

The  
**Heathland**  
School

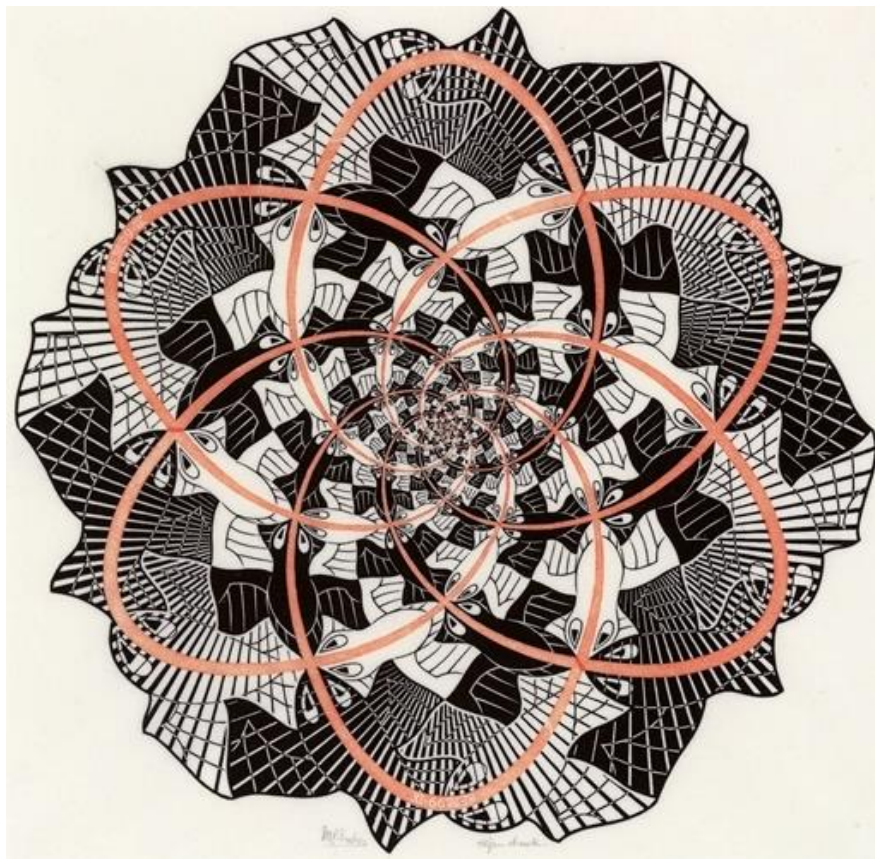
*A Mathematics and Science College*



# KEY STAGE 4 COURSE

## INFORMATION BOOKLET

### 2018-20



# CONTENTS

CONTENTS .....	2
TO PUPILS IN YEAR 9.....	5
IMPORTANT POINTS TO NOTE .....	5
ENGLISH LANGUAGE and ENGLISH LITERATURE.....	8
English Language.....	8
English Literature .....	8
MATHEMATICS.....	9
SCIENCE.....	10
PERSONAL, SOCIAL AND HEALTH EDUCATION .....	11
PHYSICAL EDUCATION (CORE).....	11
RELIGIOUS EDUCATION .....	12
ART & DESIGN: ART, CRAFT & DESIGN.....	13
ART & DESIGN: PHOTOGRAPHY .....	14
DESIGN AND TECHNOLOGY.....	15
GCSE ART AND DESIGN: FASHION/TEXTILE DESIGN .....	15
GCSE FOOD PREPARATION AND NUTRITION .....	16
VOCATIONAL AWARD IN FOOD AND COOKERY .....	16
DRAMA .....	18
GEOGRAPHY.....	19
HISTORY.....	20
COMPUTER SCIENCE.....	21
CERTIFICATE IN DIGITAL APPLICATIONS (ICT) .....	22
MODERN FOREIGN LANGUAGES .....	23
(FRENCH and SPANISH).....	23
BTEC FIRST AWARD IN MUSIC.....	24
THEORY OF PHYSICAL EDUCATION .....	25
BTEC FIRST AWARD IN SPORT .....	26
BTEC FIRST AWARD IN TRAVEL AND TOURISM .....	27
BTEC PERFORMING ARTS.....	28

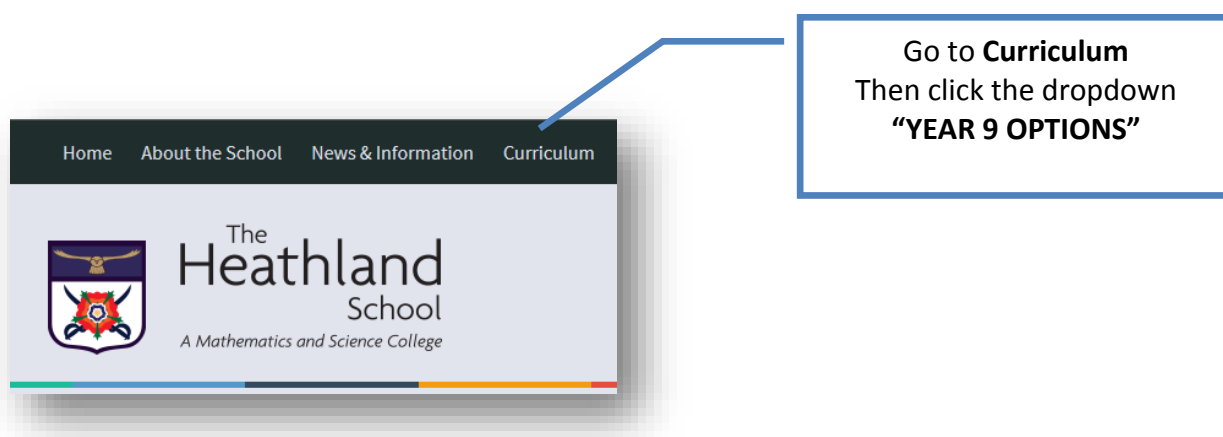
# TIMELINE FOR THE OPTIONS PROCESS

## February/March

- Issue Key Stage 4 Courses booklet via school website
- Year 9 Options Assembly Thursday 22<sup>nd</sup> February 2018
- Year 9 Pathways evening Thursday 8<sup>th</sup> March 2018
- The Options online site will be available from 7pm on Friday 9<sup>th</sup> March 2018

You can access the site in two ways:

1. Directly via <http://thsoptions2018.weebly.com/>
2. Or through our school website: [www.heathland.hounslow.sch.uk](http://www.heathland.hounslow.sch.uk)



**If you are having difficulty with this process Mr Dixon will be available to support**  
Online choices must be completed by **Thursday 15<sup>th</sup> March 2018**

## April

- Year 9 Leadership interviews – Choices to be confirmed with students

## May/June

- Letters to parents with reply slips to confirm course selections

# HEADMASTER'S FOREWORD


*The Curriculum at Key Stage 4 (Year 10 and 11) is another stage in the journey towards higher education or training and a successful career.*

*For pupils who have the ambition to aim for degree level study, they should bear in mind universities will look carefully at their GCSE results as a predictor of likely success at 'A' Level.*

*Recent national curriculum changes have determined that pupils should aim to study a range of subjects that lead to an 'EBacc' (English Baccalaureate) by the age of 16. At The Heathland we already have this provision in place; the majority of pupils study English Language and Literature, Mathematics, Science, Modern Foreign Languages, History or Geography. In addition every pupil also studies a 'core' subject that includes Physical Education, Religious Education and 'Personal, Social and Health Education' (PSHE). Beyond the 'EBacc' and 'Core' subjects we offer pupils an opportunity to study a practical subject from Art, Photography, Drama, Music, Computer Science, P.E. or Technology.*

*To ensure pupils reach their full potential we personalise the options they can study to match different ability levels. The EBacc suite of GCSEs does not meet the needs of all our pupils so, for example, some pupils will not study a language to GCSE level. Other pupils will need additional time and support to ensure they make sufficient progress in English and Mathematics. We also encourage some pupils to study a Vocational course in Sport, Travel & Tourism, ICT, Performing Arts or Food and Cookery. All of the GCSEs on offer for September 2018 are the new reformed linear courses and will be graded on a 9-1 scale. These courses are more challenging than the legacy GCSEs.*

*This booklet should contain sufficient detail about KS4 courses to enable pupils, with advice from their parents, to make reasoned choices. Mr Dixon (Assistant Head) will highlight the 'EBacc', 'Core' and the choice of options in a Year 9 assembly. We wish every pupil a successful transition between KS3 and KS4.*

H. s. 

HEADMASTER

# WHAT HAPPENS NOW?

## TO PUPILS IN YEAR 9

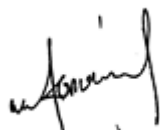
First, please read this booklet carefully to understand what each subject involves so that you can make the correct choices. **You should discuss it with your parents/guardians and your teachers.**

## IMPORTANT POINTS TO NOTE

- You must **use your correct unique pupil number** when entering the options website – if you do not your choices will be decided by the school  
You are **only allowed to enter your choices once** so make sure you check them before you press submit
- Students predicted to be **below Level 5c** in a Language by the end of Year 9 **will not** be given the option of studying a Modern Foreign Language.  
**You can only choose Triple Science** if you achieved a **Level 6a** in PIP 2  
GCSE courses in PE and Drama **may be changed to alternative vocational courses**, however they will be GCSE equivalent
- Please note the following subjects **cannot be selected together**:
  - BTEC Sport and GCSE Theory of PE
  - BTEC Performing Arts and GCSE Drama
  - VCERT Food & Cookery and GCSE Food Preparation and Nutrition
  - Vocational ICT and GCSE Computer Science (for which Level 7 in Mathematics is required, and should have been obtained in PIP2)
  - Art and Photography and Fashion/Textiles
- Then complete the online Key Stage 4 Course Form which will be issued 7.00pm on Friday 9<sup>th</sup> March 2018 via our school website. This must be completed by **8.30am Thursday 15<sup>th</sup> March 2018**.

You will have an interview in April with a senior member of staff so that you can check through your requested options. Your Key Stage 4 courses will then be confirmed in the Summer Term.

Good Luck!



A DIXON  
ASSISTANT HEAD  
PROGRESS & INTERVENTION



C FLEETWOOD  
HEAD OF YEAR 9

# KEY STAGE 4 CALENDAR

## YEAR 9 2017 / 2018

- *April* Key Stage 4 interviews
- *May / June* Key Stage 4 courses confirmed

## YEAR 10 2018 / 2019

- *September* Key Stage 4 courses begin
- *February* Parents' Evening
- *May* School Examinations [provisional]

## YEAR 11 2019 / 2020

- *Autumn Term* Interview with Headmaster
- *November* Tutor and Sixth Form Opportunities Evening
- *January* Mock Examinations and Results issued
- *February* Sixth Form Application Forms issued  
Subject Evening
- *February / March* Interviews for Sixth Form
- *May/June* GCSE examinations
- *August* Key Stage 4 results published
- *Late August* Final interviews for entry into the Sixth Form



# HEADS OF DEPARTMENT

The following members of staff can provide full information about their subjects

SUBJECTS	HEADS OF DEPARTMENT
Art / Photography	Mrs. V. Parker
English	Dr. S. Purchase
Drama/ Performing Arts (BTEC)	Mr. T. Shore
Geography	Miss. J. Gidman
History	Miss. A.W. Hughes
Vocational ICT / Computer Science	Ms. A. Croce
Languages	Mrs. M. Pellon
Mathematics	Mrs. D. Sharma
Music	Mr. T. Shore
Physical Education / Sport (BTEC)	Mrs. J. Dark
Personal, Social and Health Education	Mr. C. E. Walsgrove
Religious Studies	Mrs. L. Talbot
Science	Mrs L. Swift
Technology	Mrs. L. B. Cutts
Travel and Tourism (BTEC)	Miss. J. Gidman



# CORE SUBJECTS

## ENGLISH LANGUAGE AND ENGLISH LITERATURE

All pupils follow the two year courses in English Language and English Literature leading to two separate GCSE qualifications.

### **English Language**

In English Language, pupils are assessed on their skills through 2 examinations, incorporating reading and writing, and a non-examination assessment of Spoken Language (this is a separate endorsement). In English Language, pupils learn to use written English in a variety of situations. Pupils will also analyse and deconstruct a variety of literary and non-fiction texts. The final grade is solely awarded on the performance in the two public examinations in Year 11.

- Paper 1: Explorations in Creative Reading and Writing (50%)
  - Literature fiction
  - Descriptive or narrative writing
- Paper 2: Writers' Viewpoints and Perspectives (50%)
  - Non-fiction and literary non-fiction
  - Writing to present a viewpoint

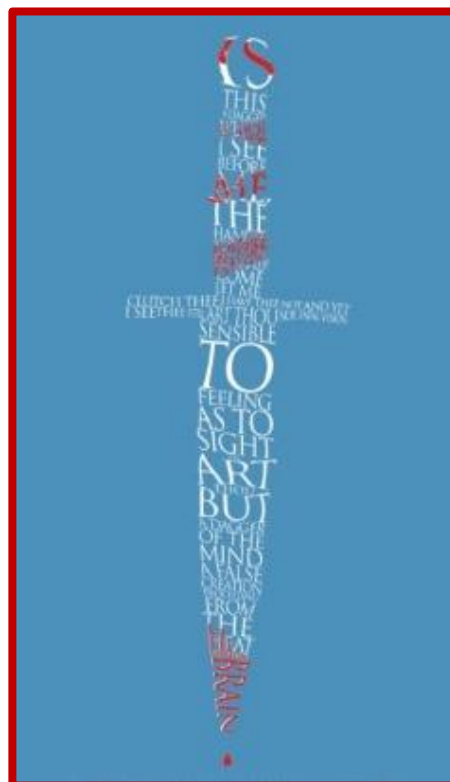


### **English Literature**

In English Literature, pupils study a wide variety of prose, poetry and drama, including works by Shakespeare and other pre-20th Century writers. Reading for pleasure and the development of critical appreciation skills are essential aspects of this course. The final grade is solely awarded on performance in two public examinations in Year 11.

- Paper 1: Shakespeare and the 19th Century Novel (40%)
  - 'Macbeth'
  - 'A Christmas Carol'/'The Sign of Four'
- Paper 2: Modern Texts and Poetry (60%)
  - 'Blood Brothers'/'An Inspector Calls'/'Animal Farm'
  - Poetry – 'Power and Conflict'
  - Unseen Poetry

All pupils will be sitting the same paper (as English exams are no longer tiered), where they can achieve between grades 9-1, with 9 being the highest grade.





# CORE SUBJECTS

## MATHEMATICS

All pupils follow the new Edexcel 9-1 GCSE (1MA1) course, which covers the following areas of Mathematics:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics

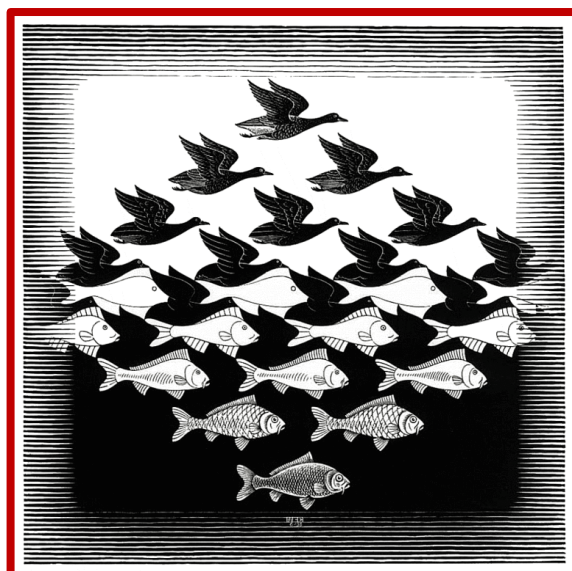
This will assess their ability to:

- 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.

Mathematics GCSE is assessed by three written examination papers, two calculator and one non-calculator, contributing equally to the final grade. Pupils are recommended to use a calculator from the Casio FX83 or FX85 ranges, which can be purchased from school.

Two tiers of entry are possible. The Foundation Tier enables pupils to access grades 1 to 5 and will typically be followed by pupils in sets 4 to 6, while the Higher Tier range is 4 to 9 and will typically be studied by pupils in sets 1 to 3. Pupils will be entered for the tier appropriate to their ability in this subject. The examinations will be in the summer of Year 11 for both the Foundation and Higher tiers.

There are three 1hour 30 minutes papers. Paper 1 being non-calculator and Paper 2 and 3 being calculator papers. The papers are made up of questions from a mixture of topics.



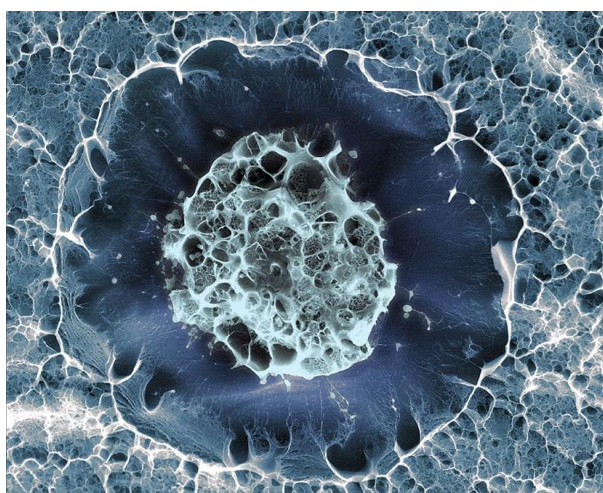
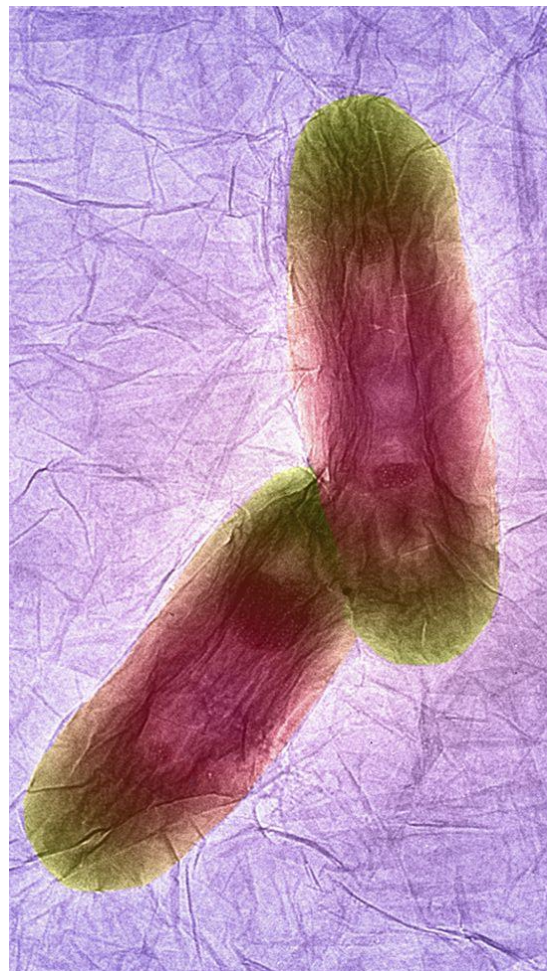
# CORE SUBJECTS

## SCIENCE

All pupils have to study science up to the age of 16. At The Heathland there are two different programmes for pupils to follow depending on their progress and attainment in science in Years 7-9.

The majority of pupils will study the new 9-1 Combined Science GCSE. This will involve pupils sitting 6 examinations (2 in Biology, 2 in Chemistry and 2 in Physics) at the end of Year 11. Combined Science GCSE is available at Foundation or Higher tier. The Higher tier pupils can achieve a top grade of 9,9 and the Foundation tier pupils a top grade of 5,5. The qualification counts as two GCSEs.

A number of pupils will be offered the opportunity to study separate science GCSEs in Biology, Chemistry and Physics. The separate science curriculum will provide uncompromising academic challenge so choosing separate science as an option will be dependent on Year 9 attainment. Only pupils who achieve at least **level 6a** in their PIP2 will be considered. Pupils will sit 6 examinations (2 in each subject) at the end of Year 11 and attain three GCSEs. These will be separate grades for Biology, Chemistry and Physics GCSEs.



All of the GCSE courses are taught as separate Biology, Chemistry and Physics modules. Halfway through, and at the end of each module, pupils are given a module test to assess their progress. These tests contribute towards the grades given in pupil reports.

Whichever science programme a pupil follows, there are progression opportunities for learners into the Sixth Form, employment or further learning both within and outside the field of science.

# CORE SUBJECTS

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, Social, Health and Economic (PSHE) education is described in two programmes of study:

- Personal wellbeing
- Economic wellbeing and financial capability

PSHE and Citizenship are **different** subjects. PSHE promotes abilities, competencies and skills in relation to oneself and others and deals with issues of social responsibility and morality including respect for the differences between people. Citizenship is a subject that helps us to understand lots of things about our society. The aim of this subject is to help pupils to understand how we make decisions within society so that pupils can be more involved in making decisions in the future e.g. when we choose a new government in a general election.



## PHYSICAL EDUCATION (CORE)

The Key Stage 4 programme of study provides the opportunity for pupils to study a number of activities to an advanced level. Some pupils are given the opportunity to take swimming as an option.

In Core P.E. lessons in Years 10 and 11 pupils select from a wide range of options including traditional games, trampolining and dance as well as benefiting from the use of the fully equipped Fitness Studio for health related activities. Pupils are taught in mixed groups. They are encouraged to adopt a positive attitude to health and fitness and its long term implications for a healthy lifestyle.

The P.E. Department also offers an extensive extra-curricular programme. This provides the opportunity for each pupil in Key Stage 4 to develop their skills further, as well as to participate in the sport of their choice either recreationally or competitively.



*Photograph by Rabeeah Querishi*

# CORE SUBJECTS

## RELIGIOUS EDUCATION

The full GCSE course involves the study of the following two units:

### Unit 1: Religion, Peace and Conflict based on the study of Christianity

This unit is divided into four sections:

- Christian beliefs about God
- Crime and Punishment
- Living a Christian Life
- Peace and Conflict



### Unit 2: Religion and Ethics

In this unit pupils have the option of studying **ONE** of the following religions:

- Hinduism
- Islam
- Sikhism

Pupils should be aware that they may not be able to study their own religion.

This unit is divided into four sections:

- Belief in God
- Marriage and the Family
- Living a Religious Life
- Matters of Life and Death

### ***Assessment overview***

Assessment will be through two, one hour forty-five minute examinations. Each examination will be divided into four sections with each section also being sub-divided into four parts structured on an incline of difficulty. All pupils sit the same examination, there is no tiering.

## FURTHER SUBJECTS

These further subjects are offered subject to sufficient pupil demand.

### ART & DESIGN: ART, CRAFT & DESIGN

Pursuing Art will help you to develop a range of creative and expressive skills. At the start of the course you will be guided through a range of materials and techniques, and both traditional and contemporary artists. As the course progresses you be encouraged to work more independently. To support your art studies the Art Department organises clubs, visits to major art galleries in central London and has hosted workshops with Kingston University.

GCSE Art and Design gives you the opportunity to refine your skills and learn new ones. As an artist, you will be introduced to skills such as:

- Sophisticated drawing and painting techniques
- 3D & Ceramics
- Printmaking
- Photography & Digital Media

You will research a wide range of art movements and artists as well as experimenting with a wide range of art materials that help to inform your own ideas. Each project will result in multiple final outcomes that are informed by sketchbook work. As an artist, you will show commitment to practise your art skills at clubs and at home.

Pupils are assessed on:

#### **Component 1: 60% coursework**

**Project 1: Order and Disorder.** Drawing and painting skills are the initial focus for this project where we see how rules are made and broken in art. The use of symbols and the meanings in traditional and contemporary artworks are explained. Students produce their own work using symbols to tell their own message. The project extends to look at portraits in both drawing and painting and introduces silkscreen printing.

**Project 2: Out of Place.** A range of different stimuli are used to help students to expand their creative skills. Clay is used for one of the outcome in this project. The project concludes with a mock exam where students work to develop their own personal outcome in an art material of their choice.

#### **Component 2: 40% externally set task**

AQA, the exam board, will give you a selection of questions for you to choose from. You will research and develop your own ideas and a proposal for your own personal response. You will be able to choose art materials that best reflect the skills that you have developed over the last two years. The final piece is produced in exam conditions over two days.

#### **PLEASE NOTE**

If you choose to do Art, Craft and Design you cannot choose Photography or Textile Design.



*Artwork by Salina Jesse*

# FURTHER SUBJECTS

## ART & DESIGN: PHOTOGRAPHY

Are you creative and interested in a new way to present visual ideas? When travelling to new places or special events are you the person who likes to document using a camera? Did you enjoy your art lessons: experimenting with art materials and researching art movements and artists but would like to do this with computer technology as well as mixed media? If your answer yes to these questions you should sign up for GCSE Photography.



*Photograph by Jasveen Longani*

The course covers a wide range of themes for you to explore, investigate and develop your ideas. You will have the opportunity to use digital and film cameras. You will also use a wide range of photographic processes including darkroom techniques, studio techniques, scanners and manipulating images through Photoshop as well as artistic mixed media. You are also required to analyse the work of photographers and write about your own images. As a photographer you will show commitment to study outside the course at clubs and at home. You will also have the opportunity to go on visits to galleries and attend workshops provided by the school.

Pupils are assessed on:

### **Component 1: 60% coursework**

**Project 1: Portraiture.** Learn how to use digital cameras and work in a photographic studio. Not only will you learn about artists who push the boundaries of photographic portraiture, you will also learn how to develop your own independent photographic artwork.

**Project 2: Transform.** You have learnt the basics and now it is time to transform your photographs into Photoshop masterpieces. Study artists and photographers who manipulate their artwork into amazing photographic compositions. Extension projects will enable you to go into the darkroom and use film/wet photography techniques.

**Project 3: Mock Externally Set Task** (Sketchbook and 10 hours studio/practical exam) Experience the process of creating an artwork to a brief, a set time to research, investigate and develop ideas. Then just as a real artist or photographer work in a studio each day, you will too, to create your own photographs over two days (10 hours) for the mock exam.

### **Component 2: 40 % externally set task**

AQA, the exam board, will give you a selection of questions for you to choose from and then you will research and develop your own, self-directed photographic ideas. You will have two days (10 hours) studio time to create your photographic artworks that showcase all your skills.

### **PLEASE NOTE**

Pupils will only be accepted on the Photography GCSE course if they achieved a level 5B or above in their Photography: Miniaturise Me project. If you choose to do Photography you cannot choose Art.

If you choose to do Art, Craft and Design you cannot choose Photography or Textile Design.

# FURTHER SUBJECTS

## DESIGN AND TECHNOLOGY

### DESIGN AND TECHNOLOGY GCSE



This brand new GCSE in Design and Technology is exciting, creative and challenging. If you enjoy experimenting with different materials and solving problems then this is the course for you.

The new course will combine **Resistant Materials, Electronics, Graphics and Textiles**. It will be based in the Resistant Materials workshops, but will allow you to explore all materials to solve real life design problems.

In Year 10 you will build a variety of skills through mini practical projects, looking at all materials. The projects will involve skills such as; using the laser cutter, soldering, understanding a variety of CAD programmes, different workshop tools, drawing techniques etc.

In Year 11 you will use the skills acquired to produce a coursework design folder and a practical outcome that will respond to one of the design briefs set by the exam board.

50% Coursework – design folder and practical outcome

50% Exam – questions based on practical knowledge gained during the two year course

*See Mrs Corcoran for more information*

## GCSE ART AND DESIGN: FASHION/TEXTILE DESIGN

If you have enjoyed the making and experimental side of Design & Technology Textiles but also enjoy the creative side of Art & Design, then this is the subject for you.

During the Art & Design: Textile Design GCSE course you will produce a number of projects. This is both sketch book type experimental work and a final piece. This counts for 60% of the marks.

The practical exam at the end of Year 11 counts for 40% of the total mark. This is undertaken over two days in the 27M textiles room producing a piece of textile work based on a research project that you have completed. There is no written examination.



The projects will involve you experimenting with different creative textile techniques such as Ice dying, rust dying, laser cutting fabric designs, free machine embroidery, stitch and rip, and 3D fabric work. You will also look at the work of other artists and develop your own ideas based on their work.

Throughout the course you will work in sketchbooks and the majority of the course is based on practical work with lots of designing and making.



***See Mrs Turner for more information***

## **GCSE FOOD PREPARATION AND NUTRITION**

If you have enjoyed making a wide range of practical food products then this is the course for you. At GCSE you develop a range of practical skills and techniques useful for your future.

50% coursework – a food investigation and a practical planning, preparation and cooking assignment, culminating in a 3 hour bake off.

50% examination 1 hour 45 minutes. Multiple choice questions and short answer questions.



You will learn to:

- Work practically using a range of tools and processes to produce very high quality and challenging food products from scratch - ranging from making your own cheese, bread, pizza, pastries, pasta, cakes, sauces, chocolate ganache tarts, meringues, etc.
- Design, develop and make products from your own designs.
- Demonstrate your creativity when making food products as well as gaining an understanding of food science and nutrition. This course overlaps really well with many aspects of your Science GCSE.
- Independently select tools, processes and ingredients based on your design requirements and apply the skills and knowledge learnt in your everyday life to lead a healthy lifestyle.

***Please see Mrs Kaur or Mrs Cutts for more information.***

## **VOCATIONAL AWARD IN FOOD AND COOKERY**

(NCFE Level 2 Certificate in Food and Cookery)

This qualification is designed for pupils with an interest in food and cookery. It will provide you with experience of using different cooking techniques and methods to enable you to make a variety of dishes.





The objectives of this qualification are to help you to:

- Prepare and cook using basic skills
- Understand food and its functions in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose.

Throughout the delivery of this qualification you will develop your skills in planning, researching, communicating, problem-solving and will increase your knowledge of health and safety.

#### **How pupils are assessed:**

Students are required to successfully complete 3 Coursework units, focusing on the following topics:

**Preparing to Cook (25%).** Enables you to understand Health and Safety principals within the Food environment. You will be able to understand how to follow recipes to enable you to cook a range of dishes. This will involve a portfolio of work which is internally assessed.

**Understanding Food (25%).** You will understand food sources and the factors that can affect food choices. This includes social, environmental and cultural factors. This will then be applied when selecting and cooking dishes. This will involve a portfolio of work which is internally assessed.

**Plan and Produce Dishes in Response to a Brief (25%).** This unit will allow you to demonstrate your research and evaluation skills. You will create a menu and demonstrate the manufacture of a certain amount of dishes in response to a design brief. This will involve a portfolio of work which is internally assessed.

There is also a 2 hour external examination (25%) which you are able to re-sit once.

**Exploring Balanced Diets.** You will learn about the importance of a healthy diet and also what is needed in order for a diet to be balanced. You will learn how to modify recipes in order to make them healthier.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction\*. This vocational qualification is equivalent to 1 GCSE at grades A\*-C.

#### **PLEASE NOTE**

Practical lessons will end at 4:00pm on Thursdays to allow for additional cooking time.

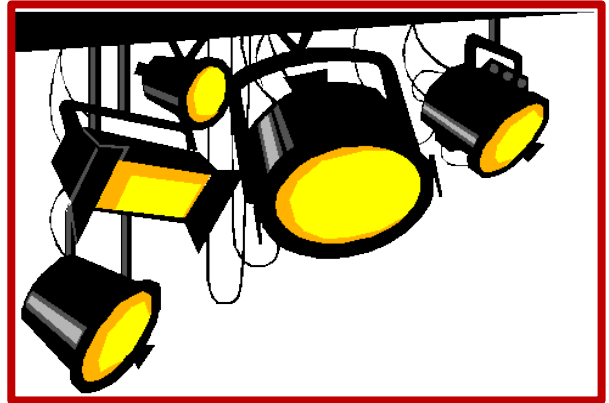
***See Mrs Cutts for more information***

# FURTHER SUBJECTS

## DRAMA

In GCSE Drama pupils learn to:

- Actively engage in the process of academic dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Reflect on and evaluate their own work and that of others
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities
- Learn to evaluate live theatre performances



Pupils are assessed on:

- **COMPONENT 1 UNDERSTANDING DRAMA:**  
40% - 2 hour written exam with essay style questions on the work performed as well as a closed book question on a set play text.
- **COMPONENT 2 DEVISING DRAMA:**  
30% - Devised performance: creation, rehearsal and performance of an original piece of work with a rehearsal log.
- **COMPONENT 3 TEXTS IN PRACTICE:**  
30% - Scripted performance: rehearsal and performance of a text.

To follow this course you must have a strong attendance and behaviour record as any absence will have a detrimental impact on the learning of others. You will be expected to rehearse with your group in your own time.

# FURTHER SUBJECTS

## GEOGRAPHY

*“Our world is a unique, diverse, dynamic and beautiful place”.*

Learning about the world and its people helps us become truly global citizens. GCSE Geography is an opportunity to learn and discover more about our amazing planet. The GCSE course not only looks at the interactions between the human and physical environment but also helps to develop a number of skills: enquiry, communication, ICT and analysis.



*Artwork by Clement Ellewelaphalage*

There are three examination papers; all papers are 1 hour 30 minutes long. Content covered in the examinations includes:

- **Unit 1: Global Geographical Issues (37.5%)**
  - **Hazardous Earth:** How does the world’s climate system function? How are extreme weather events increasingly hazardous for people? Why do the causes and impacts of tectonic activity and management of hazards vary with location?
  - **Development dynamics:** What is the scale of global inequality and how can it be reduced? How are the world’s emerging countries developing?
  - **Challenges of an urbanising world:** What are the causes and challenges of rapid urban change? Why does quality of life vary within a city or developing country?
  
- **Unit 2: UK Geographical Issues and Investigations (37.5%)**
  - **The UK’s evolving physical landscape - Coastal Change:** How is the coastal landscape of the UK shaped? What are the challenges for people living on the coast? How can they be managed sustainably?
  - **The UK’s evolving human landscape - Dynamic UK cities:** How are cities in the UK changing? What are the challenges and opportunities created when cities change?
  - **Fieldwork and research** - will be examined in this Unit. Two fieldtrips will take place to investigate coastal change and conflict and dynamic urban areas
  
- **Unit 3: People and Environmental Issues – Making Geographical Decisions (25%)**
  - In this unit, students will develop their knowledge and understanding of the processes and interactions between people and the environment in three different areas: people and the biosphere, forests under threat and consuming energy resources.

# FURTHER SUBJECTS

## HISTORY

History is a fascinating subject which helps you to understand the world around you today. Students should have an interest in world affairs and enjoy analysing the actions and consequences of key historical figures. The topics we study will give you a great insight into some of the major changes and challenges Britain and the world have faced. The skills and knowledge acquired through the study of History are useful for a wide range of careers and future study.

There are 5 key topics over the two year course, and all will be assessed by three examinations:

**Paper 1** – 1 hour 15 minutes examination, 30% of the course

- Thematic study:
  - Roughly one thousand years of history assessing themes throughout the period.
  - Topic: Crime and punishment in Britain, c.1000-present. You will analyse how crime, law enforcement and punishments in Britain have changed over time and look in-depth at specific case studies from across the period.
- Historic environment:
  - Topic: Whitechapel, c.1870-1900: crime policing and the inner city. An in-depth analysis of life in this part of the East End of London. Includes topics such as immigration, policing and the Jack the Ripper murder investigation.



*Artwork by Clement Ellewelaphalage*

**Paper 2** – 1 hour 45 minutes examination, 40% of the course

- British depth study:
  - An in-depth insight into an important era of British history.
  - Topic: Early Elizabethan England, 1558-88. You will look at the problems Elizabeth faced throughout her reign, including plots and threats from home and abroad. The topic also includes a study of major social changes during her time as Queen.
- Period study:
  - A study lasting 50 years into another area of the world.
  - Topic: Superpower relations and the Cold War, 1941-91. Analysis of the conflict between the USA and the USSR, including major flashpoints of tension in the twentieth century.

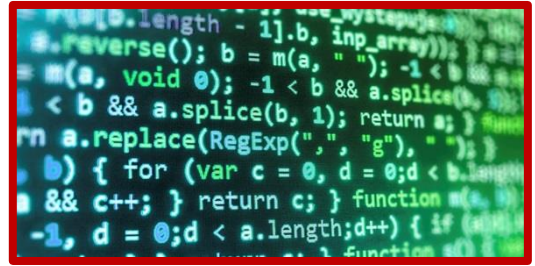
**Paper 3** – 1 hour 20 minutes examination, 30% of the course

- Non-British depth study:
  - Topic: Weimar and Nazi Germany, 1918-39.
  - Discover how Germany recovered after World War One and why the country fell to the dictatorship of Hitler in the 1930s. You will also look in-depth at life in Nazi Germany.

# FURTHER SUBJECTS

## COMPUTER SCIENCE

The course will give students a real, 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, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.



The course provides excellent preparation 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. Students 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 be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an 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.

The specification encourages candidates to explore the spiritual, moral, ethical, social, legislative, and cultural aspects of the introduction of computer-based solutions to problems through a study of their effects on society. The units of work consider issues such as changing leisure patterns and work practices, privacy and confidentiality of data held in systems, opportunities for access to information, and environmental issues.

There are two components:

- **Examined component** Computing theory with two exams at end of Year 11, worth 100% of the qualification.
  - **Paper 1: Computational thinking & problem solving** 50%
  - **Paper 2: Written assessment** 50%
    - a. The theory includes:
      - Hardware and Software
      - Networking
      - Computational thinking (algorithms & logic)
      - Data representation
      - Systems Analysis
- **Computer Programming Project**  
The programming project is completed under 20 hours of controlled conditions, it does not contribute to the final grade, but must be completed as part of the GCSE.

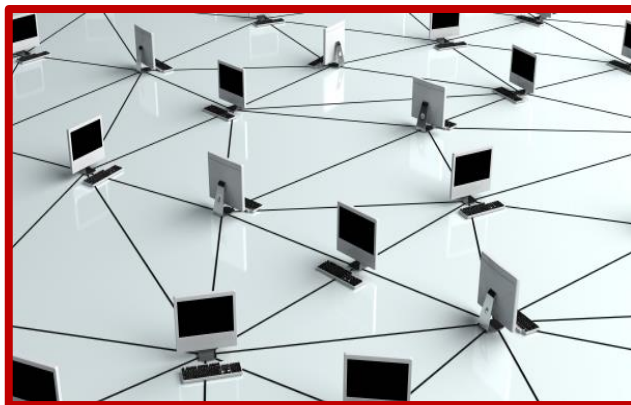
Please note this is the current structure of the GCSE, but this is due to change for the 2018 cohort and we have not been advised to the new structure.

## CERTIFICATE IN DIGITAL APPLICATIONS (ICT)

This qualification comprises of several units that are a mixture of external assessment and coursework.

This is an opportunity to explore such areas as graphics and multimedia. This is a project-based qualification with such tasks as manipulating images and sound to create a multimedia product.

In relation to using ICT you must also demonstrate knowledge of the importance of e-safety and Health and Safety when using computers. Having a working knowledge of the laws related to ICT, such as Copyright, the Computer Misuse Act and the Data Protection Act.



Students will be expected to keep a design log to track their work and their improvements to their designs. You must also be able to review work, offer suggestions of what has been done well and also what needs to be improved for your own work as well as the work of others. The feedback should consider if the work is fit for its purpose and its audience. Then you must improve your work in line with feedback.

The ICT course consists of several units, for example:

- **Unit 1 Developing Web Products**

This unit aims to give you the knowledge and skills you need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features. You will demonstrate your ability to design, build and test a web product in a practical computer-based external examination.

- **Unit 3 Artwork and Imaging**

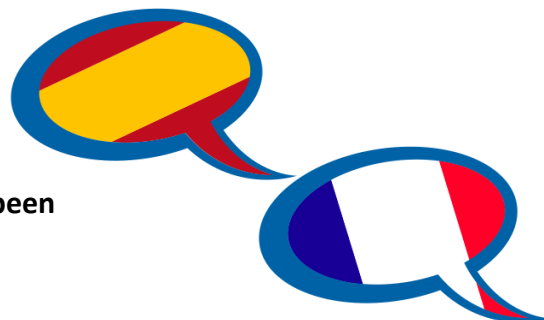
This unit aims to give you the skills to use the tools and techniques provided by artwork and imaging software to design and create effective graphic products for specified purposes and audiences. You will investigate a range of graphic products to find out how images are used to convey a particular message. Once you have a good understanding of the possibilities offered by artwork and imaging, you will learn how to produce images that communicate effectively onscreen and in print and how to combine them with other components to produce graphic products. You will need to consider the medium, purpose and audience as well as file format and size. You will demonstrate your ability to create effective images and graphic products through your work on a major project set by the exam board. This will include exhibiting your work and supporting evidence in an electronic portfolio.

# FURTHER SUBJECTS

## MODERN FOREIGN LANGUAGES

### (FRENCH AND SPANISH)

**If eligible, pupils continue with the Language they have been studying in Year 9.** The GCSE course develops the skills of Listening, Speaking, Reading and Writing.



The content studied will cover the following contexts, as defined in the Eduqas examination board specifications:

- Identity and culture (youth culture, lifestyle, customs and traditions)
- Local, national, international and global areas of interest (home and locality, France/Spain and French/Spanish speaking countries, global sustainability)
- Current and future study and employment (current study, world of work, jobs and future plans)

Key features of the GCSE for Languages are outlined below.



GCSE assessments are as follows:

- **Speaking:**  
25% of overall grade, one final examination in the Spring or Summer term of Year 11 (dates to be published by examination board). Variety of short tasks to include role-plays and conversation topics. The examination will last between 7 and 12 minutes.
- **Listening:**  
25% of overall grade, one final examination in the Summer of Year 11.
- **Reading:**  
25% of overall grade, one final examination in the Summer of Year 11. This examination will include a translation exercise from the foreign language into English.
- **Writing:**  
25% of overall grade, one final examination in the Summer of Year 11. This examination will include a translation exercise from English into the foreign language.

Dictionaries are not allowed in the examinations. There are no Controlled Assessment or Coursework elements.

Please note that GCSE pupils will be entered at either Foundation Tier (grades 1 to 5) or Higher Tier (grades 4 to 9). The tier of entry must be the same for all papers. Decisions on levels of entry are made in January of Year 11 based on mock examination results.

Each pupil has individual access to a variety of resources, including individual log-in details for online resources. They can, and should, revise or check topics and grammatical concepts, including listening activities and vocabulary lists. We subscribe to various Languages websites to support pupils' independent learning and appropriation of the GCSE syllabus. The Languages Assistants work with all GCSE classes and offer support at lunchtime to GCSE pupils.

# FURTHER SUBJECTS

## BTEC FIRST AWARD IN MUSIC

What does it take to be a successful performer, producer, composer or sound engineer? The music industry, once dominated by major recording studios, now has exciting and diverse career opportunities for individuals with a range of skills including communication, marketing, finance and technical skills.

BTEC Firsts in Music provide a practical, real-world approach to learning and developing specific knowledge and skills learners need to work successfully in the industry, such as:

- Working collaboratively as a group to plan the creation of a CD or online product
- Understanding what equipment might be needed and how to source equipment from service organisations and agencies
- Learning about how different organisations contribute to the music industry and the importance of them communicating and working together effectively.



### Assessment

Learners will also be able to present their work in a variety of ways, including:

- Live performance
- Creating a recording
- Writing and producing a website.
- Organising and running a whole school event

Unit	Core units	Assessment method	%
1	The Music Industry	External	25
2	Managing a Music Product	Internal	25
<b>Optional specialist units</b> (two from 5 are selected) 50% Internally assessed			
3	Introducing Live Sound	Internal	
4	Introducing Music Composition	Internal	
5	Introducing Music Performance	Internal	
6	Introducing Music Recording	Internal	
7	Introducing Music Sequencing	Internal	

### IMPORTANT NOTE

To follow this course you should be able to **PLAY AN INSTRUMENT, SING OR USE MUSIC TECHNOLOGY**, in order to complete the course successfully. During the course you will be supported with subsidised instrumental or voice lessons. Being able to read Music is not an essential pre-requisite, however the skill will assist you, if you choose the “introducing music composition” unit.



# FURTHER SUBJECTS

## THEORY OF PHYSICAL EDUCATION

Pupils have the opportunity to extend their knowledge in Years 10 and 11 through a GCSE course. The GCSE examination involves:

### **Practical Assessment**

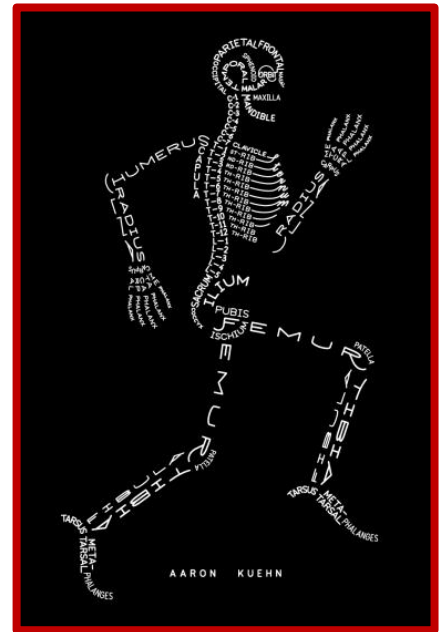
The Active Participant - worth **40%** of the total mark.

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.

### **Theory Examination**

- **Paper 1:** The human body and movement in physical activity in sport.
  - Applied Anatomy and Physiology
  - Movement Analysis
  - Physical Training
  - Use of Data
  - Written Exam: 1 hour 15 minutes
  - **30%** of GCSE
  
- **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.
  - Written Exam: 1 hour 15 minutes
  - **30%** of GCSE



### **IMPORTANT NOTE**

Pupils must have **regularly attended extra-curricular activities / clubs in Year 9** and have a **represented the school or a club in at least two sports** to be eligible for this course otherwise the BTEC FIRST AWARD IN SPORT will be a more suitable qualification.

# FURTHER SUBJECTS

## BTEC FIRST AWARD IN SPORT

The BTEC First Award in Sport has been developed to:

- provide education and training for sport, leisure and recreation
- give opportunities to achieve a nationally recognised Level 2 vocationally specific qualification
- give pupils the opportunity to enter employment in the sport and active leisure sector or to progress to further and higher education
- give pupils the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

### Assessment

Pupils are assessed in a range of ways including workplace assessment, role play and presentations.

Pupils are assessed in the following units:

Unit	Core units	Assessment method	%
1	Fitness for Sport and Exercise	External	25
2	Practical Sports Performance	Internal	25
	<b>Optional specialist units</b> (two from 4 are selected) 50% Internally assessed		
3	The Mind and Sports Performance	Internal	
4	The Sports Performer in Action	Internal	
5	Training for Personal Fitness	Internal	
6	Leading Sports Activities	Internal	

The BTEC First is a more vocational course offering an alternative pathway to GCSE Theory of PE.



# FURTHER SUBJECT

## BTEC FIRST AWARD IN TRAVEL AND TOURISM

This is an applied course focusing on the Travel and Tourism industry in the UK.

Pupils will study four units, two in Year 10 and two in Year 11:

- **Unit 1: The UK Travel and Tourism Industry** gives an overview of the UK Travel and Tourism industry, enabling pupils to understand its diversity, interrelationships and complexity.
- **Unit 2: UK Travel and Tourism Destinations** will look at different destinations and attractions in the UK. Pupils will use a range of reference materials to investigate destinations. It will develop skills such as planning journeys using different methods of transport for different types of tourists.
- **Unit 4: International Travel and Tourism Destinations** involves locating worldwide tourist destinations, investigating the appeal of these destinations and planning a holiday.
- **Unit 5: Factors Affecting Worldwide Travel and Tourism** will look at how tourism can be affected by issues such as weather and climate, terrorism and natural disasters. Pupils will also investigate the importance of time zones and how health risks can be associated with travel to different places.



As well as studying specific features of the Travel and Tourism industry, pupils will develop a range of transferable skills in areas such as customer service and ICT.

As part of this course pupils will visit workplaces within the travel and tourism industry. Possible visits include Thorpe Park, , Central London, Heathrow Airport, Brighton and Windsor.

75% of this course (Units 2, 4 and 5) is assessed through coursework portfolios, which will be completed during lessons and at home. There is also an exam component (Unit 1) in this course which will be a one hour examination that will comprise 25 % of the course. This vocational qualification is equivalent to 1 GCSE at grades A\*-C.

# FURTHER SUBJECTS

## BTEC PERFORMING ARTS

Are you interested in what goes on inside the live performance industry? Are you interested in exploring musical and theatrical roles outside of performance?

BTEC Performing Arts is a dynamic and hands-on course that throws you straight into the heart of the performance industry. You will learn:

- What job opportunities the industry offers
- How to develop the necessary skills to enter the industry
- About specialist equipment used in certain job roles
- How to produce your own performance event as part of a group
- How to produce your own musical product, from composition to commercial release

BTEC Performing Arts will introduce you to a number of new skills relevant to professions such as:

- Sound engineers
- Music producers
- Musicians
- Theatre stage managers
- Theatre lighting and sound technicians



As part of the Performing Arts Department at Key Stage 4, you will also be given first choice of places on our live music event and theatre trips (usually two a term), to events such as West End plays and musicals, and live music at venues such as Hammersmith Apollo and Wembley Arena.

### Units of Study

#### Unit 1: Individual Study

Explore different career, training and education opportunities in the performance industry

#### Unit 2: Preparation, Performance and Production

Work as a group to explore, develop and shape ideas for a performance

#### Unit 3a: Production Skills for Performance

Learn how to create your own musical or theatrical product

#### Unit 3b: Music Performance Skills

Create your own musical performance

# CAREERS GUIDANCE



*"It is vitally important that young people have access to information on the full range of career pathways available so they can make informed choices about their next steps."*

Sir Michael Wilshaw, Ofsted's chief inspector

The Heathland School Careers Service helps Year 10 & 11 pupils make informed choices on their future education and career direction. By providing impartial advice and guidance, students can confidently make those important choices that will help shape their future.

Creating a strong professional profile and developing informed opinions is crucial for a springboard to success. Therefore, the Careers Service provides for the world of work, University and Apprenticeships.

- One-to-one sessions
- CV/Cover letter workshops
- Personal statement advice
- University course choices
- Job applications
- Interview help
- Apprenticeship applications