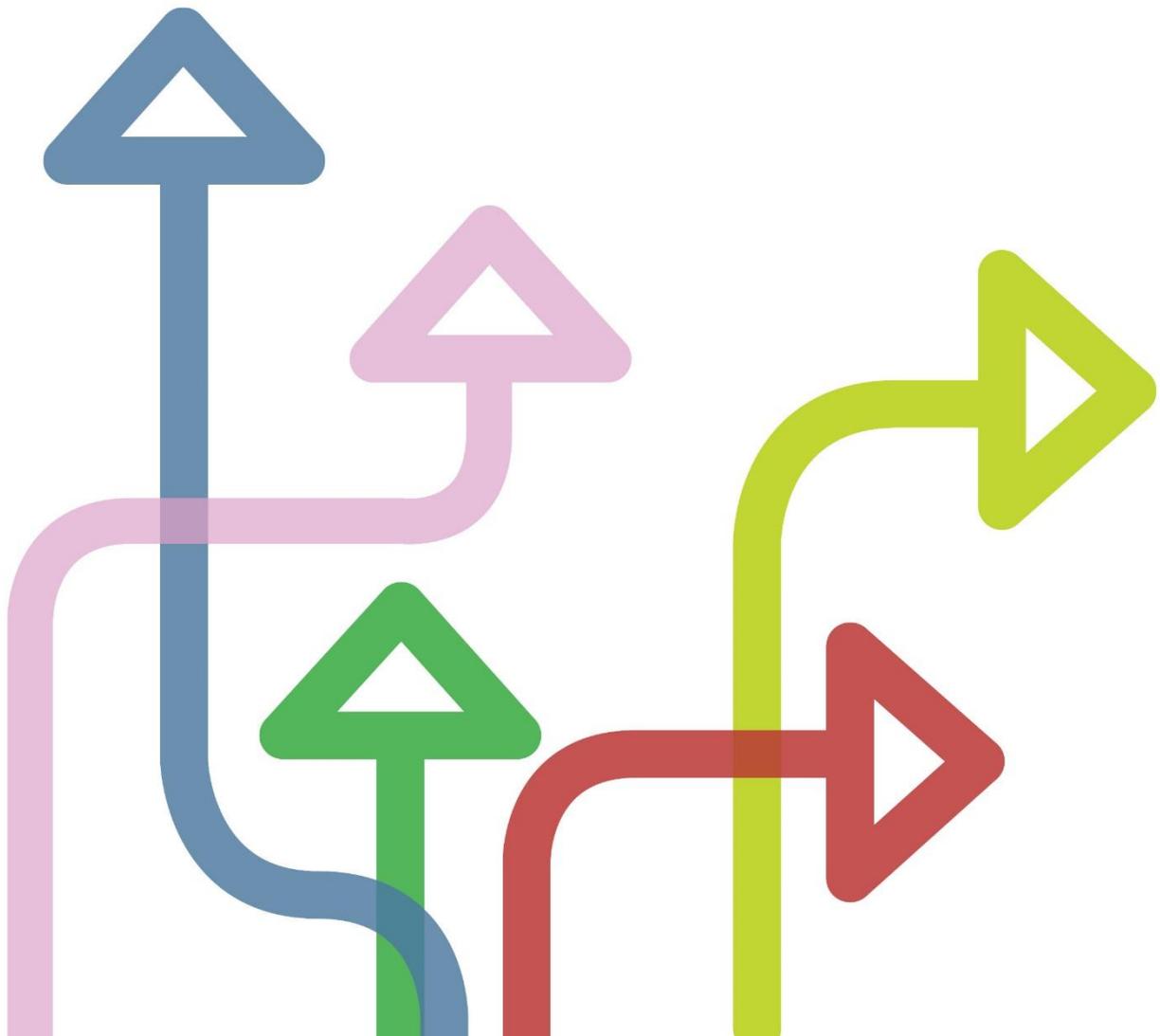




The Henry Box School  
Founded 1660

**YEAR 9** 2020-21  
**GCSE CHOICES**



## **SECTION ONE**

### **Introduction to the Option Choices Process for Students**

This is an exciting and important time in your education. You will be able to choose four subjects to study in Key Stage 4, in addition to core subjects (see below). This means that you will no longer be studying some of your current subjects and will spend more time studying the subjects you have chosen. Some of the courses offered are subjects you haven't studied before. You will find information about all the courses in this booklet.

### **CORE SUBJECTS**

In Year 10 and Year 11 (Key Stage 4), you are required to continue taking the following courses:

English Language and English Literature	Physical Education (non-examined) <i>This is also available as an examined GCSE option.</i>
Mathematics	Religion, Philosophy and Ethics ( <i>also available as a Religious Studies GCSE option</i> )
Personal Development (personal, social, health and careers education)	Science (either double award Combined Science or 3 Separate Sciences if you opt for this)

### **OPTION CHOICE SUBJECTS**

You will also follow up to four of the following 'optional' courses:

GCSE Art & Design <u>OR</u> GCSE Art & Design: Textiles – Fashion and Costume Design	GCSE Geography
GCSE Business Studies	GCSE German
NCFE CACHE Level 2 Technical Award in Child Development and Care	GCSE History
GCSE Computer Science	GCSE Media Studies
GCSE Dance	GCSE Music
GCSE Design and Technology <u>OR</u> GCSE Food Preparation and Nutrition	PE GCSE/ BTEC Sport
GCSE Drama	GCSE Religious Studies
GCSE French	Separate Science (GCSE Biology, GCSE Chemistry and GCSE Physics)

*Please note – whilst we look to offer the broadest range of additional courses to students, some of these courses will only run if enough students opt to take them.*

## How do I choose what subjects to take?

Choosing your option subjects will be easy for some people and more difficult for others. For this reason, we give plenty of time and support to those who need it, and freedom to choose for those who already know what they want to do. What we ask you to do is to make up to six choices, in rank order, of which courses you would most prefer to do (i.e. you put number 1 against your most preferred course, 2 against your second most preferred and so on). We will then pull all of the preferences together for all Year 9 students and work out the best combinations that we can offer.

**When choosing your options, it can be helpful to ask yourself these three questions:**

**1. What am I interested in?**

Some subjects at school will interest you, others may not. It is also worth remembering that there are many subjects which you haven't had the opportunity to study yet. Focusing on what interests you is as important as what you are good at. You must stay interested in the subjects you choose – two years of study can be a long time if you make a poor choice.

**2. Which subjects am I good at / likely to be good at?**

Key Stage 4 can be viewed as a stepping stone onto the next phase of your education. Choosing subjects you are good at will help you to realise your potential.

**3. What would I like to do in the future?**

Many people your age cannot answer this question. However, it is useful to start thinking about the possibilities now. For a small number of career choices, what you study at Key Stage 4 will be important. Please speak to the Talentino careers service if you have a firm idea of what type of job/higher education course you are intending to take if you are unsure which subjects would be most useful to you in accessing these courses/careers.

### Key Dates/Activities in the Process

Year 9 Student assembly	Wednesday 26 <sup>th</sup> February 2020
Publication of Option Choices Booklet on the school website and letter sent home to Year 9 families	Monday 2 <sup>nd</sup> March 2020
Year 9 Options Information Evening for Parents/Carers and Students	Thursday 12 <sup>th</sup> March 2020 (6-7.30pm)
Year 9 mentoring	Wednesday 18 <sup>th</sup> March 2020
Deadline for return of completed Choices Forms	Monday 23 <sup>rd</sup> March 2020
Confirmation of Option Choices	Term 6 2020

## **SECTION TWO**

### **INFORMATION FOR FAMILIES**

Parents and carers often have more questions about option choices than students. They also have an important role to play. Please read this section carefully and contact us if you would like further clarification.

You have an essential part to play in the options process. In particular, we ask you to help your son/daughter by discussing the process with them and helping them to make good choices and a sound platform from which to move onto the next stage of their education, training or employment with training.

#### ***Some frequently asked questions by parents and carers:***

##### **Where do I start?**

The best advice is to talk through with your son/daughter which subjects they are good at, enjoy and feel they will be able to commit to for two years. Another important consideration would be to achieve a balance of courses that allows for flexibility in choices post-16.

##### **Why can't a student take more subjects?**

To achieve well at Key Stage 4, students need more time to study the subjects they have chosen. They must also study the 'core' subjects by law. It is not in any student's interest to study too many subjects – employers and universities value high quality outcomes in a range of subjects over huge numbers of qualifications.

##### **Why are you asking for my son/daughter to make six choices?**

By asking for a rank order of preferences, we are able to more accurately run the courses and combinations of courses that our students want to take. This is a difficult thing to achieve as there are lots of possible combinations with only a fixed number of staff, rooms and facilities in school. We anticipate being able to offer most students most of their most preferred courses, but by asking for six choices we will be able to offer their more preferred alternatives should difficulties arise.

##### **If my son/daughter drops subject X can they do it at A level?**

A small number of subjects require students to have taken the subject at GCSE before accepting them on to an A level course, others do not. The Year 9 Options Information Evening is the opportunity to ask teachers what the requirements are for their subject.

## **Does a student need to study subject Y to go on to be a (vet/lawyer/engineer)?**

As a rule, it is more important that a student achieves well in whatever subjects they study in Year 10 and 11 than worry about exactly what subjects they take. The precise choice of subjects becomes more important after the age of 16. There are some exceptions to this. For specific career advice, students may make an appointment with Mrs Dickson, the Talentino Careers Coach, at school.

## **What are BTEC and CACHE qualifications?**

There are types of qualifications at Key Stage 4. GCSEs (General Certificate in Secondary Education) are the traditional qualification for this age group. They are largely knowledge-based qualifications, assessed by examination. GCSEs are a suitable route through to A level study in a subject.

'Applied' qualifications, such as BTECs and CACHE, are assessed mainly through project work, but with some external assessment. They are general qualifications, like GCSEs, but are based around a vocational area (like Child Development and Care) rather than a traditional subject. Therefore, they are good preparation for further vocational study post-16, apprenticeships or employment.

All the above qualifications are valued through the national qualifications framework as 'equivalent' to each other, i.e. their value can be expressed in relation to GCSEs. This equivalence is expressed in terms of Levels. Level 2 courses are equivalent to grades 9-4 at GCSE; Level 1 courses are equivalent to 3-1 grades at GCSE. We choose the subjects we offer to students very carefully in order to ensure that they are highly regarded by universities, colleges and employers and all have been approved by the Department for Education as being appropriate for Key Stage 4 students.

## **What type of courses should my son/daughter take?**

Any of the courses described above (GCSE, BTEC, etc) may be acceptable for entry to the Sixth Form or college. When students opt for a subject in which there is more than one type of qualification, the relevant department recommends which course the students should study. This decision is made by considering a range of factors, including the student's intended destinations (e.g. Sixth Form, college, employment with training). The overall mix for each student is then reviewed to ensure that the student has a broad curriculum.

The course allocations will be communicated to students and parents/carers in the summer term via letter. Where a parent/carer feels strongly that a particular type of qualification is more suitable (e.g. GCSE instead of BTEC, or vice versa) these views will be taken into account. However, the final decision as to course allocation is made by the school.

## **What are the differences between the Combined Science (double award) course and the Separate Science (triple award) option?**

Students study either Combined Science (which incorporates aspects of Biology, Chemistry and Physics) and they will enter for a double award Science qualification (i.e. two GCSEs in Science) or Separate Sciences (i.e. separate GCSE courses for Biology, Chemistry and Physics). Separate Sciences are taught in both Science time as well as an option slot and so should be taken by students with a real interest in Science.

Any students thinking of taking Science at A level are recommended to opt for Separate Sciences. However, students who achieve a high grade in Combined Science or Separate Science subjects will be able to study Sciences at A level.

### Who do I contact if I have a question?

- Subject specific questions should be addressed to subject teachers, ideally at the Year 9 Options Information Evening on 12<sup>th</sup> March 2020.
- General questions about the options process should be addressed to your child's tutor.
- Specific career-related questions should be addressed by your son/daughter making an appointment with the Talentino Careers Coach.
- If questions persist which the above parties cannot answer, please contact your child's House Leader.

### The English Baccalaureate (EBacc)

This is not a qualification, but an acknowledgement of students achieving a GCSE grade 5 or higher in a specified range of subjects (English, Maths, Science, a modern or ancient language and History or Geography). At present it is not a pre-requisite for particular careers or university courses, but **may** (in time) prove to be useful. Therefore, where students have the potential to achieve the EBacc we would encourage them to consider taking that combination of subjects. However, we also recognise that some students with the potential to achieve the EBacc may not be motivated to take one or more of the required subjects. The choice of whether or not to do so is one that you and your son/daughter will need to make.

## **SECTION THREE**

### **THE OPTIONS PROCESS**

It is important that students think through which subjects they choose carefully, taking account of their ambitions, strengths and interests. All forms must be returned to tutors by Monday, 23<sup>rd</sup> March 2020 in order for all preferences to be considered.

#### **STAGE ONE – Where am I now? (February)**

Think about your strengths as a learner. What subjects do you like? What is it about these subjects that you find interesting? What might you want to study further at 16?

#### **STAGE TWO – Making subject choices (March)**

Find out what you need to know at the Year 9 Options Information Evening on 12<sup>th</sup> March 2020.

#### **STAGE THREE – Returning completed option choice forms (23<sup>rd</sup> March 2020)**

The Options Choice Form will be available online and as a hard copy. Rank your six choices in order of preference, placing a number in the second column on the return form. Put 1 alongside your strongest preference, 2 by your second and so on. Please make up to six choices. Students failing to complete the Option Choices Form **fully** or **on time** will place themselves at the bottom of the list if a course is over-subscribed. **Your completed Options Form must be returned to your tutor no later than Monday, 23<sup>rd</sup> March 2020.**

#### **STAGE FOUR – Analysis of preferences and timetabling process (March – May)**

The school looks at all of the different choices and preferences. Where necessary, there will be further meetings with individual students to discuss their option choices.

#### **STAGE FIVE – Confirmation of options (Term 6)**

Confirmation of option choices will be given to students.

#### **Points to think about...**

- There are no 'good' or 'bad' decisions – the right choice is what you want to do, NOT what everyone else is doing
- If in doubt, take a good mix of subjects – this will keep your Post-16 options open for you
- Talk to your tutor or book an appointment with Mrs Dickson (Talentino Careers Coach) if you require more information.

# **CORE SUBJECTS**

<b>Course Title (Qualification/s)</b>	<b>English (GCSE)</b>
Outline of course	All students study two GCSEs; English Language and English Literature. In English Language, students develop knowledge and understanding in reading, writing and spoken language. In English Literature, they study a range of texts, developing analytical skills and understanding of literary genres of prose, poetry and plays.
Projects/topics covered in the course	Students will study non-fiction texts and will also learn about a range of fiction, including Shakespeare, poetry, a nineteenth century novel and a modern play. There is a strong emphasis on analysing unseen texts and on understanding whole texts.
Organisation of assessment	Both GCSEs are assessed by 100% terminal examination at the end of Year 11. In English Language, students will sit two papers, both of which assess reading and writing skills. In English Literature, students will sit two papers to assess their understanding of literature. Students are assessed for their spoken language skills by their teacher. This will not be part of the final GCSE grade but will appear on certificates as a separate entry.
Homework requirements	Students' English homework varies from consolidating what has been learnt, spaced retrieval practice using knowledge organisers, writing practice paragraphs, completing research, to preparation and reading texts independently or revising for a test.
Opportunities for continuing study	Many colleges and sixth forms require a 5 or above in English to go onto any further study. In addition, English itself leads onto many options: we offer English Literature at A level, but there are also courses related to English such as Film Studies, English Language or Media.
Associated career opportunities	As well as being a basic requirement for most post-16 education options and employers, English can lead onto a range of careers. Examples include journalism and publishing, but any job which needs high levels of communication skills (from social worker to TV presenter) and the ability to write well (for example, any office based job) benefits from English.

**Course Title**      **Mathematics (GCSE)**  
**(Qualification/s)**

Outline of course	Students will follow the AQA GCSE course in Mathematics. This is a Linear Course with 3 equally weighted, 90 minute exams, one Non-Calculator and two Calculator papers. This will be at either Higher level (Grades 4 - 9) or Foundation level (Grades 1 – 5). Decisions about tier of entry are made at the beginning of Year 11.
Projects/topics covered in the course	The content of the course covers the five strands of the National Curriculum: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures and Probability and statistics. The programmes of study include using and applying standard techniques, reasoning, interpreting and communicating mathematically and problem solving in a range of contexts. Numeracy skills and fluency, as well as the efficient use of a calculator, and ICT are key features of the course.
Organisation of assessment	Assessment is through terminal examinations. The three final exams will be taken in June at the end of Year 11.
Homework requirements	Mathematics homework is usually set once a week and is designed to promote students' understanding and their ability to use mathematics in a variety of situations. Types of homework vary and could include using specialist language and definitions, consolidation exercises, revision for modules, practice papers and problem solving activities. All students are given individual logins to a variety of online resources, which give them access to video tutorials, practice questions and answers.
Opportunities for continuing study	Students who sit the Higher paper and achieve a grade 6 at GCSE will be able to study A level Mathematics in the future.
Associated career opportunities	There are many areas of work associated with maths including engineering, computing, science, logistics, armed forces and financial sector work.

Course Title (Qualification/s)	Combined Science (GCSE)
Outline of course	This qualification is equivalent to two GCSEs and covers aspects of Biology, Chemistry and Physics. (Students choosing to take the Separate Science route will gain the additional course time by taking this as one of their option choices).
Projects/topics covered in the course	<p>A range of topics are studied across the two years of the course including:</p> <p><b>Biology:</b> plant biology, cell biology, homeostasis, genetics, evolution, ecology.</p> <p><b>Chemistry:</b> atomic structure and the periodic table, organic chemistry, chemical changes, chemistry of the atmosphere.</p> <p><b>Physics:</b> forces, energy, waves, radiation, electricity and magnetism.</p> <p>There are 16 required practicals, which will be taught as part of the course.</p>
Organisation of assessment	<p>The GCSE Combined Science will be assessed at the end of Year 11 by the following method:</p> <ul style="list-style-type: none"> <li>• Six written examinations (two Biology, two Chemistry and two Physics) each representing 16.7% of the total mark.</li> <li>• Students will be assessed on their practical knowledge and know-how in their exams, with at least 15% of the marks coming from questions relating to the required practicals.</li> </ul>
Homework requirements	Students will be set at least one hour of homework each week. Homework tasks include research, online revision, individual and group projects and exam preparation.
Opportunities for continuing study	Completing GCSE Combined Science is a pre-requisite for entry onto A level courses in the Sciences.
Associated career opportunities	There are many career opportunities associated with Science. Many of our students go on to work in research, medicine, nursing, engineering, environmental science, veterinary medicine, food science, marine biology, metrology ... the list goes on!

Course Title (Qualification/s)	Religion, Philosophy and Ethics (RPE - non-examined)
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Outline of course	Students will be studying a bespoke RPE curriculum that enables them to continue to develop their understanding of the world in which we live. Students will be looking at religious, philosophical and ethical issues facing society today, as well as supporting other GCSE subjects and developing literacy, numeracy and critical thinking. Below are a number of topics that will be covered in the course.
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|---------------------------------------|---|
| Projects/topics covered in the course | <ul style="list-style-type: none"> <li>• Religion and Business</li> <li>• Religion and Gender</li> <li>• Religion and Literature</li> <li>• Religion and the Media</li> <li>• Religion and the Afterlife</li> <li>• Religion and Society</li> <li>• Religion and Medicine</li> <li>• Religion and Sport</li> <li>• Religion and Art</li> <li>• Religion and Food</li> <li>• Religion and Fashion</li> <li>• Religion and the Environment</li> <li>• Religion and War</li> </ul> |
|---------------------------------------|---|

Organisation of assessment	Students will be assessed at the end of each unit through an online assessment.
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Homework requirements	Students will be given homework that will support their RPE lessons, as well as developing their understanding of the world in which we live.
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Opportunities for continuing study	Religious Studies is offered as an A level qualification in The Henry Box Sixth Form.
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Associated career opportunities	The ability to communicate and empathise with people of different religious backgrounds is a 'soft skill' key to many careers, as are the more academic skills of evaluation and critical analysis.
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## **ADDITIONAL SUBJECTS**

**Course Title  
(Qualification/s)**

**Art and Design (GCSE)**

**Outline of course**

The course provides opportunities to develop knowledge and understanding through observation, practical application of techniques and processes, and imagination. Students develop responses in a choice of media and techniques. Students produce a portfolio of work and final realisations.

Students in Year 11 focus on one theme, producing work in at least two media for a final portfolio with two final realisations. Students have a final controlled test of 10 hours and choose one theme from a set paper. They are given several weeks to prepare for the test.

Students study experimental drawing, painting, advanced printmaking, sculpture, textiles techniques, 3D design, mixed media, photography, and digital media, knowledge of contemporary artists and designers, and critical and contextual studies. The course also develops students' visual literacy, which is increasingly important in the world in which we live.

**Projects/topics covered in the course**

The course explores and develops students' potential in Art and Design. It allows students to make a personal response based on experience, environment and culture in both practical and theoretical activities.

**Organisation of assessment**

The GCSE is assessed through the submission of a coursework portfolio (60%) and a 10-hour controlled assessment (40%).

**Homework requirements**

Homework will be set fortnightly (two hours) and will inform practical class work and encourage research and development of knowledge.

**Opportunities for continuing study**

Students studying GCSE Art and Design may progress to A level Art and Design.

**Associated career opportunities**

Fine Art, Architecture, Fashion, Textiles, Print Making, Animation, Film Studies, Media, Photography, Model Making, Costume Designer/Set Design and Illustrator.

<b>Course Title (Qualification/s)</b>	<b>Art &amp; Design Textiles (GCSE) – Fashion &amp; Costume Design</b>
Outline of course	<p>This GCSE course builds on the knowledge students have learnt in KS3. Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Fashion &amp; Costume design is the creation of designs and products for body adornment and the stage. Woven, knitted, constructed, stitched, printed and decorative techniques that might have a functional or non-functional purpose are brought together to create individual and imaginative interpretations within a design context.</p> <p>Students will use new knowledge, skills and techniques to produce a portfolio of work. This will be worth 60% of the overall GCSE. They will take a 10 hour Externally Set Assignment in the summer of Year 11. This takes the form of a 10-hour Art Textiles practical under exam conditions and is worth 40% of the GCSE.</p>
Projects/topics covered in the course	<p>A range of topics are studied including: hand skills, machine skills, CAD/CAM, textile production, design techniques, making processes, social and moral considerations, printing and presentation techniques. Students will learn weaving, felting, stitching, appliqué, construction methods and printing using many media and materials including inks, yarns, threads, fibres, fabrics, textile materials, digital imagery. The Portfolio and Externally Set Assignment will cover one or more of these areas; fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, and digital textiles.</p>
Organisation of assessment	<p>The portfolio of work is worth 60% of the GCSE. The practical assignment is worth 40% of the GCSE.</p>
Homework requirements	<p>In Year 10, students will be set at least one hour of homework each week. Homework tasks include: independent research, investigation and evaluation work, experimental techniques and design ideas work. Students will be expected to visit galleries, museums and other off-site locations in order to collect ideas and inspiration that will help inform their ideas, design work and portfolio. In Year 11, it is expected that students spend at least one hour a week on portfolio work and preparation for the Externally Set Assignment, when appropriate. This will be carried out at home for certain elements, but some may need to be carried out at school as the course progresses.</p>
Opportunities for continuing study	<p>Students studying GCSE Art and Design Textiles may progress to A level in Art Textiles. Alternatively, students could attend full-time Art Textiles or Textile Design courses at Art and Design colleges.</p>
Associated career opportunities	<p>Future careers include textiles artist, fashion design, costume design, dress-making, set design, interior design, the craft industry and textile/fabric design.</p>

<b>Course Title (Qualification/s)</b>	<b>Business Studies (GCSE)</b>
Outline of course	The course introduces students to the world of setting up and operating small and large businesses. In Year 10, students focus on entrepreneurship, business opportunities and putting business ideas into practice. In Year 11, the focus is on growing businesses and making key decisions in marketing, operational, financial and human resource areas.
Projects/topics covered in the course	A range of topics are studied including: market research, costs, revenues and profits, cash flow, business plans, stakeholders, technology, laws, ethics, business structures, marketing mix, motivation, training and globalisation.
Organisation of assessment	There are two 90-minute long exams at the end of Year 11 worth 50% each.  Students are also regularly assessed each term. All students will have key terms tests to check understanding of core knowledge and an end of unit assessment. Class teachers will set additional questions, designed to build up capability and confidence for the essay-based exam papers.
Homework requirements	Students will be set homework at regular intervals. Homework tasks include: practice exam questions, investigations and research, individual and group projects and revision.
Opportunities for continuing study	This course is an excellent preparation for A levels in general due to the analytical and evaluative aspect of the exam. Equally, the content taught would be an excellent foundation for Level 3 BTEC and higher level vocational qualifications at college and apprenticeships.
Associated career opportunities	There are lots of career opportunities associated with Business Studies such as accounting, management, economics, engineering, law, politics, psychology, marketing and retail.

**Course Title**

NCFE CACHE Level 2 Technical Award in Child Development and Care

**(Qualification/s)**

Outline of course	This qualification provides the opportunity to gain a vocational qualification that gives an introduction to child development and care. It includes the knowledge and understanding of child development and well-being necessary for working with children aged 0-5 years in a variety of settings - pre-schools, nurseries, playgroups, and your own home.
Projects/topics covered in the course	You will study a range of topics related to Child Development and Care. These include: <ul style="list-style-type: none"><li>• Types of settings for early years education</li><li>• Roles and responsibilities of early years workers</li><li>• Meeting the individual needs of children in an early years setting</li><li>• Child development</li><li>• The importance of observation as part of a cycle of observing, assessing and planning</li><li>• The importance of routines in a nursery including snack time and outdoor play</li></ul>
Organisation of assessment	This qualification consists of 3 units: which are graded A*- D assessed by an on-going graded Assessment Task; and an externally marked Synoptic Scenario short answer examination. Answers on this paper range from 1 mark (1 word) to 9-mark questions (longer paragraphs). The grades obtained are equivalent to GCSE. There is extensive written work in class.
Homework requirements	You may be given homework which will relate to your coursework, and may also involve some research. Students are expected to spend a significant amount of time researching and studying case studies.
Opportunities for continuing study	You can progress onto a number of subsequent courses within the Child Development area. Most of these will involve a significant amount of time in childcare settings and so are delivered through an FE College with work-based placements. Alternatively, these qualifications can be taken as part-time study once a student has taken on an apprenticeship position within a childcare setting. Examples include Level 2 awards in Childcare and Education and Level 3 awards in Diploma Qualification for Children and Young People's Workforce. You may also progress to A - level courses (particularly for Psychology and Sociology).
Associated career opportunities	This is a very widely recognized vocational qualification and would provide entry into work in childcare establishments for 0-5 year old children. This is an area of employment that is growing rapidly in Britain.

<b>Course Title (Qualification/s)</b>	<b>Computer Science (GCSE)</b>
Outline of course	The GCSE course is aimed at students who have enjoyed their Year 7, 8 and 9 Computer Science lessons. Students learn how computers work and how to use them to solve a range of problems. You will cover a wide array of topics from computer hardware to network security and, of course, lots of programming. The course is particularly suited to students who enjoy maths (commonly students will go on to study Computer Science and Maths at A Level) but anyone with a passion for computing is welcome.
Projects/topics covered in the course	Students will explore aspects of computer systems, their hardware, software, security and the impact of digital technology on society. The course also involves a great deal of programming.
Homework requirements	Homework usually involves consolidating your understanding of the topics we cover in lessons by completing online courses and assessments in your own time. Many students also opt to spend their own time enhancing coding projects that we work on in lessons.
Organisation of assessment	The GCSE is assessed through two written exam papers at the end of Year 11. The questions range from simple questions about computer hardware to more complex ones that require students to write code. Programming is a key element of the course but there is no course work; the assessment is exam only,
Opportunities for continuing study	Students studying GCSE Computer Science can progress to A level Computer Science at The Henry Box School or move on to a wide range of related college courses.
Associated career opportunities	It is difficult to think of career paths in which using and understanding computers won't be useful. Many students have Computer Science specific career paths in mind such as game design, software engineering or cyber security.

Course Title (Qualification/s)	Dance (GCSE)
Outline of course	<p>Dance GCSE offers students an opportunity to gain a qualification using their creative talent and explore different styles and skills within dance. It is highly recommended that students are very confident with dance or have previous dance experience.</p> <p>Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This GCSE recognises the role of dance in young people’s lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.</p>
Topics covered in the course	<p>The course is split into three sections:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• <a href="#">Choreography</a></li> <li>• <a href="#">Dance appreciation</a></li> </ul>
Organisation of assessment	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Set phrases through a solo performance (approximately <b>one minute</b> in duration)</li> <li>• Duet/trio performance (<b>three</b> minutes in a dance which is a maximum of <b>five</b> minutes in duration)</li> </ul> <p>Choreography</p> <ul style="list-style-type: none"> <li>• Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes.</li> </ul> <p>Dance appreciation(Exam)</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of choreographic processes and performing skills</li> <li>• Critical appreciation of own work</li> <li>• Critical appreciation of professional works</li> </ul>
Homework requirements	<p>Students will be expected to complete one piece of homework each week. This will either be linked to their theory or practical lesson. Students will also be encouraged to develop their performance abilities by committing themselves to regular dance participation with extra-curricular opportunities.</p>
Opportunities for continuing study	<p>Students will be able to continue to study Dance at a sports related course at college, e.g. Level 3 BTEC or A Level.</p>

Associated career opportunities

Students choosing this subject can look towards careers in dance and musical performance.

Course Title (Qualification/s)	GCSE Design & Technology
Outline of course	<p>In Year 10, students will learn:</p> <ul style="list-style-type: none"> <li>• <b>Core technical principles</b> that cover new and emerging technologies, energy generation and storage, developments in new materials, mechanical devices, materials and their working properties.</li> <li>• <b>Specialist technical principles</b> taught using a variety of materials such as papers and boards, timber based materials, metal based materials, polymers, textile based materials, electronic and mechanical systems.</li> <li>• <b>Designing and making principles</b> that apply to all design and technology activities.</li> </ul> <p>In Year 11, students will embark on a Non Exam Assessment (NEA). This is a 30-35 hour design and make project, with a supporting design portfolio of about 20 pages. It will start in the final term of Year 10 in order that research can be carried out over the summer. The NEA will allow the student to specialise in a material and context that suits their interests and knowledge.</p>
Topics covered in the course	<p>A range of topics are studied including: designing, making, prototype development, ergonomics, manipulating materials, specialised tools and processes, smart materials, electronic components, technical textiles, designing and making circuits, CAD/CAM, modelling and prototyping, mechanisms, manufacturing, hand tool skills, material selection, drawing techniques, environmental considerations, industrial practices, design movements.</p> <p>Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.</p>
Organisation of assessment	<p>There is ongoing assessment in Year 10 and a mock exam in the summer of Year 10.</p> <p>In Year 11, students will use new skills to produce a high quality prototype for the NEA. This is worth 50% of the final GCSE.</p> <p>Two hour written exam at the end of Year 11, which is worth 50% of the GCSE.  Prototype for the NEA: 50% of the GCSE.</p>
Homework requirements	<p>In Year 10, students will be set at least one hour of homework each week. Homework tasks include: research, independent study and evaluation work.</p> <p>In Year 11, it is expected that students spend at least one hour a week on NEA work. This will be carried out at home for certain elements, but more will need to be done at school under supervision as the project progresses.</p>
Opportunities for continuing study	<p>Students studying GCSE Design &amp; Technology may progress to A level in Product Design. Students could also attend full-time design courses at colleges such as Rycotewood (OCVC) or Engineering and Design Apprenticeships at colleges such as Abingdon and Witney College.</p>
Associated career opportunities	<p>Future careers include product design, architecture, engineering, teaching, model-making, set design, electrical engineering, electrician, automotive industry, armed services.</p>

**Course Title  
(Qualification/s)**

**Drama (AQA GCSE)**

Outline of course	Students begin with the task of preparing and performing a monologue. From this, students will explore how to create original Drama from scratch, as well as how to get a script from 'page to stage'. Students also study a set text exploring how they might create a range of characters using physical and vocal skills. Students will attend at least 2 trips over the two-year course as they will need to know how to analyse and evaluate live theatre. Students will have the opportunity to use many of the skills developed throughout KS3, most particularly in Year 9.
Projects/topics covered in the course	Students are assessed on their performance using a range of performance styles and inspirational practitioners; we explore naturalism using Stanislavski, non-naturalism with Brecht and physical theatre with Frantic Assembly.
Organisation of assessment	Component 1 – Understanding Drama - Written exam (40% of the GCSE). Component 2 – Devising Drama. This component requires students to create, develop and collaborate on a piece of original Drama and is worth 40% of the GCSE. Component 3 – Texts in Practice. This is a performance exam worth 20% of the GCSE.
Homework requirements	Students are expected to complete at least 1 hour of Drama homework a week. This will often take the form of additional rehearsal, line learning or research in preparation for a practical performance. Students will also be required to complete written tasks, including mock exam papers.
Opportunities for continuing study	The content of this specification provides a smooth transition to A level courses in Drama and Theatre Studies or Performing Arts courses – such as the BTEC National in Performing Arts.
Associated career opportunities	Students choosing this subject can look towards careers in performance on the stage or screen, behind the scenes work or any job which needs high levels of communication skills. These might include careers in such fields as teaching, law, retail, travel and tourism, sales and marketing or any career that involves meeting people face to face. The study of Drama can help you develop highly transferable skills which you can take into any career or job.

Course Title (Qualification/s)	GCSE Food Preparation and Nutrition						
Outline of course	<p>This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on building knowledge to give students a strong understanding of nutrition in order to allow them to apply the principles of food science, nutrition and healthy eating.</p>						
Projects/topics covered in the course	<p>The core units are:</p> <table border="0" data-bbox="469 533 1153 645"> <tr> <td>1. Food, nutrition and health</td> <td>2. Food science</td> </tr> <tr> <td>3. Food safety</td> <td>4. Food choice</td> </tr> <tr> <td>5. Food provenance</td> <td></td> </tr> </table> <p>Students will have the opportunity to cook most weeks. Recipes are usually issued in advance and students are required to bring ingredients. Practical work is an important part of the final examination grade.</p>	1. Food, nutrition and health	2. Food science	3. Food safety	4. Food choice	5. Food provenance	
1. Food, nutrition and health	2. Food science						
3. Food safety	4. Food choice						
5. Food provenance							
Organisation of assessment	<p>The final exam is worth 50% of the GCSE.</p> <p>There are 2 Non-Exam Assessments (NEA), worth 50% of the overall GCSE:</p> <p><b>Task 1: Food investigation</b></p> <p>Students must demonstrate an understanding of the working characteristics, functional and chemical properties of ingredients. Students will produce a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p><b>Task 2: Food preparation assessment</b></p> <p>Practical investigations are a compulsory element of this NEA task. Students must demonstrate knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will produce a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>						
Homework requirements	<p>In Year 10, students will be set at least one hour of homework each week including food nutritional research, food preparation, revision, skills and technique development, food analysis and dietary requirements.</p> <p>In Year 11, it is expected that students spend at least one hour a week on NEA work. This will need to be done at school under supervision as the NEA progresses.</p>						
Opportunities for continuing study	<p>Students studying GCSE Food Preparation and Nutrition may progress to A level in Food Technology, or external full-time nutrition courses or appropriate vocational courses.</p>						

Associated  
career  
opportunities

Future careers include food technologist, microbiologist, food engineer, nutritionist, development chef, food stylist and environmental manager.

**Course Title** **Geography (GCSE) EDUQAS B**  
**(Qualification/s)**

**Outline of course** This course provides students with an interesting, issues-based curriculum that allows students to understand some of the most important global and local questions facing us today, such as: Can the Earth cope with 7 billion people? How can we solve global poverty? How should we protect the Amazon Rainforest? Why does Witney flood?

**Projects/topics covered in the course** Students will study three units during the course:

Unit	Typical issues covered
Changing Places - Changing Economies	Urbanisation in contrasting global cities; Urban and rural processes and change in the UK; Global perspectives on development issues.
Changing Environments	Coasts and coastal management; Rivers and river management; Weather and climate; Climate change – cause and effect.
Environmental Challenges	How ecosystems function; Ecosystems under threat; Water resources and management; Desertification.

**Organisation of assessment** Students complete three exams:

- Investigating Geographical Issues (40%): This examines knowledge and understanding of the three units.
- Problem Solving Geography (30%): This is a problem-solving paper that requires students to explore a geographical issue and suggest how to resolve the issue.
- Applied Fieldwork Enquiry (30%): This examines students’ understanding of fieldwork and research. It is a requirement that students undertake two days’ fieldwork in contrasting locations. In previous years we have visited Cardiff, Tar Lakes and Studland Bay.

**Homework requirements** Students are expected to complete approximately one hour per week of homework. This will be in a variety of forms, e.g. research, extended writing and past exam papers. In addition, they will need a separate A4 hard-backed notebook which they will use for retrieval practice each week.

To support students outside of the classroom, students can make use of online support materials through our online resource centre; Padlet. We also encourage reading around the subject in magazines such as National Geographic, newspapers and an awareness of current documentaries like Unreported World and current news stories.

**Opportunities for continuing study** Geography GCSE is normally a requirement for students who wish to study Geography at A Level. As Geography provides a wide range of transferable skills, it can also help students wishing to study a wide range of other courses. It fits especially well with Sociology, Economics, Biology, and Mathematics.

Associated career opportunities	GCSE Geography provides a broad knowledge and skills-based curriculum. It is a useful asset for a diverse range of careers from environmental management to business, and the public sector.
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Course Title (Qualification/s)	History (GCSE)
Outline of course	<p>The GCSE History content comprises the following elements:</p> <ul style="list-style-type: none"> <li>• one period study</li> <li>• one thematic study</li> <li>• one wider world depth study</li> <li>• one British depth study including the historic environment.</li> </ul> <p>The course therefore gives students the experience of studying a wide variety of historical periods and events.</p>
Projects/topics covered in the course	<p>The new GCSE course considers both depth and breadth of topics and covers at least 40% British History. Students study the following topics;</p> <p><b>America 1920-1973: Opportunity and inequality</b> including the “boom and bust” years, Prohibition and gangsters. They will also look at racial inequality in the USA.</p> <p><b>Conflict and tension between East and West from 1945-1972</b> including the start of the Cold War, the rise of communism across the world and events such as the Cuban Missile Crisis and the Berlin blockade.</p> <p><b>Britain: Health and the people: c1000 to the present day</b> including the development of surgery, knowledge of anatomy, public health and the understanding of disease and infection.</p> <p><b>Elizabethan England, c1568–1603</b> including government and the court during Elizabeth’s reign, life and changes in society, troubles at home and abroad and finally the study of an historic site.</p>
Organisation of assessment	<p>Students will sit two exams at the end of Year 11. Each exam is 2 hour constitutes 50% of the GCSE. The first exam focuses on the modern world sections of the course, the second on how the British nation has changed.</p>
Homework requirements	<p>Students are expected to complete 1 hour of homework (on average) every week. The format of these will range from practising exam questions, producing diagrams and revision aids or completing research. Much of the homework is designed to increase students’ understanding of revision strategies and exam technique.</p>
Opportunities for continuing study	<p>Students have the opportunity to continue the study of History at A level. Those students considering studying subjects such as law, politics and international relations should also give consideration to History as many universities value the study of History extremely highly.</p>

Associated career opportunities	Careers associated with History are extremely wide ranging. History is a highly regarded subject; the Russell Group Universities highlight it as a 'foundation subject', which demonstrates that the transferable skills gained through the study of History are essential for a number of professions and university courses. Employers recognise the importance of the skills developed in History and like the fact that students become inquisitive, analytical and evaluative.
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**Course Title**      **Media Studies (GCSE)**  
**(Qualification/s)**

**Outline of course**      Media Studies helps to understand the world around us and explores the theory behind the creation of different types of media products. The four key areas of theory you will study are Audience, Representation, Media Language and Media Institutions. You will also need to demonstrate your understanding of media theory through an individual media production for an intended audience in response to a brief set by the exam board.

**Projects/topics covered in the course**      You will be expected to study a range of different media texts including television shows, advertising and online games and consider how the social, historical and political issues of the time influence their creation.

You will study a range of theories and will closely study 15 named products from across all media (such as newspapers, magazines and music videos) and learn how to apply theory to these products. You will develop an ability to apply the same analysis to 'unseen' media texts.

**Organisation of assessment**      Assessment is through two written exams (worth 70% in total) and controlled assessment (worth 30%). The exams are a mix of short and long answer questions; the controlled assessment involves the production of a media product in response to a brief set by the exam board.

**Homework requirements**      Students will be set homework at regular intervals. Homework tasks might include: practice exam questions, investigation and research, individual and group projects and revision.

**Opportunities for continuing study**      Media Studies can lead to Media Studies or Film Studies A level. The analytical side of Media Studies is an excellent complement to English.

**Associated career opportunities**      Media Studies may inform a career in the media industry but also helps students looking at any creative profession to gain a broad understanding of theories and techniques used to appeal to consumers.

**Course Title  
(Qualification/s)**

**Modern Languages (GCSE) in French or German**

Outline of course	<p>Students can follow a GCSE Course in French or German. They need to have studied the chosen language in Years 8 and 9.</p> <p>On the GCSE course, you will read, write, speak and listen to the foreign language in a wide variety of situations. You will often work in pairs and small groups, performing dialogues or practising new phrases and vocabulary. There will also be a significant increase in formal written tasks.</p> <p>The courses allow students to extend their vocabulary, ideas, opinions and grammatical knowledge in the foreign language.</p>
Projects/topics covered in the course	<p>Students will expand their knowledge of topics studied at KS3, as well as looking at new areas such as social issues or health and using language in practical ways, such as booking hotel rooms or dealing with problems on holiday. You will need the appropriate French / German dictionary for both lessons and homework tasks.</p>
Organisation of assessment	<p>The GCSE is assessed through final examinations in listening, speaking, reading and writing in the summer of Year 11.</p>
Homework requirements	<p>Students are expected to complete one hour of homework per week. Homework is used to consolidate and extend class work and may take the form of reading exercises, written work or revision of vocabulary or grammar points.</p>
Opportunities for continuing study	<p>We offer French and German A level in conjunction with the Wood Green School Modern Languages Department. In addition to this, Modern Language learning develops a wide range of skills which are transferable across the curriculum and language GCSEs are regarded as a highly valuable qualification by colleges and universities, complementing practically any subject.</p>
Associated career opportunities	<p>In addition to careers like interpreting and teaching, which require a high level of fluency, a language qualification is an important factor in a wide range of work opportunities such as business, engineering, law, retail and marketing, travel and tourism, to name just a few.</p>

Course Title (Qualification/s)	Music (GCSE)
Outline of course	Continuing from KS3, the course furthers students' knowledge and skills of performing, composing and listening. Being able to sing or play an instrument is ESSENTIAL to success, since 60% of the course is practical. The listening element requires students to further their knowledge of theory as they study different styles and pieces of music.
Projects/topics covered in the course	The four Areas of Study in the Eduqas GCSE are: Musical forms and devices, music for ensemble, film music and popular music. Two set works will be studied: <i>Badinerie</i> by J.S. Bach and <i>Africa</i> by Toto.
Organisation of assessment	<p>Performing (30%) is assessed practically – there are two performances which are assessed in Year 11. Performing in an ensemble or band is one of the performances; the other can either be solo, or ensemble.</p> <p>Composing (30% of final mark) is assessed throughout the course; one composition is produced in Year 10 and one is produced in Year 11.</p> <p>Listening (40% of final mark) is assessed through the 1 hour 15 minute written paper at the end.</p>
Homework requirements	Students are set written homework regularly in order to embed new theory covered in lessons or to research a set work. This is in addition to their usual instrument or vocal practice. Students who study GCSE Music are encouraged to attend an extra-curricular musical activity in order to further develop essential ensemble skills and apply theoretical knowledge in a practical way. They will also take part in school concerts.
Opportunities for continuing study	Students who have studied GCSE Music have progressed on to A level Music, A level Music Technology, or BTEC Music Level 3 at establishments such as Abingdon and Witney College or City of Oxford College.
Associated career opportunities	There are many careers within the music industry which students could progress into – performing, managing, producing or promoting. Students choosing this subject have also progressed into a career in composing, teaching, conducting or music therapy.

Course Title (Qualification/s)	PE (GCSE)
Outline of course	Students complete one Controlled Assessment piece of coursework in Year 11. Students will be able to select a practical activity each term from a set list enabling them to develop their skills, decision making and ability to evaluate within their main sports.
Projects/topics covered in the course	<p>The theoretical aspect is split into two sections:</p> <ol style="list-style-type: none"> <li>1. Fitness and Body Systems; Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of data.</li> <li>2. Health and Performance; Health, Fitness and Well-being, Sport Psychology, Socio-cultural Influences, Use of Data.</li> </ol>
Organisation of assessment	Students will complete a Controlled Assessment piece of coursework in Year 11 focusing on their main sport and they will be moderated in three practical activities at the end of Year 11 which are chosen from a prescribed list. These components make up 40% of the final grade. They will also sit two exams at the end of Year 11 which are worth 60% of the final grade.
Homework requirements	Students will be expected to complete one piece of homework each week. This will either be linked to their theory lesson or will be research based for their Controlled Assessments. Students will be also expected and encouraged to develop their performance abilities by committing themselves to regular sporting participation with an external sporting club or activity.
Opportunities for continuing study	Students will be able to continue to study Physical Education at A level (minimum grade 5 required) or a sports related course at college, e.g. Level 3 BTEC.
Associated career opportunities	Students choosing this subject can look towards careers in sports coaching, teaching, physiotherapy and nutrition.

**Course Title**      **Religious Studies (GCSE)**  
**(Qualification/s)**

**Outline of course**      We follow the AQA GCSE Religious Studies syllabus. Students study the beliefs, teachings and practices of two world faiths (Christianity and Islam), and four themes from the religious, philosophical and ethical studies component, from a Christian perspective.

**Projects/topics covered in the course**      Topics covered are as follows:

<b>Component 1 Beliefs teachings and practices</b>	<b>Component 2 Thematic studies – Religious, philosophical and ethical studies</b>
<ul style="list-style-type: none"> <li>• Beliefs and teachings (Christianity.)</li> <li>• Practices (Christianity.)</li> <li>• Beliefs and teachings (Islam.)</li> <li>• Practices (Islam.)</li> </ul>	<ul style="list-style-type: none"> <li>• Theme B – Religion and life.</li> <li>• Theme C – The Existence of God and Revelation</li> <li>• Theme D – Religion, Peace and Conflict.</li> <li>• Theme E – Religion, Crime and Punishment.</li> </ul>

**Organisation of assessment**      Each component is assessed by a single examination of 1 hour 45 minutes duration. Each component contributes 50% to the final grade.

**Homework requirements**      Students are expected to spend up to one hour each week on retrieval practice of work covered in lessons, as well as independent research and wider reading.

**Opportunities for continuing study**      RS is offered as an A level qualification in the Henry Box Sixth Form. The skills developed of explanation, evaluation, critical analysis and reflection are transferrable across the curriculum, but in particular to other humanities and essay based subjects such as English, History, Sociology and Psychology.

**Associated career opportunities**      Knowledge and understanding of Religion, Philosophy and Ethics are transferrable to a wide range of different career choices. The ability to communicate and empathise with people of different religious backgrounds is a ‘soft skill’ key to many careers, as are the more academic skills of evaluation and critical analysis.

Course Title (Qualification/s)	Separate Science (GCSE Biology, GCSE Chemistry and GCSE Physics)
Outline of course	<p>The course provides an opportunity for enthusiastic scientists to study the three Sciences in greater depth than in the Combined Science course. Students choosing this option will study for three Separate Science GCSEs (Biology, Chemistry and Physics) rather than the double award Combined Science course.</p> <p>There is <b>no specific entrance requirement</b> to choose to study Separate rather than Combined Science. However, electing to take Separate Science will mean that a large proportion of a student's timetable will be taken up with Biology, Chemistry and Physics lessons.</p> <p><b>Please be aware that:</b> For students wishing to go on to study A level Sciences, it is highly recommended that they opt for Separate Science GCSEs; as the course is a much better preparation for post-16 study. However, students with a high grade in Combined Science will also be considered.</p> <p>It is compulsory for all students to study all three Sciences (in either the Combined or Separate Science courses), i.e. it is not possible to select to study GCSEs in only one or two Science subjects.</p>
Projects/topics covered	<p>The course is designed to encourage students to think about the key scientific issues of the day. Students will study the same units of work as Combined Science students but each unit will contain additional material that only Separate Science students will cover.</p>
Organisation of assessment	<p>For each of the three Science GCSEs there are two 1 hour 45 minute exams at the end of the course. Each paper is worth 50% of the grade for the individual Science GCSE.</p>
Homework requirements	<p>Students will be set at least one hour of homework each week. Homework tasks include: research, online revision, individual and group projects and exam preparation.</p>
Opportunities for continuing study	<p>Students studying Separate Science GCSEs will be well prepared for studying Sciences at A level and beyond. The course is good preparation for a variety of Science courses at university including Medicine and Veterinary Science.</p>
Associated career opportunities	<p>There are lots of career opportunities associated with Science. Many of our students go on to work in research, medicine, nursing, engineering, environmental science, veterinary medicine, food science, marine biology, metrology ... the list goes on!</p>

<b>Course Title (Qualification/s)</b>	<b>Sport (BTEC)</b>
Outline of course	The course is graded equivalent to GCSE with awards at Level 1 Pass, Level 2 Pass, Merit, Distinction and Distinction*. The course is designed to cover aspects such as fitness testing/training and sports leading. All students study two compulsory units set by the exam board (Edexcel). One of these compulsory units is externally assessed through an online exam lasting 1 hour and 15 minutes. Two further optional units will be studied
Projects/topics covered in the course	Unit 1 – Fitness for Sport and Exercise (Externally Assessed) Unit 2 – Practical Performance in Sport (Internal Assessment) Unit 3 – Applying the Principles of Personal Training (Internal Assessment) Unit 6 – Leading Sports Activities (Internal Assessment)
Organisation of assessment	Each unit contributes to 25% of the BTEC Sport course. Students must pass each assignment to be able to pass the unit they are studying. Assignments throughout the course include written documents, presentations, practical performance and coaching in school. Each student will be provided with one opportunity to amend assignments after an initial hand in. During this time, no additional teacher feedback can be provided in line with exam board rules.
Homework requirements	Students will be expected to complete one piece of homework each week. This will either be linked to their theory lesson or will be research based for their assessments. Students will be also expected and encouraged to develop their performances by committing themselves to regular participation at external clubs or activities. This can also include coaching/assisting coaches in sessions.
Opportunities for continuing study	This course is offered in preparation for further study at college, e.g. Level 3 BTEC.
Associated career opportunities	Students choosing this subject can use this towards a career in personal training, fitness instructing, teaching, coaching, and sports leadership.