

# HOLLAND PARK SCHOOL

Key Stage Four Options | 2022 - 2023



# Options Booklet

CONTENTS	PAGE NUMBER
<b>Introduction</b>	
Introduction	3
The Curriculum at Key Stage Four	3
What are GCSEs?	3
What is a BTEC?	3
What is the English Baccalaureate?	4
Dates, Deadlines and Options Forms	4
First and Second Choices	4
Tips and FAQs	4
Options and Your Future	5
<b>Curriculum Structure</b>	
Curriculum Changes   2023-24 and beyond	7
The Curriculum   Year 10	8
The Curriculum   Year 11	9
Selecting your options using Options Online	10
<b>The Core Subjects</b>	
GCSE English Language   Core Year 10	12
GCSE English Literature   Core Year 11	13
GCSE Combined Science   Core Year 11	14
GCSE Mathematics   Core Year 11	15
<b>Options Subjects</b>	
GCSE Art and Design	17
GCSE Business Studies	19
GCSE Computer Science	20
Cambridge National in Creative iMedia	21
GCSE Drama	22
GCSE Classical Greek	23
GCSE French	24
GCSE Geography	26
GCSE Food Preparation and Nutrition	27
GCSE History	28
GCSE Latin	29
GCSE Music	31
GCSE PE	32
GCSE Photography	33
GCSE Spanish	35
GCSE Triple Science	37
GCSE Religious Studies	38

# The Options Process | 2022-2023

## Introduction

Selecting your options subjects is a significant decision and one which requires careful thought and consideration. It is at this juncture you are able to indicate a preference for the subjects that you will study in the next one or two academic years; a first taste of academic freedom! This needn't be a complex process but it is worth asking the right questions: which subject is right for me? What if I don't know what I want to do? How can I best support my child? This booklet is designed to help parents and students make decisions about future programmes of study. It will help you to choose subjects that suit your aspirations and skills as well as your needs.

Please use all the information available to you: this booklet; advice from teachers; your tutors and your parents. It is important that you consult with your teachers and your tutors as they will be able to guide you and suggest whether they think a subject would suit you as a learner.

Once you have digested this information, please complete the options form which will be sent to the student email address you have provided to the school. Please remember that whilst every effort is made to ensure you have at least one of your first choice options, this is not always possible, so please ensure you would be happy taking your reserve options, if necessary.

MS MULHOLLAND  
DEPUTY HEAD

## The Curriculum at Key Stage Four

The curriculum at Key Stage Four consists of a mixture of Core Subjects and Options Subjects. Students will be able to choose Options Subjects; Core Subjects are compulsory. The number of Options Subjects as well as the subjects available to students is dependent on the curriculum structure for each Year group. This is detailed further on in this booklet.

The Key Stage Four curriculum reflects the National Curriculum requirements and the curriculum policy of the school. The school aims to offer a broad and balanced curriculum. Whilst the school values a breadth of choice, it places equal emphasis on establishing the suitability of courses for students and on ensuring that the courses students select are appropriate to their needs.

Whilst all the qualifications offered have equal status, they do emphasise different skills and ways of learning. When making choices students must balance their skills and learning styles in order to pick courses on which they are likely to be successful.

## What are GCSEs?

GCSE stands for General Certificate of Secondary Education. These qualifications are the most common qualifications sat by students in Key Stage Four. The qualification usually involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are at levels 1 and 2 on the National Qualifications Framework, depending on the grade achieved (see the table on page 3). All GCSE examinations are now graded from 9-1 rather than A\*-G. A table of comparison is included below for your reference.

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

Exam Boards will use a statistical method (known as comparable outcomes) so that:

- broadly the same proportion of students will achieve a grade 4, equivalent to an old grade C and above;
- broadly the same proportion of students will achieve a grade 7, equivalent to an old grade A and above;
- the bottom of grade 1 will be aligned with the bottom of grade G; and
- a grade 5 will be awarded to the top third of students gaining the equivalent of an old grade B.

## What is a BTEC?

BTEC qualifications are equivalent to GCSEs. This means they are equally valued by employers. Usually these courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers desire. The qualifications offer a mix of theory and practice. The main distinction in relation to learning between GCSEs and BTECs is that many BTEC qualifications still include an element of portfolio work, controlled assessment or coursework. This means it is assessed differently (with portfolio work contributing to

# The Options Process | Tips and FAQs

the final qualification) and less pressure is placed on the final examination. They have the following equivalences to GCSE:

## Level 2 Vocational Award

Level 2 Distinction\* = one 8/9 or A\* at GCSE

Level 2 Distinction = one 7 or A at GCSE

Level 2 Merit = one 5/6 or B at GCSE

Level 2 Pass = one 4/5 or C at GCSE

Level 1 = one 3/2/1 or D/E/F/G at GCSE

## What is the English Baccalaureate?

This was introduced by the Government in 2011 as a standard that some students can aim for in their KS4 studies. To achieve the English Baccalaureate, students must complete and obtain a Grade 4 or higher in the following subjects:

- maths;
- English language;
- combined sciences;
- a language (e.g. Spanish, French or Latin); and
- either geography or history.

In order to obtain the English Baccalaureate, students will therefore need at least 4s in the subjects listed above. We expect all students to study one language and either history or geography before they leave school in Year 11.

## Dates, Deadlines and Options Forms

Options forms will be completed online this year using a website called Options Online. A link to the website will be sent to student email addresses and the options form will be visible and editable by parents who have signed up. It is vital that students in examination groups have their own personal email addresses. As a result of new data protection regulations, all information pertaining to students' own results must be communicated to students directly and cannot be sent to parental email addresses.

Please send any updates to student email address to [sarah.pitchford@hollandparkschool.co.uk](mailto:sarah.pitchford@hollandparkschool.co.uk). A reminder that examination results will also be distributed electronically to students' email addresses this year so please ensure your record is kept up-to-date.

The deadline for the completion of the online options form will be **Friday 20th January 2023**. Students who miss this deadline will have options assigned to them.

## Priority and Reserve choices

Students will be asked to indicate a first and reserve choices in particular blocks. Whilst every endeavour is made to ensure students are given at least one of their first choice options, this is not always possible given class size limitations. For example, it is only possible to run 1 x food technology class and 2 x DT classes due

to the requirement for specialist classrooms. In the case that more students select an option than there are places available, places will be randomly allocated.

## Advice for Students | Selecting your Subjects

Perhaps the most crucial questions to consider when making choices for GCSE are:

- 1) In what subjects have I already been successful?
- 2) What subjects do I enjoy and what are my interests?
- 3) Which subjects do I need for further education? It is rare for professions to make strong subject-specific demands for GCSEs. It is, however, important that you pick subjects which reflect what you might wish to go on to study at Sixth Form or College.

When selecting your subjects it is important that you are guided by your subject teachers as they know your capabilities and the demands of each subject. You should think whether the option subjects you are choosing now fit in with what you will need for a further education or careers plan that you might have in mind for the future.

## Top Tips for Choosing Subjects

### Dos

- Do choose subjects which you enjoy.
- Do choose subjects in which you have been successful.
- Do taken into account any requirements you might need for further education.
- Do find out everything that you can about the subject before you choose it. Once you have been assigned to your subject there will be no opportunity to switch as classes will have been filled.
- Do listen to the advice your subject teachers give you

### Don'ts

- Do not choose a subject because a friend has chosen it.
- Do not choose a subject because you like the teacher.
- Do not choose a subject without care and thought.
- Do not choose a subject because you think it will be easy.
- Do not ignore a subject that may be new to you. Find out about it.

## What Independent Study can I expect?

Students will be expected to complete 2.5 hours of independent study a week for each of their GCSE subjects. Teachers will set this in lesson time and it will continue to be recorded on Show My Homework.

We request that all parents monitor the recording and completion of independent study of their child. Should parents feel that their child is not receiving the correct amount of independent study, they should contact their child's subject teacher in the first instance to make enquires.

# Options and Your Future

## How can I support my child at home?

- Monitor their workbooks and independent study.
- Test them on what has been covered in lessons over the course of a week.
- Ensure there is space at home for self-study.
- Ensure students balance school work and independent study with time to relax and engage in exercise or sport.
- Encourage your child to complete additional reading around their examination subjects.
- Engage your child in debate about topics they are studying.

## Will my options affect my future?

It is always worth bearing in mind that the subjects you study in Years 10 and 11 could affect your further education choices in the future. It is, however, most important that your subjects are chosen for the right reasons. There are only a limited number of courses and pathways which demand particular GCSEs and, to be transparent, GCSE choices have a very limited impact on university choices and pathways. At this stage of your academic career it is more important that the subjects you choose to specialise in are compatible with those you might wish to study at Sixth Form, College, or that they feed into an Apprenticeship or employment route you have in mind.

If you have a particular career goal then it is always advisable to check which subjects are required for entry. To choose a subject that has presented you with difficulties in the past because it is needed for a particular career is not an advisable course of action – if you attain a low grade then this may not enable you to enter that profession, and if the subject plays a large part in the job then it might not be the right path for you. If you are considering higher education, then it is worth remembering that three or four subjects taken at GCSE might have to be studied to A Level for entry to university.

If you have no career ideas at present, that is perfectly normal at this stage. It is important, however, to consider what career areas you could be ruling out with your choices and be sure that you are happy about them.

In Tutor Time you will receive advice and information over the coming months on career-related issues, including impartial information on all the possible pathways open to you after Year 11 and guidance from Mr. McCarthy about any key actions you need to undertake.

The Sixth Form library is accessible with the permission of Ms. Mulholland or Mr. Arnold and it contains a wealth of career-related information and university prospectuses.

There are also some very useful websites to aid your careers research:-

<https://nationalcareersservice.direct.gov.uk>

[www.careerpilot.org.uk](http://www.careerpilot.org.uk)

[www.icould.com](http://www.icould.com)

[www.careersbox.co.uk](http://www.careersbox.co.uk)

[www.prospects.ac.uk/jobs-and-work-experience/job-sectors](http://www.prospects.ac.uk/jobs-and-work-experience/job-sectors)

## Thinking about University?

It may seem like a long time away, but if you are considering applying to a competitive university and especially a competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE requirements.

It is important to note that aside from a few specific courses (listed below) there is a limited link between GCSE choices and university courses. For example, it is not necessary for a student to have studied computer science or business studies at GCSE in order to study it at university; a student's grade in mathematics is much more significant. A summary below gives an indication of common courses which require certain GCSE requirements. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.

- Applicants to study Medicine, Veterinary Medicine or Dentistry are usually required to have very good GCSE results (grades 8 and 9) in mathematics, science and English.
- For a degree in English, an A level in English is a must but universities may look for applicants to have a GCSE in a Modern Foreign Language, History or RE to complement this.
- Students hoping to study mathematics, accountancy, business, computer science or economics at university do not need to have any specific GCSEs other than mathematics. Students will be expected to have a strong pass (Grade 7 or above) in GCSE mathematics for many of these courses.

## UCAS at [www.ucas.com](http://www.ucas.com)

This is the central organisation through which applications are processed for entry to higher education but it also includes information and services for prospective students.

## Who can help me make my choices?

You should speak to: your tutor; your subject teachers; your HoY; Mr McCarthy (our career's advisor [robert.mccarthy@hollandparkschool.co.uk](mailto:robert.mccarthy@hollandparkschool.co.uk))

# THE CURRICULUM STRUCTURE

## Curriculum Changes | 2023-24 and Beyond

### What are the plans for Holland Park School's curriculum 2023-24?

A changing landscape of education, including specific views held by external bodies, such as Ofsted, have encouraged the school to reimagine its curriculum moving forward. For students who will enter Year 11 in 2022-23, the curriculum changes will not impact them. They will continue to study two option subjects in Year 11 alongside their core subjects. Students entering Year 10 in September 2023 will follow the new two-year GCSE course structure (outlined below). They will have selected their options subjects at the end of Year 9.

### What about students entering Year 9 in September 2023?

Students entering Year 9 will not study any examined subjects. Students will study a broad and balanced curriculum replicative of Year 8 in scope. They will select their four options subjects at the end of Year 9 and will study these across Year 10 and 11 for examination at the end of Year 11.

### What about students in Year 7 and 8?

The experience of students entering Year 7 and 8 will be unchanged. They will continue to study a wide range of subjects as part of the KS3 curriculum that mirrors the National Curriculum.

### The school curriculum in 2024-25.

Once the school has transitioned through the model outlined above, the structure of our curriculum will be as follows.

1. A three year KS3 programme spanning Year 7 - 9 that exposes students to a diverse range of subjects for longer.
2. No examination entry for students in KS3.
3. A two-year KS4 programme. Students at the end of Year 9 will select 4 GCSE subjects to study across Years 10 and 11 alongside their core subjects. All examinations will be held at the end of Year 11 with no early entry.

### Why the change?

We have entered students early for GCSEs over the course of the past decade with great success, but times change. Students have lived through two years of a pandemic and there is no doubt that this has impacted upon their studies. The school has thought carefully about this decision and what is in students' best educational interests. Simply put, the impact of the pandemic means that students entering Year 9 next year are simply not ready for the demands of GCSE study. We believe it is right for students to delay this level of study and bring it in line with national expectations by providing more time for students to embed core knowledge and skills through an extended KS3 provision. This is coupled with a changing educational landscape which values an extended, broader provision at KS3. Whilst we have supported our unique system with pride, it is best for students to change this now in order to give them the best opportunity for success in their GCSEs.

### Further questions?

If you have further questions about the changing curriculum, please feel free to contact Faye Mulholland, Deputy Head, at [faye.mulholland@hollandparkschool.co.uk](mailto:faye.mulholland@hollandparkschool.co.uk)



# The Curriculum | Year 10 2023-24

Students in Year 10 continue to follow a core curriculum (this is compulsory and followed by all students) and then select FOUR options subjects that they will study for TWO years. All courses started in Year 10 will be examined at the end of Year 11.

## The Core Curriculum

In Year 10, students will continue to study English, mathematics, science, personal development and PE as non-examined subjects. They will sit both English examinations at the end of Year 11. They will NOT take English language a year early.

## Options Subjects

Students in Year 10 select FOUR options subjects to study to GCSE level from the blocks below. Students will select one option from Block A and one option from Block B. They will select TWO options from Block C. On the option form they will also be asked to select two reserve subjects in case their first choices are full or unable to run.

### Year 10

BLOCK A
GCSE French
GCSE Spanish
GCSE Latin
BLOCK B
GCSE History
GCSE Geography
BLOCK C
GCSE Art
GCSE Business Studies
GCSE Computer Science
BTEC Creative Media Production
GCSE Design Technology
GCSE Drama
GCSE Food and Nutrition
GCSE French
GCSE Geography
GCSE History
GCSE Latin
GCSE Music
GCSE Religious Studies

GCSE PE
GCSE Photography
GCSE Triple Science
GCSE Classical Greek
GCSE Spanish

## FAQs

### Can my child select ANY GCSE subject?

All courses are available to all students, but our guidance is: Latin should only be chosen by students who have studied it at KS3 and Triple Science should only be taken by students who attained at least a grade 6 in their December examinations. Please be aware that due to the demands of the Triple Science course, students' science teachers will make the ultimate decision about whether Triple Science is a suitable course for your child. All students study Combined Science, which gives students two science qualifications. Please note that studying combined science is no barrier to progressing to science-based A Levels. It is much better to gain two good science qualification than to over-stretch and fail to meet the standard required in Triple Science.

### How can I support my child at home?

A common hiccup for students in Year 10 is organisation and prioritisation as students learn to manage a more significant amount of work. Helping your child to prioritise their independent study, devise revision schedules and test them on their weekly learning across their GCSE and core subjects would be beneficial. It is also helpful for parents to keep in contact with their child's teachers about how they are managing their independent study at home. As mentioned previously, ensuring there is a quiet space at home for students to work helps to facilitate their progress. Similarly, setting clear boundaries for students about times to complete independent study and times for relaxation and socialising is also helpful.

### Can I take an additional subject?

Our curriculum only allows for two options subjects a year. It is not possible for any additional options to be taken too.

### Why must I take a language and a humanities subject?

We aim for our curriculum to be broad and balanced for all students and as such we expect all students to study at least one language and humanities subject (as dictated by the EBacc) to GCSE level. This is a non-negotiable part of our curriculum model. Some exceptions are made for students with EAL or SEN on a case-by-case basis. This would usually involve a reduction in the number of exams taken rather than a departure from the curriculum struc-

# The Curriculum | Year 11 2023-24

## The Core Curriculum

Students in Year 11 will study PE and personal development as part of the non-examined courses. They will continue to study mathematics, science and English and will sit terminal examinations in all three subjects at the end of the academic year. In English, they will be sitting their GCSE English Literature qualification, worth one GCSE. They will also sit their GCSE mathematics qualification, worth one GCSE, and also their GCSE in Combined Science, worth two GCSEs. These are three very important qualifications which Sixth Forms, Colleges and employers will pay close attention to when considering applications. From this perspective, despite the number of examinations our Year 11 students sit being considerably less than most schools, the qualifications left until Year 11 hold much significance.

## Options Subjects

In Year 11, students will again select two options subjects in which they will sit GCSEs at the end of the academic year. On the option form you will be asked to select a two first choices and two reserve choices in case we are unable to offer you your preference.

Year 11 Options
GCSE Art
GCSE Business Studies
GCSE Computer Science
GCSE Design Technology
GCSE Drama
GCSE Food and Nutrition
GCSE French
GCSE Geography
GCSE History
GCSE Latin
GCSE Music
GCSE PE
GCSE Photography
GCSE Religious Studies
GCSE Spanish
GCSE Triple Science

## Triple Science

Triple science is offered only to students who have demonstrated the capacity to attain at least a Grade 6 in GCSE science so far due to the pressures of the course.

Information about each of these courses can be found further on in the options booklet. When making decisions about which subjects to select, it is very important in Year 11 to consider the subjects you are considering studying at Sixth Form or at College. Similarly, if you are considering an Apprenticeship or employment you will also need to consider what pathways your GCSE subject options could open or close for you.

Some Sixth Forms will ask for subject-specific entrance requirements. Before selecting your Year 11 options it is worth researching some Sixth Forms and Colleges to see whether your subject options would keep this pathway open to you or not. Remember, whilst future plans are an important consideration, your success on your chosen courses is more significant as if you are unsuccessful then the pathway you might have hoped to pursue would be closed to you anyway. It is important to be realistic about your choices.

## Can I resit a subject I have opted for previously?

No. In order to ensure you have a broad range of subjects, the school does not permit students to resit a GCSE option they have already taken in an earlier year.

# Selecting your Options using Options Online

## How to I select my options this year?

This year the school is using a system called 'Options Online' that will make selecting your options easier. You and your parents will receive an email that will allow you to set up an account and then you simply select your preferred subjects.

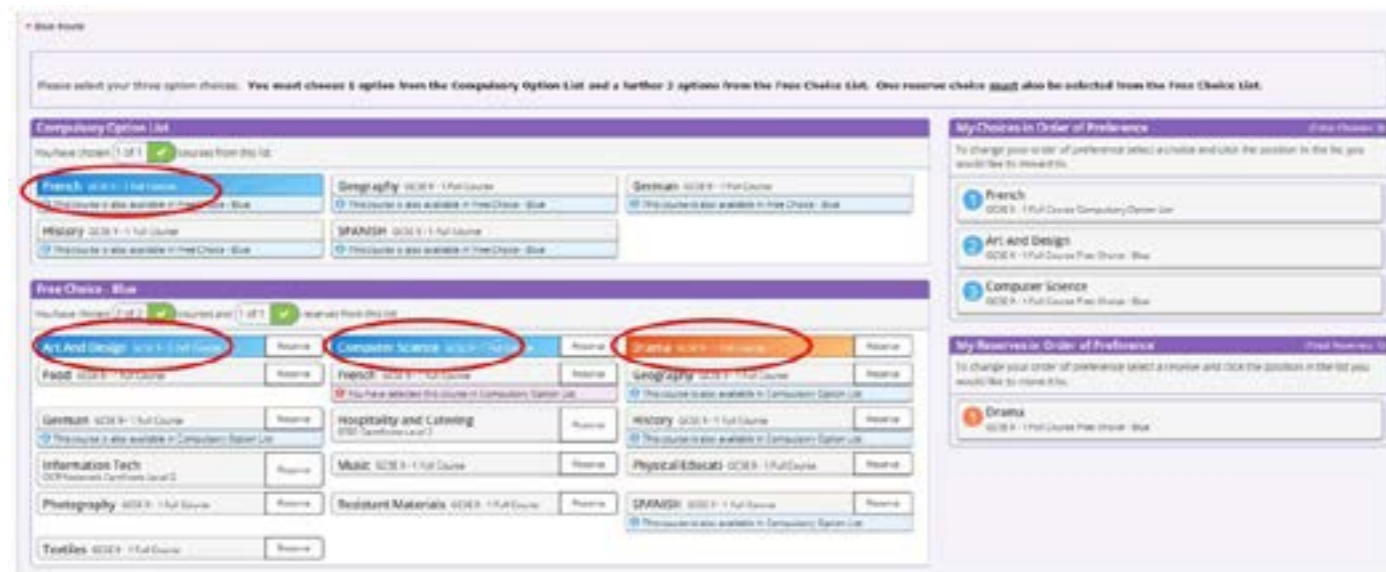
## Who can see what options I select?

Parents who sign up will have permission to view and edit your options alongside you. Your tutor will also be able to see and edit your options alongside you.

## Where can I find out more information about how to use Options Online?

There is an online launch event on Thursday 8th December. The link to this event will be published on the school website and shared with parents through *In The Know*. This event will take everyone through the process of signing up and selecting options using this new system. Students in Year 9 and 10 will also be given further information in tutor time.

# CORE SUBJECTS 2023-2024





# GCSE ENGLISH LANGUAGE | CORE YEAR 10

## What is GCSE English Language?

Understanding how writers try to manipulate what we think and feel – whether in a newspaper article about immigration or a description of a character – and being able to do that manipulating in your own writing is the key focus. Paper 1, Explorations in Creative Reading and Writing, focuses on fiction writing: there are four reading questions in response to an extract from a novel or short story followed by a chance to explore your own creative writing. In Paper 2, Writers' Viewpoints and Perspectives, two non-fiction extracts provide an opportunity to work out how a writer feels about an issue and how they try to make us feel similarly through four reading questions. There is then a chance to write a speech, article, or other non-fiction text. The spoken language unit will emphasise the importance of the wider benefits that speaking and listening skills have for students.

## Who studies it?

All students study English Language from Years 7-10 but the most emphasis is placed on this subject in Year 10 as all students will sit their GCSE English Language examination at the end of that academic year.

## What skills will I develop?

### For GCSE English Language students will:

- read fluently, and with good understanding, a wide range of texts from the 19<sup>th</sup> 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism;
- read and evaluate texts critically and make comparisons between texts;
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- use grammar correctly and punctuate and spell accurately;

- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language; and
- listen to and understand spoken language and use spoken Standard English effectively.

## What specification will I follow?

### AQA GCSE English Language

A link to the specification is included below:  
<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

## How will I be assessed?

All texts in the examinations will be unseen.

### Paper 1 | Explorations in Creative Reading and Writing

is a written examination of 1 hour 45 minutes. Section A (Reading) is based on a literature fiction text and students will answer 1 short form question, 2 longer form questions and 1 extended question. Section B (Writing) is based upon descriptive or narrative writing and students will write one extended written response with marks for content and technical accuracy.

### Paper 2 | Writers' Viewpoints and Perspectives

is a written examination of 1 hour and 45 minutes. Section A (Reading) is based on two non-fiction texts. Section B (Writing) asks students to write to present a viewpoint; students will write one extended answer worth 40 marks.

**Non-examination Assessment | Spoken Language.** Students will be assessed on their presentation skills, capacity to use Standard English and respond to questions and feedback. This is assessed by the teacher, not externally.

## Who should I speak to if I have any questions?

Mr Waterhouse room 4.12



# GCSE ENGLISH LITERATURE | CORE YEAR 11

## What is GCSE English Literature?

Students will study a range of literature from Shakespeare through to the present day. Our chosen specification encourages students to embed a passion for reading, an understanding of writers' intentions and methods and spark discussion about human nature, culture and context.

## What will I study?

Students will study four texts: Shakespeare's play, Macbeth, a 19<sup>th</sup> century novel (either Charles Dickens' *A Christmas Carol* or *Great Expectations*), a modern prose (George Orwell's *Animal Farm*) and a cluster of 15 poems thematically linked by the theme of Power and Conflict. There will also be a focus on students' ability to interpret unseen poems.

## How will I be assessed?

Students will sit two examinations; both are closed book.

### Paper 1: Shakespeare and the 19th-century novel |

This is a written examination of 1 hour 45 minutes. Students will answer 1 question on the Shakespeare play they have studied and 1 question on the 19th-century novel they have studied.

### Paper 2: Modern texts and Poetry |

This is a written paper of 2 hours 15 minutes. Section A will require students to write one essay from a choice of two on the studied modern prose. Section B will require students to answer one comparative question about a poem printed in the paper and one other poem from their chosen anthology cluster. Section C, unseen poetry, will require students to answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## What specification will I follow?

AQA GCSE English Literature (8702)

The specification can be found here:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>



## What skills will I develop?

- **literal and inferential comprehension:** understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings;
- **critical reading:** identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation;
- **evaluation of a writer's choice of vocabulary, grammatical and structural features:** analysing and evaluating how language, structure, form and presentation contribute to quality and impact;
- **comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above; and
- **writing critically with confidence and flair:** writing effectively about literature synthesising understanding of plot and character with close textual analysis and contextual knowledge.

## Recommended Reading:

Context and understanding of writers' styles will assist students in their study of the set texts. Therefore students will benefit from reading more works from the following authors ahead of commencing this course in Year 11:

- Charles Dickens;
- George Orwell and
- William Shakespeare

Students will also benefit from extending their knowledge of poetry. Collections by **T.S Eliot, William Wordsworth, John Keats and Alfred Lord Tennyson** offer good introductions.

## Who should I speak to if I have any questions?

Mr Waterhouse room 4.12



# GCSE COMBINED SCIENCE | CORE YEAR 11

## What is GCSE Combined Science?

Science is a set of ideas about the material world. In this course you will be investigating, observing, experimenting or testing out ideas and thinking about them using empirical methods. The Combined Science GCSE enables students to learn about the theory of many biological, chemical and physical aspects of our world as well as investigate these through core practical experiments. This will involve talking about, reading and writing about science as well as representing science in its many forms both mathematically and visually through models.

This specification encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.

## What skills will I develop?

Students will:

- develop their practical skills through a range of required practical experiments carried out in lessons;
  - Use scientific theories and explanations to develop hypotheses;
  - Understand how scientific methods and theories develop over time;
  - Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts;
  - Appreciate the power and limitations of science and consider any ethical issues which may arise;
  - Present observations and other data using appropriate methods;
  - Present reasoned explanations including relating data to hypotheses; and
- Carry out and represent mathematical and statistical analysis.

## What specification will I follow?

AQA GCSE Combined Science: Trilogy  
A link to the specification can be found here:  
<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

## What will I study?

**Biology** | cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance; variation and evolution; ecology.

**Chemistry** | Atomic structure and the periodic table; bonding; structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere and using resources.

**Physics** | Energy, electricity; particle model of matter; atomic structure; forces; waves; magnetism and electromagnetism.

## How will I be assessed?

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

**Biology Paper 1** | Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics. Written exam: 1 hour 15 minutes.

**Biology Paper 2** | Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. Written exam: 1 hour 15 minutes.

**Chemistry Paper 1** | Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. Written exam: 1 hour 15 minutes

**Chemistry Paper 2** | Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

**Physics Paper 1** | Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure. Written exam: 1 hour 15 minutes

**Physics Paper 2** | Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism. Written exam: 1 hour 15 minutes

## Foundation and Higher Tiers

Students will either sit the Higher or Foundation Tier paper in Combined Science. The Foundation Tier paper enables students to achieve Grade 1 - 5, whereas the Higher Tier paper is graded from 5-9. Students' performance in internal examinations between September and January will be used to determine which Tier of paper students will sit.

## Who should I speak to if I have any questions?

Mr Baptiste, room 2.15 or Mr Hobday, room 2.24

# GCSE MATHEMATICS | CORE YEAR 11



## What is GCSE Mathematics?

The aims and objectives of the Edexcel GCSE (9–1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences, and draw conclusions; and
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## What will I study?

- 1 Number (structure and calculation, fractions, decimals and percentages, measures and accuracy).
- 2 Algebra (notation, vocabulary and manipulation, graphs, solving equations and inequalities, sequences)
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures (properties and constructions, mensuration and calculation, vectors)
- 5 Probability
- 6 Statistics

## What specification will I follow?

Edexcel GCSE Mathematics

A link to the specification can be found here:  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

## How will I be assessed?

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.  
Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.  
Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. There is no coursework which contributes towards the final Grade; the GCSE is achieved through external examinations only.

## Foundation and Higher Tiers

Students will either sit the Higher or Foundation Tier paper in mathematics. The Foundation Tier paper enables students to achieve Grade 1 - 5, whereas the Higher Tier paper is graded from 5-9. Students' performance in internal examinations between September and January will be used to determine which Tier of paper students will sit.

## What do mathematicians go on to do?

Mathematics is a key subject which enables access to a whole host of different careers. People who enjoy mathematics and choose to study it to an advanced level might go on to study engineering, medicine, architecture, research, accountancy and finance, data analysis, insurance, software development, the Civil Service...to name a few!

## Who should I speak to if I have any questions?

Mr. Gladwyn, room 1.17





## SUBJECT OPTIONS 2023-2024

### What is GCSE Art and Design?

Creativity, or as the late art critic John Berger preferred to describe it as “the act of giving form to what we receive” is at the heart of every area of our lives. GCSE Art provides students a chance to develop and nurture this life affirming activity, both visually and conceptually, developing their own unique approach to the visual arts with the support of their teacher.

You will learn from direct teaching, peer learning, presentations, gallery and exhibition trips, reflective reading and writing as well as visits from professional practitioners working in the creative sectors. All art students are encouraged to experiment and will have the opportunity to use a wide range of materials including, but not limited to, painting, drawing, sculpture, video, installation, photography, performance and printmaking.

#### Five reasons you should study art:

1. Infinity: the possibilities for personal expression are endless, making it exciting and challenging.
2. Independence: art GCSE is the only subject where you get to decide what you study! You will need to be highly self-motivated and independent, but you also get to choose the avenues of your creative journey and tailor it to your own strengths and interests.
3. Flexibility: you will have the opportunity to work across a range of artistic disciplines, allowing for a huge scope for individually tailored research and development.
4. Knowledge: as well as improving your technical skills, you will also gain a strong grounding in the theoretical and conceptual underpinnings of visual culture.
5. Transferrable skills: the resourcefulness and problem-solving skills you learn in art can be applied to any subject or career.

### What skills will I develop?

You will develop a portfolio of work that demonstrates your creativity and understanding of contemporary and historical art. Alongside improving your technical expertise in a range of different processes, materials and techniques, you will learn how to:

- Develop and refine your ideas;
- Present a personal response that realises your intentions;
- Effectively use visual language and the formal elements to create powerful images; and
- Conduct independent research.

### What skills do I need to possess?

In order to achieve the highest results and benefit fully from the course, you will need to have:

- Strong technical drawing skills;
- An understanding of photography;
- An ability to think imaginatively and creatively;
- An ability to critically analyse your own work and the work of others;
- An open mind and a confidence in taking creative risks.

### What specification will I follow?

Edexcel GCSE Art and Design

A link to the specification can be found here:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf>

# GCSE ART AND DESIGN

## What will I study?

The course is split into two sections:

### Component 1: Coursework Portfolio (60%)

This is a sustained project, responding to a theme set by the school which evidences the journey from initial engagement to the realisation of intentions. As well as practical work, this portfolio must demonstrate the research and critical study of artists which connect with the chosen area of study.

### Component 2: Exam (40%)

This is a shorter project, where students respond to starting point from an externally set paper. A preparatory period is then followed by 10 hours of supervised time in which to create a final outcome

## Recommended Reading

The Story of Art, E.M. Gombrich  
Ways of Seeing, J. Berger  
Painting Today, Pub: Phaidon  
Art Today, pub: Phaidon  
Vitamin P series, pub: Phaidon

## How will I be assessed?

Both your coursework and exam portfolios will be assessed using the following assessment objectives. AO1 (25%): develop ideas through investigations, demonstrating critical understanding of sources.

AO2 (25%): refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 (25%): record ideas, observations and insights relevant to intentions and demonstrate understanding of visual language.

AO4 (25%): present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## What do artists go on to do?

*"Employees with an art degree have developed more quickly in their roles from the start. They have discipline, confidence and can accept criticism."*

- Steve Jobs

There is an increasing demand for creative and innovative people in industry and business. Students who have studied art have gone on to work in the following sectors: film, animation, antiques dealing, architecture, costume design, theatre, fashion design, fine artist, curator, floristry, furniture design, design engineering, interior design, jewellery design, graphic design, illustration, photography, production design, tattooing, textile design, web design, teaching and education.

Art presents opportunities to develop lifelong skills in analysis, research, interpretation and creative execution.

## Who should I speak to if I have any questions?

Ms Burley, room 3.14



# GCSE BUSINESS

## What is GCSE Business Studies?

It is difficult to imagine a world without businesses. They make up the very fabric of our culture, define many options available to us and provide the government with capital to enact its manifesto commitments.

GCSE Business Studies is a course that introduces students to the concepts that undergird businesses: the management of human resources and material resources; economic principles that determine value, supply and demand; calculative concepts that allow for forecasts, predictions and measures of success; legal considerations which secure the principles of business management.

## What skills will I develop?

This is a course that is wide ranging in its development of skills. It will hone the capacity of students to make business decisions, to determine best possible outcomes, to understand potential pitfalls in any plan. It is a course that cultivates critical thinking and the capacity to make sense of reasonably complex business conundra. It also develops numeracy and capacity to calculate. For those interested in studying law at a later date, this is a good course for understanding how a large part of British society is organised, structured and defined.

## What specification will I follow?

This is GCSE Business Studies 9-1 Edexcel. A link to the specification can be found here: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

## What will I study?

The curriculum is split into two themes theme 1: investigating small businesses. This theme closely looks at starting up a business, topics include; enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making a business effective and understanding external influences on business. Theme 2 will then seek to explore building a business with topics including; growing the business, making marketing decision, making operational decisions, making financial decisions, making human resource decisions.

## Who should I speak to if I have any questions?

Ms Kanso, room 2.8

## How will I be assessed?

The whole course is assessed in two written papers each one hour and a half in length. Paper 1 investigates small businesses and Paper 2 focuses on building a business. The assessments are out of 90 marks and students must answer all the questions on both papers.

During the course, students will have opportunities to develop their subject knowledge by writing examination answers, by demonstrating the accumulation of subject knowledge and by lesson assessments. There will be a practice examination opportunity during the course.

## What do students of Business Studies go on to do?

Students of business studies are versatile and go on to do all sorts of activities. Some may enter law, developing as they do an understanding of business law during the process of the course. Some may use it to enter government, journalism or the civil service as an understanding of the private sector is invariably important in each of those industries. It is possible that some will become entrepreneurs themselves, or enter the financial services industry, or go on to study for an MBA. The wonderful thing about Business Studies is that, rather than being limiting, it is entirely enabling.

## Recommended Reading

The Freakonomics series is very good and well worth reading. Oxford University Press' Capitalism: A Very Short Introduction also serves as a very useful starting point for this course. For those wishing to go beyond obvious introductions, any classical understanding of economics is a quirky way into Business Studies, particularly enlightenment works from the likes of Adam Smith and David Hume.





# GCSE COMPUTER SCIENCE

## What is GCSE Computer Science?

Computer science is a diverse subject with lots of applications. Computer scientists design new software, solve computing problems and develop different ways to use technology. At the heart of the subject, all computer scientists rely on 'computational thinking'. Computational thinking involves looking at a problem and working out a way a computer might be able to help one solve it. To do this, one needs to understand how computers process work and how they can be manipulated to help help these problems. GCSE Computer Science introduces students to computational thinking by equipping students with the knowledge and understanding of how computers work and how they can be used to assist both individuals and society as a whole.

## What skills will I develop and what will I study?

Students will develop a set of computational thinking skills that enable them to understand how computer systems work, and to design, implement and analyse algorithms for solving problems. Through the study of Computer Science, students will become competent at designing, reading, writing and debugging computer programs. They will be able to apply their skills to solve real problems and produce robust programs. Students will learn how different types of data are represented in a computer and they will, by the end of the course, be familiar with the hardware and software components that make up a computer system and recognise that computers take many forms from embedded microprocessors to distributed clouds.

Many computer applications in use today would not be possible without networks. Students will understand the key principles behind the organisation and of computer networks and they will be able to set up a simple network. In addition, students will be aware of the influence of computing technology and recognise that computing has an impact on nearly every aspect of the world in which they live. They will therefore study the impact of computers on the lives of individuals and on society.

### By the end of the course students will:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation;
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs;
- think creatively, innovatively, analytically, logically

and critically;

- understand the components that make up digital systems and how they communicate with one another and with other systems;
- understand the impact of digital technology on the individual and on wider society; and
- apply mathematical skills relevant to computer science.

## What specification will I follow?

Edexcel GCSE (9-1) Computer Science

## How will I be assessed?

Paper 1: Principles of Computer Science.

Assessed through a written paper of 1 hour 30 minutes, with five mandatory questions (one question per topic) consisting of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items. It is worth 50% of the qualification

Paper 2: Application of Computational Thinking

Assessed through an examination of 2 hours, with six compulsory questions. These are practical in nature and require students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using an Integrated Development Environment (IDE). Students will be provided with coding files, a hard copy of the question paper, and the Programming Language Subset (PLS) document. Students should then answer the questions onscreen using Python 3. It is worth 50% of the qualification.

## What do students of Computer Science go on to do?

Computer Science remains a highly relevant qualification for students as the IT industry continues to expand. Students who continue to study Computer Science to A Level or degree level might progress to careers involving: web development, software engineering, games development, data analysis, systems analysis, multimedia programming, forensic computer analysis, cyber security, or IT consultancy.

## Who can I contact for more information?

Mr. Waite, 1.14

# CAMBRIDGE NATIONAL IN CREATIVE iMEDIA

## What is the Cambridge National in Creative iMedia?

The Level 1/Level 2 Cambridge National in Creative iMedia will develop knowledge, understanding and practical skills that would be used in the media industry.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products

This will help you to develop independence and confidence in using skills that would be relevant to the media industry.

## What skills will I develop and what will I study?

The qualification will help you to develop learning and skills that can be used in a variety of life and work situations, such as:

- thinking about situations and deciding what is required to be successful
- exploring different options and choosing the best way forward to a solve problem
- exploring and generating original ideas to find imaginative solutions to problems
- selecting the best tools and techniques to use to solve a problem
- appropriate use of media to convey meaning
- use of planning techniques to complete tasks in a way which meets deadlines

## What specification will I follow?

The Level 1/Level 2 Cambridge National in Creative iMedia

The specification: <https://tinyurl.com/2p8a6g8w>

## What will I study?

Students will study three components:

### 1.Creative iMedia in the media industry

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

### 2.Visual identity and digital graphics

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

### 3.Interactive digital media

In this unit you will learn how to plan, create and review interactive digital media products. Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

## How will I be assessed?

Component 1 is assessed via an examination, which accounts for 40% of the total mark.

Components 2 and 3 are assessed internally through the completion of assignments set by the teacher that are subject to external moderation. They account for 60% of the total mark.

## What do students of Creative iMedia go on to do?

The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.

## Who can I contact for more information?

Mr. Waite, 1.14



# GCSE DRAMA

## What is GCSE Drama?

GCSE Drama offers students many opportunities involve themselves in performance, it is best suited to those who are interested in developing an understanding of the different roles and responsibilities of people involved in theatre productions. All students explore texts practically and have the opportunity to create their own original drama. GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

## What specification will I follow?

AQA GCSE Drama (9-1) 8261

A link to the specification is included below:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

## What will I study?

Students will develop their understanding of dramatic works by studying the characteristics of performance texts and dramatic works, focusing on core attributes such as character, form and language. They will consider the social, cultural and historical contexts of these dramatic works and how meaning is both interpreted and communicated through devices such as the use of space, design, lighting and sound. Students will also learn about the various roles and responsibilities held by theatre makers including everyone from performers and directors to sound technicians and set designers.

Students will study one set play. This year Blood Brothers by Willy Russell was studied and analysed, this may include A. Miller's 'The Crucible' in the future as well as Dennis Kelly's 'DNA'. Students will use the theoretical knowledge and understanding they have developed to inform their own practical work.

## Who should I speak to if I have any questions?

Ms Tate, B12

## How will I be assessed?

**Component 1: Understanding Drama (40% - Written).** This unit assesses students' knowledge and understanding of drama and theatre. Students will study one set play and analyse and evaluate the work of live theatre makers. It is assessed in a written examination of 1 hour 45 minutes and students are permitted access to the text studied during the examination.

**Component 2: Devising Drama (Practical - 40%).** This is a practical element of the course. It examines students' capacity to create devised drama, perform it and analyse and evaluate their own work. It is assessed through a log book and the performance. It is marked by teachers and moderated by AQA.

**Component 3: Texts in Practice (Practical- 20%)** Students will perform two extracts from one play (students may contribute as a performer or designer). This unit is marked by AQA.

## What do students of Drama go on to do?

- Students of GCSE Drama find that their skills in presentation, volume and confidence increases substantially throughout the course.
- Studying Drama often helps to develop students analytical writing and understanding of Shakespearean language- a skill of paramount importance at GCSE.
- Collaboration and support of peers underpins the GCSE Drama experience, teaching students about team work and communication.,
- Students can go on to study A level Drama.
- Careers involving skills learnt during a Drama GCSE qualification range from theatre and television to Marketing, Teaching and any profession that values presentation skills.



# GCSE CLASSICAL GREEK

## What is GCSE Classical Greek?

The study of Classical Greek is about acquiring understanding of the language and literature of Ancient Greece. Studying Greek at GCSE level will allow learners to develop their knowledge of Greek vocabulary, morphology and syntax so that they can read and understand unseen passages of Greek. The Greek language has many similarities to Latin, and the Greek GCSE course follows the same structure as Latin GCSE; therefore, it is recommended that you only take GCSE Greek if you have previously studied Latin. It is ideal to study both Latin and Greek GCSEs together.

## Why should you study Greek?

1. To develop insights into the relevance of Greek and of ancient literature and civilisation to your understanding of our modern world of diverse cultures.
2. To deploy knowledge and understanding of Greek to deepen your understanding of other languages.
3. To be able to relate knowledge and understanding of the ancient world to other disciplines through the study of ancient literature and ancient sources.
4. To demonstrate your capacity to undertake and succeed in what is recognised as one of the most intellectually demanding and academically rigorous subjects on the curriculum. Employers and prestigious universities will take note of a candidate whose qualifications include Greek.
5. To begin to acquire the skill to be able to access some of the world's finest literary texts.

Greek qualifications are a valuable asset, which even today are offered only rarely outside the independent sector. To have direct access to the texts of the Classical Greek world is to be able to engage with material that underpins much of later European culture and thought.

## What skills will I develop?

Studying Greek will develop your research and analytical skills, empowering you to become independent learners and enquirers. You will be better equipped for further study in arts, humanities, and sciences. Having developed and deployed your knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Greek, you will be able to select, analyse and evaluate evidence to draw informed conclusions from the literature studied. Through your knowledge and understanding of ancient literature, values and society, you will be able to identify and appreciate its literary form and impact on the reader.

## What specification will I follow?

OCR GCSE Greek. A link to the specification can be found here:  
<https://www.ocr.org.uk/qualifications/gcse/classical-greek-j292-from-2016/>

## What will I study?

The course is split into three sections:

### Greek Language

For this section of the course you will study texts and stories in Greek to build knowledge and understanding of Greek vocabulary, accidence and syntax. You will learn how to demonstrate your linguistic competence through the translation and comprehension of unseen Greek passages.

### Prose Literature

Here you will study passages from Greek prose writers, such as Herodotus, Xenophon, or Plato.

### Verse Literature

Here you will study some Greek poetry, often from Homer's Iliad or Odyssey, or from Greek tragedy.

Both the Prose and Verse Literature components will develop your knowledge and understanding of ancient literature through study of the set texts. These components assess your ability to analyse, evaluate and respond to the ancient literature you have studied. You will be required to demonstrate knowledge and understanding of the set text, including identification of aspects of content, culture, social practices, and values, as appropriate to the text studied

## How will I be assessed?

There are three examinations at the end of the year:  
**Greek Language (1 hour and 30 minutes)** This is a compulsory component. It is worth 100 marks, representing 50% of the total marks for the GCSE (9-1). In Section A, the unseen passage will recount a story drawn from mythology or Greek domestic life. Section B consists of 70 marks. In Section B, the unseen passages will recount a story or stories drawn from history. 20 marks will be available for answering comprehension questions in English. 50 marks will be available for translating a passage of unseen Greek of at least 90 words into English.  
**Prose Literature (1 hour)** This component is worth 50 marks, representing 25% of the total marks for the GCSE.  
**Verse Literature (1 hour)** This component is worth 50 marks, representing 25% of the total marks for the GCSE.

## Who can I speak to for more information?

Mr Heyde, 2.5



# GCSE FRENCH

## What is GCSE French?

French is about understanding the language and culture of France and other French speaking territories. Studying French at GCSE level will equip you with the skills necessary to be able to communicate confidently and accurately in the French language. A strong basis in the language will be established providing a secure enough grounding so as to enable you to live and work in France at a future point whilst acquiring fluency in the language quickly.

### Here are five reasons you should study French:

1. To possess the ability to communicate in a language other than one's own is a rich and rewarding skill that is as economically valuable as it is culturally enriching. There is barely a week that passes when we do not hear employers organisations bemoan the lack of language skills amongst the UK workforce. To have a foreign language qualification is to advantage oneself professionally.
2. To understand global interdependence and to become a better global citizen. In an increasingly globalised and interconnected world, to speak just one language is to limit one's scope of potential and opportunity for the range of relationships and experiences, professional and social which will be available to you.
3. French is one of the few subjects that you can study which is both practical and highly academic. It is directly transferable from the classroom into the real world and can be used from the moment it is learnt in real life contexts.
4. To demonstrate your capacity to undertake and succeed in what is recognised as an intellectually demanding and academically rigorous course. Employers and prestigious universities will be impressed by a suite of qualifications that includes a modern foreign language.
5. To begin to acquire the skill to be able to access some of Europe's finest works of literature, the canon of French philosophical thought in the original language is an immensely enriching but also empowering experience.

Languages qualifications are a valuable asset. Once considered the preserve of only the most able students, Holland Park School is immensely proud of its long-standing success in assisting all of its students to leave school with at least one foreign language qualification. Our results in this area have consistently been at the very top end of performance when compared with schools nationwide.

## What skills will I develop?

Alongside the acquisition of a broad vocabulary and sound working knowledge of French grammar, you will develop the ability to communicate more effectively. Gaining a greater understanding of how language works, is manipulated and constructed, will enhance your capacity to speak, read and write in your first language(s). Your literacy levels – both spoken and written - will improve and you can expect to enhance your memory and intellectual skill; there is much evidence to suggest that people who learn an additional language develop longer attention spans and benefit from enhanced cognitive ability.

## Who should I speak to if I have any questions?

Ms Hart, 2.3



# GCSE FRENCH



## What specification will I follow?

AQA GCSE French

A link to the specification can be found here:

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF>

## What will I study?

The course is split into three sections:

### Theme 1 – Identity and culture

This covers the following four topics with related sub-topics shown as bullet points:

#### Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

#### Topic 2: Technology in everyday life

- Social media
- Mobile technology

#### Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

### Theme 2 – Local, national, international and global areas of interest.

This covers the following four topics with related sub-topics shown as bullet points:

#### Topic 1: Home, town, neighbourhood and region

#### Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

#### Topic 3: Global issues

- The environment

- Poverty/homelessness

#### Topic 4: Travel and tourism

- Holidays and travel
- Regions of France

### Theme 3 – Current and future study and employment

This covers the following four topics:

#### Topic 1: My studies

#### Topic 2: Life at school/college

#### Topic 3: Education post-16

#### Topic 4: Jobs, career choices and ambitions

## How will I be assessed?

There are three examinations at the end of the year:

- **Speaking (10-12 minutes):** a conversation with your teacher that is recorded and sent away to be marked by an examiner
- **Reading and listening (2 hours):** a series of reading and listening exercises with translation from French into English
- **Writing (1 hour 15 minutes):** one 16 mark piece of writing, one 32 mark piece of writing, and one translation worth 12 marks which is from English into French.

## What do linguists go on to do?

Students who have studied languages have gone on to work in the following sectors: law, sales, business, environment, information technology, management, finance, banking, marketing, research, teaching, travel and tourism, curation and arts management, politics, the civil service and diplomacy, translation and working internationally. Languages are broadly recognised as particularly valuable subjects for careers that involve working with other people and require face-to-face interactions.



# GCSE GEOGRAPHY

## What is GCSE Geography?

Geography is about understanding the world's people, places and environments. Studying geography at GCSE level will help you to understand the unique features of our world, the interdependence of physical and human geography and your place within it.

### Here are five reasons you should study geography:

- 1.To understand basic physical systems that affect our world (e.g. earth-sun relationships, water cycles, wind and ocean currents);
- 2.To understand the geography of the past and how geography has played a significant role in the evolution of people, their ideas, places and environments;
- 3.To recognise spatial distributions at all scales — local and global — in order to understand the complex connectivity of people and places;
- 4.To be able to make sensible judgements about matters involving relationships between the physical environment and society; and
- 5.To understand global interdependence and to become a better global citizen.

## What skills will I develop?

Geography is a skilled-based course. You will have opportunities to learn new skills such as map skills, interpreting photographs, analysing articles, decision-making and debating. You will develop your complex problem-solving skills, judgement, decision-making and critical thinking skills. You will also hone your argumentative writing skills as many of the essays you will write will require you to assess and evaluate different perspectives and justify your judgements.

## What specification will I follow?

Edexcel GCSE Geography B

A link to the specification can be found here:  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

## What will I study?

The course is split into three sections:

### Component 1 – Global Geographical Issues

This includes the study of hazardous earth, development dynamics and challenges of an urbanising world.

### Component 2 – UK Geographical Issues

This includes the study of the UK's evolving landscape, coastal change and conflict, the UK's evolving human landscapes and a geographical investigation including one physical geography fieldwork investigation and one

human geography fieldwork investigation.

### Component 3 – People and Environmental Issues

This includes the study of people and the biosphere, forests under threat, consuming energy resources and making geographical decisions.

## Fieldwork

As part of the course, students will take part in two pieces of fieldwork which will allow them to investigate different geographical issues and apply what they have learnt in theory in practice.

**Fieldwork 1** will be a physical geography investigation into coastal change and conflict.

**Fieldwork 2** will focus on how the quality of life differs in urban areas as part of investigating dynamic urban areas

## How will I be assessed?

There are three examinations at the end of the year:

**Component 1** (1 hour 30 minutes) Global Geographical Issues

**Component 2** (1 hour 30 minutes) UK Geographical Issues

**Component 3** (1 hour 30 minutes) People and Environmental Issues

The examinations include multiple-choice questions, short open response, long open response, calculations and 8-mark extended writing questions. Component 3 offers one 12 mark decision-making extended writing question too with the use of resources.

## What do geographers go on to do?

Students who have studied geography have gone on to work in the following sectors: law, science, sales, business, environment, information technology, management, finance, banking, marketing, research, manufacturing, teaching, childcare, engineering, arts, design and media, town planning and working internationally. Geography is a broad subject and applies well to both scientific and humanitarian work.

## Who should I speak to if I have any questions?

Ms Crowden, 3.2



# GCSE FOOD PREPARATION AND NUTRITION



## What is GCSE Food and Nutrition?

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## What skills will I develop?

You will develop core knowledge relating to food preparation, safety and nutrition as well as a wide range of practical skills. Over the course you will prepare and present a range of different dishes and meals that utilise the theoretical knowledge you have learnt.

## What specification will I follow?

AQA Food Preparation and Nutrition

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/specification-at-a-glance>

## What will I study?

Food preparation skills are integrated into five core topics:

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

There is more specific information here:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/subject-content>

## How will I be assessed?

**Paper 1: Food preparation and Nutrition** - this is a written paper of 1 hour and 45 minutes. There is a mix of multiple choice questions and 5 essay style questions. This paper is worth 50% of the GCSE

**NEA (non-exam assessment)** This assessment is based on practical tasks. Task 1 focuses on students' understanding of the working characteristics, functional and chemical properties of ingredients. It is assessed through a written report of 1500-2000 words. Task 2 is a food preparation assessment and focuses on students planning, preparation, cooking, presentation of food and application of nutrition. It is assessed through the submission of a portfolio including photographic evidence.

## What do students go on to do?

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

## Who should I speak to if I have any questions?

Mr Egleton, 2.18





# GCSE HISTORY

## What is GCSE History?

GCSE History is the study of Democracy in Britain (think: Civil Wars, American Revolutions, the suffragette campaigns for female equality, black migration from the Caribbean...), the Restoration era (think: the Great Fire, the Plague, wars with the Dutch, the theatre...), the Cold War (think: Vietnam Wars, Korean Wars, Space Races, Communist Witch-hunts, Berlin Walls, and Cuban Missile Crises...) and America in the 20th Century (think: the Jazz Age, the Ku Klux Klan, the New Deal, Civil Rights Campaign, Suburbia, and Second Wave Feminism).

Looking at these topics in depth will develop and extend your knowledge and understand not only of local and British History, but also of the wider world.

## What skills will I develop?

At the most general level, how to argue and how to communicate your views to other people in a compelling and stylish manner. The transferability of these skills are unparalleled. More specifically, it will also enable students to:

- Support their views with evidence. After all, without providing detailed and substantiated evidence to verify your opinions, then you're unlikely to be persuasive or convincing.
- Appreciate the similarities and differences between past and present events. History doesn't repeat itself, but it does rhyme.
- Acquire a better grasp of causality. In the abstract, causality is quite straight forward, x causes y. But in practice it is a far messier affair: why was Trump elected? Why did England lose to Italy in the 2021 Euro finals? Why did Boris have to resign?
- To understand how the past has been interpreted over time and weigh up how credible other people's views of the past are
- To consider the concept of significance and why we choose to designate some events, topics and ideas as having it, and how this might change over time. For example, the significance of the Black Death (1348) may well have increased in light of the Covid-19 Pandemic.

## What specification will I follow?

AQA GCSE (9-1) History (8145)

A link to the specification can be found here: <https://www.aqa.org.uk/subjects/history/gcse>

## What will I study?

**Paper 1: Understanding the modern world** helps students to understand key developments and events in modern world history. Students will study Conflict and Tension between the East and West 1945-1972 and America: Equality and Opportunity 1920-1973.

**Paper 2: Shaping the nation** enables students to understand key developments and events in the history of Britain. Students will study Restoration England and Britain: Power and the People in this paper.

## How will I be assessed?

Students will sit two written examinations each lasting two hours. Each paper is worth 50 percent.

- Paper 1: Understanding the modern world has 10 questions
  - Paper 2: shaping the nation has 8 questions
- There is no coursework

## Recommended Reading

- One Summer: America 1927* by Bill Bryson
- Black and British* by David Olusoga
- Empireland* by Sathnam Sanghera
- A Short history of England* by Simon Jenkins
- The Catcher in the Rye* by J.D. Salinger
- Sapiens* by Yuval Noah Harari

## Who should I speak to if I have any questions?

Mr Farrell, 3.8



# GCSE LATIN



## What is GCSE Latin?

The study of Latin is about acquiring understanding of the Latin language and the related ancient literature, values and society. Studying Latin at GCSE level will allow learners to develop their knowledge of Latin vocabulary, morphology and syntax so that they can read and understand unseen passages of Latin.

## Here are five reasons you should study Latin:

1. To develop insights into the relevance of Latin and of ancient literature and civilisation to your understanding of our modern world of diverse cultures.
2. To deploy knowledge and understanding of Latin to deepen your understanding of other languages.
3. To be able to relate knowledge and understanding of the ancient world to other disciplines through the study of ancient literature and ancient sources.
4. To demonstrate your capacity to undertake and succeed in what is recognised as one of the most intellectually demanding and academically rigorous subjects on the curriculum. Employers and prestigious universities



will take note of a candidate whose qualifications include Latin.

5. To begin to acquire the skill to be able to access some of the world's finest literary texts.

Latin qualifications are a valuable asset. Historically the preserve of privileged students attending schools in the independent sector, the study of Latin has seen a renaissance in recent times. Holland Park School is very proud of its offering of Latin to students who wish to pursue this discipline, and encourages all those who have had the opportunity to study the subject to secure an examination qualification given its kudos.

## What skills will I develop?

Studying Latin will develop your research and analytical skills, empowering you to become independent learners and enquirers. You will be better equipped for further study in arts, humanities and sciences. Having developed and deployed your knowledge of



# GCSE LATIN

vocabulary, morphology and syntax in order to read, understand and interpret Latin, you will be able to select, analyse and evaluate evidence to draw informed conclusions from the literature studied. Through your knowledge and understanding of ancient literature, values and society, you will be able to identify and appreciate its literary form and impact on the reader.

## What specification will I follow?

### OCR GCSE Latin

A link to the specification can be found here: <https://ocr.org.uk/qualifications/gcse/latin-j282-from-2016/>

## What will I study?

### The course is split into three sections:

#### Latin Language

For this section of the course you will study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax. You will learn how to demonstrate your linguistic competence through the translation and comprehension of unseen Latin passages. You will come to understand the derivation of English words from Latin thus enhancing your capacity to use a broader and more sophisticated vocabulary in English.

#### Prose Literature

Here you will study passages from a range of Roman writers, such as Caesar, Livy and Pliny.

#### Verse Literature

Here you will study a section of Virgil's Aeneid.

Both the Prose and Verse Literature components will develop your knowledge and understanding of ancient literature through studying the set texts listed above. These components assess your ability to analyse, evaluate and respond to the ancient literature you have studied. You will be required to demonstrate knowledge and understanding of the set text, including identification of aspects of content, culture, social practices and values, as appropriate to the text studied.

## How will I be assessed?

### There are three examinations at the end of the year:

**Latin Language (1 hour and 30 minutes)** This is a compulsory component. It is worth 100 marks, representing 50% of the total marks for the GCSE (9-1). Section A consists of 30 marks. In Section A, the unseen passage will recount a story drawn from mythol-

ogy or Roman domestic life. 20 marks are available for answering comprehension questions in English, including questions about the derivation of English words from Latin. 10 marks are available for questions on accidence and syntax or translating three basic English sentences into Latin. Section B consists of 70 marks. In Section B, the unseen passages will recount a story or stories drawn from history. 20 marks will be available for answering comprehension questions in English. 50 marks will be available for translating a passage of unseen Latin of at least 90 words into English.

**Prose Literature (1 hour)** This component is worth 50 marks, representing 25% of the total marks for the GCSE.

**Verse Literature (1 hour)** This component is worth 50 marks, representing 25% of the total marks for the GCSE.

## What do linguists go on to do?

Studying Latin is one route into 'Classics', the study of the literature, history, and philosophy of the Greek and Roman worlds (as well as the ancient world more broadly). Students who have studied Latin have gone on to work in the following sectors: law, sales, business, environment, information technology, management, finance, banking, marketing, research, teaching, travel and tourism, curation and arts management, politics, the civil service and diplomacy, translation and working internationally. Languages are broadly recognised as particularly valuable subjects for careers that involve working with other people and require face-to-face interactions.

Speak to Mr. Heyde in 2.5 for more information.



# GCSE MUSIC

## What is GCSE Music?

GCSE Music is a fabulous, rigorous and exciting course that combines the practical with the theoretical, the artistic with the scientific and the emotional with the rational. As is the case with A Level Music, GCSE Music is a tripartite course which includes: composition, performance and musical theory. The musical theory is very wide ranging and covers a broad spectrum of genres and traditions, including the western classical tradition. There is some opportunity to use technology in this course in the process of music production, and there are numerous opportunities to develop one's knowledge of the musical canon across the ages.

## What skills will I develop?

Students studying music at GCSE will develop their listening skills, their performance skills and their compositional skills as well as their understanding of a very broad range of music across the ages. Putting thoughts about music into words is a notoriously hard activity: there is something about the musical form that is entirely ineffable, but in GCSE music we find modes of expression to make sense of that which brings spirituality and beauty to life.

## What specification will I follow?

The specification is AQA GCSE Music 9-1, available on the AQA website.

## What will I study?

Three papers (understanding music, performing music and composing music) separate the three parts of the course. The latter two involve developing coursework in advance. The first paper involves some listening to unfamiliar music (68 marks on the paper) and a section on known set works (28 marks on the paper).

## How will I be assessed?

Assessment will be part of coursework (accounting for 60% of the total marks) which include Performing Music and Composing Music. In Performance Music, students carry out two performances (using instruments, voices or technology), one of which is a solo performance and one of which is with an ensemble. Students are required to perform for a minimum of four minutes, of which at least one minute must comprise the ensemble performance. In the Compo-

sition unit, students are required to produce two compositions which are internally marked and externally moderated. The examination (which assesses 'Understanding Music') is an hour and a half long.

## What do students of Music go on to do?

Students who study music go on to be sensitive creatures, with a heightened awareness of the value of the aesthetic. In some rare circumstances, students gain admission to conservatoires to prepare for a career in professional music making. In other cases, students simply take their enjoyment of music on with and continue to perform in an amateur capacity later in life. Either way, such an experience cannot be replicated in any other course.

## Recommended Reading

Michael Hurd's book An Outline History of European Music is a superb introduction to the theoretical study of music. But of course it is odd to speak of recommended reading without also mentioning recommended listening. Having a good grounding in the music of the western classical tradition is foremost: renaissance, baroque, classical and romantic music ought to be understood and at least some composers from each era should become familiar to students. Beyond that, learning the sound words of contemporary music - in classical and popular form - is also a very valuable start.

## Who can I contact?

Ms. Chapman. 4.20





# GCSE PHYSICAL EDUCATION

## What is GCSE Physical Education?

GCSE Physical Education is a theoretical and practical study of sport and physical sciences. It inducts students into the principles behind training and the development of skill and performance in physical activity. It constitutes some development of skills within defined fields. Students are expected to develop their understanding of all sports, as well as develop a specialism in three sporting areas, which must include solo sports as well as team sports.

## What skills will I develop?

Students will develop their understanding of anatomy. Within the specification there are a number of opportunities to develop bio-mechanics and an understanding of how the body both carries out physical activities and how it can be most efficiently deployed to maximise performance. Students will learn how training develops their skills and how different training regimes can be effective for different purposes. There will be opportunities to consider the socio-cultural implications of physical activity, including gender and sport; drugs and sport; sport and physical disability; sports psychology and nutrition and healthy living.

## What specification will I follow?

The specification is AQA GCSE PE.

This is available here: <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

## What will I study?

Students will study a range of sports as part of this specification, including association football, badminton, basketball, cricket, hockey, netball, rugby union, table tennis, volleyball. There will be opportunities to specialise so that students are able to explore some sports in detail, but a broad understanding of all of these sports is encouraged so that students develop a breadth of knowledge. All sports are different and in this way the course provides plenty of opportunities to develop specialist expertise. There are different assessment regimes for the different sports which helps to encourage excellence in the different disciplines.

## Who should I speak to if I have any questions?

Ms Davies, PE Office

## How will I be assessed?

There are three parts of this course. The first two parts are written papers assessed by hour and 15 minute examinations, each being 30% of the total examination. The first paper assesses: applied anatomy and physiology; movement analysis; physical training; use of data. The second paper assesses: sports psychology; socio-cultural influences; health, fitness and well-being; use of data. The final part is a Non-Examination Assessment. This includes a practical performance in three different physical activities and a written analysis and evaluation of performance to bring about performance in one activity. This part is worth 40% of the GCSE, is assessed internally and moderated externally.

## What do students of Physical Education go on to do?

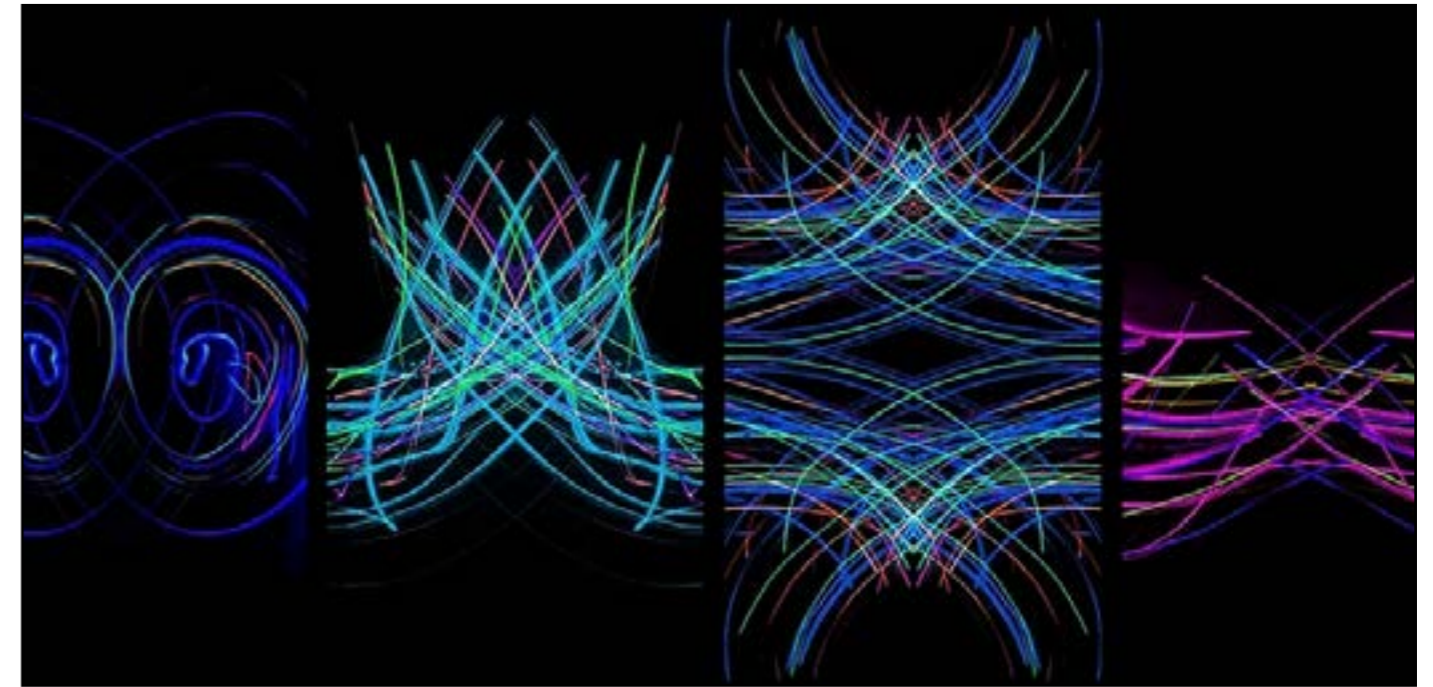
Students of physical education go on to lead healthy, fulfilled lives and to understand the value of challenging oneself and setting and meeting goals in life. They understand the value of competing, of winning graciously and of losing with generosity and goodwill. Some may use this GCSE to explore what it might be like to work in sports-related roles, as personal trainers, physiotherapists or coaches. Others may use it to enhance and enrich their enjoyment of wider personal activity.

## Recommended Reading

Matthew Syed's Bounce is a very entertaining and provocative introduction to a course that believes in the power of the possible and in the danger of deterministic outlooks on life and performance. It contains in there much of the theory that will be covered in the GCSE course. In addition to this, any sports science introduction and texts about physical training are helpful pieces of reading before beginning this course. Michael Matthews' 'Bigger, Leaner, Stronger' is a well-reviewed scientific exploration of the development of human strength and reasonably entertaining.



# GCSE PHOTOGRAPHY



## What is GCSE Photography?

*"Photography is a way of feeling, of touching, of loving. What you have caught on film is captured forever... It remembers little things, long after you have forgotten everything."*  
— Aaron Siskind

Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Photography is increasingly popular as a GCSE choice. It encourages the exploration of photography as an artistic medium. It combines well with more traditional subjects, providing an outlet for creativity. Lessons take place in the purpose-built photography laboratory, which includes a fully-equipped darkroom. You will learn from direct teaching, peer learning, presentations, trips, reflective reading and writing as well as visits from professional practitioners working in the creative sectors. All photography students are encouraged to experiment and will have the opportunity to use a wide range of materials including, but not limited to, digital and film camera, dark room processes and editing software such as Photoshop.

## Here are five reasons you should study photography:

1. You will gain technical editing skills in Photoshop which can be used across a range of different professions in the creative industries.
2. You will create your own professional website to present and exhibit your work.

3. You will have the opportunity to work across a range of artistic disciplines, allowing for a huge scope for individually tailored research and development.

4. Photography and the arts will improve skills in resourcefulness, problem solving and thinking outside of the box which can be applied to a variety of different professions.

5. Photography is a platform which can offer students an alternative way to explore their intelligence and creativity.

## What skills will I develop?

You will develop a Wix website of work that demonstrates your creativity and understanding of contemporary and historical photography. Students will explore historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements.

### Students will demonstrate the ability to:

Use photographic techniques and processes, appropriate to students' personal intentions, for example: Lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes, use media and materials, as appropriate to students' personal intentions, for example: Film, photographic papers, chemicals appropriate to darkroom practices, digital media, programs and related technologies, graphic media for purposes such as storyboarding, planning and constructing shoots.

## What specification will I follow?

AQA GCSE Photography

A link to the specification can be found here: <https://www.aqa.org.uk/subjects/art-and-design/gcse/>



# GCSE PHOTOGRAPHY

art-and-design-8201-8206/subject-content/photography

## What will I study?

Areas of study In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below: Portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

The course is split into two sections:

### Component 1: Coursework Portfolio (60%)

This must include a sustained project evidencing the journey from initial engagement to the realisation of intentions.

### Component 2: Examination (40%)

Students respond to starting point from an externally set assigning paper. A preparatory period is then followed by 10 hours of supervised time in which to create a final outcome

## How will I be assessed?

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.



AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## What do people who study photography go on to do?

"...photographs open doors into the past but they also allow a look into the future." – Sally Mann

There is an increasing demand for creative and innovative people in industry and business. Students who have studied photography have gone on to work in the following sectors: heritage, film, animation, Web Editor, fine artist, Magazine editor, curator, graphic design, illustration, photographer, production design, Marketing assistant, Advertising Art Director, Community Arts Worker, Commercial Art Gallery Manager, Multimedia Specialist, Brand Ambassador/Sales Promotion Executives, Retoucher and teaching and education.

## Who should I speak to if I have any questions?

Ms Burley, 3.14

# GCSE SPANISH

## What is GCSE Spanish?

Spanish is about understanding the language and culture of Spain and other Spanish speaking territories. Studying Spanish at GCSE level will equip you with the skills necessary to be able to communicate confidently and accurately in the Spanish language. A strong basis in the language will be established providing a secure enough grounding so as to enable you to live and work in Spain at a future point whilst acquiring fluency in the language quickly.

## Here are five reasons you should study Spanish:

1. To possess the ability to communicate in a language other than one's own is a rich and rewarding skill that is as economically valuable as it is culturally enriching. There is barely a week that passes when we do not hear employers organisations bemoan the lack of language skills amongst the UK workforce. To have a foreign language qualification is to advantage oneself professionally.
2. To understand global interdependence and to become a better global citizen. In an increasingly globalised and interconnected world, to speak just one language is to limit one's scope of potential and opportunity for the range of relationships and experiences, professional and social which will be available to you.
3. Spanish is one of the few subjects that you can study which is both practical and highly academic. It is directly transferable from the classroom into the real world and can be used from the moment it is learnt in real life contexts.
4. To demonstrate your capacity to undertake and succeed in what is recognised as an intellectually demanding and academically rigorous course. Employers and prestigious universities will be impressed by a suite of qualifications that includes a modern foreign language.
5. To begin to acquire the skill to be able to access a wealth of Spanish culture in the original language is an immensely enriching but also empowering experience.

Languages qualifications are a valuable asset. Once considered the preserve of only the most able students, Holland Park School is immensely proud of its long-standing success in assisting all of its students to leave school with at least one foreign language qualification. Our results in this area have consistently been at the very top end of performance when compared with schools nationwide.

## What skills will I develop?

Alongside the acquisition of a broad vocabulary and sound working knowledge of Spanish grammar, you will develop the ability to communicate more effectively. Gaining a greater understanding of how language works, is manipulated and constructed, will enhance your capacity to speak, read and write in your first language(s). Your literacy levels – both spoken and written - will improve and you can expect to enhance your memory and intellectual skill; there is much evidence to suggest that people who learn an additional language develop longer attention spans and benefit from enhanced cognitive ability.

## What will I study?

The course is split into three sections:

### Theme 1 – Identity and culture

This covers the following four topics with related sub-topics shown as bullet points:





# GCSE SPANISH



## Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

## Topic 2: Technology in everyday life

- Social media
- Mobile technology

## Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

## Theme 2 – Local, national, international and global areas of interest.

### Topic 1: Home, town, neighbourhood and region

### Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

### Topic 3: Global issues

- The environment
- Poverty/homelessness

### Topic 4: Travel and tourism

- holidays and travel
- regions of Spain

## Theme 3 – Current and future study and employment

This covers the following four topics:

### Topic 1: My studies

### Topic 2: Life at school/college

### Topic 3: Education post-16

### Topic 4: Jobs, career choices and ambitions

## What specification will I follow?

AQA GCSE Spanish

A link to the specification can be found here:

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>

## How will I be assessed?

There are three examinations at the end of the year:

- **Speaking (10-12 minutes):** a conversation with your teacher that is recorded and sent away to be marked by an examiner
- **Reading and listening (2 hours):** a series of reading and listening exercises with translation from Spanish into English
- **Writing (1 hour 15 minutes):** one 16 mark piece of writing, one 32 mark piece of writing, and one translation worth 12 marks which is from English into Spanish.

## What do linguists go on to do?

Students who have studied languages have gone on to work in the following sectors: law, sales, business, environment, information technology, management, finance, banking, marketing, research, teaching, travel and tourism, curation and arts management, politics, the civil service and diplomacy, translation and working internationally. Languages are broadly recognised as particularly valuable subjects for careers that involve working with other people and require face-to-face interactions.

# GCSE TRIPLE SCIENCE

## What is GCSE Triple Science?

Triple science is an extension to the topics you have studied for science during year 9 and 10. It provides greater detail and challenge across biology, chemistry and physics. Studying triple science at GCSE will help you understand the natural and physical world and the importance of the concepts in society.

5 reasons to study triple science:

- 1.To gain deeper knowledge and understanding of biology, chemistry and physics in topics you've already studied.
- 2.To study additional topics such as space, reactions in organic chemistry and homeostasis.
- 3.To develop your scientific thinking and practical skills.
- 4.To be able to make judgements about matters relating to ethics in science.
- 5.To apply your scientific understanding to real world applications, such as hydrogen fuel cells and organ transplants.

## What skills will I develop?

In addition to scientific knowledge you will be encouraged throughout the course to work scientifically. This will develop your scientific thinking, allowing you to understand scientific methods and models and apply these to everyday applications. You will also complete additional required practicals, giving you exposure to different experimental procedures. Science is intrinsically linked with mathematics so you will also develop a range of mathematical skills, especially the handling and analysis of data.

## What specification will I follow?

AQA Biology, AQA Chemistry and AQA Physics.

The links to each specification can be found here:

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

## What will I study? The course is split in to the three sciences:

**Biology:** additional content to all topics from combined science as well as homeostasis in action.

**Chemistry:** additional content to all topics from combined science and organic reactions, polymers and using resources.

**Physics:** additional content to all topics from combined science and space, light and pressure.

## How will I be assessed?

There are six examinations at the end of the year:

**Biology 1** (1hr 45minutes) Cell biology; Organisation; Infection and response; and Bioenergetics

**Chemistry 1** (1hr 45minutes) Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes

**Physics 1** (1hr 45minutes) Energy; Electricity; Particle model of matter; and Atomic structure.

**Biology 2** (1hr 45minutes) Homeostasis and response; Inheritance, variation and evolution; and Ecology.

**Chemistry 2** (1hr 45minutes) The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

**Physics 2** (1hr 45minutes) Forces; Waves; Magnetism and electromagnetism; and Space physics

All examinations include multiple choice, structured, closed short answer and open response questions, which are 6-marks. You will be awarded 3 GCSE qualifications, one for each science, rather than 2 in combined science

## What do triple scientists go on to do?

Students who study triple science often continue with further science education. They then go on to work in the following sectors: medicine, dentistry, veterinary, pharmaceuticals, pharmacy, research, engineering, sustainability, finance, banking, management, consultancy, information technology and teaching.

## Any other information?

If you wish to study a science at A-level, it is highly recommended that you take triple science.

## Who should I speak to if I have any questions?

Mr Hobday: 2.24 or Mr Baptiste: 2.15



# GCSE RELIGIOUS STUDIES

## What is GCSE Religious Studies?

Studying Religious Education at GCSE level will enable you to learn about different religious and non-religious viewpoints as well as ethical theories. You will gain an in-depth knowledge of Christian and Buddhist beliefs and practices and you will apply these ideas to a range of topics such as Crime and Punishment, Peace and Conflict, Marriage and the Family and Matters of Life and Death.

### Here are five reasons you should study RE:

1. You will develop your debating skills and learn to defend your views using evidence and logic;
2. You will come to understand what influences and motivates people's perspective and judgements;
3. You will explore a range of ethical issues which permeate our lives and begin to form or justify your own opinions in relation to these matters;
4. You will gain an appreciation for the complexity of tradition, culture and religion and how it influences daily life; and
5. You will consider complex philosophical matters such as the existence of life after death.

## What skills will I develop?

RE is predominantly an essay-based course. Your examination will include a mixture of shorter answer questions as well as longer essay questions which require you to formulate a line of argument, explain different viewpoints, evaluate the success of these views and justify your conclusion. RE is also a great opportunity to listen to the views of others and defend your own opinions through regular debates and discussions. Studying RE will require you to learn quotations from Christian and Buddhist scriptures.

## What specification will I follow?

GCSE Religious Studies B

A link to the specification can be found here:  
<https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/Specification%20and%20sample%20assessments/Specification-GCSE-L1-L2-Religious-Studies-B-June-2016-Draft-4.pdf>

## What will I study?

**Paper 1 | Buddhism: Religion and Ethics.** This includes the study of Buddhist beliefs, practices, and the application of these views to various issues within the topics of Marriage and the Family and Matters of Life and Death, for example, Bud-

dhist views on gender equality and ethical dilemmas such as abortion, euthanasia and animal rights.

**Paper 2 | Christianity: Peace and Conflict.** This includes the study of Christian beliefs, practices and the application of these views to various issues within the topics of Peace and Conflict and Crime and Punishment, for example, questions of the treatment of criminals and whether Christians should go to war.

## How will I be assessed?

There are two examinations at the end of the year:

**Paper 1: Buddhism: Religion and Ethics** (1 hour 45 minutes)

**Paper 2: Christianity: Peace and Conflict** (1 hour 45 minutes)

The examinations include shorter answer questions and four extended evaluative essays.

## What do people who study Religious Studies go on to do?

RE is a broad subject which develops essay-writing and evaluation skills therefore people who have studied RE have gone on to work in the following sectors: law, business, sales, management, marketing, research, teaching, childcare, politics, academia, international relations, foreign affairs.

Questions about this course can be directed to: [victoria.webb@hollandparkschool.co.uk](mailto:victoria.webb@hollandparkschool.co.uk)

## Who should I speak to if I have any questions?

Ms Webb, 3.21

