

Harlington Upper School



Year 9 into Year 10

Options Booklet

2017-19

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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 form

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.

There is significant national change at present. The DfE are yet to confirm accreditation of any subject that will be examined in 2019. We fully expect the courses listed in this booklet to run, but if, for whatever reason, a course is not accredited, we will look at suitable alternative possibilities and contact you directly.



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 **Options Assembly on Monday 16th January 2017**; which will go through all the important information you will need.
- **Teachers** will be on hand to talk to you about their subjects and your choices in more detail at the **Options Evening on Thursday 26th January 2017**.
- 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 **Friday 27th January 2017**.

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: Computer Science, 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 **Friday 3rd February** 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:

- House Leader
- Subject Teachers
- Learning Support Team
- Careers, 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.

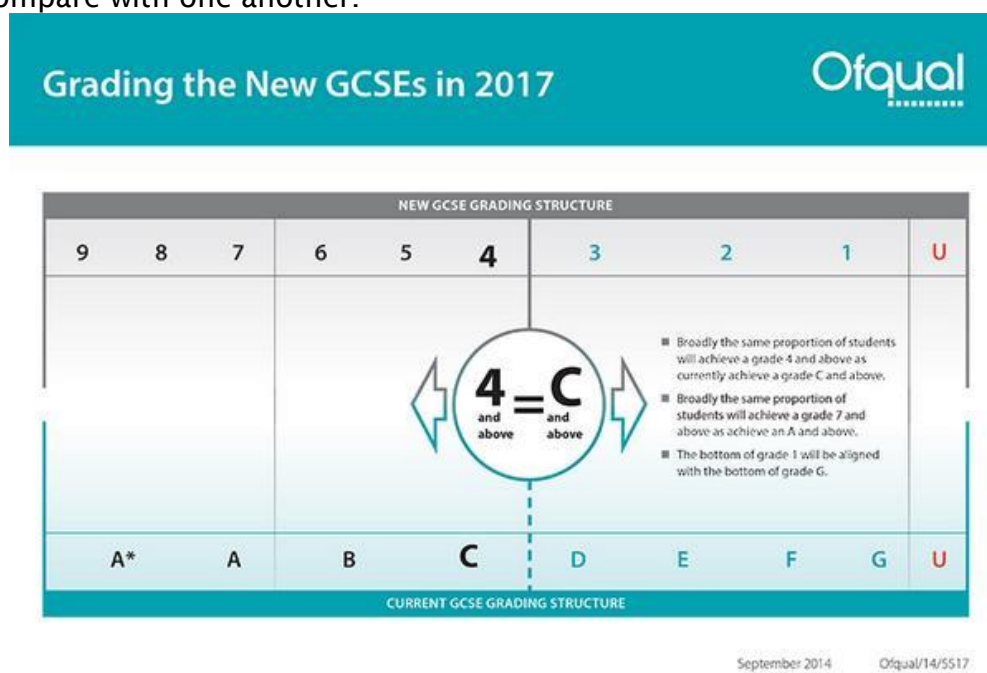


Course Grading

The Government is in the process of introducing new reformed GCSEs. The new grading system of 9 to 1 will be used for all subjects, 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.

How do the gradings compare to previous measures?

Parents can see from the following table, how the two GCSE grading systems, 9-1 and A*-G, compare with one another.



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	1 Grade F/G
Level 1 Merit	1 Grade E/F
Level 1 Distinction	1 Grade D/E
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 this is an issue please let your child's house leader know.

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.pearson.com
www.aqa.org.uk
www.ocr.org.uk
www.wjec.co.uk
www.careers-gateway.co.uk
www.harlington.org



Key Dates

- **Option Booklets**

The options booklets will be issued to students on **Friday 13th January 2017** during form time.

- **Y9 Option Assembly**

Students will have the options process explained in full during an assembly on **Monday 16th January 2017**.

- **Y9 Options Evening**

Parents will have an opportunity to visit the school on **Thursday 26th January 2017** to speak to staff about the courses students might choose. All subjects will be represented and there will be the opportunity to speak in detail about the make-up of the course.

- **Y9 Parents Evening**

There will be the opportunity to meet with subject staff on **Thursday 2nd February 2017**. This will provide an opportunity to discuss how much progress is being made by your child in lessons.

- **Return of Options Form**

The eventual choice of subjects will be made on an Options Form, which must be returned to the school by **Friday 3rd February 2017**.



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	11
Mathematics	12
Science	13
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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

GCSE English Language: This is a full GCSE qualification which will enable students of all abilities to develop the skills they need to read, understand or analyse a wide range of fiction and non-fiction texts from the 19th, 20th and 21st centuries. Student's analysis will focus on how language and structure is used to present ideas to the audience. Students will also critically evaluate ideas and present a viewpoint in regards to statements. 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. Students could study a selection of the following as part of their GCSE English Literature qualification:

- A Christmas Carol
- Frankenstein
- Jane Eyre
- A Sign of Four
- Macbeth
- DNA
- An Inspector Calls
- The History Boys
- Blood Brothers
- Lord of the Flies

Additional Information

Teaching groups are set according to ability and prior attainment so that work can be carried out at a level most suited to the individual student. Our aim is for the students to enjoy their studies and to work at an appropriate pace. All students will follow the same curriculum. Student progress will be monitored over the course of the GCSE to ensure that they are appropriately challenged.



Mathematics GCSE

Course	GCSE Mathematics
Exam Board/Syllabus	Edexcel, Syllabus 1MA1 Selected students also take Edexcel Algebra Award Level 3
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. (Algebra Award, one 2 hr exam)

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, proportion and rates of change
- 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 assessments and the advice of the class teacher. All students are expected to provide their own equipment: pen, pencil, ruler, calculator, pair of compasses and protractor.

Teaching groups are set according to ability and prior attainment so that work can be carried out at a level most suited to the individual student. Our aim is for the students to enjoy their studies and to work at an appropriate pace.

As part of our Gifted and Talented provision, students in set 1 will be introduced to some topics beyond GCSE and will sit the Edexcel Algebra Award Level 3. Assessment is a single 2 hour exam which takes place in the January of Year 11.



Science GCSE

Students are offered the choice of studying Combined Science or Triple Science. The triple Science option allows students to study all three separate Science subjects and achieve a full GCSE grade for each one. Combined Science is worth two GCSE grades and combines the separate sciences into one qualification.

GCSE Combined Science

Course	GCSE Combined Science
Exam Board/Syllabus	OCR Gateway J250
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.

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.

The course is studied during both Year 10 and 11 with examinations at the end of Year 11. Leading into these exams students will be entered for either Foundation or Higher tier papers based on their performance in assessments completed throughout the course.

If students achieve good grades in the Combined Science qualification, they will be eligible to study A-Levels in Biology, Chemistry or Physics at sixth form. It is important to note that we would recommend that students wishing to study A-levels in Biology, Chemistry or Physics choose Triple Science as 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.

Additional Information

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



Triple Science

Course	Triple Science
Exam Board/Syllabus	OCR Gateway Biology A J247 OCR Gateway Chemistry A J248 OCR Gateway Physics A J249
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.

Biology

GCSE Biology will enable students to develop their curiosity about the living world and provide insight into and experience of how science works. They will engage in everyday biology ranging from the global challenges of feeding the world through genetic engineering, to performing dissections helping them to understand the detail of human biology.

Chemistry

Chemistry enables students to investigate the properties and reactions of a range of elements within the periodic table. Students will have opportunities to grow crystals, investigate polymers and even manufacture a simple fertiliser.

Physics

Physics builds mathematical and experimental models of how the universe works including matter and forces, particles and energy, astronomy, waves and electricity. It is an important foundation for many careers including professional sciences and engineering.

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.

Additional Information

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



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 Values 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 pupils' 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 students' 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. There will also 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

Information on the option courses is presented on the following pages.

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Business	
Business Studies	37
Economics	39
ICT	
Computer Science	41
ICT	42
Physical Education	
GCSE PE	43
BTEC Dance	45



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

The history teachers at Harlington have a passionate belief in the importance of history in the curriculum. Perhaps most importantly, history enables students to develop key transferable skills, notably the ability to read, select and apply relevant information to solve complex questions. Recognising what is accurate and reliable has huge benefits in the modern media rich world; history provides students with the critical skills relevant to dealing with both the opportunities and challenges of a world which is rapidly changing.

By its very nature the study of history requires students to be able to read and write to a good standard as well as the ability to remember key information and sequence events in chronological order. History is a strong academic subject which is why universities see it as a facilitating subject.

Studying History is often a gateway to a lifetime of interest and enjoyment in a subject where there is something for everyone: whether you enjoy military or social history, kings and queens or political history. School should not be all about exams and grades, though they are important, but also about inspiring a pleasure and curiosity in learning. We hope that our history students will leave Harlington with an interest in history which goes beyond the school curriculum.

Within the confines of the new curriculum we have selected a specification which we hope provides students with an interesting and diverse course of study. The topics we will be studying are:

- Period Study and British Depth Study – Anglo-Saxon and Norman England, c1060-88 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 A-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 students 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 students 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 students 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.
- How medical ethics is controversial (examining issues related to euthanasia, abortion and IVF).



Humanities

The **modules** are:

- A study of two religions: this topic covers beliefs and practices.
- Relationships and families: this topic covers sexuality, reproduction, marriage, divorce and gender equality.
- Religion and life: this topic covers the debate between scientific truth and religious truth, environmental issues, animal rights, the value of human life, abortion, euthanasia and beliefs about the afterlife.
- The existence of God and revelation: this topic covers arguments for and against God's existence and the importance of miracles and special revelation.
- Religion, crime and punishment: this topic covers rules, different types of crime, causes of crime, the concept of good and evil, the aims of punishment, the treatment of criminals and a focus on the prison system.



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 A - 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 necessary to have studied the relevant language in Year 9.

French and Spanish GCSE

The French and Spanish courses are based on the Oxford AQA GCSE course books, which give practice in the four skills of:

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

The topics covered are as follows:

- Family and friends
- Technology
- Free time
- Customs and festivals
- Local area
- Social and global issues
- Travel and tourism
- School and college
- Jobs and careers



Arts

Art & Design GCSE

Course	GCSE Art & Design
Exam Board/Syllabus	Edexcel, 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 at the GCSE level 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	Edexcel
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

There are three components.

Component 1: Devising (Component code: 1DR0/01)

Content overview

- Create and develop a devised piece from a stimulus.
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

How is it Assessed?

(Internally assessed and externally moderated, coursework 40%, 60 marks)

There are two parts to the assessment:

- 1) A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). (There is a substantial amount of theory and written work when completing the portfolio.)
- 2) A devised performance/design realisation (15 marks).

Component 2: Performance from Text (Component code: 1DR0/02)

Content overview

- Students will either perform in and/or design for two key extracts from a performance text. (Choice of performance text and performer or designer routes available).

How is it Assessed?

(Externally assessed by visiting examiner, coursework 20%, 48 marks)

- Performance/design realisation covering both key extracts (worth 48 marks). If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

Component 3: Theatre Makers in Practice (Component code: 1DR0/03)

Content overview

- Practical exploration and study of one complete performance text (choice of eight performance texts).
- Live theatre evaluation.

How is it Assessed?

(Written examination: 1 hour 30 minutes 40%, 60 marks)

- **Section A: Bringing Texts to Life (45 marks)**
- **Section B: Live Theatre Evaluation (15 marks)**



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 8572
Grade Equivalences	9-1
Assessment Route	Non Exam Assessment (NEA) 30% - Completed in class. Task bank changes each year. 2 exams at end of Y11 70%

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 a range of areas of Mass Media will be explored which might include:

- 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.



Technology

GCSE Design and Technology

There are two course options which involve resistant materials. Students can choose to follow a GCSE in Design and Technology or a level 2 Technical Award in Resistant Materials.

There are also technical awards available in Food & Catering, Fashion & Textiles and Child Development.

Course	GCSE Design and Technology (Resistant Materials)
Exam Board/Syllabus	AQA (Draft 8552)
Grade Equivalences	9 to 1
Assessment Route	Unit 1 Written exam, 2 hrs, (50%) Unit 2 Design & Make task, 30-35hrs, non-exam assessment (50%)

Additional Information

The fundamental aim of the Design & Technology course is to build on the work covered in Key Stage 3. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

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.

It is important to note that we would recommend that students wishing to study an A-level in Design Technology choose this option. The course covers a more extensive range of subject matter and is a more appropriate course for students who are aiming to Design Technology at a higher level.



Technology

Resistant Material

Course	Technical Award in Materials Technology
Exam Board/Syllabus	AQA, Syllabus (Draft 3740)
Assessment Route	Unit 1 – Skills Demonstration (internally assessed) 30% Unit 2 – Extended Making Project (internally assessed) 30% Unit 3 – Fundamentals of fashion & Textiles (1 hour 30 min exam) 40%

Additional Information

Who is this Technical Award in Materials Technology for?

14-16 year olds who want to study materials in a practical way and understand the working properties of woods, metals and polymers will really enjoy this course. It will enable learners to work in a hands-on way to develop the core skills to make high-quality products using woods, metals and polymers. Learners will have the opportunity to use traditional skills and also modern technologies.

The Technical Award in Materials Technology will help learners develop the knowledge, skills and experience and could potentially open the door to a career in related industries. This vocational qualification fulfills entry requirements for academic and vocational study post-16.

What will learners study?

- **Unit 1: Skills demonstration (internally assessed)**

Learners will carry out a number of bite-sized projects to demonstrate their competence in the 12 core skills outlined. This will include the transferable skill of teamwork and one of the mini projects should allow for this. Learners will produce a series of small made outcomes and record their work in a portfolio of no more than 12 pages.

- **Unit 2: Extended making project (internally assessed)**

Learners will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have developed through Unit 3. The project will require learners to respond to a brief and will see learners develop skills in planning and development, making, testing, evaluation and communication.

- **Unit 3: Fundamentals of Materials Technology (externally assessed)**

Learners will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the applications and characteristics of a wide range of woods, metals and polymers and also learn about possible careers within industry.



Technology

Food and Catering

Course	Technical Award in Food and Catering
Exam Board/Syllabus	AQA Syllabus (Draft 3725)
Assessment Route	Unit 1 - Skills Demonstration (internally assessed) 30% Unit 2 - Extended Project (internally assessed) 30% Unit 3 - Fundamentals of Food & Catering (1 hour 30 min exam) 40%

Additional Information

Who is this Technical Award in Food and Catering for?

Learners will be expected to make a range of food products and develop skills related to commercial food preparation including food hygiene, food presentation and considering production in quantity. They will be expected to apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion. They will have the opportunity to use a wide range of practical skills and techniques, gaining an understanding of catering and an awareness of related career paths.

What will learners study?

Learners complete three mandatory units across 120 guided learning hours.

- **Unit 1: Skills demonstration (internally assessed)**

Learners will create a number of small practical outcomes to demonstrate their competence in 12 core skills outlined in the specification. These will include the transferable skill of teamwork. Learners will provide evidence of their work in a portfolio of no more than 15 pages A3 or A4 equivalent.

- **Unit 2: Extended making project (internally assessed)**

Learners will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have developed through Unit 3.

- **Unit 3: Food and Catering fundamentals (externally assessed)**

Learners will study commodities, menu planning and key aspects of commercial catering practice including food hygiene and food presentation. They will also learn about possible careers within industry.



Technology

Fashion and Textile Technology

Course	Technical Award in Fashion & Textile Technology
Exam Board/Syllabus	AQA, Syllabus (Draft 3720)
Assessment Route	Unit 1 - Skills Demonstration (internally assessed) 30% Unit 2 - Extended Project (internally assessed) 30% Unit 3 - Fundamentals of Fashion & Textiles (1 hour 30 min exam) 40%

Additional Information

Who is this Technical Award in Fashion and Textiles for?

This qualification is designed for 14–16 year olds who want to study fashion and textiles in a hands on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career in the industry. This vocational qualification fulfills entry requirements for academic and vocational study post-16.

What will learners study?

Learners complete three mandatory units across 120 guided learning hours.

- **Unit 1: Skills demonstration (internally assessed)**

Learners will carry out a number of bite-sized projects to demonstrate their competence in the 12 core skills. This will include the transferable skill of teamwork and one of the mini projects should allow for this. Learners will produce a series of small made outcomes and record their work in a portfolio of no more than 15 pages.

- **Unit 2: Extended making project (internally assessed)**

Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and knowledge they have developed through Unit 3. The project will require learners to respond to a brief and will see learners develop skills in planning and development, making, testing, evaluation and communication.

- **Unit 3: Fundamentals of fashion and textiles (externally assessed)**

Learners will study the fundamentals of the fashion and textiles industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers within the industry.



Technology

Child Development

Course	Technical Award in Children's Learning and Development
Exam Board/Syllabus	AQA, Syllabus (Draft 3175)
Grade Equivalences	Level 1 Pass to Level 2 Distinction *
Assessment Route	2 controlled assessments (50%) 1 written paper, 1 hr 15 mins (50%)

Additional Information

Who is this Technical Award in Children's Learning and Development for?

This course is designed for learners aged 14-16 who have an interest in children's learning and development and wish to develop the skills and learn the theory that can prepare them for further study and employment within the childcare sector. It will particularly appeal to learners who are looking for a course that is practical in nature.

What will learners study?

- **Unit 1: Research task**

Learners will carry out an in-depth research study on a topic of their choosing. Using their research findings, learners will then carry out a practical activity such as designing an exercise routine for a child or producing an information booklet for a pregnant woman.

- **Unit 2: Child Study**

Learners will work with a child aged up to 10 years over a period of 4-6 months.

- **Unit 3: Fundamentals of Children's learning and development (externally assessed)**

Learners will study the fundamentals of children's learning and development and acquire the underpinning knowledge required to carry out the two practical units. This knowledge will be relevant when considering future career choices and further study options. This unit covers; factors that influence development pre-conception and during pregnancy, growth and development, communication and language development, learning and play, education provision, child health and safety and the role of professionals and voluntary organisations.

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 11 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

Course	GCSE Business Studies
Exam Board/Syllabus	AQA, Syllabus 8132
Grade Equivalences	Grade 9 to 1
Assessment Route	Written exam (100%) (2 papers, both 1 hr 45 mins worth 50% each)

Additional Information

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision making including:

- The interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making.
- How different business contexts affect business decisions.
- The use and limitation of quantitative and qualitative data in making business decisions.

What students will learn?

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

How will students be assessed?

At the end of Year 11 there will be 2 exams which will consist of:

- **Paper 1**
 - Section A - multiple choice questions and short answer questions worth 20 marks.
 - Section B - one case study/data response stimuli with questions worth approximately 34 marks.
 - Section C - one case study/data response stimuli with questions worth approximately 36 marks.



Business

- **Paper 2**
 - Section A - multiple choice questions and short answer questions (20 marks).
 - Section B - one case study/data response stimuli with questions (approx. 34 marks).
 - Section C - one case study/data response stimuli with questions (approx. 36 marks).

Resources

www.aqa.org.uk/business
www.bbc.co.uk/bitesize/gcse/business
www.businessstudiesonline.co.uk
www.kerboodle.co.uk



Business

GCSE Economics

Course	GCSE Economics
Exam Board/Syllabus	AQA, Syllabus 8136
Grade Equivalences	Grade 9 to 1
Assessment Route	Written exam (100%) (2 papers, both 1 hr 45 mins worth 50% each)

Additional Information

The subject content looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As students go through the course they're presented with opportunities to focus on real-world issues. Students should consider and reflect upon moral, ethical and sustainable issues that arise as a result of the impact of economic activity.

Students should use their economic knowledge and skills to investigate national and global economic situations and issues from the last 15 years. Students should also be aware of the policies that governments have used to attempt to manage these situations and issues.

Students will develop quantitative skills relevant to the subject content. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of graphs and charts. Students should be able to recognise the possible limitations of both quantitative and qualitative data.

What students will learn?

- **How markets work**
 - Economic foundations
 - Resource allocation
 - How prices are determined
 - Production, costs, revenue and profit
 - Competitive and concentrated markets
 - Market failure
- **How the economy works**
 - Introduction to the national economy
 - Government objectives
 - How the Government manages the economy
 - International trade and the global economy
 - The role of money and financial markets



Business

How will students be assessed?

At the end of Year 11 there will be 2 exams which will consist of:

- **Paper 1 (Consists of Topics 1 – 6)**
 - Section A - 10 multiple choice questions followed by a range of calculation, short and extended response questions.
 - Section B - five questions involving a mix of calculations, short and extended responses.

- **Paper 2 (Consists of Topics 7-11)**
 - Section A - 10 multiple choice questions followed by a range of calculation, short and extended response questions.
 - Section B - five questions involving a mix of calculations, short and extended responses

Resources

www.aqa.org.uk/economics

(More details to follow as and when resources become available).



Information and Communications Technology

GCSE Computer Science

Course	GCSE Computer Science
Exam Board/Syllabus	OCR Syllabus J275
Grade Equivalences	9 to 1
Assessment Route	Exam 1 - 1 hr 30mins (40%) - Computer systems Exam 2 - 1 hr 30mins (40%) - Computational thinking, algorithms and programming Coursework (20%) - Programming project (20 hours)

Additional Information

The Computer Science course is an exciting opportunity for students eager to develop or showcase their existing computing skills. This GCSE 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.

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:

Section 1 - Computer systems

- These includes topics such as; Systems Architecture, Memory, Storage, System security, System software and Wired and wireless networks.

Section 2 - Computational thinking, algorithms and programming

- This includes topics such as; Algorithms, Programming techniques, Producing robust programmes, Data representation, Computational logic and Translators and facilities of language.

Section 3 - Programming project

- This will require learners to design, analyse and fully evaluate at least one programming technique in a 20 hour project.

This course is essential for any student looking for a career in the digital world; it will give any students who complete this course all the required skills required to study A-Level Computer Science in their post 16 education.

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

ICT

Course	B-TEC Award in ICT
Exam Board/Syllabus	Edexcel
Grade Equivalences	Level 2 Distinction* (A* Equivalent) – Level 1 Pass (F/G Equivalent)
Assessment Route	<p>Component 1 – Exploring uses of Information Technology – Externally assessed short-answer test (40%)</p> <p>Components 2 – Developing a spreadsheet solution to model data (30% - project based coursework)</p> <p>Component 3 – Creating an interactive product (30% - project based coursework)</p>

Additional Information

Why choose a qualification in ICT?

If you enjoy ICT and want to increase your skills and knowledge this course is perfect for you. ICT skills are essential for success in employment and higher education and are among the fundamental transferable skills required by employers. This qualification enables learners to increase their knowledge in a progressive way.

What will learners study?

- Component 1 – Exploring uses of Information Technology

During this component, learners will;

- Explore current and emerging digital technologies including hardware and software, the internet and the World Wide Web.
- Delve deeper into how digital technology impacts on organisations and individuals.
- Engage with the issues raised by technology usage.
- Broaden their understanding of safe, secure and responsible practice and organisational obligations.

- Components 2&3

During this component, learners will;

- Develop an understanding of the importance of the analysis of data in organisations decision making.
- Use skills and techniques to develop, test, use and review a spreadsheet solution to model data.
- Design an interactive product to meet an organisations brief.
- Draw on what they've learned to prepare content, develop and optimize assets to produce a high quality interactive product.



Physical Education (PE)

GCSE PE

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 1 hr 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 (10%)</p>

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.

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

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.



Physical Education (PE)

BTEC First Award in Performing Arts (Dance)

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	On-Line Exam of 2 hours Practical Assessment Coursework

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
- Careers, Information, Advice and Guidance Team

Completed options forms must be returned to your Form Tutor by **Friday 3rd February 2017**.





HARLINGTON UPPER SCHOOL

Year 9 into 10 Option Choices 2017-2019

Please print student's name:

Form:

Parent/Carer Signature:

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To make your choices for Years 10 and 11:

STEP 1: Select 1 Facilitating Subject:

Choose 1 facilitating subject from **any** of the blocks and write this subject in that block. The facilitating subjects are: **French, Spanish, Geography, History** and **Triple Science**. You may include more than one facilitating subject if you wish.

STEP 2: Select 3 Different Subjects from the **remaining** blocks. Each subject must be from a different block and different to your facilitating subject.

Block 1	Block 2	Block 3	Block 4
Business Studies Computer Science Drama Fashion & Textiles Geography History Media GCSE PE Materials Technology Religious Studies Triple Science	Art Economics Business Studies Child Development French Geography History Media Music GCSE PE Religious Studies Triple Science	Art Economics Drama Geography History Catering and Food BTEC ICT GCSE Product Design Spanish Triple Science BTEC Performing Arts (Dance)	Art Drama French Geography History BTEC ICT GCSE Product Design Materials Technology Spanish Triple Science
<i>My Block 1 choice is:</i>	<i>My Block 2 choice is:</i>	<i>My Block 3 choice is:</i>	<i>My Block 4 choice is:</i>

Careers / IAG

If you would like to speak to a member of the Careers / IAG team, please leave your details with us and we will endeavour to contact you as soon as possible.

Name:

Tel No:

STEP 3: Reserve Subjects

In the event of all your option choices not being available, please indicate here two reserve subjects that you may be interested in studying:

1. _____ 2. _____

STEP 4: Please **return this form** to your Form Tutor by: **3rd February 2017**