



HUXLOW SCIENCE COLLEGE

**YEAR 8
OPTIONS
INFORMATION
2020**

GCSE OPTIONS

Most students will study the following subjects:

English Language & Literature	2 GCSEs
Mathematics	1 GCSE
Science	2 GCSEs (Triple Scientists study 3 GCSEs in Science lessons:- Biology, Chemistry and Physics)
French	1 GCSE or equivalent
Core PE	Non GCSE
Religious Studies	Non GCSE – content will be taught during Applied Learning Days across Years 9, 10 and 11
Technology	1 GCSE

- i. You have 3 choices to make.
- ii. Most option subjects are accredited as 1 GCSE.
- iii. You must make two choices from each option. We will make every endeavour to accommodate each pupil's first choice. However we cannot guarantee it.**
- iv. Please note you will be studying GCSE's. These will be graded from 9-1.**

You must choose one of the following courses (and a reserve) from each option. Think carefully about your 2nd choice (reserve) because you may have to take it instead of your first choice.

OPTION 1

- ◆ Business
- ◆ Dance
- ◆ Geography
- ◆ History
- ◆ Psychology
- ◆ Sport
- ◆ Music

OPTION 2

- ◆ Food
- ◆ Art
- ◆ Design Technology
- ◆ Textiles
- ◆ Computing
- ◆ History
- ◆ Drama
- ◆ Health and Social Care

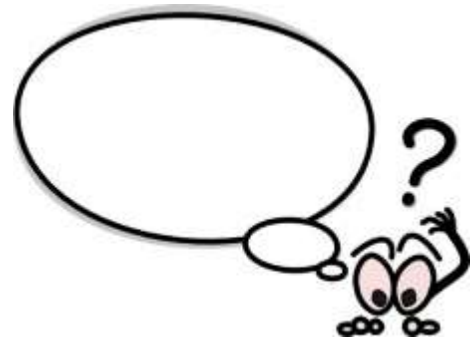
OPTION 3

- ◆ Triple Science
- ◆ Geography
- ◆ Sport
- ◆ I-Media
- ◆ Food
- ◆ Design Technology

READ THE DESCRIPTIONS CAREFULLY BEFORE MAKING YOUR SELECTION

Please Note:

- i. You cannot choose the same subject as a first choice in different blocks.
- ii. To study Music, you must discuss this with Mrs Runnells.
- iii. One of your 1st choices must be coloured **RED**
- iv. One of your 2nd choices must be coloured **RED**
- v. You cannot choose more than 1 **RED** option as a 1st choice.



WHERE TO GO FOR HELP AND ADVICE

- Your parents will know you better than anyone and help you to understand and come to the right decisions. Talk to them.
- Your subject teachers will tell you about your ability in their subject.
- Your form teacher will help you to understand the booklet.
- Mrs Holmes will give you advice about post-16 options including, our sixth form, college, apprenticeships, higher and further education.
 - The Careers Advisors will provide advice on careers.
 - Use your Unifrog logon to access all your careers information and pathways to your dream future.
<https://www.unifrog.org/>



ENGLISH



All students will work through this linear course towards gaining GCSE grades in English Language and English Literature. The programme of study will take place over three years, completing both Language and Literature at the end of Year 11.

Both courses will be assessed through examinations and progress will be measured through regular assessment of exam skills. There is no coursework. Students will gain two GCSEs from the two courses.

In English Language, students will enhance reading skills and understanding of a range of both fiction and non-fiction texts from the 19th century to modern day. They will also work on how to write for specific audiences and purposes and develop their understanding of what makes good writing.

The English Literature course will give students the opportunity to study a range of prose, poetry and drama, dating back to Shakespeare. They will then analyse themes, characters and events and make links between texts from a wide range of writers.

The subject requires real effort in order to achieve strong results. It is also vital that students are reading regularly as this will greatly improve their understanding of how texts are written and how they can develop their own writing.



MATHEMATICS



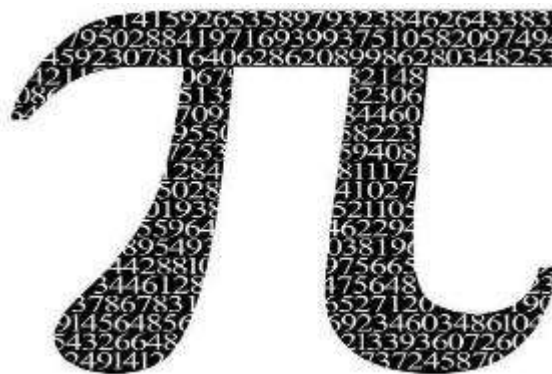
In Mathematics students follow a linear scheme of work. There are three examinations at the end of Year 11: Two Calculator Papers and One Non-Calculators paper. Each contributes one third of the GCSE qualification.

The GCSE consists of all aspects of Mathematics: Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability.

It is a course that focuses on applying Mathematics in context, problem solving, reasoning and the functional elements of Mathematics. It encourages a teaching approach that is enriching and engaging for all learners. It concentrates on the mathematical knowledge and applications that are most accessible and relevant.

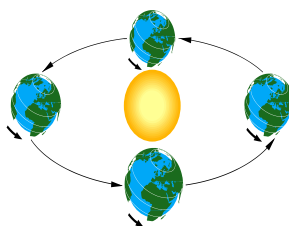
Mathematics is a tiered examination with two levels of entry: Higher tier awarding grades 9 to 4 and Foundation tier that awards grades 5 to 1.

There is no coursework in Mathematics.



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COMBINED SCIENCE



Students in Year 9, 10 and 11 will be studying one of the following 2 options.

1. 2 Science GCSEs – Combined Science Double Award
2. Triple Science – GCSEs – Biology, Chemistry and Physics

These are totally separate qualifications and so lead to separate GCSEs i.e. students can achieve a 9-1 Grade in Combined (Paper 1) and a 9-1 Grade from Combined (Paper 2).

Gateway OCR Science (9-1) A Core

Combined Science		
Biology	Chemistry	Physics
B1 Cell level systems	C1 Particles	P1 Matter
B2 Scaling up	C2 Elements, compounds & Mixtures	P2 Forces
B3 Organism Level Systems	C3 Chemical Reactions	P3 Electricity and Magnetism

Combined Science GCSE		
Biology	Chemistry	Physics
B4 Community level systems	C4 Predicting and identifying reactions and products	P4 Waves and radioactivity
B5 Interaction between systems	C5 Monitoring and controlling chemical reactions	P5 Energy
B6 Global challenges	C6 Global challenges	P6 Global challenges

How pupils are assessed :

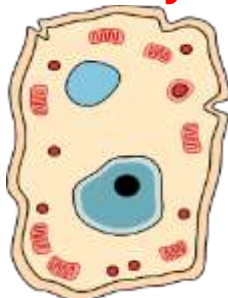
External Assessment 100% - Examinations are taken in May/June of Year 11. Three written papers will be taken for each qualification. Each paper is worth 60 marks and is 1 hour and 10 minutes long. During the course there are a number of required practical activities for each discipline. Whilst these practical activities are assessed and recorded internally, they do not count towards the GCSE. However, the written papers assume that students are familiar with the techniques covered and are able to analyse data from these practicals so they form an essential part of the course.

Combined Science GCSE - Three 60 mark papers each 1 hour 10 mins		
Biology	Chemistry	Physics
B1 B2 B3 and Practical skills	C1 C2 C3 and practical skills	P1 P2 P3 and practical skills

Combined Science GCSE – Three 60 mark papers each 1 hour 10 mins		
Biology	Chemistry	Physics
B4 B5 B6 and Practical skills With assumed knowledge of B1 to B3	C4 C5 C6 and practical skills With assumed knowledge of C1 to C3	P4 P5 P6 and practical skills With assumed knowledge of P1 to P3

TRIPLE SCIENCE

Biology, Chemistry and Physics



If students choose this option then they would study the three separate sciences:

Students taking this course would have fifteen lessons of Science a fortnight. These lessons would be equally divided between the three Sciences. This course will enable students to gain three Science GCSEs. The study of separate Sciences is demanding.

Aims of the course

- i) To enable students to achieve a high level of understanding in the Sciences
- ii) To give pupils the satisfaction of learning a subject to a greater depth than that provided by the combined science double award.

They will be studying

Biology	Chemistry	Physics
B1 Cell level systems	C1 Particles	P1 Matter
B2 Scaling up	C2 Elements, compounds and mixtures	P2 Forces
B3 Organism level systems	C3 Chemical reactions	P3 Electricity
B4 Community level systems	C4 Predicting and identifying reactions and products	P4 Magnetism and magnetic fields
B5 Genes, inheritance and selection	C5 Monitoring and controlling chemical reactions	P5 Waves in matter
B6 Global challenges	C6 Global challenges	P6 Radioactivity
		P7 Energy
		P8 Global challenges

How pupils are assessed:

External Assessment 100% - Examinations are taken in May/June of Year 11. Two written papers will be taken for each qualification. Each paper is worth 90 marks and is 1 hour and 45 minutes long. During the course there are a number of required practical activities for each discipline. Whilst these practical activities are assessed and recorded internally, they do not count towards the GCSE. However, the written papers assume that students are familiar with the techniques covered and are able to analyse data from these practicals so they form an essential part of the course.

Triple Science – Six 90 mark papers each 1 hour 45 mins		
Biology 2 Papers	Chemistry – 2 Papers	Physics 2 Papers
B1 B2 B3 and practical skills	C1 C2 C3 and practical skills	P1 P2 P3 P4 and practical skills
B4 B5 B6 and practical skills With assumed knowledge of B1 to B3	C4 C5 C6 and practical skills With assumed knowledge of C1 to C3	P5 P6 P7 P8 and practical skills With assumed knowledge of P1 to P4

BTEC in Health and Social Care



New for September 2020 the Science department will be offering a Level 2 BTEC qualification in Health and Social Care. This qualification is ideally suited to any one considering a career in health and social care and will also act as a gateway to advanced study in this sector in the 6th form.

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society

and the demand for people to carry out these vital roles will increase.

The course will consist of 3 components, as shown in the table below. Components one and two are internally assessed based on project work that students will research themselves. Please note there is external verification of this work so strict adherence to dead lines is required. Component 3 is a traditionally taught and examined unit with a written examination.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

1. Human Lifespan Development will involve internally assessed projects on:
 - Human growth and development across life stages.
 - Factors affecting Growth and development
 - Different types of life event
 - Coping with change caused by life events

2. Health and Social Care Values will involve internally assessed projects on:
 - Health and social care
 - Barriers to accessing services
 - Care Values
 - Reviewing own application of care values

3. Health and Wellbeing in this module you will study and be examined on
 - Factors affecting health and well being
 - Physiological indicators
 - Lifestyle indicators
 - Health and Wellbeing improvement plans
 - Obstacles to implementing plans

If you are interested in a career in one of the biggest employment sectors in the country then this could be the course for you.

Business (BTEC Tech Award in Enterprise)

Aims of the course

The BTEC Tech Award in Enterprise helps learners develop their entrepreneurial skills through practical, skills-based learning.

This highly motivating, creative approach to business and enterprise encourages students to explore the world of business and what makes or breaks an enterprise

What they will study:

	Component 1: Exploring Enterprises	Component 2: Planning for and Pitching an Enterprise Activity	Component 3: Promotion and finance for enterprise
Aims	Examine different enterprises to develop and understanding of the different characteristics of enterprises and the skills needed by entrepreneurs	Explore ideas, plan and pitch a micro enterprise activity to an audience, and use feedback to review their business plan.	Explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market
Assessment	<i>Internally assessed (coursework)</i>	<i>Internally assessed (coursework)</i>	<i>Externally assessed (2 hour written exam)</i>
Weighting	30% of the course	30% of the course	40%
Summary	<p>Examine the characteristics of enterprises</p> <p>Explore how market research helps enterprises meet customer needs and understand competitor behaviours</p> <p>Investigate the factors that contribute to the success of an enterprise</p> <p>Develop transferable skills, such as research and data analysis in order to interpret their findings</p>	<p>Explore ideas and plan for a micro enterprise activity</p> <p>Pitch a micro enterprise activity</p> <p>Review their own pitch for a micro enterprise activity</p> <p>Develop their planning and research, presentation, communication and self-reflection skills</p>	<p>Demonstrate knowledge and understanding of elements of promotion and finance</p> <p>Interpret and use promotional and financial information in relation to a given enterprise</p> <p>Make connections between different factors influencing a given enterprise</p> <p>Advise and provide recommendations to a given enterprise on ways to improve its performance</p>

Assessment:

- The course is made up of three components: two internally assessed and one that is externally assessed.
- Assessment is through task-based assignments so learners can demonstrate their knowledge and skills in work-related scenarios.
- Learners will explore, develop and apply their knowledge helping to develop key transferable skills such as research and data analysis to support their progression to further learning and the workplace.

FRENCH GCSE



The vast majority of students will study French at GCSE. Huxlow's results in French GCSE are well above the national average and our students achieve well through a wide variety of assessments organised throughout the course. Students will have 3 years to develop their skills and enjoy many extra-curricular activities, such as cooking French recipes, role-plays, going abroad and developing their knowledge of French literature for children.

This course will introduce the new GCSE specification and all students will be required to work through 4 skills (speaking, writing, listening and reading), worth 25% each.

Students will study all of the following themes on which the assessments are based:

[Theme 1: Identity and culture](#)

[Theme 2: Local, national, international and global areas of interest](#)

[Theme 3: Current and future study and employment](#)

Students will work towards 4 exams which will be organized in Year 11. GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students will have to take all four question papers at the same tier.

Where a GCSE in French is deemed inaccessible by the College a suitable alternative will be provided. This will be discussed with Parents and Students.

GEOGRAPHY

Why study Geography?



Geography helps you to make sense of the world you live in. It is the study of where places are and what they are like. It looks at how people live in different parts of the world and how and why places change. As the world 'gets smaller' and our environment is increasingly threatened, we need more than ever to understand the geography of the world.

What you will study?

Geography is enquiry-based, and about real world issues, both global and local. You will investigate three areas: **Living in the UK Today, The World Around Us and Geographical Skills**. There will be geographical skills taught through the units and also two field trips that students must attend to put these skills into practice.

Geography and the World of Work

This qualification can lead to the further study of Geography and is also useful in a variety of careers linked with Advertising, Armed Services, Estate Agency, Farming/Forestry, Leisure & Tourism, Selling & Marketing, Nature Conservation, Planning and Transport, plus many others.

A survey of employers showed that Geography is rated as one of ***the most useful*** subjects because of the variety of skills used to study the subject.

Assessment

You will be assessed by three examinations:

1. Living in the UK – 1 hour examination worth 30% of GCSE
2. The World Around Us – 1 hour 30% of GCSE
3. Geographical Skills – 1 hour 30 minutes examination 40% of GCSE



The course is OCR A (0-1) Geographical Themes – Geography GCSE

<https://www.ocr.org.uk/qualifications/gcse/geography-a-geographical-themes-j383-from-2016/> – for more information please contact via email

Mr D Ashurst d.ashurst@huxlow.northants.sch.uk or

Mr M Yewman m.yewman@huxlow.northants.sch.uk

HISTORY

What will you study in GCSE History?



In History, you will be studying four different units over the course of Years 9, 10 and 11. One of these will be a study of Germany 1918-39, inevitably focusing on Hitler and why a former tramp was able to become the most popular leader in History. Why did millions of Germans vote for a man that the world now regards with horror? How was he able to transform Germany into a state where his word was law and opponents would be eliminated? Did everyone support him?

You will also study the development of medicine from 1200 to the present day. This will focus on what treatments were available to ordinary people throughout these years, who you would see if you were ill and the key discoveries that were made that led to our incredible health services today. There is a case study on medical treatments on the Western Front during World War One.



The third study you will complete is on the Anglo-Saxons and the Normans. In this topic we will study what life was like in England before 1066 and the Norman invasion. We will find out why William of Normandy was able to win the Battle of Hastings and how he took over England through the use of the Feudal System and the construction of castles

The final topic is that of the American West. We will be finding out how the USA today was created with the expansion west of settlers from Europe. We will study how the Native Americans lived their lives before the arrival of the first settlers looking for gold. We will find out how the cattle industry developed and how that created a new culture of cowboys. Finally considering why the Native Americans lifestyles eventually came to an end.



Assessment: Three exams at the end of Year 11. Paper 1 is 1h 15m and will focus on the history of Medicine. Paper 2 is 1h 45m and will test your understanding of the Norman Conquest and the American West. Paper 3 is 1h 20mins and covers the final topic of Nazi Germany. There is no Controlled Assessment.

History GCSE is a vital option for those who wish to develop their analytical and communication skills which are then transferable to other subjects. History is essential to understand the world we live in and the skills you learn and develop will be useful in a wide variety of careers.

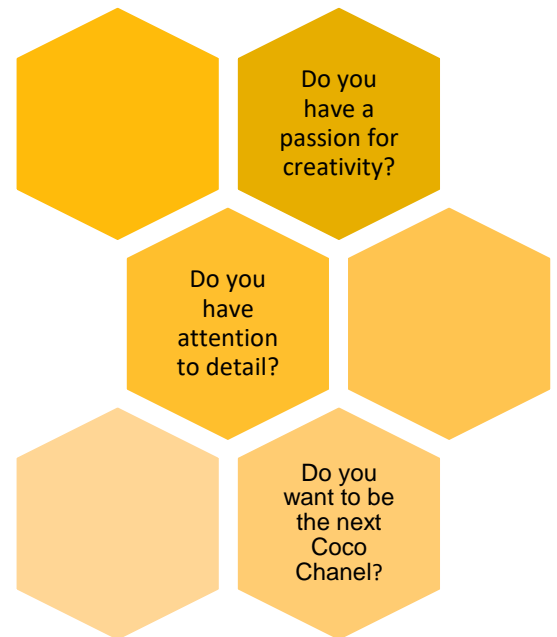
AQA GCSE

ART & DESIGN - TEXTILES

This qualification is intended for learners who are interested in using textiles in a practical way to develop creativity and originality.

The GCSE in Art Textiles will give learners the opportunity to develop an understanding of:

- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and embellished textiles
- developmental textiles
- digital textiles
- creative textiles



This GCSE will enable learners to develop skills in making creative outcomes using textile and other materials. Learners will be expected to make a range of practical developments and samples, developing ideas through practical sampling and ongoing evaluation. They will have the opportunity to use traditional skills and modern technologies, as well as a range of materials they may not traditionally associate with textiles. This qualification prepares learners by developing an in depth knowledge of textile design and their practical use within the creative industries. No work will be the same and learners are encouraged to follow their own path of development, allowing them to specialise in skills they excel at. The qualification is a GCSE and awarded on the 1-9 scale.



Component 1: Portfolio (Coursework) 60%

In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of practical ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.



Component 2: Externally set assignment (practical exam) 40%

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives. Students complete their final outcome over a 10 hour practical examination.

Edexcel GCSE Design & Technology

Design & Technology

Do you ever turn up to a lesson and say “Are we doing practical today?”

Are you a practical person but also like the theory behind how products are manufactured?

Design and Technology is about providing opportunities for students to develop their capacity, combining their design and making skills with knowledge and understanding in order to create quality products.

This Design and Technology qualification enables pupils to learn about designing solutions to improve people’s lives, understand more about the impact of products on the world and develop their practical skills to produce product outcomes. It is estimated that one in five of the population have a career in STEM subjects and the growth of jobs in these subjects is ever increasing.

Throughout Year 9 and 10 students will be working on projects developing their iterative design process across both Graphic Design and Resistant Materials where they learn new skills within design, and making, and in Year 11 they will be able to showcase these in a large piece of Non-Examined Assessment (NEA) which is to be presented on A3. This NEA must include a multi material practical outcome of a product which solves a problem.

We like to encourage students to use a variety of tools, machinery and techniques within the workshop/computer suites with industry standard machinery and using computer software such as Photoshop/Solidworks and OnShape as well as ensuring they use the three main material areas of woods, plastics and paper/boards. They will also undertake an exam at the end of Year 11 testing their theoretical knowledge with a particular material focus on Timber.

The qualification is a GCSE and awarded on the 1-9 scale and some of the aims for the course are as follows:

- Develop realistic design proposals as a result of the exploration of design opportunities and users’ needs, wants and values.
- Use imagination, experimentation and combine ideas when designing following the iterative design process.
- Develop the skills to critique and refine their own ideas while designing and making.
- This course combines both Graphics and Resistant Materials, allowing more options for your Non Examined Assessment (NEA).

Non-Examined Assessment (NEA) 50%

Students will undertake a project which tests skills in investigating, designing, making and evaluating a prototype product that will allow them to apply the previous learning they have acquired and developed throughout Year 9 and 10. They *produce a 20 page A3 portfolio that is well presented* and meets the design brief set by the exam board in June of Year 10.

Written Examination 50%

Students will have one examination paper which will test their knowledge on the factors that affect the Design and Technology world (Core), and specific Timber properties. Questions vary from multiple choice, short and extended questions. 15% of the exam paper will also test their knowledge on Science and Mathematics.

WJEC Level 1&2

HOSPITALITY AND CATERING

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services including restaurants, hotels, pubs and bars. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

The WJEC Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists working for supermarket chains.

Please note that this qualification is assessed with a Pass, Merit, Distinction and Distinction*, which are all equivalent to a GCSE. Within this qualification students will complete the following two units:



Unit 1: The Hospitality and Catering Industry

EXAM

40% of the qualification is thorough assessment by an online/written examination – **1 hour 30mins**
(90 Marks)

Unit 2: Hospitality and Catering in Action

PRACTICAL & COURSEWORK

60% of the qualification is through Non Examination assessment: internally assessed, externally moderated.
9 hours which includes a **3 hours** practical exam.

The practical exam is a two course meal for two people with accompaniments

- ❖ Is your favourite lesson that double lesson when you do practical?
- ❖ Do you like presenting your food to a good standard?
- ❖ Do you enjoy learning new techniques?
- ❖ Do you like the idea of creating meals and serving them in a professional environment?

OCR GCSE COMPUTER SCIENCE

At Key Stage Four students have the opportunity to develop and build on the computing they have studied in Key Stage Three with the OCR GCSE Computer Science course.

GCSE Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Students who choose to study Computer Science at GCSE level will ideally have the following skills and qualities:

- A genuine interest in Computer Science as a subject
- Enjoy using computers for a variety of tasks
- Be able to work independently and methodically
- Be able to think logically and creatively to solve problems
- Understand the importance of accuracy and precision when coding for computers



Component 01: Computer systems

Introduces the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. You are assessed with a 1 ½ hour written examination worth 50% of your final grade.

Component 02: Computational thinking, algorithms and programming

Application of knowledge and understanding gained in component 01. You develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. You are assessed with a 1 ½ hour written examination worth 50% of your final grade.

Practical programming

You will undertake programming task(s) allowing you to develop your skills to design, write, test and refine programs using a high-level programming language. You are assessed on these skills during the written examinations.

Why choose Computer Science GCSE?

It can lead to A Level Computer Science or other level three computing qualifications such as BTEC.

Russell group universities consider Computer Science as a key skill for 21 out of 62 degree

For further information from the exam board please visit:

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

GCSE Computer Science is counted as a science for the EBacc measurement of Core subject performance due to its relevance to a large number of possible future careers.

OCR Art and Design

ART, CRAFT AND DESIGN

Desirable skills

- A keen interest in art
- A Creative mind
- The drive to explore the creative possibilities with a range of different media and processes.
- Ability to make critical judgements in order to improve your own work
- Experience a range of traditional and non-traditional media.

Students will:

- actively engage with the creative processes of art, craft and design in their chosen title(s) and area(s) of study
- become effective and independent learners through the study of art, craft and design
- develop their creative, imaginative and intuitive capabilities when exploring, creating and producing their images, artefacts and products
- become confident in taking risks, learning from their experiences through exploring and experimenting with ideas, processes, materials and techniques,
- develop critical understanding
- develop and refine their ideas, supported by an understanding of their context and what has informed them
- show an understanding of the purpose, intentions and functions of art, craft and design, and how this impacts on their own work

This qualification is marked as a 1 to 9

Portfolio Component 1: 60% Internally assessed coursework	Component 2: 40% Externally set Exam
<p>This coursework covers a range of skills and is divided into two projects.</p> <p>Learners must show they have:</p> <ul style="list-style-type: none"> - developed ideas through investigations and demonstrated critical understanding of sources from a given starting point. - refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study - presented a personal and meaningful response that realises intentions. 	<p>This project is externally set by the examination body and given to the students in the January of Year 11. Pupils then have a set time to respond the 'starting point', developing their own ideas through investigation and experimentation of materials.</p> <p style="text-align: center;">Pupils have an invigilated 10 hour exam that is spaced over several days to create their final piece.</p>

CAMBRIDGE NATIONAL CREATIVE iMEDIA

At Key Stage Four students have the opportunity to develop and build on the computing they have studied in Key Stage Three with the Cambridge National Creative iMedia course.

Cambridge National in Creative iMedia equips you with the wide range of knowledge and skills needed to work in the creative digital media sector. You start at pre-production and develop your skills through practical assignments as they create final multimedia products.

Students who choose to study the Cambridge National in Creative iMedia will ideally have the following skills and qualities:

- A genuine interest in using computers for creative tasks
- Be able to work independently and methodically
- A flair for multimedia design and creation
- Be organised – able to plan and deliver extended tasks and projects



R081: Pre-production skills

You are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques. You are assessed with a 1 ¼ hour written examination worth 25% of your final grade.

R082: Creating digital graphics

Building on the skills and understanding that you have developed in the previous unit, you explore where and why digital graphics are used and the techniques that are involved in their creation. You apply their skills and knowledge in creating digital graphics against a specific brief. You are assessed on your coursework worth 25 of your final grade.

Optional Units

You will undertake two other units which include; creating a multi-page website, creating digital animation, creating a digital sound or video sequence, designing a game concept and developing digital games. Your teachers will help you choose the most appropriate units. Each optional unit is assessed on your coursework and is worth 25% of your final grade.

Why choose Creative iMedia?

It can lead to A Level Computer Science or other level three computing qualifications such as BTEC.

It gives you creative and IT skills that you can help you find employment.

For further information please email Mr Morgan – p.morgan@huxlow.northants.sch.uk or visit the exam board website – <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/>
Creative iMedia cannot be studied with Computer Science GCSE.

It is equivalent to one GCSE helping you get the qualifications you need to progress into further education and/or employment at the end of Year Eleven.



SPORT

BTEC LEVEL 2 FIRST AWARD



BTEC Sport

Is BTEC Sport right for me?

If you enjoy:

- sport, physical activity and exercise
- developing knowledge and understanding through practical learning
- learning about the benefits of training and exercise
- developing and improving your skills as a leader
- or if you are considering a sports-related career then this is the right course for you.

What do I need to know, or be able to do, before taking this course?

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give you exciting opportunities to be involved in a number of different physical activities, developing leadership skills, learning about your own body and how to physically train safely and effectively. You should have an interest in physical education and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

Please be aware there is an examination and lots of assignment writing on this course, so being competent in Science and English will be a huge advantage when studying certain units of work.

What will I study?

You will study 4 units across 3 years, each with a mixture of written assignments, practical performance and online examination. In the first year you will develop and refine your skills as a leader, eventually delivering and reviewing sessions to your classmates.

In the second year the next unit you will study include learning about fitness training and how this can benefit and improve your sporting performance. Students will have to pass an online exam with national benchmark of a Level 2 Pass in order to achieve the highest overall grade on this course.

The next unit of work revolves around your practical performance in sport as an official and as a performer. Not only will you showcase your knowledge and experience as an official but you will perform a variety of sports and analyse your own performance to try and identify strengths and weaknesses that will help you become a more effective performer in the future.

In the final year you will create and implement your own 6 week fitness programme, maintaining a training diary that will allow you to reflect and improve your programme in the future.

How will I be assessed?

	Units of work	Assessment	Student Work
Year 9	Unit 6: Leading Sports Activities	Internal	3 assignments (written & visual)
Year 10	Unit 1: Fitness for Sport and Exercise Unit 2: Practical Performance in Sport	External Internal	Online Examination 3 assignments (written & visual)
Year 11	Unit 3: Applying the Principles of Personal Training	Internal	3 assignments (written & visual)

What can I do after I've completed the course?

Achieving a successful grade in BTEC Sport can open up a huge variety of different opportunities which will allow you to investigate and experience many different pathways.

The practical, vocational style of learning and content of work helps build many transferrable skills that can be used in employment, education and training. These opportunities could include: further and higher education courses at school or college, apprenticeships or many sport & leisure sector employers.

DRAMA



EDEXCEL GCSE 9-1 Drama

Is GCSE Drama right for me...?

- Are you confident and enjoy performing in front of a variety of audiences?
- Do you want to develop your knowledge and understanding of the performing arts?
- Are you interested in learning about other professional repertoires?
- Are you keen to develop and improve key acting skills and apply them to performances?
- Are you considering a Drama related career?

...Then this is the right course for you.

What do I need to know, or be able to do, before taking this course?

The course builds on the knowledge, understanding and skills established in Key Stage 3 Drama. It will give you exciting opportunities to be involved in a number of different short productions, developing leadership skills, learning how to use your own body, voice and movement effectively. You should have an interest in Drama and performing to an audience, and appreciate a range of Drama scripts and plays.

Please be aware there is an examination and lots of assignment writing on this course, so being competent in English will be a huge advantage when studying certain units of work. Additionally, this course relies heavily on out of lesson rehearsal time in Component 1 & 2.

Attendance: 95% plus per component

Financial information – You will be expected to attend at least 1 Theatre trip (local theatre or London theatre) (which will cost) and 1 acting workshops (which is free).

Expectation: All students are expected to attend all rehearsals in and out of lessons, complete coursework for homework and take part in extra-curricular activities such as the Winter showcase along with School Productions.

What will I study?

Component 1 **Devising 40% (60 marks)**

This component is Internally assessed, externally moderated.

In this unit, students will:

- *Create and develop a **devised piece from a stimulus** (free choice for centre).
- * Performance of this devised piece.
- * Analyse and evaluate the devising process and performance.

Portfolio:

1. AO1: Creating & Developing (30 marks)
2. AO4: Analysis & Evaluation (15 marks)

Performance:

3. AO2: Devised performance (15 marks)

Component 2 **Performance from Text 20% (48 marks)**

Externally assessed by visiting examiner

Students will perform in **two key extracts** from Missing Dan Nolan or Blood Brothers.

Performance:

1. AO2: Choosing 1 text, perform 1 key extracts in a group performance (24 marks)
2. AO2: From the same text above, perform a 2 minute monologue from a different key extract. (24 marks)

Component 3 (exam unit) **Theatre Makers in Practice 40% (60 marks)**

The exam paper is split into 2 sections and is 1 hour 30 minutes.

Exam:

3. AO3: Practical exploration of An Inspector Calls (45 marks)
4. AO4: Live Evaluation of seen performance (15 marks)

DANCE

AQA GCSE Dance

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity.



Is GCSE Dance right for me...?

If you;

- Have a love of dance and good movement skills
- Are confident and enjoy performing in front of a variety of audiences
- Want to develop your knowledge, understanding and physical performance of Dance
- Are interested in learning about other professional dance companies and styles
- Are considering a Dance related career
- Are creative and have a desire to express this through dance

...Then this is the right course for you.

What do I need to know, or be able to do, before taking this course?

Experience of dance is not essential, although a background in ballet or contemporary dance and performing in front of audiences is advantageous (although other styles of dance are studied) The course builds upon the knowledge, understanding and skills established in your KS3 PE lessons and will give you exciting opportunities to be involved in a number of different short performances, learning how to use your own body and movement effectively and creatively. You will need to be open minded to different styles of dance and the creative processes behind them. This is an examination course with extended essay style questions so being competent in English will be a huge advantage when studying and taking the exam. You will also need to be prepared to be available for additional rehearsals outside of lesson time.

Attendance: 95% plus per component.

Financial information - Theatre trips, Dance workshops and Dance kit (to be confirmed)

What will I study?

Component 1 **Performance & Choreography 60% (80 marks)**

This component is internally assessed and externally moderated.

Performance 30% (40 marks) requiring you to perform perfect and accurate copies of set dances

- Solo performance x2 (approximately one minute each in duration).
- Duet/trio performance (3 minutes).

Choreography 30% (40 marks) requiring you to create and develop your own piece of dance

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).
 - Students must show their creative response to a choice of one stimulus, from a set list set by AQA (such as a poem, a prop or a historical event)

Component 2 (exam) **Dance Appreciation 40% (80 marks)**

This exam is 1 hour 30 minutes.

➤ What are you assessed on?

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of 6 professional works.

Artificial Things

A Linha Curva

Infra

Shadows Phoenix

Within Her Eyes

Emancipation of Expressionism

Stopgap Dance Company

Rambert Dance Company

The Royal Ballet

Dance Theatre

James Cousins Company

Boy Blue Entertainment

Lucy Bennett

Itzik Galili

Wayne McGregor

Christopher Bruce

James Cousins

Kenrick H2O Sandy

GCSE Music



Do you enjoy listening to different types of Music? Do you enjoy playing different musical instruments? Do you want to be able to compose your own Music? If so, then GCSE Music is for you!!

GCSE Music helps you to develop musical skills and interests, understand and appreciate a range of different kinds of music and make music individually and in groups. The course is designed to give you the opportunity to develop your knowledge, understanding and skills of music whatever your previous experience in Years 7 and 8, through four interrelated areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

The specification has three components based on the three skills of **performing**, **composing** and **appraising**. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between **composer**, **performer** and **audience**.

Knowledge and understanding of each area of study is assessed explicitly in Component 3. However, students are also required to perform and compose music using **conventions**, **styles** or **idioms** linked to at least **one** area of study. Students may choose the same or different areas of study for Components 1 and 2. Students will also have the opportunity to follow their own musical interests in composition and performance.

Component 1: Coursework- Performing Music (30% of the course)

You have to perform a minimum of **two pieces**, one of which must be an **ensemble performance** of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. The total duration of the performances is **4 to 6 minutes**.

Component 2: Coursework- Composing Music (30% of the course)

You have to compose **two pieces**, one of which must be in response to a brief set by the exam board. Students will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which students set their own brief. The two compositions must last between **3 and 6 minutes**.

Component 3: Exam- Music – Appraising (40% of the course)

The biggest part of the course is the listening examination, which is based on knowledge and understanding of the history of Western music. You will study in detail two set works (*Badinerie* by J.S. Bach for Flute and String Orchestra with Harpsichord - Final movement, *Orchestral Suite No.2 in B minor, BWV 1067* and *Africa* by Toto) and answer questions on these, as well as six questions based on music from unfamiliar extracts.

Area of study 1: Musical Forms and Devices

Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the **Baroque, Classical and Romantic eras** provides the context for a study of **binary, ternary, minuet and trio, rondo, variation and strophic forms**. Students are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to **make links** between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.

Area of study 2: Music for Ensemble

Music for ensemble forms the basis for a study of **texture** and **sonority**. Through a study of diverse musical styles composed for ensemble, such as **jazz and blues, musical theatre and chamber music**, students will consider how music is composed for small groups of instruments and voices. Students will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Students are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience.

Area of study 3: Film Music

The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study students are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Students will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.

Area of study 4: Popular Music

Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study students are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Students are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.

You don't need to have already been playing a musical instrument or have singing lessons, but of course this will help you enormously! If you do want to take GCSE Music it is strongly recommended that you start having lessons as soon as possible, so please come to talk to me.

If you have any further questions, please do not hesitate to email me directly: r.runnells@huxlow.northants.sch.uk




PSYCHOLOGY



What is Psychology and why study it?

Psychology is the study of the human brain and behaviour. It is an engaging and varied subject which tries to explain why people act, think and respond in different ways. Psychology enables you to reflect, think critically and answer questions which we often wonder about in everyday life but do not always get to study in the classroom!

What will I learn about in GCSE Psychology?

Paper 1: Cognition and behaviour	Paper 2: Social context and behaviour
<p>Memory: Different types of memory, how memory is stored and what impacts how effective it is.</p>  <p>Perception: What sensations and perceptions are, how they are impacted by nature/nurture, visual illusions and what social factors impact perception.</p>  <p>Development: How the brain develops, how our thinking develops and effects of learning on development.</p> <p>Research methods: How psychologists carry out research and how to design your own psychological research.</p>	<p>Social influence: Why people obey and conform and why people act in a pro-social and anti-social way.</p> <p>Language, thought and communication: Differences between animal and human communication and types of non-verbal communication.</p> <p>Brain and neuropsychology: Structure and function of the brain and different techniques of brain scanning.</p> <p>Psychological problems: Effects of mental health problems, theories of depression and addiction.</p> 

What is the structure of the course and how will I be assessed?

A linear qualification. Content will be taught from year 9 and students will be externally assessed at the end of year 11. Every student will take the two exams outlined above. Each exam is 100 marks, worth 50% of the overall GCSE and is 1 hour and 45 minutes long.

What skills will I learn?

Psychology develops many transferable skills such as analytical thinking, evaluative ability, concise writing, extended writing, scientific principles and mathematical analysis.

SUMMARY



Now you have enough information to start thinking about your Key Stage 4 courses. Talk to your parents and teachers before making a final decision on Options. Also refer to the letter included with the Options Booklet for information about the English Baccalaureate to help inform your choices.

Remember you must make a first and second choice. Every effort will be made to accommodate your choices. However, we cannot guarantee it.

NAME FORM

Please put a tick in your 1st and 2nd choice for each of the 3 options.

Option Block 1

	1 st Choice	2 nd Choice
Business		
Dance		
Geography		
History		
Psychology		
Sport		
Music		

Option Block 2

	1 st Choice	2 nd Choice
Food		
Art		
Design Technology		
Textiles		
Computing		
History		
Drama		
Health and Social Care		

Option Block 3

	1 st Choice	2 nd Choice
Triple Science		
Geography		
Sport		
I-Media		
Food		
Design Technology		

Rules:

1. You must choose a first choice and second choice from each option block.
2. One of your 1st choices must be coloured **RED**
3. You cannot choose the same subject as a first choice in different blocks.
4. One of your 2nd choices must be coloured **RED**
5. You cannot choose more than 1 **RED** option as a 1st choice.

We will make every effort to accommodate your 1st choices. However we cannot guarantee it.

Information: If you choose Sport you will also do Core PE.

SignatureStudent SignatureParent

Please complete the online form at <https://huxlow.northants.sch.uk/surveys/year-9-options/> or complete this page and return to a.ward@huxlow.northants.sch.uk by Friday 29th May 2020