

**SOUTH
HUNSLEY**
inspire · aspire

**Key Stage 4
Curriculum 2024**

Rodrigo M

Year 11 Pupil



When I was choosing my options for Year 9, I was uncertain of which subject to pick as I did not know what I wanted to do in the future.

My teachers were really supportive in helping me decide on my GCSE options. I am studying Spanish, Business, History and Sport Studies.

Something about Business intrigued me; I had never studied it before but had a general idea about what it would entail.

Mr Clappison ensures I am able to catch up with all the work covered in our lessons and the dedication of staff in the Business department is remarkable. They have helped me to increase my estimated grade from an initial 5 to an 8.



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Welcome

Year 9 is an exciting time for pupils, parents and carers. For many pupils it will be the first time that you have the opportunity to choose some of the subjects that you study. We encourage you to take time to gather information and advice to help make your decisions.

You are advised to spend some time on START (www.shs.startprofile.com). Use the Year 9 half termly activation to build your profile and explore different careers. You will gain a clearer idea of the many professions open to you here in East Yorkshire, in the UK and abroad. You can also find out about the various pathways you can take to your future career and see what it is like to work across a range of industries.

Whether you know what you want to do in the future or not, our aim is to make the process of choosing subjects simple. At the end of the process our aim is for you and all our pupils to be studying subjects you enjoy. In doing so, you will have the best chance of being successful. By securing the strongest set of GCSE or equivalent qualifications you can, you give yourself the widest range of choice in the future.

Use this guide and our online Key Stage 4 Curriculum Guide to help. They contain details of the courses we offer. You will be familiar with many subject areas, and some will be new. Speak to your teachers to find out more. They are keen to talk to pupils and parents and to answer any questions you have.

We are proud to continue to be able to offer a number of wider courses and opportunities as part of our co-curriculum. They include Further Maths, ECDL IT, Music and Sports qualifications and the Duke of Edinburgh's Award. More details can be found in this guide, or from the teachers named at the bottom of each page.

In making your decisions talk to people below who know you well:

- Your parents, carers and other family members.
- Your form tutors, Head of Year, Assistant Head of Year and teachers.
- Mrs Hampson, our careers advisor. She can give personalised information on pathways to future careers. Your form tutor can arrange an appointment for you.
- START. Our online careers platform helps you access information about subjects, routes to further and higher education, apprenticeships and a huge number of careers.

We wish all pupils, parents and carers every success in your Key Stage 4 Curriculum journey!

Key Stage 4 Curriculum Timeline

Wednesday 29 November 2023	Key Stage 4 Curriculum launch
Wednesday 29 November 2023	Key Stage 4 Curriculum booklet published
Thursday 11 January 2024	A Half Progress Evening online
Wednesday 17 January 2024	B Half Progress Evening online
Monday 23 January 2024	Options form available online
Monday 20 February 2024	Final deadline for completion of options form

Later in the spring term we will confirm your provisional Key Stage 4 Curriculum, sending a letter confirming your subject choices as recorded on our system. You should let us know urgently if you would like to make any changes or if there are any errors.

Whilst we try to ensure that every pupil gets their choices, this always depends on the numbers of pupils choosing courses and the availability of staffing and facilities.

Every year some pupils may have to study one or more of their reserve subject choices. If this is the case, a member of school staff will speak with pupils affected. However, because of this, we ask you to make your reserve choices carefully.

If you need any help or support throughout the process, please contact Ms Savory, Assistant Headteacher (Timetabling).

Our Key Stage 4 Curriculum

Our Key Stage 4 Curriculum is aligned with all the secondary schools in the Education Alliance. It has been designed so that everyone follows a broad, balanced curriculum and is well prepared for the future. We are very proud of the amount of choice available and are confident that there is a combination of courses that will suit the needs of every individual.

A Foreign Language

We offer three different foreign languages from Year 7 and pupils continue with the language they have studied at Key Stage 3. Demand for multi-lingual pupils has never been higher and we have redesigned our Key Stage 3 curriculum to ensure pupils have a really strong base for their language studies. Ofqual are committed to making GCSE language courses and grades accessible for pupils who are learning a language other than their own, and we are pleased to see this reflected in the growing numbers of pupils who go on to study A Levels in French, German or Spanish.

The EBacc

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors. They include studying all of the following: English Language, English Literature, Maths, Science, History or Geography, and a language.

According to the Department for Education, research shows that a pupils's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides pupils with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can also help improve a young person's performance in English and Maths. The government's ambition is to see more and more of pupils studying the EBacc subject combination at GCSE.

Applied and Vocational Courses

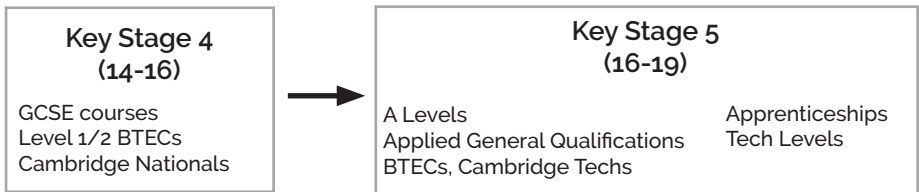
As learners, we have different strengths and challenges. For some of our pupils, a vocational course such as a Cambridge National or BTEC will prove more enjoyable and accessible, and will allow a greater chance of success than a GCSE course. The following courses all include a greater proportion of portfolio work, as well as at least one opportunity to complete the exam modules:

- Cambridge National Engineering
- Cambridge National Child Development
- BTEC Digital Information Technology
- Cambridge National Sport
- BTEC Performing Art - Dance

Our Key Stage 4 Curriculum

All pupils follow the core curriculum of English Language, English Literature, Mathematics, Science, Physical Education and Community and Personal Studies, as you will see on the next page.

All of our Key Stage 4 qualifications lead on to Key Stage 5 courses for pupils who wish to continue their studies.



How to choose and some things to think about:

- Read the information in this guide.
- Follow the instructions on the online form when making your choice (a paper copy is available on request through the main school office).
- Think about your stronger subjects - why do you do well in them?
- Do you prefer practical tasks?
- Would you rather be on a course that isn't assessed entirely by exam?
- Are you well organised and able to meet deadlines?

And definitely do **not**...

- Choose a subject or course just because your friends do!

The Core Curriculum

The expected hours of study for the core curriculum for all pupils are shown below. This is based on a five lesson day where each lesson lasts for one hour, and on a 2 week timetable model.

Subject	Number of hours per week	
	Year 10	Year 11
English	5	5
Maths	4	4
Science	4.5	4.5
PE/Games	1	1
Community and Personal Studies/ Religious Studies	0.5	0.5

Our Key Stage 4 Curriculum

Optional Curriculum

Subject	Number of hours per week	
	Year 10	Year 11
Option 1	2.5	2.5
Option 2	2.5	2.5
Option 3	2.5	2.5
Option 4	2.5	2.5

When choosing your options please consider the following:

- Option 1 and Option 2 should include a language (French, German or Spanish) OR a humanity (Geography or History)
- If you wish to study each of the three sciences separately, you must include Triple Science as one of your Option choices. Please refer to our science guide for more information.
- Certain subjects cannot be taken together. Doing so will restrict the breadth of your studies. Also, the courses have similar structures and therefore project deadlines and this makes it very difficult for you to manage your workload when portfolio work is due.

The following courses cannot be taken together:

Art and Textiles
 GCSE PE and CN Sport
 Design Technology and Engineering

Options Examples

Optional Courses Examples				
	Option 1*	Option 2*	Option 3	Option 4
Pupil A**	History	French	Separate Sciences	Drama
Pupil B**	German	Geography	Design Technology	BTEC Dance

* Option 1 and Option 2 should include a language and a humanity

Learning Support

At Key Stage 4, support continues to be based on individual need. Sometimes, pupils with additional learning needs opt for a vocational course and follow courses with a more practical or vocational focus but this decision is made through consultation between South Hunsley staff, parents and pupils themselves.

The majority of learning support in Years 10 and 11 takes place within the classroom; either working with a teacher or teaching assistants, using resources to support learning such as laptops or voice activated software, or by special exam arrangements. The focus is always on developing independent work habits and self-reliance.

Exam Concessions:

Pupils are tested at the end of Year 9 to see if they qualify for any special exam arrangements. The timing of these assessments is delayed until the summer term as the results are only valid for 26 months. The pupils tested are those with a formal diagnosis of dyslexia or those who are recommended for assessment by their subject teachers and a history of need can be provided. Pupils can only be granted exam access arrangements through qualification in these tests. Entry level is available for pupils for whom GCSE English is not appropriate. Individual pupils are advised accordingly.

Throughout Key Stage 4, twilight classes, catch ups and revision classes run across a range of subjects.

For more information please see Miss Jones, SENDCo



South Hunsley Sixth Form

As you come to the end of Year 11 and your GCSE courses, you will have some very important decisions to make. Will you choose to continue in education or go into training or employment? If you do go into Post 16 education, where will you go and what you will study? There are a lot of courses to choose from but we hope that if we have the right course for you, you will choose South Hunsley Sixth Form.

South Hunsley has a thriving Sixth Form attracting large numbers of pupils from our own school and the surrounding area. The Sixth Form aims to build upon the school's academic excellence in Key Stages 3 and 4 and the successes of our pupils enable them to access their higher education and career ambitions.

South Hunsley Sixth Form offers pupils a wide range of courses, from traditional A-Levels to vocational and applied alternatives. Our guided pathways and links with local employers ensure that we meet the needs of all of our pupils. You are able to choose from over 35 different subjects, including A-Levels, and applied academic courses such as BTECs. We constantly review our courses to ensure that there is, as far as possible, something to suit every taste and ability.

All the advanced courses lead to university entrance and most of our Sixth Form (about 85%) go on to university. Our pupils have been successful in getting places at many different universities, including Oxford and Cambridge, and on a huge variety of degree courses. Our unique Employer Led programme provides pupils with direct links to national and regional employers and the opportunity to undertake valuable work experience placements and receive skills-based training and development across their two years with us, ensuring they are well placed to start employment, higher-level apprenticeships or vocational degrees at the end of their two years with us. Our Post 16 results consistently make us one of the top performing establishments in the region and we monitor pupils' progress throughout their stay in the Sixth Form to ensure they leave with the best possible results.

Our Sixth Form is part of the larger South Hunsley educational organisation and we make sure you have the chance to gain every advantage from this close connection. There are lots of opportunities for getting involved in activities in and out of school, including sport, drama, music, art, community and charity work. Also, through our enhancement programme, pupils can add to their existing skills and gain further experience, and in some cases qualifications, in areas other than those they are studying.

The main thing to realise is that Sixth Form is a new experience and completely different from main school. The process of enrolment and induction into the Sixth Form will be explained to you via Year 11 form time, course information, videos, application interviews and new subject taster lessons.

If you would like to find out more, please visit our website www.southhunsley.org.uk/sixth-form.



Core Curriculum

The following pages outline the content of the core subjects that all pupils study.

The subjects included are English, Maths, Science, Physical Education, Community and Personal Studies and Religious Studies.

Community and Personal Studies does not lead to an external examination but does include other compulsory elements of the school curriculum including careers education and sex and relationships education.



GCSE

English Language

GCSE English Language will develop your abilities to communicate effectively in speech and writing and to listen with understanding. Language is an integral aspect of all human experience and takes many different forms, both spoken and written, occurring in a wide range of contexts. The skills of reading, writing, speaking and listening are of vital importance in many areas. Not only are they essential in many careers, they also underpin successful study at all levels and can add immeasurably to an individual's quality of life.

What you will study:

- A range of literature fiction texts taken from the beginning, middle or end of novels and stories
- A range of non-fiction and literary non-fiction texts such as letters, journals, reports and diaries.
- Creative writing skills.
- Various text types to enable you to present your own viewpoint or perspective to a specific audience.

How you will be assessed:

Paper 1 (50%): Explorations in Creative Reading or Writing

External Assessment: 1 hour, 45 minutes

- Section A: Reading: One literature fiction text
- Section B: Writing: Descriptive or narrative writing

Paper 2 (50%): Writers' Viewpoints and Perspectives

External Assessment: 1 hour, 45 minutes

- Section A: Reading: One non-fiction text and one literary non-fiction text
- Section B: Writing: Writing to present a viewpoint

Non-examination Assessment: Spoken Language

GCSE English Language has an endorsed component covering spoken language. This endorsement is reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will **not** contribute to the result of the GCSE English Language qualification. However, it is valuable because it indicates your ability to present information, respond to questions and feedback and use standard English.

Where it can take you:

GCSE English Language encourages the development of communication skills that are considered essential by the majority of employers, colleges and universities. They provide a foundation for A levels in English Literature, English Language, Drama and Theatre Studies, Film Studies and Media Studies. In fact, the skills you develop will be vital in most subjects at every qualification level at Post 16 study. GCSE English is highly valued in many vocations especially those with more direct links to the subject such as media, journalism and marketing as well as others that require excellent communications skills including medicine, social work, business and the legal profession.

For more information on the benefits of studying English, progression routes and employment opportunities, please see your English teacher, Mr Price or Mr Buckle, or go to:
<https://79590737.flowpaper.com/English2020/>

GCSE English Literature

GCSE English Literature will encourage you to become an enthusiastic, responsive and knowledgeable reader. You will be asked to consider the cultural and historical contexts of literary texts and to reflect on a range of social, political and ethical issues. Developing new skills in critical and analytical reading will allow you to articulate your own views in writing and in discussion, whilst at the same time encouraging you to consider critically and constructively the views of others.

What you will study:

- Jekyll & Hyde by Robert Louis Stevenson (Year 10)
- Romeo and Juliet by William Shakespeare (Year 10)
- An Inspector Calls by J.B. Priestley (Year 11)
- Power and Conflict – An Anthology of Poetry and Unseen Poetry (Year 11)

How you will be assessed:

Paper 1 (40%): Shakespeare and the 19th-century novel

External Assessment: 1 hour, 45 minutes

- Section A: Shakespeare: pupils will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- Section B: The 19th-century novel: pupils will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2 (60%): Modern texts and poetry

External Assessment: 2 hours, 15 minutes

- Section A: Modern texts: pupils will answer one essay question from a choice of two on their studied modern prose or drama text.
- Section B: Poetry: pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- Section C: Unseen poetry: Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Where it can take you:

GCSE English Literature encourages the development of a wide range of key skills including communication, analysis and interpretation. These are valued by many employers, colleges and universities. They provide a foundation for A levels in English Literature, English Language, Drama and Theatre Studies, Film Studies and Media Studies. In fact, the skills you develop will be vital in a significant number of subjects at every qualification level at Post 16 study. GCSE English Literature is highly valued in many vocations especially those with more direct links to the subject such as journalism, the arts and education as well as others that require excellent communication skills including medicine, social work, business and the legal profession.

For more information on the benefits of studying English, progression routes and employment opportunities, please see your English teacher, Mr Price or Mr Buckle, or go to:
<https://79590737.flowpaper.com/English2020/>

GCSE Science

Science is an exciting and fascinating course that teaches you about the world you live in, exploring how and why different concepts and phenomena occur. Science is split into three main disciplines: Biology – which is the study of the natural world and living organisms; Chemistry – which is the study of atoms, their properties and the reactions between substances; Physics – which is the study of matter, energy, space and time. Throughout GCSE Science you will be investigating, observing, experimenting and exploring different ideas and in order to build a deep understanding of concepts. This will involve talking about, reading and writing about science plus practical work.

All pupils will follow a GCSE Science pathway in Years 10 and 11. Pupils can choose GCSE Trilogy Combined Science, which is included in the Core Curriculum time or GCSE Separate Sciences which requires an option choice. Both pathways contribute towards the EBacc Certificate.



Trilogy Combined Science

All pupils will follow a GCSE Science pathway in Years 10 and 11. Pupils can choose GCSE Trilogy Combined Science, which is included in the Core Curriculum time or GCSE Separate Sciences which requires an option choice. Both pathways contribute towards the EBacc Certificate.

GCSE Trilogy Combined Science (2 GCSEs)

What you will study:

You will continue to study all 3 disciplines of science: Biology, Chemistry and Physics. Topics will build upon prior knowledge learned in Science at Key Stage 3, allowing you to develop a broad understanding of major scientific concepts. Topics include:

Biology – Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry – Atomic structure and the periodic table, bonding and structure, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical reactions, 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.

In addition to scientific knowledge and theory, you will continue to develop practical and scientific skills across all sciences. This includes the completion of 21 required practical activities across all three sciences.

How you will be assessed:

You will sit a total of 6 written examinations (2 for each science discipline) at the end of the course. Each examination will be 1 hour 15 minutes, with a total of 70 marks and contribute to 16.7% of the final grade. Examinations will contain a mixture of question styles, including multiple choice, short written answers and open response questions.

There are two tiers of entry for GCSE Trilogy Combined Science – Higher Tier and Foundation Tier. Pupils need to sit the same tier of entry across all examinations. A decision on final tier of entry for the GCSE course will be made on a pupil by pupil basis in the Spring term of Year 11.

Tier of Entry	Grades Available																		
Trilogy Combined Science Foundation	11	21	22	32	33	43	44	45	55										
Trilogy Combined Science Higher						43	44	45	55	65	66	76	77	87	88	98	99		

Where it can take you:

Science develops many transferable skills. After GCSEs, you may wish to study the sciences further through A-Levels in Biology, Chemistry or Physics or BTEC Applied Science. There are many possible career opportunities that are related to science including: Archaeologist, astronaut, biochemist, biomedical scientist, biotechnologist, chemical engineer, climate scientist, criminal intelligence analyst, dentist, doctor, ecologist, forensic scientist, geneticist, geoscientist, laboratory technician, marine engineer, meteorologist, oceanographer, palaeontologist, pharmacologist, seismologist, sports scientist, vet, zoologist.

GCSE

Separate Sciences (3 GCSEs)

What you will study:

You will continue to study all 3 disciplines of science: Biology, Chemistry and Physics. Each science will be taught by a specialist teacher and be independent of the others. Topics will build upon prior knowledge learned in Science at Key Stage 3, allowing pupils to develop a broad understanding of major scientific concepts. Topics are explored in more depth, compared to GCSE Trilogy Combined Science, allowing you to gain a wider understanding of key scientific knowledge and theories. Topics include:

Biology – Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry – Atomic structure and the periodic table, bonding and structure, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical reactions, 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 and space physics.

In addition to scientific knowledge and theory, you will continue to develop practical and scientific skills across all sciences. This includes the completion of 10 required practical activities in Biology, 8 required practical activities in Chemistry and 10 required practical activities in Physics.

How you will be assessed:

You will sit 2 written examinations in each science at the end of the course. Each examination will be 1 hour 45 minutes, with a total of 100 marks and contribute to 50% of the final grade. You will gain a GCSE in each Science – Biology, Chemistry and Physics. Examinations will contain a mixture of question styles, including multiple choice, short written answers and open response questions. There are two tiers of entry for GCSE Sciences – Higher Tier and Foundation Tier. A decision on final tier of entry for the GCSE course will be made on a pupil by pupil basis in the Spring term of Year 11.

Tier of Entry	Grades Available								
Higher Tier			(3)	4	5	6	7	8	9
Foundation Tier	1	2	3	4	5				

Where it can take you:

Science develops many transferable skills. After GCSEs, you may wish to study the sciences further through A-Levels in Biology, Chemistry or Physics or BTEC Applied Science. There are many possible career opportunities that are related to science including: Archaeologist, astronaut, biochemist, biomedical scientist, biotechnologist, chemical engineer, climate scientist, criminal intelligence analyst, dentist, doctor, ecologist, forensic scientist, geneticist, geoscientist, laboratory technician, marine engineer, meteorologist, oceanographer, palaeontologist, pharmacologist, seismologist, sports scientist, vet, zoologist.

For more information about our science pathways, or the benefits of studying Biology, Chemistry and Physics, please see Mr Holness, Mrs Woodhouse, Dr Bullivant or go to:

<https://79590737.flowpaper.com/Biology2020/>

<https://79590737.flowpaper.com/Chemistry2020/>

<https://79590737.flowpaper.com/Physics2020/>

GCSE Mathematics

What will you study:

All pupils will follow a Mathematics course in Years 10 and 11. The main aims of the course are:

- To establish mathematical knowledge, skills and understanding.
- To develop the ability to use logic and solve problems.
- To develop a positive attitude towards mathematics.

The work in Years 10 and 11 will be a continuation of the Key Stage 4 GCSE course pupils have already been working through in Year 9. Many of the topics that are studied will be familiar to pupils from Key Stage 3, but these topics are developed and explored further. New topics are also introduced and these are designed to help pupils to progress and reach their potential. A key element of the curriculum is the use of functional Mathematics which will allow pupils to apply what they have learned to practical and real life problems.

The courses have been developed to help pupils become more proficient at problem solving. The curriculum is differentiated by the classroom teachers who personalise the course content for their teaching groups and pupils. Pupils are grouped roughly by ability with the main consideration being that pupils feel secure in their learning and the content and pace of learning gives them the best opportunity to reach their full potential. Class sets are not rigid and pupil movement is discussed on a regular basis at department meetings.

How you will be assessed:

A decision on final tier entry for the GCSE course is made on a pupil by pupil basis and pupils will be entered for one of two tiers:

- Foundation – Grades 5 to 1
- Higher – Grades 9 to 3

The course is assessed by three written papers, which are all worth a third of the final grade.

Paper 1 – Non Calculator – 1 hour 30 minutes

Paper 2 – Calculator – 1 hour 30 minutes

Paper 3 – Calculator – 1 hour 30 minutes

Where it can take you:

A pass grade in this subject is vital to future employers and most courses at A-Level would expect at least a grade 4 and will open up opportunities for Post 16 studies. There are very few careers or jobs where a GCSE in Maths would not be useful, but some careers that rely heavily on maths would be Engineering, Accountant, Actuary, Statistician and many more.

For more information on the benefits of studying Maths, progression routes and employment opportunities, please see Miss Reed or go to:

<https://79590737.flowpaper.com/Maths2020/>

Key Stage 4

PE and Games

Physical Education and Games are compulsory subjects for all pupils. The Physical Education course in Years 10 and 11 has two strands; education and competition.

Year 10 PE Sports Leaders Level 1

Through a pupil's PE lesson to work towards an extra qualification which is delivered on site by the school's PE department. As part of their curriculum pupils take part in their Level 1 Sports Leaders Award which gives them the opportunity to develop their communication, teamwork and organisation skills. The qualification involves a final assessment of pupils' voluntary hours they undertake at PE events and Primary School 'Festivals of Sport'.

Year 11 Games Lesson

For our year 11 pupils we aim to foster a lifelong participation in sport and promote a healthy active lifestyle. We want pupils to fully enjoy their experience with us and learn about fair play and the value of hard work and just rewards.

We offer an extensive range of sports to our pupils and we regularly rotate classes around so pupils can participate in a full range of activities. The activities and games may include football, rugby, netball, hockey, cricket, basketball, volleyball, rounders, climbing, fitness suite, athletics, dance, yoga and zumba. Pupils will be given an opportunity to choose their preferred sport and activity per half term.

During these, Year 11 option blocks GCSE and CNAT pupils will follow a more competitive structure and use this time to gain evidence for their practical assessments and their overall grade.

For more information, please see Miss Bennett.



Community and Personal Studies

Community and Personal Studies is compulsory and all pupils will study it at KS4. It is non-examined and on rotation with Religious Studies.

Community and Personal Studies is designed to help pupils develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.

Topics we cover:

- Health and wellbeing for yourself and others
- RSE (Relationships and sex education)
- Staying safe, online and offline
- Drugs education
- Respect and diversity
- Fundamental British values (such as democracy and the rule of law)

Society is continually evolving and you need skills to help you adapt to these changes and to make confident decisions about yourself, where you are going and what you wish to do with your life. Our aim is to develop our pupils into becoming well-rounded individuals that are successfully prepared and ready to contribute to society in a positive way, during school and when they leave school.

Your lessons will be taught as timetabled Community and Personal Studies and will be delivered by school staff, and on some occasions by external speakers/participants from appropriate external bodies.

Where it can take you

Although there will be no public examination at the end of the course, the knowledge and skills developed will be invaluable to you now and in the future.

For more information please see Miss Mooney or Miss Kenyon.

(Core) Religious Studies

Religious Studies is compulsory and all pupils will study it at KS4. It is non-examined and on rotation with Community and Personal studies.

Religious Studies helps to increase the understanding and awareness of different faiths and world-views, as well as provide the opportunity to explore the impact of religion in our communities and on individuals.

In Religious Studies lesson, pupils will debate and reflect upon deep philosophical and ethical questions. In studying these questions, pupils will demonstrate and develop the key skills of analysis and evaluation.

Topics we cover:

Year 10

- Harm no living thing
- How does the media portray religion?

Year 11

- Is death the end?
- Are religious laws outdated?

The aim of the subject to make analytic and open-minded learners through a broad and balanced curriculum. We give learners the opportunity to express themselves and have a voice.

For more information please see Mrs Ollett or Miss Mooney.

Optional Subjects

The following pages outline the content of the optional subjects that you can choose. Some subject areas offer GCSE and vocational courses.

The subjects included are:

- Art and Design
- Art and Design: Photography
- Business
- Cambridge National Engineering
- Food Preparation and Nutrition
- Textile Design
- Design and Technology
- Cambridge National Child Development
- Drama
- Geography
- History
- Religious Studies
- BTEC Digital Information Technology
- Computer Science
- Media Studies
- Modern Foreign Languages
- Music
- GCSE PE
- Cambridge National Sport Studies
- Performing Arts: Dance
- Further Maths
- ICDL in IT
- Separate Sciences



GCSE

Art and Design

If you decide to take GCSE Art and Design, you will do three assignments. Two of the assignments will be set by us and one is set by the exam board. The majority of the work is practical and will include studying the work of artists and designers, using a sketchbook, developing your practical skills, drawing from observation and using your imagination to develop individual pieces of artwork. The course is broad based so you will work in a wide variety of media such as paint, print, collage, graphic design, sculpture and digital media.



Art and Design

What you will study:

Year 10	
<p>Unit 1- Foundation Skills Portraiture <u>September to April</u></p> <p>Exploring and investigating visual and practical skills using a variety of media.</p> <p>Developing sketchbook skills.</p> <p>Investigating the work of others, making informed connections.</p> <p>Working in two and three dimensions.</p>	<p>Unit 2- Major Assignment Natural Forms <u>April to July</u></p> <p>Developing and consolidating practical and visual skills in two and three dimensions.</p> <p>Extending knowledge and understanding of the work of others.</p> <p>Reinforcing and consolidating the Art and Design process.</p> <p>Planning and developing individual work.</p>

Year 11		
<p>Unit 2- Major Assignment <u>September to December</u></p> <p>Realisation of final pieces, including refining, modifying final pieces and completion of all sketchbook work.</p>	<p>Unit 3- Externally set Assignment <u>January to May</u></p> <p>This will include 10 hours supervised exam time, which is sat at the end of your GCSE in May.</p>	<p>Presentation of Final Work <u>June</u></p> <p>Visit of external examiner.</p>

How you will be assessed:

The assignments set internally will count for 60% of the total marks. This will include a period known as the Controlled Assessment where you must work independently to show what you have learnt. The exam board assignment includes a ten hour practical assignment which is carried out under exam conditions. This assignment counts for 40% of the marks.

Where it can take you:

Further study at A level and University for pupils who are hardworking, passionate and successful. Art teaches you to work independently and pushes you to constantly make decisions. It trains you how the design process works and enables you to gain valuable skills which you can apply to a wide range of specialisms. Art allows you to explore creatively and take risks, in order to constantly better yourself. Learning these key skills gives you the qualities for any design job such as an illustrator, fashion designer, game designer or fine artist to name a few. The options are endless and all achievable.

For more information on the benefits of studying Art and Design, progression routes and employment opportunities, please see Mrs Taylor or Mr Borthwick or go to:
<https://79590737.flowpaper.com/ArtandDesign2020/>

Please note that pupils are unable to study both Art and Textiles together.

GCSE Art and Design

Photography

This exciting course will teach pupils knowledge and skills in using digital cameras and digital editing techniques, as well as skills in using a personal visual language. Pupils will learn how to use a camera and develop IT skills using Photoshop. You will also learn how to evaluate the work of professional photographers. Pupils will have the opportunity to develop personal ideas and themes within the criteria set.

What you will study:

Year 10	
Unit 1- Foundation Skills Still life <u>September to April</u> Developing practical skills using a camera and Photoshop. Investigating the work of others, making informed connections.	Unit 2- Major Assignment Portraiture <u>April to July</u> Developing and consolidating practical skills and ideas. Extending knowledge and understanding of the work of others. Reinforcing and consolidating the Art and Design process. Planning and developing individual work.

Year 11		
Unit 2-Major Assignment Food or Portraiture <u>September to December</u> Planning and Developing individual work. Realisation of final pieces, including refining, modifying final pieces and completion of all PowerPoint portfolio work.	Unit 3- Externally set Assignment Exam <u>January to May</u> This will take approximately fourteen weeks in total and will include 10 hours supervised exam time, to be completed between 1st January and 1st May 2020.	Presentation of Final Work <u>June</u> Visit of external examiner.

How you will be assessed:

If you decide to take GCSE Photography, you will complete three assignments. Two of the assignments will be set internally and one is set by the exam board. The assignments set internally will count for 60% of the total marks. This will include a period known as the Controlled Assessment where you must work independently to show what you have learnt. The exam board assignment is a practical one which will include ten hours which will be done under exam conditions, this assignment counts for 40% of the marks.

Where it can take you:

Further study at A-level and University for pupils who are hardworking, passionate and successful. Photography teaches you to work independently alongside working with your peers and pushes you to constantly make decisions. It trains you how the design process works and enables you to gain valuable skills which you can apply to a wide range of specialisms. Photography allows you to explore creatively and take risks, in order to constantly better yourself. Learning these key skills gives you the qualities desired for a broad range of design jobs such as digital editor to a photographer in any specialism. **For more information, please see Mrs Taylor or Mr Borthwick.**

Ethan T

Year 11 Pupil



I chose Photography because I find it really interesting to use the cameras and edit your final images. My teachers are so kind and helpful for times that I need help.

This may be helpful in the future because I enjoy taking pictures of food and this could be a good career option for me. A GCSE in Photography has also improved my computer skills which has been a useful skill to have in every day life.

GCSE Business

Business offers you the opportunity to develop knowledge and understanding of the world of business and enterprise through investigation of a range of business organisations and concepts. GCSE Business has been redesigned to make sure it is relevant to the world you live in and to your future. Your studies begin by looking at the world of new and flourishing businesses, the likes of which you see locally, and that most of us deal with day to day. As your business knowledge builds and your confidence grows, so you begin to study larger and more complex businesses, the largest of which span the globe.

Business will be new to most pupils in Year 10 but it is likely though that you have enjoyed enterprise activities in school in the past. The main skills you developed during these activities such as teamwork, idea investigation and development, and presentation techniques will all help you fulfil your potential on the course.

What you will study:

You will learn key business concepts, issues and skills involved in starting and running a small business. The course provides a framework for pupils to explore core concepts through the lens of an entrepreneur setting up a business

You will learn how a business develops beyond the start-up phase. We focus on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

How you will be assessed:

Paper 1: Investigating Small Businesses

The first exam focuses on small business start-ups from the entrepreneur perspective.

Paper 2: Building a Business

The second exam is focussed specifically on larger businesses, those which are past the start-up stage. Both exams are worth 50% of the overall GCSE qualification.

Where it can take you:

Successful completion of the course may lead to further study at A-level and subsequently university.

Business enables pupils to understand more about the business world and prepare them to make informed decisions about further study and career pathways. The knowledge and skills gained from Business support pupils' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas. GCSE Business provides a strong foundation for employment, with pupils progressing, with further training, to a wide range of careers such as banking, sales, product management and general management.

For more information on the benefits of studying Business, progression routes and employment opportunities, please see Mr Stannard or go to:

<https://79590737.flowpaper.com/Business2020/>

Design and Technology

What is Design and Technology?

In Design and Technology you will learn about the process involved in designing and improving a whole range of different products. You will cover everything from how to identify a problem with an existing product leading to new design ideas and solutions right through to prototyping and manufacturing processes.

Using creativity and imagination, you will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. You will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Design and Technology, you will learn to develop a critical understanding of its impact on daily life and the wider world. Design and Technology is a subject which makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

What skills will I learn with a Design and Technology subject?

Almost everything we touch and use in our everyday lives has passed through the hands of a designer. Design and Technology is a subject which focusses on planning, practical and technological skills combined with creative thinking to design and make products, garments, meals and systems suited to people's needs and requirements.

By studying a Design and Technology subject you will be able to build and develop your problem solving, planning and evaluation skills as well as having the opportunity to work both independently and as part of a team to design, develop and create innovative products that solve real world problems.

What subjects does Design and Technology go with?

Design and Technology is a genuinely creative subject that gives pupils real opportunities to apply their knowledge and understanding from a broad range of other subjects. The skills developed make it an ideal course to study alongside subjects such as Science, Mathematics, IT, Art and Design and Business.

The subject of Design and Technology covers a range of different specialist disciplines in order to help you develop key skills and knowledge for future courses or careers.

The courses we offer within the department are:

- GCSE Design and Technology
- Cambridge National in Engineering
- GCSE Food Preparation and Nutrition
- GCSE Textiles Design

It is important that you read each course description carefully before deciding which of our courses best suits your needs. If you need more information your Design and Technology teacher will be pleased to discuss your options and help advise you. An outline of the four courses detailed above is provided on the following pages.

For more information on the benefits of studying Design and Technology, progression routes and employment opportunities, please see Mr Irwin-Smith or go to: <https://79590737.flowpaper.com/DesignandTech2020/>

Cambridge National Certificate in Engineering

The Cambridge National Engineering Design course helps pupils understand the engineering design process and how market needs and requirements inform client briefs and subsequently new designs and prototypes. Through practical activities pupils will develop skills in computer modelling, prototyping and communicating design ideas effectively. The Cambridge National in Engineering is equivalent to one GCSE and is aimed at pupils who wish to study the process involved in analysing, designing and making new engineered products. The skills you will develop and learn are central to engineering whilst also allowing specialist skills to be developed to support future career routes into this continuously evolving industry.

What will you study?

You will learn and understand why different components and materials are chosen for engineered products and apply this to your own designs as well as developing an understanding of how a range of engineered products work and why they have been designed in the ways that they are. You will have opportunities to learn and develop a range of techniques to communicate ideas for engineered products as well as using manufacturing skills to develop 3D prototypes to test and evaluate the success of your ideas. The course is separated into three units which are studied across years 10 and 11:

- Principles of engineering design
- Communicating designs
- Design evaluation and modelling

Details of how these three units are assessed and make up the qualification are shown below.

Component	Assessment
Principles of engineering design	1 hour and 15 minute written exam The exam paper consists of a mixture of multiple choice, short and extended answer questions
Communicating designs	Non-exam assessment This set assignment contains four practical tasks which are centre-assessed and externally moderated
Design evaluation and modelling	Non-exam assessment This set assignment contains six practical tasks which are centre-assessed and externally moderated

Where it can take you:

In this course you will gain skills which are useful in a wide range of careers, including the further study of design and engineering as well as personal skills and attributes such as decision making, planning and organisation of time and resources when managing a project. Studying this course can lead to further study in the field of Design, Technology and Engineering through courses such as A-Level Design and Technology as well as engineering apprenticeships, both of which can lead to engineering and design based degree courses, ultimately leading to a career in the world of engineering and manufacturing.

For more information please see Mr Irwin-Smith.

GCSE

Food Preparation and Nutrition

This course will provide you with the opportunity to develop your knowledge and understanding of food, health and diet as well as high quality food preparation skills. Throughout the course you will improve your knowledge and skills through investigation, developing, making and evaluating as well as developing a scientific understanding of food and nutrition.

What you will study:

Year 10 activities:

You will develop a working knowledge of a wide range of ingredients to develop high level competencies in food preparation and planning meals for specific dietary requirements. You will be given the opportunity to gain knowledge and understanding of the functions, working characteristics and the processing techniques when making food products as well as their nutritional profile.

- Understand the functional properties of food
- The effects of combining different ingredients and the interaction of foods during preparation and cooking
- The importance of appropriate portions on the structure, shape and volume of mixtures
- Understand the nutritional properties of food
- Demonstrate competence in a range of practical food skills, methods and processes to produce quality outcomes
- Social, economic, cultural and environmental considerations when developing food products

Year 11 activities:

In year 11 there are two non-exam assessments which make up 50% of the final grade. As part of the evidence submitted pupils include photographs of finished products as well as various stages of the process

Task	Assessment	Weight
Task 1: Food investigation	Pupils will demonstrate their understanding of the working characteristics, functional and chemical properties of ingredients through practical investigations.	50%
Task 2: Food preparation assessment	Pupils will demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils will prepare, cook and present a final menu of three dishes for assessment.	
Exam	1 hour 45 minute written exam	50%

Where it can take you:

Successful completion of the course may lead to further study in related subjects at Key Stage 5 as well as careers requiring knowledge of this subject area including Food Technologist, New Product Development Manager, Sports Nutritionist, Food Stylist, Food Writer and Chef to name a few.

For more information please see Mr Irwin-Smith or Mrs Maund.

GCSE Art

Textiles

Textiles Design will enable you to develop skills and knowledge related to textile techniques and processes through experimentation, designing, making and evaluation. You will have opportunities to work in a variety of media and produce a portfolio that showcases your development as a designer.

Textiles Design is a creative subject with a wide range of possibilities. This course will equip you with skills and design practices used by a range of industries including fashion and interiors. You will experiment with creative mixed media, materials and textiles techniques which will provide opportunities to explore style, shape, purpose and form.

What you will study:

Year 10 activities:

You will work through a range of design contexts which will provide you with a foundation of subject specific skills and core knowledge of Textiles Design. You will understand and follow the design process to produce high quality coursework outcomes. Other activities will include:

- Exploring the work of influential textiles artists and designers
- Developing knowledge of fibres and fabrics through the creation of experimental samples
- Producing fashion designs and illustrations
- Designing and manufacturing textiles accessories and products
- Designing and constructing interior textiles and soft furnishings

Year 11 activities:

In Year 11 you will build a portfolio that showcases your creative textiles outcomes, demonstrating how you can apply the subject specific skills and core knowledge developed in Year 10. You will select your own themed design brief and use independent research to investigate and explore design solutions.

How you will be assessed:

Component	Assessment	Weight
Component 1 Unlimited time	A portfolio created in school which demonstrates how the pupils have successfully achieved the four assessment objectives. This will include a project which evidences the journey of research, development and creative approaches to the textiles work	60%
Component 2 Preparation time + 10 hour supervised response Pre released material issued	Pupils will have the opportunity to choose a focus starting point of interest from the externally set assignment which provides the pupils with the opportunity to demonstrate their creative and practical ability with the textiles context and demonstrate their ability to fulfil all four assessment objectives.	40%

Where it can take you:

Successful completion of the course can lead to further study of Textiles Design and related subjects at A-Level and University. The study of Textiles Design can lead to future careers in a wide range of design disciplines including Fashion Design, Interior Design, Print Design, Knit Design and Automotive Textiles to name a few. This course will develop your designing and manufacturing skills in textiles, providing you with the tools you need to pursue an exciting and creative future.

For more information please see Mr Irwin-Smith or Miss McHugh.

Please note that pupils are unable to study both Art and Textiles together.

Design and Technology

Design and Technology encourages you to develop designing and thinking skills that open up a world of possibility, giving you the tools to create the future. This course will develop your ability to confidently critique products, situations and society in every walk of their lives, now and in the future. Design and Technology is a subject that brings learning to life, requiring you to apply your knowledge and understanding of materials and manufacturing to real-life situations. This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. You will learn to use critical thinking to design and make prototypes that solve real and relevant problems, considering your own and others' needs, wants and values.

What you will study:

In year 10 you will develop a working knowledge of a wide range of materials and manufacturing processes to help you produce high level practical outcomes which underpin the core knowledge and values of a range of Design and Technology areas. Other activities will include:

- Communication skills and presentation of design work
- Use of CAD as part of the design process
- Developing knowledge and understanding of different material groups through practical activities including timbers, metals, polymers, papers and boards and fibres and fabrics
- Understanding the importance how existing product analysis can inform future design developments
- Understand how iconic designers and products can influence new and innovative design ideas
- Understand the importance of users and stakeholders as part of the design process in the development of new design solutions

In year 11 you will complete your Non-Exam Assessment (NEA) which will make up 50% of your final GCSE grade. This is a pupil led project where you will design, develop and manufacture an innovative working prototype using materials and manufacturing processes of your choice. In addition to this you will continue to build on your knowledge and understanding from year 10 in preparation for the end of course exam.

Component	Assessment	Weight
Principles of Design and Technology	2 hour written exam The exam paper is split into 2 sections. Section 1- core Design and Technology Principles Section 2- in-depth assessment of a chosen material category	50%
Iterative Design Challenge	Non-exam assessment Pupils will produce a design portfolio and manufacture a working prototype based on a chosen contextual challenge provided by the exam board	50%

Where can it take you?

Successful completion of the course can lead to further study of Design Technology at A-Level and University. The study of Design and Technology can lead to future careers in a wide range of design disciplines including Product Design, Engineering, Architecture, Graphic Design, Interior Design, Furniture Design and Industrial Design to name a few. This course will develop your designing and thinking skills which can open up a world of possibilities, providing you with the tools to design and create the future.

For more information please see Mr Irwin-Smith

Cambridge National Certificate in Child Development

The subject Child Development is designed to help you develop a strong in-depth understanding of the developmental process of children. The course consists of three mandatory modules which cover topics as stated below. Over the two years, you will take part in a wide range of factual studies, project tasks, practical investigations, design activities and a written exam. You will also have the opportunity to observe the development of a child, using the knowledge that you have learnt and apply it to explain the physical, social and intellectual development of a child from one to five years. You will also plan and evaluate play activities for a child aged one to five years for a chosen area of development.

What you will study:

Unit RO57	Health and well-being for child development <ul style="list-style-type: none">• Pre-conception health and reproduction• Antenatal care and preparation for birth• Postnatal checks, postnatal care and the conditions for development• Childhood illnesses and a child-safe environment
Unit RO58	Create a safe environment and understand the nutritional needs of children from birth to five years <ul style="list-style-type: none">• Creating a safe environment in a childcare setting• Choosing suitable equipment for a childcare setting• Nutritional needs of children from birth to five years
Unit RO59	Understand the development of a child from one to five years <ul style="list-style-type: none">• Physical, intellectual, and social developmental norms from one to five years.• Stages and types of play and how play benefits development• Observe the development of a child aged one to five years.• Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

How you will be assessed:

Unit RO57	Written exam paper 1 hour and 15 minutes – 40% final grade
Unit RO58	Centre assessed tasks, OCR moderated – 30% final grade
Unit RO59	Centre assessed tasks, OCR moderated – 30% final grade

Where it can take you:

Child Development is of particular value if you are considering working with children, for example in nursing, nursery teaching, midwifery, health visitor, social work or teaching. Subjects to follow onto include Health and Social Care, Biology, Sociology and Psychology at A level or further Child Care courses.

For more information, please see Mrs Beharrell.



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GCSE Drama

Drama is about building confidence, communication skills and creativity, and giving you the opportunity to express yourself. You will explore different styles of theatre, and create your own exciting and original work. You will work imaginatively with others, generating, developing and communicating ideas whilst developing your evaluative and analytical skills.

What you will study:

- Different genres and performance styles
- How to interpret and communicate character
- How staging styles and design elements can be used effectively

How you will be assessed:

Component	Assessment	Weight
1: Devising Theatre	You will create an original group performance linked to a stimulus set by the exam board. You will develop and rehearse independently, whilst building a portfolio that demonstrates how the piece has been created, then perform the finished piece to your peers. At the end of the process, you will evaluate your work. You may choose to be assessed in either acting or design.	40%
2: Performing from a Text	You will study two extracts from a play, and develop the extracts into one performance that uses sections of the text from both extracts. You may choose to be assessed in either acting or design.	20%
3: Written Examination 1hour 30mins	Section A: You will practically explore a published text, and answer questions based on how they would approach the text as an actor, director and designer. Section B: You will answer one essay question requiring analysis and evaluation of a live theatre production that you will have seen during the GCSE course.	40%

Where it can take you:

GCSE Drama can lead to further study or employment in acting, but can also lead you to careers in journalism, television and radio presenting, staging and set design, theatre technical support and film production to name but a few. The transferable and creative skills that you will develop throughout the course are vital skills needed for a range of sectors including business, law and education.

**For more information on the benefits of studying Drama, progression routes and employment opportunities, please see Mrs Pipes or Miss Derry, or go to :
<https://79590737.flowpaper.com/Drama2020/>**

GCSE Geography

This course will help you learn more about the world in which we live. Geographers ask why and how processes happen, and how these impact on the landscapes we see around us. We are also interested in how humans have shaped the world and the future impacts of people. Geography is about understanding our own place in the world and the factors which have led to the changing world around us. Issues such as globalisation, climate change and resource depletion have made Geography extremely relevant to all people in the twenty first century.

What you will study:

We follow the Edexcel A GCSE Geography course looking at the following topics.

- Coastal and River Landscapes
- Ecosystems and specifically tropical rainforests
- Weather hazards such as hurricanes and droughts
- Changing Cities and the issues surrounding them
- How to manage the resources in our world with our growing population
- The issues surrounding development specifically looking at Tanzania
- We also look at key skills such as maps, graphs and statistics to get a better understanding of the world.

How you will be assessed:

There is no controlled assessment; you will take the following examinations.

Component	Assessment	Weight
The Physical Environment	Written Exam 1 hour 30 minutes	37.5%
The Human Environment	Written Exam 1hour 30minutes	37.5%
Geographical Investigations	Written Exam 1hour 30minutes	25%

Where it can take you:

Successful completion of the course may lead to further study at A level and subsequently university. The study of geography gives us the skills to better understand the world around us and while this qualification may not lead to a job directly, some of the professions people have entered having successfully taken the subject include Meteorologist, Surveyor, Teacher and Travel Agent. Geography is seen as a good all round subject by giving you skills in literacy, numeracy and spatial awareness; these skills are transferable to many courses and careers.

For more information on the benefits of studying Geography, progression routes and employment opportunities, please see Miss Conway, Mrs Fortune, Miss Cook, Mrs Boyes, Mrs Allison, Mr Shrimpton or go to :

<https://79590737.flowpaper.com/Geography2020/>

GCSE History

History is about enquiry and investigation. You will learn how to use evidence to find things out for yourself, and you will develop the skills needed to ask questions, compare information and build up your own opinions and ideas about what happened in the past. Your study of the past will help you to understand the world in which we live today – how people interact, people's motives and their emotions which can tear people apart or help them to work together for a common cause. You will learn how to identify truth and recognise myth, propaganda and downright lies, useful in every aspect of life! You will also develop important note-taking and essay writing skills and learn to study evidence which you will use to form your own ideas.

What you will study:

Paper 1 – Thematic Study (30% GCSE Final Grade)	Paper 2 – Period Study and British Depth Study (40% GCSE Final Grade)	Paper 3 – Modern Depth Study (30% GCSE Final Grade)
Medicine in Britain, c1250 – present The British Sector of the Western Front, 1914-18: injuries treatment and the trenches	Early Elizabethan England 1558-88 Superpower Relations and the Cold War 1941-91	Russia and the Soviet Union 1917-41

How you will be assessed:

This qualification is linear which means that pupils will sit all their exams at the end of the course. There is no controlled assessment and all units are examined, pupils will take three examinations.

Where it can take you:

Successful completion of the course may lead to further study at A level and subsequently university. History is also highly thought of by employers as:

History trains you to;	History teaches you valuable skills;	Leading to possible careers in;
<ul style="list-style-type: none"> • Think for yourself • Work out your own opinions • Not accept what you are told as always being right 	<ul style="list-style-type: none"> • Critical reasoning • Intellectual rigour and independence • Understanding causes of past conflicts • Problem solving • Creative thinking • Constructing balanced arguments 	<ul style="list-style-type: none"> • The police • Law • Journalism • Management • Office work • Heritage and tourism industry including museums, collecting, war-gaming and model making

For more information on the benefits of studying History, progression routes and employment opportunities, please see Miss Phillips or go to: <https://79590737.flowpaper.com/History2020/>

Emily C

Year 11 Pupil



I find History really interesting because the topics are very important in explaining why the world is how it is today. It has been vital in understanding what is happening in current affairs and it puts things you see on the news into context.

All the teachers are really nice and give us lots of help if anyone in class is struggling with their work.

My favourite topic so far has been learning about the Cold War and I am looking forward to learning more about it in the future.

GCSE

Religious Studies

Religious Studies as a subject is highly valued by employers and institutes of higher and further education, because it demonstrates that pupils have a good understanding of the beliefs and values of others and are able to reach clear and balanced decisions through philosophical thought and analysis. We live in a multi-cultural society and opportunities to travel and work abroad are open to us all. Moreover, it is increasingly important for us to understand and evaluate different religions, cultures and the often complex and contradictory answers to moral issues that they present.

What you will study:

- Christianity and its beliefs and practices
- Buddhism and its beliefs and practices
- Ethical and moral issues and various religious responses

You will learn how having a belief impacts on an individual's life. You will discover how different religions practise their faith and their reasons for behaving this way. You will be aware of different perspectives on the issues studied, within and/or between religions, as well as considering non-religious views.

How you will be assessed:

The study of Beliefs, Teachings and Practice – Component 1

- Buddhist beliefs
- Buddhist practices
- Christian beliefs
- Christian practices

This component is assessed by one examination lasting 1 hour 45 minutes and is worth 50% of the GCSE. There is no coursework.

Thematic studies – Component 2

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment.

This unit is assessed by one examination lasting 1 hour 45 minutes and is worth 50% of the GCSE. Pupils answer all themes.

Where it can take you:

Many pupils will go on to study RS further at A Level and university level. In the past it has been referred to as a facilitating subject offering the academic rigor to prepare pupils for and favoured by Russell group universities. Religious Studies teaches you about the diversity of our society and of others across the world. It challenges you to work with others, appreciate difference and prepares you to work in a multicultural society.

Religious Studies prepares you to work in all sectors. However, some jobs where RS is important include: working for the police, law, being an advice worker, journalism, management and the medical profession to name but a few. Even if you do not wish to travel the world, it is important that you are aware of the diverse world we live in.

For more information on the benefits of studying Religious Studies, progression routes and employment opportunities, please see Miss Mooney, Mrs Ollett, Miss Patten, Mrs Guy, Ms Swift or go to: <https://79590737.flowpaper.com/ReligiousStudies2020/>

BTEC Digital Information Technology

This course offers the opportunity to broaden your knowledge, understanding and application of IT in a technical and creative context. The course focuses on project planning, designing and creating user interfaces, and creating dashboards to present and interpret data.

This course will appeal to those with an interest in designing and creating user interfaces. It will allow you to develop real-world skills in analysis, project planning and project delivery. This is a multi-faceted course that requires a strong degree of organisation in order to complete every aspect of coursework and prepare for the external assessment.

What you will study:

This award allows pupils to develop useful key-skills for working in the information technology sector, through a mixture of investigation and project-work. These include project planning, designing and creating user-interfaces, and creating dashboards to present and interpret data. Pupils learn about the processes that underpin effective ways of working, including common planning techniques, iterative design processes, team-work and cyber-security, as well as legal and ethical codes of conduct. Pupils will also consider how user-interfaces meet user needs, how organisations collect and use data to make decisions, and virtual ways of working.

How you will be assessed:

Component	Assessment	Weight
Component 1: Exploring User Interface Design Principles and Project Planning Techniques	Internally marked and externally moderated	30%
Component 2: Collecting, Presenting and Interpreting Data	Internally marked and externally moderated	30%
Component 3: Effective Digital Working Practices	Externally assessed exam: 1 hour 30 minutes	40%

Where can it take me:

You will gain practical as well as theoretical experience and knowledge of IT-related subjects and a sound grounding for progression to further study. After this course, you can progress to the Level 3 Introductory Diploma in IT at Sixth Form Level. You can also progress to working directly in the IT industry - for example, as a Data Analyst, Interface Designer or in Cyber Security.

For more information, please see Mrs Whiting or Mrs Vincent.

GCSE

Computer Science

This course, offers you the opportunity to broaden your knowledge and understanding of the use of computer systems and programming. The qualification is one of the new reformed GCSEs, graded 9-1 and is part of the EBacc suite of qualifications. You will learn all of the key concepts involved in Computer Science, from abstraction to algorithms and decomposition to data representation. You will learn to analyse problems and use your practical skills to solve such problems, including the writing of and debugging of computer programs.

If you have a logical mind, like solving problems and are inquisitive about how computers actually do what they do, then this is definitely the course for you.

What will I study?

- Computational thinking
- Data
- Computers
- Networks
- Issues and impacts
- Problem solving with programming

How will I be assessed?

This qualification is linear which means that pupils will sit all their exams at the end of the course.

Component	Assessment	Weight
Paper 1	Principles of Computer Science <ul style="list-style-type: none">• Written examination• 1 hour 30 minutes• 75 marks This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items.	50%
Paper 2	Application of Computational Thinking <ul style="list-style-type: none">• Onscreen examination• 2 hours• 75 marks This practical paper requires pupils to design, write, test and refine programs in order to solve problems. Pupils will complete this assessment onscreen using an Integrated Development Environment (IDE)	50%

Where can it take me:

Computer Science is one of the growth areas for employment in our society. It could lead you on to a career in cybersecurity, software development, game development, mobile app development, or give you the skills to develop the next big social network. All jobs require you to demonstrate logical thinking and problem-solving skills, so the key skills in this course are transferable to a range of other careers.

For more information on the benefits of studying Computer Science, progression routes and employment, please see Mrs Whiting, or go to:
<https://79590737.flowpaper.com/ComSci2020>

Nishmaanya S

Year 11 Pupil



Picking Computer Science for GCSE is an exceptionally brilliant choice.

Since I started studying Computer Science I have gained an invaluable set of skills. If an individual puts in the hard work they will achieve their desired target grades.

My peers and I have discovered a new side to computers as we not only learn the practical (coding) but the theoretical side as well (hardware and software).

Miss Cooper and Miss Whiting are a tremendous help and they support you until the end.

I absolutely love Computer Science and I will definitely take it for A-Levels at South Hunsley Sixth Form to ensure I have the same teachers. In the future I would like to be a Computer Engineer or a Data Analyst.

GCSE

Media Studies

The Eduqas Media Studies course is an exciting and diverse course for hard working pupils who have a keen interest in the world of media. The qualification is creative, challenging, and fun and gives you the opportunity to explore a full range of contemporary and older media – print, TV, Film, online, music video and radio – from an academic and practical perspective. Media is an interactive subject which encourages pupils to develop their creative, analytical, research and communication skills.

What you will learn:

- Media Language
- Media Representations
- Media Industries
- Media Audiences

How you will be assessed:

Component 1: Written exam – 1 hour 30 minutes; 80 marks = 40% of GCSE. This paper consists of a mixture of short answer, 'stepped' and extended response questions. Section A requires pupils to analyse media language and media representation in a selection of 'set' and 'unseen' media products from print and audio-visual media. In Section B, pupils will respond to questions assessing their knowledge of media industries and media audiences in a selection of 'set' media products from film, radio, newspapers and video games.

Component 2: Written exam – 1 hour 30 minutes; 60 marks = 30% of GCSE. This paper covers the areas of TV crime drama (Section A) and music video and online media (Section B). In Section A, pupils will be required to respond to an extract from a pre-studied TV crime drama.

Component 3: Non-exam assessment - creating media products: 60 marks = 30% of GCSE. In this unit, pupils will demonstrate their knowledge and understanding of the media by applying it to their own practical media work. They will research, plan and execute a portfolio of work across different media forms in response to a brief targeting a specific audience. The briefs for the practical work changes annually.

Where it can take you:

Successful completion of the course may lead to further study at Key Stage 5 including A level Media Studies or A level Film Studies. GCSE Media Studies is a course that prepares you for work in the Media Industry, it is an ideal course for pupils interested in a career in: Film and Television, Animation, Journalism, Multi Media Design, Web Design, Games Design, Advertising.

For more information please see Mr Ballantyne, Mr West or Miss Cartwright.

French, German, Spanish

Language learning is all about communication. Whilst studying a language at GCSE, you will continue to develop your listening, speaking, reading and writing skills. You will also develop your knowledge and understanding of the language and the countries where the language is spoken. Through the study of a modern foreign language, you will begin to understand and appreciate different countries, cultures, people and communities. You will explore the similarities and differences between the foreign language and English and learn how language can be manipulated and applied in different ways and contexts.

What you will study:

The topics and skills studied at GCSE are the same in French, German and Spanish.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

How you will be assessed:

Component	Assessment	Weight
Listening	Section A – Listening comprehension questions in English. Section B – Dictation task.	25%
Speaking	Role-play. Reading aloud and short conversation. Photo card discussion.	25%
Reading	Section A – Reading comprehension questions. Section B – Translation from the target language into English.	25%
Writing	Writing tasks Translation from English to the target language	25%

Where it can take you:

Language skills are highly regarded by universities and employers alike as language pupils typically have strong communication and problem-solving skills and display good levels of intercultural awareness and adaptability. Possible careers involving languages include tourism, business, translation, publishing, advertising, education, management, hospitality and many more. For more information on the benefits of studying a language, progression routes and employment opportunities, please see your current languages teacher or Mrs Savage, or go to: <https://79590737.flowpaper.com/Languages2020/>

GCSE Music

This qualification supports pupils in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages pupils to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. To study this course you need to have a genuine interest in music and it is also important that you are able to play an instrument or sing for the Performing Unit.

What you will study:

Pupils must be able to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation).

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

Pupils will cover the following set works from Area of Study 1 and Area of Study 2:

Area of study 1: Western classical tradition 1650–1910 - Beethoven Symphony No.1, Movement 1:

Adagio molto- Allegro con brio

Area of study 2: Popular Music – Queen

- Bohemian Rhapsody
- The Seven Seas of Rhye
- Love of my Life

Unit	Assessment	Weight
Component 1: Understanding music	Question paper • Section A: Listening – unfamiliar music (68 marks) • Section B: Study pieces (28 marks) The exam is 1 hour and 30 minutes.	40% of GCSE marks (96 marks)
Component 2 – Performing music	Performance 1: Solo performance (36 marks)	30% of GCSE marks (72 marks)
	Performance 2: Ensemble performance (36 marks)	
Component 3 – Composing music	Composition 1: Composition to a brief (36 marks)	30% of GCSE marks (72 marks)
	Composition 2: Free composition (36 marks)	

Where it can take you:

On completion of the course you may want to consider taking Music at Key Stage 5. GCSE Music offers a wealth of transferable skills relevant to ongoing musical and non-musical study. You will develop literacy skills, critical thinking, social skills during ensemble work, team working, leadership and organisational skills. GCSE Music could be one step towards your career in the music industry, for example as an : Accompanist, Record Producer, Songwriter, DJ, Music Therapist, Conductor or Music Director.

For more information on the benefits of studying Music, progression routes and employment opportunities, please see Mr Firth or go to: <https://79590737.flowpaper.com/Music2020/>

GCSE Physical Education

This course aims to increase your knowledge of sport science and sport in society. You need to be interested in a variety of sports and be well organised and prepared to tackle theory in all aspects of the course. You should be a dedicated sports person who is competing in at least one sport outside of school. It is essential that all athletes and sports people show a respect for authority at all levels of sport, and consideration towards other pupils within the group is the first step towards this. Most important of all, self-discipline is the quality expected from all Physical Educationalists.

What you will study:

Theory: 60% (two exam papers 1 hour each worth 60 marks)

Paper 1 Physical Factors affecting performance

- Anatomy and Physiology- which includes muscles, movement, joints. Gas exchange, aerobic and anaerobic exercise and effects of exercise.
- Movement analysis – including levers and planes & axes of movement.
- Physical training – includes health and fitness, components of fitness, fitness testing, principles of training, types of training and warm-ups and cool downs.

Paper 2 Socio- cultural influences and wellbeing in physical activity and sport

- Health fitness and well-being – obesity, diet.
- Sports Psychology – SMART targets feedback and guidance.
- Socio-cultural influences – factors that affect participation, commercialisation in sport, sponsorship and the media, drugs.

Practical: 40%

Pupils will be assessed in three practical activities, one team activity, one individual activity and one other (from either group). Each of the three activities is worth 10% and must be participated in, competed in and logged for a period of at least 12 hours. Pupils will complete a controlled assessment (Analyse and Evaluate Performance), worth 10% based on an analysis task.

How you will be assessed:

Component	Assessment	Weight
Practical	One Team Activity	40%
	One Individual Activity	
	One Other Activity	
	AEP – analysing and Evaluating performance	
Theory Section A	Written Exam	60%
Theory Section B	Written Exam	

Where it can take you:

Successful completion of the course may lead to further study at Key Stage 5 including A level PE or Level 3 BTEC Sport. Careers linked to the study of this course include Fitness instructor, PE teacher Sports Journalism and Media, Sports Rehabilitation, Sports Science and Engineering and Design for sport.

For more information on the benefits of studying PE, progression routes and employment opportunities, please see Miss Bennett or go to: <https://79590737.flowpaper.com/PE2020/>

Please note that pupils are unable to study both GCSE PE and Sports Studies together.

OCR Cambridge National Sports Studies

What you will study:

This course will help you gain the knowledge, understanding and competency needed when considering entering employment in the sports sector and is an equivalent to the GCSE PE qualification. You will gain grounding in the essential skills and broad fundamentals crucial to this area of study. The course provides a practical, real-world approach to learning and develops specific knowledge and skills learners need to work successfully in the industry such as:

- Developing project/self-management and independent-learning skills, by investigating opportunities for employment in the industry, as well as exploring trends which affect participation in sport
- Developing team work and communication skills by organising and leading sports activities and events and carrying out a variety of roles within a team
- Developing business and customer awareness by working on assignments which are set in a vocational context.

You will have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to your own practical performance. You will learn about contemporary issues in sport such as funding, participation, ethics, drugs in sport and role models, and sport and the media. You will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

How you will be assessed:

Learners will be able to present their work in a variety of ways using - written reports, graphs and posters, practical demonstrations, verbal or online presentations and assessment in practical sport.

Component	Assessment	Weight
Contemporary issues in Sport	One hour exam	25%
Developing Sport skills	Assessed in your two chosen physical activities	25%
Developing knowledge and skill in outdoor activities	Written assignment and two practical activities	25%
Sport Leadership	Written assignment and a practical assessment	25%

Where it can take you:

Following completion of the Cambridge Nationals, successful candidates would be able to enter initial employment, at a junior level, in such areas as sports coaching, professional sport and fitness instruction or to progress to an applied vocational qualification at Level 3 at Sixth Form level and then proceed to degree level.

For further information please see Mrs Sprakes.

Please note that pupils are unable to study both GCSE PE and Sports Studies together.

BTEC Technical Performing Arts: Dance

On this dance course, you will have the opportunity to express yourself creatively, physically and theoretically. You will explore different dance styles, choreograph your own dance works in small groups in response to a set task, develop your existing dance technique and complete set coursework tasks relating to existing dance practitioners and their professional works.

What you will study:

- Different dance genres and performance styles.
- Various successful choreographers/dance practitioners and their theatre work.
- How to respond creatively to different types of stimulus, such as music, costume, cultural themes, current-affairs etc.

How you will be assessed:

Component	Assessment	Weight
1. Exploring the Performing Arts (Dance)	Internal	30%
2. Developing Skills & Techniques in the Performing Arts (Dance)	Internal	30%
3. Responding to a Brief (Dance)	External Synoptic	40%

Where it can take you:

This dance course will enable you to develop practical, performance and creative skills needed for a career in the performing arts industry, as well as the possibility of further studies in Dance or Performing Arts at A Level/BTEC Level 3. Furthermore, the course will enable you to develop essential life skills needed across various different career pathways, such as communication, teamwork and confidence in order to contribute to your future areas of employment.

Example career pathways that could be pursued upon completion of this course may include: professional dancer or performer, dance teacher, choreographer, musical theatre, set and costume design, stage, lighting and sound engineers as well as various jobs in the creative/performing arts industry.

For more information, please see Mrs Brown (PE).

Co-Curriculum

Level 2 Certificate in

Further Maths

The Level 2 Certificate in Further Maths is an internationally recognised qualification taken by secondary school pupils in England and Wales.

This qualification is for high achieving Maths pupils and assesses higher order mathematical skills, particularly in algebraic reasoning, in greater depth without infringing upon AS Level Mathematics. It helps pupils to maximise their potential in further studies at A Level. It offers the opportunity to stretch and challenge and builds on the Key Stage 4 curriculum and is intended as an additional qualification to GCSE Maths, rather than as a replacement. The content covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

This subject is an additional option that takes place outside the normal timetable and will be taught after school.

What you will study:

- Surds and conjugate pairs
- Functions
- Factor theorem for factorising cubics
- Quadratic inequalities
- Algebraic proof
- Limits of sequences
- Calculus
- Matrix transformations
- Trigonometric identities and equations

How you will be assessed:

The course is currently assessed by two written papers

Paper 1 – Non calculator – 1 hour 45 minutes – 50%

Paper 2 – Calculator – 1 hour 45 minutes – 50%

The course is graded from 9-4. Pupils who don't achieve a grade 4 or above will receive a U grade. The Level 2 Certificate in Further Maths is aimed at pupils who are expected to achieve a 9, 8 or 7 grade in GCSE Maths and are likely to progress to A Level study in Maths and possibly Further Maths.

Where it can take you:

This subject has an overlap in content with the Maths and Further Maths A levels, by taking Further Maths at GCSE you will be gaining an understanding of the style of questions that are used at A level. The Level 2 Certificate in Further Maths is not a subject that is offered at all schools and you have a wonderful opportunity here to take an interesting and challenging subject to enhance your understanding of Mathematics.

For more information, please see Miss Reed.

Co-Curriculum BCS Level 2 Certificate in IT User Skills (ICDL Extra)

This is an optional course which is designed to ensure that Key Stage 4 pupils gain a good foundation in ICT and develop their digital literacy skills for future employment. Each unit is taught in a practical way, ensuring that pupils develop the necessary skills to meet the requirements of the course, but also to help them develop the skills necessary for their future careers. It will consist of one taught period a week either at a lunchtime or after school. The BCS Level 2 Certificate in IT User Skills (ICDL Extra) consists of 4 units.

What you will study:

Word Processing

This unit covers all of the fundamental skills required to have a strong understanding of Word Processing, including:

- Working with Documents
- Editing Text
- Enhancing Productivity
- Formatting Text & Paragraphs
- Using Styles
- Working with Tables
- Setting up Outputs
- Mail Merge
- Working with Graphical Objects

Spreadsheets

This unit covers all of the fundamental skills required to have a strong understanding of Spreadsheets, including:

- Formatting a spreadsheet
- Editing data structures
- Using Arithmetic Formulas
- Using Functions
- Correcting Formula Errors
- Using Cell Referencing
- Conditional Logic
- Preparing Outputs
- Creating and Editing Charts

Presentations

This unit covers all of the fundamental skills required to have a strong understanding of Presentation Software, including:

- Working with Slides
- Consistency in Presentations
- Formatting Presentations
- Using Lists
- Working with Tables
- Working with Charts
- Editing Graphical Objects
- Using Smart Art
- Delivery of presentations

Improving Productivity

This unit is a summative unit, which assesses all of the skills above and also challenges pupils to make the correct decisions when choosing the most appropriate software for different tasks. The unit focuses on scenario based activities where pupils have to make decisions about how to approach a task to meet a specific requirement.

How you will be assessed:

Each unit is assessed by a 45 minute (Improving Productivity is 1 hour) online, scenario-based examination which will be sat shortly after completion of each individual unit.

Where it can take you:

Successful completion of the course may lead to further study at A level on the ICDL Advanced course. IT is a key skill that all employers like to see, pupils that complete this course will have great Microsoft Office production skills and be able to clearly understand the processes and tools available to complete any form of office work.

For more information, please see Mrs Whiting or Mrs Vincent.

A personalised Key Stage 4 Curriculum

Vocational Courses

For a small number of pupils, a more hands-on approach to education at Key Stage 4 will be the best way to progress to Post 16 study or employment. If there is a particular vocational path that pupils wish to follow, they can begin to develop the skills and knowledge that future employers value and that will prepare them for the world of work or further study at the end of Year 11.

Pupils on our vocational courses will spend time each week in a specialised workshop, laboratory or other work-based learning environment at one of our partner colleges. More often than not, they will be working on projects serving members of the paying public. The remainder of their week is spent in school, studying the core curriculum. Pupils will be in their normal classes for most of these lessons and have the freedom to pick from our remaining option choices.

Vocational training is designed to provide a more adult environment and as a way for pupils to experience the world of work. Last year, every single Year 11 pupil on our vocational courses went on to study at their chosen college or to an apprenticeship.

This curriculum is offered on an invitation-only basis. If you feel it may be appropriate for you, please speak to Ms Savory or Miss Jones.



Loren Andrew

Former South Hunsley Pupil



I knew I wanted to be in a caring profession from a young age. After talking to my teachers at school about the different job possibilities they suggested nursing. When I further researched the role of a nurse and what it would entail, I knew it was the job for me. I knew it was going to be hard work to get there but it would be worth it in the end. I looked at the different pathways available to get onto the degree course in nursing at university and I considered which GCSE's and A levels would best support me to achieve this.

When picking subjects for both GCSE and A level I wanted to pick ones I would enjoy and ones that would also benefit me in my future endeavours. Child Development as a GCSE allowed me to gain knowledge surrounding a caring role and included information that I still use today. Other subjects I picked because I knew I would enjoy learning further around the topic and this would enable me to get the best possible grades. I used this same thought process when choosing my A levels.

I'm currently working as a cardiology nurse in Leeds. I really enjoy my job as it is very rewarding. Although it can be stressful, I get to look after so many lovely patients who are so grateful for the care you provide, and I am very proud to be part of the amazing work the NHS does.

My advice for you when at school is to make sure you pick subjects you enjoy and know you can thrive in, it makes studying further that bit easier. If you are unsure about what you would like to do in the future, you can focus on things you enjoy and see where it can take you. Make the most of the support from your teachers at school and the advice they give, as they may be able to guide you into making the best decisions for you.

Good luck for the future.



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