

Harlington Upper School



Year 9 into Year 10

Options Booklet

2016-18

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Introduction



The purpose of this booklet is to give parents and students information about the subjects on offer in Years 10 and 11 and to give guidance about how to choose courses.

Section 1	General advice and information
Section 2	Advice about choosing option subjects
Sections 3, 4 & 5	Information about individual courses
Section 6	Option choice forms

NOTE: It is important to recognise that, although all courses are offered in good faith, the school must reserve the right to adjust the programme according to demand and the availability of staff and resources. In particular, it may be necessary to withdraw courses that are under-subscribed or to review choices where a course is over-subscribed and amend exam boards or levels of entry in line with the changing national context.



Section 1 General Advice & Information

Dear Student,

This booklet is designed to help you and your Parents / Carers make the best choices for the subjects that you will follow in Years 10 and 11 at Harlington. All students will study English, Maths, Science, Values (Religious Studies and Personal Development) and Physical Education. You will then make a decision on the other subjects you will take.

Many of the decisions you make will be based on what you already know about yourself and how you learn. The best advice I can give is for you to choose subjects that interest you and that you want to work hard at.

In addition, to help you decide:

- There will be an **Option Assembly on Monday 25th January 2016**; which will go through all the important information you will need.
- Your **tutor** will talk to you about the options and what might suit you best. Your subject teachers are currently completing your progress check, which will indicate your current performance. This is due to be given out on the **Friday 29th January 2016**.
- **Teachers** will be on hand to talk to you about their subjects and your choices in more detail at the **Parents Evenings on Thursday 4th February (Red band) and Thursday 11th February (Blue band)**

Good luck with your decisions. Please do ask if you would like additional help.

Yours sincerely



Mr G Russon
Assistant Headteacher



Section 2 How Do I Choose My Subjects?

The Timetable Structure

The school operates a timetable with 50 one-hour periods in a 10 day cycle. The time allocated to each subject is shown below:

Subject	Number of hours taught
English	8
Mathematics	8
Values	2
Science	10
Core PE	2
4 options choices	5 hours each

The Decisions – What exactly are the choices?

Students should select four option subjects (with two reserve choices). At least one should be a 'facilitating' subject. This will help to ensure you have the maximum choice of progression routes aged 16 and 18. Subjects are grouped into option 'blocks' for timetabling purposes.

The facilitating subjects offered are: French, Spanish, Geography, History and Triple Science.

How Do I Choose My Subjects?

- Step 1 Select a facilitating subject from any block.
- Step 2 Select three more different subjects from the remaining blocks. You may include other facilitating subjects.
- Step 3 Select two reserve subjects.
- Step 4 Complete the options form and hand it in to your Form Tutor as soon as possible, but by **Monday 22nd February 2016** at the latest.



Who Can Help?

Your parents are likely to be the people you talk to in the most detail about your options. In school your Form Tutor is the first person you should talk to if you would like help.

It is important to emphasise that the choice is yours. No one in school will try to make you follow a curriculum which you just don't want. Along with your parents there are several people in school who will support you in your decisions. You can also get help from the following people:

Learning Support Team
House Leader
Subject Teachers
Information, Advice and Guidance Team

Is there anything else I should consider?

Some students may wish to consider whether their curriculum choices give them access to the 'English Baccalaureate'. This is not a certificate or a qualification in itself – but it is a measure that the Government introduced in 2010 as an indication of a broad and balanced curriculum.

Some Universities may be interested to see that you have secured the 'English Baccalaureate' within your GCSE studies.

To achieve the English Baccalaureate, students must secure good quality passes (or above) in English Language, Mathematics, 2 or more Sciences, a Modern Foreign Language (French or Spanish) and History or Geography.

If you are able to do well in English Baccalaureate subjects it is recommended that you chose this more 'academic' curriculum. However, at Harlington this is a free choice for the individual student.



Examination Targets

Most courses available will give students the opportunity to be entered for a GCSE examination or equivalent. Details of the Examination Board and the mode of assessment for each subject are given later in this booklet.

At Harlington we use four different Examination Boards:

- AQA Assessment and Qualifications Alliance
- EDEXCEL The Foundation for Educational Excellence
-also awarding BTEC qualifications
- OCR Oxford, Cambridge and RSA Examinations
- WJEC Welsh Joint Education Committee

Course Grading

The Government is in the process of introducing new reformed GCSEs. A new grading system of 9 to 1 will be used, with 9 being the top grade. There will be new, more demanding content and assessment will be mainly by exam, with other types of assessment such as coursework being used only where essential. Courses are designed for two years of study and students will take all their exams in one period at the end of their course.

From September 2016 most subjects will follow the new reformed specifications. Only Design Technology, Business, Economics and Media Studies GCSEs will remain unchanged for Y10 students in September 2016 and their grading system will also be unchanged at A* to G, where A* is the highest grade.

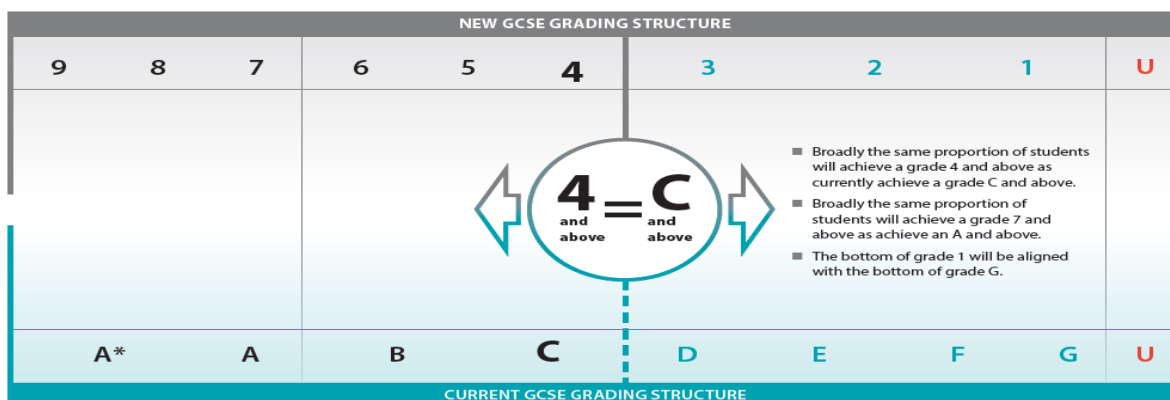
How do the gradings compare?

Parents can see from the table opposite, how the two GCSE grading systems compare with one another.



Grading the New GCSEs in 2017

Ofqual



September 2014

Ofqual/14/5517

Produced by the Office of Qualifications and Examinations Regulation (Ofqual)

Gradings for Non-GCSE Subjects, including BTEC courses and Cambridge National Level 2 Certificates

Grading	GCSE Equivalent
Level 1 Pass	
Level 2 Pass	1 Grade C
Level 2 Merit	1 Grade B
Level 2 Distinction	1 Grade A
Level 2 Distinction *	1 Grade A*



How Can Parents Help?

What can I do to help as a parent?

- **Share and Discuss**

As much as the choices are for the student, it is essential that they discuss the decisions with you and as many other people as possible. It is important that students are encouraged to take subjects which they enjoy and which they will be successful in. Whilst it is good to consider choices in relation to future careers, it shouldn't dictate every decision at this stage.

- **Equipment & Environment**

Apart from helping to guide your child to make the right choice, you can ensure that they have the necessary equipment for Years 10 and 11. This will include:

- A calculator (speak to your child's Maths or Science teacher)
- Revision books to work from at home. (speak to the individual teachers to find out which ones you should purchase)
- Access to the internet at home – if possible

Aside from providing the necessary equipment, ensuring that they have a suitable learning environment at home, where they can study without disruption is vital.

- **Keep in Touch**

Information about GCSE courses is regularly published in our weekly Parent Newsletter. Please do not hesitate to make contact with the school at any time if you have any questions.

Useful Websites

www.edexcel.org.uk
www.aqa.org.uk
www.ocr.org.uk
www.wjec.co.uk
www.careers-gateway.co.uk
www.cascaid.co.uk/kudos
www.harlington.org



Key Dates

- **Option Booklets: Issued to students Friday 22nd January**
- **Y9 Option Assembly: Monday 25th January**
- **Parents' Consultation Evenings**

Parents will have an opportunity to visit the school on either **Thursday 4th February 2016** (Red Band Students) or **Thursday 11th February 2016** (Blue Band Students) to discuss progress in Year 9 and the options procedure.

In addition to subject teachers, there will be staff available to give general advice.

- **Return of Options Form**

The eventual choice of subjects will be made on an Options Form, which must be returned to the school by **Monday 22nd February 2016**.



Section 3 Core Subjects

As indicated on page 5, all students follow courses in certain core subjects. The details of these courses are given in this section.

English	12
Mathematics	13
Science	14
Physical Education	16
Values	17



English GCSE

Course	GCSE English Language, GCSE English Literature
Exam Board/Syllabus	English Language – AQA Syllabus 8770 English Literature – AQA Syllabus 8702
Grade Equivalences	9 to 1
Hours Taught (per cycle)	8 hours
Assessment Route	100% Examination and Separate Endorsement for Spoken Language English Language – 2 written papers of 1 hr 45 mins each English Literature – 2 written papers, one of 1 hr 45 mins and the other 2 hrs 15 mins

Additional Information

In Year 9, students follow a broad and balanced curriculum including study of English Language and English Literature. Units on grammar for reading and writing, non-fiction skills, as well as a range of Shakespeare, prose and poetry enabled students to bridge the gap between Key Stage 3 and GCSE. Later in Year 9, students begin their GCSE courses.

Year 10 & 11

Following completion of the Year 9 GCSE preparation course, students are set on an appropriate pathway leading to GCSE qualifications.

GCSE English Language: This is a combined Language and Literature qualification, which will enable students of all abilities to develop the skills they need to read, understand or analyse a wide range of different texts from the 19th, 20th and 21st centuries. Students will develop their own writing: writing effectively for different purposes and audiences and with an emphasis on writing clearly, coherently and accurately, using a range of vocabulary and sentence structures.

GCSE English Literature: This is a separate, full GCSE qualification, co-teachable with GCSE English Language for most students. This comprises the study of a Shakespeare play, a 19th century novel, a post-1914 prose fiction or drama text and a selection of poetry, both studied and unseen.



Mathematics GCSE

Course	GCSE Mathematics
Exam Board/Syllabus	Edexcel, Syllabus 1MA1 Selected students also take OCR Additional Maths 6993
Grade Equivalences	9 to 1 2 Tiers of entry: Higher (Grade 9 to 4) Foundation (Grade 5 to 1)
Hours Taught (per cycle)	8 hours
Assessment Route	100 % Examination, 3 written papers of 1 hr 30 min each (2 calculator, 1 non-calculator). No coursework (Additional Maths 1 exam 2hr)

Additional Information

As a core subject all students follow the Mathematics course through to the GCSE examination at Key Stage 4. There is no coursework element to GCSE Mathematics; assessment is entirely based on written papers. This consists of three papers, one non-calculator and two calculator papers. All topics can be assessed on any of the papers. The papers include a large proportion of problem-solving, investigation and everyday maths questions.

The assessments will cover the following content headings:

- Number
- Algebra
- Ratio and Proportion
- Geometry and measures
- Probability
- Statistics

There are two tiers of entry: Higher (Grades 9-4) and Foundation (Grades 5-1). Decisions regarding entry will be based on regular assessments, homework and the advice of their class teacher. All students are expected to provide their own equipment: pen, pencil, ruler, calculator and maths set (pair of compasses and protractor).

Teaching groups are formed according to ability so that work can be carried out at a level most suited to the individual student. Students will sit the GCSE tier of entry appropriate to their ability. Our aim is for the students to enjoy their studies and to work at a pace appropriate to their ability. All students will follow the same curriculum.

Students in set 1 will be introduced to some topics beyond GCSE and be offered Additional Maths as a Free Standing Maths Qualification (FSMQ). Assessment is a single 2 hour exam. This is taught alongside the GCSE and both are examined at the end of Year 11. We also offer the OCR Progression Certificate for a few students.



Science GCSE

Course	GCSE Combined Science
Exam Board/Syllabus	To be confirmed
Grade Equivalences	2 Tiers of entry: Higher (Grade 9 to 4) Foundation (Grade 5 to 1)
Hours Taught (per cycle)	10 hours
Assessment Route	There will be one examination series available each year in May/June. All examined papers must be taken in the same examination series at the end of the course.

Course	Triple Science
Exam Board/Syllabus	To be confirmed
Grade Equivalences	3 separate GCSEs in Biology, Chemistry and Physics each with 2 tiers of entry: Higher (9 to 4) and Foundation (5 to 1)
Hours Taught (per cycle)	Triple Science is taught as an option and will therefore be allocated 15 hours per cycle.
Assessment Route	There will be one examination series available each year in May/June. All examined papers must be taken in the same examination series at the end of the course.

Additional Information

The Science team will identify and advise students prior to making option choices as to which course is most suited to them.

GCSE Combined Science

Most students in the year will follow this two Science GCSE route, which is our core provision for all students. GCSE Combined Science is studied during both Year 10 and 11 with assessments at the end of Year 11.

GCSE Combined Science covers aspects of Biology, Chemistry and Physics relevant in everyday life. Practical skills are embedded within the different topics covered with opportunities to carry out practical activities to enhance experience and understanding of science theory and skills.

Students will be entered for either a Foundation or a Higher tier examination at the end of Year 11. Good grades will qualify students to study A levels in Biology, Chemistry or Physics.

Students with a particular interest in science may wish to consider triple science.



Triple Science

Triple Science is the study of the three separate science GCSEs in Biology, Chemistry and Physics. The courses cover a more extensive range of subject matter and are an appropriate course for students who are aiming to study sciences at A-Level. Due to the extensive nature of the content covered, students will have to be committed and dedicated to this challenging course.

The Triple Science course is available only as an option and students wishing to follow this must choose it as one of their options. Sufficient time has been allocated in the curriculum to allow students to fully develop scientific understanding and application.



Physical Education (PE)

All students will follow the two-year Core PE (incorporating a healthy active lifestyle) – non-accredited course, whilst in addition some will opt for either the GCSE PE or BTEC Performing Arts/Dance - accredited courses.

Course	Core PE (incorporating a healthy lifestyle)
Exam Board/Syllabus	Non-accredited
Grade Equivalences	N/A
Hours Taught (per cycle)	2 hours
Assessment Route	No coursework or exams

Additional Information

This is a practically based non-accredited course. You will have the opportunity to experience a wide variety of sports that are selected in line with the requirements at Key Stage 4.

This course will develop your personal fitness and practical skills; as well as build your experience in leadership and officiating roles. You will be expected to gain a more in-depth understanding of a range of activities so that you can participate to the best of your ability.

Healthy lifestyle topics will be explored throughout the course to enable you to make informed and appropriate decisions in relation to your personal development and leading a healthy lifestyle.

The PE department's extra-curricular programme lends valuable support to this course.

As this is not an accredited course, there will be no written examinations or coursework.



Values

Course	Values
Exam Board/Syllabus	Non accredited
Grade Equivalences	N/A
Hours Taught (per cycle)	2 hours
Assessment Route	N/A

Values education at Harlington Upper School helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. The course covers a range of areas that have relevance and meaning for pupils at Key Stage 4.

At Harlington we are committed to providing a thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural (SMSC) development. SMSC education is therefore provided in assemblies, during tutor time and during Personal Development lessons. We are also committed to providing students with knowledge about different beliefs (religious and non-religious) and values.

The content of Values lessons will therefore have an SMSC and ethical thinking emphasis. The content of the lessons includes personal, social, health and citizenship education, sex and relationships education and information about different ethical perspectives. The content aims to deepen pupil's understanding of democracy, government, the rights and responsibilities of citizens, how to identify and manage risk and why in moral situations there can be such a wide range of views. Key concepts include: democracy and justice, rights and responsibilities, identities and diversity, ethics and morality. The lessons will also include input into student's careers and financial management.

The content covers themes such as; power and politics, roles and rights, communities and identities, self-esteem, health and sex and relationships education, the role of the media, global business and environmental issues. In both Key Stage 3 and 4 there will be moral and ethical dilemmas for students to consider.

The course will have time devoted to learning to learn activities; to learn about personal organisation and to gain support for generic study skills. This will assist students in being fully prepared for the revision and examinations process in Year 11.



Section 4 Option Choice Subjects

As indicated on page 5, information on the option courses is presented on the following pages.

Humanities	
Geography	19
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RS (Philosophy & Applied Ethics)	21
Languages	
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Arts	
Art & Design	24
Drama	25
Music	27
Media Studies	29
Technology	
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Food Preparation and Nutrition	31
Textile Technology	32
Child Development	33
Business	
Business Studies	34
Business Studies & Economics	34
ICT	
Computer Science	36
(EDCL) Certificate in IT Application Skills	38
Physical Education	
GCSE PE	39
BTEC Dance	41



Humanities

Geography GCSE

Course	GCSE Geography
Exam Board/Syllabus	Edexcel Syllabus B 1GB0
Grade Equivalences	9 to 1
Assessment Route	3 exams: Unit 1 Global Geographical Issues (37.5%), Unit 2 UK Geographical Issues (37.5%), Unit 3 People & Environment Issues - Making Geographical Decisions (25%)

Additional Information

The GCSE Geography course provides an engaging real world focus and deals with a range of current issues. We study issues locally, nationally and internationally, enabling students to understand human and environmental problems on a global scale.

The topics studied include the following:

- **Global Geographical Issues (Unit 1)**
 1. Hazardous Earth
 2. Development Dilemmas
 3. Challenges of an urbanising world
- **UK Geographical Issues (Unit 2)**
 1. The UK's evolving physical landscape (either coasts or rivers)
 2. The UK's evolving human landscape including the study of a major UK city
 3. Geographical Investigations including one physical fieldwork and one human fieldwork investigation
- **People & Environmental Issues – Making Geographical Decisions (Unit 3)**
 1. People & the Biosphere
 2. Forests Under Threat
 3. Consuming Energy Resources

All 3 exams will include multiple choice questions, short open, open response, calculations and 8 mark extended writing questions. In addition in unit 3, the 'Making Geographical Decisions' section requires students to apply their knowledge to an unseen situation and choose one of three decisions assessed through a 12 mark extended writing question.

Students will develop geographical skills throughout the course including map interpretation, graph interpretation, problem solving, data handling and mathematical and statistical skills. Students will take part in a variety of decision making exercises, role plays and simulations, utilising a variety of teaching and learning styles. Fieldwork is an important part of the course and will involve two local day trips.



Humanities

History GCSE

Course	GCSE History
Exam Board/Syllabus	Edexcel History
Grade Equivalences	9 to 1
Assessment Route	Examination 100%

Additional Information

We study the past in school, not because students need to know a collection of old facts, but because history helps us to understand how the world works and how human beings behave. Knowledge and understanding of the past is needed for an understanding of the present and preparing for the future. At Harlington we believe 'that what happened then matters now'.

The best of all reasons for studying history is simply that it is interesting, important and enjoyable. The subject is not only interesting in itself, but teaches invaluable skills and approaches relevant to your future career. In an age when employers are often more interested in what grades you obtain (as an indication of your ability and skills rather than the specific subject you study), history offers you the opportunity to develop, practise and refine critical skills. There are numerous career opportunities such as law, management, teaching, local government and other areas where you will be expected to think for yourself.

We will be teaching a new specification next year, the topics we will be studying are:

- Period Study and British Depth Study – Anglo-Saxon and Norman England, c 1060-88 and Superpower relations and the Cold War 1941-91.
- Modern Depth Study - Weimar and Nazi Germany.
- Thematic study and historic environment – Medicine in Britain 1250 – present.



Humanities

Religious Studies (Philosophy and Applied Ethics GCSE)

Course	GCSE RS Philosophy and Applied Ethics (J625)
Exam Board/Syllabus	OCR
Grade Equivalences	9 to 1
Assessment Route	Examination 100% Two one hour exams and one two hour exam.

Additional Information

With religious issues frequently in the news agenda, Religious Studies (RS) is a relevant, engaging and challenging subject. RS gives students valuable insights into the diverse beliefs, ethics and opinions of Britain today. It can help with the personal development of students, supporting engagement with the spiritual, moral, social and ultimate questions that can surface in their lives and communities. In tackling difficult questions, it provides students with insight that can work to challenge stereotypes, promote cohesion and tackle extremism. RS does important work encouraging young people to value themselves and become responsible citizens as it meets many of the requirements for Personal and Social, Health and Economic Education and for Citizenship.

RS provides an excellent background for AS level Philosophy and Ethics, and for careers requiring good communication skills and the ability to work with others, in addition to helping develop analytical and evaluative skills.

RS aims to equip pupils with the skills to play an effective role in public life. It encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Lessons will encourage them to develop their critical thinking skills and explore different ideas and opinions. Ultimately this should help contribute to giving pupils the confidence to become active, informed and critical citizens so that they can take action to try to make a difference in their communities and the wider world. This would fulfil the school's aim for pupils to 'know thyself'.

The topics are highly relevant for students and some examples of themes covered include: Investigations into why people may or may not believe in God's existence, religious and non-religious views on war and peace, issues of discrimination in society and how medical ethics is controversial (examining issues related to euthanasia, abortion and IVF).

The modules are:

- A study of two religions.
- Relationships and family.
- The existence of God, gods and the ultimate reality.
- Religion, peace and conflict.
- Dialogue between religious and non-religious beliefs and attitudes (including debates about medical ethics, the role of the media, the relationship between religion and science and equality in society).



Languages

Modern Foreign Languages

Course	GCSE French
Exam Board/Syllabus	AQA Syllabus 8658
Availability	Students who studied French in Y9
Grade Equivalences	9 to 1
Assessment Route	Listening Final Exam (25%) Reading Final Exam (25%) Speaking Final Exam (25%) Writing Final Exam (25%)

Course	GCSE Spanish
Exam Board/Syllabus	AQA Syllabus 8698
Availability	Students who studied Spanish in Y9
Grade Equivalences	9 to 1
Assessment Route	Listening Final Exam (25%) Reading Final Exam (25%) Speaking Final Exam (25%) Writing Final Exam (25%)

Additional Information

The department offers courses in **French and Spanish** at GCSE level. Our aims in Years 10 and 11 are:

- to develop the ability to use languages effectively for purposes of practical communication;
- to form a sound base for the skills, language and attitudes required for further study, work and leisure;
- to offer insight into the cultures & civilisations of French and Spanish speaking countries;
- to develop an awareness of the nature of language and language learning;
- to provide enjoyment and intellectual stimulation.

A qualification in Languages is an asset for any student in the job market opening up opportunities in business, travel, tourism, education and many other spheres. A Language GCSE is also particularly important for those thinking about AS and A2 Level examinations and is a facilitating subject at university.

The examinations taken will demand considerable speaking and listening skills, together with competence in reading and writing. Furthermore, particularly for those aiming for higher grades, (9-5), students need to understand the grammar of the language they are studying and then adapt what they know to new situations.



Languages

For the development of listening skills, audio material of native speakers is provided, with the speakers talking on topical subjects of relevant practical application.

There will be an increasing emphasis on developing students' speaking skills in a wide variety of situations. Students will be expected to respond to and communicate in the foreign language as much as possible during lessons. They will have to present ideas as a presentation, as well as ask and answer questions in a range of different situations. They will also have to practise role-plays to be able to cope with real-life situations abroad. Students will complete a speaking exam at the end of the two year course.

Alongside the productive skill of speaking is the writing component of the course. Students will learn how to master the grammar of the language and have opportunities to write in the language in class and for homework. Assessment is an exam at the end of Year 11 where they are marked on the content of what they say as well as the quality of the language and range of structures that are used. There will also be a small translation element.

Throughout the course, there are many opportunities to use ICT and multimedia to develop language skills, to understand the culture and to bring the world of the foreign language into the classroom. There are opportunities to go on trips that will build confidence and give students the opportunity to use the skills and knowledge that they are learning. We also aim to use authentic material wherever possible.

To take either French or Spanish, it is highly recommended that you have studied the relevant language in Year 9.

French GCSE

The French course is currently based on the 'EXPO French' course, which gives practice in the four skills of:

1. Listening
2. Speaking
3. Reading
4. Writing the language

The topics covered are as follows:

- Life in the home & local area
- Sports, food & drink
- Socializing, TV, Films and music
- Holidays and environmental issues
- School life and work experience

Spanish GCSE

This is the same as for French but in Years 10 and 11 we mainly use the course entitled 'Mira Spanish'.



Arts

Art & Design GCSE

Course	GCSE Art & Design
Exam Board/Syllabus	Edexcel, Art and Design Syllabus 1AD0
Grade Equivalences	9 to 1
Assessment Route	The course consists of two components; component one includes a portfolio of work in your sketchbooks and final outcomes which is your coursework and makes up 60% of your grade, component two includes the controlled assessment representing your examination work and final outcomes which make up 40% of your overall grade. At the end of the course your work is displayed for final moderation by the examiners.

Additional Information

The course you will be following is designed to develop your own practical skills and ability. It will help you to understand and to gain knowledge of how ideas, meanings and feelings are put across in Art. We look at how these ideas relate to the lives of artists and to your own experiences. Students studying Art GCSE need to be 'practitioners and critics' (you need to be a 'thinker' about art and a 'maker' of art at the same time).

How we will teach you

The course is taught through a number of projects over the two years. The projects are based on interesting themes and we encourage you to explore the themes in depth. To help you develop your ideas you will experience a variety of ways of working, discover new techniques and find out how to use many different materials. You will be helped to explore how artists, designers and craftspeople have developed their own ideas and you will be able to try these in your own work.

You will be shown how to draw from observation to build skills and confidence in manipulating the formal elements. Your sketchbook will be an important record of your ideas over the two years - it forms an important part of your final assessment. Homework assignments will be directly related to your coursework.

Who is the course suitable for?

The course is intended to follow on from your experiences at Key Stages 1, 2 and 3. It is designed to meet the needs of the following students:

- Students who will undertake further studies in Art and Design post-16.
- Students who will study subjects or take up careers for which an Art or Design background is relevant.
- Students who have an interest and aptitude in the subject.



Arts

Drama GCSE

Course	GCSE Drama
Exam Board/Syllabus	AQA, Syllabus 8261
Grade Equivalences	9 to 1
Assessment Route	Mixture of practical and written assessment throughout the course (60%). Written Exam (40%).

Additional Information

Who should choose this subject?

- Students who are interested in performing themselves and watching professional actors performing plays at the theatre.
- Students who want the opportunity to develop social and communication skills and to learn about the art of performance.
- Students who are committed to working closely with others and using their creative ideas.
- Students who can communicate their practical ideas through written coursework.

What will be studied?

Students will have opportunities to develop:

- Creative and imaginative powers and practical skills for communicating and expressing ideas, feelings and meanings in drama.
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
- Understanding of drama forms and awareness of contexts in which they operate.
- Knowledge and understanding of drama within a social, cultural and historical context.
- Communication of a range of drama forms through written coursework.

Trips and Workshops

Students will have the opportunity to

- Visit the Fortune Theatre to see 'The Woman in Black' in Y10
- Visit Milton Keynes Theatre to see 'The Curious Incident of the Dog in the Night Time' in Y11.
- Research visits to support component 2.
- Take part in a workshop with professional actor Sean Jones.
- Participate in the whole school show.
- Participate in public exam showcases to parents.



Arts

Assessments

Component 1: Understanding drama

What is assessed? (Written, 40%)

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.

How is it assessed?

(Written exam 1hr 40, open book)

The exam will include:-

Section A - Multiple choice questions (4 marks)

Section B - Four questions on a given extract from the set play chosen (46 marks)

Section C - One two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks).

Component 2: Devising drama

What is assessed? (Practical, 40%)

- Process of creating devised drama.
- Performance of devised drama (students may contribute as performer or designer).
- Analysis and evaluation of own work.

How is it assessed?

The practical comprises devising a log (60 marks) and a devised performance (20 marks). This component is marked by teachers and moderated by AQA.

Component 3: Texts in practice

What is assessed? (Practical, 20%)

- Performance of two extracts from one play (students may contribute as performer or designer (25 marks each). Free choice of play but it must contrast with the set play chosen for Component 1.

How is it assessed?

Performance of extract 1 and performance of extract 2.

Each extract is worth 25 marks. This component is marked by AQA.



Arts

Music GCSE

Course	GCSE Music
Exam Board/Syllabus	Edexcel Syllabus 1MUO
Grade Equivalences	9 to 1
Assessment Route	Written paper (Listening) (40%) Performance as soloist & as a member of a group (30%) Composition (30%)

Additional Information

Do you enjoy listening to different types of music? Do you enjoy performing music, on your own or in groups? If you can answer “Yes” to both these questions, then the GCSE Music course may be for you! The GCSE Music course includes THREE different activities:

- Performing
- Listening
- Composing

In the PERFORMING part of the course, you will have a chance to:

- Perform as a soloist, on an instrument of your choice (this also includes singing).
- Perform as a member of a group.
- Learn improvisation techniques.

Ultimately - in Year 11, you will need to perform for 4 minutes ideally at a minimum grade 3/4 standard (you do NOT need to have taken formal exams - we will guide you as to the types of music you should play).

In the LISTENING part of the course, you will have a chance to:

- Listen to popular music of the 20th and 21st centuries, world music and classical music.
- Learn to analyse the music and describe it using technical vocabulary - learning to play several of the set works as a class ensemble.
- Improve your score-reading and knowledge of music theory.

In the COMPOSING part of the course, you will have a chance to:

- Learn how to compose your own music - ultimately submitting two original compositions.
- Learn about recording techniques.
- Use the two music technology suites of computers and the software packages, Sibelius and Cubase.

The school’s policy with regard to instrument tuition is that parents will pay the cost of lessons for the Autumn and Spring terms for students taking Music GCSE.



Arts

Parents will also pay the cost of the lessons in the Summer term, however the school will refund the cost of the final terms lessons at a rate of one lesson per week, per student taking Music GCSE.

The refund will be given on the proviso that the student has a 100% attendance record at peripatetic music lessons throughout the academic year (other than where the student is absent for the day due to sickness or on an approved trip) and regularly attends an ensemble group (where one exists) for their instrument, and participates in school music events such as concerts or productions. The refund will be made during the following Autumn term.

Outside the classroom

It is essential that GCSE students take advantage of the wide range of extra-curricular activities on offer at Harlington. Current ensembles include Jazz Band, Wind Band, Brass Band, Rock Band (Harlington Jams), percussion group, string group, ukulele group, Keyboard Orchestra and Choir (Harlington Voices). These activities make an important contribution to the development of musical skills and introduce students to a wide range of repertoire. It is expected that, as part of the GCSE course, students attend at least one activity associated with their instrument and Harlington Voices on a weekly basis and participate in the main school concerts.

Students have the opportunity to take part in various concert trips, including orchestral concerts, operas and shows. The regular school musicals provide another opportunity for musicians to perform and GCSE musicians also play a full part in the Music Department's tours to Europe.



Arts

Media Studies GCSE

Course	GCSE Media Studies
Exam Board/Syllabus	AQA Syllabus 4810
Grade Equivalences	A* to G
Assessment Route	3 controlled assessments completed in class (60%) for Unit 1 1 exam at end of Y11 (40%) for Unit 2

Additional Information

Students selecting this option will explore how and why the Mass Media plays such an important role in our lives.

The study of the Mass Media revolves around four key concepts: Media Language, Audience, Institution and Representation. Under each key concept the following areas of the Mass Media will be explored:

- Film
- Television
- New Media Technologies
- The Press and Magazines
- Popular Music

The course will appeal to those who may consider working in the Media but skills learnt are transferable to many career paths. All students will be encouraged to develop a critical understanding of the role of the Mass Media in society. They will be expected to discuss and evaluate a range of media texts and to develop skills in media production techniques.

In Unit 1 you will study magazines, promotional methods and making a TV documentary about teenager life in contemporary Britain. The topic for Unit 2 changes each year: recent topics have been tabloid newspapers, action and adventure films and crime television.



Technology

GCSE Design and Technology - Product Design

Course	GCSE Product Design including Graphics, Electronics & Resistant Materials
Exam Board/Syllabus	AQA 4557
Grade Equivalences	A* to G
Assessment Route	Unit 1 Written exam, 2 hrs, (40%) Unit 2 Design & Making Practice, 45hrs, controlled assessment based (60%)

Additional Information

The fundamental aim of the Product Design Course is to build on the work covered in Key Stage 3. **Product Design has a practical approach.** This encourages students to design and make graphic, electronic and resistant material products with creativity and originality. A variety of practical activities using a range of materials and techniques will be delivered throughout the course.

Units of work include: Design and Market Influences, Processes and Manufacture and Materials and Components. The theory content will be delivered through focussed theory lessons and embedded through practical activities.

Throughout Year 10, students will have the opportunity to research, design, make, test and evaluate a range of products. The skills they gain will be vital and will provide a foundation to what is required for their Controlled Assessment in Year 11.

Students will be required to purchase a revision guide and workbook to support the theory content of the specification, plus an A3 carry folder and an A3 flip folder to present their Controlled Assessment.

When completing the options form students will need to select Product Design. In previous years they have specifically selected graphics, electronics or resistant materials which is no longer necessary. Students will still be able to choose an electronics, graphics or resistant materials focus for their final product.

Please note: *Technology options have a large amount of written coursework so we would only recommend that students pick one technology option. If you think that you would like to do more than one technology option then speak to a member of technology staff, they can advise you best.*



Technology

GCSE Food Preparation and Nutrition

Course	GCSE Food Preparation and Technology
Exam Board/Syllabus	AQA
Grade Equivalences	Grade A* to G
Assessment Route	Written exam (50%), Practical (50%)

Additional Information

Subject content

Food preparation skills – these are intended to be integrated into the five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Assessment

Paper 1: Food preparation and nutrition (Written exam, 1 hr 45, 50%)

This paper assesses the theoretical knowledge of food preparation and nutrition from sections 1 to 5 listed above. The paper consists of multiple choice questions (20 marks) and five questions each with a number of sub questions (80 marks).

Paper 2: Non-exam assessment (NEA) (50%)

- **Task 1: Food investigation** (set by the Exam Board) – covers the students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task (15% of final marks). Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.
- **Task 2: Food preparation assessment** (set by Exam Board) - Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task will be assessed. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. (3 hour practical exam worth 35% of final mark). Written or electronic portfolio including photographic evidence of the three dishes is also required.

Please note: Technology options have a large amount of written coursework so we would only recommend that students pick one technology option. If you think that you would like to do more than one technology option then speak to a member of technology staff, they can advise you best.



Technology

GCSE Textile Technology

Course	GCSE Textile Technology
Exam Board/Syllabus	AQA, Syllabus 4572
Grade Equivalences	Grade A* to G
Assessment Route	Controlled Assessment 60% Written Exam 40%

Additional Information

Why choose Textile Technology GCSE?

Textiles are all around us from the clothing we wear, to the wall hangings and cushions that adorn our homes. Smart and modern fabrics enhance our comfort and safety.

This course enables students to develop their design ideas and practical skills through the medium of textiles. Students will have the opportunity to explore both fashion and textile products.

Work will include: Fibres and Fabrics, Enhancement of Fabrics, Fashion Illustration, Garment and Product Construction, Social, Moral and Environmental Issues.

A voluntary contribution in Year 10 will be requested to enable students to undertake a wide variety of decorative and technical processes. Students will need to purchase their own fabric and components for their controlled assessment in Year 11. This does not need to be costly and is determined by students' individual designs.

Please note: Technology options have a large amount of written coursework so we would only recommend that students pick one technology option. If you think that you would like to do more than one technology option then speak to a member of technology staff, they can advise you best.



Technology

GCSE Child Development

Course	GCSE Child Development
Exam Board/Syllabus	AQA, Syllabus 4582
Grade Equivalences	Grade A* to G
Assessment Route	Controlled Assessment: Year 10 Research Task 20% Year 11 Child Study 40% Written examination: 40%

Additional Information

Why choose Child Development GCSE?

This course focuses on the development of children from conception up to the age of five. It also puts into perspective the importance of the family and the nature of relationships, related to the roles and responsibilities of parenthood. The subject content is divided into five units:

1. Parenthood
2. Pregnancy
3. Diet, health and care of the child
4. Development of the child
5. Support for the parent and child

The skills and knowledge acquired will be relevant and transferable to other settings, enhancing career opportunities and providing a satisfying course of study for students. This also provides progression to BTEC Health and Social Care.

IMPORTANT: The Year 11 controlled assessment takes the form of a Child Study and it is, therefore, **necessary for all students who wish to take this course to have access to a child under five years of age that they can visit and observe over a period of time.** The other element of the controlled assessment takes place in Year 10 and consists of one shorter research task.



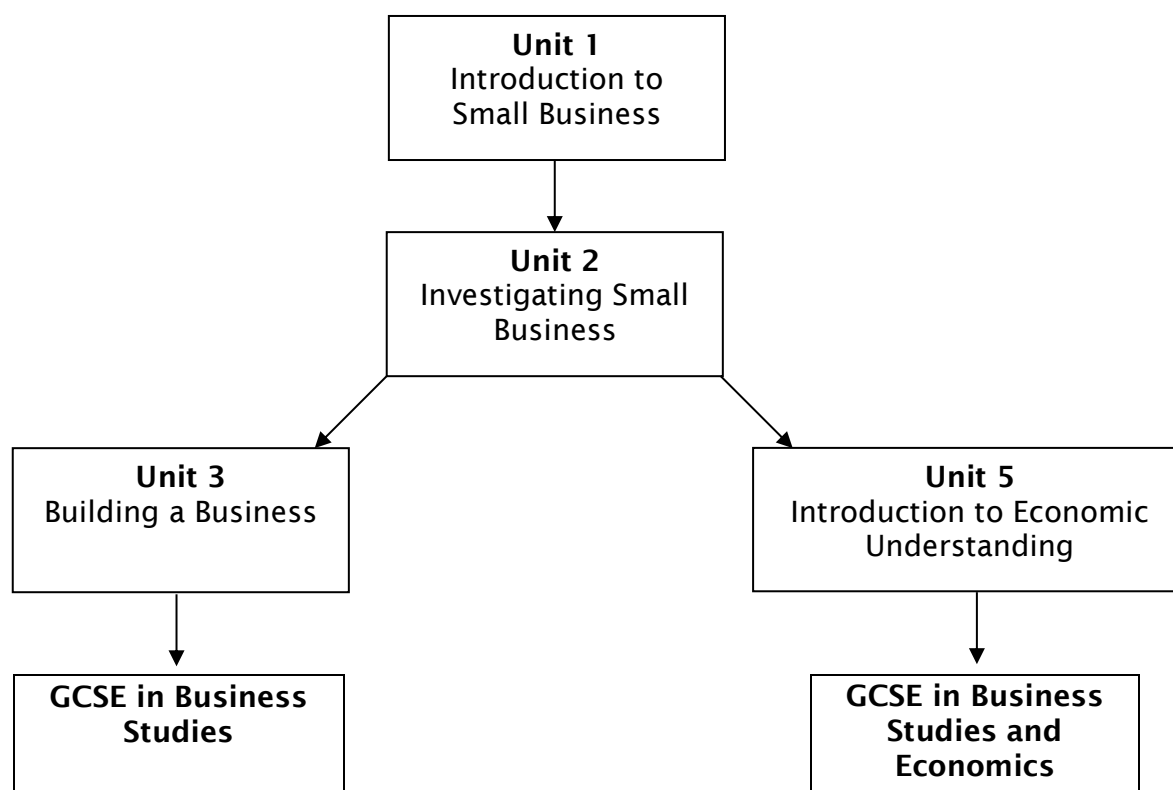
Business

GCSE Business Studies OR GCSE Business Studies & Economics

Course	GCSE Business Studies OR GCSE Business Studies & Economics
Exam Board/Syllabus	Edexcel Business Studies Syllabus 2BS01 Edexcel Business Studies & Economics Syllabus 2BE01
Grade Equivalences	Grade A* to G
Assessment Route	Unit 1 (25%) multiple choice and objective test questions Unit 2 (25%) controlled assessment tasks (approx. 6 hours) Unit 3 or 5 (50%) multiple choice, data response, short-answer, extended-writing and scenario-based questions

Additional Information

Edexcel have created a linear GCSE course that gives each student a choice of pathways leading to one of two GCSE qualifications. There are 2 units studied in Year 10 and in Year 11 students focus on either Business or Economics, dependent on their choice at Year 10. All units are assessed in Year 11.



Business

- Unit 1-2** These units cover the issues and skills involved in starting up and running a small business. We look at the characteristics of an entrepreneur, marketing, product design, finance, human resources and business planning.
- Unit 3** This unit looks at the next stage – life in medium and large sized businesses, including external factors such as the environment, ethical behaviour, marketing and people management.
- Unit 5** This unit introduces the student to the ways in which economists think and practise, and provides vital skills to help them understand some of the burning issues of the day e.g. growth, inflation, interest rates, employment, exchange rates and oil prices.

The emphasis is on the application of knowledge, encouraging the development of skills such as problem solving, decision-making, working as part of a group, oral and visual presentation, research and the use of I.T. Students are expected to enquire and research from out-of-school sources and to take responsibility for producing work by given deadlines. Business Studies introduces a lot of unfamiliar terms and challenging concepts which must be learnt and accurately applied in order to succeed.



Information and Communications Technology

Course	GCSE Computer Science
Exam Board/Syllabus	OCR Syllabus J275
Grade Equivalences	9 to 1
Assessment Route	Y10 Unit 1 Mock Exam 2hr (75%) Unit 2 Mock Controlled assessment, 15 hrs, (25%) Y11 Unit 3 Exam 2hr (75%) Unit 4 Controlled assessment, 15 hr, (25%)

Course	BCS Level 2 ECDL Certificate in IT Application Skills
Exam Board/Syllabus	British Computer Society
Grade Equivalences	Up to 58 points – Pass to Distinction*
Assessment Route	Word processing Spreadsheets Presentations Databases Improving productivity using IT Project management

Additional Information

Students wishing to choose an additional ICT course will receive guidance from their Year 9 ICT teacher regarding the most appropriate course for them. Due to the nature of the course content, students must choose **either** the BCS Level 2 ECDL Certificate **or** Computer Science.



Information and Communications Technology

GCSE Computer Science

A small number of students will be steered towards this course. They should have high performance within Maths and English to be able to cope with the demands of the course. It is important to note that the course is technical and will require students to have a desire to delve deeper into the digital world around us.

The course comprises 3 parts:

- Unit 1 Principles of Computer Science
- Unit 2 Practical Programming
- Unit 3 Practical Investigation

The GCSE in Computer Science focuses on the technical aspects of software development and the optimal use of hardware for a variety of applications. Students who have completed this course will be more likely to follow a career in software development and modification. The coding aspect of the course means that students will be spending about 50% of the course learning, designing and developing software for a particular purpose.

Students who successfully complete the GCSE will be able to progress in to Computer Science in the Sixth Form.

The GCSE in Computer Science is recognised as one of the science courses which form part of the English Baccalaureate qualification.



Information and Communications Technology

British Computer Society Level 2 European Computer Driving Licence Certificate

Employers need people who can contribute to achieving goals in the most efficient and productive way. ECDL gives you the computer skills to do this. That's why it is recognised and valued by companies around the world as the benchmark in IT user competence. Over 2 million people have taken ECDL in the UK alone. The qualification has received recognition by Ofqual.

Word processing	Develops the learner's ability to create word-processed documents: entering text, editing and formatting work, using graphs, tables and pictures for a professional finish, and effectively using tools such as the spell-checker and mail merge.
Spreadsheet software	Helps the learner develop a working knowledge of spreadsheets, from entering data and formatting worksheets, to creating charts and producing high-quality documents.
Presentation software	Shows the learner how to produce high-quality presentations using a variety of tools including charts, graphs and drawn objects.
Database software	Looks at creating and modifying tables, queries, forms and reports, and preparing outputs ready for distribution, as well as learning to relate tables and retrieve and manipulate information using query and sort tools.
Improving productivity using IT	Enables the learner to work more effectively with IT. This unit looks at using tools to save time and effort when producing word processed documents, presentations and spreadsheets.
Project management software	Shows learners how to use a wide range of project management software tools and techniques to input and edit information to support the planning and management of projects.



Physical Education (PE)

Those students wanting to follow an accredited course in PE may opt for one of the two courses detailed below.

Please note the level of academic and practical skill required for each course, when making your decision.

Course	GCSE PE
Exam Board/Syllabus	Pearson Edexcel Syllabus 1PE01/02/03/04
Grade Equivalences	9 to 1
Assessment Route	<p>Component 1: Fitness and body systems: Written Exam 1 hr 45 mins (36%)</p> <p>Component 2: Health and Performance: Written Exam 1hr 15mins (24%)</p> <p>Component 3: Practical Performance in: 3 practical activities including an individual and team activity (30%).</p> <p>Component 4: Personal Exercise Programme.</p>

Course	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)
Exam Board/Syllabus	Edexcel
Grade Equivalences	Level 1, Level 2 Pass, Merit, Distinction or Distinction*
Assessment Route	<p>On-Line Exam of 2 hours</p> <p>Practical Assessment</p> <p>Coursework</p>



Physical Education

PE GCSE

This is a theory and practically based *accredited* two-year course. This is a course that will suit those students who have a strong academic level and high practical ability across a range of individual and team sports.

Students are assessed in both practical performance (30%) and the theory of sport (60%) and a coursework element incorporating a Personal Exercise Programme (10%).

The theory aspect of the course covers the following areas:

Component 1: Fitness and Body Systems (1 hr 45 min exam (36%))

- Applied anatomy and physiology.
- Movement analysis.
- Physical training.

Component 2: Health and Performance. (1 hr 15min exam (24%))

- Health fitness and well being.
- Sport psychology.
- Socio-cultural influences.

Component 3: Practical Performance: (3 Assessed sports (30%))

Your knowledge and application of the theoretical concepts are assessed in two written examinations at the end of the two-year course. This will require students to be willing to study in detail all the topics illustrated above; and apply them to sporting performance.

Practically, you must be competent in three sports, showing high levels of skill, fitness and application of tactics in all three. You may select from a **limited** list of individual and team sports.

GCSE PE students will be expected to take advantage of the wide range of extra-curricular PE activities and organised fixtures, which will contribute to their development of physical fitness and skills.

As part of the practical element you are required to produce a significant piece of written coursework; a 6 week Personal Exercise Programme.



Physical Education

BTEC First Award in Performing Arts (Dance)

This is a theory and practically based *accredited* two-year course. This course is suitable for anyone with a keen interest and consistent experience in Dance.

Learners will study the performance of Dance in a variety of styles and be assessed not only in their application of technical and expressive skills but also their ability to evaluate and improve their performance. Learners' confidence, discipline and commitment will also be assessed, so good self-management is a must for success on this course. Along with detailed study of the preparation, planning and performance process, learners will also develop knowledge of how to stage, costume and set performances. Whilst the majority of this course is assessed through continuous internal assessment, there is also an externally assessed unit in which students will be examined in a written task and 2 practical solo performances.

The course comprises of 3 units:

- Individual showcase (written exam & 2 solo performances externally assessed 25%).
- Preparation, performance and production (Coursework 25%).
- Dance skills (Coursework 50%).

Continuous assessment will take the form of written assignments, logbooks, audits and practical performances as well as teacher assessment of the learners' overall approach. Please note that consistent experience in Dance is essential for learners applying for this course.

The qualification awarded will be BTEC First Award in Performing Arts (Dance) at a Level 1 or Level 2 Pass, Merit, Distinction or Distinction* level. This award is equivalent to a GCSE Grade 9 to 1. Successful completion of this course at the appropriate grade will enable learners to progress onto the Edexcel BTEC Level 3 Subsidiary Diploma in Performing Arts (Dance).



Section 5 Learning Support

Below are the details of our guided courses for students who would benefit from further support for their learning.

Learning Support

The Learning Support team will work to support students with additional needs throughout the curriculum; however, particular support will be focused on English, Maths and Science. Where students are identified as having significant needs in these subjects a bespoke curriculum will be created to ensure they make progress.

Students may also benefit from intervention work in particular areas such as spelling, comprehension or numeracy. Where students are identified as needing this extra support they will have the opportunity to work 1 to 1 or in small groups with the Learning Support Intervention Team until they are making the expected progress in that area.

Hearing Impaired Support Option

The Hearing Impaired Option is a guided option for students with a Statement of Hearing Impairment. This option is focused on pre and post-learning for all subjects with particular focus on English and Maths. There is also the possibility of students doing a British Sign Language qualification in addition to the Functional Skills courses in English and Maths (equivalent to half a GCSE each). This is overseen by the Teacher of the Deaf based in school.

This option normally runs for 5 hours per cycle but can be scaled to match the needs of individual students.

Students and parents who would like to discuss the Learning Support options in more detail should contact
Mrs Dawson, Assistant Headteacher (SENCO) and/or Mr Caswell (HIP Teacher).

rdawson@harlington.org dcaswell@harlington.org



Section 6 Option Choice Form

Now you have read this booklet, fill in the options choice form.

Remember that there are many people in school who will support you in your decisions.

Form Tutor
Subject Teachers
House Leader
Learning Support Team
Achievement Leader
Information, Advice and Guidance Team

Completed options forms must be returned to your Form Tutor by **Monday 22nd February 2016**.

