



Haileybury Turnford

Year 9 Options

Booklet

2024 - 2026



| Index | Page Number |
|-----------------------------------|-------------|
| Introduction | 2 |
| Timeline for the Options Process | 3 |
| Statutory Measures | 4 |
| Key Stage 4 Curriculum | 5 |
| Options Subjects | 5 |
| Triple Science | 5 |
| Options choice route guidance | 6 |
| Some tips for making good choices | 7 |
| Core Subjects | 8 |
| English | 9 |
| Mathematics | 11 |
| Science | 13 |
| Triple Science | 14 |
| Option Subjects | 15 |
| Art | 16 |
| Business Studies | 17 |
| Child Development | 19 |
| Computing | 20 |
| Dance | 22 |
| Design & Technology | 23 |
| Digital Information Technology | 24 |
| Drama | 26 |
| Engineering | 28 |
| Geography | 29 |
| History | 31 |
| Hospitality and Catering | 33 |
| Media Studies | 34 |
| Music | 36 |
| Photography | 38 |
| Physical Education | 39 |
| Religious Studies | 40 |
| Spanish | 41 |
| Sport Studies | 43 |
| Important Notes | 44 |
| Options choice route guidance | 45 |
| Submitting Option Choices | 46 |



Introduction

Dear Parents, Carers and Students

We are pleased to notify you of the Options Process for your child. Success at Key Stage 4 will be crucial in the educational journey that students now take. At the Options Evening, we will outline the process that students are to take when selecting their options.

Choosing subject choices can be challenging, it is an important decision to make and can feel overwhelming. Students need to think carefully about a range of subjects that are ambitious enough to meet the needs of their future educational journey. As part of the process, we will interview each student to ensure their choices are right for them and their future learning journey.

This booklet will outline how the curriculum will be implemented for students; how the options process will operate, and it also gives detailed information about each of the subjects available.

Students will be making choices which will affect not only what they study in the future but also their potential long-term career prospects. Accordingly, they need to think very carefully about the courses they may be picking and how they fit into their 'big picture'. This will ensure that what they study in the next two years suits their needs and aspirations.

We are aware that, for some students, it can be hard to make your choice of subjects. We suggest that you read this booklet thoroughly, and talk to as many teachers as possible, as well as your parents and other adults in your family, about your intended choices. When making your choices, think about where studying those subjects can lead to in terms of courses in our Sixth Form, in Higher Education, and in the world of work, as well as your aptitude and interest in those subjects.

We will be working closely with you all in order to arrive at the best possible personalised programmes of study for each student. You can find the key dates in this process outlined overleaf.

We hope that all students can find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them, in order to allow them to achieve the highest possible success in the future.

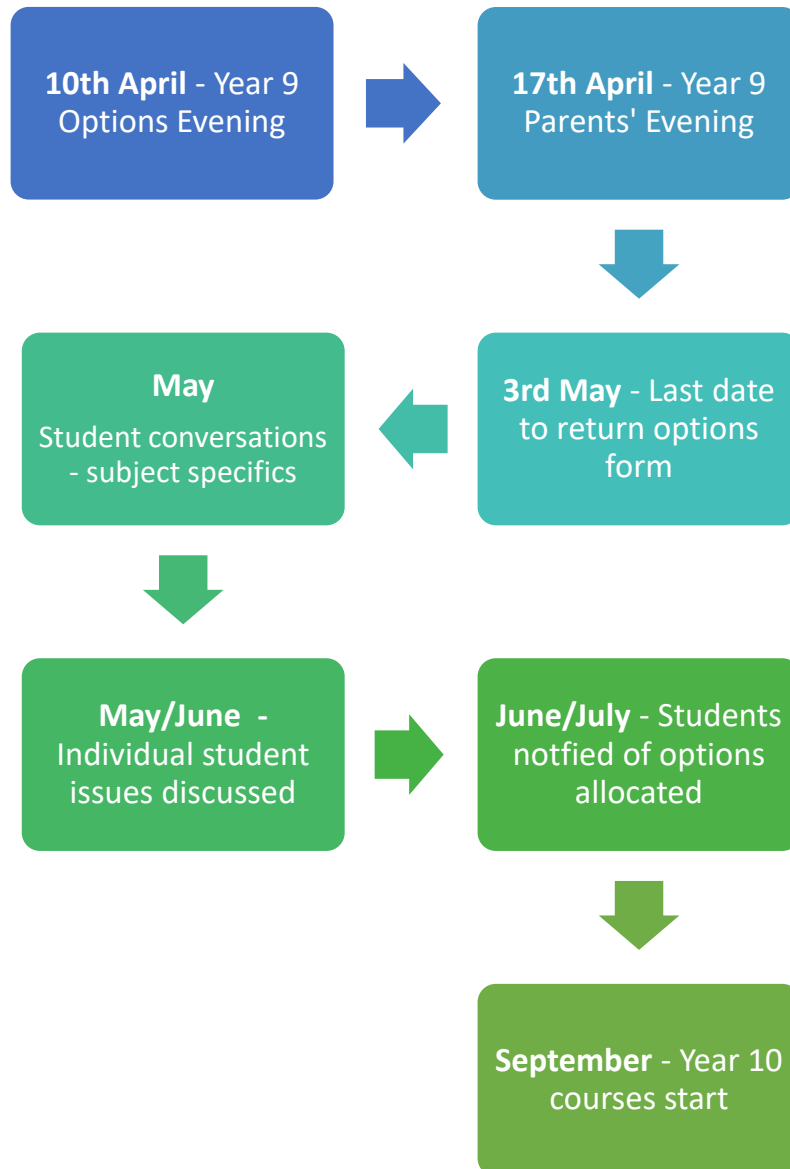
The subjects we offer allow students a broad range of choices, however, we must highlight that any subject that doesn't meet the minimum number of students, will not run. In this situation, students will be offered another choice.

Mr R Newman
Principal

Mr N Megaw
Assistant Principal



Timeline for the Option Process





What is a GCSE?

GCSE stands for General Certificate in Secondary Education. It is a qualification that is recognised and valued by schools, colleges and employers alike. The qualification involves studying the theory of a subject, combined with some investigative work. Some subjects may also involve practical work.

Changes to GCSE grading

The grading system for GCSE was changed. In 2017, the old A* - G grading system was replaced with Grades 9 - 1.

Broadly the same proportions of students will achieve a Grade 4 and above as previously achieved a Grade C and above.

Broadly the same proportion of students will achieve a Grade 7 and above as previously achieved an A Grade and above.

For each examination, the top 20% of entries will achieve a Grade 7 or above. A Grade 9 will be awarded to approximately the top 3% of all entries.

Grade 5 will be positioned in the top third of the marks for a previous Grade C and bottom third of the marks for a previous Grade B. This will mean it will be of greater demand than the present Grade C.

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

| GCSE | VTQ equivalent |
|------|-----------------------|
| 9 | Distinction * Level 2 |
| 8 | |
| 7 | Distinction Level 2 |
| 6 | Merit Level 2 |
| 5 | |
| 4 | Pass Level 2 |
| 3 | Distinction Level 1 |
| 2 | Merit Level 1 |
| 1 | Pass Level 1 |
| U | U |

Vocational equivalent qualifications

The vocational subjects are awarded on a different scale, which varies depending on the exam board. Those taking a Pearson BTEC or a Cambridge National (CNAT) will be awarded on a Pass – Distinction* grading system. Other exam boards offering a vocational route follow a broadly similar grading system.



Key Stage 4 Curriculum

In Years 10 to 11 students have an element of choice which allows them to personalise their Key Stage 4 curriculum. There are, however, a number of subjects which are compulsory for every student – these are **core subjects** and they make up 60% of the timetable for each student. The remainder of each student's timetable is composed of **four option subjects** that they can indicate a preference to study.

The Year 10 to 11 Curriculum is outlined below

A Summary of the Core Curriculum

| Subject | Number of GCSEs | Summary Information |
|---------|-----------------|--|
| English | 2 | All students will achieve a GCSE in English Language and a GCSE in English Literature. |
| Maths | 1 | All students will achieve one GCSE in Maths. |
| Science | 2 or 3 | All students will achieve two GCSEs in Science. Some very able scientists will achieve three. |
| Games | n/a | Students will take part in a range of sporting activity and may be able to study for a Sports Leaders Award. |
| PSHRE | n/a | Students will develop their PSHRE education (Personal, Social, Health and Religious Education) |

Option Subjects

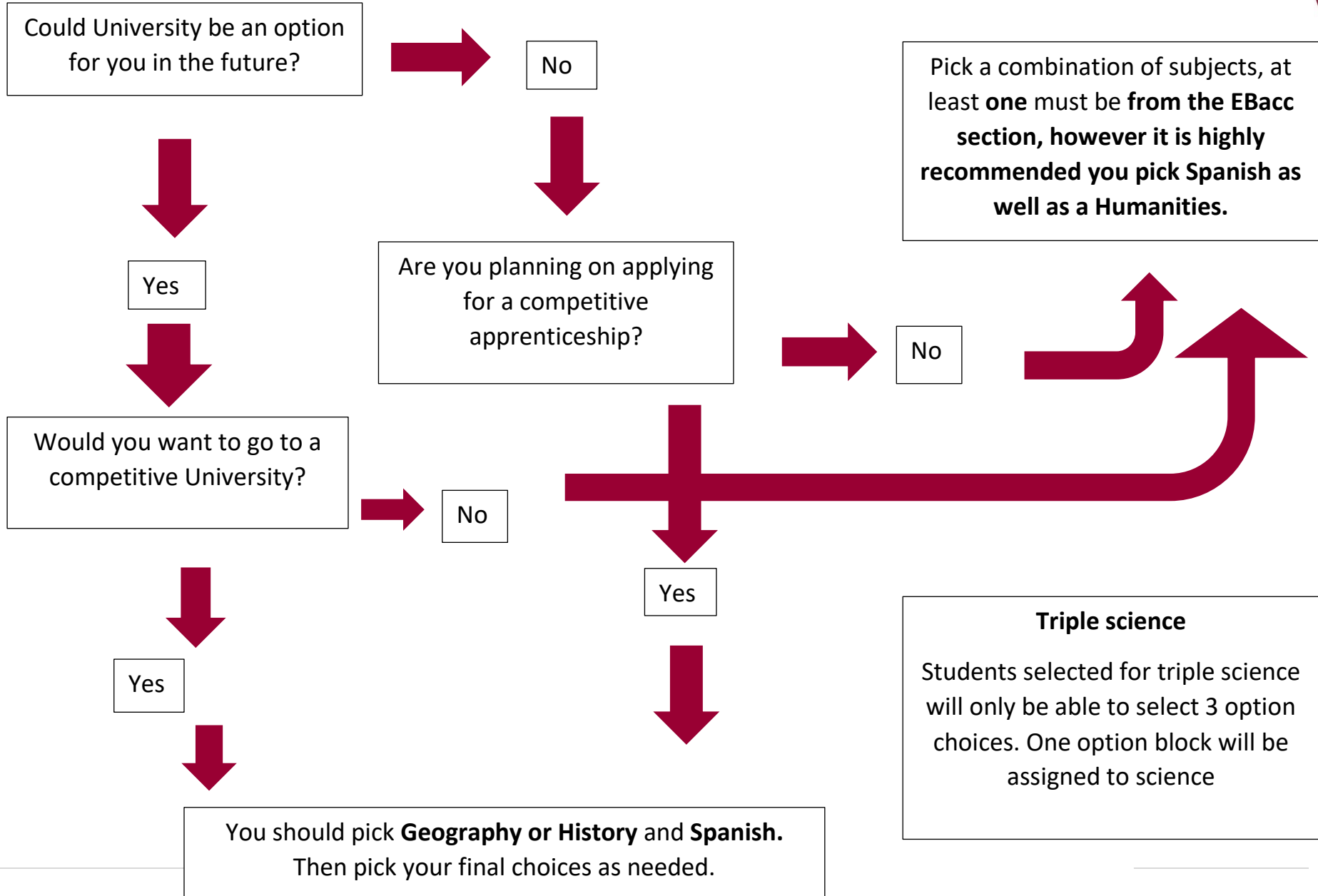
In addition to these core subjects, a further **FOUR** subjects may be chosen at least **ONE** must be an EBacc subject (Spanish, geography or history). If you are selected for Triple Science, you will only have three additional choices.

Those students aspiring to **University, especially a highly competitive University** should include **TWO** EBacc subjects with one being a language (Spanish) and one a humanities (history or geography) qualification in their options.

When picking your options, consideration should be given to the particular demands of the subjects chosen; e.g. the amount of coursework, the amount of learning or very academic study, the amount of practical work.

Triple Science

Students are being selected to take triple science based on their progress, current working levels and predicted outcomes. Students who meet the criteria will be placed onto triple science which will also include an option choice. This means they will only be able to select 3 option choices compared to the 4 that combined scientists have.





Some Tips for Making Good Choices

When considering their option choices students should try to balance the following factors:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)

DO ...

- Remember that all courses are of an equal standard and value.
- Choose courses you are interested in and which you are likely to enjoy.
- Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.
- Choose courses in which you are likely to achieve success.
- Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at Post-16 education will be helpful.
- Remember that the courses last for two years – you will not be able to change your mind.
- Pay attention to the method of assessment and choose a subject that suits you.
- Find out more about careers you may be interested in. Which qualifications are needed for the different levels of entry? Sometimes this research gives students a goal during Key Stage 4.
- Talk to your parents, your teachers and careers staff. Although they will not want to make the decision for you they will each have an important perspective.
- Try to be realistic in your choices; commitments out of school such as drama, music and sport are also important and should complement your academic choices and studies.

DO NOT ...

- Choose subjects just because your friends are choosing them.
- Choose a subject because you like the practical part, these form a small part of the course.
- Choose a subject just because you get on well with your teacher, you might have a different teacher at Key Stage 4.



Core Subjects



English Language and Literature - GCSE

Member of staff: Mr L. Macdonald

English GCSE is the benchmark qualification for demonstrating an ability to read, write and express oneself clearly. The subject also conveys valuable cultural knowledge and develops high-level thinking skills. Along with Mathematics and Science, English is known as a 'core subject'. All students must study the core subjects as essential qualifications for moving on to further study, apprenticeship or employment.

Students will sit exams for English Literature and English Language. At the end of Year 11, students will receive two grades which are separate achievements. Both English GCSEs are entirely assessed by end-of-course exams – there is no longer any opportunity for students to complete coursework in English.

Students will also be assessed for their Spoken Language skills, earning a separate endorsement certificate (0% weighting of GCSE).

English Language

English Language is a skills-based subject which asks students to respond to unseen extracts of both fiction and non-fiction, including contemporary and Victorian texts. Students are also required to write creatively in a range of genres.

| Paper 1 | | Paper 2 | |
|---|--|--------------------------------------|---|
| Section A | Section B | Section A | Section B |
| Q1: Identify information | Q5: Write a short narrative OR a description of an image | Q1: True/False questions | Q5: Write a non-fiction text (speech, leaflet, article, letter) |
| Q2: Analyse language | | Q2: Summarise differences in content | |
| Q3: Analyse structure | | Q3: Analyse language | |
| Q4: Respond to a text (give my own opinion) | | Q4: Compare writers' attitudes | |

English Literature

All exams in English Literature are closed book, meaning that students cannot take a copy of the texts into the examination with them. Students write essays as well as analysing extracts of texts and poems.

| Paper 1 | | Paper 2 | | |
|--|--|---|--|--|
| Section A | Section B | Section A | Section B | Section C |
| <i>Macbeth</i> (an essay, 'Starting with this extract...') | <i>A Christmas Carol</i> (an essay, 'Starting with this extract...') | <i>An Inspector Calls</i> (a choice of two essay questions) | <i>Poetry Anthology</i> (compare a poem with one of your choice) | Unseen poetry (analyse an unseen poem, then compare it with another unseen poem) |



Support at home

The absolute best way parents can support their children to succeed in English is to encourage the habit of reading for pleasure. English exams are designed to reward children who read. It can, however, be very hard getting some teenagers to read. These tips may help:

- Make sure there is a quiet area in the home where your child feels comfortable
- Create a tech-free period every evening, where phones and other devices are not used
- Let your child see you read, whether books, magazines or newspapers
- Have reading materials readily available in the house
- Take your child to the local library

Some suggested reading:

- Any magazine or newspaper that interests your child
- 1984 – George Orwell
- A Farewell to Arms – Ernest Hemingway
- Adventures of Sherlock Holmes – Arthur Conan Doyle
- The Aeneid – Virgil
- Anita and Me – Meera Syal
- The Catcher in the Rye – J.D. Salinger
- The Color Purple – Alice Walker
- The Curious Incident of the Dog in the Night-time – Mark Haddon
- Enigma – Robert Harris
- Fever Pitch – Nick Hornby
- Hitch Hiker's Guide to the Galaxy – Douglas Adams
- Lord of the Flies – William Golding
- Noughts and Crosses – Malorie Blackman
- Malorie Blackman Notes from a Small Island – Bill Bryson
- Of Mice and Men – John Steinbeck
- The Picture of Dorian Grey – Oscar Wilde
- Rebecca – Daphne Du Maurier
- Refugee Boy – Benjamin Zephaniah
- The Road – Cormac McCarthy
- The Shining – Stephen King
- The Strange Case of Dr Jekyll and Mr Hyde – Robert Lewis Stevenson
- To Kill a Mockingbird – Harper Lee
- Touching the Void – Joe Simpson
- The War of the Worlds – H.G. Wells
- The Wasp Factory – Ian Banks
- White Teeth – Zadie Smith
- Woman in Black – Susan Hill
- The Woman in White – Wilkie Collins



Mathematics - GCSE

Member of staff: Mr R. Duncan

Introduction:

The purpose of the maths GCSE is to provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as that of the highest performing countries in the world.

Content:

The content of the maths curriculum is divided into four main categories:

- NUMBER - encourages students to apply a range of methods of computation to a variety of problems - it includes the use of a scientific calculator and more traditional techniques.
- ALGEBRA – involves the manipulation of algebraic expressions, solving equations, and the use of algebra to study patterns and model problems.
- RATIO, PROPORTION and RATES OF CHANGE – encourages students to compare quantities, share amounts, convert units and use graphs to spot relationships.
- GEOMETRY and MEASURES - requires students to use their spatial awareness to understand the properties of shapes, the position, movement and transformation of shapes, and ways of measuring them.
- STATISTICS and PROBABILITY- includes the collection, processing, representation and interpretation of data, and the estimation and calculation of probabilities.

Skills:

This new GCSE qualification enables students to:

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

How is this course assessed?

There are two tiers of entry:

Higher The following grades can be achieved 4 – 9

Foundation The following grades can be achieved 1 – 5

Mathematics has no coursework. This course is 100% exam based.

Students will sit three papers, two of which will include the use of a calculator. All exams take place at the end of Year 11. Class teachers will make the decision as to which tier of entry students are entered for based on the progress made in lessons, homework and in exams. Not handing in homework, which is set on a weekly basis, could have a negative effect on your tier of entry.

Requirements:

Students must be willing to explore new ideas and be committed to developing their mathematical skills and understanding. They will need to be sufficiently organised, bring their books and



equipment to all lessons, and meet all the deadlines of the course. A willingness to be persistent when problem solving and to learn from mistakes is essential.

Future progression:

This qualification provides a strong foundation for further academic and vocational study and for employment, this course is essential to all students for just about any career.



Combined Science - GCSE

Member of staff: Miss A. Jethmalani

The majority of our students study AQA Combined Science: Trilogy. Students study all three sciences: Biology, Chemistry and Physics. The content at GCSE allows students to deepen their understanding of core scientific principles and how they underpin the workings of the world.

Science is a subject based around asking provoking questions, problem solving and key skills in any profession. A successful scientist is able to lead others in the workplace and pursue high flying careers of all types.

What topics will be covered?

Biology – Cells and organs, infection and response, bioenergetics, homeostasis, inheritance and evolution and ecology.

Chemistry – Atomic structure and bonding, structure and properties of matter, quantitative chemistry, chemical changes, energy changes, the rate of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

Physics - Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure.

How will I be assessed?

Students are assessed through linear exams which take place at the end of Year 11. There is no coursework element, however, students will conduct experiments throughout the year which will then be assessed in the exams.

There will be six papers in total (1 hour and 30 minutes each); two Biology, two Chemistry and two Physics. Each paper will be worth 70 marks and the total across all six papers will be used to award two linked grades for Science.

Where will this qualification take me?

With excellent science GCSEs, students are able to go to study further, and pursue science careers in fields which include but are not limited to:

- Medicine
- Dentistry
- Veterinary Medicine
- Pharmacy
- Engineering
- Environmental and Ecological Surveying
- Chemical Analysis
- Forensic Science

If you are interested in completing a science A-level, you must complete two science GCSEs and English and Maths to a Level 7 standard or higher. Many of our students in recent years have studied Combined Science and continued into science A-levels and scientific degree courses at university.



Separate Sciences (Triple Science) - GCSE

Member of staff: Miss A. Jethmalani

Some of our students will study Separate Sciences at GCSE – this is by invitation only, and the selection criteria is dependent on academic achievement in science previously, alongside a high level of enthusiasm demonstrated in class. In following this route students will study Biology, Chemistry and Physics as separate GCSEs. This means that they will be awarded an un-linked grade for each Science.

Science is a subject based around asking provoking questions, problem solving and key skills in any profession. A successful scientist is able to lead others in the workplace and pursue high flying careers of all types.

What topics will be covered?

The triple Science course covers the same content as Combined Science but goes into further depth across all topics.

Biology – Cells and organs, infection and response, bioenergetics, homeostasis, inheritance and evolution and ecology.

Chemistry – Atomic structure and bonding, structure and properties of matter, quantitative chemistry, chemical changes, energy changes, the rate of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

Physics - Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure and space*.

(* - Space is an additional Triple-only topic.)

How will I be assessed?

Students are assessed through linear exams which take place at the end of Year 11. There will be six papers in total (1 hour and 45 minutes each); two Biology, two Chemistry and two Physics. Each paper will be worth 100 marks. The combination of the two papers in each Science will be used to award three separate grades; One for Biology, one for Chemistry and one for Physics.

Where will this qualification take me?

With excellent science GCSEs, students are able to go to study further, and pursue science careers in fields which include but are not limited to:

- Medicine
- Dentistry
- Veterinary Medicine
- Pharmacy
- Engineering
- Environmental and Ecological Surveying
- Chemical Analysis
- Forensic Science

If you are interested in completing a science A-level, you must complete two science GCSEs and English and Maths to a Level 7 standard or higher.



Option Subjects



Art - GCSE

Member of staff: Mrs E. Rockliffe

Introduction

The Art and Design GCSE Art course is designed to give you an opportunity to learn and practice a variety of different techniques and skills. The course is mostly coursework based with a timed Art exam at the end of Year 11.

Assessment

Each project will be assessed by your subject teacher and by an external moderator from the examination board AQA at the end of Year 11.

There are two components; the first is the coursework worth 60% which will be compiled from work completed over the two-year course and the second is the exam preparation and sustained focus which is worth 40%.

Course Content

You will learn new creative skills and techniques in 'workshop' style lessons. You will then apply the skills you have learnt into project-based work. You will build skills and knowledge of Fine art to produce a portfolio of work. You will have the opportunity to work with some of the following materials and processes: drawing, painting, sculpture, print making, photography and mixed media.

What will be expected of me?

Regular homework and commitment to the course are essential. The production of sketchbooks or worksheets for a portfolio is a requirement of the course and much of the work contained in the portfolio comes about by way of set homework tasks.

What will I gain from the subject?

Throughout your Art GCSE you will learn practical and creative skills including research, application and how to develop your own project from various starting points. At the end of Year 11 you may choose to use the qualification to further your Art and Design education at school or college, but this course can also help you to gain a job in many creative, art and design industries

Employment opportunities

Artist, Architecture, Games Designer, Illustrator, Teacher, Community Arts Worker, Set designer, Fashion Designer, Fine Artist, Printmaker, Jewellery maker, Sculptor, Web designer, Photographer, Museum/Gallery conservator and many more!

Further vocational and academic qualifications

- A-level Art and Design
- Foundation course in Art and Design
- BA Degree in specialist subject
- MA/MFA in specialist subject
- PGCE in Art and Design/education
- PhD



Business Studies - GCSE

Member of staff: Mrs S.Tailor

What is the content of the Course?

The course is made up of two units which are examined; Theme 1: Investigating small businesses, concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Theme 2: Building a Business examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

What will I learn?

Theme 1:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2:

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

How will I be assessed?

Each unit is external assessed and are each worth 50% of the GCSE.

Each paper is 1 hour 30 minutes (90 marks paper)

In comprises of multiple choice, short and extended answers

Quantitative skills will be assessed in each paper and will comprise 10% of the total marks of the qualification.

What skills will I develop?

- Critical thinking skills - the ability to understand what theories to apply in a particular case
- Interpersonal skills - communication and group work
- Finance skills - you will learn to produce basic accounts for a business
- Presentation skills - you will learn how to present and market a product and how to present a business plan to an investor such as a bank
- Report writing skills - you will learn how to produce a business report

Who would this subject suit?

- Anyone with an interest in how businesses work
- Anyone who thinks they would make a good candidate for Dragons' Den or The Apprentice!
- Anyone who is comfortable with exams rather than coursework (those who prefer coursework but who still wish to study a business course should consider BTEC Level 2 in Business)

**What could I do next with this subject?**

- Studying Economics, Business Studies or BTEC Level 3 in Business at A Level. Haileybury Turnford Sixth Form offers all of the above.
- It will also help prepare you for a career in a range of business areas. The knowledge gained will also equip students with general business and customer skills that can be applied to almost any job. This course would also support your application for a business apprenticeship or university.



Child Development – Vocational

Member of staff: Ms E. Ridgeway

What is the course?

Level 1/2 OCR Cambridge National in Child Development.

This course is for learners who want to develop applied knowledge and practical skills in child development.

Course content:

There are 3 compulsory units that you will complete:

- RO57: Health and well-being for child development - Written exam
- RO58: Create a safe environment and understand the nutritional needs of children from birth to 5 years – coursework
- RO59: Understand the development of a child from one to 5 years old – coursework

Topics covered:

Health and well-being exam:

- Pre-conception health and Reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment

Safe environment and nutritional needs coursework:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

Development of a child coursework:

- Physical, intellectual and social development norms
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years

Course requirements:

You must know a child under 4 years, who you can meet to complete your play activities with.

Who would this course suit?

This course will suit someone who has an interest in working with children, be it in an educational, care, medical or psychological setting. You will need to show empathy and understanding of young children.

It will suit someone who is considering a future career in areas such as teaching, paediatric care, nursing, medicine, social work, midwifery, counselling or child psychology.

What could I do next with this course?

With a CNAT in Child Development, learners are able to explore, challenge and realise their potential. During the course, learners can assess whether the childcare industry aligns with their expectations, by providing them with an insight into the skills and knowledge they'll need to succeed in this sector.

After completing the course, learners can continue on to further vocational studies with a BTEC in Children's Play, Learning and Development or BTECs in Health and Social care.



Computing Science - GCSE

Member of staff: Mrs A. Camacho

The 2-year course will give students an in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

GCSE Computing provides an excellent opportunity which will prepare students for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Learners who've 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.

This course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. For many learners, it'll be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation for learners 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.

There are two Units to the GCSE Course:

- Component 1 – Computer Systems - Written Examination
- Component 2 – Computational Thinking, Algorithms and Programming – Written Examination
- Practical Programming

The written exam is designed to test students' understanding of various topics related to computer science.

Component 1 -The specification splits the topics into the following sections:

- 1.1 - Systems architecture
- 1.2 - Memory and storage
- 1.3 - Computer networks, connections and protocols
- 1.4 - Network security
- 1.5 - Systems software
- 1.6 - Ethical, legal, cultural and environmental impacts of digital technology
- 1.7 – Systems software.

This is tested in an exam that lasts 1 hour and 30 minutes.

Component 2 Computational Thinking, Algorithms and Programming – Written Examination

- 2.1 – Algorithms
- 2.2 - Programming fundamentals
- 2.3 - Producing robust programs
- 2.4 - Boolean logic
- 2.5 - Programming languages and Integrated Development Environments

This is tested in an exam that lasts 1 hour and 30 minutes



Practical Programming

Students will be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).



Dance – Vocational

Member of staff: Miss C. Bilsby

What is the purpose of this course?

Dance students develop physical, technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance. Students do not need to have previous dance experience to be able to pick this subject.

What will I study?

Performance

Students will actively study a range of expressive dance styles and style fusions. Student will broaden their dance experience and will develop their confidence through performing. Students will have the chance to work with other professional dance teachers.

Choreography

Students will make knowledgeable decisions about dances individually and in groups to create performances.

Students will explore different skills and tools to create performances based on set themes. Students will have the freedom to develop their choreography skills to create solo dances, duets, and group performances.

Dance Appreciation

Students will develop their appreciation skills through watching professional works. Students will broaden their understanding of the dance culture. Students will reflect upon and evaluate their own dance and others dances.

How will I be assessed?

Written coursework with milestone log books
Practical performances

Where can this course take you?

Performing arts students develop a range of skills to become a highly valuable asset to a number of job sectors. Dance at KS4 provides a strong foundation for A-Level/Level 3 BTEC dance. This platform leads onto many creative pathways including University, and a career as a professional performer.

Other professions include dance movement therapists, arts management, arts administration, dance photographer, dance project coordinator, dance educational specialist, dance journalist and many more.

If you would like to pursue your passion for performing and creating then this is definitely the course for you!



Design & Technology - GCSE

Member of staff: Mr Ezra

During this course you will design, develop, model and manufacture realistic working products. You will learn how to work safely and accurately with a wide range of materials and processes as you work through the design process to develop working solutions to meet needs, solve problems and respond to the briefs set. The outcomes produced will incorporate modern materials, electronics and the use of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) as well as traditional modelling and manufacturing techniques.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career within specific sectors including...

Design Engineering, Architecture, Education, Industrial Design, Interior Design, Graphic Design, Carpentry, Construction, Furniture Manufacture, Interior Fitting, Technician, Education etc.

Course components and key dates

-The course involves a coursework project/controlled assessment task which accounts for 50% of the final grade and a written/design exam which constitutes 50%.

-The coursework project/controlled assessment task themes are set by the exam board (AQA) and require the students to follow the design process to design and make a product which solves a problem or responds to the need outlined in the chosen brief.

How is the course structured?

During year 10 you will tackle a range of design and make projects which will enable you to build your skills, knowledge and understanding in each material area as you explore a range of topics. You will learn about the history of design as you explore the work of past and present designers.

In Year 11 you will tackle a final design and make assignment where you will be able to apply what you have learnt in year 10, demonstrating your skills as you design, develop and make a quality working product before sitting your final written exam paper at the end of the year.



Digital Information Technology – Vocational

Member of staff: Mrs A. Camacho

The BTEC Tech Level 1/2 Award in Digital Information Technology gives learners an introduction to vocational learning. The qualification gives learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

Where will it take me?

- Vocational IT qualifications
- Industry-standard IT qualifications
- Degree courses in Computing, Engineering and Science.

The skills and techniques you learn can be useful in any workplace. The creative and technical skills you learn are relevant to a host of careers in a range of sectors, from arts and graphics-based roles through to engineering, finance and business.

You will explore user interface design and development principles, investigate how to use project planning techniques to manage a digital project, discover how to develop and review a digital user interface, explore how data impacts on individuals and organisations, draw conclusions and make recommendations on data intelligence, develop a dashboard using data manipulation tools, explore how modern information technology is evolving, consider legal and ethical issues in data and information sharing and understand what cyber security is and how to safeguard against it.

Breakdown of your overall marks for each component are as follows:

Components of the course:

| Component Number | Component title | GLH | Level | How assessed |
|------------------|--|-----|-------|-----------------------------|
| 1 | Exploring User Interface Design Principles and Project Planning Techniques | 36 | 1 / 2 | Internal Assignment (30%) |
| 2 | Collecting, Presenting and Interpreting Data | 36 | 1 / 2 | Internal Assignment (30%) |
| 3 | Effective Digital Working Practice | 48 | 1 / 2 | External Written Exam (40%) |

Key Dates:

| Component | Description of Task | Availability |
|-------------|---|------------------|
| Component 3 | Effective Digital Working Practices: External assessment set and marked by Pearson, completed under supervised conditions. The assessment must be completed in 1 hour 30 minutes. 60 marks | February and May |

Students will be able to:



- Develop an appreciation of current and emerging technologies, understanding how they work and apply this knowledge in a range of contexts.
- Use their knowledge and understanding of computer technology to become independent and discerning users of IT.
- Make informed decision about the use of technology and be aware of the implications of different technologies.
- Understand the career pathways available to them and plan how to get there.



Drama - Vocational

Member of staff: Mrs H. Wells

What is the purpose of this course?

The BTEC Tech Award for Drama is for learners who would like to develop both their acting skills as well as their understanding of the Performing Arts industry as a whole. By completing this course, it will put you on the pathway for a career either within the Arts or give you the interpersonal skills needed to manage others and become a leader within your workplace, offering transferable skills such as public speaking, problem solving, presenting, working as a team and leading.

Course content:

Component 1: **Exploring the Performing Arts** (Internally assessed, 30%)

Component 2: **Developing Skills and Techniques in the Performing Arts** (Internally assessed, 30%)

Component 3: **Responding to a Brief** (Externally assessed, 40%)

What skills will be developed?

BTEC Drama includes 3 different components –the order in which you will complete each component is as follows:

The first component to be completed is component 1 is ‘**Exploring the Performing Arts**’ – within this component you will study a recorded live performance - looking at the role of the director, choreographer and stage crew. For this component you will compare the skills looking at costumes, style and staging. You will have to produce a PowerPoint for your final work.

The second component is component 2 ‘**Developing Skills and Techniques in the Performing Arts**’- within this component you will have 12 hours to prepare for your performance where you will be examined on how well you perform these characters and what techniques you add to the scripts.

The final component is Component 3 – ‘**Responding to a Brief**’ within this unit, students will focus on the practical element of devising – this includes the exploration of different stimulus before the exam board release their stimuli which will be used to create an original performance that may educate or entertain the audience. This is the only external component of the course and is worth the most marks.

Who would suit this subject?

If you are picking the subject of Drama you will need to be **committed** to both learning your lines, extra rehearsals as well as directing others. You will need to be **organised and reliable** for lessons as well as **resilient** to your work changing due to the creative process. We expect everyone within lessons to be **respectful** and in time you will develop more **confidence** as well as your **problem-solving** skills. Drama complements other subjects including GCSE English, Dance, GCSE Art and GCSE History. It is a practical introduction to the Performing Arts Industry career pathway which will be very difficult to access without this first step.



What could I do next with this subject?

Drama is recognised by employers and Universities as a valid subject which helps students develop their **leadership and management** skills amongst other skills – if an employer sees you have the subject Drama on your CV, they know they are gaining a **confident** person who will be a natural leader with **outstanding social skills** who is unafraid of public speaking. Drama will also highlight your inter-dependent skills which are valued by all employers. Law firms, banks and estate agents look for Drama students as they are confident and work very well within the public forum. Students will develop a multitude of skills, including **collaboration, communication** and **rapport building** with both your group and the audience. Drama will give you the skills to **present, persuade** and **influence** within any type of business or organisation you choose.



Engineering Design – Vocational

Member of staff: Mr Hill / Mr Husnu

During this course you will explore a wide range of topics which will include electronics, Computer Aided Design (CAD), Computer Aided Manufacture (CAM), Product Design and manufacturing techniques to mention but a few. You will tackle several skills focused activities and assignments as you progress through the course. You will learn how to work with a range of materials, processes and techniques which will give you the skills needed to move on and further your education as you follow your chosen engineering career pathway.

Where will this qualification take me?

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career within specific sectors including...

Civil Engineering, Design Engineering, Mechanical Engineering, Plumbing, Electrical Engineering, Automotive Engineering, Service Engineering.

Course components and key dates

-There are three units within the course...

Unit 1: Principles of engineering design: is assessed through a written examination and is worth 40% of the qualification.

Unit 2: Communicating designs: You will learn how to develop techniques in sketching, and gain industrial skills in engineering drawing using standard conventions.

You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs. This unit is worth 30% of the course.

Unit 3: Design, evaluation and modelling: You will learn how designers can quickly create and test models to develop a working prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that simulates your design prototype.

You will also develop your physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype. This unit is worth 30% of the course.

Why choose Engineering Design?

Cambridge Nationals give you a more hands-on, practical approach to learning. You will get the chance to put your skills to the test as you solve real life problems in a range of different contexts. Cambridge Nationals deliver the skills and core knowledge you need to progress onto Level 3 qualifications, employment or apprenticeships.



Geography - GCSE

Member of staff: Mrs E. Morgan

The Geography GCSE will allow students to develop and extend their knowledge of locations, places, environments and processes at local, national and global contexts. The OCR B specification takes an enquiry based approach to encourage students to think like a geographer by considering the interactions between people and environments and changes to places and processes over space and time. Finally, the geography GCSE course will develop and extend students confidence and competence in a range of skills, including fieldwork, which is a vital element of both the physical and human geography papers.

Geography is a broad based academic GCSE which is well respected by employers as a result of the skills that are developed throughout the course. Studying geography provides students with valuable literacy, numeracy and fieldwork skills that form cross curricular links with most other subjects and are transferable to a variety of career paths. The RGS have endorsed that “put simply there is no such thing as a geography job, there are jobs that geographers do.” A selection of common occupations that geography leads to are town planners, teachers, weather experts, land management, housing and social welfare, tourism, lawyers, amongst many more.

| Unit: | Weighting | Content |
|---|-----------|---|
| Unit 1 Our Natural World 70 marks 1 hour 15 minutes | 35% | <ol style="list-style-type: none"> 1. Global Hazards 2. Changing Climate 3. Distinctive landscapes 4. Sustaining Ecosystems 5. Physical fieldwork and skills |
| Unit 2 People and Society 70 marks 1 hour 15 minutes | 35% | <ol style="list-style-type: none"> 1. Urban Futures 2. Dynamic Development 3. UK in the 21st Century 4. Resource Reliance 5. Human fieldwork and skills |
| Unit 3 Geographical exploration 60 marks 1 hour 30 minutes | 30% | Geographical skills Decision Making Exercise |

Where will this qualification take me?

Studying Geography will enhance skills needed for other subjects such as analytical, numerical and investigative skills. It helps you to develop your writing ability, at the same time as using high levels of data, which will prepare you for higher education. Through the study of Geography at GCSE and then A-Level, you can access a wide range of Higher Education courses such as Environmental Sciences, Law and Social Sciences.



Further vocational and academic qualifications

Geography graduates are employed in many different occupations including; journalism, law, marketing, advertising, environmental awareness, education and the travel industry. Geography is an exciting topic and diverse subject that will play an important role in our future.



History - GCSE

Member of staff: Mrs D. Sharp

Studying History at Haileybury Turnford prepares students for a wide range of careers by teaching a core set of transferable skills through the study of societies, cultures, and economies across a broad chronological and geographical spectrum. Students become skilled, critically aware and informed, with an honest academic and public engagement with the past, its meanings, and its consequences for today.

1. **Learning about people** - how they interact, govern, control, manipulate, lead, inspire and champion for change. The motives and emotions that can tear people apart into rival factions or help them to work together for a common cause
2. **Learning about countries, societies and cultures** - so many of today's conflicts and alliances have their roots in the past; enemies, alliances, borders, pacts, agreements and conflicts – all continues to be relevant to citizens in the modern world
3. **Learning to locate and sift facts** - to identify truth and recognise myth, propaganda and mistruths, and to question and challenge these appropriately and with rigour
4. **Presenting what you've learned in a way that makes sense to others** - whether in graphs, essays, speeches, debates or illustrated reports. Coupled with the confidence to argue and defend a viewpoint, these skills make for powerful young people

History teaches us to ask two very important questions: why and how? This is key to sharpening critical thinking abilities, which combine analysis, research, essay writing and communication skills to help solve problems and form arguments for debate.

Employment Opportunities:

Studying History will give students knowledge and skills which will prepare them for further education, and a successful career. Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions and this is a very useful quality in many walks of life and careers. History is an excellent preparation for very many other jobs. Employers and Universities regard History qualifications very highly, GCSE qualifications coupled with a qualification in History can lead to a career in;

1. Journalism
2. Entrepreneurship
3. Archaeology
4. Medicine
5. Historical Theatre & Film
6. Law
7. Politics
8. Social Work & Education
9. Public Services
10. Restoration & Architecture

**What will the students be studying at GCSE?**

The GCSE specification we teach enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

Paper 1 - The Modern World

Section A: America: Opportunity and Inequality

Section B: Conflict & Tension between East and West

Paper 2 - Shaping the Nation

Section A: Health and the People, c1000 to the present.

In Section B: Elizabethan England, c1568 – 1603.



Hospitality and Catering - Vocational

Member of staff: Miss E. Lines

Why choose Level 2 Hospitality and Catering?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups.

What does the course involve?

The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

What will I study?

Unit 1: Hospitality and catering industry: You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the food industry.

Unit 2: Hospitality and catering in action: You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

How will I be assessed?

Unit 1 The Hospitality and catering industry: is assessed through a written examination and is worth 40% of the qualification.

Unit 2 Hospitality and catering in action: is assessed through a Non-examination assessment task (NEA) which will be completed under controlled conditions, marked by your teacher, externally moderated by the exam board and is worth 60% of the qualification.

Where will this qualification take me?

Hospitality and Catering can lead to exciting and well-paid career options. This course could lead to roles such as Chef, Food product developer, Buyer (who travels the world sourcing new food products for manufacturers) Food safety inspector, Nutritionists, Dietician, Quality managers, Teacher, Food engineer, Food scientists, Food technologist, Food photographer, Food stylist, Home Economist, Hotel and Restaurant manager, Microbiologist, working for a food magazine, radio and television. For more information about food careers please visit www.tastycareers.org.uk



Creative iMedia – Vocational

Member of staff: Miss C Gamby

The OCR Cambridge National level1/2 Certificate in Creative iMedia qualification lets you gain knowledge in several key areas in the media field, from industry knowledge to production skills which offer a hands-on approach to learning. The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, review, working with others, and communicating creative concepts effectively.

Students must complete **three** units:

- one externally assessed unit as a written exam in June of Y11

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- o The media industry
- o Factors influencing product design
- o Pre-production planning
- o Distribution considerations

- two NEA units marked by your teacher and moderated by OCR

Visual identity and digital graphics-This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- o Develop visual identity
- o Plan digital graphics for products
- o Create visual identity and digital graphics

Visual imaging-In this unit you will learn how to plan, create and review portfolios of visual imagery (moving image and still image). Topics include:

- o Plan visual imaging portfolios
- o Create visual imaging portfolios
- o Review visual imaging portfolios

All results are awarded on the following scale:

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

**What could you do next?**

With the growth of the film and television studios in Hertfordshire there are lots of opportunities to develop skills in the industry. You can progress to a Cambridge Technical –Level 3 in Digital Media, A level in Film Studies or Media Studies or an Apprenticeship in any area of media you are interested in.

Media Consent

If you are choosing media at KS4 you will be asked to have your photo taken as part of the learning specification. This will be viewed by moderators outside of our school community, be available on webpages created by students and used as examples for other year groups. Therefore, the image consent form must be signed with the school prior to starting the course in September.



Music - Vocational

Member of staff: Mrs S. Nicholson

What is the content of the Course?

The Edexcel BTEC Level 1/ 2 tech Award in Music Practice is a practical course in which students will enjoy and appreciate the benefits of being involved in playing, making and understanding music. Learners will gain self-confidence by performing to others, develop social and team-working skills and develop their creativity. Students will have opportunities to perform in concerts in and outside of school if they wish to do so. Students will develop as effective and independent learners with enquiring minds. Students will be introduced to music technology and have the chance to specialise in music production if they wish.

The course comprises of three components. Components 1 and 2 are internally assessed whilst Component 3 is a task set by the exam board and is externally assessed.

Component 1:

In this component you will

- practically explore the key features of different genres of music and music theory
- develop your understanding of the different types of music product and the techniques used to create them.
- explore how musical elements, technology and other resources are used within the performance, creation and production of music.
- apply your knowledge and understanding to develop your own creative work.

Component 2:

In this component you will

- participate in workshops and classes where you will develop technical, practical, personal and professional skills
- specialise in at least two of music performance, creating original music, music production.
- review your progress and consider how to make improvements.

Component 3: Responding to a commercial music brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout the course in a practical way. You will focus on an area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation project.

Employment opportunities

Professional Musician, singer, instrumentalist, song writer, composer, Music Critic, Conductor, Recording Engineer, Producer, Publicist, Music Therapist, Music Teacher.

Further vocational and academic qualifications

Post 16: A level Music, BTEC level 3 in Music or Music Performance and BTEC level 3 in Performing Arts, Music Technology A level.

University and beyond

Music Degree specialising in Performance and or Composition, Popular music Degree, Music Technology Degree, music Production Degree/HND, musical Theatre Degree.



Photography - GCSE

Member of staff: Mrs E. Rockliffe

Introduction

The aim of the course is to offer learners the opportunity to engage in critical and practical understanding in lens-based and light-based photography that encourages a direct engagement with meaningful original work and practice. Exploring new skills, techniques, knowledge and developing an understanding of photography.

Assessment

Each project will be assessed by your subject teacher and by an external moderator from the examination board AQA at the end of Year 11.

There are two components; the first is the coursework worth 60% which will be compiled from work completed over the two-year course and the second is the exam preparation and sustained focus which is worth 40%.

Course Content

You will learn new technical photographic skills implemented through structured projects which will then allow you to apply the skills you have learnt into more individual project-based work. You will build skills and knowledge of Photography to produce a portfolio of work. You will have the opportunity to work with some of the following equipment, techniques and processes: DSLR Cameras, Adobe Photoshop, Studio lighting, hand manipulations, analogue film photography, stop motion, photograms etc

What will be expected of me?

Regular homework and commitment to the course are essential. The written tasks and development for a portfolio is a requirement of the course and much of the work contained in the portfolio comes about by way of set support homework tasks.

What will I gain from the subject?

Throughout your Photography GCSE you will learn practical and creative skills including research, application and how to develop your own project from various starting points. At the end of Year 11 you may choose to use the qualification to further your Art and Design education at school or college, but this course can also help you to gain a job in many creative, art and design industries

Employment opportunities

Architecture, Games Designer, Illustrator, Teacher, Set designer, Fashion Designer, Fine Artist, Graphic Designer, Web designer, Photographer and many more!

Further vocational and academic qualifications

A-level Art and Design: Photography

- Foundation course in Art and Design
- BA Degree in specialist subject
- MA/MFA in specialist subject
- PGCE in Art and Design/education
- PhD



Photography media consent

If you are choosing photography at KS4 you will be asked to have your photo taken as part of the learning specification. This will be viewed by moderators outside of our school community, be available on webpages created by students and used as examples for other year groups. Therefore the image consent form must be signed with the school prior to starting the course in September



Physical Education – GCSE

Member of staff: Miss A. Costin

Overview of AQA GCSE PE

60% = Exam Assessment

40% = Non-exam Assessment (Practical Sport & Coursework)

AQA Physical Education GCSE

The GCSE in Physical Education offer learners the opportunity to study key areas of sport science including anatomy and physiology of the human body and the socio-cultural influences and well-being in physical activity and sport. Students should also develop knowledge and understanding of the key body systems and sports psychology and how they impact on health, fitness and performance.

Exam Assessment

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

What's assessed:

- Applied anatomy and physiology, movement analysis, physical training and use of data.

This paper is externally assessed through a 1 hour 15-minute written exam.

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

What's assessed:

- Sports psychology, socio-cultural influences, health, fitness and well-being and use of data.

This paper is externally assessed through a 1 hour 15-minute written exam.

Non-Exam Assessment

Practical performance in physical activity and sport

What's assessed:

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity (written coursework).

Both are assessed internally by teachers and later moderated by AQA.

Why should I choose GCSE PE?

Students with an interest in Sport, fitness and health and the science behind what happens to the human body during sports, will enjoy this course. There are also a range of further qualifications available to study such as A-Level Physical Education and CTEC Level 3 Sport in the Sixth Form.

Please Note:

All students will still take part in core PE lessons even if they do not choose to study GCSE PE. This course is for students who want to learn more about the sport and health and will be predominantly classroom based.



Religious Studies - GCSE

Member of staff: Miss L. Brain

RS at GCSE focuses around topical life issues and current matters within the news. Some examples of these include: current debates on abortion, euthanasia and IVF; attitudes to war and conflict; Doctor's dilemma's and difficult decisions; attitudes to punishment and the death penalty; inspirational individuals and charities who have worked for peace; opinions on sharing faith; aims of punishment and the justice system; human rights abuses around the world.

The course focuses on understanding the different reasons people have for their beliefs and practices. The GCSE will also enable students to articulate their own informed opinion and explore issues which affect us all on a daily basis. The topics are engaging, current and controversial, with many opportunities for debate and discussion. The skills and content taught at RS GCSE develops students reasoning, communication and written skills, many of which will be useful for other subjects at GCSE.

RS develops many skills which are transferrable for other GCSE subjects. For example, the ability to support an opinion with informed reasons, being able to reach a sound conclusion, problem solving, developing written and literacy skills, comparing and contrasting, communication and oracy skills. Furthermore, it gives students a sound understanding of current issues around the world and helps to develop their informed decision making skills as adults.

The skills and knowledge taught at RS have many links to future careers. Some of these links include law, medicine, journalism, teaching, counselling, civil service, social work, business, marketing and social work. Many sixth forms and colleges look favourably on RS qualifications, as it demonstrates the ability to understand others, debate, reason and emphasise.

The RS GCSE consists of **three component exam papers**. Component one consists of relationships, life and death, good and evil and human rights. Component two is the study of Christianity and component three is the study of Islam.

Where will this qualification take me?

Religious Studies lays a good foundation for further study of Religious Studies at A level and complements other related A level subjects including Philosophy, Law, History, History of Art, government and Politics, Sociology and English Literature.

Employment opportunities

Religious Studies is a relevant qualification for **ANY job** which involves working with other people; doctors, nurses, teachers, police officers, lawyers, judges, hospitality, retail and social workers. The UK is a multi-faith society and an understanding of our differences will help us live and work together peacefully!



Spanish - GCSE

Members of staff: Mrs A Theodorou

Introduction

The GCSE Spanish course is designed to give students the opportunity to develop their cultural knowledge of Spain and Spanish-speaking countries and to build on their language knowledge acquired from key stage 3. This will enable students to develop their skills and confidence in understanding and communicating in a foreign language.

Assessment

All the components of the exam are assessed at the end of Year 11, there is no coursework, which are all marked by the Edexcel exam board. The four core skills which are assessed are all equally weighted at 25% each, they consist of reading, writing, listening and speaking. The speaking exam will be conducted internally with the subject teacher. There are two tiers: Higher graded from 4-9 and Foundation from 1-5. The same tier exam is taken across all the four skills.

Content

Throughout the 2-year GCSE course, topics from KS3 will be revisited, developed and enhanced as well as having the opportunity to develop knowledge and skills across new topics.

The 5 themes and their topics studied across the 2 years are:

- 1) **Identity and Culture:** Describing family and friends, traditional foods, technology, cultural celebrations and festivals.
- 2) **Local area:** Holidays, describing the local area.
- 3) **School:** School subjects, describing the school, extra-curricular activities.
- 4) **Future aspirations, study and work:** Employment with languages, future study, volunteering.
- 5) **International and global dimension:** Sport and music events, campaigns, environmental issues.

All themes and topics are studied in the context of both the students' home country and that of countries and communities where Spanish is spoken.

What will be expected of me?

Studying another language takes commitment, perseverance and hard work. It is a subject that requires consistent self-study and motivation, which will provide the opportunity to enhance and develop skills in responsibility, hard-work, presentation, creativity, independence and resilience.

Where will this subject take me?

The course will provide a GCSE qualification in Spanish, graded on a scale from 9 to 1. It allows the opportunity to obtain a thorough understanding and ability in the essential knowledge and skills needed to communicate in a foreign language and well as preparing for further study at A level.

Employment opportunities with languages

Language skills are highly regarded in professional services such as banking, law and accountancy where many firms operate on a global level. Many employers look favourably on the acquisition of a foreign language as it demonstrates the ability to have many valuable qualities such as open-mindedness, linguistic competence and resilience. Qualifications in foreign languages are also highly valued by universities, especially those within the Russell Group as they are considered a 'facilitating subject', so if application to the higher universities is being considered, having a GCSE in a foreign language will provide an enormous advantage.



Languages compliment many professions, some more examples are; Artist, Designer, Illustrator, Teacher, Community Arts Worker, exhibition/set designer, Fashion Designer, fine Artist, Printmaker, Jewellery maker, Sculptor, Web designer, photographer, museum/Gallery conservator, management, tourism, education, publishing, translation and communication at home as well as abroad.

Further vocational and academic qualifications

A Level, Single honours degree, Joint honours degree.



Sports Studies – Vocational

Member of staff: Miss A. Costin

Cambridge Nationals are vocational qualifications and are the same size, rigour and performance points as GCSEs but are assessed in a different way. Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure. As you might expect, both the bulk of learning and assessment is through practical means.

Overview of Cambridge National in Sport

40% = Exam – 1 Unit

60% = Coursework – 2 Units

Cambridge National in Sport Studies

The Cambridge Nationals in Sport Studies offer learners the opportunity to study key areas of sport including contemporary issues in sport, sports leadership and performance and sport in the media. The course is delivered in 3 units, 1 exam unit and 2 coursework-based units.

Unit 1: Contemporary issues in sport

In this unit, students will learn about topical and contemporary issues in sport relating to participation levels, barriers to participation, sporting values and ethical behaviour, high profile sporting events, the role of national governing bodies and how technology is used within sport. This unit is externally assessed through a 1 hour 15-minute exam.

Unit 2: Performance and leadership in sports activities

Students will learn how to develop their skills as a performer in two different sporting activities and as a leader in one sporting activity. As a leader they will plan, deliver and evaluate a sports session whilst also developing a range of transferrable skills including communication, organisation and teamwork.

Students will be required to work both independently and as part of a team and be comfortable in performing a sporting activity in-front of an audience. They will learn how to manage pressured situations both as a leader and participant and will use their initiative to solve problems and make decisions.

This unit is internally assessed through written coursework tasks.

Unit 3: Sport and the media

Students will learn to explore the media sources involved in sport and apply them to real life examples. They will also develop their ability to evaluate and interpret the relationship between sport and the media.

Why should I choose a Cambridge National in Sport?

Students with an interest in Sport, fitness and health who prefer to take a smaller exam and complete their assessments through coursework would enjoy this course. There are also a range of further qualifications available to study such as A-Level Physical Education and CTEC Level 3 Sport in the Sixth Form.

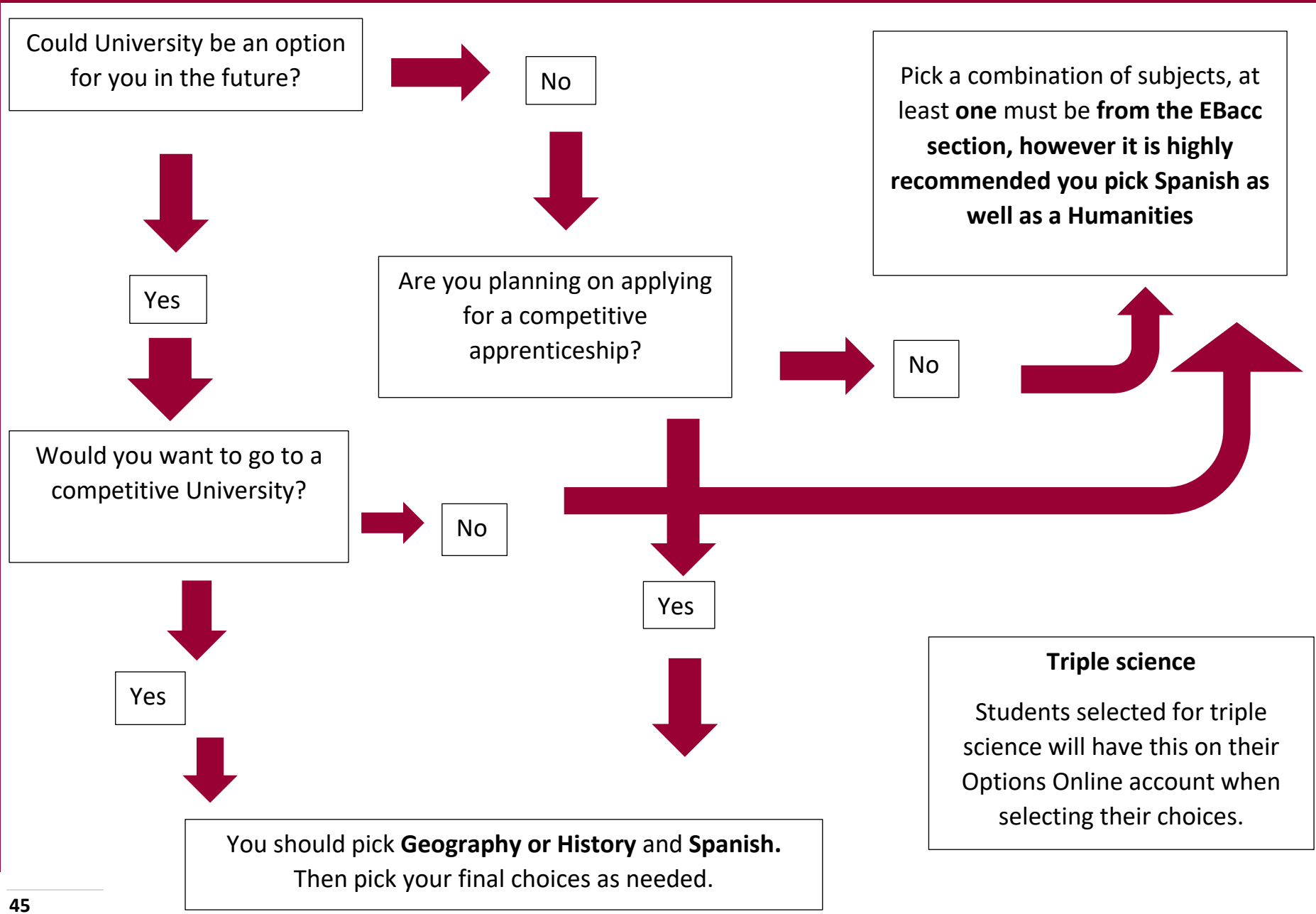
Please Note:

All students will still take part in core PE lessons even if they do not choose to study a Cambridge National in Sport. This course is for students who want to learn more about the sport, leisure and health and will be predominantly classroom based. Lessons are all theory, there may be times when you have a practical lesson. However, it will only be a 4:1 split at most.



Important notes

1. All subjects have a minimum number of students required. If this number is not reached, then the subject will not run. If this is the case, we will offer students another subject, but these may be limited.
2. All subjects have a maximum number as well. If this number is exceeded, the list of students is given to the Faculty Leader to select those that have shown commitment, dedication and motivation in the subject so far. Those students who fail to meet these requirements will be offered another subject, but these may be limited.
3. Once class lists are confirmed, students will be given a letter outlining their allocated choices. Parents and students will be offered the opportunity of an appointment to discuss the options allocated if required.
4. The subject information contained within this booklet is as up-to-date as we can make it. Subjects are liable to change, depending on the dynamics of the group who choose the subject, and also due to a changes made by the exam awarding bodies.





Submitting Option Choices

Students will need to complete and return their personalised options form, which will be handed out on the Options Evening on **Wednesday 10th April**. Spare copies are available from Mr Megaw, but losing a form is not an excuse for missing the deadline date.

Students will need to select their choices as listed on their form. Students need to tick the subject they would like to take for their Key Stage 4 options.

The form must be returned to the main reception by **Friday 3rd May**. Any form that is returned late will not be accepted, this will reduce the likelihood of the student being awarded their selection.

General student form

Haileybury Turnford
Year 9 Options form

Please complete this form indicating your choices for the subjects you wish to study from September 2023. This form is to be returned to reception by **Friday 3rd May**.

Student Name: _____ Form: _____

Humanities - Pick 1 from the following list

| | |
|-----------|---------|
| Geography | History |
|-----------|---------|

Vocational - Pick 1 from the following list

| | |
|------------------------|--------------------------------|
| Child Development | Dance |
| Drama | Engineering Design |
| Hospitality & Catering | Digital Information Technology |
| Creative Media | Music |
| Personal Finance | Sports Studies |

Choice - Pick 2 more from the following list

| | |
|------------------------|--------------------------------|
| Art | Business Studies |
| Child Development | Computing Science |
| Dance | Drama |
| Design & Technology | Engineering |
| Hospitality & Catering | Geography |
| History | Digital Information Technology |
| Creative Media | Music |
| Personal Finance | Photography |
| Physical Education | Religious Studies |
| Spanish | Sports Studies |

* Students are unable to study both Engineering Design and Design & Technology
* Students are unable to study both Physical Education and Sports Studies

Triple Science form

Haileybury Turnford
Year 9 Options form

Please complete this form indicating your choices for the subjects you wish to study from September 2023. This form is to be returned to reception by **Friday 3rd May**.

Student Name: _____ Form: _____

Students on the triple science route will only be able to pick 3 choices. This is because triple science will also fill one of the option blocks, meaning they will receive 14hrs of science in order to cover the curriculum.

Humanities - Pick 1 from the following list

| | |
|-----------|---------|
| Geography | History |
|-----------|---------|

Choice - Pick 2 more from the following list

| | |
|------------------------|--------------------------------|
| Art | Business Studies |
| Child Development | Computing Science |
| Dance | Drama |
| Design & Technology | Engineering |
| Hospitality & Catering | Geography |
| History | Digital Information Technology |
| Creative Media | Music |
| Personal Finance | Photography |
| Physical Education | Religious Studies |
| Spanish | Sports Studies |

* Students are unable to study both Engineering Design and Design & Technology
* Students are unable to study both Physical Education and Sports Studies

King's Trust form

Haileybury Turnford
Year 9 Options form - Prince's Trust Route

Please complete this form indicating your choices for the subjects you wish to study from September 2023. This form is to be returned to reception by **Friday 3rd May**.

Student Name: _____ Form: _____

Students on the Prince's Trust route only need to pick 3 choices. One from the vocational list and then 2 more from the choice list. Students should consider the balance between vocational and GCSE, specifically the amount of coursework required.

Vocational - Pick 1 from the following list

| | |
|------------------------|--------------------------------|
| Child Development | Dance |
| Home | Engineering Design |
| Hospitality & Catering | Digital Information Technology |
| Personal Finance | Music |
| | Sports Studies |

Choice - Pick 2 more from the following list

| | |
|------------------------|--------------------------------|
| Art | Business Studies |
| Child Development | Computing Science |
| Dance | Drama |
| Design & Technology | Engineering |
| Hospitality & Catering | Geography |
| History | Digital Information Technology |
| Creative Media | Music |
| Personal Finance | Photography |
| Physical Education | Religious Studies |
| Spanish | Sports Studies |

* Students are unable to study both Engineering Design and Design & Technology
* Students are unable to study both Physical Education and Sports Studies

Subject combinations

The following combinations of choices are not allowed:

- Students cannot choose Engineering Design and Design & Technology
- Students cannot choose Physical Education and Sport Studies