

YEAR 8

**KEY STAGE 4
COURSES**

2026-2029

Hazelwick School



effort achieves

THE KEY STAGE 4 CURRICULUM 2026-2029

“An Introduction for Year 8 Students”

Dear Year 8 students and parents/carers,

As you move through Year 8, you will be invited to make decisions and choices that will shape the curriculum and lessons that you study in Years 9, 10 and 11. These choices will be made by you at home using the information that is gathered from the Options process, from this booklet and from the Options Evening in January.

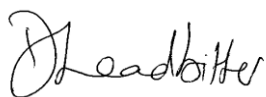
The choices you make over the next few months will obviously impact your learning and experiences at Hazelwick over Key Stage 4 (Years 9-11). However, these choices will also have an impact of other future choices beyond Year 11, with the shape of your curriculum linking to and directing possible choices for post-16 education, and Further Education and employment beyond that. You therefore need to carefully consider your own goals for the future, even at this early stage.

Our aim as a school is that at the end of Year 11, our students are fully prepared for the next stage of their life. For the majority, this is moving into our excellent Sixth Form with all Key Stage 4 courses having progression routes at post-16. We also aim to ensure that all students have the skills and knowledge to be able to contribute positively to our wider community beyond Hazelwick.

The courses that we offer at Key Stage 4 are broad and balanced. There is a lot of information within this booklet to inform, support and guide your decisions. Please do take time to read this carefully, and use the subject specific pages to ensure you fully understand what each course entails, including what the content is, how much is assessed by exam (as opposed to coursework) and how the course is structured. You should also make sure you engage fully with the Options Programme in form time, and ask questions of your class teachers. Finally, attending the Options Evening on 14th January will give a better insight and understanding of the whole process, as well as the chance to visit subject areas and speak to subject specialists.

I look forward to seeing you at Options Evening, and to seeing you progress through this important and exciting next stage of your education.

With best wishes



Mr D Leadbitter
Headteacher

THE KEY STAGE 4 CURRICULUM 2026-2029

“An Introduction for Year 8 Parents/Carers”

During their first two years at Hazelwick students have been following a very broad programme of study based mainly on the compulsory subjects of the National Curriculum at Key Stage 3. From September 2026, in Years 9-11, the school continues to encourage breadth of study, but the number of compulsory subjects is reduced and students are given greater scope to select a range of other subjects which best suit their interests and abilities. We hope that in this way each individual will be able, with appropriate guidance and support, to construct a programme of study that is most likely to produce a high level of success. All students can access a mixture of GCSE and GCSE-equivalent courses to increase the flexibility of what can be chosen and to cater more specifically for the strengths of individuals.

The purposes of this booklet are:

- to explain how the process of choosing options is organised
- to give background information to help students’ decision-making
- to set out the syllabus content, organisation and methods of assessment for all subjects available for study at Key Stage 4.

This booklet has been written with a student audience in mind. However, parents/carers are also asked to study its contents, since your involvement in the whole process of choosing options is vital. It not only demonstrates your interest in your child’s education but also enables you to be part of the key decision-making process on which your child’s future success in secondary education depends.

In addition to the information contained in this booklet, a Year 8 Parents’/Carers’ Key Stage 4 Options Evening has been arranged for **Wednesday 14th January** in Lower School (South) building. During this meeting further explanation will be given about Hazelwick’s options choice system, the different types of course available and the programme of advice and guidance given to all students in the run-up to this very important set of decisions. There will also be an opportunity for you to talk to teachers from each subject and gain an insight into what students study in those curriculum areas.

During the spring term, your child will be taking part in a programme of options choice advice and guidance run by Form Teachers, Heads of Year 8 and Heads of Department. An important element in the decision-making process will be your child’s performance in the Year 8 examinations, which begin on **Monday 26th January**. A progress report will be issued after these examinations, and you will be invited to a Parents’/Carers’ Evening on **Wednesday 4th March** to discuss your child’s progress prior to them making their final Key Stage 4 choices. The deadline for the return of Key Stage 4 choices for all students is **Wednesday 11th March**.

We live in a very rapidly changing world, and it is fully recognised at Hazelwick that preparing young people for the future is important and challenging. We hope that by working in partnership with all parents/carers we can ensure that each student embarks on the very best course possible in order to maximise their strengths and give the best possible start to a career or to further study in the future.

We wish your young people every success in their studies.

The Key Stage 4 Curriculum at Hazelwick

Your choice – your future

- At Hazelwick we believe that you will perform best at Key Stage 4 if you are given maximum involvement in selecting your overall course of study.
- We want you to be able to take options which suit your strengths and future ambitions.
- This booklet is designed to help you make sensible choices which will lead to a well-motivated and rewarding three years of study, as well as examination success.
- We will discuss your choices with you at each stage of the process and we will offer guidance and advice, to make sure that you are choosing appropriate courses, maintaining sufficient breadth and not closing doors on opportunities that you may wish to pursue in the future.

What subjects are offered in Years 9-11?

The *compulsory core subjects* are:

- English Language PLUS English Literature [2 GCSEs]
- Mathematics [1 GCSE]
- Science – Combined Science Trilogy [2 GCSEs] or Separate Sciences [3 GCSEs]
- PSHE (Personal, Social & Health Education) [non-exam course]
- Citizenship and VBE (Values/Beliefs/Ethics) [non-exam course]
- Physical Education – Core PE ‘Sport & Recreation’ [non-exam course]

In addition, we offer a very broad range of *optional subjects* at Key Stage 4. You will be asked to choose **four** courses from the following list:

Art: **either** Art & Design (GCSE) **or** Photography (GCSE)
Business (GCSE)
Child Development (OCR)
Computer Science/IT: **either** Computer Science (GCSE) **or** IT (OCR)
Design & Technology (GCSE)
Drama (GCSE)
French (GCSE)
Food Preparation & Nutrition (GCSE)
Geography (GCSE)
History (GCSE)
Media Studies (GCSE)
Music: **either** Music (GCSE) **or** Music Technology (BTEC)
Sociology (GCSE)
Spanish (GCSE)
Sport: **either** Physical Education (GCSE) **or** Sport Studies (OCR)
Travel & Tourism (BTEC)

Are there any restrictions on what I can choose?

- The optional subjects can be divided into the six broad categories listed below.
- We want you to follow courses that you are best suited to and that provide the best chance of success and appropriate opportunities for progression post-16.
- For many students this will involve a combination of both GCSE and GCSE-equivalent subjects.
- All students are required to study **at least ONE** out of: Geography, History, French and Spanish.

Creative Arts	Art & Design <i>or</i> Photography Drama Music (GCSE) <i>or</i> Music Technology (BTEC)
Humanities & Social Sciences	Child Development Geography History Media Studies Sociology
Languages	French Spanish
Technology	Food Preparation & Nutrition Design Technology
Computer Science & IT Business & Travel	Computer Science <i>or</i> IT Business Travel & Tourism
Sport	PE <i>or</i> Sport Studies

- Most of you will be required to choose **four** subjects from those listed above, in addition to the compulsory core subjects that you must study. You should be aiming to choose what we call a “broad and balanced” curriculum – in other words a range of choices that will provide different experiences for you during your time at Key Stage 4.
- You may choose more than one subject from some areas. For instance, you may have a particular strength in Languages, the Creative Arts or the Humanities/Social Sciences, in which case you may wish to study more than one subject from one of those areas.
- The chart on page 8 shows how much of each subject is assessed by non-exam assessment (coursework or practical work) rather than written exams.
- Some of you may be directed to choose only three subjects from those listed above. Instead of a fourth subject, you will receive support and enhancement time to help you stay on top of the workload in all of your subjects.
- **The school has a responsibility to provide a broad, balanced and appropriate curriculum for all students and so our approval is required for your final programme.**

Key Stage 4 Curriculum in Brief

	Subject	Information
C O R E	English	English Language & English Literature
	Mathematics	Maths
	Science	Combined Science Trilogy (Double) <i>or</i> Separate Sciences (Triple)
	Physical Education	Core PE (Sport & Recreation)
	PSHE Citizenship & VBE (Values/Beliefs/Ethics)	Includes Careers Education
O P T I O N S	Option 1	<p>Students select four subjects from those available (listed in the table on page 5 of this booklet) in order of preference, as well as two reserve choices.</p> <p>We will do what we can to ensure that students get as many as possible of their first choices.</p> <p>A reserve will only be substituted after discussion and consultation.</p>
	Option 2	
	Option 3	
	Option 4	

What other considerations should affect my choice of subjects?

- Your choices should be based on:
 - your likes and dislikes
 - your strengths and weaknesses
 - the different assessment styles of each subject
 - the qualifications needed for a career or for courses in the sixth form, at college or at university
- Your performance in Year 8, exam results, report grades and current band, should help you to make an honest assessment of your strengths and weaknesses and to recognise your ability and potential in each subject.
- You must be clear about the content and methods of study in each subject to ensure that they are going to interest and motivate you.
- You should think carefully about the total number of completely **exam-based** subjects you choose – we will give you firm guidance about what we think is a manageable workload for you.

Am I guaranteed to get the subjects I choose?

You will be asked to make four choices and two reserves, we will do all that we can to ensure that you get your first choices. A reserve choice will only be substituted after discussion and consultation. It should be noted, however, that no guarantee can be given that you will be able to study all your preferences.

Different Types of Qualifications

GCSE (General Certificate of Secondary Education)

Assessment of GCSE is mostly by external examinations. A few of the more creative/practical subjects also have a component that is assessed by coursework or practical work. The balance between internal assessment and external assessment (written exams) varies from subject to subject and is shown clearly in the chart on page 8.

GCSE courses

- The GCSE courses have a numerical grading system, ranging from 9 down to 1.
- Most subjects have two or three written exams at the end of Year 11.
- All GCSE exams must be taken at the same time at the **end** of the course in Year 11.

Other GCSE-equivalent Qualifications (BTEC Tech Award, OCR Cambridge National Certificate)

- These courses are assessed mainly through coursework completed in school, but you will also need to take one external exam.
- In some subjects, there will be an opportunity to re-sit this external exam in order to improve the original grade.
- These qualifications are awarded at Pass, Merit, Distinction and Distinction* grades.
- All of these courses meet tough government requirements and are fully recognised as equivalent to GCSE courses.

Combining GCSE and other courses

- You need to be realistic about how you work and study best, and what approach to learning suits your particular ability and skills.
- Most GCSE courses follow the traditional academic approach with an emphasis on knowledge and understanding, and in most GCSE subjects all of the final grade comes through performance in written examinations.
- However, some GCSE subjects are by their nature highly practical – for example, Drama, PE, Technology and Art.
- All the GCSE-equivalent courses are more practical with an emphasis on having the ability to complete a task: evidence of the skills you demonstrate is recorded and entered into your coursework, and your final grade is based on the coursework submitted and/or your practical work, plus one external exam.

What qualifications will I achieve?

- For all GCSE subjects, grades range from 9 to 1.
- BTEC Tech Award and OCR Cambridge National courses are graded as Level 2 Distinction*, Distinction, Merit or Pass and Level 1 Distinction, Merit or Pass.
- The chart on page 9 shows clearly how these different grading systems compare and are equivalent to each other.

What will my new courses be like and how will they be assessed?

- Full details of each course are given in the descriptions in the next section of the booklet.
- These subject descriptions contain broad details of the content of each course, the methods of assessment used, and the proportion of marks allocated to each of them.
- In addition, the chart on page 8 summarises the amount of assessment by exam and by non-exam, per subject.
- You need to choose a combination of courses that provides the right amount of challenge and gives you the best chance of success.

Overview of Assessment by Subject

Subject	Type of Course	Assessed by Exam	Non-Examination Assessment (NEA)
Art: Art & Design	GCSE	40%	60%
Art: Photography	GCSE	40%	60%
Business	GCSE	100%	0%
Child Development	OCR	40%	60%
Computer Science	GCSE	100%	0%
Drama	GCSE	60%	40%
Design Technology	GCSE	50%	50%
English Language	GCSE	100%	0%
English Literature	GCSE	100%	0%
Food Preparation & Nutrition	GCSE	50%	50%
French	GCSE	100%	0%
Geography	GCSE	100%	0%
History	GCSE	100%	0%
IT	OCR	40%	60%
Mathematics	GCSE	100%	0%
Media Studies	GCSE	70%	30%
Music	GCSE	40%	60%
Music Technology	BTEC	40%*	60%
PE: Physical Education	GCSE	60%	40%
PE: Sport Studies	OCR	40%	60%
Science – Combined Trilogy	GCSE	100%	0%
Science – Separate (Triple)	GCSE	100%	0%
Sociology	GCSE	100%	0%
Spanish	GCSE	100%	0%
Travel & Tourism	BTEC	40%*	60%

**For the BTEC courses, the 'exam' component consists of different types of assessment that is set and marked by the exam board.*

Non-examination assessment (NEA) refers to written work or practical work that is completed in school. This work is assessed internally by teachers and moderated externally by the relevant examination board.

KS4 Grade Comparison Chart

GCSE	OCR Cambridge Level 1/2 National Certificate	BTEC Level 1/2 Tech Award
9	Level 2 Distinction *	Level 2 Distinction *
8 7	Level 2 Distinction	Level 2 Distinction
6	Level 2 Merit	Level 2 Merit
5 4	Level 2 Pass	Level 2 Pass
3	Level 1 Distinction	Level 1 Distinction
2	Level 1 Merit	Level 1 Merit
1	Level 1 Pass	Level 1 Pass
Fail	Fail	Fail

A Broad and Balanced Curriculum

In 2010, the government introduced the English Baccalaureate (EBacc) to recognise broad academic achievement. It is 'achieved' by students gaining **grades 9-5** in **all** the following six subjects:

- English Language or English Literature
- Maths
- Science (either Combined Science Trilogy or any **two** of Biology, Chemistry and Physics)
- History or Geography
- A Foreign Language

At the time of writing this booklet, the EBacc still remains a recognised measure of a broad and balanced curriculum.

However, in November 2025, the government announced a different proposal to encourage students to study a broad and balanced curriculum at key stage 4. The proposal states that students should include subjects from at least two of the following three categories:

- Humanities: Geography or History
- Languages: French or Spanish
- Creative: Art, Design Technology, Drama, Music or Photography

This proposal has not yet been confirmed. However, it is our belief that you should consider carefully the requirements of the EBacc and this new proposal when choosing your options to ensure you study a broad and balanced curriculum.

At Hazelwick, all students must choose either a humanity or a language, however, it will be your choice whether you opt for additional subjects that will meet either the conditions for the EBacc and/or the government's new proposal.

At Hazelwick, we strongly believe in the importance of an appropriate broad and balanced curriculum. If appropriate to a student's ability and interests, choosing one subject from at least two of the categories Humanities, Languages and Creative, would ensure a broad and balanced curriculum at Key Stage 4.

How will you know if you are of the "appropriate academic ability" to make it worth your while choosing subjects to fit the EBacc? A general guide would be if you have a Current Performance Indicator (CPI) Band of at least Intermediate in the EBacc subjects, by the time of your Year 8 Report (in February).

EBacc Languages: Additional Information

Other languages like Panjabi, Polish, Urdu, Portuguese, Turkish, Gujarati and Italian also count towards the EBacc and the new government proposal. A detailed list has been published (and is posted on the school website) showing which GCSE languages are eligible. Most do, but it's important to check the precise details.

It is possible to take one of these languages independently outside school and therefore not choose a language as one of your four school options. However, this is not always straightforward. Students considering this need to discuss it with their Head of Year **before** making their option choices.

Example option choices:

Core	Option 1	Option 2	Option 3	Option 4	Comment
English Language English Literature Maths Science	History (humanity)	French (language)	Music (creative)	Sociology	EBacc and new proposal conditions met

Core	Option 1	Option 2	Option 3	Option 4	Comment
English Language English Literature Maths Science	Geography (humanity)	Spanish (language)	PE	Media Studies	EBacc and new proposal conditions met

Core	Option 1	Option 2	Option 3	Option 4	Comment
English Language English Literature Maths Science	History (humanity)	Drama (creative)	Business	Travel & Tourism	EBacc conditions not met, new proposal conditions met (no language)

Core	Option 1	Option 2	Option 3	Option 4	Comment
English Language English Literature Maths Science	French (language)	Computer Science	Business	Sociology	Both EBacc and new proposal conditions are not met (no humanity/creative)

Looking Further Ahead – Getting into University

The Russell Group, which represents 24 of the UK's leading and most competitive universities, published a guide to making decisions about post-16 education, called 'Informed Choices'. The reason for this is that what you decide to study post-16 can have a major impact on what you can go on to study at degree level at these top universities. Getting your post-16 choices right will be an important step towards university, but getting your **pre-16** Key Stage 4 choices right **now** can make a big difference to the options open to you post-16.

More information can be found on the website <https://www.informedchoices.ac.uk/>.

Who will help me?

The following people will be pleased to offer advice and information:

- Year 8 Form Teachers
- Heads of Year 8 - Miss Block and Mr Goodwin
- Careers Staff - The school's representative from the Educational Development Trust
- Head of Lower School - Mr Myers
- Head of Middle School - Mr Agnihotri
- Head of Sixth Form - Mr Hillier – Assistant Headteacher
- The Senior Leadership Team - Mr Leadbitter – Headteacher
Mr Chalmers – Deputy Headteacher
Ms Rao – Deputy Headteacher
Mr Cahill – Assistant Headteacher
Mr Chase – Assistant Headteacher
Mrs Taylor – Assistant Headteacher

What sources of information, advice and guidance are there?

The school has several sources of careers information available to you:

- books and leaflets on careers are kept in the Careers Section of the Library
- advice and guidance are available from the teachers listed above
- a wide variety of careers information is available on the internet, particularly from the National Careers Service (<https://nationalcareers.service.gov.uk/>). Here you can see a variety of job profiles and get advice from an advisor through a number of channels including telephone, 'webchat' and email
- advice and guidance may also be available from an external careers adviser by booking an appointment through Mrs Wakelin (office on Lower School corridor)
- information on Higher Education (prospectuses, leaflets, the University Entrance guide) is kept in the school library and is also summarised in the school's Sixth Form Prospectus, available to you and your parents/carers on the school's website

Subject Descriptions

The remainder of this booklet contains descriptions of all of the subjects available at Key Stage 4, arranged in the following order:

	Page		Page
English		Humanities & Social Sciences	
English Language	14	Child Development	35
English Literature	15	Geography	36
		History	37
Mathematics		Media Studies	38
Mathematics	16	Sociology	39
		Languages	
Science		Introduction	40
Introduction	17	French	41
Combined Science Trilogy (Double)	18	Spanish	42
Separate Sciences (Triple)	19		
		Technology Subjects	
Sport		Introduction	43
Introduction	20	Food Preparation & Nutrition	44
PE: Core (Sport & Recreation)	20	Design Technology	45
PE: Physical Education	21		
PE: Sport Studies	22	PSHE, Citizenship and Values, Beliefs & Ethics	
		Ethics	
Computer Science, IT, Business & Travel		PSHE	46
IT	23	Citizenship and Values, Beliefs & Ethics	47
Computer Science	24		
Business	25		
Travel & Tourism	26		
Creative Arts			
Introduction	27		
Art & Design Courses – Overview	28		
Art: Art & Design	29		
Art: Photography	30		
Drama	31		
Music Courses – Overview	32		
Music: Music GCSE	33		
Music: Music Technology	34		

How is the KS4 English course structured?

English Language and English Literature are two separate GCSE awards that are studied alongside each other throughout Key Stage 4. Each GCSE complements the other, so that the skills and texts that are studied for each GCSE effectively support the other.



GCSE ENGLISH LANGUAGE

What will I learn from this course?

You will learn how to analyse both fiction and non-fiction writing from a wide range of different texts covering the 19th, 20th and 21st Centuries, looking at why writers write texts, how they write them for their audiences and what the effect of their writing is. You will gain detailed understanding of a range of language techniques and learn how to use them effectively and recognise their impact in others' work. You will also learn how to write for particular purposes and audiences: focusing on crafting language and tone, using a range of vocabulary and sentence structures, in order to create a specific impact for a reader.

How will I be assessed?

Two exam papers, which will equal 100% of the course grade.

Paper 1: Fiction and Imaginative Writing (40%) [1h 45m]

Section A – Reading Skills

You will be given an unseen text (of approximately 650 words) from a piece of 19th Century Prose Fiction and asked a range of questions about it.

Section B – Imaginative Writing Skills

You will be asked to write an extended piece of descriptive or narrative writing, linked to the theme of the 19th Century fiction in Section A.

Paper 2: Non-Fiction and Transactional Writing (60%) [2h 5m]

Section A – Reading Skills

You will be given an unseen non-fiction text and an unseen literary non-fiction text from the 20th and 21st Centuries (up to 1000 words in total). You will be asked a range of questions about the features of these two texts. You will be expected to compare the texts.

Section B – Transactional Writing Skills

You will be asked to write an extended piece of writing, in one of the following forms: **Article, Letter, Review, text for a Speech or a section for a Guide/Textbook/Leaflet/Booklet**. This will be linked to the theme of Section A and challenges you to write with purpose for a particular audience.

Spoken Language Endorsement

You will learn how to plan, present and communicate confidently and clearly, using Standard English. This part of the course does not count towards the final grade for GCSE English Language or Literature, but it will be assessed and graded separately, and is reported separately on your KS4 results certificate. The course will look at the following skills:

- presenting
- responding to questions and feedback
- use of standard English

GCSE ENGLISH LITERATURE

The GCSE English Literature course enables you to study a range of pre-released material and extract-based questions in the assessment of the 19th Century novel, post-1914 British drama or fiction, and the Shakespeare plays.



What will I learn from this course?

You will study a variety of traditional and modern texts: considering the writers' viewpoints; the writers' language/structural choices; and the importance of social/historical contexts. You will learn how to analyse the texts studied independently and closely, gaining a thorough understanding of the texts as a whole.

How will I be assessed?

Two exam papers, which will equal 100% of the course grade.
Both papers are closed book exams.

Paper 1: Shakespeare and Post-1914 Literature (50%) [1h 45m]

Section A – Shakespeare

You will answer a two-part question on a Shakespeare play (*Macbeth*, *Much Ado About Nothing* or *Romeo and Juliet*). You will be required to write in detail about an extract of approximately 30 lines from the play and then to write about how a theme in the extract is explored in the play as a whole.

Section B – Post-1914 Literature

You will answer one essay question (from a choice of two) on a post-1914 drama or fiction text (*An Inspector Calls*, *Anita and Me* or *Blood Brothers*). You will be required to write in detail about the text as a whole.

Paper 2: 19th Century Novel and Poetry since 1789 (50%) [2h 15m]

Section A – 19th Century Novel

You will answer a two-part question on your studied 19th Century Novel (*The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*). The first part of the question will focus on an extract of approximately 400 words; the second part will be an essay question exploring the whole text.

Section B – Poetry since 1789

Part 1: Anthology

You will answer one comparative question on two poems that you have studied from a Poetry Anthology of poems selected by the exam board.

Part 2: Unseen Poetry

You will answer one question asking you to compare two unseen contemporary poems linked by a theme.

Introduction

Mathematics has a central role to play in the curricular life of the school.

What will I learn on the course?

The course covers six areas of content:

1: Number

You will continue to add to the numerical skills that you developed earlier in your education.

2: Algebra

You will begin to solve problems using algebraic techniques.

3: Ratio, proportion and rates of change

You will develop your understanding of the ways in which quantities relate to one another.

4: Geometry and measures

You will extend your understanding of shape, space and measures.

5: Probability

You will see how maths can be used to describe the chances of events happening.

6: Statistics

You will learn how to collect, analyse and draw conclusions from data.



How is the course structured?

- During Years 9-11 you will build on knowledge gained at Key Stage 3. You will revisit some areas and learn new topics and skills.
- The whole GCSE course is assessed at the end of Year 11 by means of three exams (one non-calculator, two with a calculator).

Setting of students

- The department uses Key Stage 3 Mathematics assessments and knowledge of your progress in Years 7 and 8 to arrange teaching groups for KS4.
- There are two tiers of entry for GCSE Mathematics:
 - the Foundation level course leads to GCSE grades 1 to 5
 - the Higher level course leads to GCSE grades 4 to 9
- During Years 9-11 there will be regular tests and adjustments of teaching sets. Decisions about levels of entry for exams will be based on prior performance and potential achievement.

How will I study?

The Maths department places great emphasis on building confidence in your mathematical ability. You are taught to think and communicate mathematically, both verbally and on paper. You will also be expected to improve your logic and problem-solving skills, so that you get to the point where you are confident in applying your mathematical skills to problems in an unfamiliar setting. The GCSE course places a great emphasis on fluency, so adaptable, resilient and imaginative students will flourish.

SCIENCE

Introduction

KS4 Science Courses

- Key Stage 4 of the National Curriculum requires **all** students to follow a 'broad and balanced' scientific course, which includes elements of Biology, Chemistry and Physics.
- Hazelwick provides a rich and diverse programme of science which features **two** different pathways:
 - *Combined Science Trilogy GCSE (Double)*
 - *Separate Sciences GCSE (Triple)*
- All students will start Year 9 studying Combined Science Trilogy GCSE. All assessment data up to and including the Year 9 exam will be used to determine the most suitable Key Stage 4 pathway for each student.
- After the Year 9 exam, the large majority (about 80% of students) will continue to follow the 'Combined Science Trilogy' (Double) course, which results in two separate GCSE grades. Some (about 20%) will follow the 'Separate Sciences' (Triple) course that leads to three separate GCSE grades in Biology, Chemistry and Physics.
- 'Separate Sciences' (Triple) is an accelerated course which requires students to cover the content of three GCSEs in the same amount of teaching time as other students doing two GCSEs. Therefore, this pathway is only suitable for our most able scientists and these 'Triple' students will need to continue performing at a very high level throughout Years 10 and 11 to be able to cope successfully with the demands of Separate Science GCSE.

Beyond GCSE

Both the Combined Science Trilogy and the Separate Sciences pathways will enable students to study any science subject at A Level (as long as they reach the necessary standard), which is essential for anyone considering a science-based career involving further, advanced, scientific study.



Introduction

The Combined Science Trilogy GCSE is made up of two Biology Units, two Chemistry Units and two Physics Units. Students will also be tested on scientific skills ranging from practical skills, analysing tabulated and graphical data, explaining and using a scientific approach to problem solving and how to consider/justify scientific evidence.

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology



Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure & the properties of matter
10. Quantitative Chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources



Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

Assessment structure

The Combined Science Trilogy GCSE has six 1hr 15min exams at the end of Year 11 (Paper 1 + Paper 2 in each of Biology, Chemistry and Physics). The exams cover the theory as well as practical skills and data analysis of both tabulated and graphical data.

The more demanding Separate Sciences (Triple) pathway consists of three separate GCSE courses – Physics, Chemistry and Biology. A separate GCSE grade is awarded for each subject. Each science is assessed by two written examinations taken at the end of Year 11.

BIOLOGY GCSE

[AQA 8461]

- As well as learning about the structure and function of living things, you will investigate the ways living things interact with each other, as well as man’s influence on this delicate balance, especially in environmental and genetic topics.
- The course is based on practical work and uses models and direct observation of organs – but there is no dissection of whole animals.
- You are encouraged to form opinions about sensitive issues, such as gene technology, transplantation and biotechnology, and to apply theoretical and practical concepts to new situations.

CHEMISTRY GCSE

[AQA 8462]

- Chemistry builds upon elementary ideas of chemical behaviour (the way different types of substances behave), simple chemical equations and the various factors which can influence the speed of reactions: these ideas are extended using the periodic table of the elements as the cornerstone of the work.
- Areas covered include the effect of electricity on chemicals and ways of measuring the amounts of chemicals involved in a reaction.
- An increasingly important aspect of the modern Chemistry syllabus is the inclusion of social, economic, environmental and technological applications of Chemistry.
- Areas covered include making the most of world resources, pollution control, food supply, the use and abuse of substances and energy resources.

PHYSICS GCSE

[AQA 8463]

- The main aims of this course are to provide a basic understanding of the principles and applications of Physics, without which our technological society could not function.
- The course is also designed to develop scientific skills such as the correct selection and use of equipment, the taking and handling of data and the design of appropriate experiments.
- A greater emphasis on such skills will enable you to carry out accurate and relevant scientific work in new situations as you encounter them.

Assessment structure

Each of the Separate Science GCSEs have two 1hr 45min exams at the end of Year 11 (six exams in total). The exams cover the theory as well as practical skills and data analysis of both tabulated and graphical data.

PHYSICAL EDUCATION

Introduction

Physical Education is given a strong emphasis at Hazelwick: it is a key area of importance for any thriving school dedicated to encouraging fully developed individuals. This is partly due to the teamwork and social skills which the subject encourages but more importantly because PE can give you, whatever your physical ability, a real sense of satisfaction and achievement.

All students follow the Key Stage 4 Core PE 'Sport and recreation' programme. This involves taking part in 2 hours of PE per fortnight.

PE: SPORT AND RECREATION

- The course will develop personal performance and an understanding of tactics and strategies, as well as developing a love of physical activity that will lead to lifelong participation.
- The aim of the course is to achieve your best personal performance and foster an enjoyment of physical activity.
- Students will also focus on developing communication, teamwork, perseverance, organisation and leadership skills.

EXAMINED PE OPTIONS: PE OR SPORT STUDIES

As well as following the Core PE programme, you may wish to pursue an examined PE course (PE or Sport Studies) as one of your option subjects. This course is taken **in addition to** the Core PE (Sport & Recreation) programme. Information given in the following pages will guide you in what each course involves.

	PE	Sport Studies
Qualification title	GCSE	Cambridge National
Awarding body	OCR	OCR
Lessons per fortnight	5	5
Theory/practical assessment weighting	70% Theory (60% exam & 10% coursework task) 30% Practical	60% Theory (40% exam & 20% coursework task) 40% Practical (performance and leadership tasks)
Number of exams	2	1
Length of exams	1 hour	1 hour 15 mins
Practical assessment	You will be assessed as a performer in 3 different activities. One must be a team activity. One must be an individual activity. Students are assessed on their range and quality of skills, physical attributes and decision making.	You will be assessed as a performer in 2 different activities and as a leader in 1 activity. Both performer activities can be team or individual or one team and one individual.
What type of sport do you take part in?	You regularly take part in competitive sport and/or attend a club.	You enjoy sport and want to get better but don't necessarily compete.
What about leadership skills?	Leadership is not assessed	Leadership is assessed

Introduction

- The GCSE course in PE is based on both practical and theoretical work.
- You need to have an enthusiasm for a variety of physical activities and be prepared to work hard at improving your performance level.
- You should be taking part in at least one competitive sport regularly and throughout the duration of the course.
- This course is suitable for those students who wish to pursue the A Level PE course.



How is the course structured and what will I learn?

Practical Work (30%) Practical Performance

- For the practical work, the final assessment will be taken from **three** activities pursued over the three years. These activities must be assessed in the player/performer role.
- There are two groups of practical study, which cover a range of sports:
 - **Team** activities
 - **Individual** activities
- One of the three assessments as a player/performer must be in a **team** sport, the second must be in an **individual** sport, and the third can be from either a team or an individual sport.
- For each sport, you will be assessed in the following areas through isolated and competitive pressure situations:
 - Range of skills
 - Quality of skills
 - Physical attributes
 - Decision making

Written Coursework (10%)

- You will complete a 20-mark piece of coursework based on analysing and improving your own performance. Here you will demonstrate your ability to apply your theoretical knowledge of fitness, skill, training types and psychology.

Theoretical Work (60%)

- Areas of study include:
 - Applied anatomy and physiology; movement analysis; physical training; sports psychology; socio-cultural influences; health, fitness and well-being.
- Assessment of the theoretical work will take the form of two 1 hour written exams:
 - **Paper 1** – Physical factors affecting performance.
 - **Paper 2** – Socio-cultural issues and sports psychology.
- Both papers will include a mixture of multiple-choice questions, short answer questions, and extended writing questions.

Other Information

- The GCSE PE course is suitable for those students who have displayed a particular strength at PE in key stage 3. Ideally, you should have played for a school team (or to an equivalent standard in a non-school sport/activity).
- It is **not** possible to take **both** PE **and** Sport Studies.

Introduction

- The Cambridge National Certificate is equivalent to one GCSE. It is part of a suite of qualifications that have been developed to meet the government's latest requirements for high-quality, rigorous qualifications which:
 - allow you to acquire a significant core of knowledge and theoretical content
 - provide opportunities for you to develop your practical and technical skills
 - enable you to progress to a range of post-16 study, training and employment opportunities
- This course is designed for students with an interest in sport, health and fitness.
- You will have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to your own practical performance.
- It will provide you with sector-based skills, whilst also encompassing some core sport/physical education themes.
- These skills can be used within further education, apprenticeships or employment.

**How is the course structured and what will I learn?**

- Practical (40%), Coursework (20%) and one written exam (40%)
- All practical and coursework is internally assessed and externally moderated
- The course is graded as Level 2 *Distinction**, *Distinction*, *Merit* or *Pass* and Level 1 *Distinction*, *Merit* or *Pass*. These are equivalent to the GCSE 9-1 grades as shown on page 9.

Content

Unit 1	Unit 2	Unit 3
R184: Contemporary issues in sport	R185: Performance and leadership in sports activities	R186: Sport and the media
Written paper	Centre assessed task	Centre assessed task
40%	40%	20%
Externally moderated	Internally assessed and externally moderated	

To succeed on this course, you will need to:

- Be committed to improving your own practical performance in two sports.
- Develop and demonstrate leadership skills in one sport.
- Learn about contemporary issues in sport and the media's role within sport.

The course will also develop the following key transferable skills: communication, problem-solving, interpreting information, research skills, teamwork, planning, and health & safety.

Other Information

- This course is more suitable for those students who have a particular interest in PE but are not suited to the rigor of performance based practical assessment and the academic demands of the longer written examination assessment which GCSE PE involves.
- It is **not** possible to take **both** PE **and** Sport Studies.

Background

The OCR Cambridge National in Information Technologies is a qualification with an engaging, practical and inspiring approach to learning that gives you the opportunity to gain a GCSE-equivalent qualification by following a pathway that is less exam-based than GCSE.

What will I learn on this course?

IT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. The content of this course aims to challenge you, by introducing you to demanding material and scenario-driven challenges that give you an opportunity to demonstrate your creativity and flair both through team tasks and independent coursework assessments.

Using real life examples, from smart watches and music apps, to cybersecurity and fake news, you will be taken on a journey of discovery on how information technologies are applied, and learning the extent to which digital footprints impact your everyday lives.

How is the course structured?

- One external examination, and two pieces of non-exam assessment (coursework).
- All non-exam assessment is internally assessed and externally moderated.
- The course is graded as Level 2 *Distinction**, *Distinction*, *Merit or Pass* and Level 1 *Distinction*, *Merit or Pass*. These are equivalent to the GCSE 9-1 grades as shown on page 9.

<p>R050 IT in the Digital World</p>	<p>1½ hour written examination In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include:</p> <ul style="list-style-type: none"> • Design Tools • Human Computer Interface (HCI) in everyday life • Data and testing • Cyber-security and legislation • Digital Communications • Internet of Everything (IoE).
<p>R060 Data Manipulation using Spreadsheets</p>	<p>Approximately 12 hours In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet clients’ requirements. You will be able to evaluate your solution based on the user requirements. Topics include:</p> <ul style="list-style-type: none"> • Planning and designing the spreadsheet solution • Creating the spreadsheet solution • Testing the spreadsheet solution • Evaluating the spreadsheet solution.
<p>R070 Using Augmented Reality to present information</p>	<p>Approximately 12 hours In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a clients’ requirements. Topics include:</p> <ul style="list-style-type: none"> • Augmented Reality (AR) • Designing an Augmented Reality (AR) model prototype • Creating an Augmented Reality (AR) model prototype • Testing and reviewing

How will I study?

Practical units are geared to practising and developing the necessary skills to complete the NEA units, whilst also allowing for knowledge of exam theory to be applied in a practical way. Evidence of the development of these skills will be collected regularly under controlled conditions in school. You will be learning how to design and create a range of different IT solutions, and they will develop an in depth understanding of how humans and computers can interact with each other, as well as how this can affect the design of applications. Throughout the course you will be working with others and communicating technical concepts and you will build confidence in presenting a wide range of information to an equally wide range of audiences.

Other information

It is **not** possible to take **both** Computer Science **and** IT



Introduction

This GCSE in Computer Science links well to A Level Computer Science and industry expectations. The course is suitable for students who enjoy getting stuck in and solving a problem. You will be given the opportunity to develop programs in Python, whilst learning about the internal aspects of a computer and the structure of its components. Computational thinking is at the heart of this course, a ‘soft’ skill that is valued by many universities and employers alike. This course harnesses the futuristic industry that is computer science and ties in real world scenarios for you to use and create programs for.

How is the course structured?

Computer Systems	Computational Thinking, Algorithms and Programming	Practical Programming
<ul style="list-style-type: none"> • Systems Architecture • Memory & Storage • Computer Networks, Connections and Protocols • Network security • System software • Ethical, legal, cultural & environmental impacts of digital technologies 	<p>Section A</p> <ul style="list-style-type: none"> • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments <p>Section B</p> <ul style="list-style-type: none"> • Write algorithms • Refine algorithms • Programming languages 	<ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing & evaluation and conclusions
Written exam paper 1½ hour (50%)	Written exam paper 1½ hour (50%)	Ongoing programming skills development portfolio

How will I study?

The Computer Science & IT department puts a great emphasis on building confidence in the subject and in your digital literacy. You are taught software skills and how to think computationally, whilst learning how to think and communicate using the correct subject terminology. Throughout the course you will be set a series of coding assignments that will usually span half a term. These assignments will allow you to develop your skills as a coder and will form the basis of your practical programming portfolio. They will provide you with an opportunity to demonstrate both your ability and your imagination. You will also be expected to improve your skills by reading around the subject in your own time and keeping up to date with technological advances.

Where next?

- Level 3 Cambridge Technical in IT
- A Level Computer Science
- A wide range of degrees at university in different specialisms

Other Information

It is **not** possible to take **both** Computer Science **and** IT.



Introduction

This course provides a good insight into the varied factors that affect businesses. Decision-making underpins this subject and you must therefore develop your ability to explain solutions to problems in a range of different business contexts.

What will I learn on the course?

You will acquire a knowledge and understanding of different business contexts ranging from small enterprises to large multi-nationals and businesses operating in local, national and global contexts.

You will develop an understanding of how these contexts impact on business behaviour.

You will apply your knowledge and understanding to business decision-making including:

- the inter-dependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these inter-dependencies underpin business decision-making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions

How is the course structured?

The course is assessed by two external written exams at the end of Year 11:

Paper 1	Paper 2
Influences of operations and HRM on business activity	Influences of marketing and finance on business activity
<i>Topics</i> Business in the real world Influences on business Business operations Human resources	<i>Topics</i> Business in the real world Influences on business Marketing Finance
Written exam paper 1 hour 45 min 90 marks (50%)	Written exam paper 1 hour 45 min 90 marks (50%)
<p><i>On both papers:</i></p> <p>Section A has multiple-choice and short answer questions worth 20 marks</p> <p>Section B has one case study/data response stimuli with questions worth 34 marks</p> <p>Section C has one case study/data response stimuli with questions worth 36 marks</p>	

How will I study?

- Business theory is taught in a variety of ways: at times you will be required to participate actively in group work.
- You will develop a body of knowledge through a range of activities.
- You will learn to interpret business situations presented as a case study, and reach solutions that are carefully analysed and evaluated.
- Work is a mixture of independent learning and group work activities.
- Homework tasks will allow you to develop independent research skills and apply theory taught in the classroom.
- Help and support is provided throughout the course as and when necessary.



Introduction

This BTEC Level 1/Level 2 Tech Award course, which is equivalent to one GCSE, offers a practical approach to study in Years 9-11.

- the BTEC Level 1/Level 2 Tech Award in Travel & Tourism will help to develop the knowledge, understanding and skills that you need to prepare for employment
- the course will encourage you to develop an independent approach to your learning

**What will I learn on the course?**

You will:

- know the aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- understand how organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- become aware of the factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism

**How is the course structured?**

You are required to complete and achieve the following three components in the qualification:

- Travel and Tourism Organisations and Destinations (Internal Assessment)
- Customer Needs in Travel and Tourism (Internal Assessment)
- Influences on Global Travel and Tourism (External Assessment)

How will I study?

- carry out research into real travel & tourism organisations
- participate in reading, discussion, listening activities and watch videos
- design your own brochures, PowerPoint presentations and portfolios

You will need to:

- work independently
- take responsibility for building your portfolios and meeting deadlines

Other information

- this course can prepare you for related courses at college, potentially leading to employment in the travel & tourism industry in fields such as Tourist Boards, Travel Agents, Airlines and Tour Operators
- assessment takes place throughout the whole course and so requires good attendance
- BTEC Tech Award courses are graded as Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit and Level 1 Pass. These are equivalent to the GCSE 9-1 grades as shown on page 9.

THE CREATIVE ARTS

Introduction

At Hazelwick we seek to deliver a broad Creative Arts curriculum that develops students' creative skills and their ability to express themselves through a range of disciplines. The Creative Arts are seen as an essential and widely valued part of the life and community of the school.

- We are committed to enabling individuals to explore creatively their own thoughts and feelings and to develop a range of sophisticated techniques in their chosen subject.
- We emphasise practices that develop traditional skills and creative thinking alongside an appreciation of meaning, context and critical evaluation.

You will learn to respect the work of others and to value the creative process. High expectations are established both within and outside the curriculum and a broad range of opportunities exists for you to perform through playing musical instruments, singing, dancing or acting. A very varied programme of clubs, events and performances is organised throughout the year in order to appeal to the full spectrum of interests within the school. The school values the wide range of Arts partnerships that have developed over the years and encourages the involvement of artists and performers from outside the school.

The Creative Arts subjects available as options at Key Stage 4 at Hazelwick are:

- Art: Art & Design
- Art: Photography
- Drama
- Music
- Music Technology



ART COURSES

Overview

The Art Department at Hazelwick encourages experimentation, fresh ideas and the exploration of new techniques and media. We embrace both the traditional and the new - the digital technologies alongside the more conventional techniques and skills of painting drawing, printmaking, graphic design, illustration, textiles and ceramics. We aim to offer students a truly diverse, modern and exciting curriculum.

There are **two** GCSE Art options – **Art & Design** and **Photography**

- Both of these options offer the opportunity to experiment with a range of creative disciplines, to gain a sophisticated visual awareness, learn how to creatively problem solve and to develop your own visual work and creative ideas.
- Each course requires you not only to develop practical artistic skills and abilities, but also to study the work of artists, designers and photographers. The development of critical skills and the ability to communicate ideas effectively are key elements of both the **Art & Design** and **Photography** courses at GCSE.

Students can choose any ONE of the two courses offered:

Art & Design – This title offers a broad based course designed to promote learning across a variety of creative disciplines. Art & Design can involve the use of an almost limitless range of techniques, materials and processes. Emphasis is placed upon tailoring a programme of study to suit each individual student. You can specialise in one or two areas or work across some or all of the creative disciplines offered.

Photography – This is a broad-based course that provides flexibility in content and approach. You can explore and create work in a range of photographic processes, styles and media. As with Art & Design, the emphasis is placed upon tailoring a programme of study to suit each individual student.

Both options are examined in the same way: 60% personal portfolio and 40% externally set assignment.

You will be able to select from the work completed over the three years to become part of your personal portfolio. There is no tiered entry, so all students have the opportunity to achieve at the level best suited to them.

It is **not** possible to take **both** Art & Design **and** Photography.



This title offers a broad based course designed to promote learning across a variety of experiences. Art & Design can involve the use of an almost limitless range of techniques, materials and processes.

Possible areas of study include:

- Fine Art
- Graphic Communication/Illustration
- Textile Design
- Three Dimensional Design
- Ceramics
- Critical and contextual studies



What will I learn on the course?

This course provides opportunities for you to demonstrate your ability to work creatively with a range of processes and techniques such as:

- **Painting and Drawing** in a wide range of media
- **Printing** – screen/relief printing and stencilling
- **Textile and Surface Design** – felting, heat gun techniques, collage, weaving, printing, dyeing, batik and stitching
- **Working to Design Briefs** for illustration, packaging, typography, interactive media and digital manipulation of images
- **Ceramics** – clay modelling, glazing and other 3D construction techniques
- **3D modelling** – with clay, wire, plaster and modroc

How is the course structured?

Component 1: Personal Portfolio (60%)

- Set and marked internally, moderated externally.
- Together, the projects which make up this unit must consist of a body of research, supporting studies and developmental work, leading to one or more outcomes, accompanied by supporting studies.

Component 2: Externally set assignment (40%)

- Externally set, internally marked, externally moderated.
- This final assignment is the culmination of the GCSE course.
- You will be given an extended preparatory period for the controlled test; during this time you may consult with staff and be supplied with supporting guidance and materials.
- The assignment leads to an unaided timed exam (10 hours), in which you produce a realisation of your study.

How will I study?

In **Years 9 and 10** you follow a structured, skills-based programme of study. You will:

- Experiment with a wide range of creative processes and techniques, applying both technical and creative approaches to express your own creative thoughts, ideas and observations in a visual form.
- Develop a visual awareness and creative skills that allow you to make aesthetic judgements to develop your own work and ideas.
- Understand the importance of researching the work of others, and be able to apply what you learn to your own work.
- Learn to critically evaluate your own work and the work of others.

In **Year 11** you will work more independently, developing your own work and ideas in response to a given theme. This prepares you for the independent nature of the externally set assignment. This final assignment requires you, through discussion with your teacher, to develop during the preparatory period, a body of work that demonstrates the knowledge skills and understanding that you have acquired during the course.

This is a broad-based course that provides flexibility in content and approach. You can explore and create work in a range of photographic processes, styles and media.

Possible areas of study include:

- Photographing people
- Photographing places
- Still-Life Photography
- Documentary Photography
- Photojournalism
- Experimental Imagery
- Photographic Installation
- Moving Image (Film, animation)
- Critical and contextual studies



What will I learn on the course?

This course provides opportunities for you to demonstrate your ability to work creatively with a range of processes and techniques such as: photograms; pinhole cameras; digital processes; studio and natural lighting techniques: time-lapse photography; animation; film; photomontage; digital manipulation of images.

You will be encouraged to:

- Learn how to work to a photographic brief, applying both technical and creative approaches to express your own creative thoughts, ideas and observations in a visual form.
- Experiment with a wide range of processes and techniques.
- Explore the purpose and meaning of the work of photographers, artists and designers.

How is the course structured?

Component 1: Personal Portfolio (60%)

- Set and marked internally, moderated externally.
- Together, the projects which make up this unit must consist of a body of research, supporting studies and developmental work, leading to one or more outcomes, accompanied by supporting studies.

Component 2: Externally set assignment (40%)

- Externally set, internally marked, externally moderated.
- This final assignment is the culmination of the GCSE course.
- You will be given an extended preparatory period for the controlled test; during this time you may consult with staff and be supplied with supporting guidance and materials.
- The assignment leads to an unaided timed exam (10 hours), in which you produce a realisation of your study.

How will I study?

In **Years 9 and 10** you follow a structured, skills-based programme of study. You will:

- Learn about the processes and techniques involved with digital photography.
- Learn how to work with compositions, viewpoints, black and white and colour; discover how to manipulate images by hand and/or using Adobe Photoshop.
- Be able to make aesthetic judgements to develop ideas combining technical skills with other media.
- Learn about the relationships between photography and other print based media.
- Understand the importance of researching the work of others, and be able to apply what you learn to your own work.
- Learn to critically evaluate your own work and the work of others.

In **Year 11** you will work more independently, developing your own work and ideas in response to a given theme. This prepares you for the independent nature of the externally set assignment. This final assignment requires you, through discussion with your teacher, to develop during the preparatory period, a body of work that demonstrates the knowledge skills and understanding that you have acquired during the course.

Introduction

- This course gives you the opportunity to ask questions about the world through Drama:
‘Is this the way the world should be?’
‘What is it to be human?’
- We share our thinking about the world and our understanding of other peoples’ ideas through our actions. We work together. Drama is a social art.

What will I learn on this course?

You will develop:

- knowledge and understanding of Drama, theatre forms and processes
- your Drama skills and techniques and ability to discuss or write about them
- your ability to cooperate in a group, taking account of the needs of individuals, the group and the subject
- your ability to conduct dramatic exploration and communicate this to an audience
- the ability to evaluate your own work and that of others



How is the course structured?

The course is divided into **three** components:

- **Component 1: “Devising” (40%)**
Practical exam (Portfolio 30% + Performance 10%)
This component focuses on the process of creating devised drama. You will contribute as a performer or designer to a piece of devised drama, and you will analyse and evaluate your own work in a written portfolio (2000 words).
- **Component 2: “Performance from Text” (20%)**
Practical exam
This component culminates in the performance of **two** extracts from one play. You will be assessed as a performer or designer. The play must contrast with the set play in Component 3.
- **Component 3: “Theatre Makers in Practice” (40%)**
Open Book (1¾ hour) written exam
This exam tests your knowledge and understanding of drama and theatre through the study of one set play and an evaluation of a live theatre performance.



How will I study?

- The majority of your work will be collaborative and practical.
- You will also be assessed on your written portfolio and homework. A good standard of English is recommended.

Other information

A key skill in Drama is that you must be able to respect the work of others.

Drama will give you the opportunity to:

- develop your imagination and ask important questions
- work as part of a team
- be able to think for yourself; a quality for life

Music COURSES

Overview

The Music department offers a range of opportunities for those of you who want to make music at KS4 and beyond. We incorporate traditional listening, performance, and composition of music with music technology, production and live sound recording within our curriculum.

There are **two** options for Music at KS4 – **Music** and **Music Technology**.

Both courses demand a real passion for music and a desire to want to make, produce or record music, both in and out of school.

Students can choose any ONE of the two courses offered:

Music – This course is divided between listening, performing and composing. To opt for Music, it is recommended that you have developed skills on your instrument or voice. There is an expectation you will take part in an extra-curricular activity to support you in your performance unit.

Music has a listening examination which is 40% of the overall course, 60% is split equally between performing and composing.

Music Technology – This course focuses on a broad range of listening, composing and studio-based skills. You will learn in a practical way, using industry standard hardware and software that will enable you to develop a solid understanding of how a recording studio and Digital Audio Workstation work.

Music Technology is examined mainly through coursework. There is a final assessment that is set by the exam board at the end of the course.



It is **not** possible to take **both** Music **and** Music Technology.

Introduction

GCSE Music is a course that is full of opportunities for you to make music! The course is divided into three key components: Music Performance, Music Composition and Musical Analysis.

What will I learn on the course?

The course is divided into **four** areas of study on which we base the Music Composition and Music Analysis:

- Musical Forms and Devices (classical)
- Music for Ensembles (musical theatre, jazz)
- Film Music
- Popular Music (pop, rock)

The Musical Analysis component offers you the chance to study two pieces of music in more detail. These are currently Badinerie by JS Bach and Africa by Toto.

For the Music Performance component, you need to be able to play/sing a piece of music as a soloist and as part of an ensemble (group). If you are in any extra-curricular music clubs, play an instrument or are a talented singer, then you will be able to access this part of the course.



How is the course structured?

Music Performance	Music Composition	Music Analysis
You must perform a minimum of 2 pieces for a total of 4-6 minutes on your instrument/voice. This is examined in Year 11.	You will compose two pieces during Years 10 and 11. One of the compositions can be in a style of your choice, the second is based on a set brief.	1½ hour exam at the end of Year 11.
30% of the course	30% of the course	40% of the course

How will I study?

You will study by being immersed in music through performing, composing and listening activities where you will develop your knowledge of musical features and the ability to identify these within existing examples.

Other information

Students studying music are expected to involve themselves with extracurricular activities within the department. This will provide you with a strong advantage across all areas of the course and prepare you for performance. There is a range of extracurricular activities available as well as additional opportunities exclusive to GCSE students.

It is expected that students wishing to take Music GCSE are having instrumental lessons with a teacher from West Sussex Music Service or privately. Where students are not having lessons, students will be required to attend performance workshops to support them in their performance skills.

It is **not** possible to take **both** Music **and** Music Technology.

Introduction

Music Technology is full of opportunities to make music, produce music, record music and explore the music industry.

What will I learn and how is the course structured?

The course will cover a minimum of 3 components. These are:

Music Products and Styles – You will explore different musical styles, building wider contextual and theoretical knowledge of contemporary music. You will produce samples of different music that you will use to demonstrate your understanding of its core elements.

Music Skills Development – You will delve into professional standards within the industry, with a focus on planning your work. You will learn how to control the Digital Audio Workstation (DAW) to allow you to create and produce your own music as well as developing independent skills and promoting personal progress.

Responding to a Music Brief – You will bring together your understanding of different musical styles, the DAW and the studio to demonstrate your listening/performance/production skills into re-working and re-mixing existing songs into new stylistic versions.

BTEC courses are graded as Level 2 *Distinction**, *Distinction*, *Merit* or *Pass* and Level 1 *Distinction*, *Merit* or *Pass*. These are equivalent to the GCSE 9-1 grades as shown on page 9.

How will I study?

You will study this course in a practical way, using our specialist facilities and equipment to explore the world of music, music technology, production and composition.

Other information

Students studying music technology are expected to involve themselves with extracurricular activities within the department. There is a range of extracurricular activities available including choir, band, and the school production. Music Technology students are encouraged to take part in school events through the sound engineering and production teams. Students will benefit from these activities as they develop musicianship and gain experience with technology.

Students that study the BTEC Tech Award in Music Technology often go on to study other courses such as Music, Music Technology, Music Production or Live Sound Recording at Sixth Form or College. This qualification is industry recognised and provides students with a solid foundation for further study and Music Technology as a career.

It is **not** possible to take **both** Music **and** Music Technology.



Introduction

Child Development is ideal for you if you have a strong interest in everything to do with the development of young children. It is a good foundation if you are considering a career in midwifery, childcare and teaching, or in the general caring professions.

What will I learn?

The focus of the course is on the development of the child from 0-5 years. This is achieved by studying the following topics:

- responsibilities of parenthood
- contraception and reproduction
- antenatal care
- general health of mother and baby
- delivery
- postnatal checks, childhood illnesses
- child safety
- physical, intellectual, emotional and social development
- and much more

How is the course structured?

The course is assessed in two ways through three units of work:

- Final exam = 40%
- Non-exam assessment = 60%

Exam

R057: Health and well-being for child development

Non-exam assessment

Two units of work.

- **R058:** Create a safe environment and understand the nutritional needs of children from birth to five years
- **R059:** Understand the development of a child from one to five years

How will I study?

- the course is broken down into small sections of study
- non-exam assessment is allocated lesson time
- you will develop your reading, listening and writing skills through the course
- DVDs and PowerPoint presentations are used within the lessons to provide interesting and visual examples
- you will take the computerised real-life baby home for a weekend – this will give you an insight into the responsibility of looking after a young baby

Further information

- The course is graded as Level 2 *Distinction**, *Distinction*, *Merit* or *Pass* and Level 1 *Distinction*, *Merit* or *Pass*. These are equivalent to the GCSE 9-1 grades as shown on page 9.
- You will need access to a child or children under the age of five for Unit R059 (this can be a relative or friend). You must be able to visit the child regularly in order to complete the task.



Introduction

To embrace the challenges which are constantly changing our planet, the Geography Department is now offering a new, dynamic course that looks at the most up-to-date issues and problems of our time. You will learn to understand the patterns, processes and systems that connect us all to each other and to our environments. By doing this, you will become equipped with relevant knowledge that will directly affect your life.

GSCE Geography can help you work in a variety of interesting occupations and make better sustainable decisions for developing and managing our country and world. Geography is a subject that is highly valued by universities and many employers. More than 80 universities offer over 1,400 Geography-related degrees. Geography has been identified as one of ten 'recession-proof' degree subjects.

Geography is connected to jobs in the following sectors: urban planning, development and global issues, consultancy, travel, leisure and culture, environment and sustainability, local communities, the business world, geographical techniques and physical systems.

What will I learn on the course?

We study Geography through relevant topics and you will explore the world to understand the following main themes in Physical and Human Geography:

Living with the Physical Environment – Challenges of natural hazards, physical landscape and the living world.

Challenges in the Human Environment – Urban issues and challenges, the changing economic world and the challenge of resource management.

How is the course structured?

Geography has three written exams at the end of Year 11:

- Living with the physical environment (35%)
- Challenges in the human environment (35%)
- Geographical applications (30%)

How will I study?

Teaching and Learning: The Geography department offers a wide range of different teaching methods, ensuring that you are engaged and motivated to learn new skills and knowledge.

Fieldtrips: At appropriate times throughout Years 9-11 the department will organise fieldtrips to support your geographical development.

Revision: The department has produced its **own** revision book tailored specifically to this course, with example questions on each topic. There are also revision quizzes on the school website.

Other information

A GCSE grade 5 in either Geography or History is one of the qualifications required for the **English Baccalaureate Certificate** (see pages 10-11).



Introduction

History is full of the most amazing stories of human courage, sacrifice, greed or weakness. As such it makes compelling reading. Moreover, most of us have a natural curiosity about the human past whether it takes the form of tracing our family tree, investigating a particular period of history, or watching a period drama on film or television. We also have a desire to understand the world that went before, for it is only if we do this that we can make real sense of the world around us today.



“He who forgets History is condemned to relive it”.

This is an exciting History course which is varied, thought provoking and dynamic, covering topics from Medieval, Early Modern and Modern History. By the end of the course, you will have learned how to evaluate and analyse information, how to weigh up evidence, how to argue and communicate ideas effectively – highly valued skills. History is therefore an excellent qualification for a varied range of careers such as Journalism, Law, Business, TV, Film and Media.



What will I learn on the course?

<p>Paper 1 Thematic study (30%)</p>	<p>Crime and punishment in Britain, c1000–present will focus on the changing definitions of criminal activity and how it was dealt with, types of punishments and conditions of prisons, with case studies on the punishment of the Gunpowder plotters, the Whitechapel murders associated with Jack the Ripper and the significance of the Derek Bentley case to the abolition of the death penalty.</p>
<p>Paper 2 Depth Study (20%)</p> <p>AND</p> <p>British Depth Study (20%)</p>	<p>The American West 1835-1895 will consist of a study of the Native Americans and their way of life, the rising tensions between the Native Americans and the white settlers and the eventual destruction of their way of life by the American army. Cowboys and the 'Wild West', growing lawlessness and Outlaws such as 'Billy the Kid' will also be covered.</p> <p>Early Elizabethan England, 1558–1588 will focus on the dramatic reign of Queen Elizabeth I and how she maintained her grip on power despite a series of significant threats to her such as the Spanish Armada and Mary Queen of Scots.</p>
<p>Paper 3 Modern Depth Study (30%)</p>	<p>The USA, 1954–1975: Conflict at home and abroad will consist of a study of the treatment of African Americans and the development of the Civil Rights movement led by Martin Luther King, as well as American involvement, and eventual defeat, in the Vietnam War.</p>

How will I study?

Teaching methods and resources are varied and engaging. Most lessons will involve a range of activities to ensure students are at the centre of learning and to ensure lessons are stimulating and interesting. There is a lot of information covered at GCSE and we have several techniques to help students. For example, at the end of each mini topic students will create revision resources which can then be used in the future.

Other information

There are several types of exam questions on each paper. Some answers require four detailed sentences written within 5 minutes, and the largest exam question is a 25-minute essay.

A GCSE grade 5 in either History or Geography is one of the qualifications required for the **English Baccalaureate Certificate** (see pages 10-11).

Introduction

- The Media Industry – social media, news, film, television, magazines, video games, advertising, radio and music, dominate modern life and this course teaches you both how to analyse and question the mass media and how to create media products.
- This GCSE is an excellent foundation, which can lead to various careers in any of these industries.

What will I learn on this course?

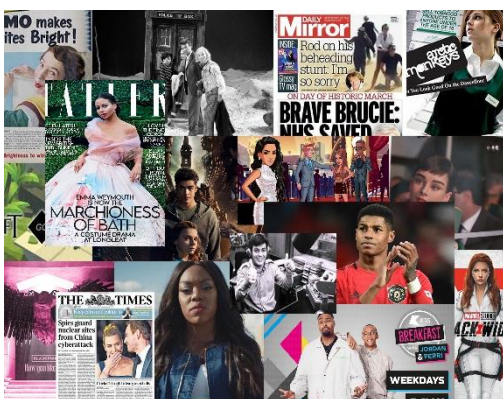
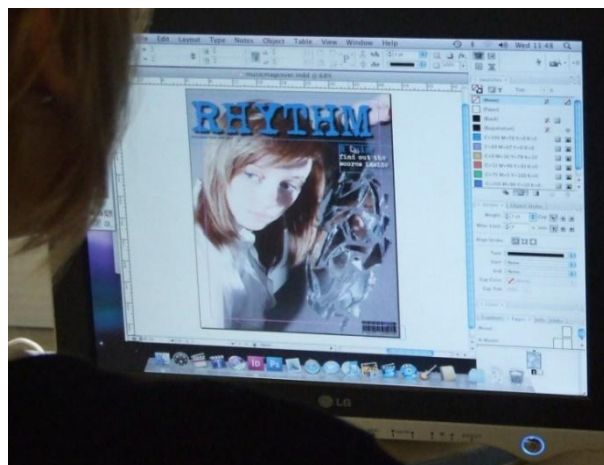
- You will look at advertising, TV drama, video games, social media, magazines and newspapers, and you will learn how to analyse representation of events, issues, places, individuals and social groups, using technical language involving camera shots, editing, mise-en-scène and soundtrack.
- You will also study a range of media forms including: film, print advertising and marketing, and online social and participatory media, using the theoretical framework of media language, representation, audiences and industries. This could involve studying films, print advertisements and the internet.
- Through your coursework will learn how to create media products using a range of software. You will respond to a set brief, researching and planning before producing your product.

How is the course structured?

- Unit 01 Exploring media exam (35%)
- Unit 02 Textual analysis exam (35%)
- Unit 03 Creating media non-exam assessment (30%)

How will I study?

- TV analysis uses short extracts from television programmes.



- Creative work tends to use Adobe programs like Photoshop and InDesign, which are standard to journalism, design and other media industries. You will be expert in these programs by the end of the course.
- The learning covers advanced theory in media language, audience, industry, and representation.

Introduction

- Sociology is the study of society.
- Sociology studies the way in which society shapes our lives and how individuals in turn affect society. It questions the things most people accept as ‘It’s just the way it is’. How much is our identity shaped by the people around us? Our family, the media, our peers or the education system? Who has the power in our society? Why is there inequality in our society?
- Sociology looks at up-to-date issues and at various sources of information.
- The course has links with many other subjects and is relevant to many occupations.
- If you have an interest in the society in which we live, or if you wish to work in an area which deals with members of the public, you will benefit from a study of Sociology.

What will I learn on this course?

- The GCSE course looks at different aspects of society. Each aspect is studied as a separate topic, although the topics all relate to each other.
- The topics studied in detail are:
 - the sociological approach
 - social structures
 - social processes and social issues
 - families
 - education
 - crime and deviance
 - social stratification
 - sociological research methods



How is the course structured?

- You will sit two 1 hour 45 min written exams at the end of Year 11.
- Throughout the course you will be assessed using a variety of methods, including end-of-topic tests quizzes and small-scale research projects.

How will I study?

- Through reading, listening, discussion, video clips and note-taking you will develop your sociological knowledge and understanding.
- Through the study of books, the internet and presentations you will produce written work.
- Through research methods including questionnaires, interviews and observation (including what is happening in the media and on the news).



LANGUAGES

Introduction

For many students one or more Languages will be a natural element of a balanced range of GCSE subjects. At Hazelwick, GCSE courses are offered in **French and Spanish**. The Senior Leadership Team and governors at Hazelwick School have taken the decision to make some curriculum changes. As such, German GCSE will not be offered for September 2024.

French and Spanish GCSE courses aim to:

- develop your ability to use the language effectively in a variety of realistic situations
- provide a suitable foundation for further study or practical use
- develop your knowledge and understanding of the target language countries
- provide enjoyment and intellectual stimulation

French and Spanish GCSE courses all have a total of four components:

- listening
- reading
- speaking
- writing

Assessment

- four different skills areas are assessed: listening, reading, speaking and writing
- each skill carries 25% of the marks
- all four skills are assessed externally
- grades 9 - 1 are awarded

OTHER MODERN LANGUAGES

Many students speak languages other than English at home. At present the school cannot offer courses in languages in addition to those described in this booklet, but this does not prevent any student from opting to take an exam in another language, usually their home language, and this is often done in Year 10.

Students at Hazelwick have in recent years taken exams in Urdu, Turkish, Portuguese, Bengali, Panjabi, Italian, Polish, Chinese (Cantonese and Mandarin), Russian and Gujarati, usually with very good results. Entries are considered on their individual merits.

Other information

A GCSE grade 5 in any of the Languages offered on the curriculum at Hazelwick (French or Spanish) is one of the qualifications required for the ***English Baccalaureate Certificate*** (see pages 10-11). A GCSE pass in any of the other languages mentioned above can be included instead.

Introduction

Communication – French is the official or second language in more than 40 countries and is spoken by more than 300 million people around the world. French is the only language spoken on every continent.

Work – Britain exports more goods to France than any other country in the world and France is a world leader in telecommunications and other high-tech industries. School leavers with some knowledge of French will have advantages in the European job market where there is a shortage of native speakers of English with language skills.

Be creative and confident – learning French will help you attain important life skills; progress is easy to measure so you can quickly take pride in your new abilities.



What will I learn on this course?

- How to use French effectively in a variety of realistic situations.
- You will study three themes:
 - people and lifestyle
 - popular culture
 - communication and the world around us
- You will develop your use of French vocabulary and grammar.
- You will learn more about the rich culture of the French-speaking world.
- You will provide yourself with a suitable foundation for further study or practical use of French.
- You will learn more about English through your study of French.

How is the course structured?

- The course is divided into the four key skill areas of listening, speaking, reading and writing.
- All four components will be examined at the end of the course.
- Each of the four skills is worth 25% of the total marks.
- You will be entered at either Foundation or Higher tier for all four of your exams.

How will I study?

- You will practise all your language skills in every lesson in a variety of ways.
- Learning key vocabulary and grammar will be an essential element of the course.
- Watching video clips, listening to recordings and working in small groups with the Foreign Language Assistant will improve your listening and speaking skills.
- You will develop your listening and reading skills through use of our online learning packages in the MFL computer suite and at home.

Introduction

There are now more native speakers of Spanish than English across the world; it is the first language of more than 400 million people and is spoken by 559 million people; it is the official language of 21 countries and the first language of 15% of the population in the United States.

Spanish is more than just grammar and a collection of words: it is a means of communication between peoples, and opens up so many possibilities in the future for whatever job you decide on.

Spain is far more than a popular holiday destination: Spanish culture has made a large contribution to architecture, the arts and to world literature.

Spanish is increasingly a language of global business as well as one of leisure and tourism.



What will I learn on the course?

- You will learn how to communicate in Spanish in a wide range of realistic situations.
- You will study a variety of relevant topics; e.g. People and Lifestyle, Popular Culture and Communication and the World around us.
- You will develop your use of Spanish vocabulary and grammar.
- You will learn more about the rich culture of the Spanish-speaking world.
- You will provide yourself with a suitable foundation for further study or practical use of Spanish.
- You will learn more about English through your study of Spanish.

How is the course structured?

- The course is divided into the four key skill areas of listening, speaking, reading and writing.
- All four components will be examined at the end of the course.
- Each of the four skills is worth 25% of the overall marks.
- You will be entered at either Foundation or Higher level for all four of your exams.

How will I study?

- You will practise all your language skills in every lesson in a variety of ways.
- Learning key vocabulary and grammar will be an essential element of the course.
- Using your ICT skills will enable you to develop your writing and reading skills.
- Watching videos, listening to recordings and working in small groups will improve your listening and speaking skills.

TECHNOLOGY SUBJECTS

Introduction

Technology is an increasingly significant part of the society children are growing up in today. Technology education at Hazelwick allows students to be creative while also developing new skills and grasping an understanding of how things work. It can provide students with a wealth of information and knowledge, transferable life skills and lead to an extensive range of career pathways.

The Technology department offers two separate GCSE courses. Both of these courses follow on smoothly from the courses taught at Key Stage 3. When deciding which course to choose, you should select the area in which you have gained the most success and enjoyment. A Technology subject can be one element of a broad and balanced timetable at Key Stage 4.

The Technology courses that can be chosen are:

Food Preparation & Nutrition (GCSE)
and/or
Design Technology (GCSE)

If you have a particular interest in technology, you may select both the Food course **and** the DT course.

Both Technology courses aim to develop your designing and making skills to enable you to produce a high quality product. The material used to make the product will vary according to the particular area of Technology being studied.

The Design Technology GCSE course and the Food Preparation & Nutrition GCSE course are both assessed as follows:

- 50% Non-exam assessment
- 50% Exam – one tier of assessment covering grades 9-1

Clearly, Technology practical work forms a large part of the assessment and therefore has a significant impact on the final grade. Therefore, a large amount of lesson time is dedicated to practical work to enable you to complete your work to a high standard. The department has worked hard to organise this work into manageable components to help you to achieve a high level of success in your chosen area of Technology.

Details of each of the Technology courses are given on the following pages.

What will I learn?

Food preparation skills are integrated into five sections:

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



How is the course structured?

The course is assessed in two ways:

- Written Exam 50%
- Non-exam assessment 50%



The Written Exam (50%)

- Theoretical knowledge of food preparation and nutrition
- Written exam: 1 hour 45 minutes
- Multiple-choice questions (20 marks)
- Five questions, each with a number of sub-questions (80 marks)

Non-exam assessment (50%)

Task 1: Food Science Investigation (15%)

This tests your understanding of the working characteristics, functional and chemical properties of ingredients. You will apply food science and chemistry knowledge to experiments and write up your findings in a 1500-2000 word report/essay with photographs.

Task 2: Food Preparation Assessment (35%)

This tests your knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. You will plan in advance and then prepare, cook and present a three-course meal within a 3-hour timed assessment, showing as many food preparation skills as possible around a set brief. You will then write up and evaluate your findings within a 20-hour written report.

How will I study?

In **Years 9 and 10**, in Practical lessons, you will learn in-depth food preparation skills from the set list, including the application of molecular gastronomy. You will also apply nutritional knowledge to dishes produced and explore the different types of food chemistry and functions. This is to prepare you for your controlled assessments in Food Science and your controlled assessments in Food Preparation. In Theory lessons, you will acquire knowledge on the topics listed above in order to apply this in the practical classroom. This is to prepare you with the knowledge required for your written examination.

In **Year 11**, you will complete the two pieces of controlled assessment and revisit the knowledge learnt in Years 9 and 10 in order to revise for the written examination.

Other information

- The course involves a lot of practical work. Students considering taking the course should enjoy taking part in practical sessions. The practical work will require ingredients to be supplied from home on a weekly basis.
- Food Preparation & Nutrition **can** be combined with one of the DT subjects.



Introduction

This course will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design & Technology including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively to produce ideas for real-world design briefs and clients. This GCSE allows you to study core technical skills, along with specialist technical principles, including a broad range of design processes, drawing techniques and new and emerging materials and processes.

What will I learn?

The content of the course is very broad and covers the following areas:

- Using design communication techniques, hand-drawing and presentation skills, Adobe Illustrator, Onshape, Techsoft Design and workshop processes to create varied products.
- Learning how to use a wide range of materials such as paper & boards, graphic products, natural and manufactured timbers, metals, alloys and polymers.
- Developments in new & modern materials, smart materials, composites and technical textiles.
- The skills and processes involved in creating design concepts and prototypes.
- How products are designed and made to encompass different cultures, beliefs and social groups.
- Safe and correct use of workshop equipment and machinery.
- How to design with a user-centred approach, focusing on client needs and wants.
- Changes in design trends and movements- how past & present professionals influence the world of design.

You will also be taught the basics of design, from initial ideas through to the production of your design. Time will also be spent analysing and evaluating products that already exist, as well as examining the wider effects of Design & Technology in society.

How is the course structured?

The course is assessed in two ways:

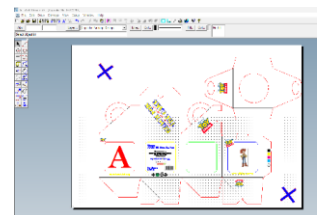
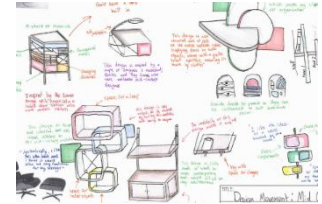
- Written Exam - 50%
- Non-examined assessment (NEA) - 50%

The non-examined assessment consists of a substantial 'design and make' task set by the AQA exam board. You will produce a portfolio of evidence and will be assessed on your:

- Investigation, research and client feedback
- Drawing skills & design communication
- Production of a prototype, through development
- Analysis and evaluation throughout the portfolio

How will I study?

- The course is divided into small modules of work, which focus on a range of key areas within Design & Technology. Each module will involve a combination of theory work, design drawings, written elements and practical outcomes.
- The theory work that is required is always taught in parallel with the design work, so that you gain a full understanding of the subject. This subject offers a combination of skills, focussing on the iterative nature of the design process and product development.



PSHE

Personal, Social, Health & Economic Education

PSHE is an essential subject which helps equip young people with the life skills they need at school and for when they move into adulthood. The range of topics you will study is broad which reflects the number of issues young people may face in a modern British society. From relationships and sex education, mental health to drugs education, the topics studied are current. You will study topics such as sexual consent, how to access sexual health services, sexting, revenge porn, child sexual exploitation, county lines drug dealing, stress and careers. Our approach to teaching PSHE is LGBT inclusive and fully respects the Equality Act (2010). PSHE education is as a vital component to any student's education and plays an important role in the safeguarding of young people.

How is the course structured?

During years 9, 10 and 11, you will have PSHE lessons once every two weeks throughout the school year.

What will I learn on this course?

PSHE lessons not only inform you on particularly topics, they also raise awareness of risk which includes the potential legal ramifications of certain actions that a young person might take. Your PSHE lessons, will enable you to assess and manage potentially risky situations involving relationships, drugs and mental health for example. You are also directed towards support on a range of topics so at any time you need to access help either inside or outside of school then you will be fully aware of how to do this and who to contact.

Key stage 4 PSHE includes:

Relationships and Sex Education

- Consent
- Dangers of pornography
- Child Sexual Exploitation
- Contraception
- Domestic abuse
- Accessing sexual health services
- Arranged and forced marriage
- Sexting, revenge porn and upskirting

Health and Wellbeing

- Stress
- General mental health awareness
- Self-Harm
- Drugs – including drugs trends and county lines drug dealing

Careers

- Post 16 options
- CVs



CITIZENSHIP & VBE (Values, Beliefs and Ethics)

Citizenship

Citizenship teaches young people how to play a full part in society as active and responsible citizens. The subject offers a range of topics from politics, racism to human rights and you will be studying these topics using modern case studies so you will be learning about what is happening in the world today. You will also learn how you can affect what is going on in the world around you as we explore how young people can actively engage in youth politics, volunteering and youth campaigning.

Values, Beliefs and Ethics

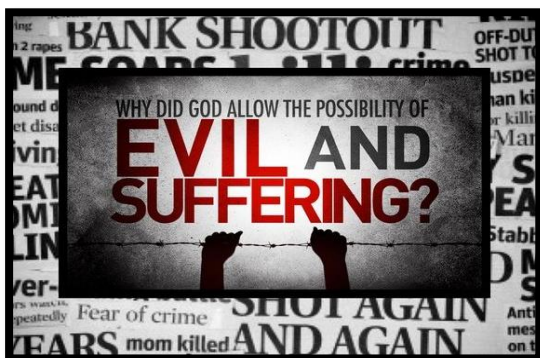
Values, beliefs and ethics teaches you about the differences in what people believe in and the values that they hold. These differences can be of a religious, political or ethical nature. As part of this course, you will study the philosophy, beliefs and values that are associated with a range of topics such as arguments for and against the existence of God, and prejudice and discrimination.

How is the course structured?

Citizenship and VBE is taught in year 9 and 10 once every two weeks and the subjects share the same curriculum time. These subjects are not assessed for a GCSE and are part of life skills education at the school.

What will I learn on this course?

- Politics
- Crime
- Philosophy – arguments for and against the existence of God
- Radicalisation
- Islamophobia and Anti-Semitism
- Money and the economy
- Prejudice and Discrimination



Through reading, discussion, debate and audio/visual content, you will develop your knowledge and understanding of the big issues which are having an impact around the world today. You will then be able to consider your own standpoint on topics ranging from politics, crime, to arguments for and against the existence of God.

There will also be opportunities to take part in trips and to become involved with youth democracy at the school.