



## MFL & Humanities

Year 9 is an important year as it is time to choose subjects for key stage 4, leading to your future career. This booklet, with its comprehensive guidance, will help with the decision process.

# Introduction

## Dear Year 9 Student

Year 9 is an important year for you as it not only marks the end of Key Stage 3, but it is now the time for you to choose your subjects for Key Stage 4. The results of these decisions will take you into Years 10 and 11, Post 16, higher education and employment.

In order to help you in this decision process, a comprehensive programme of guidance has been put in place. This includes an Options Evening for parents and students, subject talks, a one-to-one interview with a senior member of staff, PDW sessions on making choices and using careers websites, a careers and options taster day and, of course, the on-going advice and support from your form tutor.

Education continues to undergo a period of considerable change and reform. In putting together these choices we have worked hard to ensure that our curriculum addresses these changes, but at the same time offers a range of courses to suit the individual needs, interests and abilities of our Year 9 students.

This booklet is intended to give you information about the opportunities available at Hollyfield School. It includes an outline of the routes and pathways available to you and each subject page provides information on the relevant course and where it might lead to once you leave Hollyfield.

When choosing your options there are three main points to consider:

- Do you enjoy the subject?
- Do you think you could be successful in this subject?
- Will this subject be useful to you in later life?

If you are unsure about your future career direction it is important to choose a wide range of subjects, so as not to close the door on a further academic course or employment.

Parents will find this careers link very useful to have conversations about careers and options: <https://www.talkingfutures.org.uk/>. You can also use [www.unifrog.org](http://www.unifrog.org) which is a careers programme students will be using in school.

The following booklet issued to you has been based on a number of factors, including your target grades, current levels and progress in Modern Foreign Languages. Following the Senior Staff Option interviews you will be able to complete your options on a Google Form which should be completed no later than 20 February 2023.

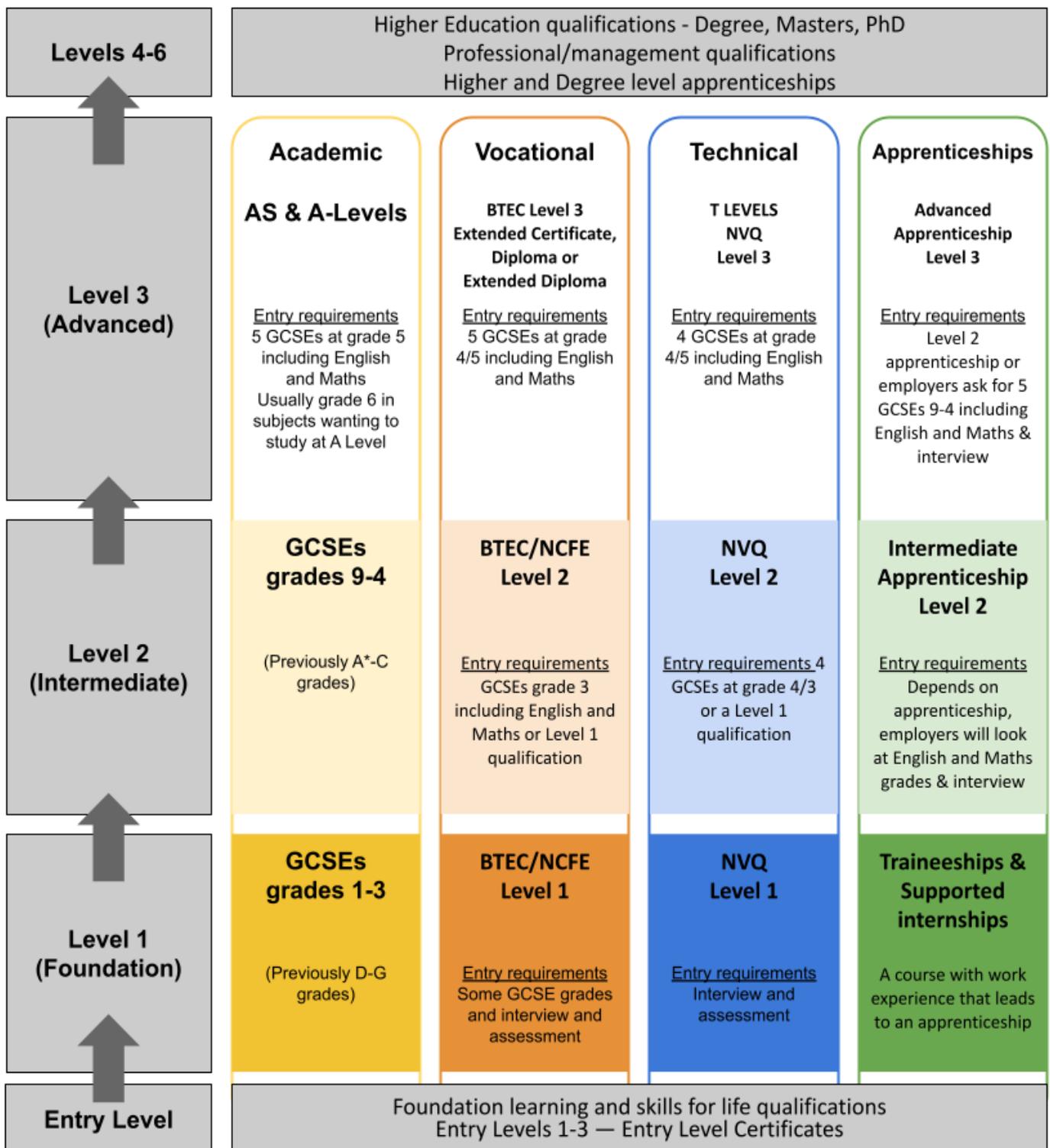
Please do not hesitate to contact me if you have any further queries.

I wish you all the best in the next phase of your education.



Jason Kynes (Assistant Head Teacher)

# Qualifications



# Options process key dates

## February 2023

- Post-16 Survey
- 2nd Options Evening
- 2nd February – 20th February Options interviews and guidance
- 8th Options Taster lessons
- 20th February Option entry deadline

## JULY 2022

- Confirmation of options sent home

# Qualification levels

## GCSE (GENERAL CERTIFICATE OF SECONDARY EDUCATION)

This is largely theoretical, rather than a work-related course. GCSEs are assessed mainly through written exams and there are still some subjects where a small proportion of the course is assessed through coursework or non-exam assessment. The English Baccalaureate (EBACC) is a set of GCSE subjects recognised by the government that must include Geography or History and an MFL subject.

## BTEC & NCFE

These qualifications provide a more practical, work-related, real-world approach alongside a theoretical background. They are equivalent to GCSEs at Level 2 but are suited to students who prefer project and coursework tasks. There is an externally assessed component and assignments are based on realistic workplace situations.

- Level 3 is equivalent to A Levels and can lead to university, higher apprenticeships or work.
- Level 2 is equivalent to GCSEs at grades 9-4 (previously A\*-C).
- Level 1 is equivalent to GCSE at grades 3-1 (previously D-G).

## NVQ (NATIONAL VOCATIONAL QUALIFICATIONS) OR TECHNICAL CERTIFICATES:

These are vocational qualifications in England and Wales that are achieved through assessment and training. They are practical qualifications based on being able to do a job. Assessment takes place in the workplace and consists of evidence of competence in an occupational area. These courses may be taken as part of an apprenticeship.

## A-LEVELS

A-Levels are academically demanding courses that are predominantly assessed by examinations at the end of two years. The majority of students opt to study 3 subjects although some academically able students may choose to study a fourth subject which is often Further Maths or a language. Some Sixth Form students take AS levels (worth 40% of a traditional A-level) in Core Maths and the Extended Project qualification in order to enhance their university application. Completion of A-levels typically facilitates entry to university or a higher level apprenticeship.

## T LEVELS

‘Technical Level’ qualifications in 15 different occupational sectors have been developed alongside employers; these are Level 3 courses, taken after GCSEs. These qualifications launched in Sept 2020, for more info: [T Levels - GOV.UK](https://www.gov.uk/technical-levels)

## GOOD REASONS FOR CHOOSING A SUBJECT

- I have discussed this with my parents and we agree it is a good choice for me.
- I enjoy the subject.
- I am good at it.
- I want to get better at the type of skills used in the subject.
- I have found out all about the subject by talking to my teachers and to students who have studied this - I think it will suit me.
- I have done a lot of investigation into all of the subjects and this is the one that I think I will enjoy the most.
- This subject will help me have a broad and balanced range of courses.
- I know I will work hard at this subject.
- It will be useful for future studies / career.



## POOR REASONS FOR CHOOSING A SUBJECT

- My friends are doing it. (You will probably not be in the same group.)
- I like the teacher. (There is no guarantee that you will have that teacher next year.)
- I dislike the teacher. (You may have a different teacher in that subject next year.)
- It is too much hard work. (All subjects are hard work and there is little difference between them.)
- It doesn't matter - I just chose any old subject. (You will be doing this subject for two years, so it is worth getting it right now.)
- I can always change to a different subject when I get into Year 10. (No, you cannot - groups may be full and you will have missed important work in the first few weeks.)
- My friends want me to take this subject. (But what do you want?)

## RAISING THE PARTICIPATION AGE (RPA)

Students now need to continue in education or training until their 18th birthday. This could be through:

- full-time study in a school, college or a training provider.
- full-time work or volunteering combined with part-time education or training.
- an apprenticeship.
- self employment.

Schools are responsible for securing independent and impartial careers guidance (IAG) for every student in Years 7-13 on the full range of post-16 education and training options, including Apprenticeships. You can talk to your teachers and careers adviser about what guidance is available. You can find out more information and advice see: <https://www.talkingfutures.org.uk/>

# What to do now

1. Read through this booklet and discuss it with your parents, teachers and tutor before deciding.
2. If you have any questions, ASK. It is better to ask now than make the wrong choice.
3. Talk to Year 10 and Year 11 students, or those who have left the school, about what subjects they did and why they enjoyed them.
4. Make your choices the form at the back of this booklet – then leave it a day and come back to it to see if the choices you made still make sense (don't submit this form it's just for guidance).
5. When you have finally decided on your choices, fill in the Option Form on Google Classroom. Please keep this copy safe at home and use it for guidance. Links to a Google form to collect options choices will be sent out when the senior staff options choice interviews have completed.

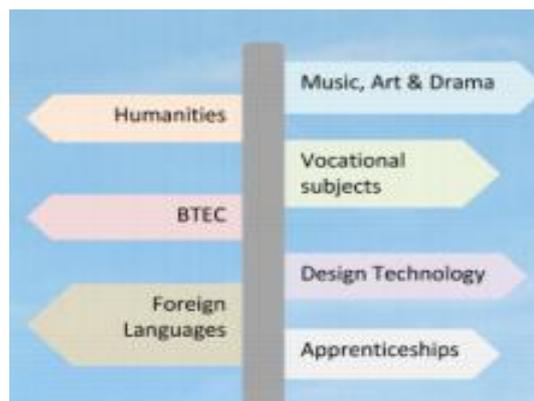
It is very important that this form is returned on time so that the school can start to fit everyone's choices into the timetable. If you return the Option Form after 20 February 2023 you may find that your options have already been chosen for you, as we will have been required to allocate you to option subjects that have spaces.

If you want to change your options after completing the form, then you have to ask your parents/carers to write to Mr Kynes, who will try his best, but nothing can be guaranteed. No changes will be considered without a letter from your parents/carers.

## **Changes cannot be considered after the 19th July 2023**

The school will try to let you study the options you have chosen, but please remember:

- not all combinations of subjects are possible.
- there is a limit to the numbers in some subjects.
- if too few students select a subject then the course may be cancelled.
- if too many students choose a course, allocation will be by lottery.



See useful careers links below for more help choosing your options and with your career ideas:

- [www.unifrog.org](http://www.unifrog.org) Unifrog is a great resource for students to look at a range of options, not just university! It has a personality profile, careers library and you will use this resource throughout your time at Hollyfield.
- <https://careers.startprofile.com> START is a website which helps students to research career and subject options.
- <https://nationalcareers.service.gov.uk/> The National Careers service has advice for young people with exploring careers, courses, job searching and skills assessment.

# Post 16 and beyond



## Subjects you can study at Hollyfield Sixth Form:

### A Levels

- Art and Design
- Biology
- Chemistry
- Computer Science
- Drama and Theatre
- Economics
- English Literature
- English Language
- Extended Project Qualification (EPQ)
- Geography
- Government and Politics
- History
- Mathematics and Further Mathematics
- Music
- MFL (Modern Foreign Languages)
- PE
- Philosophy
- Photography
- Physics
- Product Design
- Psychology
- Sociology

### Vocational & AS Pathway

- Applied Science (L3)
- Enterprise and Entrepreneurship (L3)
- Core Maths (AS)
- Creative Media (L3)
- Health & Social Care (L3)
- ICT (L3)
- Music Technology (L3)
- BTEC Sport (L3)

# Hollyfield 6<sup>th</sup> Form

The entry criteria for A Level courses is a GCSE grade 6 in a relevant subject and GCSE grade 5 for BTEC Level 3 courses (A Level Maths and Physics require a 7 in GCSE Maths).

In order to meet the demand for students wanting to continue at Hollyfield we have now introduced three pathways for students to follow whilst in the Sixth Form. These give more opportunities for progression to both university and higher level apprenticeships.

The pathway a student follows depends upon their attainment in their GCSEs/BTECs courses.

These pathways are:



## A LEVEL PROVISION

Our curriculum seeks to stretch our students through academic and traditional A Levels based on the top 10% of National Schools Targets.

### ‘OXBRIDGE & RUSSELL GROUP READY’

We ensure our students are ready for the best universities in the country. Trips, summer schools and university links ensure readiness.

### ‘EMPLOYMENT READY’

We ensure that vocational courses, work experience and apprenticeships are integrated into our curriculum to best place our students in the 21st Century Job Market.

We know that this options process in Year 9 is a challenging one. Admission to the Hollyfield Sixth Form will be given to Hollyfield students as a priority.

The qualification criteria will be a minimum of 5 subjects at grade 4/5 including English and Mathematics for A Levels as well as at least a grade 6 in the majority of subjects students want to study if taken at GCSE.

Please note that to study Mathematics and Physics at A-level students will need to gain a grade 7 in Mathematics in order to qualify.

I am confident that you will have an Outstanding Experience when you stay on at Hollyfield Sixth Form as we have been recognised as being in the top 10% of Sixth Form providers in the country over the last three years. Should parents or students have any queries please contact me, Mr Warren, directly at:

dwarren@hollyfield.kingston.sch.uk

## UNIVERSITIES

“In a world of increased applications to Higher Education, universities will be more conservative about the qualifications they will accept and will fall back on what they know. We would be looking for a broad range of GCSEs to be taken and passed at 16”

Universities increasingly use GCSE and level 2 qualifications to distinguish between candidates. Russell Group (Top 24 UK Research Universities)

## SIXTH FORMS & COLLEGES

See below for a guide on entry criteria for post 16 courses. Please be aware that this can change on a yearly basis so check websites for more information. For more information see the careers section on the school website.

### **Kingston College, Richmond upon Thames College, Brooklands, Nescot & specialist providers e.g. The BRIT school**

Offer a range of A Levels, BTECs and work related courses including apprenticeships.

### **Nescot, Capel Manor & Merrist Wood Colleges**

Offer specialist animal care and land based courses as well as apprenticeship opportunities.

### **Esher College**

Offers mainly A Levels & some Level 3 BTECs. Entry criteria: grades 4-9 including English & Maths.

### **Hollyfield and Kingston borough Sixth forms**

A Levels entry criteria: 5 GCSEs at grade 5 including English and Maths and grade 6/7 in the subjects that students want to take at A Level. For BTEC Level 3 courses: 5GCSEs including a 4 in English and Maths.

### **Tiffin & Tiffin Girls—offer A Level courses**

Entry criteria: grades 9-7 in the subjects you want to take at A Level.

To search for post 16 courses in the local area: <https://nationalcareers.service.gov.uk/find-a-course>

## APPRENTICESHIPS

Apprenticeships combine practical training in a job with study. You learn the skills needed for the job and earn a wage. Higher Apprenticeships are also on offer for students after A Levels and are an alternative to university. For more information visit: [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)

## CAREERS INFORMATION, ADVICE & GUIDANCE

Mr Poole is the Careers Coordinator & Ms Corrighan is a Careers Adviser based at Hollyfield and they oversee the careers education programme from Years 7 to 11. They can see students for one to one careers advice appointments and they deliver careers lessons and activities to help students think about their future options. Parents can contact Mr Poole via email: [ipoole@hollyfield.kingston.sch.uk](mailto:ipoole@hollyfield.kingston.sch.uk) if they would like to ask for information or request an appointment for their child.



**Core Subjects**

Syllabus: AQA ENGLISH LANGUAGE 8700

Please consult: Mrs J Rhodes

## What we aim to do

English Language enables all to succeed in all subjects. The specification has been designed to stretch and challenge, providing opportunities to excel and achieve. The two exam papers will test students' ability to understand a variety of unseen texts, analysing the language from both fiction and non-fiction in the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries as well as being able to write for a specific audience in a designated style.

## What we study

We will read a wide variety of non-fiction and fiction texts, either as a whole class, in small groups or independently. You will write notes, practice assignments and respond creatively to the texts we are studying.

## Skills needed

KS3 reading, writing, and speaking and listening skills are built on.

## How your work will be assessed

Everyone sits two exams for English Language. These are worth 100% of the final GCSE English Language grade.

In the examination, you will have to read and answer a variety of questions on non-fiction and fiction covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. In addition, there will be two writing tasks to complete, one in each paper.

**Paper 1:** Explorations in Creative Writing and Reading – looks at how writers use narrative and descriptive techniques to engage the interest of the readers.

**Paper 2:** Writers' Viewpoints and Perspectives – looks at how different writers present a similar topic over time.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

You need at least a grade 4 in English Language at GCSE in order to get onto a level three course in the Sixth Form with some courses requiring a minimum grade 6.

## Possible careers

A good GCSE grade in English is an essential requirement for almost all courses in higher education and will open the door to many future careers. English is used widely in many careers and therefore it is a qualification that is highly valued by employers.

English is a foundation for many university courses:

Literature, Media, Linguistics, Journalism, PR, Marketing, Advertising, Law

## Additional information/special requirements

Everyone studies English Language and Literature.

## Relevant website links for further information on the course/subject

[Specification](#)

[Careers advice](#)



Syllabus: AQA - ENGLISH LITERATURE 8702

Please consult: Mrs J Rhodes

## What we aim to do

English Literature will allow all students to experience a wide range of texts (novels, plays, poetry) from different times and cultures. They will come to understand why Shakespeare matters, how language and ideas have changed and remained constant over time and how modern writers are just as influenced by the times they live in.

## What we study

In class you will study poetry, a Shakespeare play, a modern and 19th Century novel, either as a whole class, in small groups or independently. You will write notes in your copies of the text, practice exam-style assessments and respond critically to the texts we are studying.

## Skills needed

KS3 reading, writing, and speaking and listening skills are built on.

## How your work will be assessed

Everyone will sit two examinations for English Literature. These are closed text examinations where students will be required to remember quotations from all the four texts studied to succeed.

Paper 1: Shakespeare and the 19th Century novel

Paper 2: Modern texts and poetry

## What this subject can lead to when you finish Year 11 at The Hollyfield School

You need at least a grade 4 in English Literature at GCSE in order to get onto a level three course in the Sixth Form with some courses requiring a minimum grade 6.

## Possible careers

A good GCSE grade in English is an essential requirement for almost all courses in higher education and will open the door to many future careers. English is used widely in many careers and therefore it is a qualification that is highly valued by employers.

English is a foundation for many university courses:

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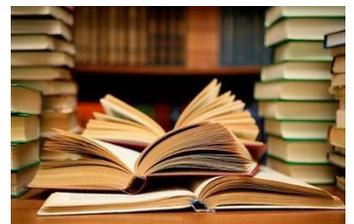
## Additional information/special requirements

Everyone studies English Literature

## Relevant website links for further information on the course/subject

[Specification](#)

[Careers advice](#)



Syllabus: PEARSON EDEXCEL GCSE MATHS 1MA1

Please consult: Ms M Janse van Rensburg

### What we aim to do

Within the Mathematics Faculty, we aim to develop every student's potential mathematical ability. We aim to motivate our students so that they are interested and enthusiastic about their Mathematics lessons.

### What we study

Three themes underpin all work in mathematics:

- Using and applying standard techniques
- Reasoning, interpreting, and communicating mathematically
- Solving problems in context.

In particular students will study:

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

### Skills needed

There is a progression of materials through all levels at which the subject is studied. This specification builds on Key Stage 3 Mathematics and reflects the Programme of Study for Key Stage 4.

### How your work will be assessed

There is a final terminal exam at the end of Year 11. This exam consists of:

- Paper 1 (80 marks), 1 hour 30 minutes, non-calculator
- Paper 2 (80 marks), 1 hour 30 minutes, calculator allowed
- Paper 3 (80 marks), 1 hour 30 minutes, calculator allowed

Students entered for the Foundation tier can be awarded grades 1, 2, 3, 4 or 5.

Students entered for the higher tier can be awarded grades 4, 5, 6, 7, 8 or 9.

### What this subject can lead to when you finish Year 11 at The Hollyfield School

Students wishing to study A - Level Maths will need to get a minimum of a grade 7 at GCSE. In particular, students must have competent algebra skills to take mathematics to a higher level.

### Possible careers

A good GCSE grade in Mathematics is an essential requirement for almost all courses in higher education and will open the door to many future careers. Mathematics is used widely in many careers and therefore it is a qualification that is highly valued by employers.

Maths is a foundation for many university courses:

Mathematics, Computer Science, Engineering, Physics, Economics, Law, Medicine, Geology, Astronomy and many others

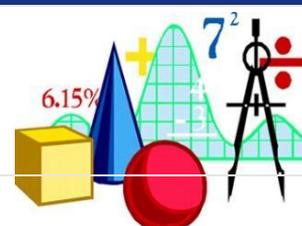
### Additional information/special requirements

All students should have a scientific calculator (Casio FX 85 GT Plus) and a geometry set for all lessons.

### Relevant website links for further information on the course/subject

[Specification](#)

[Maths careers](#)



Syllabus: AQA COMBINED SCIENCE: TRILOGY 8464

Please consult: Miss Y Al-Obaidi

## What we aim to do

Science encourages students to:

- develop their interest in, and enthusiasm for, Science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning

## What we study

You will study all three sciences. The topics for each science are listed below. A link to the current specification is below if you would like to read more about the subject content of each science.

Biology	Chemistry	Physics
1 Cell biology 2 Organisation 3 Infection and response 4 Bioenergetics 5 Homeostasis and response 6 Inheritance, variation and evolution 7 Ecology	1 Atomic structure and the periodic table 2 Bonding, structure, and the properties of matter 3 Quantitative chemistry 4 Chemical changes 5 Energy changes 6 The rate and extent of chemical change 7 Organic chemistry 8 Chemical analysis 9 Chemistry of the atmosphere 10 Using resources	1 Energy 2 Electricity 3 Particle model of matter 4 Atomic structure 5 Forces 6 Waves 7 Magnetism and electromagnetism

## Skills needed

KS3 science, literacy and numeracy skills are built upon.

## How your work will be assessed

You will sit two exams for each science (six in total). These are worth 100% of the final GCSE Combined Science grades. You will receive two 'paired' grades for science - e.g. a 6-6 or a 6-7.

Each paper consists of a mixture of multiple choice, structured, short closed response and long open response questions, some targeting mathematical skills and knowledge of required practicals throughout. Each paper is out of 70 marks, and is 1 hour 15 minutes in length.

## What this subject can lead to when you leave The Hollyfield School

You need at least a grade 6 in Combined Science at GCSE in order to get onto an A level Science course, or at least a grade 5 to get onto the BTEC Applied Science course.

## Possible careers

Medicine, Pharmacy, Veterinary Science, Dentistry, Astrophysics, Aeronautical Engineering, Genetics, Marine Biology, Bioengineering, Nutritionist, Climate scientist, Forensic Scientist, Microbiologist, Palaeontologist

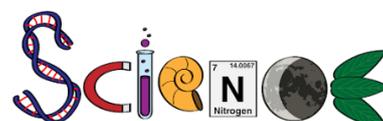
## Additional information/special requirements

The majority of students will study combined science. A small proportion can choose to study separate sciences.

## Relevant website links for further information on the course/subject

Specification: <https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Careers: <https://nationalcareers.service.gov.uk/job-categories/science-and-research>



## SEPARATE SCIENCES

Syllabus: AQA BIOLOGY/CHEMISTRY/PHYSICS 8461/8462/8463

Please consult: Miss Y Al-Obaidi

### What we aim to do

Science encourages students to:

- develop their interest in, and enthusiasm for Science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning

### What we study

You will study all three sciences. The topics for each science are listed below. A link to the current specification is below if you would like to read more about the subject content of each science.

Biology	Chemistry	Physics
1 Cell biology 2 Organisation 3 Infection and response 4 Bioenergetics 5 Homeostasis and response 6 Inheritance, variation and evolution 7 Ecology	1 Atomic structure and the periodic table 2 Bonding, structure, and the properties of matter 3 Quantitative chemistry 4 Chemical changes 5 Energy changes 6 The rate and extent of chemical change 7 Organic chemistry 8 Chemical analysis 9 Chemistry of the atmosphere 10 Using resources	1 Energy 2 Electricity 3 Particle model of matter 4 Atomic structure 5 Forces 6 Waves 7 Magnetism and electromagnetism 8 Space physics

### Skills needed

You should be on track for a Grade 6 in Year 9. Literacy and numeracy skills are built upon.

### How your work will be assessed

You will sit two exams for each science (six in total). These are worth 100% of the final GCSE Combined Science grades. You will receive a single GCSE grade for each science.

Each paper consists of a mixture of multiple choice, structured, short closed response and long open response questions, some targeting mathematical skills and knowledge of required practicals throughout. Each paper is out of 100 marks, and is 1 hour 45 minutes in length.

### What this subject can lead to when you leave The Hollyfield School

You need at least a grade 6 in Combined Science at GCSE (+ grade 7 in Maths for Physics) in order to get onto an A level Science course, or at least a grade 5 to get onto the BTEC Applied Science course.

### Possible careers

Medicine, Pharmacy, Veterinary Science, Dentistry, Astrophysics, Aeronautical Engineering, Genetics, Marine Biology, Bioengineering, Nutritionist, Climate scientist, Forensic Scientist, Microbiologist, Palaeontologist.

### Additional information/special requirements

The majority of students will study combined science. A small proportion can choose to study separate sciences.

### Relevant website links for further information on the course/subject

Specifications: <https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

Careers: <https://nationalcareers.service.gov.uk/job-categories/science-and-research>



## GAMES (COMPULSORY)

Syllabus: n/a

Please consult: Mr D Miller

### What we aim to do

Students are introduced to an option programme and study a range of physical activities which they, in most cases, have experienced in Key Stage 3. In addition to games and athletics, the syllabus is gradually extended enabling students to opt for activities which are leisure orientated, such as bowling.

### What we study

Students will also be given the opportunity to gain the Sports Leader Award (SL1). This Award develops leadership abilities through sport. Students will gain confidence whilst improving organisation and communication skills.

The Key Stage 4 programme aims to enable each student to:

- show increased knowledge, improved competence and safe performance in their selected activities.
- understand and undertake different roles in their selected activities.
- have a vast array of different experiences that will lead to lifelong participation in sport.

Each activity normally lasts a half term period – at least one will be based at the Games field.

Activities offered include:

Athletics, Badminton, Basketball, Cricket, Football, Hockey, Netball, Rugby, Gym, Golf, Squash, Trampoline, Ten Pin Bowling, Tennis, International Sport and Volleyball.

### Skills needed

Students need to be enthusiastic, willing to work hard and willing to undertake different roles in the lessons, e.g.: referee, coach, and to improve understanding.

### How your work will be assessed

There is no external assessment for this course. However, it is a compulsory lesson. Additional courses such as Sports Leaders will contain a practical assessment.

### What this subject can lead to when you leave The Hollyfield School

Our students will have the confidence to develop their skills and participate in a range of physical activities in college/leisure time. Additional courses can lead to paid part-time employment or a start in a sport related career. Sport is enjoyable for most people and physical activity is essential for everyone who wishes to lead a healthy and balanced lifestyle.

### Possible careers

Player, referee, official, coach, PE Teacher, Sports administration.

### Additional information/special requirements

Full Hollyfield School PE kit is expected every week, regardless of illness or injury.

### Relevant website links for further information on the course/subject

Careers: [www.futuremorph.org](http://www.futuremorph.org)





**Option Subjects**

# MODERN FOREIGN LANGUAGES

Syllabus: PEARSON EDEXCEL GCSE FRENCH 1FR0 & GCSE SPANISH 1SP0

Please consult: Mrs S Dennis

## What we aim to do

- Prepare for A Level and advanced studies.
- Have opportunities at university/college.
- Get a higher paid job (people with language skills get higher paid jobs).
- Look good on your CV.
- Open your horizons to another world (in the globalised world one cannot limit oneself to just speaking English).
- Be able to have a more enjoyable and safer travel experience.
- Have employment opportunities abroad.
- Understand people/to be understood.
- Develop the skills of learning a language.
- Open your mind to another culture and its language.

## What we study

The GCSE course themes are: Identity and culture; Local area; Holidays & Travel; School; Future Aspirations & Studies; Work; International and Global Dimension.

## Skills needed

An excellent attitude to the subject displayed through Years 7- 9 and a willingness to work hard in the classroom and on home learning. Students must be willing to develop interpersonal skills and be ready to develop their collaborative as well as independent learning skills. These are essential for the course. Students must be keen to experiment with the language, not be afraid to make mistakes and be interested in other cultures.

## How your work will be assessed

The exam consists of four parts: Listening, Speaking, Reading and Writing. In the Writing section you will need to write 2 extended pieces of writing with one translation of a paragraph or sentences into French/Spanish. The speaking exam will be assessed by the exam board but conducted and recorded by your teacher. This will consist of 1 role play, 1 picture-based discussion, a presentation (pre-prepared) and a follow-up conversation (chosen by the exam board). You will have 12 minutes to prepare for the role play and the picture-based discussion but the exam board will encourage spontaneous speech during the exam. The reading and listening exams will mirror the assessments that the students have already completed in class.

**GCSE: - Listening (25%), Reading (25%), Writing (25%), Speaking (25%)** - final exams take place in May of Year 11. Speaking assessments will take place in April of Year 11.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

French and Spanish are both taught at A Level with AQA.

Students must achieve a grade 6 at GCSE to enter the A Level course in French or Spanish.

## Possible careers

Many jobs in the world of work today link with many countries across the world and the ability to communicate in another language, both for holiday travel and as a career, will be a great asset to every student. Jobs where languages are essential or an asset include the following;

Teacher of Languages, Doctor, Translator, Travel Agent, Interpreter, Tour guide, Travel writer, International Law, United Nations, Banking and Finance, Diplomatic Corps, Hotel Receptionist, Publishing, Public Relations, Journalism, Photographer, Actor/Actress, Chef, Pilot, Air steward.

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification French: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

Specification Spanish: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html>

Careers: <http://www.languageswork.org.uk/home.aspx>

<http://www.kent.ac.uk/careers/modernlanguages.htm>

<http://www.career-descriptions.co.uk/translator-career-description/>

[http://www.prospects.ac.uk/translator\\_job\\_description.htm](http://www.prospects.ac.uk/translator_job_description.htm)



Syllabus: AQA GCSE GEOGRAPHY 8035

Please consult: Mr B Jones

## What we aim to do

Geography tackles the big issues: People, places, processes, environmental responsibility and global interdependence. The world in which we live is likely to change more in the next 25 years than it has ever done before. Geography explains why this is and helps to prepare you for those changes. The GCSE covers a diverse range of topics and develop lots of transferable skills.

## What we study

### Paper 1 – Living with the Physical Environment

- Section A – The Challenge of Natural hazards
- Section B – Physical Landscapes of the UK – Rivers & Coasts
- Section C – The Living World – Ecosystems, Tropical Rainforests, Hot environments

### Paper 2 – Challenges in the Human Environment

- Urban Issues & Challenges
- Changing Economic World
- Resource Management (Food Resources)

### Paper 3 – Geographical Applications

- Issue Evaluation (pre-release information booklet)
- Fieldwork (human & physical)
- Geographical Skills

### Field Trip

Two days of field work will take place over your two-year course. One day for physical geography (e.g. ecosystem study) and the other day for human geography (e.g. urban regeneration). These two elements will form the basis of the fieldwork question for Paper 3.

## Skills needed

A keen interest in Geography.

## How your work will be assessed

You will have a 1 hour 30 minute exam for both Papers 1 and 2. Both are worth 35% of your total marks. Paper 3 will be a 1 hour 15 minute exam and is worth 30% of your total marks.

Exam marks are awarded for content plus 12 additional marks for spelling, punctuation and grammar (SPaG). All exams are 'Linear' (taken at the end of Year 11).

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Subject can also be studied at A-Level. Course Requirements: Grade 6 to Study A Level.

## Possible careers

Geography is considered very desirable in employment and further education, as the subject is very current and far reaching. In part this is because the subject is a combination of the facts of Science and the understanding of people and patterns in society and nature. Transferable skills developed through Geography, such as decision making and data analysis, are an asset in employment and further education.

Geography is well respected by universities. It is considered an important academic subject. It is particularly useful for Engineering, Conservation, Journalism, Science, Law, Business, International Development, Environmental Consultancy

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance/assessments>

Careers: <http://www.rgs.org/OurWork/Study+Geography/Study/Careers+with+geography.htm>



Syllabus: PEARSON EDEXCEL GCSE HISTORY 1HIO

Please consult: Miss R Lowery

### What we aim to do

History is a unique and fascinating subject. It helps us to appreciate the world we live in today and to understand the actions and attitudes of people in the past. History enables students to develop a wide range of key skills, including communication in a variety of forms. Students develop thinking skills, such as the ability to make decisions, solve problems, and think in an analytical way.

### What we study

The course comprises four units which are assessed in three examinations at the end of Year 11:

**Medicine in Britain:** Students investigate the key turning points, discoveries and individuals in medicine and surgery from 1250 to the present day. As part of this study we will also look at the Western Front 1914–18 with a specific focus on trench warfare and injuries, and battlefield medicine, treatments and surgery. As part of this unit we are exploring the possibility of visiting the World War I battlefields and Imperial War museum to learn more about this fascinating period in history.

**Elizabethan England 1558 – 88:** This British depth study will explore one of the most famous and important monarchs in our history. We will examine Elizabeth's successes and failures, how she defeated crises such as the Armada, and whether she deserves her reputation.

**Superpower relations and the Cold War 1941 -1991:** This unit forms a complete contrast with a modern world perspective on one the most significant international disputes of the twentieth century. Students will learn about the increasing tension between the East and West after World War II and the key crises of the Cold War such as the Cuba Missiles Crisis and Berlin Wall.

**Germany 1919-1939:** This is a depth study in which we will focus in detail on the rise of Hitler and the Nazis, the circumstances which allowed Hitler to become a dictator, and the impact of the Nazi regime on different groups in Germany. A visit to Berlin to explore Nazi historical sites and Berlin's importance in the Cold War may be offered where possible.

### Skills needed

Enthusiasm and an enquiring attitude! Good communication and strong written English is an advantage.

### How your work will be assessed

**Paper 1:** Medicine in Britain c1250 -present. This is one hour and 15 minutes, is worth 30% of the final grade and will be sat in the summer of Year 11.

**Paper 2:** There are two parts to this paper. Elizabethan England and Superpower relations and the Cold War. This is worth 40% of the final grade, is one hour and 45 minutes and will take place in the summer of Year 11.

**Paper 3:** Germany 1919-1939. This is worth 30% of the final grade, is one hour and 20 minutes and will take place in the summer of Year 11.

### What this subject can lead to when you finish Year 11 at The Hollyfield School

History is available at A Level. We ask that students get a minimum grade 6 in history GCSE and minimum grade 6 in English.

### Possible careers

Apart from careers like teaching, heritage work and archaeology, history is very useful for students who are interested in journalism, the law, politics, the civil service and business. The skills which are developed in history can be transferred to a very wide range of careers and this course is a good choice for students who want to keep their options for the future open. Universities and employers know that history students can analyse information, interpret events, solve problems, argue a point of view and reach a balanced conclusion. This is why history is recognised as such a challenging and useful qualification.

### Additional information/special requirements

n/a

### Relevant website links for further information on the course/subject

Specification: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>

Careers: [http://www.history.org.uk/resources/public\\_resource\\_2914\\_76.html](http://www.history.org.uk/resources/public_resource_2914_76.html)

[http://www.history.org.uk/resources/student\\_resources\\_98.html](http://www.history.org.uk/resources/student_resources_98.html)



# COMPUTER SCIENCE

Syllabus: OCR GCSE IN COMPUTER SCIENCE IS QN 601/8355/X

Please consult: Mrs S Assam

## What we aim to do

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and engineering is growing rapidly.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

## What we study

This specification promotes the integrated study of computer science. It will enable learners to develop a broad range of skills in the areas of programming, system development, computer architecture, data & communication:

- the subject content for GCSE Computer Science will be assessed across two components.
- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so.
- think creatively, innovatively, analytically, logically and critically.
- understand the components that make up digital systems, and how they communicate with one another and with other systems.
- understand the impacts of digital technology to the individual and to wider society.
- apply mathematical skills relevant to computer science.

## Skills needed

An enjoyment of IT, Maths and Physics.

## How your work will be assessed

### Component 1: Written examination 1 hour 30 minutes 50% of the qualification

This component introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Component 2: Written examination 1 hour 30 minutes 50% of the qualification

This component students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Students wishing to study Computing at A Level are required to attain a Grade 6 in Computer Science GCSE.

## Possible careers

This course will provide you with a broad set of Computing skills that employers are looking for should you wish to not continue to study beyond year 11. The course offers you skills that you will be able to take advantage of if you study other subjects at A Level, Level 3 Vocational Courses, Level 3 Diplomas, or an International Baccalaureate.

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Careers: <http://oedb.org/fast-track-careers-computer-science>

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/computer-science>



# DESIGN & TECHNOLOGY – 3D DESIGN

Syllabus: AQA GCSE IN ART AND DESIGN: THREE DIMENSIONAL DESIGN 8205

Please consult: Ms L Tunstead

## What we aim to do

Three dimensional design enables students to develop their creativity and practical skills. The GCSE course encourages learners to investigate a broad range of materials, processes and techniques as they explore and develop ideas to themes set in school or by the examination board. The units studied are an excellent basis for further study at Advanced Level. There are countless job opportunities, Art, Design and Technology based industries including architecture, product design, industrial design which are all rooted in creative thinking and problem solving. The film and television industry has many artistic aspects in its production from set design to photography and a GCSE in three dimensional design will support such career aspirations. Many of the skills learnt in such creative qualifications are transferable and can be applied in other subject areas.

## What we study

There are two key units for the GCSE qualification. They are:

**Unit 1: Coursework:** For component one, the development of a Personal Portfolio which is made up of various projects and themes across the two year course, enabling students to create a diverse range of work. They develop sketchbooks and larger pieces for their portfolio. At least one project will be completed under controlled conditions.

**Unit 2: Externally Set Assignment:** For component two, the students are given an examination paper with a theme, which is set by AQA in January. They will have a set period of time to prepare for the examination, in which they produce a sketchbook full of research, drawings, ideas and experimentation. They will then sit the timed test, creating a final piece during a period of ten hours.

## Skills needed

To have a keen interest in Design and working in resistant materials.

## How your work will be assessed

For the examination unit students are given roughly 13 weeks preparation where they complete a sketchbook with their research, drawings and ideas. The 13 weeks preparation culminates in a ten hour exam of sustained focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies – often called a final piece. The period of focused study should take place under the conditions for practical examinations. The work is then marked and moderated internally and externally.

**Unit 1:** (Internally set projects including the Mock Exam) accounts for 60% of the GCSE qualification

**Unit 2:** (Externally set exam project) is 40% of the total qualification.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Students who complete the GCSE qualification and gain a grade 6 or above can progress successfully to the GCE Advanced Level Art and Design: 3D Design course in the Sixth Form. This prepares students for progression to Design based degree courses or vocational design courses.

## Possible careers

Set Design & Theatre production, Graphic Design, Branding/Advertising: Communication Design, Product and Furniture Design, Vehicle Design, Photography & Digital Arts, Interior and Spatial Design, Architecture, Illustration, Curate Exhibition Design, Industrial Design

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>



Syllabus: AQA GCSE ART & DESIGN 8201

Please consult: Mrs S Cotton

## What we aim to do

Art and Design enables students to develop their creativity and practical skills. The GCSE course encourages learners to investigate a broad range of materials, processes and techniques as they explore and develop ideas to themes set in school or by the examination board. The units studied are an excellent basis for further study at Advanced Level. There are countless job opportunities in Art and Design based industries including advertising, animation, graphic design, museum & gallery curation and education. Architecture and product design are rooted in creative thinking and problem solving. Fashion industries and textiles designers require a creative qualification. The film and television industry has many artistic aspects in its production from set design to photography. This demonstrates the breadth that art and design qualifications span. Many of the skills learnt on art and design qualifications are transferable and can be applied in other subject areas.

## What we study

There are two key units for the GCSE qualification. They are:

**Unit 1: Coursework:** Personal Portfolio in Art and Design, which is made up of various projects and themes across the two year course, enabling students to create a diverse range of work. They develop sketchbooks and larger pieces for their portfolio. At least one project will be completed under controlled conditions.

**Unit 2: Externally Set Assignment:** For this component, students are given an examination paper with a theme, which is set by AQA in January. They will have a set period of time to prepare for the examination, in which they produce a sketchbook full of research, drawings, ideas and experimentation. They will then sit a timed exam, creating a final piece during a period of ten hours.

## Skills needed

It is essential that you have the drawing skills needed for the course so please check with your Art teacher if you are not sure. There is a strong emphasis on drawing in the marking criteria so we expect students to have some confidence and ability in drawing when they begin the course. We also expect you to enjoy the subject and complete homework.

## How your work will be assessed

For the examination unit students are given roughly 13 weeks preparation where they complete a sketchbook with their research, drawings and ideas. The 13 weeks preparation culminates in a ten hour exam of sustained focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies – often called a final piece. The period of focused study should take place under the conditions for practical examinations. The work is then marked and moderated internally and externally.

**Unit 1:** (Internally set projects including the Mock Exam) accounts for 60% of the GCSE qualification

**Unit 2:** (Externally set exam project) is 40% of the total qualification.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Students who complete the GCSE qualification and gain a grade 6 or above can progress successfully to the GCE Advanced Level Art and Design course in the Sixth Form.

## Possible careers

Fine Art, Film & Television production, Set Design & Theatre production, Graphic Design, Printmaking, Branding/Advertising: Communication Design, Product and Furniture Design, Vehicle Design, Fashion & Textile Design, Fashion Journalism, Jewellery Making, Accessory design, Shoe Design, Photography & Digital Arts, Interior and Spatial Design, Architecture, Animation, Illustration, Game Design, Website Design, Study of History of Art, Publishing, Marketing, Teaching, Curate Exhibition Design, Practising Artists & Artist in Residency, Contemporary Crafts, Gallery Education

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Careers: <https://discovercreative.careers/#/>



Syllabus: NCFE AWARD IN BUSINESS AND ENTERPRISE

Please consult: Mr A Humm

## What we aim to do

This course complements the GCSE qualifications. It is aimed at 14–16 year olds studying Key Stage 4 curriculum who are interested in the business and enterprise industry sector. This qualification is designed to match the rigour and challenge of GCSE study. It is designed for learners who want an introduction to business and enterprise that includes a vocational and project element. Simply put its aim is to:

- Develop a broad understanding of business and enterprise
- Develop a significant knowledge core which spans the vocational sector
- Provide academic and study skills that will support progression within business and enterprise and more broadly.

## What we study

- Unit 01 Introduction to business and enterprise
- Unit 02 Understanding resources for business and enterprise planning

## Skills needed

You will require literacy and numeracy skills for NCFE Business as well as an interest in business.

## How your work will be assessed

### Unit 1- Externally Assessed- Written Examination

### Unit 2- Internally Assessed- Synoptic Project

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Depending on the grade the learner achieves in this qualification, they could progress to:

- Level 3 Applied General in: Enterprise and Entrepreneurship, Financial Studies, Business and Enterprise, Applied Business, Business
- Level 3 Technical Level in: Coordinating Business Support, Business: Marketing
- An apprenticeship within sectors such as a Finance, Marketing or Human Resources

It may also be suitable to learners studying qualifications in the following areas:

- Economics • Accounting • Maths • English • Business.

It's also a great step preparing you for further and higher education such as A-levels and BTEC courses.

## Possible careers

Study at advanced level and beyond, Banking and Finance, Law, Accountancy, Marketing, Sales, Human Resources, Logistics / Resource control and management, Event management, Business start-up, Teaching  
Any public sector, private sector or charity organisation will require business awareness and skills

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <https://www.ncfe.org.uk/media/2044/level-2-business-and-enterprise.pdf>



Syllabus: PEARSON EDEXCEL GCSE BUSINESS 1BSO

Please consult: Mr A Humm

### What we aim to do

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

### What we study

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

### Skills needed

You will require literacy and numeracy skills for GCSE Business as well as an interest in business. Note that you will have to do 15% maths related questions in the exams.

### How your work will be assessed

**Paper 1** –Theme 1: Investigating a small business

Written exam – 90 minutes – 50% of the total GCSE

**Paper 2** – Theme 2: Building a business

Written exam – 90 minutes – 50% of the total GCSE

### What this subject can lead to when you finish Year 11 at The Hollyfield School

After this qualification you'll understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments.
- creative and practical problem solving
- understanding data, finance and communication.

It's also a great step in preparing you for further and higher education such as A-levels and BTEC courses.

Students who complete the qualification and attain a minimum of a grade 6 may progress onto the GCE Advanced Level in Business and/or Economics at Hollyfield. Students also have the option of doing the Level 3 BTEC Enterprise and Entrepreneurship.

### Possible careers

Study at advanced level and beyond, Banking and Finance, Law, Accountancy, Marketing, Sales, Human Resources, Logistics / Resource control and management, Event management, Business start-up, Teaching

Any public sector, private sector or charity organisation will require business awareness and skills

### Additional information/special requirements

n/a

### Relevant website links for further information on the course/subject

Specification: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Careers: <http://www.kent.ac.uk/careers/businessstudies.htm>

<http://www.careers-in-business.com/>

<http://www.career-descriptions.co.uk/business-economist-career-description/>

[http://www.prospects.ac.uk/economist\\_job\\_description.htm](http://www.prospects.ac.uk/economist_job_description.htm)



# CREATIVE MEDIA PRODUCTION

Syllabus: PEARSON BTEC TECH AWARD Level 1/2 IN CREATIVE MEDIA PRODUCTION 603/1238/5

Please consult: Ms P Mirshahi

## What we aim to do

The qualification is aimed at those who may be interested in pursuing a career in creative media production. It enables students to develop skills across a range of media practices using a combination of practical exploration, experimentation and realistic vocational contexts. Students will develop personal skills, such as managing their creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment. The qualification is the same size and level as one GCSE.

## What we study

- Component 1 Students investigate media products and explore how media products are created to provide meaning and engage audiences.
- Component 2 Students develop and apply skills and techniques in media production processes by creating a media product.
- Component 3 students will create their own media product in response to a given client brief.

## Skills needed

Good organisational skills. A passion for Creative Media. English, IT

## How your work will be assessed

The course is assessed through 3 Components:

- Component 1- Exploring Media Products: This is a Pearson Set Assignment (PSA)-Coursework (30%)
- Component 2-Digital Media Production Skills: This is a Pearson Set Assignment (PSA)- Coursework (30%)
- Component 3-Create a Media Product in Response to a Brief: Exam.(40%)

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Many students move onto our Level 3 Media BTEC Pathway after studying the Level 2 BTEC. In order to be accepted on the course students must obtain a minimum of a Merit in the BTEC and a grade 5 in GCSE English. If students do not study Media at GCSE/BTEC level, then they are required to obtain a grade 5 in GCSE English and a grade B or equivalent in ICT.

## Possible careers

Many students progress to University or into practical media production courses. As Britain is one of the major players in the creative media sector there are many opportunities and careers available to students who study media. These include:

Camera operator, Sound designer, Producer Director, Print Editor, Photography, Cinematography, Post production editor, Digital marketing & advertising, Brand Developer.

## Additional information/special requirements

Students need to be interested in film/TV series, gaming, photography and will be required to purchase their own memory card / USB to use in the computers and a smartphone. They are also required to have a subject folder to store information in.

## Relevant website links for further information on the course/subject

Specification: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FInternal-assessments>



Syllabus: PEARSON EDEXCEL GCSE DRAMA 1DR0

Please consult: Mr R Hurst

## What we aim to do

Drama is a challenging and incredibly rewarding subject. It teaches us about the world and people around us; it encourages us to work collaboratively and creatively with others; it helps us to develop critical, reflective thinking and in addition to learning practical communication skills, drama students develop confidence. If you enjoy the challenge of working with other people, sharing ideas and watching and performing original dramas, you will enjoy Drama!

## What we study

The GCSE Drama course has three key components:

1. A devising drama unit, where you will create and perform a devised performance from a stimulus in the possible forms of photographs, poems, song lyrics, news events, themes or myths. You will carry out research, develop your ideas, collaborate with others, rehearse, refine and amend your performance work and analyse and evaluate the process of creating the devised drama in a portfolio.
2. A text-based performance unit, where you will perform two key extracts from the same play to an audience, including a visiting examiner. You will be given a mark for your acting skills, interpretation and artistic intentions.
3. A written exam, in which you will be assessed on your knowledge and understanding of how drama and theatre is developed and performed, including your responses to a set play you will study and your ability to analyse and evaluate a live theatre production you will see.

## Skills needed

You may have done some acting before or helped out backstage on a theatre production at school or outside of school. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights but never had the chance. You may enjoy analysing and evaluating live theatre and plays from different times and places. You will enjoy this course if you enjoy working as part of a team as Drama involves a lot of group work.

## How your work will be assessed

**Component 1:** Devising (coursework) 40% of the qualification

**Component 2:** Performance from text 20% of the qualification

**Component 3:** Theatre makers in practice (written exam) 40% of the qualification

## What this subject can lead to when you finish Year 11 at The Hollyfield School

We offer the A-Level Drama and Theatre course at The Hollyfield 6th Form Centre. It is a more challenging course, in terms of the academic content, written components and practical papers, so we advise students to aim for a GCSE grade 6 or better in order to meet those challenges most comfortably.

## Possible careers

You could go on to study Drama or another Performing Arts related subject at a higher level. But GCSE Drama is NOT just about training actors...

There are a number of subject-related careers, from performance to stage management, production, direction and script-writing. Other career options include drama therapy and theatre-in-education. The transferable skills you gain from doing drama can lead to careers in multiple fields such as performing arts, media, business, law, advertising, sales, hospitality and tourism.

Many of our former students have successful careers in the performing arts: some appear on the West End Stage, in films or on TV; others work as producers or directors. Several have fulfilling jobs in arts administration or education. Please check out the Drama Micro-site section of the Hollyfield School website for further information.

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

Careers: [www.nyt.org.uk/](http://www.nyt.org.uk/)

<https://discovercreative.careers/#/>

<https://www.opendoor.org.uk/>



# FOOD PREPARATION & NUTRITION

Syllabus: AQA GCSE 8585

Please consult: Mr M Leather

## What we aim to do

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

## What we study

### Written examination

Theoretical knowledge of food preparation and nutrition from subject content: Food, Nutrition & Health, Food Science, Food Safety, Food Choice Food Provenance 50%

### Non-Exam Assessment (NEA)

Task 1: Food Science Investigation. Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food Preparation and Nutrition assessment. Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes, planning in advance how this will be achieved. 50%

## Skills needed

Students will not only need to be interested in preparing & cooking food but also investigating the relationship between diet, nutrition and health. They should be passionate about the different aspects of food and be inquisitive in to and independent with their learning.

## How your work will be assessed

50% Paper 1: Written examination 1hr 45mins (100 marks)

50% Non-Exam Assessment: Task 1 Food Investigation (15%) - Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. Task 2: Food preparation assessment (35%) - Written or electronic portfolio including photographic evidence.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Suitable to progress on to AS/BTEC/Diplomas/Degrees in the following areas: Food and Beverage Service, Diet and Nutrition and Hospitality and Catering Diplomas.

## Possible careers

Food Technologist, Chef, Kitchen Manager, Nutritionist, Dietician, Health Inspector, jobs in retail & wholesale, Food Stylist, Buyer, Taster, Product Development, Food Writer, Food Technologist.

## Additional information/special requirements

You will need to bring in all ingredients for practical lessons. There will be trips throughout the course to support and deepen knowledge and immersion in food related subjects.

## Relevant website links for further information on the course/subject

<http://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/introduction>





# DIGITAL INFORMATION TECHNOLOGY

PEARSON EDEXCEL BTEC TECH AWARDS DIGITAL INFORMATION TECHNOLOGY 603/2740/6

Please consult: Mrs S Assam

## What we aim to do

Today, our students live in a world of technology and know how to use it. This new specification moves them from 'how to use it' to exploring how the process of creating user interfaces and the data involved in it are used.

## What we study

### Component 1: Exploring User Interface Design Principles and Project Planning Techniques

In this component you will learn the different principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.

### Component 2: Collecting, Presenting and Interpreting Data

In this component you will discover how data is collected and used to support decision-making and how it can be presented in ways that make it easy to understand. Large quantities of data can be very difficult to understand. You will also learn how to manipulate data and use it to create dashboards that summarise and present data clearly.

### Component 3: Effective Digital Working Practices

In this component you will explore how IT professionals work with digital solutions to integrate them into organisations and their activities.

## Skills needed

An enjoyment of IT, Design & Implementation.

## How your work will be assessed

### Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Pearson Set Assignment in February of Year 10

### Component 2: Collecting, Presenting and Interpreting Data

Pearson Set Assignment in October of Year 11

### Component 3: Effective Digital Working Practices

Externally assessed exam in April/May of Year 11

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Students wishing to study IT BTEC at A Level are required to attain a Level 2 Pass in BTEC Tech Award in Digital Information Technology

## Possible careers/progression

This course will provide you with a broad set of ICT skills that employers are looking for should you wish to not continue to study beyond year 11. If you wish to continue your studies, this course will also provide you with the opportunity to study ICT or Computing at AS or A2. If neither of these situations apply, the course still offers you skills that you will be able to take advantage of if you study other subjects at AS or A2 level, Level 3 Vocational Courses, Level 3 Diplomas, or an International Baccalaureate.

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

Careers: <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/information-technology>

Syllabus: PEARSON EDEXCEL GCSE MUSIC 1MU0

Please consult: Miss S Neville

### What we aim to do

You should choose GCSE Music if you enjoy performing, composing and listening to music. You will be introduced to a wide variety of musical styles, from popular music to jazz, world music to Western classical music. You will also use Music Technology to compose with. You have to be a performer on an instrument **or voice** to access the course. If you don't play an instrument or sing please look at the Music Technology course that will run alongside the GCSE (you can also do both subjects). Music GCSE is aimed at students who love performing music. Vocalists do very well at GCSE and you don't need to be a confident note reader. Your specific skills and interests in music will be included in all your lessons.

### What we study

The qualification has a straightforward structure with three engaging components, assessed through practical performances, compositions and one externally examined paper. The key content of musical elements, musical contexts and musical language are taught through the areas of study and Set Works to show real examples of how these are used within different types of music. GCSE Music contains four areas of study, with two Set Works in each: Instrumental Music (1700-1820); Vocal Music; Music for Stage and Screen and Fusions. Examples of Set Works include music from 'Star Wars' by John Williams, 'Defying Gravity' from Wicked and 'Killer Queen' by Queen.

### Skills needed

A certain level of note reading is advisable to access the new GCSE course but students will be taught essential theory at the start of the course. There will be extra theory classes for students if required. All GCSE students attend Senior Choir to develop their performance and communication skills.

### How your work will be assessed

There is a 1 hour 45 minute listening exam where extracts of Set Works will be played as short-answer questions. There is a dictation question and an unfamiliar piece of music that comes with a skeleton score. The last question is an extended writing question where students have to compare two pieces of music, one familiar and one unfamiliar. Scores are provided for this question.

Coursework is worth 60% of the course:

- Two performances: one solo and one ensemble piece (the performance can be played on any instrument/voice)
- Two compositions: Two pieces of music written in different styles, one set in a choice of briefs by Edexcel.

### What this subject can lead to when you finish Year 11 at The Hollyfield School

The content allows students to develop their knowledge and skills of music, enabling them to progress onto the A Level qualification in Music. Music and Music Technology are both available as A-level subjects.

### Possible careers

Equipped with an awareness of musical genres and styles; performing, listening, composing skills and music technology proficiency, you will be well equipped to pursue a career in the Music industry or Media industry. GCSE Music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study as well as to future career development, including: literacy, critical thinking, social skills and team work, leadership and communication, time management and organisational skills. These qualifications will give you the opportunity to work in a wide range of exciting careers including:  
Producer (recording musicians and making records), Music Engineer (working in a studio such as Abbey Road), Folio Artist (working with sound effects on the radio), Composer (creating original music for films)

### Additional information/special requirements

All students wishing to take GCSE music must play an instrument (this includes voice). However, funding is available for students in particular cases and some students might start instrument lessons at the start of Year 10.

### Relevant website links for further information on the course/subject

Specification: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Careers: [http://www.ism.org/news/article/careers\\_with\\_music\\_general\\_information](http://www.ism.org/news/article/careers_with_music_general_information)

<http://www.creative-choices.co.uk/industry-insight/inside/music>

[http://www.bbc.co.uk/1extra/events/get\\_aheadaz.shtml](http://www.bbc.co.uk/1extra/events/get_aheadaz.shtml)



# MUSIC TECHNOLOGY

Syllabus: NCFE LEVEL 2 TECHNICAL AWARD IN MUSIC TECHNOLOGY

Please consult: Miss S Neville or Mr M Cooke

## What we aim to do

The Music Technology course is aimed at students with an interest in music production and recording. It is a vocational qualification equivalent to GCSE at grades A\*-C. The qualification provides an introduction to the Music Technology industry and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or vocational jobs in Music Production. This is a practical, exciting, course that allows you to learn about Music Technology and production through hands-on tasks. This course is suitable for you if you enjoy using computers and software to create your own music and if you are interested in learning how to use a studio to record and mix music. You don't need to be able to perform on an instrument however any performers on this course will get the opportunity to record and mix their own playing. Each student will have access to one new Mac computer each and the most up-to-date version of Logic X.

## What we study

**Unit 1:** How to use a Digital Audio Workstation (Logic on Mac). In this unit you will develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools.

**Unit 2:** How to compose in a specific style. For this unit you will compose your own music in a specific style, for example creating a piece of Drum & Bass or Dubstep.

**Unit 3:** Studio recording. You will plan and undertake a recording session for a given scenario. You'll be taught how to use microphones, record tracks and mix music. Your final project might be a demo for a band, recording a vocalist overdubbing lead and backing vocals or the production of a radio play.

**Unit 4:** Sound creation. You will explore sound creation and apply your knowledge to a variety of media examples. Learners must show that they know how types and methods of sound creation are used in different forms of media such as video games, movies, TV adverts, radio broadcast/podcast and animations.

## Skills needed

An interest in Music Technology and production.

## How your work will be assessed

Coursework is worth 50% of the course, 35% is a practical test and 15% is a written exam.

External written test (15%): Invigilated exam including a listening task assessing underpinning knowledge and skills drawn from across the course.

External assessment practical test (35%): Invigilated exam assessing application of knowledge and skills.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

The qualification provides an introduction to the Music Technology industry and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or vocational jobs in Music Production. It is great preparation for the Edexcel A-Level in Music Technology currently run in our 6th form.

## Possible careers

The Music Industry is a big business and offers a huge range of opportunities in many different careers. The course naturally progresses students on to careers as Music producers, engineers and composers or related jobs in the Music Industry and Media.

- Producer (recording musicians and making records)
- Music Engineer (working in a studio such as Abbey Road)
- Folio Artist (working with sound effects on the radio)
- Composer (creating original music for films)

## Additional information/special requirements

An interest in Music and basic keyboard skills.

## Relevant website links for further information on the course/subject

Specification: <https://www.ncfe.org.uk/qualification-search/ncfe-level-2-technical-award-in-music-technology-3665.aspx>

Careers: [http://www.ism.org/news/article/careers\\_with\\_music\\_general\\_information](http://www.ism.org/news/article/careers_with_music_general_information)

<http://www.creative-choices.co.uk/industry-insight/inside/music>

[http://www.bbc.co.uk/1extra/events/get\\_aheadaz.shtml](http://www.bbc.co.uk/1extra/events/get_aheadaz.shtml)



Syllabus: AQA GCSE ART & DESIGN 8206

Please consult: Mr Winpenny

## What we aim to do

GCSE Photography is an art and design course. Students will have the opportunity to work with digital photography and a range of mixed media. Each student will produce a portfolio of work for their coursework. This will include recording of images, an opportunity to look at a range of artists and photographers and then the digital development of these ideas. This is a course which will guarantee students a good grade if they work hard, are well-organised, fulfil the course requirements and, most importantly, are creative.

## What we study

This course covers a wide range of photography and art appreciation, with emphasis on practical skills to encourage: a) the skills of composition and visual expression; b) an understanding of a wide range of media including photography, mixed media and computer graphics; c) an appreciation and understanding of the work of artists

## Skills needed

To have a keen interest in Photography. Students do not need to know how to use a camera, this will be taught. However they should enjoy taking photos and have an interest in editing. They must be well organised and enjoy producing material within a sketchbook. Students will also be required to produce work via Adobe Photoshop. This will be taught as part of the course.

## How your work will be assessed

There are two key units for the GCSE qualification. They are:

**Unit 1: Coursework:** Personal Portfolio in Photography, which is made up of various projects and themes across the two year course, enabling students to create a diverse range of work. They develop sketchbooks and larger pieces for their portfolio. At least one project will be completed under controlled conditions. This accounts for 60% of the qualification.

**Unit 2: Externally Set Assignment:** For this component, students are given an examination paper with a theme, which is set by AQA in January. They will have a set period of time to prepare for the examination, in which they produce a sketchbook full of research, drawings, ideas and experimentation. They will then sit a timed exam, creating a final piece during a period of ten hours. This accounts for 40% of the qualification.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

Students who complete the GCSE qualification and gain a grade 4 or 5 or above can progress successfully to the GCE Advanced Level Photography course in the Sixth Form.

## Possible careers

Photographer, picture researcher, visual merchandiser, theatre lighting technician, film director, television/film makeup artist, special effects, teacher, art gallery manager, website designer, advertising art director, fashion photographer, graphic design, interior design, 3-dimensional design, exhibition and museum design, magazine features editor, press photographer, medical illustrator, television camera operative, digital marketer, media planner, web designer.

## Additional information/special requirements

It would be beneficial for students to have a digital SLR for this course.

## Relevant website links for further information on the course/subject

Specification: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Careers: <https://discovercreative.careers/#/>



Syllabus: AQA GCSE PHYSICAL EDUCATION 8582

Please consult: Mr D Miller

## What we aim to do

Sport is enjoyable for most people and physical activity is essential for everyone who wishes to lead a healthy and balanced lifestyle. These days sport is also big business and provides many opportunities in careers as diverse as psychology, journalism, fitness training through to sports agent. Physical Education is not just about performance; you can be an official or coach.

## What we study

**Practical Component:** You will cover a range of team and individual sports that you will be assessed in as a performer or player. As part of your practical assessment, you will be given a grade out of 25 for each sport you are assessed in. Your final mark will come from your best three grades achieved, giving a total of 75 for practical performance. An additional 25 marks can be achieved through a written piece of analytical coursework giving an overall total of 100 marks for practical work.

The sports that you can be assessed in can be seen in the table below:

Football	Hockey	Tennis	Gymnastics
Badminton	Netball	Volleyball	Horse Riding
Basketball	Rowing	Boxing	Rock Climbing
Cricket	Rugby	Athletics	Skiing
Dance	Squash	Cycling	Swimming
Handball	Table Tennis	Golf	Trampolining

**Theoretical Component:** During classroom lessons you will learn all about the body and how it responds to exercise. Topics covered include; anatomy and physiology, health related exercise and sport, psychology and socio-cultural aspects. There is now an additional focus on students using data and mathematical skills as part of sports performance.

## Skills needed

Ideally you should take part regularly in extra-curricular activities and should try to play for teams outside of school. Playing for school teams is a preferred (but not essential) requirement if you wish to participate in PE GCSE. Most important of all is that you enjoy this subject as it can be a very exciting course.

## How your work will be assessed

As well as the practical component (see above) knowledge will be tested in two x 1hr 15 mins exams at the end of Year 11.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

There is a natural progression to study Physical Education at Key Stage 5. We require students to achieve a grade 6 at GCSE in PE or Science. There is also Sports BTEC Level 3 available.

## Possible careers

Sport is big business and the opportunities within the sports industry are now huge. The government is spending huge amounts of money on sport to try and improve the health of the nation as well as keeping the legacy for the 2012 London Olympics. A GCSE in Physical Education will give you the opportunity to continue your studies on to A-Level Sport and PE, or to study courses in leisure, tourism, personal training, sports injuries, sports journalism, etc. You could also choose to go straight into work within the fitness industry or simply use the course to give you fitness skills for the rest of your life.

## Additional information/special requirements

It is recommended that to take GCSE PE you are playing sport regularly outside of school to achieve good practical marks. Students who are not doing should not consider taking this as an option. Students must bring in a full clean GCSE PE kit for practical lessons.

## Relevant website links for further information on the course/subject

Specification: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Careers: <https://nationalcareersservice.direct.gov.uk/advice/planning/LMI/Pages/sportandrecreation.aspx>

<http://www.careers-in-sport.co.uk/>

<http://www.kent.ac.uk/careers/workin/sport.htm>

[http://www.prospects.ac.uk/sports\\_coach\\_job\\_description.htm](http://www.prospects.ac.uk/sports_coach_job_description.htm)



Syllabus: AQA GCSE RELIGIOUS STUDIES 8062

Please consult: Mr L Case

## What we aim to do

RS teaches students how to debate and analyse key issues and provide coherent arguments in discussion. In RE students learn how to critically examine abstract ideas, develop scholarship, interpret and solve problems, argue a justified point of view and reach a balanced conclusion. Alongside an investigation into core religious beliefs and practice, we focus on a range of philosophical questions as well as contemporary ethical, social and political issues. Students develop an awareness and knowledge of different cultural, religious and non-religious attitudes towards these matters.

## What we study

Component one: The study of religions:

- Christianity: Beliefs, teachings, and practices
- Buddhism: Beliefs, teachings, and practices

Component two: Philosophical and ethical themes:

- Religion and Life
- Crime and Punishment
- Human Rights and Social Justice
- Peace and Conflict

For more information, check out the AQA specification on their website, or speak to Mr Case

## Skills needed

A good level of literacy and an inquisitive mind into philosophy, ethics, beliefs, religions, cultures. Strong evaluative skills and ability to explain abstract concepts.

## How your work will be assessed

All students will sit two x one and three quarter hour papers. You will have to answer four sets of questions in each paper (Both Christian & Buddhist beliefs and practices; Four philosophical themes)

## What this subject can lead to when you finish Year 11 at The Hollyfield School

RS naturally leads on to 'A' level Philosophy at KS5, as well as developing the skills needed to succeed in humanities subjects like History and Government & Politics, as well as social science subjects like Psychology and Sociology. To take A-Level Philosophy you will need at least a grade 6 in English GCSE. This course also complements other humanities subjects at GCSE and beyond such as history.

## Possible careers

RS is incredibly useful for students who are interested in journalism, law, politics, civil service, education, and publishing. The multi-disciplinary skills which are developed in RE can be transferred to a very wide range of careers as students develop the ability to debate and analyse key issues. Universities and employers know that RS and philosophy students can analyse and articulate abstract information, interpret events, solve problems, argue a point of view, and reach a balanced conclusion. Moreover, within a modern multicultural Britain, an awareness and appreciation of cultural differences and religious literacy is a skill that a wide range of employers place value upon.

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Careers: <http://www.kent.ac.uk/careers/Theology.htm>

[http://www.prospects.ac.uk/options\\_religious\\_studies\\_job\\_options.htm](http://www.prospects.ac.uk/options_religious_studies_job_options.htm)



Syllabus: PEARSON EDEXCEL SPORTS LEVEL 2 BTEC

Please consult: Mr D Miller

### What we aim to do

BTEC Firsts in Sport can help you take your first steps towards a career in sport and fitness. You'll learn essential skills such as training for personal fitness, encouraging sports participation, and organising and leading events and activities.

### What we study

#### Unit 1 – Fitness for Sport and Exercise

- Know about the components of fitness and the principles of training
- Explore different fitness training methods
- Investigate fitness testing to determine fitness levels.

#### Unit 2 – Practical Performance in Sport

- Understand the rules, regulations and scoring systems for selected sports
- Practically demonstrate skills, techniques and tactics in selected sports
- Be able to review sports performance.

#### Unit 3 – Applying the Principles of Personal Training

- Design a personal fitness training programme
- Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training
- Implement a self-designed personal fitness training programme to achieve own goals and objectives
- Review a personal fitness training programme.

#### Unit 5 – The Sports Performer in Action

- Know about the short-term responses and long-term adaptations of the body systems to exercise

### Skills needed

Ideally you should take part regularly in extra-curricular activities and should try to play for teams outside of school as this will support your understanding of sport and the leisure industry. Most important of all is that you enjoy this subject as it can be a very exciting course.

### How your work will be assessed

Unit 1 is an externally assessed onscreen test that lasts for a 1 hr. Each of the other Units are internally assessed coursework. Theoretical work is directly linked to practical sessions, particularly during Unit 2 & 3. Practical work is not graded based on ability but is an integral part of the course.

### What this subject can lead to when you finish Year 11 at The Hollyfield School

There is a natural progression to study Level 3 BTEC Sport at Key Stage 5. There is also A Level PE option.

### Possible careers

Sport is big business and the opportunities within the sports industry are now huge. The government is spending huge amounts of money on sport to try and improve the health of the nation as well as keeping the legacy for the 2012 London Olympics. A BTEC in Sport will give you the opportunity to continue your studies in to Key Stage 5, or to study courses in leisure, tourism, personal training, sports injuries, sports journalism, etc. You could also choose to go straight into work within the fitness industry or simply use the course to give you fitness skills for the rest of your life.

### Additional information/special requirements

Students must bring in a full clean GCSE PE kit for practical lessons.

### Relevant website links for further information on the course/subject

Specification: <https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>

Career: <https://nationalcareersservice.direct.gov.uk/advice/planning/LMI/Pages/sportandrecreation.aspx>

<http://www.careers-in-sport.co.uk/>

<http://www.kent.ac.uk/careers/workin/sport.htm>

[http://www.prospect.ac.uk/sports\\_coach\\_job\\_description.htm](http://www.prospect.ac.uk/sports_coach_job_description.htm)



Syllabus: Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Statistics (1ST0)

Please consult: Ms Janse van Rensburg

## What we aim to do

Statistics is one of the most versatile areas of mathematics, playing a significant role in the understanding and communication of information in our modern society. We aim to give our students the skills to collect, analyse, interpret and present data. Students will develop an understanding of the basic concepts of statistical problem-solving in a way that encourages confidence and enjoyment of the subject in everyday and real-life situations and out-of-classroom learning. Students will explore the limitations and misuse of statistics in our society and how statistics helps society to shape how we live and work today.

## What we study

We will study the importance of careful planning, a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis generating data visualisation and understanding the mathematics involved.

## Skills needed

The ability to think logically. A strong mathematical ability is advised. An independent learner, with an enquiring mind, who is able to think critically and reflectively. The ability to present information clearly in graphs, tables and diagrams. The ability to communicate ideas. An appreciation of the relevance and importance of statistics in our modern world outside of the classroom

## How your work will be assessed

### Paper 1

Written examination:  
1 hour and 30 minutes  
50% of the qualification, 80 marks

### Paper 2:

Written examination  
1 hour 30 minutes  
50% of the qualification, 80 marks

## Content overview for both papers:

1. The collection of data
2. Processing, representing and analysing data
3. Probability

## What this subject can lead to when you finish Year 11 at The Hollyfield School

GCE A/AS Mathematics or Core Mathematics, further study at Advanced or Advanced Subsidiary level in other subjects. Further study at GNVQ level, or directly into employment.

## Possible careers

Statistics complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics, and opens the door to a variety of careers, such as: Actuary, biometrician, environment statistician, forensic statistician, government statistician, health service statistician, market research statistician, medical statistician, weather forecaster, teacher and lecturer to name a few careers.

## Additional information/special requirements

Students need to have a good understanding of statistical concepts that have been studied in Year 9 and should demonstrate enthusiasm for these topics. There are no coursework requirements.

## Relevant website links for further information on the course/subject

[www.rss.org.uk](http://www.rss.org.uk)

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>



# DESIGN AND TECHNOLOGY – TEXTILES DESIGN

Syllabus: AQA ART AND DESIGN GCSE: TEXTILES DESIGN 8204

Please consult: Ms L Tunstead

## What we aim to do

Textiles design enables students to develop their creativity and practical skills. The GCSE course encourages learners to investigate a broad range of materials, processes and techniques as they explore and develop ideas to themes set in school or by the examination board. The units studied are an excellent basis for further study at Advanced Level. There are countless job opportunities, Art, Design and Technology based industries including fashion design, fashion buyer, set and costume design which are all rooted in creative thinking and problem solving. Textiles design and fashion related studies offer a good foundation for a broad and exciting range of career opportunities. Many of the skills learnt in such creative qualifications are transferable and can be applied in other subject areas.

## What we study

There are two key units for the GCSE qualification. They are:

**Unit 1: Coursework:** The development of a Personal Portfolio which is made up of various projects and themes across the two year course, enabling students to create a diverse range of work. They develop sketchbooks and larger pieces for their portfolio. At least one project will be completed under controlled conditions.

**Unit 2: Externally Set Assignment:** For this component, students are given an examination paper with a theme, which is set by AQA in January. They will have a set period of time to prepare for the examination, in which they produce a sketchbook full of research, drawings, ideas and experimentation. They will then sit the timed test, creating a final piece during a period of ten hours.

## Skills needed

To have a keen interest in fashion and the use of fabrics in the fashion industry.

## How your work will be assessed

For the examination unit students are given roughly 13 weeks preparation where they complete a sketchbook with their research, drawings and ideas. The 13 weeks preparation culminates in a ten hour exam of sustained focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies – often called a final piece. The period of focused study should take place under the conditions for practical examinations. The work is then marked and moderated internally and externally.

**Unit 1:** (Internally set projects including the Mock Exam) accounts for 60% of the GCSE qualification

**Unit 2:** (Externally set exam project) is 40% of the total qualification.

## What this subject can lead to when you finish Year 11 at The Hollyfield School

This prepares students for progression to Design based A level courses and degree courses or vocational design courses.

## Possible careers

Set design & theatre production, fashion design and or buyer, television and multimedia jobs, interior and spatial design, illustration, curate exhibition design, historical costume design – TV, print designer, fashion shoots and stylists, fabric technologist.

## Additional information/special requirements

n/a

## Relevant website links for further information on the course/subject

Specification: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/textile-design>



## MFL & HUMANITIES OPTIONS

Please use this form as a guide. You will receive a link to a Google Form after the Senior Staff Options interviews

### Compulsory GCSE MFL and Humanities

Choose one MFL subject:	French		Spanish
Choose one humanities:	Geography		History

2 FREE CHOICES – Rank your choices in order of preference where:

1	2	3	4
First Choice	Second Choice	First Reserve	Second Reserve

*We will try to allocate you your first choice but cannot guarantee that this will always be possible.*

<b>IF YOU INTEND TO TAKE A GCSE LANGUAGE OUTSIDE OF THE SCHOOL TIMETABLE, AND DO NOT WISH TO CHOOSE ONE OF THE ABOVE LANGUAGES FOR KEY STAGE 4, PLEASE SEE MR KYNES ASAP.</b>			
OPTIONS	RANK No.		RANK No.
Geography (unless you have chosen this above)		Music (you must play a musical instrument or be a singer)	
History (unless you have chosen this above)		Music Technology NCFE Level 2 (GCSE equivalent)	
Religious Studies		Drama	
French (unless you have chosen this above)		Art & Design (if you choose this you cannot choose Textiles or 3D Design)	
Spanish (unless you have chosen this above)		Photography	
Physical Education (you must have a good record of participation in PE lessons and play in a school team. If you are not suited to this course, you will be assigned to Sport BTEC by the PE department)		Textile Design (if you choose this you cannot choose Art & Design or 3D design)	
Sport BTEC Level 2 (GCSE equivalent)		3D Design (if you choose this you cannot choose Art & Design or Textile Design)	
Dance		Computer Science	
Creative Media Production BTEC Level 2 (GCSE equivalent)		Digital Information Technology BTEC Level 2 (GCSE equivalent)	
Business Studies		Health and Social Care BTEC Level 2 (GCSE equivalent)	
Business NCFE Level 2 (GCSE equivalent)		Food and Nutrition	
Statistics			

There is no need to return this form. Please use this as a guide and you will receive a link to a Google Form for the final choices.