

# Options

The  
Key Stage 4  
Curriculum  
Years 10 & 11  
2026 - 2028



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## HEADTEACHER'S INTRODUCTION

Dear Parent/Carer

We have reached an important stage of our Year 9 students' journey with us. They are ready to choose the courses that they will study until the examinations at the end of Year 11. This booklet is designed to help guide you through this process. This year this process will be completed using the My Child at School (MCAS) portal. Students can also use their student portal.

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 they will follow in Years 10 and 11. Please go through this important document with your child before watching the presentations as part of our **Year 9 Curriculum Information**. The **Options Choices Form** will open on MCAS and Student portal following the Consultation Evening on Thursday 26th February. You will then need to complete and return this form **by Tuesday 3rd 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 curriculum will consist of English Language, English Literature, Mathematics, Combined Science, Physical Education and our Personal Development Carousel (which includes Careers Education, Religious Education, Personal, Social and Health Education as well as Citizenship).

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

- allow for progression from current Year 9 Pathways
- 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.

Students are currently studying Geography and History (and must continue with at least one of these subjects). 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.

Students should choose from the subjects they have studied in Year 9. If a student wishes to opt for a subject that they haven't studied before, they would first need to speak to and get permission from the Curriculum Leader for that subject. This information can be found in the booklet.

It is also important to remember that courses followed in Years 10 and 11 should take into account possible 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.

All subjects are valuable qualifications and whilst the core subjects are important as they support a rounded education, specialist subjects are also important. The English Baccalaureate (EBacc) is a performance measure, not a qualification. Many universities have been consulted over the subjects included in EBacc and so it follows that students with this list of these qualifications will have increased chances when applying to universities in the future.

**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 or Computer Science
- GCSE French or Spanish
- GCSE History or Geography

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**

<b>Thursday 26th February</b>	<b>Tuesday 3rd March</b>
Consultation Evening in school with an opportunity to seek advice. Options form opens	All Options Forms to be completed and submitted

If you need additional help or wish to discuss any detail further, please do not hesitate to contact either Mr Reed (Assistant Headteacher), Mr Fluellen (Assistant Headteacher), Mr Massiah (Year Leader), me or the relevant Curriculum Leader. We will be available and look forward to seeing you at the Year 9 Consultation Evening **on Thursday 26th February between 3.30pm - 7.00pm.**

Thank you for your support.

Yours sincerely



Mrs DL German  
**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.

### **Building on 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 continued throughout Year 9. As students move into year 10 the focus becomes more specific and students are prepared for their GCSE (or equivalent) qualifications. All students study History or Geography in more detail as well as diving deeper into subjects of their choosing.

Other lessons deliver a programme of carefully planned careers, personal development and relationship and sex education. All year groups receive two hours 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 to enable students to choose the right pathways.

In Year 9, and again supported by guidance, information evenings and individual appointments where appropriate, 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.

## **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 in English, Mathematics and Science. All students continue with History and Geography alongside Pathways chosen in Year 8 and Physical Education, Core Philosophy, 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

All students will have a high number of English and Mathematics lessons each week. As well as Science, all students continue with either History or Geography. Students will study 3 further Options subjects in addition to History/Geography.

Dedicated Physical Education, Careers, Religious Education and Personal Development lessons continue.

# **CORE SUBJECTS**





## GCSE ENGLISH LANGUAGE (Grading scale 9-1)

Examination Board:  
**WJEC Eduqas**

Course Length:  
**2 years**

Curriculum Leader:  
**Mrs G Crooks**

### 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 two written terminal exams in Year 11 and a speaking and listening exam in spoken language.

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

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:

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:

Studying English (whether Literature or Language) develops highly transferable skills in critical thinking, analysis, and communication, leading to diverse career pathways such as in law, media, journalism, marketing, public relations, communication, education, the public sector and other related fields.



## GCSE ENGLISH LITERATURE (Grading scale 9-1)

Examination Board:  
**WJEC Eduqas**

Course Length:  
**2 years**

Curriculum Leader:  
**Mrs G Crooks**

### 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 *Macbeth* 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
<b>Component 1:</b> Shakespeare and Poetry	40%	Written examination	2 hours
<b>Component 2:</b> Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry	60%	Written examination	2½ hours

### Extra-Curricular Activities:

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:

Studying English (whether Literature or Language) develops highly transferable skills in critical thinking, analysis, and communication, leading to diverse career pathways such as in law, media, journalism, marketing, public relations, communication, education, the public sector and other related fields.



## GCSE MATHEMATICS (Grading scale 9-1)

Examination Board:  
**Edexcel**

Course Length:  
**2 years**

Curriculum Leader:  
**Mr E Nias**

### Summary of Key Stage 4 course content:

Mathematics is a compulsory subject for all students in Years 10 and 11. Pupils follow a course suited to their individual needs, fully aligned with the requirements of the National Curriculum. Homework is an important part of the programme: in Year 10 this will focus on exam-style questions that revisit key content from Year 9, while in Year 11 students will complete GCSE past papers to support exam preparation.

Throughout the course, students will strengthen, deepen and extend their mathematical knowledge and skills. This will provide a strong foundation for future study and career pathways, while also preparing them thoroughly for the statutory GCSE examinations. Secure understanding and confident application of mathematics underpin success across the course.

All examination papers assess skills and understanding across the following areas: Number and Algebra; Ratio, Proportion and Rates of Change; Geometry and Measures; Statistics and Probability.

Please note: it is essential that all students bring their own equipment to every lesson, including a scientific calculator. Regular use of their own calculator, and confidence in its operation, is vital to ensure they can make full and effective use of it in lessons and examinations.

### Examination structure including controlled assessment if applicable:

This GCSE consists of 3 terminal examinations in Year 11:

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

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 skills are an essential part of life in today's technology-driven world. They support everyday decision-making and are important for progress in most careers.

Strong mathematical ability is also crucial for higher education and for a wide range of career paths, including science, technology, engineering, medicine, design, computing, and other related fields.



## GCSE COMBINED SCIENCE (Grading scale 9-1)

Examination Board:  
**AQA**

Course Length:  
**2 years**

Curriculum Leader:  
**Mr R Hopwood**

### 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

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 engineer



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

Examination Board:  
**AQA**

Course Length:  
**2 years**

Curriculum Leader:  
**Mr R Hopwood**

### 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.

Students will be offered places based on their previous record. This includes: Attitude and effort, Homework record and end of topic tests from KS3. There are limited spaces. Talk to your teacher if you are interested.

	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

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: PE

**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 several new sports to them such as volleyball as well as continue to develop their skills across a number of activities from Key Stage 3. We continue to focus on developing skill acquisition, building stamina, acquiring strategic game play and uphold a high level of sportsmanship.

Continuing to revisit these core concepts, Year 11 also takes 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. It is our belief that all students should leave Harrow Way with an understanding of the importance of staying active as well as having the opportunity to find a love of sport and physical activity at a level they will continue at.



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 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

### **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 Key Stage 4 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 & DESIGN (Grading scale 9-1)

Examination Board:  
**AQA**

Course Length:  
**2 years**

Curriculum Leader:  
**Mrs R Hughes**

### 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%	AQA 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. 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.



## GCSE COMPUTER SCIENCE (Grading scale 9-1)

Examination Board:  
**OCR**

Course Length:  
**2 years**

Curriculum Leader:  
**Mr S Carter**

### 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.			

### 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 develop their knowledge and understanding of the hospitality and catering industry, in order to propose new hospitality and catering provisions, 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 menu 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			
Baking	Sauteing	Grilling	Boiling

### 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 20 minutes
Unit 2	60%	Non-Examination assessment – Research, prepare, cook and present 2 dishes of choice with accompaniments	9 hours

### 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



## GCSE DESIGN AND TECHNOLOGY (Grading scale 9-1)

Examination Board:  
**AQA**

Course Length:  
**2 Years**

Curriculum Leader:  
**Mr S Cleeves**

### Summary of Key Stage 4 course content:

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

Our GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating.

The subject content has been split into three sections as follows:

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

In year 11 students will undertake a 35 hour design and make a challenge consisting of a portfolio of evidence and a made, fully working prototype. They will also be required to sit a formal written examination in the main hall related to the 3 topics above.

### Examination structure including Non Examined Assessment if applicable:

Component	Weighting	Method of Assessment	Duration
<b>Component 1</b>	50%	Written exam paper AQA set and marked	2 hours
<b>Component 2</b>	50%	NEA Centre-assessed task, AQA 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:  
**AQA**

Course Length:  
**2 years**

Curriculum Leader:  
**Mr L Tedder**

### 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 AQA 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 and in using maps.

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
<b>1. Living with the Physical Environment</b> <ul style="list-style-type: none"><li>• The Challenges on Natural Hazards</li><li>• The living world</li><li>• Physical landscapes of the the UK</li></ul>	35%	Written paper	1 hour 30 minutes
<b>2. Challenges in the human environment</b> <ul style="list-style-type: none"><li>• Urban issues and challenges</li><li>• The changing economic world</li><li>• The challenge of resource management</li><li>• Geographical skills</li></ul>	35%	Written paper	1 hour 30 minutes
<b>3. Geographical applications</b> <ul style="list-style-type: none"><li>• Issue evaluation</li><li>• Fieldwork</li><li>• Geographical skills</li></ul>	30%	Written paper	1 hour 15 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.

### 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 2 Tech AWARD: HEALTH AND SOCIAL CARE (Grading scale Distinction\*-Pass)

Examination Board:  
**Pearson Tech Award**

Course Length:  
**2 years**

Curriculum Leader:  
**Miss Z Wildman**

### Summary of Key Stage 4 course content:

The Health and Social Care course provides students with a thorough introduction to the knowledge, skills and understanding that underpin the health and social care sector. It is designed for students who are interested in learning how people grow, develop and are supported throughout their lives, and how health and wellbeing can be promoted in a range of settings. The course develops both subject knowledge and transferable skills that are valuable for further education and future career pathways.

### Year 10 and Year 11 Programme of study:

In Years 10 and 11, students complete the BTEC Tech Award in Health and Social Care, which is structured around three assessed components:

- **Component 1: Human Lifespan Development**  
Students explore growth and development across the life stages, key developmental milestones, and the factors that affect how individuals develop and adapt to life events.
- **Component 2: Health and Social Care Services and Values**  
Students develop an understanding of the range of health and social care services available, the barriers that individuals may face when accessing care, and the skills, attributes and professional values required by those working within the sector.
- **Component 3: Health and Wellbeing**  
Students examine the factors that influence health and wellbeing, learn how to interpret physical health data, and apply their knowledge to make person-centred recommendations to improve health outcomes, while evaluating potential challenges to implementation.

### Examination structure including controlled assessment if applicable:

Component	Method of Assessment	Weighting	Level
Component 1: Human Lifespan Development	Internally assessed via coursework	30%	1/2
Component 2: Health and Social Care Values	Internally assessed via coursework	30%	1/2
Component 3: Health and Wellbeing	Externally assessed via written exam (2hrs)	40%	1/2

### 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. This course will set students up well for nursing T-Levels, L3 Childcare and Development and level 3 Health and Social Care. As well as practical skills, health and social care provides students the opportunity to develop a variety of transferable skills such as communication, problem solving and teamwork skills; which are suited to a range of future careers.



## GCSE HISTORY (Grading scale 9-1)

Examination Board:  
**AQA**

Course Length:  
**2 years**

Curriculum Leader:  
**Mrs S Swanton**

### 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:

- America, 1920–1973: Opportunity and inequality
- Conflict and tension: The First World War, 1894–1918
- Elizabethan England, c1568–1603
- Britain: Migration, empires and the people: c790 to the present day

### Examination structure:

This GCSE consists of two terminal exams in Year 11:

Component	Weighting	Method of Assessment	Duration
Paper 1: Understanding the modern world - <b>America, 1920–1973:</b> Opportunity and inequality & Conflict and tension: <b>The First World War</b> , 1894–1918	50%	Written paper	2 hours
Paper 2: Shaping the nations <b>Elizabethan England</b> , c1568–1603 & <b>Britain: Migration, empires and the people:</b> c790 to the present day	50%	Written paper	2 hours

### 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

### 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 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 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.



## GCSE MUSIC (Grading scale 9-1)

Examination Board:  
**Eduqas**

Course Length:  
**2 years**

Curriculum Leader:  
**Mrs E Massiah**

### **Summary of Key Stage 4 course content:**

The Eduqas GCSE in Music is a broad, balanced and engaging two-year course designed to develop students' musical skills and understanding through **performing, composing and appraising** (listening and analysing) music. This course is suitable for students who enjoy **practical music-making as well as creative and analytical study**. It's flexible, allowing them to personalise performances and compositions while building a strong foundation in music theory and appreciation. This course is made up of **three components**:

#### **Component 1 - Performance (30%):**

Students prepare and record **at least two musical performances**, totalling **4–6 minutes**:

- One piece must be as part of an **ensemble group** (e.g. band, choir, duet).
- The other piece(s) can be **solo or ensemble**.
- Performances are assessed by the teacher and *externally moderated*.

#### **Component 2 - Composition (30%):**

Students create **two original pieces** of music:

- **One composition** in response to a brief set by Eduqas (released September of Year 11).
- **One free composition** of the student's own design.
- Students submit recordings and written music plus a short log explaining how they created the pieces.
- Compositions are assessed by the teacher and *externally moderated*.

#### **Component 3: Responding to a Music Brief 40%:**

This is a **listening exam** taken at the end of the course.

The paper includes questions linked to **four Areas of Study**:

- **Musical Forms and Devices** – how music is structured and the building blocks of composition (rooted in classical traditions).
- **Music for Ensemble** – music written for groups, from jazz and musical theatre to chamber ensembles.
- **Film Music** – how music creates mood, atmosphere and supports visual media.
- **Popular Music** – styles from rock, pop and fusion genres.

#### **Examination structure including controlled assessment if applicable:**

Component	Weighting	Method of Assessment	Length of Assessment
<b>Component 1: Performance</b>	30%	Internal Assessment	4-6 minutes
<b>Component 2: Composition</b>	30%	Internal assessment	3-6 minutes
<b>Component 3: Appraising</b>	40%	External assessment	1 hour 15 minutes

#### **Extra-Curricular Activities: Field trips, visits etc:**

Students will perform in a variety of concerts and showcase events. Students will have the opportunity to be involved in the production of a musical involving the Music, Dance and Drama departments. We take a trip to Queen Mary's College, Basingstoke to record a draft of the students final performances to give them experience of working in a Music Studio alongside professional musicians.

#### **Possible Career Paths**

On completion of the course students may progress to a range of Level 3 RSL, BTEC or 'A' Level Music or Music Tech 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.



## GCSE DRAMA (Grading scale 9-1)

Examination Board:  
**AQA (GCSE)**

Course Length:  
**2 years**

Curriculum Leader:  
**Mr E Manson**

### Summary of Key Stage 4 course content:

In Years 10 & 11 we offer the AQA GCSE in Drama. It consists of three units, two of which culminate in public performances so a willingness to perform is vital.

The course combines an academic, 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 will also help prepare the students for discussing and analysing characters in their English Literature GCSE exams.

There are, obviously, many occasions when students will be required to work after school hours, including for rehearsals and performances. This is not a course for students who lack commitment to the subject as it requires great personal discipline to learn lines in your own time and give up time to rehearse/perform. 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 progress out of all 69 secondary schools in Hampshire and for the past 3 years we have been ranked in the top 5 Drama departments in the county.**

**Component 1:** Understanding Drama, is taught across the two year course and assessed through a written exam during the May-June GCSE window in Year 11. Students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play, in this case Blood Brothers by Willie Russell. They are also assessed on their ability to analyse and evaluate the live theatre work of others, in this case Blackeyed Theatre's production of Teechers by John Godber. They learn about the job roles available in professional theatre and the skills required to do those jobs. Students will also learn about different types of venues and stages.

**Component 2:** Devising Drama. students This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

**Component 3:** Texts In Practice. This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.

For this component students must complete two assessment tasks:

- study and present a key extract (monologue, duologue or group performance)
- study and present a second key extract (monologue, duologue or group performance) from the same play.

### Examination structure (chronological order) including controlled assessment:

Component	Weighting	Method of Assessment	Duration
<b>Component 3:</b> Texts In Practice	20%	Externally assessed via live performance for a visiting examiner	Taught: Yr 10 Sept - Dec. Assessed: Yr 10 Jan - April.
<b>Component 2:</b> Devising Drama	40%	Internally assessed by the teacher whose marks are moderated by the exam board	Taught: Yr 10 May - July. Assessed: Yr 11 - Sept - Dec.
<b>Component 1:</b> Understanding Drama	40%	Externally assessed	Taught Across Yr 10 & 11 Assessed: Yr 11 May - June GCSE Exam Window

### 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 in a wide range of industries. What job does not require you to be able to meet a deadline, present to clients/colleagues, or simply speak with confidence in an interview?

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



## DANCE- BTEC Tech Award Level 1 / 2 in Performing Arts (Grading scale Level 1 or 2 Pass, Merit, Distinction)

Examination Board:  
**Pearson (BTEC)**

Course Length:  
**2 years**

Teacher:  
**Miss S Bryant**

### Summary of Key Stage 4 course content:

The BTEC Level 2 Tech Award in Performing Arts (Dance) is the equivalent of a single GCSE. It has three main components, two of which are internally assessed; the third of which is an externally assessed exam performance. 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:

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 give up time for 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 Component 1:** Exploring the Performing Arts, students watch and analyse a number of professional productions and learn how they were created. They learn about the job roles available in professional theatre and the skills required to do those jobs. Students will also have the opportunity to experience life as a dancer and choreographer in the chosen style in practical workshops.

**In Component 2:** Developing Skills and Techniques in the Performing Arts, students will develop their dance skills whilst preparing for a live performance of a piece of professional repertoire. Students will work as professional dancers to replicate the chosen piece to the best of their ability.

**In Component 3:** Responding to a Brief, students will work as part of a group to create an original performance of their own. This will be in response to a brief set by the exam board, very much in the style of a professional dance company responding to a client's brief.

Component	Weighting	Method of Assessment	Duration
<b>Component 1:</b> Exploring The Performing Arts	30%	Internally assessed	Taught: Yr 10 Sept - Dec. Assessed: Yr 10 Jan - April.
<b>Component 2:</b> Developing Skills and Techniques in the Performing Arts	30%	Internally assessed	Taught: Yr 10 May - July. Assessed: Yr 11 - Sept - Dec.
<b>Component 3:</b> Responding to a Brief	40%	Externally assessed	Taught: Yr 11: Sept - Dec. Assessed: Yr 11 Jan - April.

### Extra-Curricular Activities: Field trips, visits etc:

There will be opportunities to work alongside practising professionals from the performing arts industry.

### 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 BTEC 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:  
**AQA**

Course Length:  
**2 years**

Curriculum Leader:  
**Mrs R Hughes**

### 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%	AQA 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:

- 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)	Exam at the end of the course in Year 11.
2. Preparing and planning for health and fitness	60%	Externally assessed / internally marked 21 hours synoptic assessment	Assessment window from October 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

### 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  Three different physical activities in the role of player/performer:	40%	1 in a team activity, 1 in an individual activity 1 in either a team or in an individual activity.  Analysis and evaluation of performance to bring about improvement in one activity.	Practical performance assessments throughout Yr 10 and Term 1 + 2 of Yr 11.  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

### 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:

The course is designed to encourage thought and push critical thinking. The two religions studied are Christianity and Islam and there will be two sections for each; beliefs and practices. The Philosophy part of the course incorporates the *'big questions'*; *should we bring back hanging?*, *is euthanasia a good idea?* *Should there be a time limit to abortion?* These questions will all be looked at through a secular lens as well as a Christian and Islamic one. Students should know there are not necessarily wrong answers but there is a definite need for understanding others perspectives.

There are 3 x sections to the course spread out over Year 10 and 11.

1. Christianity: this section will give a good understanding of what Christians believe and, hopefully, give more understanding of British society as the influence of Christianity cannot be underestimated. Topics covered include; 7 deadly sins, life after death, Catholic/Protestant differences and Christmas and Easter and what they really mean.
2. Islam: students will know key parts of the religion, which parts overlap with Christianity (far more than many realize) but we also look at some of the more controversial aspects; jihad, festivals, prophethood etc.
3. Philosophy: the largest section which is divided into four themes; the four themes are: Issues of Relationships, Issues of Life and Death, Issues of Good and Evil, and Issues of Human Rights. This involves a lot of questions to which there aren't black or white answers; *how can there be evil if God exists?* *What causes crime?* *Is censorship a good idea?* *Can a human be evil?*

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

### 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.



## SOCIOLOGY (Grading scale 9-1)

Examination Board:  
**AQA**

Course Length:  
**2 Years**

Curriculum Leader:  
**Miss C Bays**

### Summary of Key Stage 4 course content:

Sociology is the study of how society is organised, including its social structures and institutions. Students will be encouraged to think critically and analytically within the context of contemporary British society and its institutions, such as the family, the education system and crime and deviance.

By studying Sociology, students will be provided an opportunity to develop and enrich their understanding of 'social processes' that influence us, such as socialisation, power, conformity and social control. Through careful gathering and analysis of case studies and sociological theory, students will expand their awareness and knowledge of a variety of social issues - for example inequality, the media and poverty - and make substantiated judgements to draw reasoned conclusions.

In summary, there are seven key areas that students are asked to consider:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

### Examination structure:

Component	Weighting	Method of Assessment	Duration
Paper 1: The sociology of families and education	50%	Written exam	1 hour 45 minutes
Paper 2: The sociology of crime and deviance and social stratification	50%	Written exam	1 hour 45 minutes

### Possible Career Paths:

Students will develop essay writing, research skills, logical reasoning, problem solving and critical thinking skills which provides excellent grounding for further education and a variety of career paths. Sociologists consider careers in law, the police force, local government, charity work, social work, journalism and law.

## YEAR 10 OPTIONS CHOICES 2026-2028

The options will open at 7pm on the 26th February, please use this table to plan your choices over the next week.

### 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.

BLOCK A	BLOCK B	BLOCK C	BLOCK D
<p><b>You must 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.</b></p> <p><b>You should continue with subjects you are already studying in Y9</b></p>			
Computer Science	French	Design & Technology	Art
French	Geography	Geography	Design & Technology
Geography	History	Health & Social Care	Hospitality & Catering
History	Hospitality & Catering	History	Media
Spanish	Philosophy	Hospitality & Catering	Photography
Sociology	Spanish	Media	Physical Education (GCSE/NCFE decided by PE department)
Study Skills (by recommendation only)	Media	Photography	Drama
	Music	Triple Science (by recommendation only)	Dance