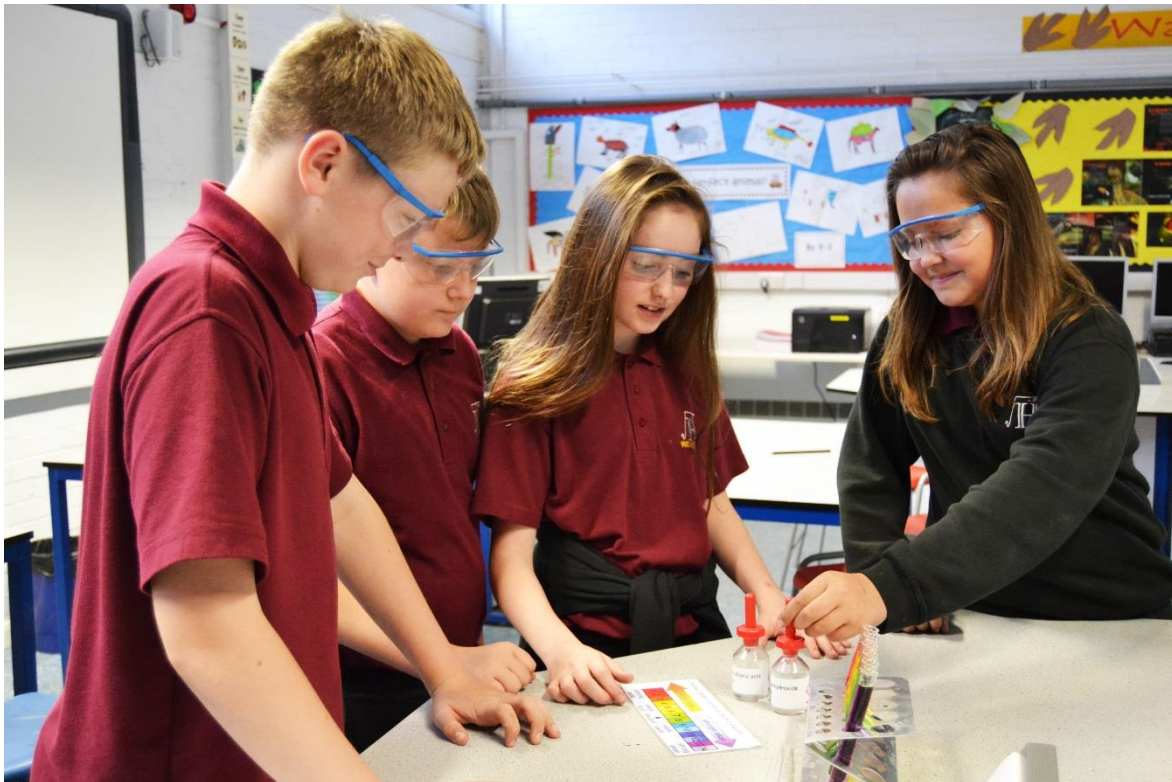


2020



OPTIONS BOOKLET 2020

Hurworth School

Option Choices 2020

In September you will be starting Key Stage 4. Many of your subjects (English, Mathematics, and Science etc.) will continue to be compulsory, but there will be opportunities to make decisions about which other courses you want to follow. In most cases these will be the subjects where you have the best chance of succeeding.

This booklet contains information that will enable you to make decisions about the most appropriate courses to select.

Please note that GCSE exam grades have now moved from a letter system, A* to G, to a number system, 9 to 1. GCSE grades will be in the new numerical format. Grade 9 will be equivalent to a high A*, Grade 4 will be equivalent to a low Grade C and Grade 1 will be equivalent to a Grade G.

This booklet also gives the dates that are important in the options process.

We will endeavour to give your first choice wherever possible although we cannot guarantee to accommodate everyone's preferences. We will inform you of any changes that may need to be made.

The Curriculum

All pupils will follow a curriculum covering 50 lessons per fortnight. These will consist of

English	a-band	8 lessons
	b-band	9 lessons
Mathematics	a-band	7 lessons
	b-band	7 lessons
Science		10 lessons
Physical Education	a-band	3 lessons
	b-band	2 lessons
SMSC / Religious Studies		2 lessons

The remaining 20 lessons that make up the curriculum consist of 'option subjects'.

The Key Stage 4 Curriculum

We are offering three curriculum paths for Key Stage 4

1. Pupils in current Science groups 9a/ScA, 9a/ScB and 9a/ScC who wish to study Separate Sciences will study all subjects in Column A and then be able to select **three** subjects from anywhere in Columns B and C.

Column A Subjects (Core Subjects)	Column B Subjects	Column C subjects
English	French	Art, Craft and Design
Maths	Spanish	GCSE Business Studies
GCSE Separate Sciences	German	Level 1/2 Vocational Award in Hospitality and Catering
	Geography	GCSE Design and Technology
	History	NCFE Level 2 Technical Award in Engineering Studies
	GCSE Computer Science	GCSE Engineering
		Cambridge National Health & Social Care
		Creative iMedia
		Music
		GCSE PE
		OCR National in Sports Studies
		Religious Studies
		Enterprise and Marketing

2. Pupils in Sets 1 to 4 who are not choosing to study Separate Sciences will study all Column A subjects and can select **one** from Column B and **three** subjects from either B or C. Please note to opt for Computer Science and GCSE Engineering you will have to have target grades that meet the requirements for these courses.

Column A Subjects (Core Subjects)	Column B Subjects	Column C subjects
English	French	Art, Craft and Design
Maths	Spanish	GCSE Business Studies
GCSE Combined Science	German	Level 1/2 Vocational Award in Hospitality and Catering
	Geography	GCSE Design and Technology
	History	NCFE Level 2 Technical Award in Engineering Studies
	GCSE Computer Science	GCSE Engineering
		Cambridge National Health & Social Care
		Creative iMedia
		Music
		GCSE PE
		OCR National in Sports Studies
		Religious Studies
		Enterprise and Marketing

3. Pupils in group 9.5 will study the three core subjects in column A and then choose **four** subjects from columns B or C.

Column A Subjects (Core Subjects)	Column B Subjects	Column C subjects
English	French	Art, Craft and Design
Maths	Spanish	GCSE Business Studies
Combined Science	German	Level 1/2 Vocational Award in Hospitality and Catering
	Geography	GCSE Design and Technology
	History	NCFE Level 2 Technical Award in Engineering Studies
		Cambridge National Health & Social Care
		Creative iMedia
		Music
		GCSE PE
		OCR National in Sports Studies
		Religious Studies
		Enterprise and Marketing

The English Baccalaureate

The Schools White Paper 2010 – The Importance of Teaching - outlined the introduction of an English Baccalaureate.

This award is for any student who secures good GCSE passes (A*-C) in English, Mathematics, the Sciences, at least one Modern Foreign Language and at least one Humanity (History or Geography). However, it is important to note that at this stage there is no information as to the view of further education establishments, workplace learning and the value that they will place upon it. We do feel though that it is important to share this information with you, so that you can use it to help you select the most appropriate set of options for you.

For those pupils who wish to study the combination of subjects that lead to the English Baccalaureate, it is possible to select those subject combinations from the subjects we are offering at Key Stage 4.

The English Baccalaureate subjects are

- English
- Maths
- Combined Science, Separate Sciences and Computer Science
- MFL; French, German or Spanish
- A Humanity; Geography or History

To qualify for the award of the English Baccalaureate, you must achieve a grade 5 or better across a core of academic subjects identified above.

From 2014 GCSE Computer Science was included as part of the Science component of the English Baccalaureate. You must however have studied this in conjunction with either Combined or Separate Sciences.

Please note, that there is no separate certificate awarded to those pupils who study the combination of subjects leading to an English Baccalaureate; however the Government are keeping this under review.

Course Involvement

All courses in Key Stage 4 last for two years and we expect pupils to work hard to ensure that they achieve their full potential. We will provide pupils and parents with regular reports about progress and attitude so that underachievement can be addressed at an early stage.

Most courses lead to examinations at GCSE level. When you start on a course, several important differences are likely to be noticed:

You will study a narrower range of subjects.

You will study subjects to a higher level.

You will need to spend more time on individual study.

Good attendance is essential for success at Key Stage 4 examinations and we hope that you will strive to achieve 100% attendance.

Factors in choosing option subjects

Pupils should consider a number of factors when making choices. They should be positive. Do not pick a subject because you do not like the teacher. Think about:

Your future career. Do you need any particular qualifications or will a general broad range of subjects be sufficient?

Your achievements. Do you like the subject or are you particularly good at it?

The balance of subjects. Often pupils' ideas change between making option choices and leaving school. Do you have a balanced range of subjects?

At this time it is important that you get information about the subjects that you intend to study and not find out later things you do not like. Now is the time to ask questions about the amount of private study needed, what future opportunities will be open to you and what sort of examination is set. If in doubt, please ask.

Vocational and Applied Option Subjects

Vocational Option Subjects include the National, Technical and Vcert Awards that provide a nationally recognised qualification for 14 to 16 year olds alongside GCSEs.

These qualifications are designed to provide a choice of routes into further education or employment.

A range of methods is used to add variety to vocational work. Assessment includes

- Project work
- Assignments
- Case Studies
- Controlled Assessments.

Currently we are offering vocational options in Health and Social Care and Creative iMedia. There are other awards on offer in Hospitality and Catering, Engineering, Sport and Enterprise and Marketing.

Option events

Form Tutors will help you in making decisions about your choices and there will be a number of events specifically related to options.

The timetable of the options process is as follows:

Parents Options evening

- Thursday 30th January

Taster event for new subjects

- Tuesday 10th March

Online Options form open

- Wednesday 11th March

Completed Forms submitted by

- Friday 3rd April

Pupils informed of confirmed choices

- Friday 22nd May

Throughout this period pupils will also be receiving careers lessons and may have individual interviews with our independent careers advisor Mrs Hudson.

Mrs Hudson has produced an options guide for pupils, parents and carers which can be read alongside this options booklet .This is available at options evening and also on the school website.

The following link from the school website offers a thorough guide for pupils and parents into exploring the benefits of studying different subjects.

<https://careers.swiftacademies.org.uk/information/>

Core Subjects

English Language and English Literature (Edexcel Exam Board)

All students study English Language and English Literature to GCSE level.

The English Language and English Literature courses enable students of all abilities to develop their reading and writing skills; to experience a wide range of Literature texts, to produce independent writing, in a variety of forms, for a range of audiences and to develop their speaking and listening abilities. Our aim is to provide a strong foundation for further academic and vocational study and for employment, to help students progress to a full range of courses in further and higher education.

Qualification aims and objectives:

To enable students to:

- read a wide range of texts fluently and with good understanding.
- read critically and use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly, punctuate and spell accurately.
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

Mathematics (Edexcel Exam Board)

As one of the core subjects, all pupils follow courses in Mathematics throughout the school, according to individual ability.

Pupils begin their GCSE course at the start of Year 9. They follow a GCSE Linear course, which is assessed by three final examinations (with no coursework) at the end of Year 11. This is split into two tiers of entry; Higher (Grades 9 – 4) and Foundation (Grades 5 – 1).

Pupils will be assessed on their ability to use and apply standard techniques, how they are able to reason, interpret and communicate mathematically, as well as solving problems in a variety of different contexts.

Science (Edexcel exam board)

Science is a core curriculum subject alongside Mathematics and English. Students will study **at least** one course in Science to help them to make sense of the Science they come across in everyday life. Students will complete 2 (Combined) or 3 (Separate) GCSEs to prepare them for more advanced study, and/or lead to careers in technical fields. The students will follow the Edexcel 9-1 Science curriculum.

The Combined Science qualification is available for students to choose if they desire the opportunity to study the standard scientific content that will allow them to progress to study A level sciences and potential jobs requiring a Science qualification. The course is worth two GCSE qualifications.

Students currently in Science classes' 9a/ScA, 9a/ScB and 9a/ScC who have displayed a desire to achieve well in Science will be invited to complete the Separate Science qualification. This qualification is aimed at students who are confident in their English and Mathematics skill set and desire the opportunity to study Science to a deeper level and at a faster pace. The Separate Science qualification allows the students to achieve a separate GCSE in Biology, Chemistry and Physics, three GCSE qualifications. This qualification provides a fantastic knowledge base for further education within Science.

Assessment

Combined Science

- Six exam papers, two in each Science subtopic, each 1 hour 10 minutes and out of 60 marks.

Separate Science

- Six extended exam papers, two in each Science subtopic, each 1 hour 45 minutes and out of 100 marks.
- papers, two in each Science subtopic, each 1 hour 45 minutes.

SMSC Course

All students in Year 10 have 2 lessons a fortnight of SMSC Studies. This stands for Social, Moral, Spiritual and Cultural Studies. This course is a combination of PSHE (Personal, Social, Health and Economic Education), Citizenship and Religious Studies.

Studies follow an informal course based on debate, research, discussion and group work.

Students will follow a Sex and Relationships (SRE) course as part of this subject. Students will also have the chance to look at ethical and philosophical questions such as:

- * Is abortion right?
- * What makes a healthy relationship?
- * What is acceptable in a relationship?
- * What does diversity mean?
- * What are the consequences of a multicultural society?
- * How do I see myself?
- * How can I contribute to the world?
- * How do I treat others?
- * How do I cope with difficult situations?
- * What do I think about animal testing?
- * Who inspires me?

The content of this course is based upon our findings in the annual Health Lifestyles Survey which takes place across Darlington in January. This enables us to react to current trends as they happen.

Option Subjects

Art, Craft and Design (AQA Exam Board)

Art has a great deal to offer pupils of any ability. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

Why choose Art and Design?

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interest in art and design in ways that are personally relevant and truly developmental in nature. It provides progression from Key Stage 3, and a strong and appropriate foundation for further progression to art and design related courses such as A-level, BTEC and Creative and Media Diplomas and enhanced vocational and career pathways.

Subject Content

Pupils are required to develop knowledge, understanding and skills through integrated practical, critical and theoretical study that encourages direct engagement with original works and practice. Pupils will work with both traditional and new media. They will be encouraged to explore different ways of working including painting, drawing, clay work, textiles, sculpture, photography etc. We always aim to design the course around individual pupils' strengths and pupils will be encouraged to plan and design their own schemes of work.

The course will consist of two units –

Unit 1 – Portfolio of work (Coursework)

This portfolio will consist of more than one extended collection of work, or project which demonstrates an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.

Worth 60% of the total marks

Unit 2 – Externally Set Task (Exam)

Pupils will be required to elicit a personal response from seven starting points from the exam paper. There is unlimited preparation time followed by a ten hour period of sustained focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies.

Worth 40% of the total marks

We have high expectations in the Art Department and pupils must accept that this is NOT an easy option. We have always achieved consistently high GCSE results due to pupils showing a real commitment to their work. Pupils will be expected to produce work of a high standard and demands will be made on their time. However with a real interest and the motivation to succeed, everyone can achieve.

Business Studies (AQA Exam Board)

The GCSE Business Studies Course has been developed to enable pupils to study the various aspects of business organisation within a social, economic, and political context. The course will attempt to show the relationship between business activities and the environment within which it takes place, and in particular will focus on structure, organisation and control of the main forms of business organisations.

Subject Content

- 1. Business in the real world**
- 2. Influences on business**
- 3. Business operations**
- 4. Human resources**
- 5. Marketing**
- 6. Finance**

Delivery of the course will be through a combination of formal theory and practical activities that are set in business contexts. This allows pupils to develop their theoretical knowledge and apply this to the context given. It also allows pupils to work independently on tasks, improving problem solving and decision making skills.

The use of ICT is an integral part of the course, as it is felt that pupils should present their work professionally.

Assessment of the course is as follows:

Examination:

Two written examinations that are undertaken at the end of Year 11. Each examination is worth 50% of the total course grade.

- *Paper 1 - Influences of operations and HRM on business activity*
- *Paper 2 - Influences of marketing and finance on business activity*

Business Enterprise and Marketing (OCR Nationals Exam board)

This qualification is for learners aged 14-16 who wish to develop **applied knowledge** and **practical skills in enterprise and marketing**. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. For example, learners may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects.

Subject Content

Students will study three mandatory topics:

- Enterprise and Marketing concepts
- Design a business proposal
- Market and pitch a business proposal

The ***first topic*** will develop the students' knowledge and understanding of business, enterprise and marketing concepts which can then be applied to the other two units within the qualification.

In the ***second topic*** students will develop the skills to design a business proposal to meet a specified business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

In the ***third topic***, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

Assessment

Unit 1 – Enterprise and Marketing concepts - 1hr 30 min written examination (***worth 50%***)

Unit 2 – Design a business proposal - Assignment set in school which includes practical tasks (***25%***)

Unit 3 – Market and pitch a business proposal - Assignment set in school which includes practical tasks (***25%***)

Level 1/2 Vocational Award in Hospitality and Catering

The Level 2 Award in Hospitality and Catering specification offers an opportunity for students to develop their knowledge and extend their skills in a vocational context.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

This qualification is for students who want to develop their knowledge and understanding of the Food Industry through practical and investigative work. Due to the high amount of learning through practical activities, students must understand the importance of organising ingredients for these lessons.

The Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units. Both units must be completed in order to gain the qualification.

Unit 1 – The Hospitality and Catering Industry – Externally assessed written exam at the end of Year 11.

Unit 2 - Hospitality and Catering in Action – Two Controlled Assessment tasks to be undertaken in Year 11 (one hospitality scenario based report and one final extended practical project).

The course is suited to those students who have a real interest in Food, Catering and Hospitality. Following on from this course, post 16 options would be a **Catering or Hospitality Apprenticeship**, some of the many **Level 2 courses available at FE collages** (Level 2 Certificates in Professional Food and Beverage Service Skills, Level 2 NVQ Diploma in Professional Cookery) or **Level 3 courses available at FE collages** (Level WJEC Level 3 Food, Science and Nutrition, Level 3 NVQ Diploma in Advanced Professional Cookery, Level 3 Advanced Diploma in Food Preparation and Cookery Supervision).

GCSE Design and Technology (AQA)

GCSE Design and Technology is a brand new specification that had only been released by the DfE last year. In the past, D&T has split into 5 separate areas and students opted for options that were delivered by their school. With the latest government reforms, D&T areas have now merged into one GCSE course where students learn all subjects; Resistant Materials, Graphic Products, Electronics, Textiles and Product Design. Although students will access information on all areas, the main focus for practical work will be on RM, GP and PD.

The course is split into two sections; the NEA (non exam assessment) is worth 50% of the overall grade and the formal examination (sat in May 2019) makes up the other 50% of the overall grade.

GCSE Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The course helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

Much of the practical work will focus on wood, metal and plastics as the main materials. Students will use a wide range of machinery, materials, processes, hand tools and equipment throughout the course.

The final product that is designed and made for the NEA will be completely individual to each student based on the brief given by the exam board. We are expecting the brief to fit around furniture design with students developing a product such as a unique lighting solution, bespoke coffee table or a creative storage solution.

Students choosing this option need to have a real passion for creative design and be motivated to widen their skill set using a range of design media and manufacturing processes.

NCFE Level 2 Technical Award in Engineering Studies

NCFE Level 2 Technical Award in Engineering Studies is a brand new specification that will be released ready for teaching in September 2018.

The current specification (that is taught to the current Year 10) is only valid until 2019 so NCFE are developing a new course ready to be submitted for approval to the DfE this year. As the specific content has not yet been verified, we are only able to tell you about the current format of the qualification.

The qualification is split into 4 units, all of which must be completed and contribute to the overall grade-

- Unit 1: The Engineering industry (this is an internally moderated unit - a word processed document completed by each individual student).
- Unit 2: Engineering drawing (this is an externally moderated formal examination based on all types of engineering drawings).
- Unit 3: Engineering materials (this is an internally moderated unit - a word processed document with supporting photographic evidence completed by each individual student)
- Unit 4: Engineering manufacturing processes (this is also an internally moderated unit - a word processed document with supporting photographic evidence completed by each individual student).

Much of the practical and theory work will focus on metal as the main material. Students will use machines in the Engineering suite including the 3D Router, 3 axis CNC Milling Machine, CNC Centre Lathe, Mechanical Bandsaw, Treadle Guillotine, Box Pan Folder, Bead Rollers, Pyramid Rolls, Spot Welder, Pillar Drills, Heat Treatment Equipment, Laser Cutter and 3D Printer. They will also use a range of materials, processes, hand tools and equipment throughout the course.

As the external examination is based on Engineering Drawing, there will be a large emphasis on this section of the course. Students will need to complete a range of different drawings throughout the course using accurate hand skills as well as 2D and 3D CAD software packages.

The course is suited to those students who have a real interest in Engineering. Following on from this course, post 16 options would be an Engineering Apprenticeship or Level 2 and 3 Engineering courses at FE Colleges and training centres. All of these options can take students to degree level and beyond in Engineering.

GCSE Engineering (AQA)

GCSE Engineering is a new specification that was only released by the DfE last year.

The course is split into two sections; the NEA (non exam assessment) is worth 40% of the overall grade and the formal examination (sat in May 2020) makes up the other 60% of the overall grade.

The main topics covered are -

- Engineering materials
- Engineering manufacturing processes
- Systems and Control (electronics)
- Testing and investigation
- The impact of modern technologies
- Application of practical engineering skills

Much of the practical work will focus on metal as the main material and there is also a big focus on Electronics. Students will use tools, machines, processes and equipment in the engineering suite and workshop, as well as a range of materials throughout the course. Although the proportion of marks for practical work is low on this course, every attempt is made to learn the key aspects through practical activity and investigation.

There is a strong link with Maths and Science (particularly Physics) throughout the course so students will need to be competent in these areas if they are to be successful. The application Maths and Science is particularly heavy in the formal examination. In order to be able to access this subject, students will need to be targeted for a grade 6 or higher in their Maths GCSE.

The academic demands of this course are rigorous and students will be required to work outside of lesson time. Lunch time and after school sessions will be put on and independent study will be required throughout the two year course.

The course is suited to those students who have a real interest in Engineering. Following on from this course, post 16 options would be an Engineering Apprenticeship, Level 3 Engineering course at FE College or Engineering based A levels (Engineering / Maths / Physics / Chemistry) at 6th Form College. All of these options can take students to degree level and beyond in Engineering.

Geography (AQA Exam Board)

Course content

The GCSE Geography course is split into three exams. The physical paper examines topics such as rivers, tectonic and weather hazards, coasts and ecosystems. The human paper examines topics such as urbanisation, development and resource management. The third exam (which replaces the controlled assessment) looks at map skills and Geographical enquiry.

Aims

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (**know geographical material**)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (**think like a geographer**)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (**study like a geographer**)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (**applying geography**).

Assessment of GCSE Geography

Paper One: Living with the physical environment. 35% of total marks length of exam: 1 1/2 hours

Paper Two: Challenges in the human environment. 35% of total marks length of exam: 1 1/2 hours

Paper Three: Geographical applications. 30% of total marks length of exam: 1 1/4 hours

Controlled assessment: Whilst the formal write up of controlled assessment has been removed, there is still a requirement to visit and explore 2 contrasting locations.

Health and Social Care (Cambridge Nationals Qualification)

For the Cambridge Nationals Certificate in Health & Social Care you will have 5 lessons per fortnight.

The Cambridge Nationals Certificate in Health & Social Care is a vocational qualification, and is equivalent to 1 GCSE.

Although you have to do an exam, when you do it is flexible and if you don't do very well you can re-sit the exam. The best mark counts.

You have a number of assignments to complete rather than one Controlled Assessment, which means that the marks are broken down more, so you have more than one chance of getting an excellent mark.

The mandatory units of work you will be studying are:

- **Essential Values of care for use with individuals in care settings** –this unit looks at the rules and laws that care providers must follow to ensure equality and quality of care provided. **This is assessed through a written exam.**
- **Communicating and working with individuals in health, social care and early year's settings** – in this assignment you will learn about the importance of effective communication, the personal qualities that care workers need to have when working in a care setting. This is an assignment that you are set, your teacher will mark, and the Exam Board will moderate.

You will also complete **two further assignments**:

- **Using Basic First Aid Procedures**- in this assignment you will complete a day's training in basic First aid, delivered by an external agency. You will learn how to assess the scene of an accident and how to treat a number of different injuries and conditions. You will practice making a 999 call and use role play to show how to ask a casualty for consent to treat them. You have already covered some of the content of this unit in your Year 9 D&T carousel. Work completed in Y9 can be used as part of your evidence.
- **Understanding Life Stages** – in this assignment you will look at how a person develops from early childhood through to older adulthood. You will look at factors that affect development of a person's physical, emotional, social and intellectual development

You can re sit the assignments as well as the exam.

History (AQA Exam Board)

The GCSE course is concerned with the study of History from three eras, on three timescales and in three geographical contexts. The assessment is broken into two examination papers, with 100% examination at the end of Year 11. Paper 1: Understanding the Modern World and Paper 2: Shaping the nation. Each paper is 50% of the overall grade and within each paper are two units, worth 25% each respectively.

The Course focuses on:

- One thematic study – Britain, Health and the People: C1000 – present day
- One period study – Germany, 1890-1945: Democracy and dictatorship
- One wider world depth study – Conflict and tension between East and West, 1945-1972
- One British depth study including the historic environment – Norman England, c.1066-1100

Studying GCSE History allows pupils to develop independent thinking based upon a rigorous analysis of different types of evidence before reaching conclusions

It is a significant subject with a view to further progression academically and before entering the working world.

Creative iMedia (OCR Nationals Qualification)

The Creative iMedia curriculum consists of four units of work each worth 25% of the qualification. Three are project based summative assessment carried out over time in class and the fourth unit a written exam.

Unit R081 – Pre-production skills (examined unit) – written paper 1 hour 15 minutes

Planning is an essential part of working in the creative and digital media sector. This unit will enable pupils to understand pre-production skills and techniques used in this sector, as well as gain the knowledge and skills to create digital media products and explore their many different applications.

It will also develop pupils' understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Unit R082 – Creating digital graphics

Digital graphics feature in many areas of our lives and play an important part in today's world. The digital media sector relies heavily on these visual stimulants within products to communicate messages effectively.

The aim of this unit is for pupils to understand the basics of digital graphics editing for the creative and digital media sector.

Unit R085 – Creating a multipage website

Multipage websites are the basis of Internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their different forms.

Pupils will have the opportunity to understand the basics of creating multipage websites throughout this unit. They will also be able to demonstrate their creativity by combining various components to create a functional, intuitive and aesthetically pleasing website.

Unit R090 – Digital photography

Digital photography is used in a variety of different situations and circumstances. These range from professional photographers taking wedding and special event photographs to informal holiday and social networking photographs.

In this unit, pupils will learn about different types of digital photographic equipment, features and settings used in digital photography, how to plan a photo shoot and how to design and present a photo portfolio.

GCSE Computer Science (OCR Exam Board)

This qualification will comprise of two components both assessed in the form of a written exam paper.

Component 01 – Computer Systems (50% Written Exam)

This unit will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Component 02 – Computational Thinking, Algorithms & Programming (50% Written Exam)

This unit incorporates and builds on the knowledge and understanding gained in Unit 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

Summary

The aim of this academic course is to provide learners with an in-depth understanding of how computer technology works. Learners will already be familiar with the use of computers and other related technology that now forms a part of everyday life. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming.

The course provides excellent preparation for higher study and employment in the field of Computer Science. Learners who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming which can then be transferred to other subjects and even applied in day-to-day life.

The course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

NB It is important to note that the mathematical content of this course is very high; therefore, it is recommended for pupils who are targeted a Grade 5 at the end of Key Stage 3 in Science and targeted a minimum GCSE grade of a 7 in Maths at the end of Key Stage 4.

Modern Foreign Languages – French, German and Spanish **(AQA Exam Board)**

The GCSE language courses have been developed to enable pupils to communicate effectively using a foreign language and develop a greater awareness of another culture. There is a focus on using all four language skills (listening, speaking, reading and writing) in realistic situations. Pupils also develop key language learning skills which will allow them to pursue other languages much more easily in the future as well as enhancing their grammatical awareness in English. A GCSE language can be an excellent addition to a CV in a number of careers and according to the DfE is one of the key skills that make young people more employable.

We offer course GCSEs in French, German and Spanish and it is possible to take more than one. The GCSE has the same format regardless of the language chosen and all follow the AQA specification.

Pupils study all of the following themes on which the assessments are based:-

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

More detailed information about the course content and assessment structure can be found on the AQA website.

Music (AQA Exam Board)

The GCSE Music course enables you to perform, compose and listen to a variety of musical styles.

The course is divided into three main components:

- Understanding music - Listening (40%)
- Performing music (30%)
- Composing music (30%)

Listening and & Understanding Music:

There are 2 sections for this component:

- Section A: Listening
- Section B: Contextual understanding

Section A is set as an exam paper with listening exercises using excerpts of music based on four areas of study. This will be completed under exam conditions at the end of the course.

The four areas of study are:

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

Students will be expected to use appropriate musical vocabulary to describe the music that you hear, so will be expected to know about the elements of music and other musical devices.

Section B involves a focus on 2 of the areas of study. One of these has to be area of study 1 and students are then able to choose which other area of study they want to focus on. They must also be able to critically appraise the music from set study pieces which will be focussed on in class, using knowledge and understanding of:

- The effect of audience, time and place on how the study pieces were created, developed and performed how and why the music across the selected areas of study has changed over time.
- How the composer's purpose and intention for the study pieces is reflected in their use of musical elements.
- The relevant musical vocabulary and terminology for the study pieces.

Performing:

You must be able to perform to at least Grade 2-3 standard on any instrument or using your voice. You are required to perform two performances which can be in any style or genre. These can be recorded at any stage of the course.

The performances must include:

- A solo performance: performed by yourself (however you can use a backing track or another type of accompaniment).
- An ensemble performance: this is where you are required to perform with at least one other live performer (as a duet or as part of a group/band).

Composing:

You are expected to write two compositions throughout the 2-year course. You will be given instructions and guidelines to get you started, and then you are free to use your own imagination and creativity! There are computers with specific music software to use, as well as keyboards and guitars to help along the way.

- The first composition will be chosen by the Exam Board and will be set to a brief.
- The second composition is 'free choice' and can be written in any style you want.

Students must be able to reflect on and make critical judgements about their work as it progresses. For **both** compositions students must complete a composing log (diary) which contains information about:

- How they have used the brief (composition 1) or starting point (composition 2) to develop their ideas.
- Their compositional intent and how this may have developed during the process.
- How they have independently revised and developed their composition in response to teacher questions.
- The success of their composition in relation to the given brief, including how well the audience and/or occasion requirement has been met (for composition 1), or based on their initial ideas and starting point (for composition 2).

GCSE Physical Education

The GCSE Physical Education qualification will be 60% theory and 40% non-exam assessment (practical performance) of which 30% will be based on students assessed in the role of player/performer only and 10% will be analysis and evaluation of performance.

Practical (40%)

Students will be assessed as a player/performer in three different practical activities; a team activity, an individual activity and a third from either a team or individual activity. These will be chosen from the list provided by the DfE, currently;

Team		Individual	
Hurling	Association football	Amateur boxing	Equestrian
Lacrosse	Badminton	Athletics	Rock climbing
Netball	Basketball	Badminton	Skiing
Rowing	Camogie	Canoeing/kayaking (slalom)	Snowboarding
Rugby League	Cricket	Canoeing/kayaking (sprint)	Squash
Rugby Union	Dance	Cycling Track or road cycling.	Swimming
Squash	Gaelic football	Dance	Table tennis
Table tennis	Handball	Diving Platform diving only.	Tennis
Tennis	Hockey	Golf	Trampolining
Volleyball		Gymnastics	

In one activity students are assessed on the analysis and evaluation of performance to bring about personal improvement in physical activity and sport.

Theory (60%)

Topics are divided across 2 exam papers, helping students to see which part of the specification they are being assessed on in each exam.

Paper 1 – The human body and movement in physical activity and sport

- * Applied Anatomy and Physiology.
- * Movement Analysis.
- * Physical Training.
- * Use of Data.

Paper 2 – Socio-cultural influences and well-being in physical activity and sport

- * Sports Psychology.
- * Socio-cultural Influences.
- * Health, Fitness and Well-being.
- * Use of Data.

Pupils considering this as an option must be highly competent in a range of activities listed in the table above and be competing outside of school.

Sport Studies (OCR Nationals Qualification)

The Sport Studies syllabus consists of four units of work each worth 25% of the qualification. Three are project based summative assessments carried out over time in class and the fourth unit a written exam.

Unit R051 - Contemporary issues in sport (examined unit) – written paper 1 hour

By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Unit R052 - Developing sports skills

By completing this unit, learners will develop their skills, techniques and use of tactics/strategies/ compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study.

Unit R053 - Sports leadership

By completing this unit, learners will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading.

Unit R054 - Sport and the media

By completing this unit, learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and public relations or media work within a sports organisation.

Religious Studies

We study the AQA Specification A.

Students study 4 topics:

- Does it make sense to believe in God?
- What is it like to grow up in a religious family?
- How can we get justice?
- How can we live in the world today?

These topics incorporate philosophical, theological and ethical questions as well as the beliefs and practices of religious people. The course content is examined in 2 papers.

The Course

AQA	50% of GCSE	Assessment
Paper 1	Beliefs and teachings and Practices Study of two religions We study Christianity and Islam.	Each of the two religions chosen is examined by TWO 5-part compulsory questions. There will be one question for each topic for each religion (four in total) The exam is 1 hour 45 minutes.
Paper 2	Religious, philosophical and ethical studies in the modern world ? Relationships ? Life (including abortion and medical ethics) ? Peace and conflict ? Crime and punishment	We will study 4 of the themes and each is examined by one five-part compulsory question (24 marks each). Four questions in total. The exam is 1 hour 45 minutes.

Not only is RS an excellent academic qualification but it is also a subject that pupils will enjoy. They will be able to take part in class discussions and debates, visits and workshops run by experts. Learning takes many forms as pupils get the opportunity to listen to guest speakers, watch documentaries and films and research current topics on the internet.

RS is a challenging subject that enables pupils to develop skills which will help them in all areas of their lives. Our students leave Hurworth with the ability to empathise with others, appreciate diversity and make informed choices.

A GCSE in RS can open the door to lots of different careers...and not just religious ones!