



HAYDON SCHOOL

**KEY STAGE 4
CHOICES BOOKLET**

2009

Welcome to Key Stage 4

Entering Year 10 will mark a major change in your education. Obtaining qualifications is the most important part of Years 10 and 11. You will have some choice about the subjects you take.

Compulsory Subjects

Expect the school week to feel different. The compulsory core subjects of English and ICT will have increased time because they are worth more than one GCSE.

Other compulsory subjects are Mathematics, Games and RE. In addition you must choose at least one Language and at least one Science.

Optional Subjects

You will study up to 5 other subjects and will need to select these from the Option Lists towards the back of this booklet.

Twilight Courses

Many of our students choose to take an additional subject which is studied at the end of the normal school day in what we term the 'Twilight Session'.

ADVICE

- You need to take the options process very seriously. Please read the booklet carefully, even if you think you know what subjects you want to do. Talk to the appropriate head of department and if possible talk to students in Years 10 & 11 who are currently studying the subject.
- Language skills in adult life are becoming increasingly important. You will have studied two languages up until now. You should seriously consider maintaining these.
- You will be given the opportunity to study new areas and Vocational Courses offer not just new subject areas, but a different way of working. BTECs are equivalent to four GCSEs and this will mean a more in-depth study and will cut down on the number of different subjects you will take.
- The taught RE course taken by all students is a half GCSE course. You can choose to make this a full GCSE course by taking the Twilight RE course.
- All routes are equally valid. Choose the route where you think you can achieve greatest success.

Sixth Form Routes at Haydon School

The passport to most courses on offer after you are 16 will be 6 GCSEs passes or equivalent in 5 or more subjects. To study Mathematics, Languages, Physics, Chemistry or Biology you will need at least a grade B at GCSE. It is important that you make the right choice for you. Mathematics and English at grade C will be necessary to study **Advanced Level** courses. You are advised to obtain a minimum of a GCSE grade C in any other subject which you are taking at AS.

NOTE: WE TRY TO MEET EVERY STUDENT'S OPTION CHOICES BUT IN SOME CASES THIS IS NOT POSSIBLE. SOMETIMES STUDENT'S CHOICES DO NOT FIT IN WITH THE POOLS SET UP ALSO SOMETIMES COURSES ARE CANCELLED DUE TO INSUFFICIENT STUDENTS TAKING THAT OPTION. IN BOTH THESE SITUATIONS STUDENTS WILL BE CONTACTED AND ASKED TO MAKE AN ALTERNATIVE CHOICE.

ENGLISH AND ENGLISH LITERATURE**Syllabus**

AQA Specification A

Course Description

All students follow the English and English Literature course, leading to two certificates. Students are taught in mixed ability groups of 25 or fewer.

How Students Will Be Assessed**English**

Examination 60% Coursework 40%

There will be two examination papers testing writing skills. These will test understanding of non-fiction texts and poetry. Students will then have a choice of writing tasks, loosely linked to these extracts and poems.

The coursework folder will be prepared over the two year course and will involve oral work and five written pieces. These written pieces will cover literature ('Macbeth' and 'A Christmas Carol'), media and original writing.

English Literature

Examination 70% Coursework 30%

There will be one examination paper covering a modern novel ('Of Mice and Men') and poems previously studied in class. The coursework folder will include the literature pieces already produced for the English course but students will add an essay on modern drama.

Some pieces of coursework can take as little as a week from start to finish (for example, original writing). Other pieces of coursework can take half a term to complete. Teachers will set their own deadlines for individual coursework units. The deadline for the completed English and English Literature combined folder is the Friday following the Spring Half-term in the second year.

For further information please contact:Mrs L Beauchamp – lbeauchamp@hillingdongrid.org

MATHEMATICS**Syllabus**

Edexcel 2381

Course Description

In adult life it is very important to be numerate. Many employers, particularly in the commercial, scientific and technological fields, will look very carefully at the mathematical qualifications of potential employees. The level demanded varies but a GCSE A*, A, B, or C in Mathematics is virtually essential for entry into such careers as accountancy, architecture, banking and teaching. It is also worth bearing in mind that many universities and college courses are setting GCSE Mathematics at grade C or above as standard entry requirement.

The course builds on and extends the work covered in Years 7 – 9 and includes, for example, work on application of number, statistics, graphical work, trigonometry and algebra. In addition, the department encourages use of interactive GCSE computer software. The syllabus is differentiated to allow for all levels of ability. A decision is normally made in the Spring Term of Year 11 as to which final tier students will enter for their GCSE.

The following format applies for examination entry:

Foundation Tier for grades	-	C D E F G
Higher Tier for grades	-	A* A B C D

How Students Will Be Assessed

The students will follow a modular course and it is expected that the examinations will be broken down as follows:

Unit 1 Data Handling 20% (March 2009)

Unit 2 Number, algebra and shape 30% (June 2009). This unit is divided into 2 stages, each worth 15%.

Note. There is no coursework in Mathematics

Unit 3 Number, algebra and shape 50% (June 2010).

There will be a resit available for units 1 and 2 in November 2009.

Please note: The syllabus states that only one resit per unit is allowed.

Students will be expected to complete all of their homework and there will be regular topic tests throughout the course to monitor progress continually.

Support from parents to ensure that students meet their deadlines for homework is essential.

The course encourages students to have a positive attitude towards Mathematics. Students will be expected to deliver a high level of commitment and will receive in return plenty of support from Mathematics teachers.

For further information please contact:

Miss F Johnson – fjohnson@hillingdongrid.org

RELIGIOUS EDUCATION: GCSE Short Course

Edexcel Specification: Unit 1: Religion and Life based on a study of Christianity and Islam.

Course Description

All students in Years 10 and 11 take the GCSE Short Course unit "Religion and Life". Students will be studying the relationship between religion and life in the UK. In each section they will look at religious and non-religious responses to these issues. Teaching methods include much discussion and debate as well as the use of a variety of media. Students will be encouraged to evaluate different responses and consider their own experiences to form a personal opinion on the issues considered. The course is relevant to all regardless of whether or not they have a religious background.

The four sections covered in the course are:

- 1. Believing in God**
Includes the main features of religious upbringing of one religion, religious experiences, the argument from causation and how it may/may not lead to the belief in God and scientific explanations for God.
- 2. Matters of Life and Death**
Includes abortion, euthanasia and the existence of life after death.
- 3. Marriage and the Family**
Includes attitudes to marriage, divorce, family life, homosexuality and contraception.
- 4. Religion and Community Cohesion**
Includes how attitudes to men and women have changed in the UK and their rights, the UK as a multi-ethnic society and a multi-faith society, and how religion can create community cohesion.

How Students Will Be Assessed

Internal assessment will take place throughout and at the end of each section. The final examination is a single written paper of 1 hour and a half duration taken at the end of Year 11, one question must be answered from each of the above sections. The examination makes up 100% of the assessment. There is no coursework.

There is an option to take a second examination paper on Religion and Society which is for students who are willing to attend an extra lesson after school. This would result in a full GCSE award.

For further information please contact:

Mrs K Gajparia – kgajparia@hillingdongrid.org

Mr A Berg – aberg2@hillingdongrid.org

YEAR 10 SCIENCE CHOICES

The Science faculty is pleased to be able to offer a science curriculum which we believe will suit every student at Haydon.

- Single Core Science (1 GCSE)
- Core Science and Additional Science or (2 GCSEs)
- Core Science and Additional Applied Science (2 GCSEs)
- Physics, Chemistry and Biology (3 GCSEs)

Course Description

All students will study the Science Core. Students will sit three exams during the year and take at least one "ISA" or teacher assessed unit. In year 11, we expect most students to continue their Science by taking Additional Science. Some students may choose to study Additional Applied Science.

Three separate Sciences (Biology, Chemistry, Physics) will also be available. The possible choices may be summarised as follows:

ROUTE 1

Core Science + Additional Science = 2 GCSE grades A level science choice available = Biology, Chemistry, Physics

Core Science + Additional Applied Science = 2 GCSE grades A level Science choice available = Applied Science only
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This route is recommended for the majority of students since it provides a balanced Science curriculum. The choice of subject will depend largely on the learning style of the student. Core and Additional Science is a very structured course whilst Applied Science is more vocationally focussed with students taking more responsibility for their own learning (with a greater demand on coursework).

Both of these Science GCSE courses are aimed at all ability levels (grades A* to G are available). It will be of significant benefit to all students wanting to keep their options open by taking a Science subject at GCSE and beyond. It will also be of direct relevance to many ancillary careers in Science e.g. Veterinary nurse, Sports Science, Nursing, Teaching and many more career options.

Assessment for Core and Additional Science and Biology, Chemistry and Physics is 75% written exams taken throughout the course and 25% centre assessed assignments (which replaces coursework).

Assessment for Additional Applied Science places its emphasis on coursework as well as an exam that is taken in Year 11.

ROUTE 2

Biology (which includes Core Biology) = 1 GCSE grade
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Chemistry (which includes Core Chemistry) = 1 GCSE grade
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Physics (which includes Core Physics) = 1 GCSE grade
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A level science choice available = Biology, Chemistry, Physics
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Students expecting to study more than one Science Post 16, in order to follow a scientific career, should choose all 3 subjects. All lessons will be taught as part of the normal school day (i.e. with no twilight lessons).

Biology – is the study of living things. Career choices open to people with biological questions include: Health, Horticulture, Animal Husbandry, Pharmaceuticals and Environment.

Chemistry – is the branch of Science concerned with what makes up the world around us and the way they react with each other. Career choices open to people with chemical qualification include Research and Development, Environmental officers, food science, Geology, Pharmaceuticals and branches of Engineering.

Physics – is the branch of Science concerned with the properties of matter and energy, and the relationships between them. Career choices open to people with Physics qualifications include: Engineering, Astronomy, Consumer goods research and development.

ROUTE 3

Core science only = 1 GCSE grade

A level science choice available = No sciences
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This route will be available to a small group of students.

For further information please contact:

Biology - Ms R Cotterell – rcotterell@hillingdongrid.org

Chemistry - Mr M Shah – mshah1@hillingdongrid.org

Physics - Mrs C Saeed – csaeed@hillingdongrid.org

Applied Science - Mr D Dennis – ddennis@hillingdongrid.org

COMMON CORE INFORMATION AND COMMUNICATION TECHNOLOGY (DiDA)

Board and Syllabus

DiDA ICT, Edexcel Board

DiDA is an exciting online course which encourages independent learning. It is suitable for students with good organisation and problem solving skills and is excellent preparation for those wishing to take ICT at A Level and beyond.

What Students Will Be Taught?

In Years 10 and 11 students will follow the DiDA course. They will have started Unit 1 in Year 9 and finish it in Year 10. They will then complete the Multimedia unit in Year 10. The Multimedia unit will require them to work on a realistic problem using web development, video and sound editing, animation and graphic design.

As a suite of qualifications, DiDA offers progression as shown in the table below.

Qualification	Award (AiDA)	Certificate (CiDA)	Certificate (CiDA +)
GCSE Equivalent	One	Two	Three
Units Taken	1	1+2 or 3	1, 2 & 3

Coursework Requirements

Students have a maximum of 3 coursework units to complete to achieve the CiDA +

Unit 1 (Y9/10)	Unit 2 (Year 10)	Unit 3 (Year 11)
Using ICT	Multimedia	Graphics

Examination

There are no traditional paper exams, but a special project set by the exam board for each unit. They will submit an eportfolio (web pages) of their work which will be assessed first by their teacher and then moderated by the exam board. Each unit will be out of 42 marks and will have the following GCSE equivalent grades. Please note that the grade boundaries change for each project.

Below 18	18-23	24-29	30-35	36-42
Fail	Pass (Grade C)	Credit (Grade B)	Merit (Grade A)	Distinction (Grade A*)

Homework

Homework is set every week (by the students themselves during a project) and will generally be research, planning and designing. It will sometimes involve completing computer based tasks. Computer rooms are open to students before school, every lunchtime and after school if students have limited or no access to either a computer or the internet at home

The ICT Department will be offering both the OCR National ICT course and DiDA courses. Students will be guided towards the most appropriate course based on prior attainment in ICT and preferred learning style.

For further information please contact:
Miss S Clifford – sclifford@hillingdongrid.org

COMMON CORE INFORMATION AND COMMUNICATION TECHNOLOGY (OCR)

Board and Syllabus

OCR NATIONALS ICT, OCR Board

The OCR ICT course is an exciting, paper based, practical skills course. It is suitable for students who prefer small teacher led tasks and is excellent preparation for the world of work and vocational courses.

What Students Will Be Taught?

In Years 10 and 11 students will follow the OCR course. They will have started Unit 1 in Year 9 and will finish it Year 10. They will then complete the Graphics, Multimedia and Video unit in Years 10 and 11.

As a suite of qualifications, OCR offers progression as shown in the table below:

Qualification	First Award	Award	First Certificate
GCSE Equivalent	One	Two	Three
Units Taken	2	4	6

Coursework Requirements

Students have a maximum of 6 coursework units to complete to achieve the Full Certificate. The units for Years 9 and 10 are shown below:

Unit 1 (Y9/10)	Unit 21 (Year 10)	Unit 4 (Year 10)	Unit 23 (Year 10)
ICT Skills for Business	Creating Computer Graphics	Multimedia Creation	Creating Video

Examination

There are no traditional paper exams, but a special project for each unit. Students will submit a paper folder of their work which will be assessed first by their teacher and then moderated by the exam board. Each unit will have the following GCSE equivalent grades.

Fail (Grade U)	Pass (Grade C)	Merit (Grade A)	Distinction (Grade A*)
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Homework

Homework is set every week and will generally be research, planning and designing. It will sometimes involve completing computer based tasks. Computer rooms are open to students before school, at lunchtime and after school if students have limited or no access to either a computer or the internet at home.

The ICT Department will be offering both the OCR National ICT course and DiDA courses. Students will be guided towards the most appropriate course based on prior attainment in ICT and preferred learning style.

For further information please contact:

Ms C Lawrence – clawrence@hillingdongrid.org

CITIZENSHIP

This is a non-examination subject that is compulsory for all students, based on the requirement of the National Curriculum. The course aims to help acquire the necessary knowledge, skills and understanding to become informed citizens in preparation for adult life. At this stage of their learning students are expected and encouraged to take greater responsibility and participate in promoting issues to improve the school and community. Students are given opportunities to study, think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events, such as learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global issues and through taking part in community activities. As part of their personal development students take part in Work Experience in Year 10 and are expected to develop a portfolio which reflects their achievements and experiences, including academic, extra curricular and activities outside school. This can be used to present to future employers and colleges.

For further information please contact:
Miss H Collier – hcollier1@hillingdongrid.org

PHYSICAL EDUCATION

This is a non-examination subject that is compulsory for all Year 10 and 11 students based on the requirements of the National Curriculum. All students will study various sports throughout the course including badminton, basketball, fitness training, netball, rugby, soccer and trampolining. The focus of the course is to ensure students maintain a healthy and active lifestyle, continuing physical activity in later life. Students are encouraged to learn and display attributes such as teamwork, leadership and cooperation in a sporting environment. Students also have the opportunity to complete GCSE Short Course PE during core PE time if appropriate.

For further information please contact:
Miss K Hannan – khannan1@hillingdongrid.org

**GCSE PE SHORT COURSE
(To be studied during core PE)****Syllabus**

AQA Physical Education

Physical Education will give students the opportunity to develop their skills in a wide range of sports and activities as well as improving their own performance. Students will learn about exercise and how the body works as well as the various reasons that affect a person's participation and performance in sport. For students who have a keen interest in sport and physical activity, who were unable to select PE as one of their main options this will be a very enjoyable course.

Short course PE is the equivalent to half a GCSE. Students will have one double lesson a week in both Year 10 and 11, where both practical and theoretical aspects of the course will be completed.

Topics to be Studied:

Unit 1: Knowledge and Understanding for the Active Participant (e.g. roles of the active participant, the demands of performance, health fitness & active lifestyle, opportunities for becoming involved in physical activity, International & other factors.)

Unit 2: The Active Participant (2 internally assessed activities - Developing skills, Decision Making, Evaluating & Improving in practical sports.)

Short course PE also forms a good basis for further study in PE at Sixth Form, either with a BTEC or AS/A2 course.

How Students Will Be Assessed

The final GCSE mark is made up from 2 components:

- A. Written Paper (45 minutes – 40%)
This will test knowledge and understanding of the theory element of the course.
- B. Controlled Assessment (45 marks – 60%)
2 assessments from 2 groups' ways of thinking: One as a player and One in a different role e.g. umpire / referee.

For further information please contact:

Mr D Gosling – dgosling@hillingdongrid.org

GCSE LANGUAGE CHOICE

Syllabus

Edexcel

From this section you have to choose one Modern Foreign Language

MODERN FOREIGN LANGUAGES**FRENCH, GERMAN, SPANISH, ITALIAN, JAPANESE**

All languages are of equal status as far as careers are concerned. The ability to offer one or more languages will greatly enhance your attractiveness as a potential employee in all employment fields. Even a fairly basic knowledge of a modern foreign language can be useful in a commercial career, remembering that we are part of the European Community, and that students are competing with other Europeans who often offer at least two foreign languages.

Many universities require good GCSE levels in languages for entry to their degree courses. If students intend to study foreign languages at degree level, remember they will normally need knowledge of more than one. If they wish to take two foreign languages then they need to choose French, German, Italian, Japanese or Spanish as one of their GCSE Options, as well as choosing one of these as their Core language. They cannot opt for a language that they have not studied before. It is possible to study a second language in twilight lessons as an additional GCSE.

Course Description

There are four skills which are developed during the course, namely the ability to:

1. listen to the language spoken by native speakers and glean information;
2. speak the language and make oneself understood by a native speaker;
3. read 'real' texts in the language with understanding;
4. write in the language to communicate facts, ideas and opinions to a reader.

To develop these skills students will use a variety of materials and stimuli such as newspaper and magazine articles and recordings. **Staff will speak to students in the foreign language whenever possible and will expect them to use the foreign language at every opportunity, too. They will continue to develop the linguistic abilities they have acquired at KS3.**

How Students Will Be Assessed

Listening, Speaking and Reading will be assessed separately in examinations at the end of Year 11. Speaking and Writing are assessed by controlled assessment tasks in class.

- Learning 20%
- Speaking 30%
- Reading 20%
- Writing 30%

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier allows students to access grades B, A and A*.

Students must be entered for each of the four skills: listening, speaking, reading and writing. Most of the testing takes place in the foreign language to comply with the National Curriculum requirements.

Japanese Assessment

Listening, speaking, reading and writing will be assessed separately in examinations at the end of Year 11.

- Learning 23%
- Speaking 27%
- Reading 23%
- Writing 27%

This is a single-tier examination and all students can access grades G – A*. This option is only available to students who have studied Japanese in 'Twilight' lessons at Key Stage 3 and to native speakers of Japanese.

For further information please contact:

Ms E Kilburn – ekilburn@hillingdongrid.org

Miss H Sidhu – hsidhu@hillingdongrid.org

GCSE FRENCH VOCATIONAL ROUTE**Syllabus**

Edexcel

Students can choose this as their Modern Foreign Language option instead of the traditional French GCSE.

In Year 10, the content of the course is exactly the same as the traditional French GCSE and in Year 11, there is a focus on two vocational subjects, in this case, Travel & Tourism and Business. This course may be more suitable to students who study Travel and Tourism or Business but is open to anyone.

Course description

There are four skills which are developed during the course, namely the ability to:

1. listen to the language spoken by native speakers and glean information;
2. speak the language and make oneself understood by native speakers;
3. read 'real' texts in the language with understanding;
4. write in the language to communicate facts, ideas, opinions to a reader.

To develop these skills, students will use a variety of materials and stimuli such as newspapers and magazines articles and recordings. **Staff will speak to students in the foreign language and expect them to interact at every opportunity. They will continue to develop the linguistic abilities they have acquired at KS3.**

How Students Will Be Assessed

Listening and Reading will be assessed separately in examinations at the end of year 11. They each represent 20% of the final grade. Speaking (30%) will be assessed during Year 11 and writing (30%) will be assessed in class under controlled conditions during Year 10 and 11. There is no coursework option. Students must be entered for each of the four skills.

For further information please contact:

Miss H Sidhu – hsidhu@hillingdongrid.org

Ms E Kilburn – ekilburn@hillingdongrid.org

ART

Syllabus

Edexcel 1027

Course Description

The GCSE course provides opportunities for students to gain experience in the fields of drawing, painting, sculpture and alternative media. Students will undertake 'supporting studies' in a range of media in response to a set theme. This work will investigate the theme, show a progression of ideas and facilitate the production of a final piece. Students will be encouraged to make perceptive and informed connections between personal work and the work of other artists. During the course they will be asked to produce two coursework projects and one examination project. Sketch books will be an essential part of each project.

Students will be expected to spend approximately 2 ½ hours a week on homework. This will relate to the set theme and will extend and enrich the supporting studies.

How Students Will Be Assessed

The examination in Art has two parts: coursework (worth 60% of the mark) and the timed test piece accompanied by supporting studies (40% of the mark).

Students and their teachers will make formal assessment of their coursework on a half termly basis. This offers them the opportunity to improve project grades over the duration of the course before submission for the final examination.

At the end of Year 11 students will be set a final project from the Examination Board. They will have approximately eight weeks to produce the supporting studies which will facilitate the production of the final piece during the 10 hour timed test.

All assessment will be graded internally, taking careful account of all previous grades, and then moderated to the final grade by a visiting examiner appointed by the Examination Board.

The examination board website for syllabus information is:
www.edexcel.org.uk

For further information please contact:
Ms S Grealish – sgrealish@hillingdongrid.org

BUSINESS STUDIES AND ECONOMICS

Syllabus – Edexcel (2BE01)

Course Description

The course aims to actively engage students in the study of business and economics developing them into effective independent and reflective learners with the ability to take a critical approach. Students will also develop skills in distinguishing facts and opinions, building arguments and making informed judgements whilst developing their knowledge, understanding and skills of contemporary issues in a range of local, national and global contexts. Students will develop the ability to appreciate the range of perspectives of different stakeholders in relation to business and economic activities and consider the extent to which business and economic activity can be ethical and sustainable.

During the two years students will study the following topics:

Unit 1 Introduction to Small Business

- Spotting a business opportunity
- Showing enterprise
- Putting a business idea into practice
- Making the start-up effective
- Understanding the economic context

Unit 2 Investigating Small Business

- This unit involves the students researching one Edexcel-set task from a choice of five on a business of their choice. They will have a set amount of time to complete research and then write up their findings under controlled conditions over 3 hours.

Unit 5 Introduction to Economic Understanding

- How can I start to think like an economist?
- Risk or certainty?
- Big or small?
- Is growth good?
- Is the world fair?

How Students Will Be Assessed

Unit 1 and 5 are assessed through an external exam, unit 1 at the end of year 10 and unit 5 at the end of year 11. Unit 2 is assessed as a piece of coursework under controlled conditions. This is internally assessed.

Ways in which parents can help

Encourage students to take an interest in current issues through newspapers and other media sources.

For further information please contact

Mrs A Appleby (Head of Faculty) – appleby1@hillingdongrid.org

CLASSICAL CIVILISATION

BOARD AND SYLLABUS

OCR Classical Civilisation J280

Course Description

This subject involves the study of the culture and society of the ancient Greeks and Romans. During the course students will be looking at topics such as daily life, religious festivals, entertainment, drama, sport and Pompeii. They will also be reading some of Homer's exciting and adventurous 'Odyssey'. Students will find this subject enjoyable if they like finding out about the past and are interested in how people used to live over 2000 years ago, and about how they have influenced our own lives. Anyone interested in history, archaeology, literature and drama would find this subject particularly fascinating, it also goes well with many other subjects.

Coursework Requirements

Students will have to complete two pieces of coursework. One piece will be set each year. The coursework consists of a controlled assignment set by the examination board of a maximum of 2000 words. The coursework is worth 25% of the total marks for the course. The topic will be based on an aspect of ancient culture and society.

Examination

There will be three written examination papers accounting for 75% of the total mark. Each paper will be an hour long. Paper 1: City life, Athens. Paper 2: Epic and Myth, The Odyssey and Paper 3: Pompeii. Each paper contains a mix of short answer questions and an essay.

Homework

Homework will be set each week and may take a variety of forms including essay writing, research and project work.

For further information please contact:

Miss S Clifford – sclifford@hillingdongrid.org

DRAMA AND THEATRE ARTS

Syllabus

Edexcel 1699

Course Outline

Drama is an **exciting, experimental** and **inspirational** subject and every student is exposed to the innovative and magical world drama creates through this GCSE.

The course lessons are **skills based** and provide the students with:

- The opportunity to adopt the roles of theatrical practitioners including actors, directors and designers
- The opportunity to use a variety of techniques, forms and conventions to create effective Drama
- The chance to learn about the history of Drama and utilize this knowledge within their performance work

The course, in addition is recognized for the **people skills** that it helps the students to develop. These include the following:

- Encouraging co-operation and team working abilities
- Increasing social awareness
- Building self confidence
- Encouraging self expression and sparking creativity
- Encouraging analytical, reasoning and evaluative skills

How Students Will Be Assessed

1. Coursework (60% of final mark)
The 60% coursework elements of the GCSE Drama Course consist of practical performance work and a written portfolio of evidence. During the course students will take part in a least two different workshops that will be marked by their teacher. In one of the workshops they will use all that they have learnt about drama to explore their responses to a range of material presented to them by their teacher. In the other workshop they will explore a play and show their understanding of drama by taking part in a number of exercises based on the play. Students will be assessed on their practical work and on the supporting notes they keep during the workshops.
2. Final Practical Performance (40% of final mark)
Students will take part in a play they have created as a group or rehearsed from a script. They can either be assessed on their acting skills in the performance or on their design and technical skills (stage design, costume, masks and make-up, lighting and sound.) They will perform in front of an audience and the examiner will be present at one of the performances.

Skills and Qualities Necessary

Students will enjoy this course if they want to study a subject that is both practical and creative. They will need to be willing to be actively involved in all aspects of practical drama and be prepared to regularly analyse, evaluate and accurately record the details of their practical investigations in a written form.

For further information please contact:

Ms J Goldthorpe – jgoldthorpe@hillingdongrid.org

EXPRESSIVE ARTS**Syllabus**

AQA

Course Description

This course is designed for anyone with an interest in more than one Arts subject, who enjoys creating work and presenting it in front of others. Students are encouraged to express themselves through the arts by developing appropriate practical skills and techniques. They will also develop an understanding of the relationship between different art forms and how they integrate. As part of the course, students will have to respond to a range of existing art works and develop their skills of critical analysis. All students will be expected to engage in the creative process, either as an individual or as a member of an ensemble, and will have to evaluate the effectiveness of their work.

Unit 1**Examination Presentation – Practical work in response to set stimuli****40% of the total marks**

Practical response to a stimulus or stimuli from a paper set by AQA. A choice from each of three optional Areas of Study in the specification, with each topic offering a range of stimuli.

The three optional Areas of Study are:

- A: From Past to Present
- B: Peoples and Places
- C: Universal Themes

Following a preliminary preparation period, candidates have up to 15 hours to produce a presentation of practical work, integrating two art forms.

The assessment of the Examination Presentation takes account of candidates' working processes and their final presentation.

Unit 2**Controlled Assessment – Practical work in response to studies of existing arts works****60% of the total marks**

Candidates complete **two** tasks, each with a weighting of 30% (60 marks each).

Each task requires candidates to study the work of practitioners (arts works) and the connections between them, and to develop and present their own practical work, integrating two art forms.

Candidates are required to reflect on and to analyse and evaluate the effectiveness of their practical work at all stages of its progress.

For further information please contact:

Ms J Goldthorpe – jgoldthorpe@hillingdongrid.org

GEOGRAPHY

Syllabus

Edexcel B – Evolving Planet

Course Description

This course offers students the opportunity to study a range of up to date issues and conflicts which will shape our work in the Twenty First Century. The factual content of the course is much reduced, enabling students to spend more time developing their own values and opinions.

Classroom activities will be based around a wide range of resources from campaigning websites like Greenpeace and Anti-Nike to videos and slides. Contact with textbooks will be kept to a minimum! We make extensive use of the interactive whiteboard for learning resources and student presentations and use of GIS software.

Unit 1 - Dynamic Planet – Studying the topics of:

The restless earth, Climate and change, Battle for the Biosphere, Water World Coastal change and conflict or river processes and pressures, Oceans on the edge or extreme climates.

Unit 2 – People and the Planet – Studying the topics of:

Population dynamics, Consuming resources, Living spaces, Making a living, Changing cities and Development dilemmas.

Residential Field Visit

Fieldwork is an essential part of Geography and will be an important component in this course. There will be a field visit at the end of year 10 to collect data for the controlled assessment.

How Students Will Be Assessed

Exams

There will be three exams (Modular)

Unit 1 – Dynamic Planet – 1 Hour (Higher and Foundation) – 25%

Unit 2 – People and the Planet – 1 Hour (Higher and Foundation) – 25%

Unit 3- A Decision Making exercise – 1 Hour (Higher and Foundation) – 25%

For which we get some pre-released material (photos, maps, graphs) Jan before the exam (June). Students will be presented with a planning problem and have to use all of their knowledge and skills to choose a solution.

Research Assignment - 25%

This will involve undertaking research, carrying out fieldwork and writing it up under controlled conditions

For further information please contact:

Miss E Sandell – lsandell@hillingdongrid.org

HISTORY

Syllabus

OCR Syllabus A Schools' History Project

Course Description

The course is divided into three main areas over the two years.

The Study in Development looks at Medicine through the Ages. It focuses upon how medicine and surgery have changed over time and looks at some of the individuals who made those changes happen.

The Modern World Study considers the troubles in Northern Ireland. Students try to understand the present day situation by using newspapers, looking at news reports on television and by accessing the internet. They then investigate the past to put these events into context.

The Study in Depth concentrates upon Germany 1919 – 1945. All aspects of life in this period are studied, which include the Second World War. A main focus is obviously the Rise to Power of Adolf Hitler and how he used that power.

History is regarded as a strong academic subject and will be useful if students are interested in careers such as Journalism, Law, TV Research and Tourism. History can give students the skills most employers want, whatever job they have in mind.

How Students Will Be Assessed

Coursework (25%)

There is one piece of coursework, to be completed under controlled assessment conditions.

Examination

There will be two examinations at the end of the course:

Paper 1: 2 hour examination on Medicine and Germany (45% of total grade)

Paper 2: 1 ½ hour examination involving a detailed investigation of an Historical issue taken from the context of Medicine (30% total grade)

For further information please contact:

Ms G Gatsky – ggatsky@hillingdongrid.org

LATIN

Board and Syllabus

Latin GCSE J281

OCR Examination Board

Course Description

The study of Latin at GCSE level will provide candidates with an opportunity to study the language and literature of ancient Rome, including Virgil, Ovid and Horace, elements of the culture, language and social and political life of the Roman civilisation.

Particular areas of study include:

- Latin translation and comprehension.
- Latin texts in their original language.
- Literature set texts, including Virgil, Ovid, Catullus and Horace.
- Understanding and analysing primary sources relating to work and domestic life, social life and entertainment.

Examination and Coursework

Assessment is at either Foundation Tier (with grades G-C available) or Higher Tier (with grades D-A* available). There will be four examination papers, each worth 25% of the total mark.

Papers titles are:

- A401 Latin Language 1
- A402 Latin Language 2
- A404 Latin verse and Literature
- A405 Sources for Latin

Homework

This will be set each week and will consist of either aspects of language work, literature or society.

This option is only available to students who have studied Latin at KS3.

For further information please contact:

Ms E Kilburn – ekilburn@hillingdongrid.org

Miss C Snoad – csnoad@hillingdongrid.org

MEDIA STUDIES**Syllabus**

AQA

Course Description

It is recognised that the mass media (television, radio, film, newspapers, magazines comics and popular music) play an increasingly important role in contemporary society. It is not possible for anyone living in the western world in the twentieth century to escape the effects of the mass media's output. This course is designed to encourage students to develop a critical understanding of the role of the mass media in society. An important feature of the syllabus is the opportunity it affords students to investigate actively media processes and techniques through practical work.

If students have a critical interest in the media and wish to begin to understand its role in society, they would be well suited to this subject.

How Students Will Be Assessed?**Coursework (50%)**

Students submit three assignments which demonstrate an ability to analyse, research, plan, create and evaluate media products.

Exam (50%)

This 90 minute exam focuses on a single media topic which students prepare for in advance. Past topics have included TV Sitcoms, TV Quiz shows, Newspapers, Comics and Music Magazines.

For further information please contact

Mr T Daley – tdaley@hillingdongrid.org

Mr M Fisher – mfisher1@hillingdongrid.org

MUSIC**Syllabus**

Edexcel

Course Description

This course seeks to develop students' skills in the three main areas of musical experience; **Performing, Composing and Listening**.

Paper 1 - Performing (30%)

Candidates will develop their skills at both solo and ensemble performing.

For Solo Performing (15%) one solo performance will count as the final assessment. It can be played or sung, with or without accompaniment (which might be piano or supporting rock group for example) and there is no minimum time limit. The music performed can be from any style or tradition covered in the course (this includes classical and Brit pop).

For Ensemble Performing (15%) there is also a free choice of style. Students will also have the opportunity to perform on a second instrument. Performances with other players or singers may take place in the classroom, in school music groups or outside the school but all must be in the presence of the teacher. One of their performances offered in this section must include a performance of their own composition. Students can offer any of the following activities for performing during the course:

- performing an individual part within a group
- directing an ensemble
- solo performing
- solo performance using a sequencer
- improvising as part of an ensemble
- ensemble performance using music technology

Students are required to attend one extra curricular music activity to support their studies. It is strongly recommended that students complete Grade 2 before taking this course.

Paper 2 – Composing (30%)

In this paper students develop their musical ideas in the form of compositions or arrangements. They will compose a variety of compositions during the course. Students may compose for conventional, amplified or electronic instruments (including MIDI workstations, samplers and record decks) and any technological procedures which are integral to the compositional process of the musical idiom or style, for example sequencing, mixing, sound synthesis and processing). Compositions must be recorded and should be accompanied by a notated score (either hand written or printed) or commentary. Students will present their best compositions for coursework assessment.

Paper 3 – Listening and Appraising (40%)

Students will be asked to respond to questions based on recorded extracts of music on a CD in a examination lasting 1 hour 30 minutes. The music will be taken from a variety of styles – music from around the world, popular music and classical music. A range of question types will be set including multiple choice, grid completion and free response.

For further information please contact:

Miss H Day – hday@hillingdongrid.org

PHYSICAL EDUCATION

Syllabus

AQA Physical Education

Course Description

Physical Education will give students the opportunity to develop their skills in a wide range of sports and activities as well as improving their own performance. They will learn about exercise and how the body works as well as the reasons that affect a person's participation and performance in sport. For students who have a keen interest in sport and physical activity, this will be a very enjoyable course.

Topics to be Studied:

Unit 1: Knowledge and Understanding for the Active Participant (e.g. roles of the active participant, the demands of performance, health fitness & active lifestyle, opportunities for becoming involved in physical activity, International & other factors.)

Unit 2: The Active Participant (two internally assessed activities - Developing skills, Decision Making, Evaluating & Improving)

Unit 3: Knowledge and Understanding for the Active Participant (Extension of Unit 1 topics plus Injuries, Leisure & Recreation, Diet, School Influences, Emotional Well-being, Cultural & Social Factors, Vocational Opportunities, Science & ICT.)

Unit 4: The Active Participant (four internally assessed activities - Developing skills, Decision Making, Evaluating & Improving)

Full course PE also forms a good basis for further study in PE at Sixth Form, either with a BTEC or AS/A2 course.

How Students Will be Assessed

The final GCSE mark is made up from two components:

- A. Written Paper (1 hour 30 minutes – 40%)
This will test your knowledge and understanding of the theory element of the course.
- B. Controlled Assessment (90 marks – 60%)
Four assessments from at least two groups / ways of thinking: at least 2 as player / participant, at least one in a different role e.g. umpire / referee.

For further information please contact:

Mr D Gosling – dgosling@hillingdongrid.org

RELIGIOUS STUDIES

This paper will be taught as a twilight session after school for students who wish to increase their Short Course to a Full GCSE exam.

Course Title: Religion & Society Based On A Study Of Christianity & Islam

Course Code: Unit 8
100% Examination

This module consists of the study of FOUR units that are examined in a single paper at the end of Year 11 in the form of essays.

Section 8.1 – Religion: Rights And Responsibilities
Christianity Only

Moral Decisions – Authority of bible, church, conscience, situation ethics and the electoral System in the UK

Differences amongst Christians to politics

Attitudes to genetic engineering and cloning

Section 8.2 – Religion: Environment And Medical Issues
Christianity & Islam

Environmental issues – pollution and global warming

Christian teachings on creation & stewardship

The work of one religious person, community or organisation supporting conservation of the planet & its resources

Attitudes to transplant surgery

Section 8.3 – Religion: Peace And Conflict
Christianity & Islam

The UN and World Peace

How Religious Organisations try to promote world peace

Differences among Christians and their attitude to war

Attitudes to bullying

Religious conflicts within families

Section 8.4 – Religion: Crime And Punishment
Christianity & Islam

The need for Law & Justice

Theories of Punishment – Deterrence, Retribution, Reform

Attitudes to capital punishment

Attitudes to drugs and alcohol

How Students Will Be Assessed

The final examination is a single written paper of 1 hour and a half duration taken at the end of Year 11 (in addition to the short course paper), where you must answer one question on each of the above sections. The examination makes up 100% of the assessment. There is no coursework.

For further information please contact:

Mrs K Gajparia – kgajparia@hillingdongrid.org

Mr A Berg – aberg2@hillingdongrid.org

SOCIOLOGY

Syllabus – AQA Sociology

Course Description

Sociology is exciting, interesting and relevant to life. The course encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills. They also develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. The subject content is divided into sections that deal with particular kinds of social relations or with different aspects of the social structure of British society. By studying the course students will become familiar with a range of terms and concepts commonly used by sociologists.

During the two years students will study the following topics:

Studying society – They will investigate how sociologists study society and some of the central terms and concepts relevant to the topic areas covered, during the course, such as class or poverty.

Education – They will investigate why we have an education system, why some students do better than others, the influence of the government and different types of schools, the relationship between students, teachers and peers.

Families – They will investigate what is meant by the family, changes in family patterns including marriage, fertility and divorce as well as the different Sociological approaches to the family.

Crime and Deviance – They will investigate the concepts of crime and deviance and be able to describe the ways in which individuals are encouraged to conform to social rules as well as different sociological explanations of criminal and deviant behaviour, such as labelling theory and the usefulness of official crime figures. They will also learn about the significance of criminal and deviant behaviour for victims, communities and society in general.

Mass Media – They will investigate the importance of the media in society, how it may develop stereotypes and promote deviant behaviour as well as shaping views. They will also study ownership of the media and how this affects what is consumed.

Power – They will investigate the opportunities to participate in the political process, at local and national level, by individuals and communities and how different social factors such as age, gender, ethnicity and class influence the pattern of political participation. They will also look at the nature and significance of power relationships in 'everyday' situations, such as those between children, parents, school teachers and members of the public and the police.

How Students Will Be Assessed

All assessment is through external examination at the end of Year 10 and Year 11. Students will be internally assessed throughout the course through essays, practice papers, presentations and discussions.

Ways In Which Parents Can Help

To be successful on the course students need an understanding of current events. We encourage students to watch topical documentaries and to read quality newspapers.

For further information please contact

Mrs A Appleby (Head of Sociology) – appleby1@hillingdongrid.org

GCSE OPTION CHOICE

DESIGN AND TECHNOLOGY CHOICES IN GCSE

A range of subjects in Design & Technology are offered to enable students to develop a depth of knowledge, skills and expertise in the specialist area of their choice. They must study one Design & Technology subject which they may choose from a number of different subjects.

There are several GCSE Design & Technology examinations to choose from, details of each are on the following pages.

1.	Catering	WJEC	12402/2
2.	Design & Technology: Graphic Products	OCR	J303
3.	Design & Technology: Resistant Materials	OCR	J306
4.	Design & Technology: Textiles Technology	AQA	4570
5.	Construction BTEC First Diploma	EDEXCEL	
6.	Hairdressing NVQ Level 1	VTCT	

For further information please contact:

Mr N Taylor – ntaylor4@hillingdongrid.org

Mr G Nicholls – gnicholls@hillingdongrid.org

CATERING

Syllabus

WJEC

Course Description

This course gives students the opportunity to gain knowledge of the catering industry and to learn a wide range of practical skills. It builds on the basic practical skills students have acquired in Years 7 - 9. The course covers four main units:

- The Catering Industry
- Nutrition and Menu Planning
- Food Production
- Technological Developments

Topics that will be covered within these units include health, safety and food hygiene, management structure within the industry, the study of a range of commodities, costing, catering terminology, food processing packaging, labelling, equipment and use of ICT.

How Students Will Be Assessed

A final examination will take place at the end of Year 11, which contributes 40% of the exam grade. The remaining 60% is made up of coursework of two practical assignments, one in each year.

The course will involve a large amount of practical food preparation work on a weekly basis, for which ingredients must be purchased. This is essential as the process and skills required form a major contribution towards the final GCSE grade.

In Year 10 as part of the school work experience, students must participate in a minimum of one week catering placement.

If students think they will not be able to bring ingredients in each week then they should NOT opt for this course. They will also be required to purchase a chef's jacket.

However, it must also be emphasised that this is not simply a 'cooking' course and students will not be assessed only on their practical work, but also on their theoretical knowledge. It is not an easy option.

For further information please contact:

Mrs R Ndegwa – rndegwa@hillingdongrid.org

DESIGN & TECHNOLOGY: GRAPHIC PRODUCTS**Syllabus**

OCR J303

Course Description

In Design and Technology students will combine practical and technological skills with creative thinking to design and make products that meet human needs. They will learn to use current technologies and consider the impact of future technological developments.

This course is concerned with the designing and making of products from graphics materials such as paper, card, foam board, sheet plastics and Styrofoam. It also requires the production of associated graphic images, including computer generated imagery. This includes a huge range products such as books and magazines, packaging, display stands, posters, and computer game and CD covers.

Students will improve their ability to draw and present ideas with different drawing techniques, using both technical drawing equipment and CAD (Computer Aided Design) software. They will develop designs and products, combining various materials and techniques including digital photography, scanning and printing.

How Students Will Be Assessed

The assessment of the GCSE is divided into four units:

Students will complete two full design & make projects, each worth 30% of their marks.

They will also take two exams, on sustainable design and the technical aspects of designing and making, each worth 20% of the marks.

For further information please contact:

Mr N Taylor – ntaylor4@hillingdongrid.org

Mr G Nicholls – gnicholls@hillingdongrid.org

DESIGN & TECHNOLOGY: RESISTANT MATERIALS

Syllabus

OCR J306

Course Description

In Design and Technology students will combine practical and technological skills with creative thinking to design and make products that meet human needs. They will learn to use current technologies and consider the impact of future technological developments.

This course is concerned with the designing and making of products from resistant materials such as wood, metal and plastics. This includes a huge variety of 3D products and possible design themes including Storage, Educational Toys, Lighting, Sports, The Environment, Gardens, etc.

Students will improve their ability to draw and present ideas with different drawing techniques, both by hand and using CAD (Computer Aided Design) software. They will learn about the properties of materials and the various techniques for shaping and joining them, in order to develop designs and create 3D products.

How Students Will Be Assessed

The assessment of the GCSE is divided into four units:

Students will complete two full design & make projects, each worth 30% of the marks.

They will also take two exams, on sustainable design and the technical aspects of designing and making, each worth 20% of your marks.

For further information please contact:

Mr N Taylor – ntaylor4@hillingdongrid.org

Mr S Knowles – sknowles@hillingdongrid.org

Mr G Nicholls – gnicholls@hillingdongrid.org

DESIGN & TECHNOLOGY: TEXTILES TECHNOLOGY**Syllabus**

AQA 4570

Course Description

The course is concerned with the understanding of textiles as a material and with the designing, making and evaluating of products from those Textiles materials. This involves being aware of the part textile products play in everyday life, the design ideas behind their creation and the processes involved in the production of the finished item.

The three possible routes through the Textiles coursework:

- Fashion
- Furnishings
- A combination of Fashion and Furnishings

Throughout Years 10 and 11, students will study:

- Basic design principles
- Influences that affect the design and manufacture of textiles products
- The use and application of colour, pattern and texture using a range of techniques that include printing, dyeing and surface decoration using stitching treads and trimmings

Topics will be taught in a variety of ways, allowing students to develop and apply their knowledge through investigative and practical work. This will include both teacher-directed work and opportunities to create and develop quality textile products through focused set opportunities.

This course provides a route to courses in Higher Education with emphasis on both the fashion industry, and business and managerial posts in industry. The Design element also opens the door to a variety of related courses.

How Students Will Be Assessed

The GCSE assessment will consist of one major Design and Make Assignment, which will account for 60% of the marks. This will be carried out during 40 to 50 hours of supervised time during Year 11. A final two-hour written examination, which will take place at the end of Year 11, will account for the other 40% of the GCSE grade. Depending upon progress and level of achievement in this course, students will be entered for either the Foundation or Higher Level of the written examination.

Students should note that there will be a significant amount of practical work in the course for which they must be prepared to fully participate. They will be continuously assessed throughout the course on the practical skills and processes used and this will form a major contribution towards the final GCSE grade. There is an expectation that students attend extra curricular twilight sessions in Years 10 and 11, to develop further their knowledge and understanding of the practical skills involved and to complete their coursework successfully.

For further information please contact:

Miss M Wertheimer – mwertheimer@hillingdongrid.org

Ms R Perry – rperry@hillingdongrid.org

Ms M Fedrick – mfedrick@hillingdongrid.org

BUSINESS - BTEC with a GCSE Short Course

BTEC First Diploma – Syllabus Edexcel

GCSE Short Course Business Studies – Syllabus AQA

Course Descriptions

This course will give students the opportunity to gain both a BTEC qualification which is worth four GCSEs A* to C and half a GCSE in Business.

The BTEC First Diploma in Business is a practical work-related course. This qualification is equivalent to four GCSEs at A* to C grades. BTEC qualifications are recognised by employers and education institutions and provide a good progression route to more advanced qualification or to employment.

Both courses encourage students to understand the organisation of businesses, how they are financed, the culture of a business and their role within the local and wider community.

Students will complete assignments based on realistic workplace situations and activities. These courses encourage them to develop investigative and research skills so they can apply knowledge to practical situations. A total of six units are studied for the BTEC with an assignment for each. The grade for each assignment will contribute to the overall qualification grade. There will be one exam and one piece of controlled course work for the short course.

In Years 10 and 11 students will study the following for the BTEC:

- Unit 1: Exploring Business Purpose**
- Unit 2: Developing Customer Relations**
- Unit 3: Investigating Financial Control**
- Unit 4: Doing Business online**
- Unit 5: People in Organisation**
- Unit 6: Exploring Business Enterprise**

In Year 11 students will study for the GCSE short course this will include:

- Starting a business**
- Marketing**
- Finance**
- People in Business**
- Operations**

Both of the courses have common elements so they will start the short course in Year 11.

Homework

Students will have regular tasks and will have responsibility for continuing with portfolio work as well as homework.

How Students Will Be Assessed

All six units are assessed through assignments. All units will be graded at Distinction, Merit, Pass or Below Pass. The overall grade is dependent on the total points achieved across all units.

For further information please contact:

Mr T Boddington – tboddington1@hillingdongrid.org

Ms T Zanelli – tzanelli@hillingdongrid.org

**GCSE AND BTEC COMBINED OPTION CHOICE
BTEC FIRST DIPLOMA HEALTH AND SOCIAL CARE COMBINED WITH A
SHORT COURSE IN GCSE PSYCHOLOGY**

Syllabus

BTEC First Diploma – Edexcel / GCSE – AQA

Course Description

Students taking this option will have the opportunity to study a combined programme of subjects which will develop their vocational skills, academic abilities and knowledge.

The BTEC course will give students a relevant qualification to pursue a career in Health and Social Care Industries or will provide skills required to pursue a career where interaction with customer and clients is required. It is equivalent to four GCSE's (A*-C).

Students will also follow a short course in Psychology allowing them to develop a sound understanding of the various methods and approaches in Psychology at an introductory level. The topic areas have been chosen because of their importance and prominence within the core areas of the subject and their relevance to everyday life. There is a great deal of overlap between the content of the two courses so they are complimentary.

Course Detail - BTEC First Diploma Health and Social Care
<p>Unit 1- Communication and Individual Rights within the Health and Social Care sectors</p> <p>Unit 2 – Individual needs within the Health and Social Care sector</p> <p>Unit 3 – Anatomy and Physiology for Health and Social Care</p> <p>Unit 4 – Vocational experience in Health and Social Care – (students have to successfully take part in two weeks' work placement to complete this unit)</p> <p>Unit 5 – Human Life span and Development</p> <p>Unit 6 – Creative and Therapeutic Activities</p>
<p>Assessment – all units are assessed though portfolios. There are no external exams.</p> <p>Work experience – This is an integral element of the course. The two week work experience in year 10 will be used for unit 4 and must be related to the Health and Social Care sectors. Placements will also be arranged in Year 11.</p>

Course Detail – GCSE Short course in Psychology
<p>Unit title – Making Sense of Other People. The unit has the following topic areas:</p> <ul style="list-style-type: none"> ▪ Memory ▪ Non-Verbal Communication ▪ Development of Personality ▪ Stereotyping, Prejudice and Discrimination ▪ Research Methods, Methods of Investigation and ethical Considerations
<p>Assessment – There is one written exam at the end of Year 11 of 1½ hours.</p>

For further information please contact:

Mrs A Appleby (Head of Health and Social Care) aappleby1@hillingdongrid.org

Mr C Telford (Head of Psychology) ctelford@hillingdongrid.org

TRAVEL AND TOURISM**Syllabus**

Edexcel

Course Description

This is a vocational BTEC course and will provide students with a knowledge and understanding of the Travel and Tourism Industry. It gives students a relevant qualification to pursue a career in the Travel and Tourism industries or will provide the skills required in career where interaction with customers is required. It is equivalent to four GCSEs (A*-C).

This is a practical course which encourages students to develop investigative and research skills so they can apply knowledge to practical industry-based situations.

Students study a total of six units. The course is solely assessed through coursework in which students build up comprehensive evidence to demonstrate their knowledge and understanding of the industry. Each assignment will be internally assessed and then internally and externally verified.

The six units studied are:

Unit 1 – The UK Travel and Tourism Industry – The unit provides a broad overview of the UK Travel and Tourism Industry, so students can appreciate its diversity, complexity and inter-relationships.

Unit 2 – Exploring Customer Service in Travel and Tourism – This unit allows students to explore the customer service of several major organisations.

Unit 3 – UK Travel and Tourism Destinations – This unit will provide students with an introduction to the UK Travel and Tourism Industry.

Unit 4 – European Holiday Destinations – This unit introduces students to European holiday destinations and looks at how destinations appeal to different types of tourists.

Unit 5 – Exploring Marketing in Travel and Tourism – In this unit students study the principles of marketing in the Travel and Tourism Industry.

Unit 6 – Developing Employability Skills in Travel and Tourism – In this unit students will learn how to get a job in the Travel and Tourism Industry.

Homework - Students will have regular tasks and will have to take responsibility for continuing with portfolio work as well as homework. Parents can help by ensuring that students meet all deadlines and that students are committed to completing their assignment work. Parents should support attendance on visits as these are directly related to course requirements.

For further information please contact:

Miss R Money – rmoney1@hillingdongrid.org

BTEC FIRST DIPLOMA

EDEXCEL LEVEL 2 BTEC FIRST DIPLOMA IN SPORT (EXERCISE AND FITNESS)

BTEC First Diploma is equivalent to 4 GCSEs grades A*- C.
The course is 100% coursework with no examinations.

Course Description

A BTEC First Diploma is a practical, work-related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. The course prepares young people for careers in the sports sector in a variety of types of work, such as fitness, coaching and leadership. It also motivates learners via applied learning and assessment.

Topics To Be Covered

The BTEC First Diploma in Sport (Exercise and Fitness) consists of two core units, **plus** four specialist units

Unit	Core units – both units must be taken
1	The Body in Sport
2	Health, Safety and Injury in Sport

Unit	Specialist units – four of the following must be taken
3	The Sports Industry
4	Preparation for Sport
5	Planning and Leading Sports Activities
6	Practical Sport*
7	Practical Outdoor and Adventurous Activities*
13	Work-based Project in Sport
14	Instructing Exercise and Fitness
15	Sport and Leisure Facility Operations

* Learners may only take either unit 6 or 7, they may not take both.

How Students Will Be Assessed

The course is 100% coursework which includes assignment projects, practical skills such as presentations, coaching classes and leadership. Each assignment will be graded either PASS, MERIT OR DISTINCTION against a set criteria.

Who Is This Course Suitable For?

This course will suit students who enjoy working on project assignments and independently researching tasks, students who are good at keeping to coursework deadlines but do not like written examinations. It suits students who are confident to contribute to lessons and enjoy learning in a more practical way e.g group work activities, presentations and leading practical coaching lessons.

For further information please contact:
Miss K Hannan – khannan1@hillingdongrid.org

CONSTRUCTION**Syllabus**

Edexcel

Course Description

The BTEC First Diploma in Construction is a practical work-related qualification reflecting the knowledge, skills and understanding required in the construction industry. This qualification is equivalent to four GCSEs at A* to C grades. BTEC qualifications are recognised by employers and education institutes and provide a good progression route to employment or more advanced qualification such as the Level 3 BTEC Nationals in Construction, Civil Engineering or Building Services Engineering, or a Level 3 NVQ.

Students will study a total of six units.

Unit 1: An Introduction to the Construction Industry

Understand the key factors affecting the development of a sustainable built environment by the construction industry. Understand the diversity and complexity of the construction industry. Be able to describe the human resources available to the construction industry. Understand the factors that influence construction projects.

Unit 2: Exploring Health, Safety and Welfare in Construction

Understand the importance of health, safety and welfare, and the responsibility of the individual to themselves and to others in the construction and built environment sector. Be able to identify and describe the hazards and associated risks commonly encountered on construction sites. Be able to identify and describe good health, safety and welfare practice in the construction industry.

Unit 3: The Use of Science and Mathematics in Construction

Understand the nature of forces and their effect on construction materials. Understand how changes in temperature affect construction materials. Be able to transpose and evaluate simple formulae to solve construction problems. Be able to use simple trigonometry and graphical methods to solve construction problems.

Unit 4: Exploring Building Services Techniques

Be able to identify and select the hand tools, portable power tools, personal protective equipment (PPE) and access equipment commonly used to perform simple building services tasks. Be able to apply safe working practices to measure, cut, manipulate and form basic joints to given specifications in pipe and cable. Be able to apply safe working practices to perform work on basic elements of building services installations, to given specifications, using pipe work and cables.

Unit 5: Exploring Trowel Operations

The term "trowel operations" refers to a broad range of construction crafts where the main tool used is the trowel. The largest number of construction workers using a trowel in everyday work are bricklayers, this unit is focussed on exploring the basic skills and materials involved in bricklaying and blockwork.

Unit 6: Exploring Carpentry and Joinery

This introduces learners to the hand tools most commonly used in carpentry and joinery and to the basic skills required to form simple joints and frames in timber.

This course is assessed through 100% coursework.

For further information please contact:

Mr N Taylor – ntaylor4@hillingdongrid.org

Mr G Nicholls – gnicholls@hillingdongrid.org

Mr S Knowles – sknowles@hillingdongrid.org

HAIRDRESSING**Syllabus**

VTCT

Course Description

The VTCT in hairdressing is a practical work-related qualification reflecting the knowledge, skills and understanding required in the hairdressing industry. This qualification is equivalent to three GCSEs at D to G grades. It is a national qualification recognised by employers and education institutes and provides a good progression route to employment in the hairdressing industry and will provide the knowledge and practical skills necessary to progress to an NVQ Level 2. In Year 11 students will study Beauty NVQ Level 1.

This course is delivered off-site at Harrow College one day a week. Students are expected to make their own way to and from the college.

Students will study a total of six units:

Unit G1: Ensure your own actions reduce risks to Health and Safety

This unit applies to everyone at work, whether paid, unpaid, full or part-time. It covers the competences required in the identification of hazards and reduction of risk, and the knowledge required of workplace practices and policies relating to health and safety matters.

Unit G2: Assist with salon reception duties

This unit is about helping with salon reception duties. Students will have to show they can keep the reception area neat and tidy, greet people entering the salon, deal with their questions and make straightforward appointments. Using good communication skills when people come into the salon or telephone the salon is a very important part of this unit.

Unit G3: Contribute to the development of effective working relationships

This unit is about forming good relationships with clients in a way that promotes goodwill and trust, being able to work effectively when supporting colleagues and using opportunities for learning that happen within your job role.

Unit H1: Shampoo and condition hair

This unit is about the skill of shampooing and conditioning using appropriate massage techniques and products for a variety of hair types.

Unit H37: Assist with Colour Services

This unit will be suitable for those working with both Caucasian and African and Caribbean hair types and includes learning effective and safe methods of working when assisting with colour services

Unit H5: Prepare for hairdressing services and maintain work areas

This unit is about preparing for hairdressing services and maintaining the work area for hairdressing services

Each unit will focus on the knowledge and practical skills required to progress to the next unit of work. Students will have the opportunity to practice their skills through school based salon work and through work experience which will be an integral part of the course.

How Students Will Be Assessed:

The course is assessed on 100% coursework. Students will be assessed on each unit of work as they progress throughout the course. To gain the full award students must complete all six units.

For further information please contact:

Mr N Taylor – ntaylor4@hillingdongrid.org

BEAUTY**Syllabus**

VTCT

Course Description

The VTCT in beauty is a practical work-related qualification reflecting the knowledge, skills and understanding required in the beauty industry. This qualification is equivalent to three GCSEs at D to G grades. It is a national qualification recognised by employers and education institutes and provides a good progression route to employment in the beauty industry and will provide the knowledge and practical skills necessary to progress to an NVQ Level 2.

This course is delivered off-site at Harrow College one day a week. Students are expected to make their own way to and from the college.

Students will study a total of six units:

Unit BT1: Prepare and maintain the beauty therapy work area

This unit is about preparing and maintaining the beauty therapy work area. It covers preparing the work area for waxing, eye treatments, make-up, manicure, pedicure and facial treatments. Students will need to be able to set up materials and equipment for these treatments, maintain personal appearance and hygiene, and obtain the clients' records.

Unit BT2: Assist with facial treatments

This unit is about assisting with facial treatments. Students will need to be able to prepare for treatments by setting up the work area, using consultation techniques, performing a skin analysis and preparing the client. They will also need to be able to assist with facial treatments, including cleansing, removing eye make-up, toning, mask application and moisturising.

Unit BT3: Assist with nail treatments on the hands

This unit is about assisting with and carrying out basic nail treatments on the hands. Students will need to be able to prepare for nail treatments by setting up the work area and using consultation techniques. They will also need to be able to carry out basic nail treatments, including filing, buffing, application of clear nail polish and hand moisturiser.

Unit G1: Ensure your own actions reduce risks to health and safety

This unit covers the health & safety duties for everyone in the workplace, irrespective of their work role. It describes the competencies required to ensure that student's own actions do not create any health & safety risks, they do not ignore significant risks in the workplace, and they take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

Unit G2: Assist with salon reception duties

This unit is about helping with salon reception duties. Students will have to show they can keep the reception area neat and tidy, greet people entering the salon, deal with their questions and make straightforward appointments. Using good communication skills when people come into the salon or telephone the salon is a very important part of this unit.

Each unit will focus on the knowledge and practical skills required to progress to the next unit of work. Students will have the opportunity to practice their skills through school based salon work and through work experience which will be an integral part of the course.

How Students Will Be Assessed:

The course is assessed on 100% coursework. Students will be assessed on each unit of work as they progress throughout the course. To gain the full award students must complete all six units.

Beauty NVQ Level 1 is the second half of the Hairdressing option and is delivered in Year 11.

For further information please contact:

Mr N Taylor – ntaylor4@hilingdongrid.org

CURRICULUM ENRICHMENT OPPORTUNITIES

We are conscious of the fact that many of our students are capable of studying more GCSE subjects than the normal timetable will allow.

In the past, as a Language College, we have offered the opportunity for students to study an extra language. We also offer Religious Education so that students can top up the ½ course that they study in the core to a full GCSE.

- French
- German
- Italian
- Religious Education : Full Course

Students can only take one of these courses as a twilight.

Other opportunities to study an extra language at Haydon:

If Students speak a Community Language (e.g. Gujarati, Urdu, Punjabi, Russian, Mandarin or Greek) they can study for accreditation (e.g. GCSE) in the language in classes we are running in twilight sessions.

Students will also be able to study Japanese in twilight classes.

There are a variety of language clubs running at lunchtime.

For further information please contact:

Ms E Kilburn – ekilburn@hillingdongrid.org