, illustrator, journalist.



CAMBRIDGE NATIONAL *(New subject - open to any students)*
In Information Technologies Level 1/2 Certificate

Examination Board:	Course Length: 2 years	Curriculum Leader: Mrs D Robertson
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Summary of Key Stage 4 course content:

During years 10 and 11 we build on the knowledge, understanding and skills established through the ICT elements of the ICT/Computing programmes of study. It is about applying understanding and skills to use technologies to select data, manipulate, store, analyse and present it as information, and follow a project life cycle to structure how it's done. This will be achieved with a focus on Spreadsheets and AR.

**Examination structure including controlled assessment:
 The qualification consists of**

Component	Weighting	Method of Assessment	Duration
R050: IT in the digital world	40%	Written paper	1 hour 45 mins
R060: Data manipulation using spreadsheets	30%	OCR Externally Set Centre-assessed task, OCR moderated.	
R070: Using Augmented Reality to present information	30%	OCR Externally Set Centre-assessed task, OCR moderated.	

R050: In this unit you will learn theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

R060: In this unit you will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. You will be able to use a range of tools and techniques to create a spreadsheet solution based on your design, which you will test. You will be able to evaluate your solution based on the user requirements.

R070: In this unit you will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. You will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. You will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. You will also be able to test and review your AR model prototype.

Possible Career Paths:

Information technology continues to advance and has been changing at a fast pace over recent years. This course is designed to equip the students with the underpinning knowledge so they have the ability to embrace, develop and create the future technologies in all areas including those not yet invented.



GCSE COMPUTER SCIENCE

(Grading scale 9-1)

Examination Board:
OCR

Course Length:
2 years

Curriculum Leader:
Mrs D Robertson

Summary of Key Stage 4 course content:

This course will build on the knowledge, understanding and skills established through the Computer Science elements of the Year 9 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage students and get them thinking about real world application.

Computer Systems	Computational thinking, algorithms and programming
Systems architecture	Algorithms
Memory and storage	Programming fundamentals
Computer networks, connections and protocols	Producing robust programs
Network security	Boolean logic
System software	Programming languages and integrated development environments.
Ethical, legal, cultural and environmental impacts of digital technology	

Examination structure including controlled assessment if applicable:

This GCSE consists of:

Component	Weighting	Method of Assessment	Duration
Computer Systems	50%	Written paper	1 hour 30 minutes
Computational thinking, algorithms and programming	50%	Written paper	1 hour 30 minutes

All students will be given the opportunity to undertake 20 hours of programming during the course of study.

Extra-Curricular Activities: Field trips, visits etc:

Visit to The National Museum of Computing based at Bletchley Park

Speakers from many different organisations and from different areas of ICT and Computing

Possible Career Paths:

Computing is of enormous importance to the economy as a discipline itself and as an 'underpinning' subject across many different employment opportunities, which are growing rapidly.

Computer technology continues to advance and has been changing at a fast pace over recent years. Computer science is designed to equip students with the ability to embrace, develop and create the future technologies in all areas including those not yet invented.

Here are just a few: Cyber security consultant, Software Developer, Database Administrator, Computer Hardware Engineer, Computer Systems Analyst, Computer Network Architect, Information Security Analyst, Computer Programmer, Digital copywriter, Nanotechnologist, Network engineer, Social media manager, Technical author, Web developer.



DESIGN AND TECHNOLOGY: HOSPITALITY & CATERING LEVEL 1/2 AWARD (Level 1 Pass - Level 2 Distinction*)

Examination Board:
Eduqas

Course Length:
2 Years

Subject Leader:
Mrs E Law

Summary of Key Stage 4 course content:

An exciting course, for learners to use their knowledge and understanding of the hospitality and catering industry, in order to propose new hospitality and catering provision, to meet specific needs. Students will learn about how the environment in which hospitality and catering providers operate and how provisions are organised; how businesses must comply with health and safety requirements to care for employees and customers. Students will propose a catering provision to meet specific requirements as per a brief. Throughout the course high level practical skills are continued to be taught but students have opportunities to develop the dish choice to suit their own personal needs and taste.

The course teaches the following:

Food preparation skills			
General practical skills	Preparing fruit and vegetables	Preparation of meat and fish dishes	Preparing, combining and shaping
Knife skills	Use of the cooker	Cooking methods	Sauce making
Tenderising and marinating	Dough (bread, pasta and pastry)	Raising agents	Setting mixtures
Food, nutrition and health			
Macronutrients	Micronutrients	Nutritional needs and health	
The Industry			
Different types of establishments and services		Function of establishments and services	Success factors for catering establishments
Job roles			
Different groups of employment		Employment opportunities	Operation of kitchen and front of house
Food safety and hygiene			
Food poisoning		Legislation	
Food provenance			
Environmental impact and sustainability of food		Food processing and production	
Food preparation and cooking techniques			

Examination structure including controlled assessment if applicable:

Component	Weighting	Method of Assessment	Duration
Unit 1	40%	Online exam – The Hospitality and catering industry	1 hour 30 minutes
Unit 2	60%	Non-Examination assessment – Research, prepare, cook and present 2 dishes of choice with accompaniments	9 hours

Extra-Curricular Activities:

Basingstoke College of Technology

Possible Career Paths:

Food Scientist, Nutritionist, Catering, Chef, Hospitality, Quality Control, Food Manufacture, Buyer, Environmental Health, Food Microbiologist, Marketing, Product Development, Research, Retailing or Sensory Scientist

Examination Board:

Course Length:

Curriculum Leader:



DESIGN AND TECHNOLOGY: CAMBRIDGE NATIONAL ENGINEERING DESIGN L1/2 AWARD (Grading scale L1/2 P-D*)

OCR

2 Years

Mr S Cleeves

Summary of Key Stage 4 course content:

This course we have on offer sets out to inspire students into the 'real' world of engineering and is an opportunity to study the processes involved in the design of new products. Through research and practical activities, students will learn about the design cycle and how to identify client needs. Pupils will develop an understanding of product requirements, manufacturing considerations and create products that demonstrate innovation and a great understanding of the engineering design process. There will be opportunities to use CAD software and CAM hardware such as 3D printers and laser cutters to aid not only 3D realisation but also manufacturing techniques to create a prototype while using safe working practices.

The course is broken down into 3 units of study. They are:

R038: Principles of Engineering Design

In this unit, students will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. They will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. Students will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.

R039: Communicating designs

In this unit, students will learn how to develop their techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. Students will enhance their confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate their designs.

R040: Design, evaluation and modelling

In this unit, students will learn how designers can quickly create and test models to develop a working prototype of a design. They will develop their virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate their design prototype. Students will also develop their physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype.

Examination structure including Non Examined Assessment if applicable:

Component	Weighting	Method of Assessment	Duration
R038: Principles of Engineering Design	40%	Written exam paper OCR set and marked	1 hour 15 Minutes
R039: Communicating designs	30%	NEA Centre-assessed task, OCR moderated.	Approx. 36 hours
R040: Design, evaluation and modelling	30%	NEA Centre-assessed task, OCR moderated.	Approx. 36 hours

Extra-Curricular Activities:

Visits to local engineering and design companies such as Input Joinery, STEM ambassador visits and support from Stannah, 'Rotary Tournament' engineering competition, 'Green Meets Grey' event plus other events during the year as well as university visits for future pathways.



Eduqas GCSE (9-1) in DESIGN AND TECHNOLOGY

Examination Board:
Eduqas

Course Length:
2 Years

Curriculum Leader:
Mr S Cleeves

Summary of Key Stage 4 course content:

Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- consider the costs, commercial viability and marketing of products.
- demonstrate safe working practices in design and technology.
- use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

The course is broken down into 2 units of study. They are:

Design and Technology in the 21st Century (Design engineering ~ Electronics systems and mechanical devices)

Design and Make task (Design engineering ~ Electronics systems and mechanical devices)

Examination structure including Non Examined Assessment if applicable:

Component	Weighting	Method of Assessment	Duration
Component 1	50%	Written exam paper Eduqas set and marked	2 hours
Component 2	50%	NEA Centre-assessed task, OCR moderated.	Approx. 36 hours

Possible Career Paths:

The applied engineering skills and knowledge that students will gain through this qualification provide a valuable starting point from which they can progress on to a career in engineering or other design careers. It is also a route to higher study in engineering and design and technology as well as providing useful practical experience to support higher scientific study or higher levels of maths. Some future career pathways could include; design engineer, product designer, SFX designer, aircraft engineer, 3D modeller, animator, entrepreneur, set designer, graphics artist to name a few.



GCSE GEOGRAPHY

(Grading scale 9-1)

Examination Board:
OCR B

Course Length:
2 years

Curriculum Leader:
Miss C Darby

Summary of Key Stage 4 course content:

With the impact of climate change, international migration and natural disasters like earthquakes, fires and floods hitting the headlines on a daily basis there can surely be no better time to study Geography. The OCR B course includes inspiring content throughout eight contrasting topic areas, encapsulating both the Geography of the UK and the rest of the world, brought to life by engaging enquiry questions.

GCSE Geography enables learners to build on their previous knowledge and skills to develop, extend and apply their knowledge of locations, places, environments and processes. Students will gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena. Students will also develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS).

This course teaches students to 'Think like a Geographer' which supports progression to the further study of Geography and a wide range of other subjects.

Examination structure:

This GCSE consists of three terminal exams in Year 11:

Component	Weighting	Method of Assessment	Duration
1. Our Natural World <ul style="list-style-type: none">• Global Hazards• Changing Climate• Distinctive Landscapes• Sustaining Ecosystems• Fieldwork	35%	Written paper	1 hour 15 minutes
2. People and Society <ul style="list-style-type: none">• Urban Futures• Dynamic Development• UK in the 21st Century• Resource Reliance• Fieldwork	35%	Written paper	1 hour 15 minutes
3. Geographical Exploration <ul style="list-style-type: none">• Decision making exercise	30%	Written paper	1 hour 30 minutes

Extra-Curricular Activities: Field trips, visits etc:

Fieldwork is an important component of Geography and we offer field trips in two contrasting locations. Please note it is beneficial for all students to attend both field trips as these are assessed within papers 1 and 2.

We hope in the near future to offer an international trip. In the past we have visited the Bay of Naples, Italy.

Possible Career Paths:

This course will suit any student interested in working in the travel and tourism industry, any career linked to managing the environment such as monitoring global warming, pollution, flood protection, coastal erosion etc. It is also useful for careers as diverse as those in retailing, the diplomatic service, aid agencies and weather forecasting. Skills learned are used in cartography and using ICT to predict hazards such as the path of tropical storms.

Geographical and fieldwork skills are embedded throughout the content ensuring learners become both adaptable and resilient no matter what their future pathway. Our GCSE course also supports students for excellent progression on to A Level Geography.



BTEC Level 1/Level 2 Tech AWARD: HEALTH AND SOCIAL CARE (Grading scale Distinction*-Pass)

Examination Board:
Pearson

Course Length:
2 years

Curriculum Leader:
Miss K Holton

Summary of Key Stage 4 course content:

Health and Social Care is a Level 1/2 BTEC Tech qualification made up of both academic and vocational elements. The aim of this course is to develop students' understanding of how people change throughout their life stages. It looks at a number of different aspects of health such as physical health, intellectual health, emotional health and social interaction. Students study three core Components:

1. Human Lifespan Development
2. Health and Social Care Services and values
3. Health and Wellbeing

Examination structure including controlled assessment if applicable:

This qualification consists of:

Component	GLH	Method of Assessment	Level
Human Lifespan Development	36	Internally assessed	1/2
Health and Social Care Values	36	Internally assessed	1/2
Health and Wellbeing	48	Externally assessed	1/2

Extra-Curricular Activities: Field trips, visits etc:

- Potential visits to care providers.
- Variety of outside speakers.
- Use of electronic babies.
- Healthy eating food preparation.
- Creating instructional videos.

Possible Career Paths:

This subject will suit students wanting to work in a health care setting or social care setting; who want to work with children; who have a medical interest or an interest in psychology; who enjoy a more practical way of learning or are merely interested in the welfare of people.

Examination Board:

Course Length:

Curriculum Leader:



GCSE HISTORY

(Grading scale 9-1)

Edexcel

2 years

Mrs C Brown

Summary of Key Stage 4 course content:

This new course encourages students to explore a broad and diverse study of Britain and the wider world through source analysis, period studies, historical environment analysis, thematically and in-depth. Students will be stimulated to engage in historical enquiry and progress as independent learners and as critical reflective thinkers. Students will develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources. Throughout this course, students will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. This is an engaging course, which will give students skills that will support progression to further study of History and a wide range of other subjects.

The four units are:

- Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.
- Early Elizabethan England, 1558–88.
- Superpower relations and the Cold War, 1941–91
- Weimar and Nazi Germany, 1918–39

Examination structure:

This GCSE consists of three terminal exams in Year 11:

Component	Weighting	Method of Assessment	Duration
Paper 1: Thematic and Historic Environment - Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.	30%	Written paper	1 hour 15 minutes
Paper 2: Period Study and British Depth Study - Early Elizabethan England, 1558–88 and Superpower relations and the Cold War, 1941–91	40%	Written paper	1 hour 45 minutes
Paper 3: Modern Depth Study - Weimar and Nazi Germany, 1918–39	30%	Written paper	1 hour 20 minutes

Extra-Curricular Activities: Field trips, visits etc:

A day trip to London, to support the Crime and Punishment unit taking in the Tower of London and the Clink Prison to evaluate early types of prisons and punishment and a Jack the Ripper tour around Whitechapel, to understand how he managed to evade capture for his crimes. Furthermore there is the opportunity to attend a three-night, four-day trip to Berlin to help understand how Hitler came to power and to investigate life during the Cold War. Whilst in Berlin students will have the opportunity to see for themselves what life would have been like under the Nazis and their regime and furthermore the struggles faced by ordinary citizens during the period of division during the Cold War.

Possible Career Paths:

History GCSE opens many doors as the skills developed are transferable to a variety of other subjects and career paths. Careers in teaching, law, journalism and public services are just a few where having a History qualification will be advantageous. Historians become great thinkers, communicators and people who are able to appreciate different cultures, beliefs and values. Our GCSE course also allows for excellent progression onto A Level History and possibly University.



GCSE MEDIA STUDIES

(Grading scale 9-1)

Examination Board:
WJEC Eduqas

Course Length:
2 years

Curriculum Leader:
Mr G Fluellen

Summary of Key Stage 4 course content:

The Media GCSE looks at the crucial role that the media has in the world today. Students will study how media organisations such as the BBC, Netflix or Youtube provide information, pleasure and entertainment as well as how the media supports and provides opportunities for business and commerce. The course focuses on the importance of the context in which media texts were developed as well as representation in the media and the analysis of genre.

During the course, students study media texts from a variety of organisations and sources ranging from magazines, newspapers, television and film posters to texts such as music videos, video game marketing material and webpages. Students produce their own practical work to demonstrate their knowledge of the techniques and approaches that they have learnt. Areas of study on the current specification include television crime drama, the music industry, magazines, advertising and film posters as well as a range of other mediums.

Students studying for a GCSE in Media have previously been statistically proven to have a far greater chance of achieving a better English qualification due to the complementary skills and approach shared by these subjects.

Examination structure including controlled assessment if applicable:

This GCSE consists of:

Component	Weighting	Method of Assessment	Duration
Media Studies: Unit 1	40%	Written paper (printed media, advertising and webpages)	1 hour 30 minutes
Media Studies: Unit 2	30%	Written paper (TV Crime Drama, The Music Industry)	1 hour 30 minutes
Media Studies: Unit 3	30%	Creation of media product	N/A

Extra-Curricular Activities: Field trips, visits etc:

Depending on availability, students may have the opportunity to take part in a variety of Media orientated visits including trips to New York City, film studios, cinemas and the London Comic Con.

Possible Career Paths:

The Media remains one of the growth industries in Britain with publishing, advertising, TV production and the music industry all being amongst the potential choices for those interested in media based careers. However, the main advantage for students of Media remains the impact that it has on how they view the texts that they experience. Learning to see how images and words can be manipulated to educate, influence or entertain also has a huge impact on a student's success in English and has clear connections with many other subjects and possible careers.

N.B. It is a requirement that all students on this course can be photographed and visually recorded



MFL: GCSE FRENCH

(Grading scale 9-1)

Examination Board:
AQA

Course Length:
2 years

Curriculum Leader:
Mlle A Machu

Summary of Key Stage 4 course content:

This course allows students to develop their ability to communicate confidently in French and become budding, inquisitive linguists. They will be exposed to more complexity and variety and study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of French-speaking communities and countries. The contexts are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- **Identity and culture**
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

All themes and topics will be studied in the context of both the students' home country and that of countries and communities where French is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. We will also work on translation work to prepare for a section in the reading paper and writing paper. Students will be expected to practise phrases in French daily with Quizlet for 5-10 minutes as we firmly believe that exposure is key to progress in a language.

Students may also refer to the culture of the assessed language country/countries or communities within the speaking and writing papers. Students will therefore be exposed to authentic materials relating to French speaking countries throughout the course.

Examination structure:

This GCSE consists of four terminal exams taken in Year 11.

Component	Weighting	Method of Assessment	Duration
Paper 1: Listening	25%	Exam paper	Up to 45 mins
Paper 2: Speaking	25%	Internally conducted and externally assessed	Up to 10-12 mins
Paper 3: Reading	25%	Exam paper	Up to 1 hour
Paper 4: Writing	25%	Exam paper	Up to 1h 15mins

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths:

The knowledge of a language is a real asset for employers, especially any business which exports and has contact abroad. Knowing a foreign language is great for business. And we all know that trade has always been pivotal to the economy of the UK. It is an advantage for Primary teachers to be able to teach a foreign modern language and this is also a subject highly valued by top universities. Learning a language allows you to keep your options open if you are not sure what to do in the future. Finally, it has been recently proven that learning a language unlocks some parts of the brain. Therefore, it helps you improve in other subjects and get better GCSE grades! More importantly, it generally helps develop key skills such as multitasking, problem solving, and attention to detail.



MFL: GCSE SPANISH (Grading scale 9-1)

Examination Board:
AQA

Course Length:
2 years

Curriculum Leader:
Mlle A Machu

Summary of Key Stage 4 course content:

This course allows students to develop their ability to communicate confidently in Spanish and become budding, inquisitive linguists. They will be exposed to more complexity and variety and study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Spanish-speaking communities and countries. The contexts are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- **Identity and culture**
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

All themes and topics will be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken. Students will be expected to practise phrases in Spanish daily with Quizlet for 5-10 minutes as we firmly believe that exposure is key to progress in a language. For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities within the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Spanish speaking countries throughout the course.

Examination structure including controlled assessment if applicable:

This GCSE consists of four terminal exams in Year 11:

Component	Weighting	Method of Assessment	Duration
Paper 1: Listening	25%	Exam paper	45 mins
Paper 2: Speaking	25%	Internally conducted and externally assessed	10-12 mins
Paper 3: Reading	25%	Exam paper	1 hour
Paper 4: Writing	25%	Exam paper	1 hour 15 minutes

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths:

Knowing a foreign language is great for business. And we all know that trade has always been pivotal to the economy of the UK. Travel and Tourism in particular but a working knowledge of a modern foreign language is valued by most employers and particularly by universities. Spanish is a very widely spoken language covering virtually the whole of Central and South America and is certainly of use to employers who are looking to expand into these under-developed markets.



MUSIC RSL Level 2 Certificate in Performance for Music Practitioners (Grading scale Distinction - Pass)

Examination Board:
RSL

Course Length:
2 years

Teacher:
Mrs E Massiah

Summary of Key Stage 4 course content:

This course will develop students' skills as performers whilst giving them a broad knowledge of popular music history, placing the different genres in their historical context and teaching the students about their defining features. The course will also encourage students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace including team-working; working from a prescribed brief; working to deadlines; presenting information effectively as well as developing their own musical performance skills.

Students will study three different units, two internally assessed and one externally assessed exam.

Core Units

Music Knowledge Development
Live Music Performance

Optional Units

Instrumental Study
Composing Music

Performance remains an integral part of the course and students will be expected to perform on a regular basis throughout the course.

Examination structure including controlled assessment if applicable:

This qualification consists of:

Component	Weighting	Method of Assessment	Duration
Live Music Performance	33%	External Assessment	12 Weeks
Music Knowledge Development	33%	Internal assessment	Ongoing assessment during lessons and performance.
Instrumental Study <u>or</u> Composing Music	33%	Internal assessment	Ongoing assessment during lessons and performance.

Extra-Curricular Activities: Field trips, visits etc:

- Students will perform in a variety of concerts and showcase events
- Students will be involved in the production of a musical involving the Music, Dance and Drama departments
- Opportunities exist to work with outside professionals who work in the music industry
- At least one opportunity to visit a live music event

Possible Career Paths

On completion of the course students may progress to a range of Level 3 RSL, BTEC or 'A' Level Music qualifications, developing the skills to progress straight into the music industry. These are especially appropriate for students who learn a musical instrument or sing and would like to develop their skills as a performer/producer/composer in order to work in the music industry. Completing a music qualification will provide students with the universal skills of creative thinking, problem solving, teamworking, and show them the value of sustained effort and discipline in order to achieve excellence.

N.B. It is a requirement that all students on this course can be photographed and visually recorded.



PERFORMING ARTS: ACTING - RSL Level 2 Certificate in Creative & Performing Arts (Grading scale Distinction - Pass)

Examination Board:
RSL

Course Length:
2 years

Curriculum Leader:
Mr E Manson

Summary of Key Stage 4 course content:

The RSL Level 2 Certificate in Creative & Performing Arts is the equivalent of a single GCSE. It has two main units, the first of which is assessed by your teacher; the second of which is an externally assessed exam. Both units have a strong emphasis on improving the students' practical acting skills while developing their understanding of theatre as a business and an art form.

All units culminate in full-scale public performances. All units place a strong emphasis on developing skills for live performance.

There are, obviously, many occasions when students will be required to work after school hours, including rehearsals and performances. This is not a course for students who lack commitment to the subject as it requires great personal discipline for students to learn lines in their own time and give up time to rehearsals/performances. For those who are committed, this is a great challenge and, if past results are anything to go by, promises excellent outcomes; in **2019 our Drama & Dance departments were ranked 1st for student progress out of all 69 secondary schools in Hampshire.**

The first unit, Performing Text, sees the students engage in a variety of acting skills workshops during which they will learn how to monitor and improve their own acting process. We engage in thorough scene studies of several contemporary plays which also supports the work the students are doing in their English classes. We also study the different approaches and skills required to perform classical texts. To help them prepare for their first assessed performance, students will work with professional actors both in school and during a visit to Shakespeare's Globe theatre. The unit culminates in the Year 10 Summer Showcase in which the students perform in a full length contemporary play for the general public.

The Final Performance unit is an externally set acting challenge in which students have a short amount of time to create a performance piece that showcases the skills they have learned across the course. In this scenario, the exam board is the client and the students are the theatre company working to fulfil the client's brief. The whole course has a vocational and professional focus which is designed to prepare students to follow a further course of study at college or to work in the industry. The textual analysis skills they learn also help prepare the students for discussing and analysing character in their English GCSEs.

Examination structure including controlled assessment:

Component	Weighting	Method of Assessment	Duration
Unit 1: Performing Text	50%	Internally assessed	Ongoing assessment during lessons and performance.
Unit 2: Live Performance	50%	Externally assessed	30 hours over 12 Weeks

Extra-Curricular Activities: Field trips, visits etc:

As described above, students will be given the opportunity of at least one theatre trip in each year of study although there may be more. They will also work with professional actors both in school and at the theatre.

Possible Career Paths:

We have an excellent record of students going on from Harrow Way to build careers in the Performing Arts industry, not only as performers, but also as arts administrators, film-makers, teachers and technicians. We can now count a professional YouTuber, a Twitch live-streamer and an eSports commentator amongst our alumni. This course, however, does not just equip students for creative careers, but teaches skills that are valued and transferable into a wide range of industries and workplaces. What job does not require you to be able to meet a deadline, present to clients and colleagues, or simply speak with confidence in an interview?

Currently, students are not able to study for a Performing Arts RSL in both Dance and Drama.

N.B. It is a requirement that all students on this course can be photographed and visually recorded.



PERFORMING ARTS: DANCE - RSL Level 2 Certificate in Creative & Performing Arts (Grading scale Distinction - Pass)

Examination Board:
RSL

Course Length:
2 years

Curriculum Leader:
Miss L Walker

Summary of Key Stage 4 course content:

The RSL Level 2 Certificate in Creative & Performing Arts is the equivalent of a single GCSE. It has two main units, the first of which is internally assessed and externally moderated; the second of which is an externally assessed exam. Both units have a strong emphasis on understanding the creative and business processes behind productions while also assessing the practical dance skills of the students. Both units culminate in full-scale public performances.

Examination structure including controlled assessment if applicable:

Students will be assessed frequently throughout the course on the completion of each assignment. Students are kept fully up-to-date with their progress throughout the course so that they can see for themselves what they need to do to achieve higher standards.

The course is entirely assessed through coursework assignments and so every piece of work needs to be regarded as an examination.

Students will be issued with a full list of dates of performances and deadlines at the start of each school year. However, it is safe to say that there will be major productions for students to contribute to in the following periods:

Year 10:

Autumn and Summer Term

Year 11:

Autumn and Spring Term

Component	Weighting	Method of Assessment	Duration
Unit 1: Performing dance	50%	Internal assessment	Ongoing assessment during lessons and performance.
Unit 2: Final Performance	50%	External assessment	30 hours over 12 weeks

Extra-Curricular Activities: Field trips, visits etc:

Students will be given the opportunity of at least one theatre trip in each year of study. There will also be opportunities to work alongside practising professionals from the performing arts industry.

In Year 11 there is a simulated work experience project which allows students to become part of a company and to produce a show in a short space of time.

Possible Career Paths:

We have an excellent record of students going on from Harrow Way to form careers in the performing arts industry, not only as performers in their own right, but also as arts administrators. However, this course does not just equip students for such a career, but teaches skills that are valued and transferable to a wide range of industries and workplaces.

Currently, students are not able to study for a Performing Arts RSL in both Dance and Drama.

N.B. It is a requirement that all students on this course can be photographed and visually recorded.



GCSE PHOTOGRAPHY

(Grading scale 9-1)

Examination Board:
OCR

Course Length:
2 years

Curriculum Leader:
Mrs C Collins

Summary of Key Stage 4 course content:

This broad based course offers the opportunity to develop a photographer's eye; technical and practical camera skills, and knowledge and understanding of a range of photographic styles and genres. Students are encouraged to extend their photography through digital manipulation and other creative means such as weaving, collage, stitching and installation.

Examination structure including controlled assessment if applicable:

Component	Weighting	Method of Assessment	Duration
Component 1	60%	Portfolio of developmental work, explorations, ideas and final pieces which show personal responses to starting points, briefs, scenarios or stimuli.	Portfolio is selected from the best work produced over the course.
Component 2	40%	OCR Externally Set Task which provides a range of visual and written themes. Students choose their own starting point to develop a response, showcasing skills, knowledge and understanding.	Preparation period plus a 10 hour sustained focus to realise intentions

Extra-Curricular Activities: Field trips, visits etc:

- Photo shoots, visits to exhibitions, museums and local colleges.
- Weekly Art Club to finish or extend work.
- Participation in photo competitions, public exhibitions and displays in school.

Possible Career Paths:

- Skills developed are transferable to employment and further education.
- Excellent progression onto GCSE A Level Photography
- Creativity and critical thinking skills open up endless opportunities including: photographer, photojournalist, artist, teacher, fashion photographer, digital artist, movie maker, animator, illustrator.



PHYSICAL EDUCATION - HEALTH AND FITNESS

Level 1/2 Technical Award (Grading scale: Distinction* - Pass)

Examination Board:
NCFE

Course Length:
2 years

Curriculum Leader:
Mr C Briggs

Summary of Key Stage 4 course content:

This qualification is designed for learners who want an introduction to Health and Fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the Health and Fitness sector or progress onto further study. Students will be equipped with the knowledge, understanding, skills and values they need to be able to develop and maintain their health and fitness.

Examination structure including controlled assessment:

This Technical Award consists of:

Unit	Weighting	Method of Assessment	Duration
1. Introduction into the body systems and principles of training and health	40%	Externally assessed (1.5 hrs)	Content taught September - March Year 10 (Examination March Year 10)
2. Preparing and planning for health and fitness	60%	Externally assessed / internally marked 21 hours synoptic assessment	Content taught April Year 10 - November Year 11 (Synoptic set December Year 11)

Extra-Curricular Activities: Field trips, visits etc:

- School level sporting representation in a number of sports
- Attendance at a range of extra-curricular clubs in school
- Representation at club level in a number of sports
- A sports science field trip to the Bath University Sport UK Performance Centre

Possible Career Paths:

- Further Education at Level 3 post 16 within 'A' Level or a vocational route
- Sports Science specialisation
- Work within the leisure and fitness industries
- Teaching or Coaching specialisation
- Sports Development



GCSE PE (Grading scale 9-1)

Examination Board:
AQA

Course Length:
2 years

Curriculum Leader:
Mr C Briggs

Summary of Key Stage 4 course content:

Students will be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways. They will develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing. Students will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance such as understanding how the physiological and psychological state affects performance in physical activity and sport.

Students will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. They will develop their ability to analyse and evaluate to improve performance in physical activity and sport as well as form an understanding of the contribution which physical activity and sport make to health, fitness and wellbeing; and key socio-cultural influences which can affect people's involvement in physical activity and sport.

Examination structure including controlled assessment:

	Weighting	Method of Assessment	Duration
Paper 1: The human body and movement in physical activity and sport	30%	Externally assessed	(1 hour 15 minutes)
Paper 2: Socio-cultural influences and well-being in physical activity and sport	30%	Externally assessed	(1 hour 15 minutes)
Non-exam assessment: Practical performance in physical activity and sport	40%	1 in a team activity, 1 in an individual activity 1 in either a team or in an individual activity.	Practical performance assessments throughout Yr 10 and Term 1 + 2 of Yr 11.
Three different physical activities in the role of player/performer:		Analysis and evaluation of performance to bring about improvement in one activity.	Analysis and evaluation begins towards the end of Yr 10 and continues into Yr 11.

Extra-Curricular Activities: Field trips, visits etc:

- Extra-curricular club attendance compulsory for GCSE students
- Representation of school across chosen activities essential
- Additional opportunities for assessment in activities available
- Sports Science field trip to the Bath University Sport UK Performance Centre

Possible Career Paths:

- Provides excellent routes into all Post 16 Sports courses
- Teaching and coaching PE/Sport
- Work within Health and Leisure industry
- Elite Sports performance analysis, biomechanics and nutrition



GCSE RELIGIOUS STUDIES with PHILOSOPHY & ETHICS (Grading scale 9-1)

Examination Board
EDUQAS

Course Length:
2 Years

Curriculum Leader:
Miss S Priestman

Summary of Key Stage 4 course content:

This new course will encourage students to develop and understand personal values and beliefs with an emphasis on critical analysis; students will learn the skills to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness. It is also designed to encourage students to develop knowledge, understanding and skills to engage in debate in a modern pluralistic society. This includes developing an understanding of non-religious beliefs.

In Component Group 1 students will study two major world religions i.e. Christianity and Islam. The focus of study for each religion is on 'Beliefs and teachings' and 'Practices'. Students will also study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied in Component Group 1

Examination structure:

This GCSE consists of 3 terminal written exams:

- Beliefs, teachings and practices: Christianity
- Beliefs, teachings and practices: Islam
- Philosophy and ethics in the modern world from a Christian and Muslim perspective.

The four themes that will be studied are: Issues of Relationships, Issues of Life and Death, Issues of Good and Evil, and Issues of Human Rights.

Component	Weighting	Method of Assessment	Duration
Religious, Philosophical and Ethical Studies in the Modern World	50%	Written Exam	2 hours
Beliefs, Teachings and Practices: Christianity	25%	Written Exam	1 hour
Beliefs, Teachings and Practices: Islam	25%	Written Exam	1 hour

Extra-Curricular Activities: Field trips, visits etc:

Past visits have included; Westminster Abbey, Regent's Park Mosque, Westminster Cathedral and Southampton Mosque.

Possible Career Paths:

This course is relevant for a number of careers, including medicine, law, the forces and anything which requires the 'weighing' up of evidence. It is also an excellent basis for moving on to an A Level in Philosophy and Ethics.



YEAR 10 OPTIONS CHOICES 2022-2024

All students will study:

English Language, English Literature, Mathematics and Science.

Each week students will also have two lessons of PE, and one lesson of either Careers, PSHE, Citizenship or Ethics on a rotational basis.

Students should choose FOUR other subjects to take forward into Year 10.

BLOCK A	BLOCK B	BLOCK C	BLOCK D
<i>You <u>must</u> continue to study EITHER History or Geography (you may continue with both), and we also strongly recommend that you continue to study either French or Spanish.</i>			
Geography	History	Geography	Geography
	French	History	History
	Spanish		French
			Spanish
<i>Now please choose from the list of other subjects below so that you have chosen only ONE subject in each block. You MUST choose subjects that you are already studying, apart from ICT.</i>			
Dance (Performing Arts)	Computer Science	Art & Design	Media
Design & Technology	Media	Health & Social Care	Photography
Drama (Performing Arts)	Music	Hospitality & Catering	Study Skills <i>(recommendation only)</i>
Health & Social Care	Philosophy & Ethics	Media	Triple Science <i>(recommendation only)</i>
Hospitality & Catering		PE: GCSE	
ICT (Cambridge National)		PE: Health & Fitness	
Media		Photography	