

Hitchin Girls' School



GCSE Option Choices Booklet 2024-26



CONTENTS

	<u>Page</u>
Choosing your future – preparing for Year 10	1
What will my timetable look like?	2
Personalised programmes and Options available	3
Process and rules to follow when choosing your Options	5
Changes in education	6
Timeframe	9
Advice page	10
Key members of staff who can offer support and advice	11
Further research	12
Introduction to subject information	14
<u>Subjects</u>	
The Core:	
English Language	16
English Literature	17
Mathematics	18
Combined Science	19
Philosophy & Ethics (Non-Examined)	20
Physical Education	21
Learning For Life	22
Options:	
Art & Design	23
Business	24
Classical Civilisations	25
Computer Science	27
Dance	28
Design & Technology: 3D Products	29

Design & Technology: Fashion and Textiles	30
Design & Technology: Food Preparation & Nutrition	31
Design & Technology: Graphics	32
Drama	33
French	34
Geography	35
Health & Social Care	36
History	37
IT	38
Latin	39
Maths - Further	40
Media Studies	41
Music	42
Physical Education Full Course	43
Physical Education Sports Leaders	44
Religious Studies	45
Science (Triple Award)	47
Sociology	48
Spanish	50
 The Green Route including Entry Level Maths	 51
Progression beyond GCSE	53
Notes page	54

Choosing your future - preparing for Year 10

Dear Year 9 Student,

You have reached a very important stage in your school career. During your first three years at Hitchin Girls' School, you followed a curriculum based on the Key Stage 3 National Curriculum and all students followed a similar programme of study. At Key Stage 4 however, in line with your growing maturity, you will face Option choices and have the opportunity to create an individual learning plan. This booklet is designed to help you contemplate the most appropriate route forward and to give you information about the experiences that await you in Year 10.

Few students at the age of 14 have a definitive idea of the career path they are likely to pursue, so it is advisable to choose a broad and balanced curriculum and keep your options open. The Key Stage 4 National Curriculum still contains compulsory areas of study, covering key areas such as Mathematics, Science, English, Philosophy and Ethics and Physical Education, although even within these subject areas there may be an element of choice regarding the depth of study. This area of learning is referred to as 'The Core'. In addition, you are able to opt for extra subjects, some of which you may have never tried before, so it is important to research as much as you can before making your decision. This could include reading the subject information carefully, and talking to older students, teachers, family and friends, and also the Careers Advisory Service. Also, look carefully at the advice page for further assistance and note the names of the people who are able to guide you.

The curriculum on offer is designed to ensure you receive an appropriate balance of Core subjects and opportunities to specialise, in order to maximise your abilities and set yourself challenging goals. This will enable you to face the demands placed on you by an ever-changing world.

I hope you enjoy this stage of your learning journey.

Mr A. Jones

Deputy Headteacher

What will my timetable look like?

All students study 'The Core'. This comprises:

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE Combined Science (equivalent of 2 GCSEs)

Physical Education (non-examined)

Core Philosophy and Ethics (non-examined)

Learning For Life (non-examined)

In addition, students have the opportunity to select courses depending on the most appropriate route for their aspirations and attainment levels.

Option Routes – The number of GCSEs selected depends on the route chosen:

Blue Route	This includes 'The Core' plus 4 additional GCSE subjects, one of which may be the option to convert Combined Science to Triple Science.
Green Route	This includes 'The Core' plus 3 additional GCSE subjects and additional support, either around literacy or numeracy.

Note: Triple Science is available as an option to any student on the Blue route provided that a current working grade of 'Advancing' has been achieved in Science by the end of Year 9. All triple science choices will be subject to review by the Deputy Head and the Head of Science.

Personalised Programmes

In cases where the Green route is selected, one Option block is given over to additional support in either literacy or numeracy. Further information on this programme is available later in the booklet on page 51.

Options Available

In making your Options choices, it is sensible to aim to choose from across the different curriculum areas.

Sciences

GCSE Triple Science

GCSE Computer Science

Expressive Arts

GCSE Art & Design

GCSE Dance

GCSE Drama

GCSE Music

GCSE Physical Education (Full Course)

Foreign Languages

GCSE French

GCSE Spanish

GCSE Latin

Technology

Only one Option may be selected from 3D Products/Graphics/Textiles/Food

GCSE Design & Technology: 3D Products

GCSE Design & Technology: Graphics

GCSE Design & Technology: Fashion and Textiles

GCSE Food Preparation and Nutrition

Humanities

GCSE Classical Civilisation

GCSE Geography

GCSE History

Other

Cambridge National Level 2 Health and Social Care

Cambridge National Level 2 IT

GCSE Business

GCSE Media Studies

GCSE Religious Studies

GCSE Sociology

Process and rules to follow when choosing your Options

- Choices will be made via SIMS Options online.
- You need to choose a PE Option.
- You need to choose which Options subjects to follow.

You will first need to select a subject from the list below:

GCSE Triple Science
GCSE Computer Science
GCSE French
GCSE Latin
GCSE Spanish
GCSE History
GCSE Geography

- You then need to select your remaining subjects in priority order 1-3 (Blue route) or 1-2 (Green route). These choices will be made from the full list of subjects, which does include those already listed above.
- Complete and submit your Options by the deadline: Friday 26th January 2024.

For our Options process we try to offer as much free choice as possible. However, there are some rules that you must follow:

1. Students following the Blue or Green routes must select at least one subject from the following list (Hence why we make this your first choice):

GCSE Triple Science
GCSE Computer Science
GCSE French
GCSE Latin
GCSE Spanish
GCSE History
GCSE Geography

2. If students choose to study a Technology subject they can only select one from 3D Products, Graphics, Textiles and Food Preparation and Nutrition.

Changes in Education

The Government introduced a new measure for school and student performance in its White Paper of October 2010 – this measure is The English Baccalaureate (EBacc). The EBacc is a measure that is achieved by gaining a GCSE qualification, at grade 5 or higher, in English, Mathematics, Science, a Humanities subject and a Modern Foreign Language. We have organised our Options choices so that the ‘wraparound qualification’ called the EBacc is available to all our students. Furthermore, the rules we have in place for choosing Options benefit students in ensuring that there is a breadth of study in the selection they make.

In July 2017, the Government published its response to the consultation on ‘Implementing the English Baccalaureate’. This response outlined the current Government’s ambition to achieve the following:

- *75% of Year 10 students in state-funded mainstream schools will start to study GCSEs in the EBacc combination of subjects by September 2022 (Year 7 intake 2019).*
- *90% of Year 10 students will be studying GCSEs in the EBacc subjects by 2025 (Year 7 intake 2022).*

Students are currently under no obligation to select the additional Options to fulfil this measure. However, in the interest of effective guidance, we feel it is important to advise you that some universities may look more favourably towards students who have this suite of qualifications due to the balanced curriculum it provides. That said, the requirements of universities are varied. If you are considering university it is important to think about what courses you may have an interest in following at degree level and ensure that you are choosing Options that facilitate this. It is also important to remember that universities will require a minimum grade, currently a grade C (or grade 4 under the new system), in both English and Mathematics.

The **Russell Group**, which represents 24 leading UK universities, currently publish the following guidance on pre-16 qualifications:

Pre-16 qualifications and university entry:

The GCSE or other standard level entrance requirements for individual degree courses are quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at Advanced level.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It's important to check university websites for detailed requirements before applying.

- *Applicants to study Medicine, Dentistry and Veterinary Science are usually required to have very good GCSE results in Maths, Science and English.*
- *Applicants to study Teacher Training are required to have a minimum grade 4 in GCSE Maths, Science and English. Some universities may ask for a minimum of grade 5.*
- *For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language.*
- *For a Business degree, at least grade 5, or sometimes grade 6 or above, in GCSE Maths is required.*
- *A grade 6 in Maths is often required for a degree in Psychology, and a grade 6 in Science may sometimes be required.*
- *To study a science subject at university (Biology, Chemistry or Physics) applicants who are not offering Maths at Advanced level will often need to have achieved a minimum of a grade 6/7 in Maths at GCSE.*

More information can be found via: <https://www.informedchoices.ac.uk/>

Measuring progress and grades at GCSE

As I'm sure you are aware, you will receive numerical grades in all of your GCSEs.

The grades A*-G are no longer used; instead the 'grades' that will be awarded are the numbers 9-1. In this new grading scale 9 is the highest grade and 1 is the lowest. A '4' is considered comparable to a C grade, whilst the government has indicated that they would like our students to reach a grade '5', as they believe it will bring our children in line with international standards. Here is a release from Ofqual detailing these changes:

Nine things you should know about 9 to 1 GCSE grades

- 9 GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade.
- 8 New GCSE content will be more challenging.
- 7 Fewer grade 9s will be awarded than A*s.
- 6 English language, English literature and maths will be the first to be graded from 9 to 1 in 2017.
- 5 Another 20 subjects will have 9 to 1 grading in 2018, with most others following in 2019. During this transition, students will receive a mixture of letter and number grades.
- 4 The new grades are being brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities.
- 3 In the first year each new GCSE subject is introduced, broadly the same proportion of students will get grades 1, 4 and 7 and above as would have got grades G, C and A and above respectively in the old system.
- 2 Regulators in Wales and Northern Ireland are not introducing the new 9 to 1 grading scale as part of the changes to GCSEs in their jurisdictions.
- 1 You can see how the 9 to 1 grades compare with the A* to G scale in the infographic on the right.



New grading structure	Current grading structure
9	A*
8	
7	
6	B
5 STRONG PASS	
4 STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

As a school our performance is now measured in terms of progress and attainment, in the students' best 8 subjects. As a school we welcomed this change as we firmly believe that students should be encouraged and supported to achieve their absolute potential in every subject they study whilst having access to an appropriate, broad and balanced curriculum.

Timeframe for making my decisions and preparations so far

The key dates are as follows:

<u>Date</u>	<u>Activity</u>
Tuesday 28th November:	Year 9 Parents' Evening
Monday 8th January:	Options website goes live
Mon 15th/Tue 16th/Wed 17th January:	Options assemblies
Friday 19th January:	Option forms 'go live'
Friday 26th January:	Deadline for return of Options choices
Spring Term	Options interviews with SLG
Summer Term	You will be notified of the finalised Option blocks and your timetable will be confirmed during this term

Advice page

GCSE Options are an exciting prospect. You can choose to continue with those subjects that interest you most – but take care! Your decisions will lead to a two-year commitment and lay the foundations for what you do after Year 11, so a lot of thought and discussion are needed. **Consider what you are good at, what you enjoy and what subjects you may need in the future.**

These DOs and DON'Ts may help you:

DO		DON'T	
✓	Do get as much advice as you can. If you don't know something, ASK. Talk to your parents, tutor, subject teachers, the Careers Service, and especially to our current Year 10 students.	✗	Don't think you are expected to know at this stage what you want to do later in life; the curriculum is constructed to keep open as many doors as possible.
✓	Do find out as much as possible about the courses on offer: what will you learn and how? Consider whether you prefer coursework and independent learning.	✗	Don't choose a course because your friend is choosing it; you might find yourselves in different groups.
✓	Do try to choose those subjects you are <u>good at</u> or <u>enjoy</u> , since this will improve your chance of success.	✗	Don't choose a course because you like the teacher you have now; you may have a different teacher in Year 10.
✓	Do decide yourself: it is <u>you</u> who will be studying your chosen subjects for the next two years. It is <u>your</u> future you are considering.	✗	Don't rush to complete your choices - think carefully and pick a subject for positive reasons after conducting research.
✓	Do consider how much independent learning is required outside the classroom.	✗	Don't worry if you can't fit everything in. Some subjects can be picked up again in the Sixth Form. IF IN DOUBT, FIND OUT. Ask somebody from the list of key personnel.

Key members of staff who can offer support and guidance

For subject-specific queries it is always helpful to talk to the Head of Department or a key member of teaching staff:

Art & Design	:	Mrs. S. Wallace
Biology	:	Mr. J Buckridge
Classical Civilisation & Latin	:	Mrs. K. Rowe
Design & Technology	:	Mr. T. Mason
Drama	:	Mr. K. Balfe
English & Media	:	Mrs. S. Batchelor
Geography	:	Mr. R. Sutton
History	:	Mr. S. Hanse
Computing and Business	:	Mrs. E. Symeou
Mathematics	:	Mr. B. Alison
Modern Foreign Languages	:	Mr. J. Dellar
Music	:	Miss A. Atkins
PE	:	Mrs. C. Gales
Philosophy & Ethics	:	Mr B. Adams
Physics	:	Mr. A. Derrett
Science / Chemistry	:	Mr. C. Horner
Social Sciences	:	Mrs. E. Edwards

With general enquiries about the routes, your future aspirations and useful subject combinations, it is helpful to contact the following:

Deputy Headteacher	:	Mr. A. Jones
Director of Sixth Form/Assistant HT	:	Ms. T. Stojko
SENCO/Assistant Headteacher	:	Mrs. L. Cole
Head of Year 9	:	Mrs. B. Tarbutton
Independent Careers Advisor	:	Mrs. R. Ward
North Herts. Connexions Service	:	Ms. M. Meehan

Your form teachers are also an excellent wealth of knowledge and experience.

Further research

Careers Guidance & Education

Our school's Careers Zone website is available to students via their school Gmail login. The link to the site is found in the Careers Guidance and Education section of the school website. Our Careers Zone has been designed to be user-friendly and enable students to enjoy researching careers in an easy and accessible way. In Careers Zone we have provided links to careers sites with searches, videos and quizzes, to help students find out about hundreds of different careers and thousands of course choices.

Year 9 students are being introduced to this site in Careers Guidance sessions. In these 1:1 sessions with a qualified independent Careers Adviser, students are also introduced to the Job Explorer Database (JED), which is an engaging and motivating online resource, offering an insight into many careers and the world of work.

JED is available within our Careers Zone. It is also user-friendly and enables students to do simple job searches, look at similar job groups together and search for job matches to subjects taken at GCSE.



Looking ahead, Higher Ideas is also available in Careers Zone. This is a platform that provides independent information about thousands of course choices at hundreds of universities and colleges. Students can list the A levels they are planning to take, and this will create a list of suggested courses, for example.

Unifrog is a database we also subscribe to. It has comprehensive information on apprenticeships and university / college courses as well as other career opportunities.

Students will be using this tool as they progress through school. They each have their own login.

All students have access to a Careers Advisor for impartial guidance. Year 9 students are currently seeing independent Careers Advisers on a 1:1 basis. During these sessions they are guided and supported to explore jobs and courses in order to enable informed subject choices for their GCSE. Careers guidance is taking place throughout November, December and into early January '24. Students will be informed about their session via their form tutor and an email.

Should you require any further information about our careers programme please contact Ruth Ward, Careers Coordinator / Adviser, via email: ruth.ward@hgs.herts.sch.uk

Introduction to subject information

The following pages provide information on the content, method of study and assessment of each subject, alongside guidance on the types of opportunities opened up beyond GCSE level.

In order to assist in swiftly viewing the information, each subject has a box at the top of the page, entitled 'Information at a Glance'. This indicates which Examination Board has been selected and the course code. If you wish to see the full subject specification and examples of past papers, you can visit the Examination Board's website. It also indicates the method of assessment in current usage and uses a system of coding where the following applies:

C	=	Non-examined assessment (Coursework)
W	=	Written Summative Examination Paper
P	=	Practical Assessment
M	=	Modular Approach

Controlled Assessment is no longer a feature of GCSEs but some courses still have elements that are internally assessed. These elements are referred to, officially, as 'non-examined assessments'. Other courses, such as the Cambridge National, still refer to internally assessed tasks as coursework. These courses will have specific requirements and guidelines as to how the tasks should be completed and you should ask the subject teachers for further information about this aspect of assessment.

Finally, we use a rating system using clock symbols to illustrate the probable degree of independent learning required. This indicates how much homework and additional study teachers would expect a successful student to undertake. Three clocks indicate that a great deal of independent work is needed, and is suitable for students with strong time-management skills. This occurs in open-ended, practical, project-based subjects. Two clocks indicate a fair amount of additional work, some of which may be directed. One clock indicates some directed homework, but probably less on average than the majority of other subjects. If your time-management skills are not very strong, you may wish to consider carefully the demands on your time from selecting certain subject combinations.

GCSE qualifications are now assessed in a linear format, meaning that written examinations are taken during the summer of Year 11. Where a course is identified as being 'modular', this reflects the structure of the syllabus and its delivery, and not the opportunity for modular exams to be taken at points throughout the course.

The details of the courses and specifications presented in this booklet are accurate at the time of writing (October 2023). If there are changes to any of the courses published in this booklet, you will be provided with current information when you start the course in September.

THE CORE

GCSE ENGLISH LANGUAGE
(9-1) 8700

Information At A Glance

Exam Board: AQA

Assessment Method: W

Independent Study Rating:  

Course Content and Skill Development

The papers will include three unseen extracts: one from the 19th Century, one 20th Century and one 21st Century. Students will be asked to analyse the extracts and answer a series of questions on them. For the writing section, the focus is on technical accuracy, composition, organisation and effect. Students will develop the skills needed to write creatively and to offer viewpoints and perspectives. 20% of the marks will be awarded for spelling, punctuation and grammar. There is also a spoken language endorsement which will require students to deliver a presentation on a topic of their choice.

Method of Study

Students will develop skills learnt at Key Stage 3. They will write in different styles and for different purposes and audiences. They will develop skills in technical accuracy and using more sophisticated structures in writing. Students will also develop reading skills and close analysis of language, reading for implied meaning and understanding nuances of meaning.

Assessment Structure

The English Language GCSE will be assessed through two examinations at the end of Year 11. Each paper will be 1 hour 45 minutes long and will carry 50% of the final mark. Both papers will have a reading and a writing section.

Whilst not contributing to the overall grade, the Spoken Language Endorsement NEA is a mandatory part of the course and students will be awarded a Pass, Merit or Distinction, which will be printed on their certificate.

Opportunities Beyond Year 11

Students may choose to study A level English Literature or English Language and Literature.

THE CORE

GCSE ENGLISH LITERATURE (9-1) 8702	Information At A Glance
	Exam Board: AQA
	Assessment Method: W
	Independent Study Rating: Ⓢ Ⓢ

Course Content and Skill Development

For English Literature, students will study a range of texts, including a Shakespeare play, a modern drama text, a 19th-century novel and a poetry anthology. There will also be sections on unseen poetry in the examination. Therefore, a key focus will be skills-based and ensuring students have the confidence and ability to analyse texts independently. Text choices include: 'An Inspector Calls' by J.B. Priestley; 'Romeo and Juliet' or 'Macbeth' by Shakespeare; 'A Christmas Carol' by Charles Dickens or 'Dr Jekyll and Mr Hyde' by Robert Louis Stephenson. Final text choices will be made by individual class teachers.

Method of Study

Students will study texts in a variety of forms. They will focus on reading for meaning and close study of the texts. They will develop skills in analytical essay-writing throughout the two-year course. They will focus on close analysis of language, structure, themes and characterisation.




Assessment Structure

The English Literature GCSE will be assessed through two examinations at the end of Year 11. Paper 1 will be 1 hour 45 minutes long and will form 40% of the final qualification. Paper 2 will be 2 hours 15 minutes long and will form 60% of the final qualification.

Opportunities Beyond Year 11

Students may choose to study A level English Literature or English Language and Literature.

THE CORE

GCSE MATHEMATICS (9-1) 1MA1	Information At A Glance
	Exam Board: Pearson Edexcel
	Assessment Method: W
	Independent Study Rating:   

Course Content and Skill Development

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

Course Content

The course extends mathematical study in the following areas:

- Arithmetic and its application to realistic problems
- Algebraic concepts and its use in problem-solving
- Geometric properties of 2D and 3D shapes
- Graphs to support real-life situations and data presentation
- Trigonometry and Pythagoras, and their application to practical problems
- Ratio and Proportion
- Statistical concepts of data collection, presentation and interpretation
- Problem-solving and functional approaches to Mathematics

Method of Study

- Teacher-led instruction of processes and techniques
- Class discussion of concepts and methods
- Individual practice of skills in class and, essentially, for homework
- Paired, group and teamwork; plenty of problem-solving
- Regular use of ICT in school and from home

Assessment Structure

The GCSE Mathematics examination will consist of two tiers of entry: Higher for the majority of students, and Foundation. The Linear GCSE course is taken by everyone and is completed with 3 written exams at the end of Year 11. There is no coursework or controlled assessment element.

The Higher tier enables grades 9–4; The Foundation tier enables grades 5–1.

Some students will be given the opportunity to study for additional mathematical exams which are aimed to complement their GCSE. Please see the Maths Options pages later in the document.

Opportunities Beyond Year 11

Both Mathematics and Further Mathematics can be studied beyond GCSE. A level Mathematics is not just a valuable qualification on its own, but it supports and combines well with many other subjects and is vital for several of them. Any scientific or financial course depends upon mathematics and the skills developed are highly transferable.

THE CORE

**GCSE COMBINED SCIENCE
(9-1)
(Double Award) J250**

Information At A Glance

Exam Board: OCR

Assessment Method: W

Independent Study Rating: ⌚ ⌚

Course Content and Skill Development

The KS4 Science course begins in Year 9. In Year 10 all students follow the Combined Science modules. These introduce topics such as genetics, atomic structure, forces and matter. These are followed using a mixture of practical work, investigation and discussion. In Year 11, students continue to build up their knowledge; there are topics on organ systems, chemical reactions and radioactivity. This science course gives all of the background required for students who may wish to take Biology, Chemistry or Physics at A level.

Method of Study

Class practical work
Class discussion
Data analysis
Group work and presentations

Assessment Structure

The course is completely linear, so all the examinations are taken at the end of Year 11. There are six examinations, each 1 hour 10 minutes long (two Biology, two Chemistry and two Physics). There is a core set of practicals that will need to be completed but no marks are required by the examination board. The papers will test aspects of the practical work done over the three years. Students will receive two grades each between 9 and 1.

For example:

9/9
9/8
8/8
8/7

The 9/9 grade being higher than the 9/8.

Opportunities Beyond Year 11

Combined Science students can take Biology, Chemistry or Physics at Advanced level. It is not necessary to have taken Triple Science to access these courses. These courses lead to a wide variety of degrees and employment in the medical, environmental and research industries, to name but a few.

THE CORE

PHILOSOPHY & ETHICS Core Course	Information At A Glance
	Exam Board: None
	Assessment Method: Teacher assessed
	Independent Study Rating: Ⓟ

Course Content and Skill Development

This course is one you will follow even if you do not choose to take Philosophy and Ethics as one of your Options subjects. Every student will have one hour a week of P+E in Year 10, which will still provide the opportunity to develop the debating and writing skills that have a benefit across the curriculum and for further study. Students will practise the skills needed to reason through arguments logically and to engage with relevant current debates in religion, politics, philosophy and ethics.

Topics include social justice, abortion, euthanasia, medical ethics, environmental ethics, crime and punishment, and animal rights. As we are not following a rigid external curriculum, we will also be able to adapt to particular student interests in order to ensure the course is exploring the issues in which classes are most interested.

As we study these issues throughout the course, we will aim to develop skills of debate and discussion; critical thinking; conceptual analysis and ethical reasoning.

Method of Study

Discussions
Debates
Presentations
Film clips
ICT
Group work
Games
Case studies

Assessment Structure

The course will be assessed by staff through debate skills assessment, written answers and peer assessment. These will, however, be **informal** assessments, rather than the end-of-topic tests done at KS3.

Opportunities Beyond Year 11

Students can go on to study Philosophy and Ethics at Advanced level. Philosophy and Ethics is a highly respected field, which leads into a wide range of university qualifications and careers that require good verbal and reasoning skills, such as journalism, law, medicine and politics. It is also beneficial for careers that involve a good understanding of people such as nursing, psychology, social work, police work and counselling.

THE CORE

PHYSICAL EDUCATION Non-Examined	Information At A Glance
	Exam Board: None
	Assessment Method: Teacher Assessment
	Independent Study Rating: ⌚

Course Content and Skill Development

The non-examination course is for students who do not want to undertake an examination course in Core PE. The course content aims to develop the student's understanding of a healthy, active lifestyle through a variety of activities. It encourages independent participation in physical activity and self-knowledge of likes and dislikes, with a view to the student developing a lifelong positive relationship with physical activity and fitness.

Method of Study

Students are expected to be fully active in the practical components of the course. They will undertake two practical lessons per week in a variety of activities that will be taught in modules of approximately six hours.

Over Years 10 and 11, students will cover Badminton, Basketball, Benchball, Cricket, Dodgeball, Handball, Netball, Rounders, Self-Defence, Tennis, Trampolining, Volleyball, Alternative Sports, and Fitness activities including Circuits, Fit to Run, Fitness to Music, Pilates, Yoga and use of the Fitness Suite.

Assessment Structure

The course content is unassessed. However, students will be given an effort grade based on their participation in lessons, and it is hoped that they will start to develop regular exercise habits outside of school.

Opportunities Beyond Year 11

The student will be encouraged to take part in at least one physical activity independently in their own time and carry this on after Year 11.

THE CORE

LEARNING FOR LIFE

Course Content and Skill Development

This course aims to give students the knowledge, skills and strengths required for them to develop as individuals, manage their relationships, and live rewarding, healthy and positive lives. It is also about understanding how they can play an effective role in society at local, national and international levels by becoming informed, thoughtful and responsible citizens who are aware of their duties and rights. By following the programme students will work both independently and collaboratively, enabling them to gain confidence in expressing their personal opinions on a variety of topics and respecting the views and thoughts of others.

This is a modular course with one lesson every two weeks covering the following topics:

Year 10

- Personal finances and banking
- Screen time and the dangers of online gambling
- Relationships, sex and identity units including: fertility, contraception, consent, forced marriage, stalking and harassment, domestic abuse, the dangers of pornography and upskirting
- Politics and citizenship, including democracy and the electoral system in the UK
- Homelessness
- How to resolve conflict

Year 11

- Money management, including credit and debt, taxes and pensions, value for money
- Study skills and managing exam anxiety
- Parenting, pregnancy and birth
- Cancer awareness
- Careers, including post-GCSE options, how to write cover letters and CVs, considering career options

If students take Full Course PE, they will have a condensed KS4 Learning for Life experience, but the statutory content will still be delivered to them by the PE department using the resources provided to the rest of the school. There will also be further drop-down days and whole-school assemblies to ensure students have covered all statutory content in depth.

Method of Study

The course uses a wide variety of methods to explore the different personal, social, health and citizenship-based topics, and associated concepts and points of view:

- Discussions
- Media clips
- Guest speakers
- Individual, pair and group work

- Quizzes and games
- Presentations
- Google doc worksheets and Google form knowledge checks

Assessment Structure

This is a non-examined course and students do not have any homework or coursework.

Students' understanding of content will be assessed by their teacher in class as they complete any written work and contribute to discussions. There will also be 'true or false' quizzes during lessons and Google form knowledge checkers throughout the year, to ensure students are understanding the key content.

Opportunities Beyond Year 11

We hope that the students will continue to refer to the course content and use the skills they have gained throughout their lives.

GCSE ART AND DESIGN (9-1) J170

Information At A Glance

Exam Board: OCR

Assessment Method: C P

Independent Study Rating: ⌚ ⌚

Course Content and Skill Development

This course is about having an adventurous and enquiring approach to art and design, and developing the skills to express it. You will gain an understanding of past and contemporary art and design, and produce personal responses, embracing a range of ideas. You will acquire a working knowledge of the materials, practices and technology of art and design. You will follow a course that teaches fine art, graphic design, photography and 3D design, and you will then select your specialism from these disciplines.

Method of Study

You will be taught through teacher-led exercises, and independent research and experimentation in a range of media and processes, including painting, sculpture, printmaking, photography and digital media. Short projects will enable you to build a portfolio of your strongest work. You will be encouraged to keep a homework sketchbook to research, record and experiment. From this book you will develop and realise ideas in class, through presentation, planning sheets and final outcomes.

Assessment Structure

This is a two-component qualification:

Component 1: Portfolio (60%). You will be given scenarios or stimuli as starting points to develop a portfolio of work.

Component 2: OCR Set Task (40%). You formulate a personal response to a set question, chosen from an early-release paper, followed by a ten-hour practical test.

Opportunities Beyond Year 11

You could go on to take an AS or A level in Art & Design or a related subject. If you know the area of art, craft or design you want to specialise in, you could study for a National Certificate or National Diploma in Art & Design.

You may wish to do a GCSE in Art & Design for its own sake, perhaps to form the basis of a future interest. Or you might wish to go into a job where it is useful to have had experience of art, craft and design, or where you will need to use some of the skills developed during this course. Such jobs are numerous and might be in fields such as advertising, marketing, design (particularly fashion and graphics), architecture and media. **There is a growing demand in the creative sector, particularly in the successful UK games industry, for employees who have a STEAM (Science, Technology, Engineering, ART and Maths) background.** Careers in the creative sector have the benefit of being far less likely to become automated in the future, meaning skilled artists and designers will be in demand long after robots have taken over many jobs. Whichever path you choose, the study of Art and Design can help you develop transferable skills, such as inventiveness, visual presentation and cultural awareness, which are valued in any career or field of study.

GCSE BUSINESS (9-1) 1BS0	Information At A Glance
	Exam Board: Pearson Edexcel
	Assessment Method: W M
	Independent Study Rating: ⌚ ⌚

Course Content and Skill Development

This exciting and popular KS4 Option gives you an insight into the world of business, what makes businesses successful, how to build a small business and the factors that influence business outcomes. Some of the topics we will study are:

- The world of small businesses
- What makes a successful business person?
- How to develop an idea, spot an opportunity, and turn that into a successful business
- How to make a business effective and manage money well
- How the world around us affects small businesses and all the people involved
- How businesses promote themselves and keep customers happy
- How economic events and actions of governments impact on businesses

Method of Study

Through use of resources on Google Classroom, research and practical tasks, you will continue to develop investigative skills and improve your ability to communicate and explain your ideas to others. Through the use of case studies, you will learn how to be a creative thinker, make decisions and work with numbers to solve business problems. Through presentations and classroom discussions, we will frequently discuss business topics that appear in the news.

Assessment Structure

Theme 1 - Investigating Small Business (**1BS0/01 - Exam**) worth 50% of the final grade

Theme 2 - Building a Business (**1BS0/02 - Exam**) worth 50% of the final grade

Opportunities Beyond Year 11

This course can help you prepare for further and higher education through a range of routes e.g. AS/A2 levels and vocational courses. Through gaining an insight into business, you are better informed when you join the world of work. This course could also lead to a business-related profession such as accountancy, law, marketing or the leisure and tourism industry. Or you could start your own business!

GCSE CLASSICAL CIVILISATIONS (9-1)

Information At A Glance
Exam Board: OCR
Assessment Method: W
Independent Study Rating: Ⓢ Ⓢ

Course Content and Skill Development

This course provides an opportunity to engage with the history, literature, culture and beliefs of Ancient Greece and Rome. Learners will develop the ability to think critically about the societies and values of the ancient world, evaluating a wide range of engaging source materials from over 2000 years ago. Learners do not need to have studied Ancient Civilisations in Year 8 or Year 9 to be successful in this course, as skills transferable from English, History and other subjects will serve them well.

- **Women in the Ancient World** Learners will study women from both the Greek and Roman worlds, exploring their lives in a variety of capacities, from wives and mothers to famous leaders such as Cleopatra, whilst contrasting the experience of women with that of men as an insight into everyday life in the Classical world. Students will examine the realities of life as a woman in these societies - both women who were portrayed as respectable and virtuous, and those who created more scandal. This enables discussion of how women were represented and what this reveals about ancient ideas about gender. The role of women in religion will also be examined, as an interesting and important area where women had possibly their greatest degree of parity with men. Conversely, their lack of voice in the state decision-making processes will be studied, as will the way in which this was portrayed and perceived.
- **Roman City Life** Learners will explore everyday life in Roman cities, with a particular focus on the Imperial period, and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. They will study a variety of aspects of Roman society; examining typical Roman housing can be an excellent way to make learning tangible and relatable for students, as can the study of education and the lives of young people in the Roman world. The Roman social system is notorious for its intrigues and politics and this, coupled with the study of the spectacle provided by Roman entertainment, provides an exciting and enjoyable course for learners. The Literature topics will give an insight into different literary styles and techniques of a range of Roman authors, as well as into interesting areas of Roman life and society.

Method of Study

- Discussions
- Individual work
- Group work
- Creative work
- Independent research
- Presentations

Assessment Structure

Each module is assessed with an examination of 1 hour 30 minutes at the end of Year 11. Both papers are un-tiered, covering an ability range of 9 to 1.

Opportunities Beyond Year 11

You can study Classical Civilisation at A level and at university. Many of the skills developed in this course transfer excellently to other humanities subjects, such as History, English Literature and Geography, as well as social sciences such as Sociology and Psychology. Classics is a highly respected inter-disciplinary field of study, greatly valued by top universities and employers. Those who study it enter a wide range of professions, most notably those that require strong verbal reasoning, critical thinking and creative skills, such as law, politics, journalism, film and television, teaching, the civil service, the arts and heritage sector, and marketing and communications. Professions that require strong analytical and problem-solving skills, such as banking and financial services, consultancy and technology, are also popular with those who have studied Classics at A level and beyond.

GCSE COMPUTER SCIENCE (9-1) 8525	Information At A Glance
	Exam Board: AQA
	Assessment Method: C W P M
	Independent Study Rating: ⌚ ⌚

Course Content and Skill Development

This course is engaging and practical, with plenty of opportunity for creativity and problem-solving. It encourages students to develop their understanding and application of the core concepts in computer science.

Learning focuses around the following strands:

- 3.1 Fundamentals of algorithms
- 3.2 Programming
- 3.3 Fundamentals of data representation
- 3.4 Computer systems
- 3.5 Fundamentals of computer networks
- 3.6 Cyber security
- 3.7 Relational databases and structured query language
- 3.8 Ethical, legal & environmental impacts of digital technology on wider society

The course requires logical thinking to be able to problem-solve. Whilst this is a skill you will continually develop, if you feel confident solving puzzles or thinking ‘outside of the box’ to design a solution, you should enjoy the practical nature of this course.

Method of Study

Class practical work, group work, problem-solving activities, class discussion and presentations.

A key part of the qualification is developing programming skills, and you will learn how to design, write, test and evaluate programs written in a text-based programming language (Python).

Assessment Structure

Paper 1: Computational Thinking and Programming Skills – 50%

2-hour written exam assessing topics 3.1 and 3.2 above

Paper 2: Computing Concepts – 50%

Written exam of 1¾ hours, assessing topics 3.3 to 3.8 above

Opportunities Beyond Year 11

We live in a world that is shaped by the use of digital devices – being able to program them is a skill shortage in the UK. However, Computer Science is not just for people who want a career in the IT and computer industry – 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. Future pathways could include A level Computing, vocational IT qualifications, industry-standard IT qualifications, or degree courses in Computing, Engineering and Science.

GCSE DANCE (9-1) 8236	Information At A Glance
	Exam Board: AQA
	Assessment Method: W P
	Independent Study Rating: Ⓢ Ⓢ

Course Content and Skill Development

The course comprises two components of work.

Component 1a: PERFORMANCE This requires students to firstly perform two set phrases in a solo performance (approximately 1 minute) and secondly perform in a duo or trio (3 ½ minutes).

Component 1b: CHOREOGRAPHY This requires students to choreograph either a solo (2 – 2 ½ minutes) or a group composition (3 – 3 ½ minutes).

Component 2: DANCE APPRECIATION This requires students to explore the theoretical aspect of dance, in a formal examination, with an emphasis on:

- The knowledge and understanding underpinning the choreographic process and performance skills.
- A critical appreciation of their own work and of professional works.

Method of Study

In practical lessons students will be required to perform and accurately replicate movement, as well as improvise and create their own phrases and compositions. They will be expected to address a range of dance styles. They will have the opportunity to observe, discuss and evaluate their own dances and chosen professional works. When possible, visits to see live performances take place, alongside the use of professional workshops. In order to fulfil the choreography component students will need to dedicate a significant amount of time outside of lessons. In theory lessons, they will be expected to engage in discussion work and presentations.

Assessment Structure

The course is assessed in two ways:

- Assessment of performance and choreography (60% of the total marks)
- A written paper of 1 hour 30 minutes (40% of the total marks)

Opportunities Beyond Year 11

The course can lead onto further studies in Performing Arts or Dance at a range of levels. It is also possible for the course to lead on to A level Physical Education. The course is a valuable component in careers involving Performing Arts and combines well with other subject areas, such as Music and Drama. It introduces a practical and physical dimension to a student's programme of study where students may appreciate a more expressive rather than competitive challenge.

**GCSE
DESIGN & TECHNOLOGY**
Subject Focus – 3D Products
(9-1) C600QS

Information At A Glance

Exam Board: Eduqas

Assessment Method: C P W

Independent Study Rating: ⌚ ⌚

Course Content and Skill Development

Design and Technology develops a broad understanding of Technology, with applied knowledge of Science and Mathematics, whilst developing an appreciation of good design within the ‘made’ environment. The course will require students to apply their knowledge to create varied, interesting and exciting 3D products. Designing and making is focused within contexts that are relevant today, such as social and environmental issues, along with sustainability and emerging new technologies. This GCSE course extends the learning in all Design & Technology subjects studied at KS3, with a specialist focus on 3D design.

Method of Study

This subject’s learning style revolves around designing and practical work. Students will work creatively and imaginatively to design improved and exciting products. Drawing upon inspirational and iconic design pieces, they will apply their knowledge and concepts of fashion, style and proportion to their own designs. They must develop excellent skills in management and organisation using all the relevant equipment and ICT. Students are challenged to produce prototypes or working models using a range of traditional, new and smart materials. Supporting work documenting the progress and development of their products will be evidenced in a design folder.

Assessment Structure

Written Paper - 50% of the total marks

Section A: **Core** questions covering a **broad** subject knowledge of Design and Technology principles – similar to that studied at KS3.

Section B: **In-depth** questions within chosen **specialist** areas of timbers, metals and plastics.

Non-examined Assessment (Coursework)

This is a single 40-hour design-and-make activity worth 50% of the total marks. Students must produce a perceptive design folder, including CAD work, detailing the development of a made outcome. The design task is set by the exam board each year.

Opportunities Beyond Year 11

D&T can be followed through to A level Product Design at Hitchin Girls’ School. This can lead to a design foundation course at college, a Product Design BA degree or a more scientific Engineering/Architecture BSc degree. Career options are incredibly wide, including designing iconic objects, advertising campaigns, Mechanical/Aerospace/Civil Engineering, Architecture and everything in between. Time and resources management, the ability to work independently with commitment and motivation, and overcoming problems and criticism are just some of the skills that are transferable to all areas of study and work. Subjects complementing D&T include Physics, Maths, Art & Design and Media Studies.

GCSE DESIGN & TECHNOLOGY Subject Focus – Fashion & Textiles (9-1) C600QS	Information At A Glance
	Exam Board: Eduqas
	Assessment Method: C P W
	Independent Study Rating: ⓘ ⓘ

Course Content and Skill Development

Design and Technology develops a broad understanding of Technology, with applied knowledge of Science and Mathematics, whilst developing an appreciation of good design within the 'made' environment. The course will require students to apply their knowledge to create varied, interesting and exciting fashion and textile products. Designing and making is focused within contexts that are relevant today, such as social and environmental issues, along with sustainability and emerging new technologies. This GCSE course extends the learning in all Design & Technology subjects studied at KS3, with a specialist focus on textile design.

Method of Study

This subject's learning style revolves around designing and practical work. Students will work creatively and imaginatively to design improved and exciting products. Drawing upon inspirational and iconic design pieces, they will apply their knowledge and concepts of fashion, style and proportion to their own designs. They must develop excellent skills in management and organisation using all the relevant equipment and ICT. Students are challenged to produce prototypes or working models using a range of traditional, new and smart materials. Supporting work documenting the progress and development of their products will be evidenced in a design folder.

Assessment Structure

Written Paper - 50% of the total marks

Section A: **Core** questions covering a **broad** subject knowledge of Design and Technology principles – similar to that studied at KS3.

Section B: **In-depth** questions within chosen **specialist** areas of fibres and fabrics.

Non-examined Assessment (Coursework)

This is a single 40-hour design-and-make activity worth 50% of the total marks. Students must produce a perceptive design folder, including CAD work, detailing the development of a made outcome. The design task is set by the exam board each year.

Opportunities Beyond Year 11

Career options in the design world are incredibly wide and varied, designing everything from homeware products, high street fashion collections, or innovative wearable technology. Design & Technology can be followed through to A level Fashion and Textiles at Hitchin Girls' School. This in turn can pave the way for a 'hands on' BA degree in design, a more scientific degree such as Bsc Textile Engineering or, if you are more drawn towards the business side of fashion, perhaps BSc Fashion Management and Marketing. The management of time and resources, the ability to work independently with commitment and motivation, and the ability to overcome problems and react positively to criticism are just some of the skills that are transferable to all areas of study. Subjects that complement this course include Business, Geography, Art & Design and Media Studies.

**GCSE
DESIGN & TECHNOLOGY**
Subject Focus – Food
Preparation & Nutrition
(9-1) C560P1

Information At A Glance

Exam Board: WJEC Eduqas

Assessment Method: C W P

Independent Study Rating: Ⓢ Ⓢ Ⓢ

Course Content and Skill Development

This exciting course will equip learners with the knowledge, understanding and skills required to cook, and also to apply the principles of Food Science, Nutrition and healthy eating. Following this course will enable students to make informed decisions in order to feed themselves and others affordably and nutritiously, now and later in life. It will allow them to understand the huge challenges that we face globally to supply the world with nutritious and safe food. This GCSE builds upon the content studied at KS3 and makes an ideal partner for Science, Geography, Health & Social Care and Physical Education.

Topics

- Food Preparation Skills: Students will be required to use general practical skills and knife skills to prepare and produce a wide range of food products.
- Food, Nutrition and Health: Students will learn about macro and micronutrients - their function in the body, their main sources and the effects of deficiency or excess.
- Food Science: Students will research why food is cooked. They will explore different cooking methods and examine the functional and chemical properties of food and nutrients.
- Food Safety: Students will research food spoilage and contamination whilst discussing the positive use of microorganisms in food production. They will explore how food should be stored, and apply their knowledge of food safety when preparing and cooking food.
- Food Provenance: Students will discuss factors affecting food choices including religious, cultural, ethical and medical considerations. They will study traditional British food and international cuisine.

Assessment Structure: Examination and Coursework

- Written Examination (50%): Un-tiered paper consisting of short-response and long answer essay questions.
- Non-examined Unit 1 (15%): Food investigation. 1,500 – 2,000-word report including photographic evidence of the practical investigation.
- Non-examined Unit 2 (35%): Food preparation assessment. After completing research, students will prepare, cook and present a final menu of two or three dishes within a single period of no more than three hours.

Opportunities Beyond Year 11

Post-16 Food courses are available to study in the Sixth Form. Students who study this subject gain organisational skills, increased practical capability and a sound preparation for higher education courses at a wide range of universities. Careers based in the food industry are varied and can be related to new product development, management, environmental health, marketing, retailing, media or education. Students who prefer a scientific career may opt for university courses and careers in food science and technology, sports science, hotel and catering management, quality or risk management or dietetics and nutrition.

**GCSE
DESIGN & TECHNOLOGY
Subject Focus – Graphics
(9-1) C600QS**

Information At A Glance

Exam Board: Eduqas

Assessment Method: C P W

Independent Study Rating: ⌚ ⌚

Course Content and Skill Development

Design and Technology develops a broad understanding of Technology, with applied knowledge of Science and Mathematics, whilst developing an appreciation of good design within the ‘made’ environment. The course will require students to apply their knowledge to create varied, interesting and exciting graphic products. Designing and making is focused within contexts that are relevant today, such as social and environmental issues, along with sustainability and emerging new technologies. This GCSE course extends the learning in all Design & Technology subjects studied at KS3, with a specialist focus on graphic design.

Method of Study

This subject’s learning style revolves around designing and practical work. Students will work creatively and imaginatively to design improved and exciting products. Drawing upon inspirational and iconic design pieces, they will apply their knowledge and concepts of fashion, style and proportion to their own designs. They must develop excellent skills in management and organisation using all the relevant equipment and ICT. Students are challenged to produce prototypes or working models using a range of traditional, new and smart materials. Supporting work documenting the progress and development of their products will be evidenced in a design folder.

Assessment Structure

Written Paper - 50% of the total marks

Section A: **Core** questions covering a **broad** subject knowledge of Design and Technology principles – similar to that studied at KS3.

Section B: **In-depth** questions within chosen **specialist** subject areas of paper and board.

Non-examined Assessment (Coursework)

This is a single 40-hour design-and-make activity worth 50% of the total marks. Students must produce a perceptive design folder, including CAD work, detailing the development of a made outcome. The design task is set by the exam board each year.

Opportunities Beyond Year 11

D&T can be followed through to A level Product Design at Hitchin Girls’ School. This can lead to a design foundation course at college, a Product Design BA degree or a more scientific Engineering/Architecture BSc degree. Career options are incredibly wide, including designing iconic objects, advertising campaigns, Mechanical/Aerospace/Civil Engineering, Architecture and everything in between. Time and resources management, the ability to work independently with commitment and motivation, and overcoming problems and criticism are just some of the skills that are transferable to all areas of study and work. Subjects complementing D&T include Physics, Maths, Art & Design and Media Studies.

Course Content and Skill Development

This course has been designed to be practical, engaging and creative. It will provide opportunities to understand and create drama as a performing art form, in which ideas and meaning are communicated to an audience through informed artistic choices. It will allow learners to study drama in an academic setting and apply their knowledge and understanding to the process of creating and developing drama, and to their own performance work.

Method of Study

Create and develop ideas to communicate meaning for theatrical performance.

Apply theatrical skills (acting, improvising and designing) to realise artistic intentions in live performance.

Demonstrate knowledge and understanding of how drama and theatre are developed and performed.

Analyse and evaluate your own work and the work of others.

Assessment Structure

Component 02: 30% *Devising Drama*

Students explore a stimulus provided by the exam board. They will work in groups to create their own devised drama based on their exploration. Students usually work as performers (though they can work as designers), creating a portfolio (20%) and a final performance (10%).

Component 03: 30% *Presenting and Performing Texts*

Students explore a text and perform two scenes to a visiting examiner. They usually work as performers, but they can work as designers, completing a pro forma explaining their artistic choices (10%) and the final performance showcase (20%).

Component 04: 40% *Written Exam - Drama: Performance and Response*

Section A contains eight questions on a set text, *Kindertransport* by Diane Samuels. (25%)

Section B requires an extended response, analysing and evaluating live theatre through one essay question. (15%)

Opportunities Beyond Year 11

You could go on to take an AS or A2 in Drama and Theatre Studies, or study another course in the Performing Arts. You may wish to take GCSE Drama for its own sake, or you might wish to go into a job where it is useful to have had experience of Drama and its skills. This might include such fields as retail, travel and tourism, sales and marketing, journalism, teaching or any career that involves working with people face-to-face.

GCSE FRENCH (9-1) 8652

Information At A Glance
Exam Board: AQA
Assessment Method: W
Independent Study Rating: Ⓢ Ⓢ

Course Content and Skill Development

The course content is based upon the following three areas of experience: People and Lifestyle, Popular Culture, Communication and the World around Us. The content has been updated for the new GCSE specification starting in September 2024, to make the language more relevant and accessible, and to allow students to develop awareness and understanding of the cultures and identities of countries and communities where French is spoken. The course also aims to develop high-level language skills, both for immediate use and to prepare students for further language study. Students will respond to a wide range of authentic spoken and written material, adapted and abridged, including extracts from literary texts. The four skill areas of Listening, Reading, Writing & Speaking remain.

Method of Study

- Students will follow the “Active Learn” online course.
- Reading material will be taken mainly from this resource.
- Listening practice via Google Classroom and private study material.
- Role play, pair work and whole-class discussion to extend speaking skills in class.

Assessment Structure

- Assessment in Listening, Reading, Speaking & Writing – grades 9-1.
- All four skills are equally weighted (25% each).
- All four skills are tested by a terminal examination at the end of Year 11 and there is no controlled assessment or coursework.

Opportunities Beyond Year 11

The course can lead to Advanced level study in French.

Study of a foreign language equips you with a range of essential life skills that employers value.

Languages combine well with other subjects as many Higher Education courses include a ‘study abroad’ option.

In today’s global economy, increasing numbers of employers actively seek applicants with knowledge of a foreign language.

GCSE GEOGRAPHY (9-1) 8035

Information At A Glance
Exam Board: AQA
Assessment Method: W
Independent Study Rating: Ⓢ Ⓢ

Course Content and Skill Development

Geography will help you understand the changing world we live in. Your course is equally divided between Human and Physical Geography, and you can study topics including: tropical storms; earthquakes; urban issues; the living world; climate change; poverty; UK landscapes; global population issues; and the challenge of sustainable resource use. Places are important and you will explore a range of real-life examples, from Antarctica to the Amazon Rainforest and everywhere in between!

Your Year 9 Geography course has included GCSE content, so you have already made a head start on the course. This material will be revised at the end of Years 10 and 11. The assessments you complete through Year 9 are all at GCSE standard already – so your achievement in these is a good indication of your potential at GCSE level. With work on exam technique and plenty of revision, we are confident of your ability to succeed.

You will be able to use a range of skills, including communication, literacy, numeracy, map skills, ICT and problem-solving. These important transferable skills will be developed throughout the course and will help you with other subjects you are studying.

Method of Study




You will learn through a range of activities, as we think that it is important to vary the tasks we do in Geography to help you learn more effectively. The work you do will include group discussion, project work, research, presentations, games, ICT, fieldwork, model-making, videos, music and maybe even cake! Fieldwork is important and the examiners require you to undertake two contrasting fieldwork experiences, which are carefully linked to the topics you are studying.

Assessment Structure

You will be assessed in three exams at the end of Year 11. Two of them will last 90 minutes each, assessing your understanding of Physical and Human Geography. The third one, which is 75 minutes long, will examine your fieldwork experiences as well as your ability to evaluate a geographical issue. There is a pre-release document that we use in school prior to the exam, so you will be familiar with the context of the questions.

Opportunities Beyond Year 11

You might choose to study Geography at A level, or related subjects such as Sociology, Biology, Economics, Business, or even Travel and Tourism BTEC at college. Geography is a useful qualification because it bridges the sciences and humanities, showing that you have a range of skills that employers and universities value. Geography graduates have one of the lowest unemployment rates. Geography keeps your options open and is considered a good qualification for a range of careers. We have had HGS Geography students enter medicine, law, architecture, veterinary science, media, economics, investment banking, farming and biology, to name but a few!

HEALTH & SOCIAL CARE Cambridge National Level 2 J835	Information at a glance
	Exam Board: OCR
	Assessment Method: C W M
	Independent Study Rating:   

Course Content and Skill Development

The course gives essential knowledge and develops the skills needed by anyone considering working in the health, social care or childcare sectors. Students undertake:

Two mandatory units:

- Unit RO32 - Principles of Care in Health and Social Care Settings
- Unit RO33 - Supporting Individuals Through Life Events

One optional unit from:

- Unit RO34 - Creative and Therapeutic Activities
- Unit RO35 - Health Promotion Campaigns

Method of Study

Students will work through a variety of activities including:

- Teacher / student presentations
- Discussion, pair work and group work
- Documentaries
- Primary research, such as interviews and physiological data collection
- Secondary research using IT
- Practical work including role play
- Visiting speakers including health and social care professionals, to gain an understanding and appreciation of what their work entails


Assessment Structure

Unit RO32 - One written paper of 1 hour 15 minutes	40%
Units RO33 and RO34 or RO35 - Coursework assignments	60% (30% each)

Opportunities Beyond Year 11

This course is ideal preparation for progression to more detailed study of Health, Social Care and Early Years. Students can progress to Level 3 Health and Social Care and related subjects, and some may go on to work or train in a specialised area - often midwifery, nursing, physiotherapy, teaching, social work, social care or Early Years settings.

GCSE HISTORY (9-1) 8145

Information At A Glance
Exam Board: AQA
Assessment Method: exam
Independent Study Rating: 

Course Content and Skill Development

- Britain: Health and the people, c1000 to the present day
- Elizabethan England, 1568-1603: Queen, government and religion; challenges to Elizabeth at home and abroad; Elizabethan society
- Conflict and tension between East and West (The Cold War), 1945-1972
- America, 1920-1973: Opportunity and inequality

Method of Study

- Analysing a range of historical source evidence
- Discussion of concepts
- Presentations and debate
- Enrichment opportunities: Year 10 can join a trip to Berlin, to visit a number of significant historical sites from the Nazi and Cold War eras
- Use of ICT: research and presentation skills are developed

Assessment Structure

Exam Paper 1

Conflict and tension between East and West (The Cold War), 1945-1972
 America, 1920-1973: Opportunity and inequality
1 hour 45 minutes

Exam Paper 2

Period study and British depth study: Elizabethan England, 1568-1603 and Health and the people, c1000 to the present day
1 hour 45 minutes

One-tier grades available from 9 to 1.

Opportunities Beyond Year 11

History is a highly regarded qualification for virtually any field of work. The subject is especially suitable for anyone considering careers in law, journalism, writing or teaching. History combines well with many subjects, offering students extensive opportunities to reflect and analyse.

IT OCR Level 1/Level 2 Cambridge National in IT 60371158	Information At A Glance
	Exam Board: OCR
	Assessment Method: C W P M
	Independent Study Rating: ⌚ ⌚

Course Content and Skill Development

Students develop an understanding of the implications of technology in society and the ways Information and Communication Technology (ICT) is used. Students learn the following:

IT in the digital world

In this unit you will gain the theoretical knowledge and understanding to apply design tools for applications, principles of human-computer interfaces, and the use of data and testing in different contexts when creating IT solutions or products. You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, as well as the different types of digital communications software, devices, and distribution.

Data manipulation using spreadsheets

In this unit you will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. You will be able to use a range of tools and techniques to create a spreadsheet solution based on your design, which you will test. You will be able to evaluate your solution based on the user requirements.

Using Augmented Reality to present information

In this unit you will study the basics of Augmented Reality (AR) and the creation of a prototype product to showcase how it can be used appropriately for a defined target audience to present information. You will also learn the purpose, use and types of AR in different contexts, and how they are used on different digital devices.

Method of Study

Class practical work, group work, problem-solving activities, class discussion and theory-based lessons.

Assessment Structure

IT in the digital world written examination of 1 hour 30 minutes

Data manipulation using spreadsheets OCR-set assignment (contains three to five practical tasks)

Data manipulation using spreadsheets OCR-set assignment (contains three to five practical tasks)

Opportunities Beyond Year 11

- Digital Pathway such as IT, Digital and Technology, Data Analyst (Level 3)
- Cambridge Technicals Information Technology and Digital Media (Levels 2 and 3)
- T Level Digital Production, Design and Development, Digital Support Services, Digital Business Services (Level 3)

GCSE LATIN

(9-1) C990PA & C990PB

Information At A Glance

Exam Board: WJEC Eduqas

Assessment Method: W

Independent Study Rating: Ⓢ Ⓢ

Course Content and Skill Development

- Latin Language (50% of the course) We continue to study the Cambridge Latin Course, up to the end of Book 4. We develop vocabulary and grammar and translate increasingly complex stories from Latin, as well as undertaking some simple translations from English to Latin. We continue learning about life in the Roman Empire, with a focus on daily life, Roman Britain, the Roman army, entertainment and leisure, and the city of Rome.
- Latin Literature (30% of the course) We study a selection of texts in their original Latin. The themes are *Travel by Land and Sea* and *Superstition and Magic*. We develop an understanding and appreciation of original Latin texts by analysis and evaluation. This is an 'open book' paper, where the texts and vocabulary are available during the GCSE examination.
- Either: Latin Literature – Narratives (20% of the course) We study a text by a single author, with an additional passage of English. There is a choice of verse or prose narrative. The current authors are Ovid (*The Flood*, in Latin and English) and Pliny (*The Eruption of Vesuvius*, in Latin and English). We develop an understanding and appreciation of the texts by analysis and evaluation. This is an 'open book' paper, where the texts and vocabulary are available during the GCSE examination.
- Or: Roman Civilisation (20% of the course) Topics are *Daily Life in a Roman Town* and *Roman Britain*. We will study a range of primary sources for the chosen topic and develop the skills required to answer an extended evaluative question.

Method of Study

- Discussions
- Individual work
- Group work
- Independent research
- Creative work
- Presentations

Assessment Structure

This is a linear qualification where all papers are examined at the end of Year 11.

Opportunities Beyond Year 11

You can study Latin at A level, and at university. Possible careers include accountancy, administration, archaeology, civil service, law, museum work, teaching, librarianship and IT.

GCSE FURTHER MATHEMATICS (LEVEL 2) 8365

Information At A Glance
Exam Board: AQA
Assessment Method: W
Independent Study Rating: Ⓢ Ⓢ Ⓢ

Course Content and Skill Development

This qualification fills the gap for high-achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge, building on the Key Stage 4 curriculum, and is intended as an additional qualification to GCSE Mathematics, rather than as a replacement. The content assumes prior knowledge of the Key Stage 4 programme of study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

It also gives an introduction to calculus and matrices, and develops further skills in trigonometry, functions and graphs.

The AQA Level 2 Certificate in Further Mathematics is an untiered Level 2 linear qualification for learners who:

- either already have, or are expected to achieve, grades 7, 8 and 9 in GCSE Mathematics
- are likely to progress to A level study of Mathematics and possibly Further Mathematics.

Method of Study


Students who select the course will commence lessons in November of Year 10. There will be one hour per week in a Period 6 slot (after school). These lessons will continue through Years 10 and 11. The examinations are toward the end of the regular GCSE examination period.

There will be topic tests during the course as well as more formal mocks at the end of Year 10 and during the Year 11 mock window(s).

Assessment Structure

- Two written examinations at the end of the course; both 1 hour 45 minutes long, worth 80 marks each.
- First paper is non-calculator, and the second is calculator.
- There is no coursework

Please note Further Maths does not count as one of your Options as it is delivered after school as an enrichment opportunity. It is still a full GCSE qualification.

GCSE MEDIA STUDIES (9-1) C680QS	Information At A Glance
	Exam Board: WJEC Eduqas
	Assessment Method: C W P
	Independent Study Rating: 

Course Content and Skill Development

Media Studies develops a student's enjoyment of media texts, as well as providing a framework for critical analysis of the meanings and contexts. The course will involve explorations of a range of media forms, including newspapers, radio news/current affairs programmes, advertising, video games, magazines, television genres, film marketing and music videos. Students will develop their understanding of media language, issues of representation, media industries and audiences.

Method of Study

Class discussion
 Group work
 Written analytical essays
 Presentations / mini lessons
 Visits where relevant
 Practical work
 Independent research

Assessment Structure

70% Examination – two papers
 30% Non-examined assessment

Opportunities Beyond Year 11

This course allows for easy progression to A level Media Studies. Many of the skills learnt are transferable to other subjects and study at a higher level, as well as careers in journalism, filmmaking, creative media and design.

GCSE MUSIC (9-1) 1MU0	Information At a Glance
	Exam Board: Pearson Edexcel
	Assessment Method: C W P
	Independent Study Rating: 🍌🍌🍌

Course Content and Skill Development

The course comprises three units. In Unit 1, students will develop their performing skills in both solo and ensemble contexts. This unit encourages students to advance their creative thinking, self-confidence and self-motivation. Unit 2 explores the technical and creative skills required for composing. Unit 3 will develop students' listening and appraising skills through the study of music across a variety of styles and genres.

Method of Study



Students will be given opportunities to rehearse and refine performances in their chosen style. They will explore a range of compositional starting points and investigate a range of ideas to develop them into completed pieces of music. The software used for composition is Noteflight, Musescore or Soundtrap. Students will also undertake class discussion of musical concepts and ideas. They are required to take part in extracurricular music activities in school as part of the course, to support the development of aural skills.

Assessment Structure

1. Performing: One solo and one ensemble performance of the student's own choice. Performances will take place in lesson time for most students. This accounts for 30% of the course. The total time for performing must be over 4 minutes, with a minimum of 1 minute each for solo and ensemble pieces.
2. Composing: Two assessed compositions, independently researched in or out of school, but produced under supervised classroom sessions. This accounts for 30% of the course. The total time for both pieces must be at least 3 minutes.
3. Listening and Appraising: A written paper with questions on 8 set works studied throughout the course plus unfamiliar pieces of music. This accounts for 40% of the course.

Opportunities Beyond Year 11

Students can consider pursuing this subject at A Level and beyond at university or a music conservatoire. Listening skills and analysis skills link closely to analysis undertaken in subjects such as English and History, along with the skills required to produce an analytical essay.

GCSE PHYSICAL EDUCATION (Full Course) (9-1) ^{1PE0}	Information At A Glance
	Exam Board: Pearson Edexcel
	Assessment Method: W P
	Independent Study Rating:  

Course Content and Skill Development

The Full Course in Physical Education requires students to develop their knowledge and understanding of physical activity in relation to a balanced healthy lifestyle, and includes a practical component. It comprises of four components:

Component 1: Written paper to examine:

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

Component 2:

- Health, Fitness and Wellbeing
- Sports Psychology
- Socio-cultural issues
- Use of data

Component 3: Practical examination:

This unit comprises the assessment of performance in three activities or sports (1 team activity, 1 individual activity and 1 from personal choice - team or individual).

Component 4: Personal Exercise Programme:

This will examine the student's ability to plan, carry out and effectively evaluate a training programme for themselves.

Method of Study

Students are expected to be fully active in the practical components of the course as well as continue to engage in physical activity in their own time. They will undertake one theory and one practical lesson per week (with an additional lesson every two weeks) but will be required to consider the application of theory to practise at all stages of the course.

Assessment Structure

The course is assessed in the following ways:

- Component 1: Written examination (1 hour 30 minutes) = 36% of final mark.
- Component 2: Written examination (1 hour 15 minutes) = 24% of final mark.
- Component 3: The performance of three physical activities will be assessed in school (live or via video footage) and examined by an external assessor = 30% of the final mark.
- Component 4: The Personal Exercise Programme will be assessed in school and examined by an external assessor = 10% of the final mark.

Opportunities Beyond Year 11

The course will enable students to continue to A Level PE. Qualifications in PE play a significant role in careers involving sport, leisure and coaching, and it combines well with many other subjects such as GCSE Science courses.

PHYSICAL EDUCATION: SPORTS LEADERSHIP LEVELS 1 AND 2	Information At A Glance
	Exam Board: Sports Leaders UK
	Assessment Method: W P
	Independent Study Rating: Ⓟ Ⓟ

Course Content and Skill Development

The Sports Leadership course requires students to develop their knowledge and understanding of leadership styles and skills through participation in sport, physical activity and leadership opportunities.

Year 10 – Leadership Level 1

Unit 1: Establishing Leadership Skills and behaviours.

Unit 2: Plan and assist in leading and reviewing sport /physical activity.

Year 11 – Leadership Level 2

Unit 1: Developing Leadership skills and behaviours.

Unit 2: Plan, lead and evaluate sport/physical activity sessions.

Unit 3: Assist in planning and leading a sports/physical activity event.

Unit 4: Lead sport/physical activity sessions linked with the school.

Unit 5: Lead sport/physical activity sessions within the community.

Method of Study

Students are expected to be fully active in the practical components of the course as well as continue to engage in physical activity in their own time. They will undertake two lessons of practical work per week and will be expected to maintain a leadership Learner Evidence Record. They will take part in a variety of group activities as well as be expected to undertake independent tasks. During lessons, students will have the opportunity to lead each other in Years 10 and 11, and go into local primary schools in Year 11. Additionally, throughout both courses students will have opportunities to lead at local primary school sporting festivals and extra-curricular activities in school. In Year 11 they will be required to complete 5 hours of voluntary leadership in a sporting context in their own time, in order to achieve the Level 2 Award.

Assessment Structure

Level 1 (Year 10) - One hour of assessed leadership. Completion of a comprehensive written Learner Evidence Record.

Level 2 (Year 11) - Three hours of leadership, plus an additional 5 hours of voluntary sports leadership. Completion of a comprehensive written Learner Evidence Record.

Opportunities Beyond Year 11

The course will enable students to continue to take Sports Leadership awards in the Sixth Form and can also encourage students to go on to acquire National Governing Body coaching awards outside of school in their individual sports.

GCSE RELIGIOUS STUDIES A (Philosophy and Ethics) – FULL COURSE (9-1) 8062	Information At a Glance
	Exam Board: AQA
	Assessment Method: W M
	Independent Study Rating: Ⓟ Ⓟ

Course Content and Skill Development

The course is made up of: Component 1 - The study of religions: beliefs, teachings and practices. Component 2 – Thematic studies.

Component 1 covers a detailed study of the beliefs, teachings and practices of both Christianity and Buddhism. We look at religious worship, festivals and key figures, as well as the role of religion in society. We approach the study of religions in an open-minded way, focusing on them both as repositories of knowledge and traditions.

Component 2 covers four philosophical and ethical themes. These are:

- 1) *Peace and Conflict*, in which we study the causes and effects of violence between nations and discuss whether such violence can ever be justified.
- 2) *Religion and Family Life*, in which we examine the changing nature of families throughout history, and how religion has shaped our norms around marriage, divorce and raising children.
- 3) *Human Rights and Social Justice*, in which we learn about our human rights, discuss whether these need to be changed, and examine the threats to human rights around the world.
- 4) *Religion and Life*, in which we discuss animal rights, environmental ethics and medical ethics, with particular attention to the ethics of abortion and euthanasia.

As we study these issues throughout the course, we will aim to develop skills of debate and discussion, critical thinking, conceptual analysis and ethical reasoning.

Method of Study

Discussions and debates
Presentations
Film clips
ICT
Group work
Games
Case Studies

Assessment Structure

The course is assessed by two exams, each 1 hour 45 minutes long, at the end of Year 11.

Paper 1 – The Study of Religions – students answer four five-part questions, two on each of the religions covered.

Paper 2 – Thematic Studies – students answer four five-part questions, two on each of the religions covered.

Opportunities Beyond Year 11

Students can go on to study Philosophy and Ethics at A level. This is a highly respected field, which leads to a wide range of university qualifications and careers that require good verbal and reasoning skills, such as journalism, law, medicine and politics. It is also beneficial for careers that involve a good understanding of people, such as medicine, psychology, social work, police work, counselling and charitable work.

GCSE SEPARATE SCIENCES

(Triple Award)

(9-1) Bi- J247, Ch-J248, Ph-J249

Information At A Glance

Exam Board: OCR

Assessment Method: W

Independent Study Rating: 

Course Content and Skill Development

This course allows students to gain separate qualifications in Biology, Chemistry and Physics. The early work in Year 10 is the same as that taken by Combined Science students, and is in fact started in Year 9. Since it covers more material than Combined Science, this Triple Science course counts as one subject on the Options sheet. The extra material in this course is not essential for progress to A level, and students taking Combined Science are just as successful in Year 12 and beyond. However, for students who really enjoy Science, this course enables them to study the subject in greater depth and has produced excellent results in the past.

Method of Study

Class practical work

Class discussion

Data analysis

Group work and presentations

Assessment Structure

The course is linear, with all six papers taken at the end of Year 11. Each paper is 1 hour 45 minutes in duration. There is a core set of practicals to be completed by the end of the course but no marks are reported to the exam board. The papers will test aspects of the practical work done over the three years. Students will receive one grade each between 9-1.

Opportunities Beyond Year 11

Triple Science students can take Biology, Chemistry or Physics at A level. These subjects lead to a wide variety of degrees and employment in the medical, environmental and research industries, to name but a few. Students with Science degrees are highly sought after in many other areas, such as accounting, sport and journalism, because an understanding of scientific principles shows the ability to think logically, apply principles and predict the effects of change.

Triple Science is available as an Option to any student on the Blue route provided that a current working grade of 'Advancing' has been achieved in Science by the end of Year 9. All Triple Science choices will be subject to review by the Deputy Head and the Head of Science. It is also recommended that students are following 'higher tier' in Maths.

GCSE SOCIOLOGY (9-1) C200QS

Information At A Glance
Exam Board: WJEC Eduqas
Assessment Method: W M
Independent Study Rating: ⌚

Course Content and Skill Development

Sociology is the study of society, and sociologists are interested in explaining why society works in the way it does. They consider the extent to which our behaviour, experiences and life chances are shaped by our social class, age, gender and ethnicity. You will study topics including education, families, crime and deviance, mass media, power and social inequality, and reflect on questions such as:

- The reasons for different rates of achievement at school, focusing on economic circumstances, parental interest and teacher expectations.
- The role of the family in society, including reasons for the rise in the divorce rate and the consequences of this.
- The rise in violent crime in inner-city areas in recent years and the extent to which media influences, such as 'gangsta rap', can be held responsible for it.

Sociology makes us challenge many of our assumptions about the world that we may take for granted, and forces us to look at things in new ways. It is inherently interesting and extremely relevant to the lives of young people.

Method of Study

- Your teacher will use a mixture of teaching and learning strategies and resources, including questioning, discussion, PowerPoint presentations, practice exam questions, activities to test retrieval, online video, group work, debate, and independent research.
- Timed assessments will take place once every half term to monitor your progress and give you plenty of exam practice.
- There will be a lot of reference to current affairs - so students need to keep up to date with the news and be ready to apply it to their studies.

Assessment Structure

There are two modules which each have an examination of 1 hour 45 minutes, both taken at the end of Year 11.

Component 1:

1. Sociology of the Family
2. Sociology of Education
3. Research Methods

Component 2:

1. Social Stratification and Differentiation
2. Crime and Deviance
3. Applied Research Methods

Assessment Objectives:

There are 3 A.O.s which all test different skills.

A01= Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods

A02= Apply knowledge and understanding of sociological theories, concepts, evidence and methods

A03= Analyse and Evaluate sociological theories, concepts, evidence and methods

Question types:

- Basic 1 and 2-mark questions that require either selecting appropriate key terms or defining them (A01)
- 4-8 mark 'Explain' questions that require you to apply your knowledge to a question
- 9-15 mark 'Discuss' questions that involve all 3 A.O.s and require an ability to draw out strengths and weaknesses of information, or come to a conclusion based on evidence.

Opportunities Beyond Year 11

Sociology is a well-respected academic discipline. It is useful for a number of careers including law, teaching, social work, journalism, television, the police, nursing and the civil service, as well as the world of business in general.

GCSE SPANISH (9-1) 8692

Information At A Glance
Exam Board: AQA
Assessment Method: W
Independent Study Rating: Ⓢ Ⓢ

Course Content and Skill Development

The course content is based upon the following three areas of experience:

People and Lifestyle, Popular Culture, Communication and the World around Us.

The content has been updated for the new GCSE specification starting in September 2024, to make the language more relevant and accessible, and to allow students to develop their understanding of the cultures and identities of countries and communities where Spanish is spoken.

The course also aims to develop high-level language skills for both immediate use and to prepare students for further language study.

Students will respond to a wide range of authentic spoken and written material, adapted and abridged, including extracts from literary texts.

The four skill areas of Listening, Reading, Writing and Speaking remain.

Method of Study

- Students will follow the “Viva” Spanish GCSE course.
- Reading material will be taken mainly from this resource.
- Listening practice via Google Classroom and private study material.
- Role play, pair work and whole-class discussion to extend speaking skills in class.

Assessment Structure

- Assessment in Listening, Reading, Speaking and Writing – grades 9-1.
- All four skills are equally weighted (25% each).
- All four skills are tested by terminal examination at the end of Year 11, and there is no controlled assessment or coursework.

Opportunities Beyond Year 11

- The course can lead to A level study of Spanish.
- Study of a foreign language equips you with a range of essential life skills that employers value.
- Languages combine well with other subjects as many Higher Education courses include a ‘study abroad’ option.
- In today’s global economy, increasing numbers of employers actively seek applicants with knowledge of a foreign language.

The Green Option Route

Students following the Green option route will have one option block given over to additional support in literacy or numeracy dependent on need. Each year we review the content of the package in order to ensure that it best suits the needs of the students in these routes to support their studies of English and Mathematics whilst also developing essential skills to support learning in all subjects.

Literacy Group

Students that have been identified with lower levels of literacy will receive a dedicated programme by a trained specialist to ensure their reading ages and comprehension skills are raised to the required age appropriate standard to meet the requirements of GCSE papers.

Numeracy Group

Students that have been identified with lower levels of numeracy will receive a dedicated programme by a qualified Maths teacher to support them with their maths and wider numeracy skills. In conjunction with their GCSE Maths qualification, students will work towards completing a Level 1 Enhanced Skills Maths qualification in Year 10, followed by Level 2 in Year 11.

More information on this qualification can be found on the next page

ENTRY LEVEL MATHEMATICS NMA0

Information At A Glance
Exam Board: Edexcel / Pearson
Assessment Method: W
Independent Study Rating: Ⓟ Ⓟ

Course Purpose

This course (ELC) is intended to support students working at a lower GCSE level to progress towards passing GCSE Mathematics. It is available at levels 1, 2 and 3

Course Content and Skill Development

The aims and objectives of this qualification are to enable students to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge with increasing speed and accuracy
- reason mathematically by following a given line of enquiry, conjecturing relationships and generalisations, and developing an argument or justification making use of mathematical language
- solve problems by applying their mathematics to a variety of routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Method of Study

Assessment Structure

The Pearson Edexcel Entry Level Certificate in Mathematics consists of one externally-set test and one externally-set task for Entry 1 and 2 and two externally-set tests and one externally-set task for Entry 3. Students must complete all their assessments at the same Entry Level.

Progression Beyond GCSE

We are part of the Hitchin Schools' Sixth Form Consortium and, as such, there is a wide range of courses available to you Post-16. Further details are provided in the Sixth Form Prospectus available at www.hgs.herts.sch.uk. Please note, in order to access Hitchin Girls' Sixth Form it is a requirement to have attained a minimum of five Grade 9-4 GCSEs or equivalent including English and Maths at Grade 4 or above. Some courses will have additional entry requirements and all have a recommended GCSE Average Points Score (APS).

The courses on offer for 2021-23 are as follows:

BTEC and Technical Courses

L3 BTEC National Diploma in Business (Double Award)
L3 Applied Diploma in Criminology
L3 BTEC & L3 Technical in Health & Social Care
L3 Applied Diploma in Food Science & Nutrition
L3 BTEC in IT
L3 BTEC in Music Technology (Sound Engineering or Music Performance)
L3 BTEC in Performing Arts (Acting)

A Level Courses

Art & Design	Biology
Business	Chemistry
Classical Civilisation	Computer Science
Drama & Theatre	Economics
English Language and Literature	English Literature
Fashion & Textiles	Film Studies
French	Geography
German	History
Latin	Mathematics
Mathematics – Further	Media Studies
Music	Philosophy & Ethics
Photography	Physical Education
Physics	Politics
Product Design	Psychology
Sociology	Spanish

Enrichment Studies

Community Sports Leadership - Level 2
Higher Sports Leadership - Level 3
Extended Project Qualification
Core Maths

Notes Page:

Personal Record of your submitted choices (your actual choices are submitted online):

Blue route students:

Ebacc Option	
Option Choice 1	
Option Choice 2	
Option Choice 3	

PE Option	
-----------	--

Green route students:

Ebacc Option	
Option Choice 1	
Option Choice 2	
	Literacy/Numeracy Programme

PE Option	
-----------	--