

HOLLAND PARK SCHOOL

Key Stage Four Options | 2020 - 2021



Options Booklet

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The Options Process | 2020-2021

Introduction

Selecting your options subjects is a significant decision and one which requires careful thought and consideration. It is at this juncture you are able to indicate a preference for the subjects that you will study in the next academic year; this decision can be both exciting and, on occasion, confusing or daunting. This needn't be a complex process but it is common and reasonable for students and parents to have questions: which subject is right for me? What if I don't know what I want to do? How can I best support my child? This booklet is designed to help you to make decisions about your future programme of study. It will help you to choose subjects that suit your aspirations and skills as well as your needs.

Please use all the information available to you: this booklet; advice from teachers; your tutors and your parents. It is important that you consult with your teachers and your tutors as they will be able to guide you and suggest whether they think a subject would suit you as a learner.

Once you have digested this information, please complete the options form which will be sent to the student email address you have provided to the school. Please remember that whilst every effort is made to ensure you have at least one of your first choice options, this is not always possible, so please ensure you would be happy taking your reserve options, if necessary.

MS MULHOLLAND
DEPUTY HEAD

The Curriculum at Key Stage Four

The curriculum at Key Stage Four consists of a mixture of Core Subjects and Options Subjects. Students will be able to choose Options Subjects; Core Subjects are compulsory. The number of Options Subjects as well as the subjects available to students is dependent on the curriculum structure for each Year group and Band. This is detailed further on in this booklet.

The Key Stage Four curriculum reflects the National Curriculum requirements and the curriculum policy of the school. The school aims to offer a broad and balanced curriculum across Years 9-11. Whilst the school values a breadth of choice, it places equal emphasis on establishing the suitability of courses for students and on ensuring that the courses students select are appropriate to their needs.

Whilst all the qualifications offered have equal status, they do emphasise different skills and ways of learning. When making choices students must balance their skills and learning styles in order to pick courses on which they are likely to be successful.

What are GCSEs?

GCSE stands for General Certificate of Secondary Education. These qualifications are the most common qualifications sat by students in Key Stage Four. The qualification usually involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are at levels 1 and 2 on the National Qualifications Framework, depending on the grade achieved (see the table on page 3). All GCSE examinations are now graded from 9-1 rather than A*-G. A table of comparison is included below for your reference.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (D/E)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Exam Boards will use a statistical method (known as comparable outcomes) so that:

- broadly the same proportion of students will achieve a grade 4, equivalent to an old grade C and above;
- broadly the same proportion of students will achieve a grade 7, equivalent to an old grade A and above;
- the bottom of grade 1 will be aligned with the bottom of grade G; and
- a grade 5 will be awarded to the top third of students gaining the equivalent of an old grade B.

What is a BTEC?

BTEC qualifications are equivalent to GCSEs. This means they are equally valued by employers. Usually these courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers desire. The qualifications offer a mix of theory and practice. The main distinction in relation to learning between GCSEs and BTECs is that many BTEC qualifications still include an element of portfolio work, controlled assessment or coursework. This means it is as-

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essed differently (with portfolio work contributing to the final qualification) and less pressure is placed on the final examination. They have the following equivalences to GCSE:

Level 2 Vocational Award

Level 2 Distinction* = one 8/9 or A* at GCSE

Level 2 Distinction = one 7 or A at GCSE

Level 2 Merit = one 5/6 or B at GCSE

Level 2 Pass = one 4/5 or C at GCSE

Level 1 = one 3/2/1 or D/E/F/G at GCSE

What do the qualifications mean?

A qualification is intended to show employers, teachers and learners what someone has learnt and can do as a result of that achievement. There are a large number of qualifications and the way they are described and marketed can be complex.

Qualifications and Credit Framework (QCF) sets out the levels against which a qualification can be recognised in England, Wales and Northern Ireland. This framework helps learners to make informed decisions about the qualifications they need, and help employers and providers assess what qualifications a candidate has. The QCF has nine levels, and sets out the basis on which qualifications are approved, so that it is easier to compare one type of qualification with another.

Qualifications are best understood by their level of difficulty, size and, of course, their content. Each accredited qualification has a level according to the qualifications framework to which it is assigned. Levels are a standard way of comparing how challenging a qualification is and what learners should be able to do once they have successfully completed it. For example, an OCR National Health and Social Care level 2 qualification is equivalent to a GCSE at grade 9 - 4.

NQF Level		
Level of Qualification	Examples of Qualification	Benefits
Level 1	GCSEs grades 1-3 (D-G) BTEC Introductory Diplomas and Certificates	Linked to job competence and practical skills.
Level 2	GCSEs grades 4-9 (A*-C) BTEC First Diplomas and Certificates	Appropriate for many job roles.

NQF Level		
Level 3	AS and A levels International Baccalaureate BTEC Nationals	Appropriate if you plan to go to university or work independently.

What is the English Baccalaureate?

This was introduced by the Government in 2011 as a standard that some students can aim for in their KS4 studies. To achieve the English Baccalaureate, students must complete and obtain a Grade 4 or higher in the following subjects:

- maths;
- English language;
- combined sciences;
- a language (e.g. Spanish, French or Latin); and
- either geography or history.

In order to obtain the English Baccalaureate, students will therefore need at least 4s in the subjects listed above. We will advise students on an individual basis if we feel that this route is appropriate to them and their future aspirations.

Dates, Deadlines and Options Forms

Options forms will be completed online this year using Google Forms. Options forms will be sent to student email addresses or to parental email addresses for students in Year 8. It is vital that students in examination groups have their own personal email addresses. As a result of new data protection regulations, all information pertaining to students' own results must be communicated to students directly and cannot be sent to parental email addresses. This accompanies the school's drive to ensure less communication is made by paper and information is conveyed home as quickly as possible.

Please send any updates to student email address to sarah.pitchford@hollandparkschool.co.uk. There will also be an opportunity to update email addresses on the google form that is sent to you. A reminder that examination results will also be distributed electronically to students' email addresses this year so please ensure your record is kept up-to-date. Year 8 students must provide a personal email address on their options form.

The deadline for the completion of the online options form will be **Friday 20th March 2020**.

First and Second Choices

Students will be asked to indicate a first and second choice in each option block available to them. Whilst every endeavour is made to ensure students are given at least one of their first choice options, this is not always possible given class size limitations. In the case that more students select an option than there are places available, priority will be given to Year 11 students.

Tips and FAQs

Advice for Students | Selecting your Subjects

Perhaps the most crucial questions to consider when making choices for GCSE are:

- 1) In what subjects have I already been successful?
- 2) What subjects do I enjoy and what are my interests?
- 3) Do I think that the 'English Baccalaureate' is important? If yes, this means taking a language and one of either history or geography to satisfy the requirements for this overarching qualification.
- 4) Which subjects do I need for further education? It is rare for professions to make strong subject-specific demands for GCSEs. It is, however, important that you pick subjects which reflect what you might wish to go on to study at Sixth Form or College.

When selecting your subjects it is important that you are guided by your subject teachers as they know your capabilities and the demands of each subject. You should think whether the option subjects you are choosing now fit in with what you will need for a further education or careers plan that you might have in mind for the future.

Top Tips for Choosing Subjects

Dos

- Do choose subjects which you enjoy.
- Do choose subjects in which you have been successful.
- Do taken into account any requirements you might need for further education.
- Do find out everything that you can about the subject before you choose it. Once you have been assigned to your subject there will be no opportunity to switch as classes will have been filled.
- Do listen to the advice your subject teachers give you

Don'ts

- Do not choose a subject because a friend has chosen it.
- Do not choose a subject because you like the teacher.
- Do not choose a subject without care and thought.
- Do not choose a subject because you think it will be easy.
- Do not ignore a subject that may be new to you. Find out about it.

Why are only certain subject options available to me?

The school has been running our Key Stage Four curriculum successfully in this manner for well over a dec-

ade. Students continue to achieve highly across the curriculum and we maintain a broad choice for students across their school career from Year 9-11. Part of the school's success has been in identifying which options suit which cohorts of students at what stage in their academic career.

Why am I starting my GCSE examinations in Year 9?

This is another curriculum decision the school has been implementing for well over a decade with consistent success. Our rationale is to protect students from the burden, stress and anxiety that can be induced by placing all examination pressure on Year 11 students. Rather than examinations in over 10 subjects in Year 11, we have found it most beneficial for students' well-being and academic success to alleviate this pressure and spread external examinations over a longer period of time. This has several benefits. Firstly it enables students to focus more time on their examination subjects in Years 9, 10 and 11 because they receive more teaching time on a weekly basis. From a pedagogical perspective this ensures there is more continuity to learning. Secondly, students are taught to manage examination strategies and pressures from Year 9 when they have only two GCSEs to manage. This is preferable to students having to manage the pressure produced from managing over 10 GCSEs in one year. Finally, with fewer GCSEs to focus on in any one year, we have found that the performance of our students has risen substantially as they are able to manage their time and their examinations with more ease.

What Independent Study can I expect?

Students will be expected to complete 2.5 hours of independent study a week for each of their GCSE subjects. Teachers will set this in lesson time and it will continue to be recorded in student planners.

We request that all parents monitor the recording and completion of independent study of their child. Should parents feel that their child is not receiving the correct amount of independent study, they should contact their child's subject teacher in the first instance to make enquires.

How can I support my child at home?

- Monitor their workbooks and independent study.
- Test them on what has been covered in lessons over the course of a week.
- Ensure there is space at home for self-study.
- Ensure students balance school work and independent study with time to relax and engage in exercise or sport.
- Encourage your child to complete additional reading around their examination subjects.
- Engage your child in debate about topics they are studying.

Options and Your Future

Will my options affect my future?

It is always worth bearing in mind that the subjects you study in Years 9, 10 and 11 could affect your further education choices in the future. It is, however, most important that your subjects are chosen for the right reasons. There are only a limited number of courses and pathways which demand particular GCSEs and, to be transparent, GCSE choices have a very limited impact on university choices and pathways. At this stage of your academic career it is more important that the subjects you choose to specialise in are compatible with those you might wish to study at Sixth Form, College, or that they feed into an Apprenticeship or employment route you have in mind.

If you have a particular career goal then it is always advisable to check which subjects are required for entry. To choose a subject that has presented you with difficulties in the past because it is needed for a particular career is not an advisable course of action – if you attain a low grade then this may not enable you to enter that profession, and if the subject plays a large part in the job then it might not be the right path for you. If you are considering higher education, then it is worth remembering that three or four subjects taken at GCSE might have to be studied to A Level for entry to university.

If you have no career ideas at present, that is perfectly normal at this stage. It is important, however, to consider what career areas you could be ruling out with your choices and be sure that you are happy about them.

In Tutor time you will receive advice and information over the coming months on career-related issues, including impartial information on all the possible pathways open to you after Year 11 and guidance from Mr. Holloway about any key actions you need to undertake.

The Sixth Form library is accessible with the permission of Ms. Mulholland or Mr. Curtis and it contains a wealth of career-related information and university prospectuses.

There are also some very useful websites to aid your careers research:-

<https://nationalcareersservice.direct.gov.uk>

www.careerpilot.org.uk

www.icould.com

www.careersbox.co.uk

www.prospects.ac.uk/jobs-and-work-experience/job-sectors

Thinking about University?

It may seem like a long time away, but if you are considering applying to a competitive university and especially a competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE requirements.

It is important to note that aside from a few specific courses (listed below) there is a limited link between GCSE choices and university courses. For example, it is not necessary for a student to have studied computer science or business studies at GCSE in order to study it at university; a student's grade in mathematics is much more significant.

A summary below gives an indication of common courses which require certain GCSE requirements. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.

- Applicants to study Medicine, Veterinary Medicine or Dentistry are usually required to have very good GCSE results (grades 8 and 9) in mathematics, science and English.
- For a degree in English, an A level in English is a must but universities may look for applicants to have a GCSE in a Modern Foreign Language, History or RE to complement this.
- Students hoping to study mathematics, accountancy, business, computer science or economics at university do not need to have any specific GCSEs other than mathematics. Students will be expected to have a strong pass (Grade 7 or above) in GCSE mathematics for many of these courses.

UCAS at www.ucas.com

This is the central organisation through which applications are processed for entry to higher education but it also includes information and services for prospective students.

Who can assist me?

Mr. Holloway leads Year 11 students in their applications to Sixth Forms, Colleges and employment. Consult with him about specific subject requirements for A Level study.

Mr. Arnold and Ms. Mulholland oversee applications to university. If you would like guidance about undergraduate degrees and GCSE subject choices, please speak with either member of staff.

THE CURRICULUM STRUCTURE

The Curriculum | Year 9 Band 1, 2 and 3

Your Options

Year 9 is the first year at Holland Park School where students have some control over their subjects and the curriculum they follow. Students in Year 9 follow a Core Curriculum (this is compulsory and followed by all students) and then select two options subjects, one of which is always a language.

The Core Curriculum

In Year 9, students will study mathematics, science, English and PE. These are non-examined subjects and whilst students will continue to sit Assessment Points internally, there will be no external examination connected to the study of these subjects in Year 9.

Options Subjects | Languages GCSE

Students in Year 9 will sit a GCSE in the language they have studied throughout Key Stage Three (either French or Spanish). They will receive five hours of teaching time a week and they will sit their GCSE examination at the end of Year 9. Students in Band 1 have the option to pick either their MFL subject (French or Spanish) or Latin. Whichever language option they do not choose will still be available for them to select in Year 10 if they wish, although this is not compulsory. There is also an option to study both Latin and their MFL subject in Year 9. To do this they would select their MFL as their language choice and Latin as their additional choice.

Options Subjects | Additional Choice

As well as their language GCSE, students in Year 9 will select one further option. This subject will also receive five hours of teaching time a week. The option subjects available to students in Year 9 in 2019-2020 will be:

OPTIONS YEAR 9
History
Geography
Religious Studies
Business Studies
Computing
PE
Latin
Photography
Music
Drama
Art

Please see individual subject pages contained in this booklet to find out more information about the course structure, content and examination methods.

FAQs

Why do I sit a language qualification in Year 9?

Languages require repetition and the retention of lots of information. The school has found that students are most successful in their language examinations if they study these intensely having already secured two years of Key Stage Three provision. We have also found our students in Year 9 to be able to absorb a language most fully when this qualification is only accompanied by one other GCSE option. This enables students to immerse themselves in the language - more so than they would be able to in Year 10 or 11 when they study for more GCSEs.

Is Year 9 too early for GCSEs?

In short, no. The school has operated this curriculum model for over a decade and has never seen a disparity in the achievement of Year 9 students compared to Year 10 or 11 students. In fact, students in Year 9 frequently perform as well as, or better than, their older peers in their additional choice classes. This is because they receive generous curriculum time with their GCSE subject teachers and have fewer examined subjects to focus on than their Year 10 and 11 peers.

What subjects do you recommend for Year 9 students to complement their language choice?

We have Year 9 students in all of the subject choices that we offer. The choice really is about personal preference and desire, but it is also about recognising personal strengths. Here are some things to take into account:

-If languages have not been your strength at Key Stage Three, then you might want to select an option where you feel you have a particular talent (music, art, drama).

-You might also opt for music, art or drama if you would like a contrast to the written nature of your language qualification so there is more variety and breadth to your curriculum in Year 9.

-If the quality of your writing in English and the humanities subjects has not been your strength in Key Stage Three, you might want to reserve history, geography and RE for later options in Year 10 and 11 when you have developed your writing style.

-If mathematics is a strength, you might want to consider opting for business studies which involves data analysis and statistics.

-If you have a passion for writing and debating, RE or history would be good options to pick.

- Consider: do you want to be studying mostly written subjects or do you want something more creative to complement your core curriculum?

Remember the choice is up to you. Some people opt to take their favourite subjects in Year 9 whilst others choose to save these until Year 10 or 11.

The Curriculum | Year 10 Band 1, 2 and 3

Students in Year 10 continue to follow a core curriculum (this is compulsory and followed by all students) and then select two options subjects from the lists below.

The Core Curriculum

In Year 10, students will continue to study mathematics, science, and PE as non-examined subjects. They will, however, also be studying for their English Language GCSE qualification which they will sit at the end of Year 10. Students will therefore obtain the first of their two English qualifications in Year 10.

Options Subjects

In Year 10, students select two options subjects in which they will sit GCSEs at the end of the academic year. The options available to Band 1-3 are all the same, with the only exception being the availability of Latin to Band 1 students who might not have opted for this in Year 9.

Students will select one option from Block A and one option from Block B. On the option form you will be asked to select a first and a second choice in case we are unable to offer you your preference.

Year 10 Band 1, 2 and 3

Block A	Block B
History	History
Geography	Geography
Religious Studies	Religious Studies
French	Business Studies
Spanish	Computing
Music	PE
Art	Latin*
DT	Photography
Business	
Drama	

* Latin can be taken by Band 1 students only.

FAQs

What subjects do you recommend to take together in Year 10?

There is no combination of subjects that cannot be studied together. Again, what matters most is picking a combination which suits the individual student. Studying the English Language GCSE qualification places a great deal of emphasis on developing the quality of students' written communication. There are, generally speaking, two responses to this. Some students find that this enables them to write with more fluency and clarity in other written subjects such as history, geography or religious studies and therefore they find studying the humanities together in Year 10 to be beneficial. Other students find that they prefer studying something entirely different, given the focus on essay writing in English, and therefore opt for either practical or performance-based GCSEs.

There is no right or wrong response ; students must focus on their strengths and their personal capacities and preferences.

How can I support my child at home?

In Year 10 the number of GCSE examinations they will be completing at the end of the academic year increases from two in Year 9 to three. A common hiccup for students in Year 10 is organisation and prioritisation as students learn to manage a more significant amount of work. Helping your child to prioritise their independent study, devise revision schedules and test them on their weekly learning across their GCSE and core subjects would be beneficial. It is also helpful for parents to keep in contact with their child's teachers about how they are managing their independent study at home. As mentioned previously, ensuring there is a quiet space at home for students to work helps to facilitate their progress. Similarly, setting clear boundaries for students about times to complete independent study and times for relaxation and socialising is also helpful.

Can I resit a GCSE I took in Year 9?

Unless there are exceptional circumstances our general policy is no. As with schools whose students sit all of their examinations at the end of Year 11, we do not permit re-sits of examinations.

Can I take an additional subject?

Our curriculum only allows for two options subjects a year. It is not possible for any additional options to be taken too.

The Curriculum | Year 11 Band 1, 2 and 3

Despite the release of pressure generated by sitting some qualifications in Year 9 and 10, Year 11 still represents the most significant year for our students in terms of the number of examinations they will be sitting and the importance of these subjects for their post-16 options.

The Core Curriculum

Students in Year 11 continue to study mathematics, science and English. They will sit terminal examinations in all three subjects at the end of the academic year. In English, they will be sitting their GCSE English Literature qualification, worth one GCSE. They will also sit their GCSE mathematics qualification, worth one GCSE, and also their GCSE in Combined Science, worth two GCSEs. These are three very important qualifications which Sixth Forms, Colleges and employers will pay close attention to when considering applications. From this perspective, despite the number of examinations our Year 11 students sit being considerably less than most schools, the qualifications left until Year 11 hold much significance.

Options Subjects

In Year 11, students will again select two options subjects in which they will sit GCSEs at the end of the academic year. The options available differ slightly by Band and are listed below.

Students will select one option from Block A and one option from Block B. On the option form you will be asked to select a first and a second choice in case we are unable to offer you your preference.

Year 11 Band 1 and 2

Block A	Block B
History	Geography
Geography	History
Religious Studies	Religious Studies
French	Business Studies
Spanish	Computing
Music	PE
Art	Latin
DT	Photography
Drama	Triple Science
Business Studies	
Triple Science	

Year 11 Band 3

The options for Year 11 Band 3 are the same as for Band 1 and 2 except that Latin and Triple Science are not offered.

Information about each of these courses can be found further on in the options booklet. When making decisions about which subjects to select, it is very important in Year 11 to consider the subjects you are considering studying at Sixth Form or at College. Similarly, if you are considering an Apprenticeship or employment you will also need to consider what pathways your GCSE subject options could open or close for you.

Some Sixth Forms will ask for subject-specific entrance requirements. Before selecting your Year 11 options it is worth researching some Sixth Forms and Colleges to see whether your subject options would keep this pathway open to you or not. Remember, whilst future plans are an important consideration, your success on your chosen courses is more significant as if you are unsuccessful then the pathway you might have hoped to pursue would be closed to you anyway. It is important to be realistic about your choices.

Can I resit a subject I have opted for previously?

No. In order to ensure you have a broad range of subjects, the school does not permit students to resit a GCSE option they have already taken in an earlier year.

The Curriculum | Band 4 Years 9, 10 and 11

Our curriculum provision for Band 4 students across their Key Stage Four study from Year 9 to Year 11 seeks to offer a comprehensive and wide-range of options which suits students' needs and ensures they have a wide range of options available to them when they make their post-16 choices.

The curriculum seeks to be broad and balanced whilst offering students courses and options which best suit their learning styles and caters to their strengths. Students will continue to be supported in small class sizes to ensure they receive plenty of support and guidance throughout their course of study.

The Core Curriculum | Year 9 Band 4

In Year 9, students will study mathematics, science, English and PE. These are non-examined subjects and whilst students will continue to sit Assessment Points internally, there will be no external examination connected to the study of these subjects in Year 9.

The Core Curriculum | Year 10 Band 4

In Year 10, students will continue to study mathematics, science, and PE as non-examined subjects. They will, however, be studying for their English Language GCSE qualification which they will sit at the end of Year 10. This is an extremely important qualification for students to obtain as it is highly valued by Sixth Forms, Collages and employers. As a result of its significance, students will continue to receive 6 periods of English a week in Year 10 to support them to achieve the best possible grade.

The Core Curriculum | Year 11 Band 4

In Year 11 students will be studying for GCSE qualifications in English Literature, mathematics and Combined Science (this is worth two GCSEs). All three of these subjects will be examined at the end of Year 11 and as much they will receive enhanced time on the curriculum (6 periods a week each for English Literature, science and mathematics).

Summary of Band 4 GCSE Qualifications | Core Subjects

At the end Year 11, all Band 4 students will have sat examinations in 5 GCSE subjects: English language; English literature; mathematics and combined science (worth two GCSEs). All Band 4 students will have had access to additional teaching to support them through these qualifications and, as highly regarded qualifications, will have had access to courses which ensure equal opportunities in relation to post-16 choices.

Band 4 Options

Alongside their core subjects, students in Band 4 in Year 9, 10 and 11 will select one additional subject per year.

In 2020-21 students will have the option to choose from:

OPTION BLOCK
GCSE History
BTEC Travel and Tourism
BTEC Music Practice

In 2021-2022 students will have the option to choose from:

OPTION BLOCK
BTEC Business/ Enterprise
GCSE French
GCSE Geography

In 2022-2023 students will have the option to choose from:

OPTION BLOCK
GCSE Art
BTEC Creative Media Production
BTEC Sport, Activity and Fitness

Across their three-year Key Stage 4 curriculum, Band 4 students will have access to a wide range of options and qualifications, both GCSEs and BTECs. Please see page 1 for more information about GCSE and BTEC qualifications.

More information about each of these courses can be found on the subject pages included in this booklet.

CORE SUBJECTS

2020-2021

GCSE ENGLISH LANGUAGE | CORE YEAR 10

What is GCSE English Language?

The specification offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. **Paper 1, Explorations in Creative Reading and Writing**, looks at how writers use narrative and descriptive techniques to engage the interest of readers. **Paper 2, Writers' Viewpoints and Perspectives**, examine how different writers present a similar topic over time. The spoken language unit (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The endorsed unit will draw on good practice to suggest how engaging formative tasks can lead to a single summative assessment.

Who studies it?

All students study English Language from Years 7-10 but the most emphasis is placed on this subject in Year 10 as all students will sit their GCSE English Language examination at the end of that academic year.

What skills will I develop?

For GCSE English Language students will:

- read fluently, and with good understanding, a wide range of texts from the 19th 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism;
- read and evaluate texts critically and make comparisons between texts;
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- use grammar correctly and punctuate and spell accurately;

- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language; and
- listen to and understand spoken language and use spoken Standard English effectively.

What specification will I follow?

AQA GCSE English Language

A link to the specification is included below:

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

How will I be assessed?

All texts in the examinations will be unseen.

Paper 1 | Explorations in Creative Reading and Writing

is a written examination of 1 hour 45 minutes. Section A (Reading) is based on a literature fiction text and students will answer 1 short form question, 2 longer form questions and 1 extended question. Section B (Writing) is based upon descriptive or narrative writing and students will write one extended written response with marks for content and technical accuracy.

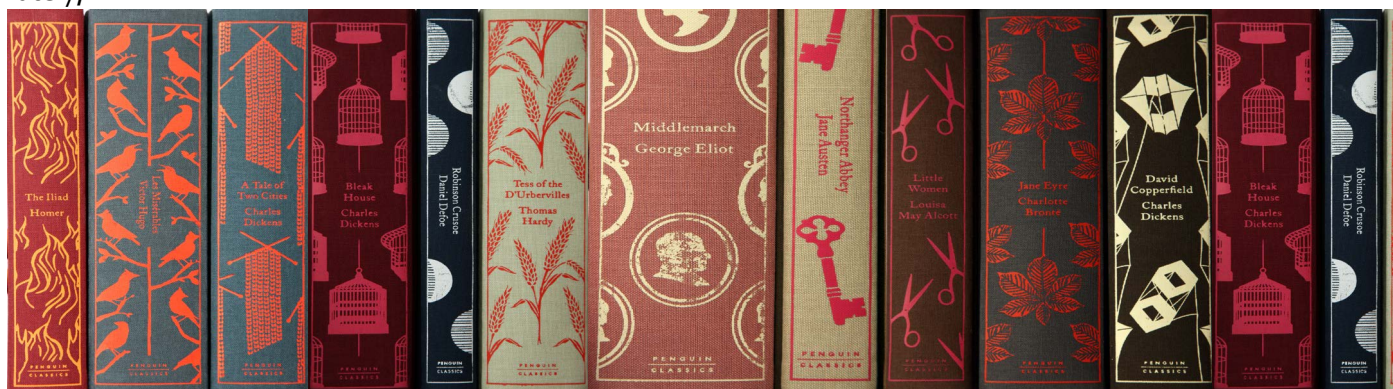
Paper 2 | Writers' Viewpoints and Perspectives

is a written examination of 1 hour and 45 minutes. Section A (Reading) is based on one non-fiction text and one literary non-fiction text. Section B (Writing) asks students to write to present a viewpoint; students will write one extended answer worth 40 marks.

Non-examination Assessment | Spoken Language. Students will be assessed on their presentation skills, capacity to use Standard English and respond to questions and feedback. This is assessed by the teacher, not externally.

Who should I speak to if I have any questions?

Ms. Agnew, room 4.3



GCSE ENGLISH LITERATURE | CORE YEAR 11

What is GCSE English Literature?

Students will study a range of literature from Shakespeare through 19th-century literature to a collection of poems. Our chosen specification encourages students to embed a passion for reading, an understanding of writers' intentions and methods and spark discussion about human nature, culture and context.

What will I study?

Students will study Shakespeare's play, *Macbeth*, in depth. For their 19th century novel, students will study either Charles Dickens' *A Christmas Carol* or *Great Expectations*. For their modern prose text, students will study George Orwell's *Animal Farm* and for the poetry anthology, students will study a cluster of 15 poems thematically linked by the theme of Power and Conflict. Each of the 15 poems was written between 1789 and the present day.

How will I be assessed?

Students will sit two examinations; both are closed book.

Paper 1: Shakespeare and the 19th-century novel |

This is a written examination of 1 hour 45 minutes. Students will answer 1 question on the Shakespeare play they have studied and 1 question on the 19th-century novel they have studied.

Paper 2: Modern texts and Poetry |

This is a written paper of 2 hours 15 minutes. Section A will require students to write one essay from a choice of two on the studied modern prose. Section B will require students to answer one comparative question about a poem printed in the paper and one other poem from their chosen anthology cluster. Section C, unseen poetry, will require students to answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

What specification will I follow?

AQA GCSE English Literature (8702)

The specification can be found here:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

What skills will I develop?

- **literal and inferential comprehension:** understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings;
- **critical reading:** identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation;
- **evaluation of a writer's choice of vocabulary, grammatical and structural features:** analysing and evaluating how language, structure, form and presentation contribute to quality and impact;
- **comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above; and
- **producing clear and coherent text:** writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view.

What do students of English Literature go on to do?

Students who choose to pursue English Literature at higher levels of study might choose to go on to careers in publishing, journalism, media or film-making, writing, advertising, Public Relations or education.

Recommended Reading:

Context and understanding of writers' styles will assist students in their study of the set texts. Therefore students will benefit from reading more works from the following authors ahead of commencing this course in Year 11:

- Charles Dickens;
- George Orwell and
- William Shakespeare

Students will also benefit from extending their knowledge of poetry. Collections by **T.S Eliot**, **William Wordsworth**, **W.B. Yeats**, **John Keats** and **Alfred Lord Tennyson** offer good introductions.



GCSE COMBINED SCIENCE | CORE YEAR 11

What is GCSE Combined Science?

Science is a set of ideas about the material world. In this course you will be investigating, observing, experimenting or testing out ideas and thinking about them using empirical methods. The Combined Science GCSE enables students to learn about the theory of many biological, chemical and physical aspects of our world as well as investigate these through core practical experiments. This will involve talking about, reading and writing about science as well as representing science in its many forms both mathematically and visually through models.

This specification encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.

What skills will I develop?

Students will:

- develop their practical skills through a range of required practical experiments carried out in lessons;
 - Use scientific theories and explanations to develop hypotheses;
 - Understand how scientific methods and theories develop over time;
 - Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts;
 - Appreciate the power and limitations of science and consider any ethical issues which may arise;
 - Present observations and other data using appropriate methods;
 - Present reasoned explanations including relating data to hypotheses; and
- Carry out and represent mathematical and statistical analysis.

What specification will I follow?

AQA GCSE Combined Science: Trilogy

A link to the specification can be found here:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

What will I study?

Biology | cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance; variation and evolution; ecology.

Chemistry | Atomic structure and the periodic table; bonding; structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere and using resources.

Physics | Energy, electricity; particle model of matter; atomic structure; forces; waves; magnetism and electromagnetism.

How will I be assessed?

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper 1 | Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics. Written exam: 1 hour 15 minutes.

Biology Paper 2 | Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. Written exam: 1 hour 15 minutes.

Chemistry Paper 1 | Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. Written exam: 1 hour 15 minutes

Chemistry Paper 2 | Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

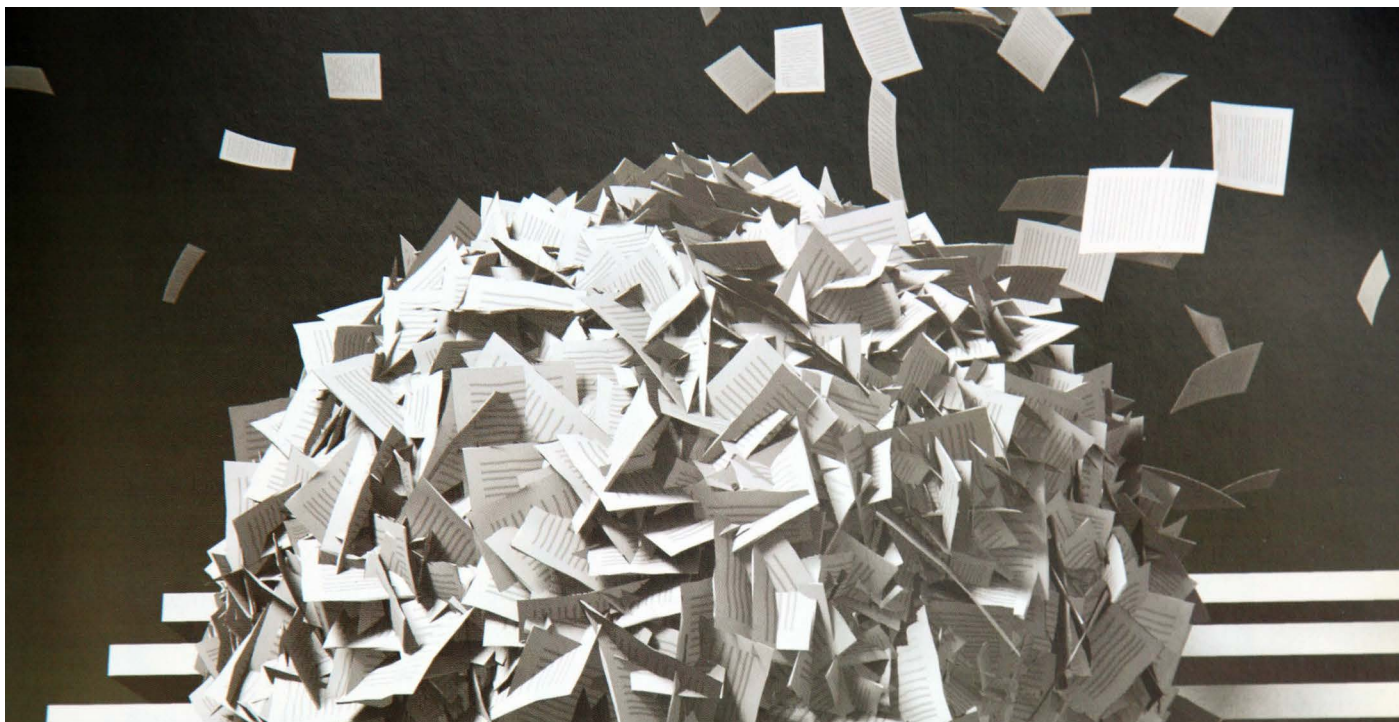
Physics Paper 1 | Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure. Written exam: 1 hour 15 minutes

Physics Paper 2 | Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism. Written exam: 1 hour 15 minutes

Foundation and Higher Tiers

Students will either sit the Higher or Foundation Tier paper in Combined Science. The Foundation Tier paper enables students to achieve Grade 1 - 5, whereas the Higher Tier paper is graded from 5-9. Students' performance in internal examinations between September and January will be used to determine which Tier of paper students will sit.

GCSE MATHEMATICS| CORE YEAR 11



What is GCSE Mathematics?

The aims and objectives of the Edexcel GCSE (9–1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences, and draw conclusions; and
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

What will I study?

- 1 Number (structure and calculation, fractions, decimals and percentages, measures and accuracy).
- 2 Algebra (notation, vocabulary and manipulation, graphs, solving equations and inequalities, sequences)
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures (properties and constructions, mensuration and calculation, vectors)
- 5 Probability
- 6 Statistics

What specification will I follow?

Edexcel GCSE Mathematics

A link to the specification can be found here:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

How will I be assessed?

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. There is no coursework which contributes towards the final Grade; the GCSE is achieved through external examinations only.

Foundation and Higher Tiers

Students will either sit the Higher or Foundation Tier paper in mathematics. The Foundation Tier paper enables students to achieve Grade 1 - 5, whereas the Higher Tier paper is graded from 5-9. Students' performance in internal examinations between September and January will be used to determine which Tier of paper students will sit.

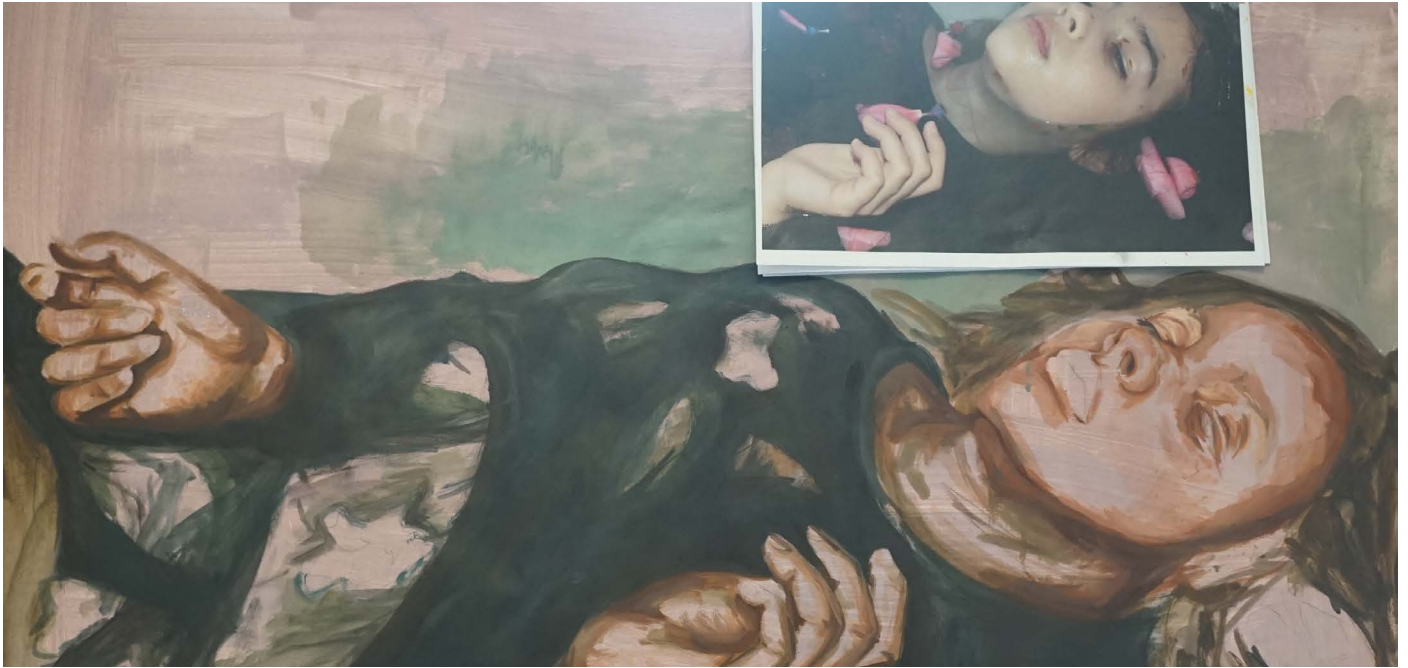
What do mathematicians go on to do?

Mathematics is a key subject which enables access to a whole host of different careers. People who enjoy mathematics and choose to study it to an advanced level might go on to study engineering, medicine, architecture, research, accountancy and finance, data analysis, insurance, software development, the Civil Service...to name a few!

SUBJECT OPTIONS

2020-2021

GCSE ART AND DESIGN



What is GCSE Art and Design?

Creativity, or as the late art critic John Berger preferred to describe it as “the act of giving form to what we receive” is at the heart of every area of our lives. GCSE Art provides students a chance to develop and nurture this life affirming activity, both visually and conceptually, developing their own unique approach to the visual arts with the support of their teacher.

You will learn from direct teaching, peer learning, presentations, gallery trips, reflective reading and writing as well as visits from professional practitioners working in the creative sectors. All art students are encouraged to experiment and will have the opportunity to use a wide range of materials including, but not limited to, painting, drawing, sculpture, video, installation, photography, performance and printmaking.

Five reasons you should study art:

1. Infinity: the possibilities for personal expression are endless, making it exciting and challenging.
2. Independence: art GCSE is the only subject where you get to decide what you study! You will need to be highly self-motivated and independent, but you also get to choose the avenues of your creative journey and tailor it to your own strengths and interests.
3. Flexibility: you will have the opportunity to work across a range of artistic disciplines, allowing for a huge scope for individually tailored research and development.
4. Knowledge: as well as improving your technical skills, you will also gain a strong grounding in the theoretical and conceptual underpinnings of visual culture.
5. Transferrable skills: the resourcefulness and problem-solving skills you learn in art can be applied to any subject or career.

What skills will I develop?

You will develop a portfolio of work that demonstrates your creativity and understanding of contemporary and historical art. Alongside improving your technical expertise in a range of different processes, materials and techniques, you will learn how to:

- Develop and refine your ideas;
- Present a personal response that realises your intentions;
- Effectively use visual language and the formal elements to create powerful images;
- Conduct independent research;

What skills do I need to possess?

In order to achieve the highest results and benefit fully from the course, you will need to have:

- Strong technical drawing skills;
- An understanding of photography;
- An ability to think imaginatively and creatively;
- An ability to critically analyse your own work and the work of others;
- An open mind and a confidence in taking creative risks.

What specification will I follow?

Edexcel GCSE Art and Design

A link to the specification can be found here:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf>

GCSE ART AND DESIGN

What will I study?

The course is split into two sections:

Component 1: Coursework Portfolio (60%)

This is a sustained project, responding to a theme set by the school which evidences the journey from initial engagement to the realisation of intentions. As well as practical work, this portfolio must demonstrate the research and critical study of artists which connect with the chosen area of study.

Component 2: Exam (40%)

This is a shorter project, where students respond to starting point from an externally set paper. A preparatory period is then followed by 10 hours of supervised time in which to create a final outcome

Recommended Reading

- The Story of Art, E.M. Gombrich
- Ways of Seeing, J. Berger
- Painting Today, Pub: Phaidon
- Art Today, pub: Phaidon
- Vitamin P series, pub: Phaidon

How will I be assessed?

Both your coursework and exam portfolios will be assessed using the following assessment objectives.

AO1 (25%): develop ideas through investigations,

demonstrating critical understanding of sources.

AO2 (25%): refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 (25%): record ideas, observations and insights relevant to intentions and demonstrate understanding of visual language.

AO4 (25%): present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

What do artists go on to do?

"Employees with an art degree have developed more quickly in their roles from the start. They have discipline, confidence and can accept criticism."

- Steve Jobs

There is an increasing demand for creative and innovative people in industry and business. Students who have studied art have gone on to work in the following sectors: heritage, film, animation, antiques dealing, architecture, costume design, theatre, fashion design, fine artist, curator, floristry, furniture design, design engineering, interior design, jewellery design, graphic design, illustration, photography, production design, tattooing, textile design, web design, teaching and education.

Art presents opportunities to develop lifelong skills in analysis, research, interpretation and creative execution.



GCSE COMPUTER SCIENCE

What is GCSE Computer Science?

Computer science is a diverse subject with lots of applications. Computer scientists design new software, solve computing problems and develop different ways to use technology. At the heart of the subject, all computer scientists rely on 'computational thinking'. Computational thinking involves looking at a problem and working out a way a computer might be able to help one solve it. To do this, one needs to understand how computer processes work and how they can be manipulated to help help these problems. GCSE Computer Science introduces students to computational thinking by equipping students with the knowledge and understanding of how computers work and how they can be used to assist both individuals and society as a whole.

What skills will I develop and what will I study?

Students will develop a set of computational thinking skills that enable them to understand how computer systems work, and to design, implement and analyse algorithms for solving problems. Through the study of Compute Science, students will become competent at designing, reading, writing and debugging computer programs. They will be able to apply their skills to solve real problems and produce robust programs. Students will learn how different types of data are represented in a computer and they will, by the end of the course, be familiar with the hardware and software components that make up a computer system and recognise that computers take many forms from embedded microprocessors to distributed clouds.

Many computer applications in use today would not be possible without networks. Students will understand the key principles behind the organisation and of computer networks and they will be able to set up a simple network. In addition, students will be aware of the influence of computing technology and recognise that computing has an impact on nearly every aspect of the world in which they live. They will therefore study the impact of computers on the lives of individuals and on society.

By the end of the course students will:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation;
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs;
- think creatively, innovatively, analytically, logically

and critically;

- understand the components that make up digital systems and how they communicate with one another and with other systems;
- understand the impact of digital technology on the individual and on wider society; and
- apply mathematical skills relevant to computer science.

What specification will I follow?

Edexcel GCSE (9-1) Computer Science

A link to the specification is included below:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html>

How will I be assessed?

Component 1: Principles of Computer Science. This unit will be assessed through a written examination of 1 hour 40 minutes duration. It is worth 50% of the qualification. This paper consists of multiple-choice, short open-response, open-response and extended open-response answer questions. All questions are mandatory.

Component 2: Application of Computational Thinking. This unit will be assessed through a written examination of 2 hours duration. It is worth 50% of the qualification. This paper is based on a scenario. It consists of short open-response, open-response and extended open-response answer questions. All questions are mandatory.

Students must also undertake a programming project. This project will not count towards their overall grade for the qualification but a single project must be completed to fulfil the requirements of the qualification

What do students of Computer Science go on to do?

Computer Science remains a highly relevant qualification for students as the IT industry continues to expand. Students who continue to study Computer Science to A Level or degree level might progress to careers involving: web development, software engineering, games development, data analysis, systems analysis, multimedia programming, forensic computer analysis, cyber security, or IT consultancy.

Who can I contact for more information?

Mr. Lyon, room 1.14

BTEC CREATIVE MEDIA PRODUCTION*

*not offered in 2020-21

What is BTEC Creative Media Production?

The BTEC in Creative Media Production ensures students:

- develop key skills that prove aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- understand processes that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- foster attitudes that are considered most important in creative media production, including personal management and communication
- gain knowledge that underpins effective use of skills, process and attitudes in the sector such as production processes and techniques.

What skills will I develop?

Students will develop both theoretical knowledge about media production as well as practical skills which they will be able to apply in industry having completed this qualification.

What specification will I follow?

Edexcel BTEC Level 1/2 Certificate in Creative Media Production.

A link to the specification can be found here:
<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/creative-media-production/2017/Specification%20and%20sample%20assessments/BTEC-Level-1-2-Tech-Award-in-Creative-Media-Production-Spec.pdf>

What will I study?

Students will study three components:

- 1. Exploring Media Products.** Students will develop their understanding of how media products create meaning for their audiences. They will examine existing products and explore media production techniques.
- 2. Developing Digital Media Production Skills.** Students will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.
- 3. Create a Media Product in Response to a Brief.** Students will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment is through assignments that are subject to external verification. Assignments are set by the teacher.

Component 3: Create a Media Product in Response to a Brief requires learners to apply their production skills to the creation of a media product. This is an external assessment which is designed to test students on all of the content, knowledge and skills they have accumulated across the course. This work is graded externally and is worth 40% of the total marks. This examination will be completed at the end of the course. Students are expected to complete and pass all internal and external components in order to gain this qualification.

What do students of Media Production go on to do?

Students of Creative Media Production might use this vocational qualification to help them secure employment, training or further education in the fields connected to media production. This includes: film and television production, print production, radio production, web-designing, animation, digital imaging and photography.

Pre-course Preparation

As a practical course, there is no recommended reading to be completed before commencing the course. Gaining some experience and exposure to the world of media production over the summer before September would be beneficial, however. Digesting and exposing yourself to a range of audio production (podcasts, radio), print production (broadsheets, tabloids, magazines), online publications and web design would assist you when you begin the course formally.



GCSE DANCE*



* Not offered in 2020-21

What is GCSE Dance?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

What specification will I follow?

AQA GCSE Dance (8236)

A link to the specification is included below:
<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

What skills will I develop?

Students will develop the following physical skills and attributes:

- posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.
- They will also develop technical skills, including: action content, dynamic content, spatial content, relationship content, timing content and rhythmic content.
- Mental skills and expressive skills, such as projec-

tion, facial expressions, commitment and concentration will also be developed.

In terms of choreography, students will also develop their knowledge of choreographic processes, structuring devices and form, choreographic devices, performance environments and communication of choreographic content.

What will I study?

As well as producing their own pieces of choreographed dance, they will also study to work of professional dance companies. These include:

- Artificial Things by the Stoppap Dance Company;
- A Linha Curva by the Rambert Dance Company;
- Infra by The Royal Ballet;
- Shadows by Phoenix Dance Theatre;
- Within Her Eyes by James Cousins Company; and
- Emancipation of Expressionism by Boy Blue Entertainment.

From a study of these productions students will study the key features of production, performance environments, choreographic approaches and choreographic intent. Students will analyse these performances and draw upon them in the production and analysis of their own works.

How will I be assessed?

Component 1: Performance and Choreography. Students will choreograph and perform solo pieces as well as group pieces. These will last between 2-5 minutes. This is internally assessed and contributes 60% towards the final grade.

Component 2: Dance appreciation. This unit assesses students knowledge and understanding of choreographic processes and performing skills. It will assess their capacity to write a critical appreciation of both their own work and the work of professionals. This unit is assessed externally through a written examination of 1 hour 30 minutes.

BTEC DIGITAL INFORMATION TECHNOLOGY

What is BTEC Digital Information Technology?

BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for students who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The Award provides students with the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data;
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct;
- attitudes that are considered most important in digital information technology, including personal management and communication; and
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

What specification will I follow?

Edexcel BTEC Tech award Level 1/2 Certificate in Information Technology.

A link to the specification can be found here: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html>

What will I study?

Students will study three components:

1. Exploring User Interface Design Principles and Project Planning Techniques. Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

2. Collecting, Presenting and Interpreting Data. Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw

conclusions from information.

3. Effective Digital Working Practices. Students will explore how organisations use digital systems and the wider implications associated with their use.

How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment is through assignments that are subject to external verification. Assignments are set by the teacher.

Component 3: Effective Digital Working Practices requires students to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. This is an external assessment which is designed to test students on all of the content, knowledge and skills they have accumulated across the course. This work is graded externally and is worth 40% of the total marks. This examination will be completed at the end of the course. Students are expected to complete and pass all internal and external components in order to gain this qualification.

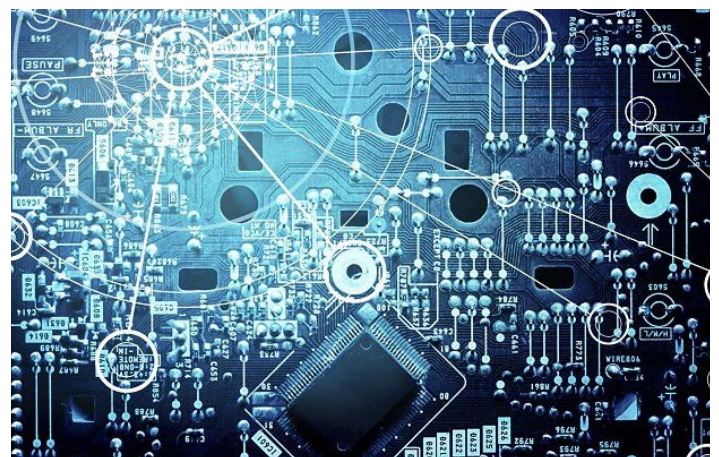
What do students of Digital Information Technology go on to do?

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects;
- study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Pre-course Preparation

There are no specific pre-course requirements for this course, although some familiarity with IT-related systems and some computer literacy would be beneficial.



GCSE DRAMA

What is GCSE Drama?

GCSE Drama offers students as much opportunity as possible to involve themselves in the aspect of performance best suited to their preferences having developed an understanding of the different roles and responsibilities of people involved in theatre productions. All students explore texts practically and work on two text-based performances. They will utilise their theoretical study to help them to devise drama.

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

What specification will I follow?

AQa GCSE Drama (9-1) 8261

A link to the specification is included below:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

What will I study?

Students will develop their understanding of dramatic works by studying the characteristics of performance texts and dramatic works and focusing on core attributes such as character, form and language. They will consider the social, cultural and historical contexts of these dramatic works and how meaning is both interpreted and communicated through devices such as the use of space, design, lighting and sound. Students will also learn about the various roles and responsibilities held by theatre makers including everyone from performers and directors to sound technicians and set designers.

Students will study one set play. This year *Blood Brothers* by Willy Russell was studied and analysed. Students will use the theoretical knowledge and understanding they have developed to inform their own practical work.

How will I be assessed?

Component 1: Understanding Drama. This unit assesses students' knowledge and understanding of drama and theatre. Students will study one set play from a choice of six and analyse and evaluate the work of live theatre makers. It is assessed in a written examination of 1 hour 45 minutes and students are permitted access to the text studied during the examination. It is worth 40% of the qualification.

Component 2: Devising Drama (Practical). This is a practical element of the course. It examines students' capacity to create devised drama, perform it and analyse and evaluate their own work. It is assessed through a log book and the performance. It is marked by teachers and moderated by AQA and is worth 40% of the qualification.

Component 3: Texts in Practice (Practical) Students will perform two extracts from one play (students may contribute as a performer or designer). This unit is worth 20% of the qualification as it is marked by AQA.

What do students of Drama go on to do?

Students of Drama might choose to progress on to the study of A Level Drama as part of their A Level study. They might also choose to use this qualification as preparation for a career involving theatre, film or media production.

Pre-course Requirements

It would be helpful for students to expose themselves to as much theatre as possible before beginning their course. If they are able to see live performance, this would be beneficial, but reading plays such as *The Crucible* by Arthur Miller, *A Midsummer Night's Dream* by William Shakespeare or *The 39 Steps* by John Buchan will give students a strong start in understanding how plays begin to be constructed. Through reading or seeing a range of performances, students will begin to develop an appreciation of how plays are transformed from words to a finished production.



BTEC ENTERPRISE*

*Not offered in 2020-21

What is BTEC Enterprise?

The BTEC Level 1/Level 2 Tech Award in Enterprise is for students who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving;
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise; and
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

What specification will I follow?

Edexcel BTEC Tech award Level 1/2 Certificate in Enterprise.

A link to the specification can be found here:<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>

What will I study?

Students will study three components:

1. Exploring Enterprises. Students will examine different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

2. Planning for and Pitching an Enterprise Activity. will individually select an idea for a micro-enterprise

activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.

3. Promotion and Finance for Enterprise. Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment is through assignments that are subject to external verification. Assignments are set by the teacher.

Component 3: Promotion and Finance for Enterprise will require students to assess and analyse financial information in an enterprise context in order to monitor the performance of an enterprise and strategies to improve its performance. This is an external assessment which is designed to test students on all of the content, knowledge and skills they have accumulated across the course. This work is graded externally and is worth 40% of the total marks. This examination will be completed at the end of the course. Students are expected to complete and pass all internal and external components in order to gain this qualification.

What do students of Enterprise go on to do?

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this sector.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects; or
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

GCSE FRENCH

What is GCSE French?

French is about understanding the language and culture of France and other French speaking territories. Studying French at GCSE level will equip you with the skills necessary to be able to communicate confidently and accurately in the French language. A strong basis in the language will be established providing a secure enough grounding so as to enable you to live and work in France at a future point whilst acquiring fluency in the language quickly.

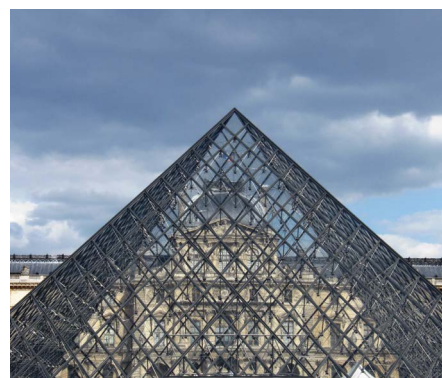
Here are five reasons you should study French:

1. To possess the ability to communicate in a language other than one's own is a rich and rewarding skill that is as economically valuable as it is culturally enriching. There is barely a week that passes when we do not hear employers organisations bemoan the lack of language skills amongst the UK workforce. To have a foreign language qualification is to advantage oneself professionally.
2. To understand global interdependence and to become a better global citizen. In an increasingly globalised and interconnected world, to speak just one language is to limit one's scope of potential and opportunity for the range of relationships and experiences, professional and social which will be available to you.
3. French is one of the few subjects that you can study which is both practical and highly academic. It is directly transferable from the classroom into the real world and can be used from the moment it is learnt in real life contexts.
4. To demonstrate your capacity to undertake and succeed in what is recognised as an intellectually demanding and academically rigorous course. Employers and prestigious universities will be impressed by a suite of qualifications that includes a modern foreign language.
5. To begin to acquire the skill to be able to access some of Europe's finest works of literature, the canon of French philosophical thought in the original language is an immensely enriching but also empowering experience.

Languages qualifications are a valuable asset. Once considered the preserve of only the most able students, Holland Park School is immensely proud of its long-standing success in assisting all of its students to leave school with at least one foreign language qualification. Our results in this area have consistently been at the very top end of performance when compared with schools nationwide.

What skills will I develop?

Alongside the acquisition of a broad vocabulary and sound working knowledge of French grammar, you will develop the ability to communicate more effectively. Gaining a greater understanding of how language works, is manipulated and constructed, will enhance your capacity to speak, read and write in your first language(s). Your literacy levels – both spoken and written - will improve and you can expect to enhance your memory and intellectual skill; there is much evidence to suggest that people who learn an additional language develop longer attention spans and benefit from enhanced cognitive ability.



GCSE FRENCH



What specification will I follow?

AQA GCSE French

A link to the specification can be found here:

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF>

What will I study?

The course is split into three sections:

Theme 1 – Identity and culture

This covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Theme 2 – Local, national, international and global areas of interest.

This covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3 – Current and future study and employment

This covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

How will I be assessed?

There are three examinations at the end of the year: Speaking (10-12 minutes) a conversation with your teacher that is recorded and sent away to be marked by an examiner. Reading and listening (2 hours) a series of reading and listening exercises with translation from French into English. Writing (1 hour 15 minutes) one 16 mark piece of writing, one 32 mark piece of writing, and one translation worth 12 marks which is from English into French.

What do linguists go on to do?

Students who have studied languages have gone on to work in the following sectors: law, sales, business, environment, information technology, management, finance, banking, marketing, research, teaching, travel and tourism, curation and arts management, politics, the civil service and diplomacy, translation and working internationally. Languages are broadly recognised as particularly valuable subjects for careers that involve working with other people and require face-to-face interactions.

GCSE GEOGRAPHY

What is GCSE Geography?

Geography is about understanding the world's people, places and environments. Studying geography at GCSE level will help you to understand the unique features of our world, the interdependence of physical and human geography and your place within it.

Here are five reasons you should study geography:

- 1.To understand basic physical systems that affect our world (e.g. earth-sun relationships, water cycles, wind and ocean currents);
- 2.To understand the geography of the past and how geography has played a significant role in the evolution of people, their ideas, places and environments;
- 3.To recognise spatial distributions at all scales — local and global — in order to understand the complex connectivity of people and places;
- 4.To be able to make sensible judgements about matters involving relationships between the physical environment and society; and
- 5.To understand global interdependence and to become a better global citizen.

What skills will I develop?

Geography is a skilled-based course. You will have opportunities to learn new skills such as modern computer based mapping (called GIS), digital technologies, map skills, interpreting photographs, analysing articles, decision-making and debating. You will develop your complex problem-solving skills, judgement and decision-making and critical thinking skills. You will also hone your argumentative writing skills as many of the essays you will write will require you to evaluate different perspectives and justify your judgements.

What specification will I follow?

Edexcel GCSE Geography B

A link to the specification can be found here:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

What will I study?

The course is split into three sections:

Component 1 – Global Geographical Issues

This includes the study of hazardous earth, development dynamics and challenges of an urbanising world.

Component 2 – UK Geographical Issues

This includes the study of the UK's evolving landscape, coastal change and conflict, the UK's evolving human landscapes and a geographical investigation including

one physical geography fieldwork investigation and one human geography fieldwork investigation.

Component 3 – People and Environmental Issues

This includes the study of people and the biosphere, forests under threat, consuming energy resources and making geographical decisions.

Fieldwork

As part of the course, students will take part in two pieces of fieldwork which will allow them to investigate different geographical issues and apply what they have learnt in theory in practice.

Fieldwork 1 will be a physical geography investigation into coastal change and conflict in Norfolk.

Fieldwork 2 will focus on redevelopment in East London as part of the investigating dynamic urban areas unit.

How will I be assessed?

There are three examinations at the end of the year:

Component 1 (1 hour 30 minutes) Global Geographical Issues

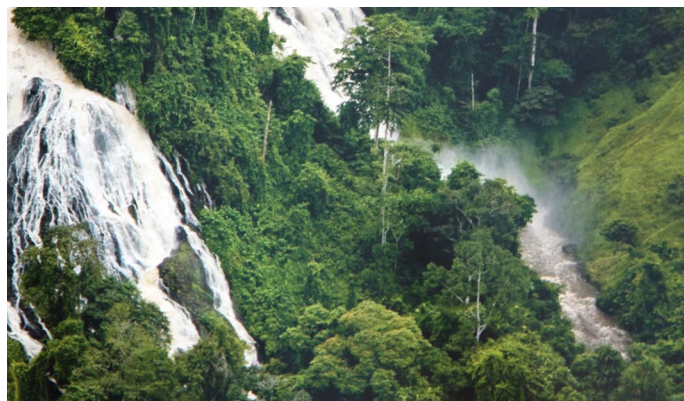
Component 2 (1 hour 30 minutes) Global Geographical Issues

Component 3 (1 hour 30 minutes) People and Environmental Issues

The examinations include multiple-choice questions, short open response, long open response, calculations and 8-mark extended writing questions. Component 3 offers one 12 mark extended writing question too.

What do geographers go on to do?

Students who have studied geography have gone on to work in the following sectors: law, science, sales, business, environment, information technology, management, finance, banking, marketing, research, manufacturing, teaching, childcare, engineering, arts, design and media, town planning and working internationally. Geography is a broad subject and applies well to both scientific and humanitarian work.



GCSE HISTORY

What is GCSE History?

At its core, GCSE History enables students to appreciate the importance of learning from history. The course enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

What skills will I develop?

develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Students will:

- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers;
- 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 in their historical context;
- 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; and
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

What specification will I follow?

AQA GCSE (9-1) History (8145)

A link to the specification can be found here:

<https://www.aqa.org.uk/subjects/history/gcse>

What will I study?

Paper 1: Understanding the modern world helps students to understand key developments and events in modern world history. Students will study Conflict and Tension between the East and West 1945-1972 and America: Equality and Opportunity 1920-1973.

Paper 2: Shaping the nation enables students to understand key developments and events in the history of Britain. Students will study Restoration England and Britain: Power and the People in this paper.

How will I be assessed?

Students will sit two written examinations.

Paper 1: Understanding the modern world | In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period. In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension. This is a 2 hour written examination worth 50% of the qualification.

Paper 2: Shaping the nation | In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period. In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment. This is a 2 hour written examination worth 50% of the qualification.

What do students of History go on to do?

History is a broad qualification which equips students with valuable skills which can be applied across a wide spectrum of disciplines and careers. History graduates have forged careers in academia, research, the civil service, politics, journalism, consultancy, banking, business, marketing, accountancy and much more. History equips students with transferable skills which can lead to most varied career paths.

Recommended Reading

One Summer: America 1927 by Bill Bryson

A History of Britain Volumes 1, 2 and 3 by Simon Schama.



GCSE LATIN



What is GCSE Latin?

The study of Latin is about acquiring understanding of the Latin language and the related ancient literature, values and society. Studying Latin at GCSE level will allow learners to develop their knowledge of Latin vocabulary, morphology and syntax so that they can read and understand unseen passages of Latin.

Here are five reasons you should study Latin:

1. To develop insights into the relevance of Latin and of ancient literature and civilisation to your understanding of our modern world of diverse cultures.
2. To deploy knowledge and understanding of Latin to deepen your understanding of other languages.
3. To be able to relate knowledge and understanding of the ancient world to other disciplines through the study of ancient literature and ancient sources.
4. To demonstrate your capacity to undertake and succeed in what is recognised as one of the most intellectually demanding and academically rigorous subjects on

the curriculum. Employers and prestigious universities will take note of a candidate whose qualifications include Latin.

5. To begin to acquire the skill to be able to access some of the world's finest literary texts.

Latin qualifications are a valuable asset. Historically the preserve of privileged students attending schools in the independent sector, the study of Latin has seen a renaissance in recent times. Holland Park School is very proud of its offering of Latin to students who wish to pursue this discipline, and encourages all those who have had the opportunity to study the subject to secure an examination qualification given its kudos .

What skills will I develop?

Studying Latin will develop your research and analytical skills, empowering you to become independent learners and enquirers. You will be better equipped



GCSE LATIN

for further study in arts, humanities and sciences. Having developed and deployed your knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin, you will be able to select, analyse and evaluate evidence to draw informed conclusions from the literature studied. Through your knowledge and understanding of ancient literature, values and society, you will be able to identify and appreciate its literary form and impact on the reader.

What specification will I follow?

OCR GCSE Latin

A link to the specification can be found here:
<https://ocr.org.uk/qualifications/gcse/latin-j282-from-2016/>

What will I study?

The course is split into three sections:

Latin Language

For this section of the course you will study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax. You will learn how to demonstrate your linguistic competence through the translation and comprehension of unseen Latin passages. You will come to understand the derivation of English words from Latin thus enhancing your capacity to use a broader and more sophisticated vocabulary in English.

Prose Literature

Here you will study a section Germanicus et Piso.

Verse Literature

Here you will study a section of Virgil's Aeneid.

Both the Prose and Verse Literature components will develop your knowledge and understanding of ancient literature through studying the set texts listed above. These components assess your ability to analyse, evaluate and respond to the ancient literature you have studied. You will be required to demonstrate knowledge and understanding of the set text, including identification of aspects of content, culture, social practices and values, as appropriate to the text studied.

How will I be assessed?

There are three examinations at the end of the year:

Latin Language (1 hour and 30 minutes) This is a compulsory component. It is worth 100 marks, representing 50% of the total marks for the GCSE (9–1). Section A consists of 30 marks. In Section A, the unseen

passage will recount a story drawn from mythology or Roman domestic life. 20 marks are available for answering comprehension questions in English, including questions about the derivation of English words from Latin. 10 marks are available for questions on accidence and syntax or translating three basic English sentences into Latin.

Section B consists of 70 marks. In Section B, the unseen passages will recount a story or stories drawn from history. 20 marks will be available for answering comprehension questions in English.

50 marks will be available for translating a passage of unseen Latin of at least 90 words into English.

Prose Literature (1 hour) This component is worth 50 marks, representing 25% of the total marks for the GCSE. **Verse Literature (1 hour)** one 16 mark piece of writing, one 32 mark piece of writing, and one translation worth 12 marks which is from English into Latin.

What do linguists go on to do?

Students who have studied Latin have gone on to work in the following sectors: law, sales, business, environment, information technology, management, finance, banking, marketing, research, teaching, travel and tourism, curation and arts management, politics, the civil service and diplomacy, translation and working internationally. Languages are broadly recognised as particularly valuable subjects for careers that involve working with other people and require face-to-face interactions.



GCSE MUSIC

What is GCSE Music?

GCSE Music is a fabulous, rigorous and exciting course that combines the practical with the theoretical, the artistic with the scientific and the emotional with the rational. As A Level Music, GCSE Music is a tripartite course which includes: composition, performance and musical theory. The musical theory is very wide ranging and covers a broad spectrum of genres and traditions, including the western classical tradition. There is some opportunity to use technology in this course in the process of music production, and there are numerous opportunities to develop one's knowledge of the musical canon across the ages.

What skills will I develop?

Students studying music at GCSE will develop their listening skills, their performance skills and their compositional skills as well as their understanding of a very broad range of music across the ages. Putting thoughts about music into words is a notoriously hard activity: there is something about the musical form that is entirely ineffable, but in GCSE music we find expression to make sense of that which brings spirituality and beauty to life.

What specification will I follow?

The specification is AQA GCSE Music 9-1, available on the AQA website.

What will I study?

Three papers (understanding music, performing music and composing music) separate the three parts of the course. The latter two involve developing coursework in advance. The foremost involves some listening to unfamiliar music (68 marks on the paper) and a section on known set works (28 marks on the paper).

How will I be assessed?

Assessment will be part of coursework (60% of the total marks) which include Performing Music and Composing Music. In the performance, students carry out two performances (using instruments, voices or technology), one of which is a solo performance and one of which is with an ensemble. Students are required to perform for a minimum of four minutes, of which at least one minute must be the ensemble performance. In the composition unit, students are required to produce two compositions which are in-

ternally marked and externally moderated. The examination (which assesses 'Understanding Music') is an hour and a half long.

What do students of Music go on to do?

Students who study music go on to be sensitive creatures, with a heightened awareness of the value of the aesthetic. In some rare circumstances, students go on to conservatoires to prepare for a career in professional music making. In other cases, students simply take the enjoyment of music on with them later in life in an amateur capacity. Either way, such an experience cannot be replicated in any other course.

Recommended Reading

Michael Hurd's book *An outline history of European Music* is a superb introduction to the theoretical study of music. But of course it is odd to talk of recommended reading without talking about recommended listening. Having a good grounding in the music of western classical tradition is foremost: renaissance, baroque, classical and romantic music ought to be understood and at least some composers from each era should be familiar. Beyond that, learning the sound words of contemporary music - in classical and popular form - is also a very valuable start.

Who can I contact?

Ms. Chapman.



BTEC MUSIC PRACTICE

What is BTEC Music Practice?

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice is for students who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning.

The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques;
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief;
- attitudes that are considered most important in the music industry, including personal management and communication; and
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

What specification will I follow?

Edexcel BTEC Tech award Level 1/2 Certificate in Music Practice.

A link to the specification can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html>

What will I study?

Students will study three components:

- 1. Exploring Music Products and Styles.** Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.
- 2. Music Skills Development.** Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
- 3. Responding to a Commercial Music Brief.** Students will be given the opportunity to develop and present music in response to a given commercial music brief.

How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment is through assignments that are subject to external verification. Assignments are set by the teacher. **Component 3: Responding to a Commercial Music Brief** requires students to work to their strengths and interests and apply the skills that they have learned throughout their course in a practical way. They will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer. This work is graded externally and is worth 40% of the total marks. This examination will be completed at the end of the course. Students are expected to complete and pass all internal and external components in order to gain this qualification.

What do students of BTEC Music Practice go on to do?

The music industry is a vibrant, exciting and highly competitive industry that contributed £4.1 billion to the UK economy in 2015, outpacing the overall growth of the economy by 2.5 per cent. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2015, the music industry supported more than 117,000 full-time jobs in the UK, 69,300 of which were professional musician roles. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects; or
- study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a music-related degree.

Pre-course Requirements

There are no pre-course requirements for this qualification. Students need to have a passion for music and a desire to focus on and develop the practical skills associated with the industry, including performance, production or composition.



GCSE PHYSICAL EDUCATION

What is GCSE Physical Education?

GCSE Physical Education is a theoretical and practical study of sport and physical sciences. It inducts students into the principles behind training and the development of skill and performance in physical activity. It constitutes some development of skills within defined fields. Students are expected to develop their understanding of all sports, as well as develop a specialism in three sporting areas, which must include solo sports as well as team sports.

What skills will I develop?

Students will develop their understanding of anatomy. Within the specification there are a number of opportunities to develop bio-mechanics and an understanding of how the body both carries out physical activities and how it can be most efficiently deployed to maximise performance. Students will learn how training develops their skills and how different training regimes can be effective for different purposes. There will be opportunities to consider the socio-cultural implications of physical activity, including gender and sport; drugs and sport; sport and physical disability; sports psychology and nutrition and healthy living.

What specification will I follow?

The specification is AQA GCSE PE.

This is available here: <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

What will I study?

Students will study a range of sports as part of this specification, including association football, badminton, basketball, cricket, hockey, netball, rugby union, table tennis, volleyball. There will be opportunities to specialise so that students are able to explore some sports in detail, but a broad understanding of all of these sports is encouraged so that students develop a breadth of knowledge. All sports are different and in this way the course provides plenty of opportunities to develop specialist expertise. There are different assessment regimes for the different sports which helps to encourage excellence in the different disciplines.

How will I be assessed?

There are three parts of this course. The first two parts are written papers assessed by hour and 15 minute examinations, each being 30% of the total examination. The first paper assesses: applied anatomy and physiology; movement analysis; physical training; use of data. The second paper assesses: sports psychology; socio-cultural influences; health, fitness and well-being; use of data. The final part is a Non-Examination Assessment. This includes a practical performance in three different physical activities and a written analysis and evaluation of performance to bring about performance in one activity. This part is worth 40% of the GCSE, is assessed internally and moderated externally.

What do students of Physical Education go on to do?

Students of physical education go on to lead healthy, fulfilled lives and to understand the value of challenging oneself and setting and meeting goals in life. They understand the value of competing, of winning graciously and of losing with generosity and goodwill. Some may use this GCSE to explore what it might be like to work in sports-related roles, as personal trainers, physiotherapists or coaches. Others may use it to enhance and enrich their enjoyment of wider personal activity.

Recommended Reading

Matthew Syed's *Bounce* is a very entertaining and provocative introduction to a course that believes in the power of the possible and in the danger of deterministic outlooks on life and performance. It contains in there much of the theory that will be covered in the GCSE course. In addition to this, any sports science introduction and texts about physical training are helpful pieces of reading before beginning this course. Michael Matthews' *'Bigger, Leaner, Stronger'* is a well-reviewed scientific exploration of the development of human strength and reasonably entertaining.



GCSE PHOTOGRAPHY



What is GCSE Photography?

"Photography is a way of feeling, of touching, of loving. What you have caught on film is captured forever... It remembers little things, long after you have forgotten everything."

— Aaron Siskind

Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Photography is increasingly popular as a GCSE choice. It encourages the exploration of photography as an artistic medium. It combines well with more traditional subjects, providing an outlet for creativity. Lessons take place in the purpose-built photography laboratory, which includes a fully-equipped darkroom. You will learn from direct teaching, peer learning, presentations, trips, reflective reading and writing as well as visits from professional practitioners working in the creative sectors. All photography students are encouraged to experiment and will have the opportunity to use a wide range of materials including, but not limited to, digital and film camera, dark room processes and editing software such as Photoshop.

Here are five reasons you should study photography:

1. You will gain technical editing skills in Photoshop which can be used across a range of different professions in the creative industries.
2. You will have the opportunity to work across a range of artistic disciplines, allowing for a huge scope for in-

dividually tailored research and development.

3. As well as improving your technical skills, you will also gain a strong grounding in the theoretical and conceptual underpinnings of visual culture.

4. Photography and the arts will improve skills in resourcefulness, problem solving and thinking outside of the box which can be applied to a variety of different professions.

5. Photography is a platform which can offer students an alternative way to explore their intelligence and creativity.

What skills will I develop?

You will develop a website of work that demonstrates your creativity and understanding of contemporary and historical photography. Students will explore historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements.

Students will demonstrate the ability to:

Use photographic techniques and processes, appropriate to students' personal intentions, for example:

Lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes, use media and materials, as appropriate to students' personal intentions, for example: Film, photographic papers, chemicals appropriate to darkroom practices, digital media, programs and related technologies, graphic media for purposes such as storyboarding, planning and constructing shoots.

What specification will I follow?

AQA GCSE Photography

A link to the specification can be found here:

GCSE PHOTOGRAPHY

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography>

What will I study?

Areas of study In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below:

Portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

The course is split into two sections:

Component 1: Coursework Portfolio (60%)

This must include a sustained project evidencing the journey from initial engagement to the realisation of intentions.

Component 2: Examination (40%)

Students respond to starting point from an externally set assigning paper. A preparatory period is then followed by 10 hours of supervised time in which to create a final outcome

How will I be assessed?

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant

to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

What do people who study photography go on to do?

"...photographs open doors into the past but they also allow a look into the future." – **Sally Mann**

There is an increasing demand for creative and innovative people in industry and business. Students who have studied photography have gone on to work in the following sectors: heritage, film, animation, Web Editor, fine artist, Magazine editor, curator, graphic design, illustration, photographer, production design, Marketing assistant, Advertising Art Director, Community Arts Worker, Commercial Art Gallery Manager, Multimedia Specialist, Brand Ambassador/Sales Promotion Executives, Retoucher and teaching and education.



GCSE SPANISH

What is GCSE Spanish?

Spanish is about understanding the language and culture of Spain and other Spanish speaking territories. Studying Spanish at GCSE level will equip you with the skills necessary to be able to communicate confidently and accurately in the Spanish language. A strong basis in the language will be established providing a secure enough grounding so as to enable you to live and work in Spain at a future point whilst acquiring fluency in the language quickly.

Here are five reasons you should study Spanish:

1. To possess the ability to communicate in a language other than one's own is a rich and rewarding skill that is as economically valuable as it is culturally enriching. There is barely a week that passes when we do not hear employers organisations bemoan the lack of language skills amongst the UK workforce. To have a foreign language qualification is to advantage oneself professionally.
2. To understand global interdependence and to become a better global citizen. In an increasingly globalised and interconnected world, to speak just one language is to limit one's scope of potential and opportunity for the range of relationships and experiences, professional and social which will be available to you.
3. Spanish is one of the few subjects that you can study which is both practical and highly academic. It is directly transferable from the classroom into the real world and can be used from the moment it is learnt in real life contexts.
4. To demonstrate your capacity to undertake and succeed in what is recognised as an intellectually demanding and academically rigorous course. Employers and prestigious universities will be impressed by a suite of qualifications that includes a modern foreign language.
5. To begin to acquire the skill to be able to access a wealth of Spanish culture in the original language is an immensely enriching but also empowering experience.

Languages qualifications are a valuable asset. Once considered the preserve of only the most able students, Holland Park School is immensely proud of its long-standing success in assisting all of its students to leave school with at least one foreign language qualification. Our results in this area have consistently been at the very top end of performance when compared with schools nationwide.

What skills will I develop?

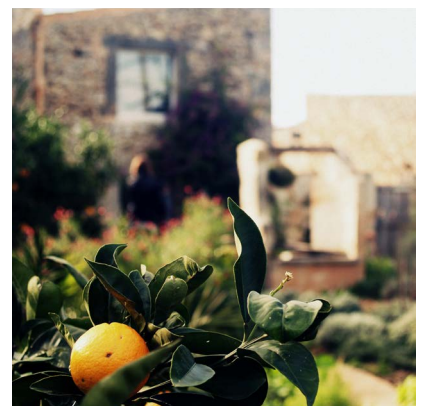
Alongside the acquisition of a broad vocabulary and sound working knowledge of Spanish grammar, you will develop the ability to communicate more effectively. Gaining a greater understanding of how language works, is manipulated and constructed, will enhance your capacity to speak, read and write in your first language(s). Your literacy levels – both spoken and written - will improve and you can expect to enhance your memory and intellectual skill; there is much evidence to suggest that people who learn an additional language develop longer attention spans and benefit from enhanced cognitive ability.

What will I study?

The course is split into three sections:

Theme 1 – Identity and culture

This covers the following four topics with related sub-topics shown as bullet points:



GCSE SPANISH



Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Theme 2 – Local, national, international and global areas of interest.

This covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3 – Current and future study and employment

This covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

What specification will I follow?

AQA GCSE Spanish

A link to the specification can be found here:

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>

How will I be assessed?

There are three examinations at the end of the year: Speaking (10-12 minutes) a conversation with your teacher that is recorded and sent away to be marked by an examiner

Reading and listening (2 hours) a series of reading and listening exercises with translation from Spanish into English

Writing (1 hour 15 minutes) one 16 mark piece of writing, one 32 mark piece of writing, and one translation worth 12 marks which is from English into Spanish.

What do linguists go on to do?

Students who have studied languages have gone on to work in the following sectors: law, sales, business, environment, information technology, management, finance, banking, marketing, research, teaching, travel and tourism, curation and arts management, politics, the civil service and diplomacy, translation and working internationally. Languages are broadly recognised as particularly valuable subjects for careers that involve working with other people and require face-to-face interactions.

BTEC SPORT, ACTIVITY AND FITNESS*

What is BTEC Sport, Activity and Fitness?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness is for learners who want to acquire theoretical knowledge and technical skills through vocational contexts by exploring areas such as the body systems, psychology, nutrition, technology and leadership.

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge and understanding of skills in health, fitness, activity and sport. Students will develop:

- knowledge of the body systems, common sports injuries and technological advances that impact on sport and activity;
- key skills that support their theoretical understanding of the training, nutrition and psychological factors that influence and impact on engagement in sport and activity; and
- an understanding of the underpinning principles of leadership and the physical and psychological benefits for session participants. Students will investigate methods of planning, delivering and reviewing sessions for a range of target groups.

What specification will I follow?

Edexcel BTEC Tech award Level 1/2 Certificate in Sport, Activity and Fitness.

A link to the specification can be found here:
<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.html>

What will I study?

Students will study three components:

- 1. Understand the Body and the Supporting Technology for Sport and Activity.** Students will explore body systems, common sports injuries and technological advances that impact on sport and activity.
- 2. The Principles of Training, Nutrition and Psychology for Sport and Activity.** Students will explore how training, nutrition and psychological factors contribute to engagement in sport and activity.
- 3. Applying the Principles of Sport and Activity.** Students will study the attributes of a successful sports leader and the physical and psychological benefits for the people taking part in their sessions. Learners will then plan and lead an engaging activity session.

How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment is through assignments that are subject to external verification. Assignments are set by the teacher. **Component 3: Applying the Principles of Sport and Activity** will assess students' understanding of how sports leaders can provide appropriate activities for selected target groups. This work is graded externally and is worth 40% of the total marks. This examination will be completed at the end of the course. Students are expected to complete and pass all internal and external components in order to gain this qualification.

What do students of Sport, Activity and Fitness go on to do?

Sport, activity and fitness is a growing industry: it is expected to increase in size by 11 per cent by 2020. There are currently over 400,000 jobs in the UK. Sport, activity and fitness also has a positive impact on the health of the nation. Regular sport and physical activity can reduce the risk of many chronic conditions and illnesses, including coronary heart disease, stroke, type 2 diabetes, cancer and obesity. The Department of Health and Social Care is encouraging inactive people to take up activity in any form and the government has broadened Sport England's role to cover both sport and physical activity, including cycling, dancing and walking. There has never been a better time to study sport, activity and fitness.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects; or
- study of a vocational qualification at Level 3, such as a BTEC National in Sport, which prepares learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.



GCSE TRIPLE SCIENCE

What is GCSE Triple Science?

Triple science is an extension to the topics you have studied for science during year 9 and 10. It provides greater detail and challenge across biology, chemistry and physics. Studying triple science at GCSE will help you understand the natural and physical world and the importance of the concepts in society.

5 reasons to study triple science:

- 1.To gain deeper knowledge and understanding of biology, chemistry and physics in topics you've already studied.
- 2.To study additional topics such as space, reactions in organic chemistry and homeostasis.
- 3.To develop your scientific thinking and practical skills.
- 4.To be able to make judgements about matters relating to ethics in science.
- 5.To apply your scientific understanding to real world applications, such as hydrogen fuel cells and organ transplants.

What skills will I develop?

In addition to scientific knowledge you will be encouraged throughout the course to work scientifically. This will develop your scientific thinking, allowing you to understand scientific methods and models and apply these to everyday applications. You will also complete additional required practicals, giving you exposure to different experimental procedures. Science is intrinsically linked with mathematics so you will also develop a range of mathematical skills, especially the handling and analysis of data.

What specification will I follow?

AQA Biology, AQA Chemistry and AQA Physics.

The links to each specification can be found here:

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

What will I study? The course is split in to the three sciences:

Biology: additional content to all topics from combined science as well as homeostasis in action.

Chemistry: additional content to all topics from combined science and organic reactions, polymers and using resources.

Physics: additional content to all topics from combined science and space, light and pressure.

How will I be assessed?

There are six examinations at the end of the year:

Biology 1 (1hr 45minutes) Cell biology; Organisation; Infection and response; and Bioenergetics

Chemistry 1 (1hr 45minutes) Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes

Physics 1(1hr 45minutes) Energy; Electricity; Particle model of matter; and Atomic structure.

Biology 2 (1hr 45minutes) Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry 2 (1hr 45minutes) The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Physics 2 (1hr 45minutes) Forces; Waves; Magnetism and electromagnetism; and Space physics

All examinations include multiple choice, structured, closed short answer and open response questions, which are 6-marks. You will be awarded 3 GCSE qualifications, one for each science, rather than 2 in combined science

What do triple scientists go on to do?

Students who study triple science often continue with further science education. They then go on to work in the following sectors: medicine, dentistry, veterinary, pharmaceuticals, pharmacy, research, engineering, sustainability, finance, banking, management, consultancy, information technology and teaching.

Any other information?

If you wish to study a science at A-level, it is highly recommended that you take triple science.

GCSE RELIGIOUS STUDIES

What is GCSE Religious Studies?

Studying Religious Education at GCSE level will enable you to learn about different religious and non-religious viewpoints as well as ethical theories. You will gain an in-depth knowledge of Christian and Buddhist beliefs and practices and you will apply these ideas to a range of topics such as Crime and Punishment, Peace and Conflict, Marriage and the Family and Matters of Life and Death.

Here are five reasons you should study RE:

1. You will develop your debating skills and learn to defend your views using evidence and logic;
2. You will come to understand what influences and motivates people's perspective and judgements;
3. You will explore a range of ethical issues which permeate our lives and begin to form or justify your own opinions in relation to these matters;
4. You will gain an appreciation for the complexity of tradition, culture and religion and how it influences daily life; and
5. You will consider complex philosophical matters such as the existence of life after death.

What skills will I develop?

RE is predominantly an essay-based course. Your examination will include a mixture of shorter answer questions as well as longer essay questions which require you to formulate a line of argument, explain different viewpoints, evaluate the success of these views and justify your conclusion. RE is also a great opportunity to listen to the views of others and defend your own opinions through regular debates and discussions. Studying RE will require you to learn quotations from Christian and Buddhist scriptures.

What specification will I follow?

GCSE Religious Studies B

A link to the specification can be found here:
<https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/Specification%20and%20sample%20assessments/Specification-GCSE-L1-L2-Religious-Studies-B-June-2016-Draft-4.pdf>

What will I study?

Paper 1 | Buddhism: Religion and Ethics. This includes the study of Buddhist beliefs, practices, and the application of these views to various issues within the topics of Marriage and the Family and Matters of Life and Death, for example, Bud-

dhist views on gender equality and ethical dilemmas such as abortion, euthanasia and animal rights.

Paper 2 | Christianity: Peace and Conflict. This includes the study of Christian beliefs, practices and the application of these views to various issues within the topics of Peace and Conflict and Crime and Punishment, for example, questions of the treatment of criminals and whether Christians should go to war.

How will I be assessed?

There are two examinations at the end of the year:

Paper 1: Buddhism: Religion and Ethics (1 hour 45 minutes)

Paper 2: Christianity: Peace and Conflict (1 hour 45 minutes)

The examinations include shorter answer questions and four extended evaluative essays.

What do people who study Religious Studies go on to do?

RE is a broad subject which develops essay-writing and evaluation skills therefore people who have studied RE have gone on to work in the following sectors: law, business, sales, management, marketing, research, teaching, childcare, politics, academia, international relations, foreign affairs.

Questions about this course can be directed to: victoria.webb@hollandparkschool.co.uk



BTEC TRAVEL AND TOURISM



What is BTEC Travel and Tourism?

This is a new qualification offered by the school and combines academic study with vocational learning.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Learners will develop:

- knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism;
- skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers;
- attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities

What specification will I follow?

Edexcel BTEC Level 1/ Level 2 Tech award in Travel and Tourism.

A link to the specification can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism.html>

What content will I learn and how will I be assessed?

Students of Travel and Tourism will be assessed through a range of internal assessments and one external examination.

Component 1: Travel and Tourism Organisations and Destinations is internally assessed. Learners will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors.

Component 2: Influences on Global Travel and Tourism is externally assessed. Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Component 3: Customer Needs in Travel and Tourism is assessed internally and is a synoptic paper. Learners will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services, and planning a holiday to meet customer needs and preferences.

What do people who study BTEC Travel and Tourism go on to do?

The travel and tourism sector is the UK's third-largest employer, accounting for 9.5 per cent of total employment. Tourism is one of the fastest-growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion (7.1 per cent) of UK GDP. In 2016, travel and tourism contributed 10.2 per cent of the world GDP, and the sector now supports 292 million people in employment – that's one in ten jobs worldwide. The World Travel and Tourism Council's latest annual research shows travel and tourism's contribution to world GDP outpaced the global economy for the sixth consecutive year in 2016, rising to a total of 10.2 per cent of world GDP (US \$7.6 trillion). The outlook for the travel and tourism sector in 2017 remains robust and it will continue to be at the forefront of wealth and employment creation in the global economy.

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

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