



# **GCSE Guided Choices Booklet**

**2018 - 2021**

February 2018

Dear Learner

Welcome to your 'Guided Choices' booklet. This booklet contains information on all the courses at Honeywood and will help you make some of the important decisions necessary for your future success.

This booklet is designed to inform you about the GCSE curriculum that you will study between September 2018 and June 2021. On the following pages you will find information about all the courses that are available to you, both

- the compulsory ones, which we call **Core** and
- the ones from which you will make your choices, that we call **Guided Choices** subjects.

It makes sense to read about all the subjects mentioned in this booklet and not just the optional ones. It will help you understand what is expected of you next year and will make the transfer to formal examination courses easier.

At Honeywood we feel that it is very important that you make well informed and appropriate choices for your GCSEs. The next three years are perhaps the most important in your school career. Your success in the examinations you will sit are a major contributory factor to your overall life chances. Making the right choices for you now is the first step on this path.

You should think very carefully about your choices and aim for a balanced curriculum, one that avoids too much specialisation in any one area. When making your decisions think about what you may want to do later in life – each subject entry has a section about progression to other courses or careers to help you with this. You should also talk to your teachers about your choices. They will be able to tell you more about the course and what you will be studying. To aid you in having these discussions each Subject Leader has included their email address.

### **Attainment 8 (Best 8)**

You may be aware that the Department for Education introduced a process by which all secondary schools' progress and attainment is measured. This measure is known as Attainment 8 and Progress 8. It may well be the case that these measures of a school's performance will eventually become a measure of success for individual learners. We will refer to this as your **Best 8** (Attainment 8).

This measure will be based on your progress measured across eight subjects: English, mathematics; three other English Baccalaureate or (EBACC) subjects, which are science, computer science, geography, history and languages; and three further subjects which can be from the range of EBACC subjects, or can be any other arts, academic or vocational qualification. It is therefore important that you are able to show progression in **eight subjects** that you study (previously it has been five subjects, this no longer applies).

The eight subjects are categorised into three groups below:

Group 1	English and Mathematics	English Mathematics
Group 2	<b>Three</b> other English Baccalaureate (EBacc) subjects	Core Science, Additional Science, Biology, Chemistry, Physics, French, German, Spanish, History, Geography and Computer Science
Group 3	<b>Three</b> further subjects, which can be from the range of EBacc subjects, or can be any other GCSE qualifications that you study.	Art & Design, Business Studies, Computer Science, Dance, Drama, Food Preparation & Nutrition, Geography, History, Media Studies, Music, Physical Education, Philosophy and Ethics, Spanish Design and Technology: Graphics or Resistant Materials or Textiles.

### **Guided Choices Evening**

Over the last few weeks you will have seen subject presentations during Learning Session 3 and you will have the opportunity to book into Cohort 9 and Cohort 10 Guided Choices subject learning sessions to experience the real environment.

To give greater detail and information to your parents/carers regarding the curriculum changes there will be a Guided Choices Evening on **Wednesday 14<sup>th</sup> March** (starting at 6.00pm). The evening will commence with information regarding the curriculum followed by an opportunity for parents/carers to attend up to five subject presentations.

If you or your parent/carer have any queries, please do not hesitate to contact me either by coming into see me in my office, telephoning school or email me at: [jmunro@honywoodschool.com](mailto:jmunro@honywoodschool.com)

James Munro  
Deputy Headteacher

# THE GCSE CURRICULUM

## What subjects can I study at Honywood?

The Curriculum comprises the following areas of study:

### CORE EXAMINED SUBJECTS

- English Language
- English Literature
- Mathematics
- Science
- French, German or Spanish

### OTHER CORE SUBJECT

- Physical Education

### GUIDED CHOICES SUBJECTS

- Art
- Business Studies
- Computer Science
- Expressive Arts  
*Dance, Drama and Music*
- Food Preparation and Nutrition
- Humanities  
*Geography, History and Philosophy & Ethics*
- Media Studies
- Design and Technology  
*Graphics, Resistant Materials and Textiles*

Therefore courses for individual learners are put together to ensure continuing coverage of this broad curriculum. Everyone needs to follow the **core curriculum in Column A**. You have **some** choices to make in **Columns B and C**.

A		B		C
<b>CORE CURRICULUM</b>	+	<b>ONE CHOICE</b>	+	<b>THREE FURTHER CHOICES</b>
<ul style="list-style-type: none"> <li>• English Language GCSE (3 sessions per 2 weeks)</li> <li>• English Literature GCSE (3 sessions per 2 weeks)</li> <li>• Mathematics GCSE (4 sessions per 2 weeks)</li> <li>• Up to 3 Science GCSEs (5 sessions per 2 weeks)</li> <li>• Physical Education (2 sessions per 2 weeks)</li> </ul>		<ul style="list-style-type: none"> <li>• French GCSE (4 sessions per 2 weeks)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• German GCSE (4 sessions per 2 weeks)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Spanish GCSE (4 sessions per 2 weeks)</li> </ul>		<p><i>Suitable choices from:</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design GCSE</li> <li>• Business Studies GCSE</li> <li>• Computer Science GCSE</li> <li>• Dance GCSE</li> <li>• Drama GCSE</li> <li>• Food Preparation and Nutrition GCSE</li> <li>• Geography GCSE</li> <li>• History GCSE</li> <li>• Media Studies GCSE</li> <li>• Music GCSE</li> <li>• Philosophy &amp; Ethics GCSE</li> <li>• Physical Education GCSE</li> <li>• Design &amp; Technology - Graphics GCSE</li> <li>• Design &amp; Technology - Resistant Materials GCSE</li> <li>• Design &amp; Technology - Textiles GCSE</li> </ul>

All courses in column C will lead to a GCSE examination and will be allocated 3 x 100 minutes teaching time per fortnight. When completing your Guided Choices form you will be asked to indicate five choices from Column C, ranking them in order of preference - 1 being your first choice, 2 your second choice etc.

Further courses may be made available during the next three years to learners whose needs will be best met by some alternative provision.

# THE GCSE CURRICULUM

## What further choices may I be offered?

In our curriculum you will have the opportunity to study ten subjects. For those learners who wish to study an additional Guided Choices subject we have the flexibility to do so through our software called **MLP (My Learning Programme)**. My Learning Programme is an App on your iPad that allows you to access your timetable, record your IS and make MLC bookings. For each of your three Guided Choices subjects you will have three x 100 minutes sessions per two weeks; nine sessions in total. If you have demonstrated that you have managed your time carefully you will be allowed to use MLP so that in a typical timetabled cycle rather than spending three learning sessions in three guided choices subjects you might spend:

- Two sessions in three subjects (6 sessions)  
and
- Three in the fourth subject (3 sessions)

Additionally, in special circumstances we can allow youngsters to only study two Guided Choices subjects, meaning that the nine sessions would be distributed between two subjects.

MLP can allow individual learner restrictions to be placed on it.

### What happens if it is not possible for me to study the subjects I have chosen?

The sizes of groups may mean that some learners are asked to consider their second choices. Who might be asked to consider a change will depend on how important a particular subject seems to be to a particular package of choices – therefore be clear about **why** you have made the choices you have.

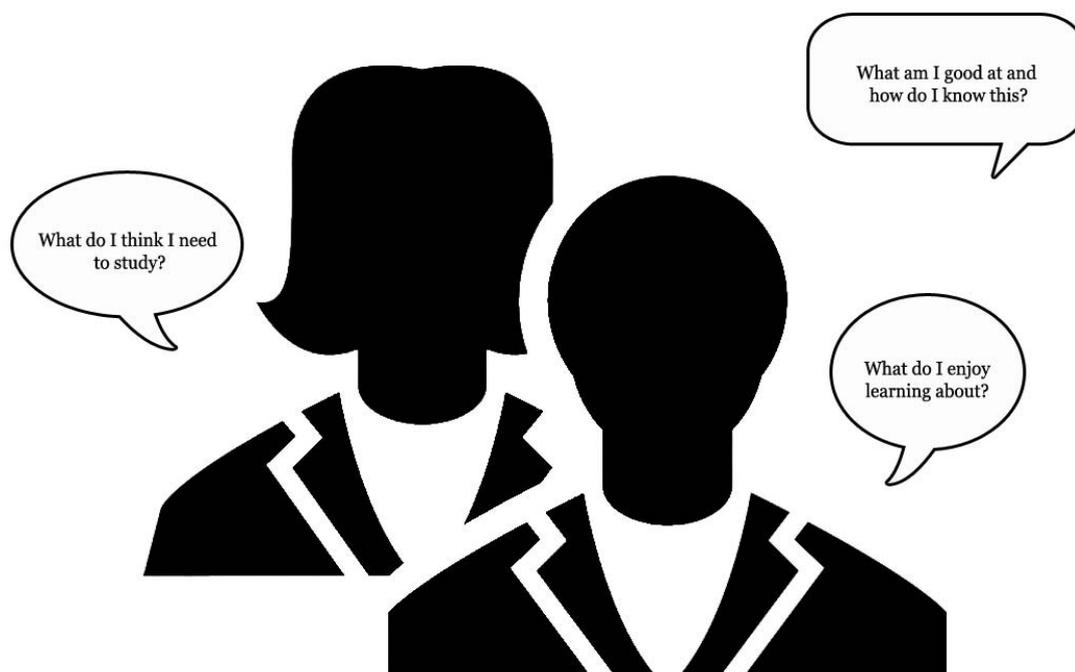
You will find that some combinations of subjects are not possible and you must be prepared to think hard and decide what, for you personally, are the **priorities**, the subjects you absolutely must take and succeed in for your future plans. We will make every effort to make sure you get those, within the limits of what is possible.



# WHAT HAPPENS NEXT?

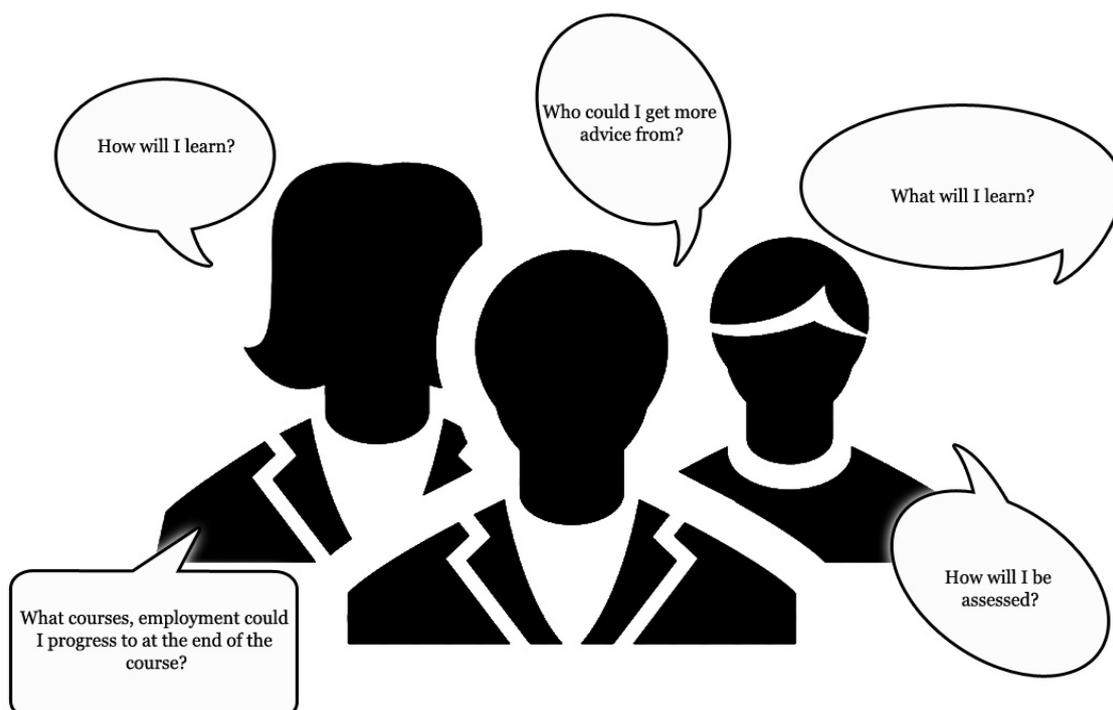
When the time for choices comes, you will be given a form which looks like the last page of this booklet.

**BEFORE DOING ANYTHING ELSE**, you and your parent/carers should again read carefully through the following pages which give brief details of the course descriptions for each subjects.



## How do I decide what to study?

For each subject consider:



# ENGLISH LANGUAGE & ENGLISH LITERATURE

## What will I learn?

Your studies in English in Cohorts 9, 10 and 11 will follow a course leading to two GCSE qualifications studied in a combined course of English Language and English Literature. The course will develop your abilities to communicate effectively in speech and writing and to listen with understanding. Learners' experiences in English are designed to enable you to become an enthusiastic, responsive and knowledgeable reader. You will develop these skills through writing for different purposes and audiences. In addition, you will analyse a range of literature from different periods and from a range of cultures. A key part of the course is the development of critical and analytical skills in your study of literary, language and media texts.

## How will I learn?

The English Language and English Literature courses all involve learners using a variety of skills both in group and individual situations. Class discussions, independent reading and research, group and paired work are all employed within learning sessions. You will engage your imagination and your analytical skills in order to access texts and various stimuli. Theatre trips, film, radio and television also provide opportunities for learners to experience plays or texts in performance.

## Who is the course for?

The study of English is compulsory at GCSE. The syllabi we now offer are designed to be accessible to all learners. Learners will follow the separate study of English Language and English Literature GCSE course. The landscape for English and English Literature is constantly adapting and improving. We will communicate any updates with you as soon as they are published.

## What is the structure of the course?

At Honeywood we follow the **AQA** examination course. During Cohort 9 we will begin to consider a range of GCSE texts such as novels, plays, poetry, media and non-fiction. We will focus on the further development of vital consolidation skills such as Writing for a range of purposes and contexts, and Reading for meaning.

The three-year Literature GCSE course will see learners undertake the study of poetry and make comparisons between poems for an examination at the end of Cohort 11. You will also study a Shakespeare play, a modern text (such as *An Inspector Calls*), and a 19<sup>th</sup> century novel (such as *A Christmas Carol*) to prepare for exams at the end of the course.

The language course will require the study of non-fiction texts (and one literary text) from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. These will require the reading skills of summary, inference, deduction and analysis. You will be expected to develop your skills in writing a range of different texts with different purposes such as writing to entertain, inform, argue, describe and persuade. All exams for this course will take place at the end of Cohort 11.

# ENGLISH LANGUAGE & ENGLISH LITERATURE

## How will I be assessed?

You will be assessed on your reading and writing skills. In particular, your accuracy of work including spelling, punctuation and grammar will be assessed considerably. You will also be assessed on speaking and listening, although this will not count towards the final grade in English Language. There are no tiers of entry. All learners sit the same exams.

## What courses/employment could I progress to at the end of the course?

If you do well in your final examinations and achieve a grade 5 or better, you can go on to study AS and A2 English Language and/or English Literature. Successful A Level grades in these can lead on to a variety of interesting and challenging degree courses and careers in teaching, journalism, publishing, public relations, media, theatre and law. Colchester Sixth Form College are asking for a grade 5 in at least one 'written' subject – English Language and Literature both qualify. If you do not achieve at least a grade 4 in English Language you will have to study the GCSE again in years 12 and 13.

## Who do I contact for further information?

Mrs Cording	English Subject Leader	(kcording@honywoodschoo.com)
Miss McPhail	English Subject Leader	(amcphail@honywoodschoo.com)

# MATHEMATICS

## What will I learn?

Mathematics equips learners with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways.

You will develop the skills and knowledge you will need in the future to tackle unfamiliar problems. You will become more aware of the connections between different areas of Mathematics and its application in the world around you. You will become increasingly capable in calculating fractions, decimals and percentages and using proportional reasoning. You will build on your understanding of number and make generalisations using letters by manipulating expressions and equations. You will extend your mathematical vocabulary to talk about numbers and geometrical objects. You will also use geometrical properties to find missing angles and lengths, explaining your reasoning. You will collect data, learn statistical techniques to analyse this data and display and interpret the results.

## How will I learn?

The majority of maths learning will be facilitated in classrooms, with an emphasis on independent study to enhance your learning experience. You will follow the programme that best suits your individual needs for success. You will continue to develop your skills for independent learning throughout the course and experience other learning models.

## Who is the course for?

Mathematics is compulsory at GCSE. The course is designed to be accessible to all learners regardless of your level of understanding or prior knowledge.

## What is the structure of the course?

At Honywood School we follow the **Edexcel** examination course. The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

Tier	Topic Area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics and Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics and Probability	12 - 18%

# MATHEMATICS

## How will I be assessed?

You will be assessed by sitting 3 exam papers each lasting 1 hour 30 minutes. One paper will be non-calculator and the other two will be calculator papers.

Throughout the course, there will be regular assessments to help you understand the standard required and to give you practice sitting exam-style questions.

## What courses/employment could I progress to at the end of the course?

After you have taken your GCSEs you can continue by studying for an A-Level in Accounting, Mathematics or Further Maths. A grade 5 is required to study Accounting, a grade 7 is required to study Mathematics, and grade 8 to study Further Maths.

Learners who gain good passes in GCSE Mathematics find the skills that they acquire very useful in many other subject areas, particularly Science, Business Studies, Computer Science, Geography and Psychology.

An A-Level in Mathematics can lead on to many different degrees courses or careers. It is particularly useful in Engineering, Accountancy or any of the Medical disciplines.

## Who do I contact for further information?

Mr N Powell    Subject Leader for Maths    (npowell@honywoodschool.com)

# SCIENCE

## What will I learn?

Have you ever wondered:

- Are clones really like they are in the movies?
- How does my brain tell my body what to do?
- Which combination of chemicals makes the most violent explosion?
- How do you make a firework?
- How do we know black holes exist when they're completely black?
- Will a 240V electric shock kill you?

You will have the opportunity to develop your interest in, and enthusiasm for science. You will develop a critical approach to scientific evidence and methods. You will have the opportunity to acquire and apply skills, knowledge and understanding of how science works and its essential role in society. You will have the opportunity to acquire scientific skills, knowledge and understanding necessary for progression to further learning.

## How will I learn?

Building on the skills developed during Cohort 7 and 8 you will explore science through a range of techniques. These include practical investigation, interpretation and analysis of data, and research into modern science and its real-world applications. Science teachers at Honywood use varied teaching techniques to promote enquiry, problem solving, teamwork, and an interest in science. We use music, video, animations, interactive whiteboard activities, independent learning projects and practical work on a regular basis to keep you motivated and on target.

## Who is the course for?

GSCE Science is compulsory, however all of the science GCSEs are designed to teach you about the science you need in everyday life.

You will study science at a tier suitable for you via a number of personalised routes. You will then have the potential of gaining either two GCSEs (Combined Science – called Trilogy), or three GCSEs (Biology, Chemistry, and Physics)

If sat at the higher tier both Trilogy Science and Triple Science will allow progress onto A-Levels in Biology, Chemistry and/or Physics.

## What is the structure of the course?

At Honywood Community Science School we follow the **AQA** specification as we believe this fits the needs of our learners precisely.

During the course you will study Biology, Chemistry and Physics concurrently developing your understanding as the course progresses.

As the units in the Triple Biology, Chemistry and Physics are similar to the Trilogy course, learners have a range of options that will be tailored to suit each individual's needs.

# SCIENCE

## What is the structure of the course? (cont)

In Cohort 9 and Cohort 10 learners will study the Trilogy Units and in Cohort 11 they will move onto the pathway that suits them, ie continuing with Trilogy or moving to Triple.

AQA Science covers all the Modules listed below:

Biology		Chemistry		Physics	
4.1	Cell Biology	5.1	Atomic Structure	6.1	Energy
4.2	Organisation	5.2	Bonding, Structure & Matter	6.2	Electricity
4.3	Infection & Response	5.3	Quantitative Chemistry	6.3	Particle model of matter
4.4	Bioenergetics	5.4	Chemical Changes	6.4	Atomic structure
4.5	Homeostasis & Response	5.5	Energy Changes	6.5	Forces
4.6	Inheritance, Variations & Evolution	5.6	Rates of Chemical Changes	6.6	Waves
4.7	Ecology	5.7	Organic Chemistry	6.7	Magnetism and electromagnetism
		5.8	Chemical Analysis	6.8	Space Physics (Triple Science) only
		5.9	Chemistry of the Atmosphere		
		5.10	Using Resources		

Some content within each module is aimed at Triple science only.

## How will I be assessed?

At the end of Cohort 8 you will undertake a Pre-GCSE course aimed at providing a transition between study undertaken during Cohort 7 and 8 and GCSE study. During Cohort 9 and Cohort 10 you will study all three sciences simultaneously.

At the end of Cohort 10 you will sit a mock paper.

Based on the skills analysis undertaken, end of topic assessments, the Cohort 10 mock paper, teacher assessments and discussions with you and your parents/carers, decisions will be made regarding suitability for the Trilogy course or Triple Science Course.

In Cohort 11 you will have the option of following Triple Science, Higher Trilogy (Combined Science) or Foundation Trilogy (Combined Science), therefore you will be able to have a completely personalised route through Science at Honywood.

# SCIENCE

## How will I be assessed? (cont)

Each course offered is structured as the table shows below, the new 9-1 GCSE rules have removed any controlled assessment and moved to 100% assessment via external exams

Paper	Triple Science - For each Science			In total 2 papers are sat for each of Biology, Chemistry & Physics	Combined Science - Trilogy			In total 6 papers for Trilogy are sat, 2 for each of Biology, Chemistry & Physics
	Length	Marks	% of Final GCSE		Length	Marks	% of Final GCSE	
1	1hr 45	100	50%		1hr 15	70	16.7%	
2	1hr 45	100	50%		1hr 15	70	16.7%	

## What courses/employment could I progress to at the end of the course?

AQA Science is a concept led course designed to develop a deeper understanding of scientific ideas. The course focuses on scientific explanations and models, and gives an insight into how scientists develop scientific understanding of ourselves and the world we inhabit. You could go on to study A-level Biology, Chemistry or Physics, and this can lead on to working in the fields of medicine, dentistry, physiotherapy, nursing, pharmacy, engineering and scientific research. You could also go on and study vocational based courses or work in industry.

## What resources will I need?

In order to be well prepared we suggest that the following revision guides are purchased. These will last throughout the entire key stage 4 program of study:

- Collins revision guides available from the School website

## Who do I contact for further information?

Miss C Gamble, Subject Leader Science (cgamble@honywoodschoo.com)

# ART & DESIGN

## What will I learn?

This course will give you the opportunity to work with a wide variety of two and three-dimensional media including drawing, painting, printmaking and sculpture. At first you will be asked to explore a series of key areas which will introduce you to a range of ideas and techniques.

You will begin to understand how to develop your own ideas from your research, looking at and commenting on artists' work to inspire your own. You will produce vibrant and individual sketch books that document your ideas and show how they have progressed. You will practise and improve your observational drawing and refine your technical control across a wide range of media. As you become more confident you will be able to choose how to structure your own ideas, working from a given theme and specialising more in your preferred media.

## How will I learn?

You will learn through exploration and experience, undertaking practical tasks and developing your skills through practise. You will be taken on visits to art galleries and collect visual information by drawing and taking photographs. You will record your thoughts and annotate the work that you produce including written work related to your research and the work of other artists.

## Who is the course for?

If you love designing, making, drawing, imagining and creating things, this is the course for you. You will do well if you are open to new ideas, like experimenting with materials and like to practise and perfect your work. You should be interested in looking at the work of artists, designers, architects and crafts people and are prepared to give your opinions. You should be keen to work independently in class and at home, and willing to commit to the 60% coursework requirement.

## What is the structure of the course?

You will be taught in mixed ability groups allowing you to achieve the top grades if you work hard, whatever your skill level is at the start of the course. Each group has three learning sessions a fortnight in which you will begin to create your artwork. You will be expected to continue this process at home, using a minimum of an hour and a half each week to complete Independent Study.

Our examination board is **AQA** and we follow the Art and Design: Fine Art course. As part of the course you are expected to produce outcomes in at least 1 of the following disciplines:

- Drawing / painting
- 3-Dimensional studies
- Printmaking
- Alternative media

You will follow a project based course, completing approximately one project over two terms. Each project consists of a sketchbook of preparatory studies and a final piece. These combine to form your personal portfolio, which is followed, in Cohort 11, by an Externally Set Task.

# ART & DESIGN

## What is the structure of the course? (cont)

The Externally Set Task follows the same format as the personal portfolio, a sketchbook of studies and a final piece, which is created over a two-day controlled assessment period.

Your work will be graded as follows:

- Unit One – Personal Portfolio = 60%
- Unit Two – Externally Set Assignment = 40%

## How will I be assessed?

After completing each project you will be assessed using the GCSE Art and Design assessment objectives to show you how you are progressing, to identify your strengths and to help you improve.

The four assessment objectives are:-

- Develop ideas through investigations informed by contextual and other sources, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal, informed and meaningful response that realises intentions and demonstrates understanding of visual language.

Each assessment objective is worth 24 marks.

## What courses/employment could I progress to at the end of the course?

A GCSE in Art and Design will allow you to access a large variety of courses and career options at post 16. Colchester School of Art at Colchester Institute, Colchester 6th form, Braintree 6th form and Suffolk One all offer post 16 Art courses.

You can explore some of the options at the following sites:

Colchester Institute (<http://www.colchester.ac.uk/courses/in/art-and-design/>)

Colchester 6th Form College (<http://www.colchsfc.ac.uk/departments/visualarts/>)

Braintree 6th Form (<http://www.braintreesixthform.com/courses/as-and-a-level-courses/as-a2-art-design-fine-art>)

Suffolk One (<http://www.suffolkone.ac.uk/courses/alevel-courses/fine-arts/>)

You may choose to study Art as one of your A-level choices, or you may prefer to specialise in Art straight away by selecting a UAL or BTEC Diploma. All of these courses will continue to develop your skills as well as helping you to produce a portfolio of work that will be required for degree level applications or interviews within the art and design industry. There are a huge range of careers within the industry. The National Careers service website is a great place to begin exploring some of the many options.

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/artscraftsdesign.aspx>

## Who do I contact for further information?

Mrs Barber, Subject Leader for Art ([hbarber@honywoodschoool.com](mailto:hbarber@honywoodschoool.com))

Miss Ginn, Subject Development Leader for Art ([hginn@honywoodschoool.com](mailto:hginn@honywoodschoool.com))

# BUSINESS STUDIES

## What will I learn?

This course gives you the chance to understand the dynamic environment in which business operates and appreciate the many factors which impact on business activity and business behaviour. You will try to gain an understanding of the issues facing UK businesses in the 21<sup>st</sup> century.

Areas of business which are studied include people in business, marketing, starting and growing a business and finance, as well as how businesses interact with their employees and the financial aspect of business operations. This is built into the course across six specific topics: *Marketing, Finance, Business in the Real World, Human Resources, Business Operations and Influences on a Business.*

To be successful in business people have to be able to work well with others, and in business studies learners are expected to collaborate in teams to come to solutions to the problems we pose. Computers are regularly used throughout the course in order to learn about business computing.

## How will I learn?

Learning is centred largely around problem solving tasks where you will need to think about solutions to different scenarios. You will have to work independently and alongside others in groups and take responsibility for their learning both in and out of the classroom. Learning sessions take place within an ICT suite and therefore you will develop your ICT skills in each part of the course. You will become familiar with word processing, databases, spreadsheets and desk top publishing packages.

## Who is the course for?

This course is for anyone who is interested in learning skills that they can use in everyday life such as managing people and budgeting. It is important that if you take this course you have an interest in ICT and enjoy working on computers as learning sessions are in ICT suites and we frequently complete business reports using ICT. Learners must be eager to learn how businesses operate and how they themselves can become successful business people. You will need to enjoy carrying out business-orientated research and working independently as well as completing tasks with others. It is suited to anyone who has a 'can do' approach to business, who is willing to work hard and take risks to achieve their best.

## What is the structure of the course?

The course is currently divided into two parts – 'Influences of operations and HRM on business activity' and 'Influences of marketing and finance on business activity'.

**'Influences of operations and HRM on business activity'** – learners will develop their understanding across four key topics during this aspect of the course: business in the real world, influences on business, business operations and human resources. These topics will offer learners the opportunity to analyse how businesses recruit their workforce, develop customer loyalty and choose the business structure that best suits their current aims and objectives. Learners will also develop entrepreneurial skills and have an opportunity to investigate existing entrepreneurs. There is a 1 hour 45 minute written paper at the end of the course.

# BUSINESS STUDIES

## What is the structure of the course? (cont)

**'Influences of marketing and finance on business activity'** – learners will then explore the world of marketing and finance, as well as developing their understanding across the 'business in the real world' and 'influences on business' topics, but from the perspective of expanding a business, rather than just starting it. Learners will study how businesses apply different marketing strategies to try and secure a competitive edge, different ways to apply for and manage finances and how to conduct both primary and secondary research in order to develop an advantageous understanding of the current market and possible changes in trend. This aspect of the course is also assessed at the end of the course in a 1 hour 45 minute written paper.

## How will I be assessed?

There will be two written examination papers, both worth 50%. Paper 1 – 'Influences of operations and HRM on business activity' (Business in the real world, Influences on business, Business operations and Human resources). Paper 2 – 'Influences of marketing and finance on business activity' (Business in the real world, Influences on business, Marketing, Finance).

Both papers are divided into three sections. Section A has multiple choice questions and short answer questions worth 20 marks. Section B has one case study/data response stimuli with questions worth approximately 34 marks. Section C has one case study/data response stimuli with questions worth approximately 36 marks.

## What courses/employment could I progress to at the end of the course?

GCSE Business can be the basis for further study at A-Level or BTEC. You may then go on to a degree or a professional qualification in accountancy, management science, marketing, the law or the media. Alternatively, you may set up your own business!

## Who do I contact for further information?

Mr Williams, Subject Leader for Business Studies ([jwilliams@honywoodschoo.com](mailto:jwilliams@honywoodschoo.com))

# COMPUTER SCIENCE

## What will I learn?

On this course you will learn how computers and networks function, how to break down complex problems, how to design and develop computer programs and the impact that Computer Science has on society.

As part of your learning you will learn at least two different programming languages, exploring the similarities and the differences between them. One of these languages will ultimately be used to implement a practical programming task.

Importantly you will learn a range of transferrable problem solving skills that will apply to a range of different situations.

## How will I learn?

You will learn through direct instruction, self-study and guided practice. Becoming a competent programmer and problem analyst requires regular practice and refinement. The more theoretical based areas of the course will be taught or self-directed at your own preference. Resources are available on the learning platform to support the course and these can be accessed from anywhere at any time.

## Who is the course for?

If you have an interest in technology or simply love solving problems Computer Science is for you. Although having a good grasp of mathematics will be beneficial, you will be able to learn and practice the required maths as part of the course.

## What is the structure of the course?

We follow the **AQA** GCSE Computer Science course. There are three areas of study within this specification:

1. Computational thinking and problem solving
2. Theoretical Knowledge (Computer Systems, Networks, Cyber Security and Computer Science in Society)
3. Designing and implementing solutions

During the first year of study you will practice problem solving, designing and interpreting algorithms and also programming.

During the second year of study you will extend your programming repertoire and begin study of the theoretical topics.

The third year of study will complete your learning in the theoretical aspects and give you time to revise ahead of your Summer exams.

# COMPUTER SCIENCE

## How will I be assessed?

Throughout the course you will complete progress assessments to help you diagnose areas of strength and areas requiring additional study.

There are three formal assessments which directly contribute towards your GCSE grade in Computer Science:

### **Paper 1: Computation thinking and problem solving**

Computational thinking, problem solving, code tracing and applied computing

Written exam: 1 hour 30 minutes

80 marks (50% of the GCSE)

### **Paper 2: Theoretical assessment**

Computer Systems, Networks, Cyber Security and Computer Science in Society

Written exam: 1 hour 30 minutes

80 marks (50% of the GCSE)

**The above is currently under review by all exam boards following national consultation around current specifications.**

## What courses/employment could I progress to at the end of the course?

Computer Science GCSE will enable you to operate confidently in today's digital world. It is a useful, real-world qualification, whether you see your future including university, training or going out to work.

Achievement in Computer Science GCSE offers a range of future opportunities. The skills and knowledge developed will support you in your future studies and employment. A grade C or above in Computer Science will enable you move on to an AS/A2 Level or Vocational Level 3 ICT or Computing course or an Applied ICT course. These courses, in turn, can lead you on to a degree course in a computer related subject. You would then have the opportunity to take up a career as a programmer, software engineer, systems analyst, games developer, network manager, and technician and even develop new technologies of the future.

If you did not wish to progress onto a specialist Computer Science or ICT Level 3 course, the skills you have acquired at GCSE level (Level 2) will be of great benefit in any other subject area at Level 3, for example Mathematics, the Sciences, Technology or Business Studies.

## What resources will I need?

All resources provided via online platform. Access to computer/laptop at home beneficial.

## Who do I contact for further information?

Mr White, Subject Leader, Computer Science ([mwhite@honywoodschool.com](mailto:mwhite@honywoodschool.com))

# DANCE

## What will I learn?

The course has been newly structured, and while the emphasis is still on a practical basis, 40% has now been given to the written paper. You will develop the skills of performing as well as being a critic of a variety of dance styles but mainly Contemporary. You will also study different aspects of the world of dance looking at topics from choreography to whole performance cultural influences.

## How will I learn?

You will have three learning sessions per two-week cycle, these will include both practical and theory content.

In each practical session you will be developing your dance skills, ability to analyse as well as broadening your individual knowledge of the subject. As part of the course you will regularly be expected to participate in dance performances. This includes solo work.

Theory will include research on practitioners, different works and the development of your own choreography.

## Who is the course for?

Having a dance background is not a necessity, although it would be a great benefit. You will need an interest and enthusiasm for the subject and your development within it. You must be prepared to perform to live audiences.

The course can be tailored to help individuals excel in all areas of being a dancer, it will inevitably build on live performance ability and evaluative skills.

You will need to remember to bring kit in order to take part in practical sessions and you will also need to commit to additional rehearsals at lunchtimes and after school.

## What is the structure of the course?

At Honywood we follow the **AQA** examination course. The course will begin with practical workshops where individual ability will be assessed, then move to studying of a range of different dance skills and genres, ensuring that learners gain a broad understanding of the context of styles. You will learn methods of choreography across a range of styles, in order to stand you in better stead for the GCSE.

GCSE Dance is based on three areas:

Performance  
Choreography  
Dance Appreciation

# DANCE

## What is the structure of the course? (cont)

Performance: 30%

- Learning choreography and performing it as a soloist
- Group choreography and performance

Choreography: 30%

- Solo dance and performance with detailed choreographic log
- Group dance and performance with detailed choreographic log

Dance appreciation: 40%

- Written exam paper

## How will I be assessed?

You will be practically assessed throughout the course.

There are written elements to the practical such as evaluations, research and investigations. The main written assessment is through the written exam looking at dance appreciation.

## What courses/employment could I progress to at the end of the course?

- To have a career in teaching PE/Dance/Performing Arts, the performing arts business.
- To access college or university.
- To keep fit and healthy.

## Who do I contact for further information?

Mrs Houghton, Subject Development Leader Expressive Arts ([khoughton@honywoodschoo.com](mailto:khoughton@honywoodschoo.com))

# DRAMA

## What will I learn?

### Eduqas GCSE Drama

The WJEC Eduqas GCSE in Drama offers a broad and coherent course of study which enables you to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop an independent and reflective approach to allow you to make informed choices in process and performance
- contribute to theatrical performances
- reflect on and evaluate your own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

## How will I learn?

You will learn through a combination of practical and theoretical work, guided by specialist teaching. You will be able to develop the skills learnt through KS3 drama, and shape your learning in the direction you wish. There will be the opportunity to take part in workshops and trips that will extend and support the knowledge developed in the classroom.

## Who is the course for?

This course is open to anyone who enjoys working as part of a team, and would like to build on their confidence through performing. It will help you to develop your understanding of how an actor, director and set designer approach theatrical performances and can really help alongside English Literature.

## What is the structure of the course?

**Component 1: Devising Theatre:** internally assessed, externally moderated 40% of qualification  
Learners will be assessed on either acting or design.

Learners must produce:

- a devised piece of theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

**Component 2: Performing from a Text:** externally assessed by a visiting examiner 20% of qualification. Learners will be assessed on either acting or design. Learners study two extracts from the same performance text.

**Component 3: Interpreting Theatre - written examination:** 1 hour 30 minutes 40% of qualification.  
Section A: Set Text A series of questions on one set text. Section B: Learners will also have to analyse and evaluate a piece of live theatre that they have seen during the course.

# DRAMA

## How will I be assessed?

You will be assessed through performance and written work that is internally assessed, a performance assessed by a visiting examiner, and one examination that will assess your ability to analyse one set text as an actor, designer and director.

## What courses/employment could I progress to at the end of the course?

GCSE drama could lead onto a variety of career paths as it develops social and teamwork skills to a high level. Specific courses could be in teaching, musical theatre, drama and performing arts.

## Who do I contact for further information?

Mr Philpott, Subject Leader for Expressive Arts ([rphilpott@honywoodschoo.com](mailto:rphilpott@honywoodschoo.com))

For GCSE specification information, visit the Eduqas website.

# FOOD PREPARATION & NUTRITION

## What will I learn?

Food Preparation & Nutrition teaches learners about the development and production of food products. You will learn about how food products are manufactured and carry out design and make tasks to enable you to develop your own ideas.

You will have the chance of making quality products using a wide range of equipment and will build on practical skills you have used at Key Stage 3. ICT skills will also be developed in project.

You will learn how the food industry is constantly changing and developing products to meet consumer trends and demands.

## How will I learn?

In Cohorts 9 & 10 you will complete six practical units, ranging from cultural foods to creating and profiling athletes. Within each unit you will follow a scheme of sessions that focus on the theory aspect and developing practical skills. During the unit you will be introduced to more complex and exciting techniques and skills ranging from butchery to sugar craft. During the unit duration you will be expected to complete worksheets and an assessment booklet which will need to be submitted at the end of the project. Following each unit will be a mini NEA (non Exam Assessment), exam practice or showcase opportunity, all of which will give you an opportunity to showcase your knowledge and developing skills from that particular unit.

You will develop your theoretical understanding of the tools, ingredients, processes and wider issues related to the subject, and we will recommend a Textbook/revision guide to assist with this.

## Who is the course for?

This course is suitable for anyone who has an interest in food and nutrition and can help to lead to a career in the Food Industry. You have all followed short courses in Food Technology at KS3 and you will build on those experiences for the GCSE. It can be a fun course, as long as you are prepared to take part in all planned practical activities and carry out the portfolio of paperwork which will accompany the practicals.

## What is the structure of the course?

You will learn all about the Food Industry. You will take part in practical activities and although the practical work plays an important part in the course, you need to be aware that many other topic areas are covered, including investigative and written reports.

You will focus on food preparation skills – these are intended to be integrated into the five sections:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

During Cohort 11 you will undertake two NEA (non Exam Assessments). The first focuses on developing quality practical outcomes for a set brief and is supported by a design folder. The second focuses on experimenting with ingredients to determine best solutions to problems and to gain a better understanding of function.

# FOOD PREPARATION & NUTRITION

## How will I be assessed?

The GCSE Food Preparation & Nutrition course follows the requirements of the new **AQA** Specification. The work carried out in Cohorts 9 and 10 will build the knowledge needed to enable you to carry out the non-examination assessments and the final examination.

### Non-Examination Assessment (NEA)

#### Task 1: Food investigation

Learners' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task. This will lead to a written or electronic report (1,5000 – 2,000 words) including photographic evidence of the practical investigation.

#### Task 2: Food preparation assessment

Learners' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Learners will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

This will lead to a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

#### Paper 1: Food preparation and nutrition

- Written exam – 1 hour 45 minutes – worth 50% of the GCSE
- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

## What courses/employment could I progress to at the end of the course?

Food Preparation & Nutrition GCSE is a useful course for anyone to take as you build up an awareness of practical skills needed to make dishes.

Studying Food itself can lead to many varied careers within the vast umbrella of the Food Industry – dieticians, food technologists who develop new food products for companies, chefs and kitchen workers will all have basic background knowledge of the principles of working with food.

There is a strong link between aspects of Food and the Chemistry side of Science, which could be helpful if you wished to pursue a career as a Food Scientist. The new specification also has strong links to GCSE PE, where nutrition and fitness play a key part.

## Who do I contact for further information?

Mrs Howard, Subject Leader ([choward@honywoods.school](mailto:choward@honywoods.school))

Miss Brown, Subject Responsibility for Food Technology ([lbrown@honywoods.school](mailto:lbrown@honywoods.school))

# FRENCH

## What will I learn?

The aim of the course is to encourage you to build on the language skills already acquired from Cohorts 7 and 8 to enable you to communicate effectively and confidently in French in a range of situations. You will learn about the culture of Francophone countries and will be able to communicate with people from these countries. Your teacher will speak lots of French to you and you will be expected to respond in French as much as possible. Throughout the course, you will be practising the four skills of Listening, Speaking, Reading and Writing. Grammar and vocabulary learning will also play an important role throughout the course.

## How will I learn?

You will be assessed separately in speaking, listening, reading and writing. However, in practice, many tasks involve using two or more skills simultaneously, as in real life. Great emphasis is placed on encouraging confidence in speaking the foreign language and you will often be required to work in pairs and small groups.

The ability to communicate in everyday situations is the overriding aim for all learners, although those who show a greater awareness of language structure will be encouraged to produce more accurate spoken and written language.

## Who is the course for?

It is compulsory to study a language at GCSE level, however learners have the choice to study one of the following; French, German or Spanish. The French course is designed to be accessible to all learners regardless of their previous level of attainment in the subject, as many of the topic areas are revised over the course duration. The subject has proved a very popular choice in the past with a wide range of learners.

## What is the structure of the course

The exam board is **AQA** and over the course you will be taught by a French specialist teacher. You will also use ICT and have access to authentic material such as film, newspaper and magazine articles etc.

There are two tiers of entry: Foundation (grades 1-5) and Higher (grades 4-9). Learners must enter for all 4 skills at the same tier, following the themes below:

Theme 1: identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in the target language – speaking countries/communities

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

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

# FRENCH

## How will I be assessed?

### Paper 1: Listening –

What is assessed - Understanding and responding to different types of spoken language.

How it is assessed

Written examination:

- 35 minutes at Foundation Tier
- 45 minutes at Higher Tier
- Each exam includes five minutes to read the question paper before the listening recording is played
- 40 marks at Foundation and 50 marks at Higher
- 25% of the total GCSE marks

Questions - Foundation and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in the target language, to be answered in the target language or non-verbally

### Paper 2: Speaking

What is assessed - Communicating and interacting effectively in speech for a variety of purposes.

How it is assessed

Non-exam assessment

- 7 – 9 minutes at Foundation Tier (+ preparation time)
- 10 -12 minutes at Higher Tier (+ preparation time)
- 60 marks (for each of Foundation and Higher Tier)
- 25% of the total GCSE marks.

Questions - Foundation and Higher Tier:

The format is the same at Foundation and Higher Tier, but with different questions for the photo card and different stimulus materials for the role-play. The timings are different too:

- Role play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- Conversation – 30 marks (3-5 minutes at Foundation Tier; 5-7 minutes at Higher Tier)

### Paper 3: Reading

What is assessed - Understanding and responding to different types of written language, including literary texts. There is no requirement to teach literary criticism, but learners will be expected to understand and respond to passages of literature as a stimulus text.

How it is assessed

Written examination:

- 45 minutes at Foundation Tier
- 1 hour at Higher Tier
- 60 marks (for Foundation and Higher Tier)
- 25% of the total GCSE marks

Questions - Foundation and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in the target language, to be answered in the target language or non-verbally
- Section C – translation from the target language into English (approximately 35 words at Foundation Tier and 50 words at Higher Tier)

# FRENCH

## How will I be assessed? (cont)

### Paper 4: Writing

Communicating effectively in writing for a variety of purposes.

How it is assessed

Written examination:

- 1 hour at Foundation Tier
- 1 hour 15 minutes at Higher Tier
- 50 marks at Foundation and 60 marks at Higher Tier
- 25% of the total GCSE marks

Questions

Foundation Tier:

- Q1 – list task (learner produces six nouns) – 6 marks
- Q2 – message (learner produces nine sentences in response to nine short tasks, approximately 60 words in total) – 18 marks
- Q3 – translation from English into the target language (approximately 35 words) – 10 marks
- Q4 – structured writing task (learner responds to 5 compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Q1 – structured writing tasks (learner responds to 5 compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Q2 – open-ended writing tasks (learner responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Q3 – translation from English into the target language (approximately 50 words) – 12 marks

## What courses/employment could I progress to at the end of the course?

After your GCSE in French, you can choose to carry on and study French at college as an AS and A2 subject or to study on an IB course.

Having a language at GCSE and A-Level will give you access to a wide range of jobs and further education jobs in the future. Graduates in Modern Languages are amongst the most employable and with the European Union the opportunities are now far and wide. The job opportunities on offer to Language graduates include Journalism, Translators, Tourism and Teaching.

'Did you know?...

- 72% of UK firms employ people with language skills
- On average people earn 8% to 20% more after learning a language
- 94% of the planet do not speak English as their mother tongue. 75% do not speak English at all

Source: CILT – Government Language Agency.

## Who do I contact for further information

Mr P Bilby, Subject Leader for Modern Foreign Languages (pbilby@honywoodschool.com)

Miss S Armstrong, Subject Development Leader for Modern Foreign Languages  
(sarmstrong@honywoodschool.com)

# GEOGRAPHY

## What will I learn?

### Information about the Subject Area:

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. Geography tackles the big issues such as environmental responsibility, our global interdependence, cultural understanding and tolerance, commerce, trade and industry. We also look at some of the classic ideas of natural hazards, maps, weather patterns, countries and landscapes. The new GCSE course we chose has even more to do with UK Geography and learners will have the opportunity to really get to know their own country in great detail. Geographical study fosters these qualities and provides a firm basis for life-long learning. Geography is about the future and encourages **flexible thinking**.

The **OCR Geography B GCSE 9-1** for enquiring minds course is the one we chose for its exciting and interesting content, which is a mixture of the more popular traditional elements of Geography, combined with new ideas and approaches which allow learners of the **21<sup>st</sup> century** to understand the ever changing relationship between people and the environment in which they live.

### Course Content:

The course will involve being able to learn about all the physical processes that shape our world and how humans interact with the world. This will include topics that will help you understand the weather, how earthquakes and other hazards occur, extreme environments, why some countries are richer than others, where we live, how we are changing our planet, glaciation and rivers and coasts. It is all centred around a set of key questions to facilitate the enquiry approach.

### Controlled Assessment-

There will no longer be a controlled assessment submitted in its traditional form, instead learners will conduct two pieces of field work and write these up. Then the exams will contain questions that will check the learners understanding and knowledge of how to conduct field work in Geography.

## How will I learn?

You will learn through case studies, discussions, fieldtrips, using up to date geographical software, using sources, and geographical theory. There will be a focus on practising key skills that are transferable in the workplace like co-operating, empathy, problem solving and analysing information. We run a variety of fieldwork opportunities which help learners to pick up first hand data and information on all the units. We are required to visit two separate locations to study both Human and Physical Geography. For instance, at Happisburgh, Norwich, Norfolk, Westfield Shopping Centre, Stratford, London, the Jurassic coast and urban areas of Portsmouth.

## Who is the course for?

The course is for learners who have an interest in the world around them and the ever changing environment. This course is for those who like geographical investigation, fieldwork and the study of the natural environment. You will enjoy this course if you like to learn in a variety of ways mixing issues you've seen or read about in the news with what you need to learn for the exam. Geographers are amazing problem solvers so if this is a skill you would like to learn or practise then Geography is for you.

# GEOGRAPHY

## What is the structure of the course?

From 2016 learners will study the **OCR B** course called Geography for Enquiring Minds. The course is divided into 3 units:

- Our Natural World (Physical Geography)
- People and Society (Human Geography)
- Geographical Exploration (Skills)

Our Natural World is a Physical Geography Unit which covers exciting topics such as weather, plate tectonics, climate change and ecosystems.

People and Society is a Human Geography unit which covers topics such as the UK, cities and urban areas, wealth and resources.

Geographical Exploration is an exam which checks development of learners' geographical skills such as statistics, cartography and enquiry skills. Within this unit you will carry out two pieces of fieldwork within the local area. You will produce both a Human and Physical Geography project using field techniques which will help prepare you for the final exam.

## How will I be assessed?

The exams will be as follows:

- Our Natural World is 1 hour and 15 minutes and is worth 35% of the final grade.
- People and Society is 1 hour and 15 minutes and is worth 35% of the final grade,
- Geographical Exploration is 1 hour and 30 minutes and is worth 30% of the final grade.

## What courses/employment could I progress to at the end of the course?

Many of our former learners have gone on to do A-levels in Geography, Geology and Environmental Science or have taken courses such as *Public Services* in order to pursue careers in the armed forces or the emergency services.

Geography has a long established reputation as a high value course to study. More employers are looking to employ geographers because the subject fosters **transferable skills**; an asset in the **complex world of employment** today. Many jobs need people who can organise information and who can make decisions in order to solve problems. You will learn how to justify these decisions, and to recognise how they will affect different people. You will learn how to minimise the damage caused by your decisions.

If you study Geography, you will find it challenging, interesting, enjoyable and very rewarding. You will have the opportunity to study issues first hand through **fieldwork**. You will have the opportunity to undertake geographical investigations along a coastline or urban area and closer to school at our local river or in our local village.

## Who do I contact for further information?

Mrs Brinkley, Subject Leader for Geography (kbrinkley@honywoodschool.com)

# GERMAN

## What will I learn?

The aim of the course is to encourage you to build on the language skills already acquired from Cohorts 7 and 8 to enable you to communicate effectively and confidently in German in a range of situations. You will learn about the culture and customs of the country and will be able to communicate with German speaking people. Your teacher will speak lots of German to you and you will be expected to respond in German as much as possible. Throughout the course, you will be practising the four skills of Listening, Speaking, Reading and Writing. Grammar and vocabulary learning will also play an important role throughout the course.

## How will I learn?

You will be assessed separately in Speaking, Listening, Reading and Writing. However, in practice, many tasks involve using two or more skills simultaneously, as in real life. Great emphasis is placed on encouraging confidence in speaking the foreign language and you will often be required to work in pairs and small groups.

The ability to communicate in everyday situations is the overriding aim for all learners, although those who show a greater awareness of language structure will be encouraged to produce more accurate spoken and written language.

## Who is the course for?

It is compulsory to study a language at GCSE level, however learners have the choice to study one of the following; French, German or Spanish. The German course is designed to be accessible to all learners regardless of their previous level of attainment in the subject, as many of the topic areas are revised over the course duration. German is a very popular choice for GCSE.

## What is the structure of the course?

The exam board is **AQA** and over the course you will be taught by a German specialist teacher. You will also use ICT and have access to authentic material such as film, newspaper and magazine articles etc.

There are two tiers of entry: Foundation (grades 1-5) and Higher (grades 4-9). Learners must enter for all 4 skills at the same tier, following the themes below:

### Theme 1: Identity and Culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in the target language – speaking countries/communities

### Theme 2: Local, National, International and Global Areas of Interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

### Theme 3: Current and future study and Employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

# GERMAN

## How will I be assessed?

### Paper 1: Listening –

What is assessed - Understanding and responding to different types of spoken language

How it is assessed

Written examination:

- 35 minutes at Foundation Tier
- 45 minutes at Higher Tier
- Each exam includes five minutes to read the question paper before the listening recording is played
- 40 marks at Foundation and 50 marks at Higher
- 25% of the total GCSE marks

Questions - Foundation and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in the target language, to be answered in the target language or non-verbally

### Paper 2: Speaking

What is assessed - Communicating and interacting effectively in speech for a variety of purpose.

How it is assessed

Non-exam assessment

- 7 – 9 minutes at Foundation Tier (+ preparation time)
- 10 -12 minutes at Higher Tier (+ preparation time)
- 60 marks (for each of Foundation and Higher Tier)
- 25% of the total GCSE marks.

Questions - Foundation and Higher Tier:

The format is the same at Foundation and Higher Tier, but with different questions for the photo card and different stimulus materials for the role-play. The timings are different too:

- Role play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- Conversation – 30 marks (3-5 minutes at Foundation Tier; 5-7 minutes at Higher Tier)

### Paper 3: Reading

What is assessed - Understanding and responding to different types of written language, including literary texts. There is no requirement to teach literary criticism, but students will be expected to understand and respond to passages of literature as a stimulus text.

How it is assessed

Written examination:

- 45 minutes at Foundation Tier
- 1 hour at Higher Tier
- 60 marks (for Foundation and Higher Tier)
- 25% of the total GCSE marks

Questions - Foundation and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in the target language, to be answered in the target language or non-verbally
- Section C – translation from the target language into English (approximately 35 words at Foundation Tier and 50 words at Higher Tier)

# GERMAN

## How will I be assessed? (cont)

### Paper 4: Writing

Communicating effectively in writing for a variety of purposes.

How it is assessed

Written examination:

- 1 hour at Foundation Tier
- 1 hour 15 minutes at Higher Tier
- 50 marks at Foundation and 60 marks at Higher Tier
- 25% of the total GCSE marks

Questions

Foundation Tier:

- Q1 – list task (student produces six nouns) – 6 marks
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- Q3 – translation from English into the target language (approximately 35 words) – 10 marks
- Q4 – structured writing task (student responds to 5 compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Q1 – structured writing tasks (student responds to 5 compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Q2 – open-ended writing tasks (student responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Q3 – translation from English into the target language (approximately 50 words) – 12 marks

## What courses/employment could I progress to at the end of the course?

After your GCSE in German, you can choose to carry on and study German at college as an AS and A2 subject or to study on an IB course.

Having a language at GCSE and A-Level will give you access to a wide range of jobs and further education jobs in the future. Graduates in Modern Languages are amongst the most employable and with the European Union the opportunities are now far and wide. The job opportunities on offer to Language graduates include Journalism, Translators, Tourism and Teaching.

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- 94% of the planet do not speak English as their mother tongue. 75% do not speak English at all

Source: CILT – Government Language Agency

## Who do I contact for further information

Mr P Bilby, Subject Leader for Modern Foreign Languages (pbilby@honywoodschool.com)

Miss S Armstrong, Subject Development Leader for Modern Foreign Languages  
(sarmstrong@honywoodschool.com)

# HISTORY

## What will I learn?

You will investigate the following intriguing areas of History:

- A 1000-year development study on Medicine and Surgery through Time
- Weimar and Nazi Germany
- The Cold War and Vietnam
- A British Depth Study on the Norman Conquest or the First Crusade
- A Study of the Historic Environment of Norman England

## How will I learn?

Throughout the course you will be given the opportunity to learn in a choice based model. We are keen to develop the key skills that you will need in later life. All historians will have the opportunity to work in groups and/or individually. We ensure that learning sessions have a variety of activities that suit individuals. Possible options for working are producing videos/films, debates, through ICT, extended writing, role play etc. You will learn a lot about the units through the detailed analysis of both primary and secondary sources of information.

## Who is the course for?

The course is open to everyone who enjoys learning about the past and wants to develop their understanding of the present. You have studied History in Cohort 7 and 8 and have a good idea of what to expect in the learning sessions. If you enjoy learning about the past and relish a challenge, then this course will be suitable for you.

History is a very popular subject at GCSE and A Level. The syllabus that we study will broaden your understanding of the modern world. The skills that you will develop in analysing and interpreting evidence, using sources and creating persuasive arguments are all vital skills. History is a very rigorous subject and all work is extended essay writing, so take this into consideration when choosing this option.

## What is the structure of the course?

The structure of the course is currently provisional. The areas that we focus on in Cohorts 9, 10 and 11 are outlined below.

### Cohort 9

Medicine and Surgery through Time

- What was ancient Medicine like?
- Did Medicine go backwards during Medieval times?
- Was the Renaissance a new start for Medicine?
- Was there a revolution in Medicine during the Industrial Revolution?
- A study of modern Medicine

# HISTORY

## What is the structure of the course? (cont)

### Germany 1918 - 1945

- Was the Weimar republic doomed from the start?
- What impact did the Treaty of Versailles have on Germany?
- Why was Hitler able to dominate Germany by 1933?
- How did the Nazis control Germany 1933 - 1945?

### Cohort 10

#### The Cold War, Korea and Vietnam

- How did the Cold War start?
- The Korean War
- The Vietnam War

### Cohort 11

#### British Depth Study

- The Norman Conquest
- A Study of the Historic Environment (including a potential trip to a site of Norman history, such as a castle or cathedral)

## How will I be assessed?

Learners will sit two exams. All work is extended essay writing, so take this in to consideration when choosing this option. We are studying AQA GCSE History.

**Paper One** - Cold War and Germany

**Paper Two** - Medicine and Surgery and the Norman Conquest

## What courses/employment could I progress to at the end of the course?

Parents, 6th Form recruiters, colleges, universities and employers regard History as a challenging and worthwhile subject. It will, obviously, allow you to continue with History at A Level and beyond. History is the most common subject amongst lawyers and barristers, due to the skills you use with sources and evidence. It is also very useful for a variety of careers including the media, banking, libraries, teaching, civil service and journalism to name but a few!

## Who do I contact for further information?

Mr Wood, Subject Leader for History (mwood@honywoodschoo.com)

# MEDIA STUDIES

## What will I learn?

This course is designed to give you an introduction into the various methods of communication that exist in today's society. Every day you are exposed to television, bloggers, magazines, newspapers and the internet, but how do these methods of communication operate and just how much are you influenced by them?

Media Studies GCSE is directly related to your everyday experience of various Media texts, so you will already have an understanding of what you believe to be an effective method of communication. What is successful, what isn't and, more importantly, why?

## How will I learn?

This course will involve group and discussion based work as well as working independently on computers and by hand to create new designs for the non-exam assessment. Please do not presume that Media Studies is simply about watching films – it is not and some learners have been previously surprised by how much theoretical and written work is involved.

## Who is the course for?

Media Studies GCSE is designed to be accessible to all learners, but those learners who have a particular skill or interest in arts or creative subjects may be more suited to it. Writing about other peoples' work and your own will also make up a large part of the course – so you must be prepared to write some longer pieces of work. Media Studies also complements subjects such as English, Art, Drama, Graphics, Psychology, IT and Business Studies particularly well.

## What is the structure of the course?

The Media Studies **Single GCSE** course consists of:

**Component 1** – written paper (35% of GCSE grade) an examination that will be taken at the end of Cohort 11.

**Component 2** – written paper 2 (35% of GCSE grade)

**Component 3** – non-exam assessment (30%) individual practical production

# MEDIA STUDIES

## How will I be assessed?

Your work will be assessed and graded throughout the year in conjunction with an exam at the end of Cohort 11, a mock exam in the first term of Cohort 11, as well as the final exam/s in the Summer Term. There are no tiers of study for Media Studies, everyone sits the same paper.

The non-exam assessment requires a practical (creative) piece of work with a small amount of written accompaniment demonstrating research, planning and evaluative skills.

You will be assessed on your knowledge and understanding of the key concepts in Media Studies; representation, audience, language and institution, as well as your planning skills and practical ability. You will gain an insight into your ability level with regular marks from independent study as well as coursework grades and learning conversations.

## What courses/employment could I progress to at the end of the course?

Media Studies is offered as an A-Level at Colchester Sixth Form College, learners obtaining at least a B at GCSE English or Media are encouraged to take up this option.

Media Studies continues to be a very popular subject both at GCSE and A level. There are many options and combinations available at university or college. As well as a Media Studies degree, there are courses offered in Film Studies, Communications, Cultural Studies, Journalism, Desk Top Publishing, Camera Operating and Directing.

This subject has been available to learners at Honywood School for some time now and every year it has proved to be very popular. It is important to remember that this course will require you to be creative and analytical.

## Who do I contact for further information?

Mrs Stoneman, Subject Leader for Media Studies ([Istoneman@honywoodschool.com](mailto:Istoneman@honywoodschool.com))

# MUSIC

## What will I learn?

By taking GCSE music, learners will learn a variety of musical skills such as performance, composition, theory and how to develop their general musical awareness. They will also have the opportunity to develop a variety of teamwork, leadership, social and organisational skills.

The course will offer learners the opportunity both to expand on the knowledge they already have, as well as learning and developing knowledge of new areas of music.

## How will I learn?

You will learn through a combination of practical and theoretical work, guided by specialist teaching. You will be able to develop the skills learnt through KS3 music, and shape your learning in the musical direction they wish. There will be the opportunity to take part in workshops, extra-curricular sessions and trips that will extend and support the knowledge given in the classroom.

## Who is the course for?

This course is open to anyone who plays an instrument (including voice) to a confident standard. The course is quite heavily theory based therefore having a basic music theory knowledge and a commitment to developing this is essential.

If you have a passion for music and are open to learning about a wide variety of musical styles and practices, you will enjoy this course.

## What is the structure of the course?

The GCSE course itself is split into 4 units:

### **Area of Study 1: My Music**

- Study of genre of own choice, for candidates chosen instrument

### **Area of Study 2: The Concerto through time**

- the Baroque Solo Concerto
- the Baroque Concerto Grosso
- the Classical Concerto
- the Romantic Concerto

### **Area of Study 3: Rhythms of the World**

- India and Punjab
- Eastern Mediterranean and Middle East
- Africa
- Central and South America

### **Area of Study 4: Film Music**

- Music composed for films
- Music composed as a soundtrack for a video game

### **Area of Study 5: Conventions of Pop**

- Rock n Roll of the 1950's and 1960's
- Rock Anthems of the 1970's and 1980's
- Pop Ballads of the 1970's, 1980's and 1990's
- Solo Artists from 1990 to the present day

# MUSIC

## How will I be assessed?

The coursework element of the GCSE accounts for 60%  
The Listening exam accounts for 40%

Coursework consists of two performances, two compositions and written elements including writing musical scores for a range of instruments to support the practical work. The listening exam draws on knowledge studied through Area of Study 2, 3, 4 and 5.

## What courses/employment could I progress to at the end of the course?

GCSE music could lead onto courses in music, music technology, and performing arts. Career opportunities include teaching, performing, composing, studio technician/work, musical theatre, music therapy – the list is endless!

## Who do I contact for further information?

Mr Philpott, Subject Leader for Expressive Arts ([rphilpott@honywoodschoo.com](mailto:rphilpott@honywoodschoo.com))

For GCSE specification information, visit the OCR website.

# PHILOSOPHY AND ETHICS

## What will I learn?

In Philosophy and Ethics you will learn to:

- Adopt an enquiring, critical and reflective approach to the study of Philosophy.
- Explore key Ethical concepts, reflecting on fundamental questions, engage with them intellectually and respond personally to these concepts.
- Enhance your spiritual and moral development, learning how to look at arguments objectively and from both sides of the argument.
- Enhance your personal, social and cultural development. Your understanding of different cultures locally, nationally and in a world-wide context.
- Develop your interest and enthusiasm for the study of Philosophy and relate it to the wider world.
- Reflect on and develop your own values, opinions and attitudes in light of what you're learning.
- Be more open to different ideas and attitudes and see how people's beliefs have changed over time.

## How will I learn?

The Philosophy and Ethics subject team make great use of ICT and interactive learning and there is a big emphasis on developing your skills as a speaker and orator through class discussion and debates. After school revision sessions are offered in the lead up to your examinations where help is offered in smaller groups and tailored specifically to your needs.

All information for this course is produced for you in an interactive format that can be accessed on your iPads, through iBooks, and Independent Study is structured to encourage you to understand the exam technique from day one.

## Who is the course for?

Are you someone who has their own opinions? Do you want to strengthen your skills at being able to express these opinions, using evidence and examples to support your views?

Are you interested in learning about what other people do and investigate why they make the choices they do? Do you want to look at current issues in the news from around the world and use them as part of your debates?

# PHILOSOPHY AND ETHICS

What is the structure of the course?		
Content overview	Assessment Overview	
<b>Beliefs and Teachings &amp; Practices</b> Learners will be required to study 2 religions  Christianity   Islam	The study of a first religion	25% of total GCSE
	The study of a second religion	25% of total GCSE
<b>Religion, Philosophy and Ethics in the modern world from a religious perspective</b>  Learners are required to study this component from the perspective of <b>Christianity</b> .  <b>Four themes to be studied are</b> <ul style="list-style-type: none"> <li>• Relationships and families</li> <li>• The existence of God, and the ultimate reality</li> <li>• Religion, peace and conflict</li> <li>• Dialogue between religious and non-religious beliefs and attitudes.</li> </ul>	Religion, philosophy and ethics in the modern world  126 marks  2 hour written paper	50% of total GCSE
<p>The course is split up into the following topics:</p> <p>You will be studying these topics in many different ways, looking at ideas from different perspectives such as:</p> <p>Theology - the study of ideas and concepts around God. Does God exist?</p> <p>Philosophy - The study of ideas and fundamental problems related to reality. What is real?</p> <p>Spirituality - is there more to life than material things. Does life have meaning? Experiencing God and the idea of a conscience.</p> <p>Moral Issues - what is moral and immoral, what is right and wrong? Should abortion be murder? The right to die? Issues of Genetic manipulation and the creation of life.</p> <p>Contemporary Issues - Should we go to war and fight against ISIS? Should magazines publish images that might offend people? The concept of war, use of technological warfare, drones and surgical strikes, apocalyptic war.</p>		

# PHILOSOPHY AND ETHICS

## How will I be assessed?

Exam Board: OCR Grade range for each paper: 1 – 9 (9 being the highest grade available)

You will begin learning the content in Cohort 9 studying a mixture of Philosophy and Ethics. A lot of your independent learning will be skill focussed and looking at exam technique. In learning sessions you will develop your skills in forming balanced arguments and developing your own opinions around ethical issues and theories. You will develop enquiry skills, empathy and the ability to argue from multiple viewpoints.

In Cohort 10 you will continue to develop these skills and adapt them with an emphasis on answering exam questions.

In Cohort 11 having explored all the content you will be given time to really consolidate your knowledge and understanding of all the topics that have been covered through examination question workshops, independent research based tasks and revision workshops.

## What courses/employment could I progress to at the end of the course?

Just as important in explaining the rise in the number of students taking Philosophy and Ethics is the fact that employers really value the qualification. As one major ancient scholar stated 'Philosophy, rightly defined, is simply the love of wisdom'. As a major High Street computer games retailer told their recruitment teams: 'when employing staff look out for students of Philosophy and Ethics – they are usually very solid, reliable thinking people who are likely to have good logical skills and also be very people orientated'.

### **Possible occupations linked to Philosophy and Ethics:**

*Barrister, solicitor, doctor, childcare, psychologist, police, forensic, psychology, public services, management, teaching, social work, archaeology, museum work, fine art, conservation/natural history, architecture, youth worker*

## Who do I contact for further information?

Mr A Tolhurst, Subject Responsibility for Philosophy and Ethics (atolhurst@honywoodschoo.com)

# PHYSICAL EDUCATION

## What will I learn?

Over the three years, you will cover a wide variety of topics both practically and theoretically to make up the syllabus. You will learn about health and fitness for sport and exercise, training principles for improving fitness, the body's adaptations to exercise and long term effects, sports psychology, the analytical process for improving a sporting performance and the use of data to improve performance.

## How will I learn?

You will have three learning sessions per cycle in Cohorts 9, 10 and 11, two of which are a classroom based theory session and one which will be practical. When appropriate 'theory in practice' lessons will take place. These sessions will be designed to build on the theory covered in previous learning session and may cover things such as fitness testing and training, use of data, analysing sports performances and developing specific sports skills. The practical sessions will develop sports specific skills in a variety of sports.

## Who is the course for?

If you have a genuine love for sport and want to expand your theoretical knowledge then GCSE Pe is for you. The course is not an extension of core PE and is very different to the PE sessions that you will have had experience of in Cohorts 7 and 8.

## What is the structure of the course?

At Honywood we follow the **Edexcel** examination course. We will cover key theoretical modules every half term and you will be expected to apply your knowledge to exam style questions throughout. This will form the basis of the theoretical knowledge required to sit your final exam in Cohort 11.

- a) Two theory papers:
  - Component 1 Fitness and Body Systems (1 hr 45 mins) – 36%
  - Component 2 Health and Performance (1 hr 15 mins) – 24%
- b) Practical Performance in 3 sports – 30%
- c) Personal Exercise Programme (including 6-week fitness training plan) – 10%

# PHYSICAL EDUCATION

## How will I be assessed?

- a) Two GCSE written exam papers – (60%)
- b) Two-day Practical Exam – moderated (30%)
- c) Personal Exercise Plan including 6-8 week Fitness Training Plan – written assessment (10%)

For the practical side of the course, you choose three sports in which to be assessed in Cohort 11. The three sports chosen by the learners must include one individual sport and one team sport.

The chosen sports must be recognised by the exam board in order for you to be assessed. Anyone participating in obscure, minority sports should check the availability of their sport with the PE subject team prior to taking up the course. Sports which are unable to be taken in school but are recognised by the exam board can be chosen and video evidence must be provided in order to be assessed eg horse riding, skiing etc.

Please note Rounders, Fitness and all martial arts are currently not permitted.

## What courses/employment could I progress to at the end of the course?

There are many career opportunities in sport and recreation including physiotherapy, sports medicine, sports science, nutrition, sports psychology, sports centre management, sports therapy and sports coaching.

Any science related courses/careers will benefit from the biological topics within PE A-level.

## Who do I contact for further information?

Mrs Jones, Subject Leader for PE ([fjones@honywoodschoool.com](mailto:fjones@honywoodschoool.com))

# SPANISH

## What will I learn?

The aim of the course is to enable you to communicate effectively and confidently in Spanish in a range of situations. You will learn about the culture of Spanish speaking countries and will be able to communicate with people from these countries. Your teacher will speak lots of Spanish to you and you will be expected to respond in Spanish as much as possible. Throughout the course you will be practising the four skills of Listening, Speaking, Reading and Writing. Grammar and vocabulary learning will also play an important role.

If you choose to study Spanish you must show a high level of motivation, as the fast pace of the course allows learners to progress from near beginners to GCSE level.

## How will I learn?

You will be assessed separately in speaking, listening, reading and writing. However, in practice, many tasks involve using two or more skills simultaneously, as in real life. Great emphasis is placed on encouraging confidence in speaking the foreign language and you will often be required to work in pairs and small groups.

The ability to communicate in everyday situations is the overriding aim for all learners, although those who show a greater awareness of language structure will be encouraged to produce more accurate spoken and written language.

## Who is the course for?

It is compulsory to study a language at GCSE level, however learners have the choice to study one of the following; French, German or Spanish. Spanish makes an excellent choice at GCSE for keen linguists who want the challenge of learning a new language from scratch. The subject allows learners to further develop their language skills, learnt who has shown previously real strength in learning a language and will offer an exciting new opportunity to gain a Spanish GCSE.

## What is the structure of the course?

The exam board is **AQA** and over the course you will be taught by a Spanish specialist teacher. You will also use ICT and have access to authentic material such as film, newspaper and magazine articles etc.

There are two tiers of entry: Foundation (grades 1-5) and Higher (grades 4-9). Learners must enter for all 4 skills at the same tier, following the themes below:

### Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in the target language – speaking countries/communities

# SPANISH

## What is the structure of the course? (cont)

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

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

## How will I be assessed?

### Paper 1: Listening –

What is assessed - Understanding and responding to different types of spoken language

How it is assessed

Written examination:

- 35 minutes at Foundation Tier
- 45 minutes at Higher Tier
- Each exam includes five minutes to read the question paper before the listening recording is played
- 40 marks at Foundation and 50 marks at Higher
- 25% of the total GCSE marks

Questions

Foundation and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in the target language, to be answered in the target language or non-verbally

### Paper 2: Speaking

What is assessed - Communicating and interacting effectively in speech for a variety of purpose.

How it is assessed

Non-exam assessment

- 7 – 9 minutes at Foundation Tier (+ preparation time)
- 10 -12 minutes at Higher Tier (+ preparation time)
- 60 marks (for each of Foundation and Higher Tier)
- 25% of the total GCSE marks.

Questions

Foundation and Higher Tier:

The format is the same at Foundation and Higher Tier, but with different questions for the photo card and different stimulus materials for the role-play. The timings are different too:

- Role play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- Conversation – 30 marks (3-5 minutes at Foundation Tier; 5-7 minutes at Higher Tier)

# SPANISH

## How will I be assessed? (cont)

### Paper 3: Reading

What is assessed - Understanding and responding to different types of written language, including literary texts. There is no requirement to teach literary criticism, but students will be expected to understand and respond to passages of literature as a stimulus text.

How it is assessed

Written examination:

- 45 minutes at Foundation Tier
- 1 hour at Higher Tier
- 60 marks (for Foundation and Higher Tier)

25% of the total GCSE marks

Questions

Foundation and Higher Tier:

- Section A - questions in English, to be answered in English or non-verbally
- Section B - questions in the target language, to be answered in the target language or non-verbally
- Section C - translation from the target language into English (approximately 35 words at Foundation Tier and 50 words at Higher Tier)

### Paper 4: Writing

What is assessed - Communicating effectively in writing for a variety of purposes.

How it is assessed

Written examination:

- 1 hour at Foundation Tier
- 1 hour 15 minutes at Higher Tier
- 50 marks at Foundation and 60 marks at Higher Tier
- 25% of the total GCSE marks

Questions

Foundation Tier:

- Q1 - list task (student produces six nouns) - 6 marks
- Q2 - message (student produces nine sentences in response to nine short tasks, approximately 60 words in total) - 18 marks
- Q3 - translation from English into the target language (approximately 35 words) - 10 marks
- Q4 - structured writing task (student responds to 5 compulsory bullet points, producing approximately 90 words in total) - there is a choice from two questions - 16 marks

Higher Tier

- Q1 - structured writing tasks (student responds to 5 compulsory bullet points, producing approximately 90 words in total) - there is a choice from two questions - 16 marks
- Q2 - open-ended writing tasks (student responds to four compulsory bullet points, producing approximately 150 words in total) - there is a choice from two questions - 32 marks
- Q3 - translation from English into the target language (approximately 50 words) - 12 marks

# SPANISH

## What courses/employment could I progress to at the end of the course?

After your GCSE in Spanish, you can choose to carry on and study Spanish at college as an AS and A2 subject or to study on an IB course.

Having a language at GCSE and A-Level will give you access to a wide range of jobs and further education jobs in the future. Graduates in Modern Languages are amongst the most employable and with the European Union the opportunities are now far and wide. The job opportunities on offer to Language graduates include Journalism, Translators, Tourism and Teaching.

'Did you know?...

- 72% of UK firms employ people with language skills
- On average people earn 8% to 20% more after learning a language
- 94% of the planet do not speak English as their mother tongue. 75% do not speak English at all

Source: CILT – Government Language Agency

## Who do I contact for further information?

Mr P Bilby, Subject Leader for Modern Foreign Languages (pbilby@honywoodschool.com)

Miss S Armstrong, Subject Development Leader for Modern Foreign Languages  
(sarmstrong@honywoodschool.com)

# DESIGN & TECHNOLOGY – GRAPHIC PRODUCTS FOCUS

## What will I learn?

During Cohort 9 you will learn about the subject and gain the necessary skills through a range of design and make projects using paper based materials and decorative techniques to develop your knowledge and understanding.

You will learn about a variety of materials and processes including smart materials, CAD/CAM and image processing with programs such as Adobe Illustrator and Photoshop. You will design and make models of your products using a range of equipment and understand how to be innovative and problem solve.

As in all the Technology subjects, you will also develop your theoretical understanding of the tools, materials, processes and wider issues related to the subject, we will recommend a textbook/revision guide to assist with this. The course is heavily weighted towards those skills associated with designing, creativity, originality, flair and imagination.

## How will I learn?

In Cohorts 9 and 10 you will complete projects in both 2 and 3 dimensions, for example a food packaging project, card engineering in the form of pop-up books or cards and 2 dimensional design topics such as leaflets, posters and t-shirt graphics.

In Cohorts 10 and 11 you will work on your non-examination assessment task and begin revision for your exam.

## Who is the course for?

The course offered in Graphic Products is open to all learners who have a keen interest and passion for designing and making projects using the materials and equipment detailed above.

Over the duration of the course, you will develop basic skills so that you are able to complete your major projects, to the highest possible standard.

This course is aimed at anyone who is interested in graphic products. If you enjoy being creative, designing and working with materials and media this is the course for you.

# DESIGN & TECHNOLOGY – GRAPHIC PRODUCTS FOCUS

## What is the structure of the course?

Here at Honywood we follow the **AQA** examination course. During Cohorts 9 and 10, attention is given to learning and developing skills via a variety of smaller projects using different materials / resources. Alongside this, learners will also be shown how to set out their design folder and given techniques to best prepare them for the exam at the end of Cohort 11.

During Cohorts 10 and 11 you will begin completing the non-examination assessment task.

## How will I be assessed?

There will be a 50/50 split between exam and non-examination assessment (NEA)

## What courses/employment could I progress to at the end of the course?

You can go on to study for A-Levels in Graphic Design, Art Design and Media, Digital Applications, Media Print Publishing, Photography or Product Design.

A range of apprenticeships are also available.

This could lead on to a degree and career in a variety of areas such as product design, graphic design, industrial design, interior design, computer design, furniture design, jewellery design or architecture.

## Who do I contact for further information?

Mrs Howard, Subject Leader ([choward@honywoodschool.com](mailto:choward@honywoodschool.com))

# DESIGN & TECHNOLOGY - RESISTANT MATERIALS FOCUS

## What will I learn?

During the Resistant Materials course, you will learn to design and make products with creativity and originality using a range of materials, mostly wood, metal and plastic, and will have the opportunity to use a wide variety of tools and equipment to manufacture quality products.

During the course you will also learn about computer-aided design (CAD) and computer aided manufacturing (CAM), quality control, environmental issues and sustainability of physical resources.

As in all the Technology subjects, you will also develop your theoretical understanding of the tools, materials, processes and wider issues related to the subject, we will recommend a textbook/revision guide to assist with this.

## How will I learn?

In Cohort 9 you will complete a number of 'design and make' projects to improve your knowledge and understanding of materials and processes. In the past these have included a CAM pull along toy, a metal toffee hammer a small wooden box.

In Cohorts 10 and 11 you will work on your non-examination assessment task that will account for 50% of the final GCSE grade.

## Who is the course for?

The course offered in Resistant Materials is open to all learners who have a keen interest and passion for designing and making projects using the materials and equipment detailed above.

Over the duration of the course, you will develop your basic skills so that they are able to complete your major projects, to the highest possible standard.

## What is the structure of the course

Here at Honywood we follow the **AQA** examination course. During Cohort 9, attention is given to learning and developing skills via a variety of smaller projects using different materials / resources. Alongside this, learners will also be shown how to set out their design folder and preparation for the exam.

During Cohort 10 learners begin the non-examination assessment task which will continue into Cohort 11. They will then complete various tasks to support their theory knowledge ready for the Summer exam.

# DESIGN & TECHNOLOGY - RESISTANT MATERIALS FOCUS

## How will I be assessed?

There will be a 50/50 split between exam and non-examination assessment (NEA).

## What courses/employment could I progress to at the end of the course?

At the end of the course, learners can move on to study A-Levels in Product or Industrial Design, Electronics or Engineering. This opens the possibility of studying for a degree in a related subject and the development of a career in Electrical or structural Engineering, Architecture, Furniture design or specialised engineering field.

Learners could continue their education in related courses such as Construction, Carpentry, Electronics or complete an apprenticeship.

## Who do I contact for further information?

Mrs Howard, Subject Leader, ([choward@honywoodschoool.com](mailto:choward@honywoodschoool.com))

# DESIGN & TECHNOLOGY – TEXTILES FOCUS

## What will I learn?

The Textile Technology course is designed to give learners an understanding of the design and manufacture of textiles through practical projects and theory lessons. You will have the chance of making quality products using a wide range of equipment and will build on practical skills you have used at Key Stage 3.

You will study:

- Designing skills;
- Making skills;
- Materials and components;
- Finishing processes;
- Design and market influences;
- Product analysis;
- Social, cultural, moral, health and safety;
- Environmental issues;
- Processes and manufacture – including CAD/CAM;
- Production planning

## How will I learn?

In Cohort 9 you will complete two practical projects looking at different areas of textiles, for example surface decoration and its application in soft furnishings or accessories, and garment making. Garment making will be a larger design and make unit where you will explore making products from scratch and learn how to modify and adapt existing products, making them fit for purpose. During both projects you will have the opportunity to sign up to various master classes which focus on building particular skills and knowledge. During the projects you will be expected to work independently on a design sketch folder and theory folder, both these pieces are used for assessment and to showcase your ability to follow the design progress. Currently we split the three sessions a fortnight, into two design and make sessions and one theory session to ensure a well-rounded approach is had on all aspects and topics.

As in all the Technology subjects, you will also develop your theoretical understanding of the tools, materials, processes and wider issues related to the subject, found in your theory folder; we will recommend a textbook/revision guide to assist with this.

## Who is the course for?

Design Technology Textiles is suitable for all abilities of learners. The main requirement is the learners' keen interest in textile design and manufacture, and a strong commitment to the subject. Learners who like to express their individuality and produce original items will enjoy the opportunities offered by this course.

# DESIGN & TECHNOLOGY – TEXTILES FOCUS

## What is the structure of the course?

Here at Honywood we follow the **AQA** examination course. During Cohort 10, attention is given to learning and developing skills via a variety of smaller projects using different materials / resources. Alongside this, learners will also practice how to set out their design folder and prepare for their examinations.

Upon reaching Cohort 11, learners will undertake a NEA (non- examination assessment), where they will follow the design process; researching, designing, planning and making a final outcome, before finally evaluating it. They will also complete various tasks to support their theory knowledge ready for the summer exam.

## How will I be assessed?

There will be a 50/50 split between exam and non-examination assessment (NEA).

## What courses/employment could I progress to at the end of the course?

Design & Technology Textiles is a good place to start for learners who wish to go into fashion design, surface pattern design, fashion journalism, fashion or interior buying for retail stores, fashion retail, interior design. This GCSE can lead onto other textile courses at Year 12 and 13, and degree level, as well as other creative fields. It can also be a complementary subject for those wanting a career in theatre, dance and PE.

## Who do I contact for further information?

Mrs Howard, Subject Leader for Technology ([choward@honywoodschool.com](mailto:choward@honywoodschool.com))  
Ms Brown, Subject Responsibility for Food and Textiles ([lbrown@honywoodschool.com](mailto:lbrown@honywoodschool.com))

# CAREERS GUIDANCE

How does Honeywood help you to get to where you want to be? You may have a good idea of what you want to do, you may have lots of ideas or you may have none at all! What do you need to know? What options should you take? How do you decide? What happens next?



At Honeywood we give you careers guidance in lots of different ways so that you get a really good understanding of different careers and what you would need to do to give yourself the best chance of achieving your goals! We want you to understand what you are good at and what you like, and so in Cohorts 7 and 8 you will have the opportunity to reflect on yourself and your attributes and personal qualities and how these may affect your career choice. We will help you to be

more aware of the world of work and how careers relate to the subjects/courses you choose to study so you can make an informed decision about GCSE options, A-levels, International Baccalaureate (IB), BTEC Diplomas, NVQs/Apprenticeships or Traineeships, and University. For example, in Cohort 8 you will have the opportunity to drop into lessons you think you might like to study at GCSE, you will be able to speak to past learners about their courses, you will have targeted time to think about your ambitions for the future, using a database of information to research useful careers websites, and to discuss the skills and aptitudes required for particular jobs.

Career related sessions continue into Cohorts 9, 10 and 11 to help prepare you for the future and you will be able to reflect on your strengths and weaknesses and think more about careers and courses you can study when you leave school. We will help prepare you for the world of work by helping you with practical tasks such as writing a CV, interview experience, guidance on your personal statement, visiting universities and careers fairs, giving you an insight into industry by talking to visiting employers and speakers from colleges, universities, apprenticeship provider and so on.



In the summer term the focus for Cohort 10 is on progression routes which includes presentations about post 16 options from local colleges and a Futures Evening for Cohort 10 parents and carers to enable reflection and discussion of post 16 choices over the summer holiday. These are followed up in the autumn term (Cohort 11) with one to one interviews with college representatives to discuss course options.



Some of you might prefer to have a one-to-one guidance session on careers or a post 16 issue. You can ask for a personal interview with our Careers Advisor, Mrs Sherron Wiggins, who is happy to help you - you can request an appointment at any time, email: [swiggins@honywoodschool.com](mailto:swiggins@honywoodschool.com), her office is opposite HU1.

# WORK EXPERIENCE

We ask all of Cohort 10 to undertake a period of work experience during the second half of the summer term. This is because work experience can help you with your future career choices. We know from feedback from employers and from learners that actual experience at work is extremely beneficial in helping you to acquire workplace skills, for example working with adults as part of a team, gaining a sense of business and customer awareness, relating your school curriculum and qualifications to the workplace, becoming more confident in your abilities. To make sure that everyone understands the procedures for work experience and can help with choices, assemblies are held for Cohort 10 and we will invite your parents/carers to a meeting.



To enhance the chances of achieving a positive work experience placement, we will encourage you to find your own work placement preferably related to your career aspirations but if this is not possible, be assured that work experience is highly valued by employers, however unrelated the placement may be to your final career choice; it is the performance over the two weeks and the inputs you make which are important.



Tutorials are arranged prior to work experience to support you in the work placement and you will complete a journal during your work experience to help you chart your progress and the skills you develop. The school will ensure that your placement is checked for health and safety and a teacher will visit you whilst you are on placement to ensure that both you and the employer are happy with your performance. The employer will also provide a report at the end of the placement for you to keep and use in the future.

Some of you might be thinking of following the Apprenticeship pathway when you leave school and securing a work placement in your chosen occupational sector is a good introduction.

# QUESTIONS FOR LEARNERS AND PARENTS/CARERS

## **What do I like doing?**

Do not decide solely on the basis of what you have heard over the last half term, or whether or not you like the teacher or what your friends are doing. You must decide for yourself. However, you should ask your parents or carers for support in making your choices as they know you best.

## **What am I good at?**

You know how well you are doing in all subjects, but do ask your subject teachers and Learning Group Leader for their advice and opinions. Think back to your most recent Cohort 8 Learning Review meeting.

## **What do teachers recommend?**

Your subject teachers are in a strong position to tell you whether you should attempt a particular course. Arrange to speak to them about the course.

## **What do I need for my future plans?**

Examinations are not everything but success in examinations is one way of measuring and telling other people what you are like – how well you know the subject, how hard you work, how much you want to succeed, how good a job you will do. Therefore, examination results are keys that open doors. Carefully consider the implications of not being able to achieve the English Baccalaureate. We will help you decide which keys you need most to unlock your future.

## **Which courses will let me show my best work and attitudes?**

Employers and Colleges always want to know more about you than examination grades. The general impression you make in your attitude to work, behaviour and standards, is also very important. Even in non-examination courses there will be a record at the end to take with you to show these things.

## **Which courses will develop my interests?**

Interests and hobbies are extremely important for everybody; the subjects you take could help you develop new ones, helping you to develop as a whole person.

## **Which courses will give me most skills?**

In the future people will have to both change jobs and learn new jobs more often. In the next two years, by working hard and showing commitment to your learning, you can increase your range of skills making you more adaptable for the future.

## **Is there a balance?**

The National Curriculum demands that your programme of study should be broad and balanced throughout your schooling. In our view you should continue to study most subject areas of the National Curriculum to allow you to keep a wide range of future career choices open.

# QUESTIONS FOR LEARNERS AND PARENTS/CARERS

## **Will my choices enable me to qualify for the EBACC?**

Remember that it is important that you have a broad curriculum and that if you do decide to study additional EBACC subjects such as History or Geography it will increase your chances of securing the EBACC measure and give you more opportunities when your Attainment 8 score is considered.

## **Is it closing any doors?**

We will look at your choices and give an opinion on whether your choice is sensible for what you may want to do when you go on from Honeywood.

## **Is the load too heavy?**

You may be able to get good examination grades in each subject on its own but perhaps the total package will be too much. We will advise you and your parents/carers; we may suggest that ten GCSE examination courses are too many for you.

## **What can be timetabled?**

No school can give learners a totally free choice when it comes to GCSE courses; there are too many possible combinations, therefore choice has to be within limits. Some courses can only be put on as one group, some courses may attract too small a number to run, some courses will have to be at the same time as others. We have to look at all the other courses we have to provide and the staff we have available to run them. The question we ask is: what arrangement of subjects will give the largest number of learners the courses (i.e. packages of subjects) which fulfil their needs?

Remember that with My Learning Programme youngsters who demonstrate they can manage choices will be allowed to study a 4<sup>th</sup> subject. This will mean that you may book a session in a room where other youngsters are studying your 4<sup>th</sup> choice or it might mean you have booked a session where the teacher of your 4<sup>th</sup> choice is based to allow you to interact with them during the session.

Name:

Learning Group:

## GCSE Courses 2018 - 2021

*Please complete boxes 1 and 2 below and sign the form.*

### Box 1

Modern Foreign Language (tick one box only)

French                       German                       Spanish

### Box 2

Please indicate from the list below the subjects you would like to study. Put 1 against your first choice, 2 against your second choice and so on. Please indicate 5 choices. Remember you will only study 3 subjects from this box.

Art and Design	<input type="checkbox"/>	Geography	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>	History	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	Media Studies	<input type="checkbox"/>
Dance	<input type="checkbox"/>	Music	<input type="checkbox"/>
Drama	<input type="checkbox"/>	Physical Education (PE)	<input type="checkbox"/>
Food Preparation & Nutrition	<input type="checkbox"/>	Philosophy & Ethics	<input type="checkbox"/>

\*NB It will only be possible to study one of the following Design & Technology subjects

Graphics*	<input type="checkbox"/>	Resistant Materials*	<input type="checkbox"/>
Textiles*	<input type="checkbox"/>		

**THIS FORM MUST BE RETURNED TO YOUR LGL BY  
THURSDAY 29<sup>th</sup> MARCH**

Signature of Learner.....

Signature of Parent/Carer.....

Name: «Forename» «Surname» «Reg»

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