



HARLINGTON
UPPER SCHOOL

Creating ambitious, altruistic and accountable leaders

Year 9 into Year 10

Options Booklet

2025 – 27

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Introduction



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

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

Section 1 General Advice & Information

Welcome to the Options Process

Dear Students, Parents and Carers,

The transition from Key Stage 3 to 4 is an exciting time for any young person as they begin to consider their future and make decisions about the subjects they wish to choose.

The purpose of this booklet is to guide you through the options process and to help you make informed choices for your GCSE courses and beyond. Please take time to read all the material carefully before you make your choices.

In this booklet we have aimed to set out as much information, advice and guidance as we feel is relevant. It is essential that students follow a broad and balanced curriculum that will allow them to access their chosen path post-16.

We want all students at Harlington to be Ambitious with their choices and know the importance of retaining a broad spectrum of study throughout the Key Stage.

The Options Evening on 23rd January is an important starting point for conversations around option choices. Please talk with subject staff and current GCSE students to gain as much information as possible before making any decision.

The deadline for applications is Monday 3rd March. We have purposely built in this long period of time as we want you to be happy with the choices you make and feel confident that you have made the right decisions.

If you have any questions about Year 9 subject options, then please contact your Form Tutor, Head of Year or a member of the Leadership Team.

We hope you enjoy the evening,

Tom Southall

Deputy Headteacher - Curriculum

Section 2 How Do I Choose My Subjects?

The Timetable Structure

The school operates a timetable with 48 one-hour periods in a 10-day cycle. The time allocated to each subject is shown below:

Subject	Number of hours taught
Examined	
English	8
Mathematics	8
Science	9
P.R.E (Philosophy, Religion and Ethics)	5
3 option choices	5 hours each
Non-Examined	
Character & Ethics	1
Core PE	2

The Decisions – What exactly are the choices?

We believe that it is important for students to retain a broad spectrum of study through to GCSE. Students, therefore, will need to work through the following selections.

All students will study English Language, English Literature, Maths, Science (Double Award) and Philosophy, Religion and Ethics (P.R.E).

Students will then move through three selections which are outlined below.

Selection One

Select **one** choice from either: Computer Science, French, Geography, History, or Triple Science.

Selection Two

Select **one** choice from either: Art, Dance, Design Technology, Drama, Fashion and Textiles (L2), Food Preparation and Nutrition, Music, Music Practice (L2), PE, or Sport (L2)

Selection Three

Select **one** choice from any of the subjects that are offered on the curriculum.

Art, Business Studies, Child Development (L2), Computer Science, Dance, Design Technology, Drama, Fashion and Textiles (L2), Food Preparation and Nutrition, French, Geography, History, Information and Technology (L2), Media, Music, Music Practice (L2), PE, Sport (L2) and Triple Science.

Worked example

Example 1: Choice One: History, Choice Two: Art, Choice Three: Triple Science.

Example 2: Choice One: Computer Science, Choice Two: Music Practice Level 2, Choice Three: Media.

Example 3: Choice One: Triple Science, Choice Two: Dance, Choice Three: Geography

How Do I Choose My Subjects?

- | | |
|--------|--|
| Step 1 | Selection One |
| Step 2 | Selection Two |
| Step 3 | Selection Three |
| Step 4 | Select two reserve subjects |
| Step 4 | Enter your choices online: https://harlington.application4.co.uk/Year9/ |

This must be completed by **Monday 3rd March 2025**

Who Can Help?

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

It is important to emphasise that the choice is yours. Along with your Parents there are several people in school who will support you in your decisions. You can also get help from the following people:

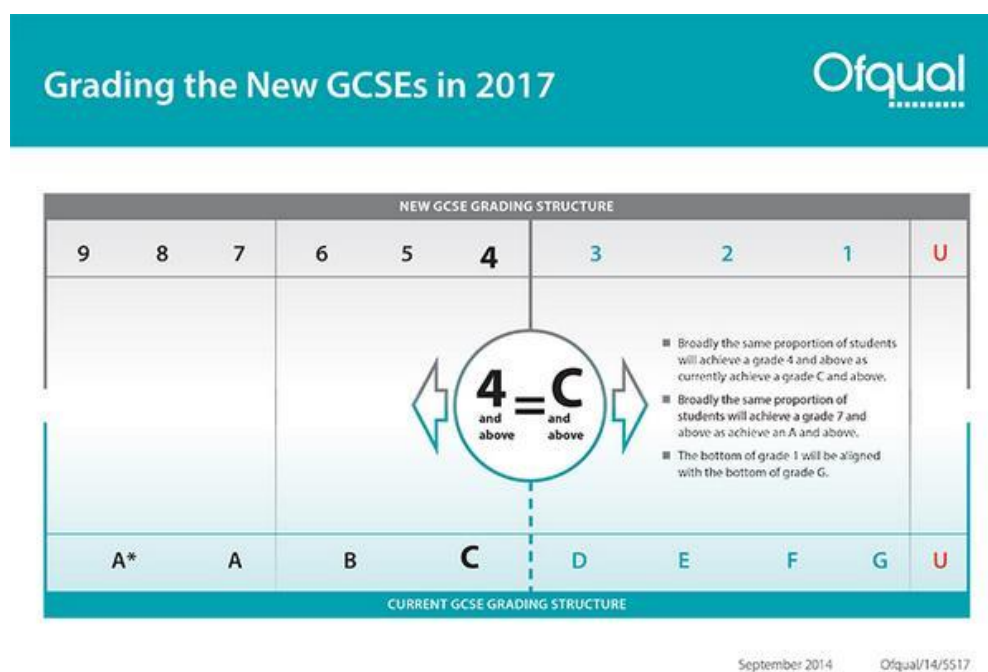
- Head of Year
- Subject Teachers
- Leadership Team
- Current Students
- Learning Support Team

Course Grading

GCSEs are graded 9 to 1 in all subjects, with 9 being the top grade. Courses are designed for a minimum of two years of study and students will take the majority of their exams in one period at the end of Year 11.

How do the gradings compare to previous measures?

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



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

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

Grading (BTEC)	Old GCSE Equivalent	New GCSE Equivalent
Level 1 Pass	1 Grade F/G	1
Level 1 Merit	1 Grade E/F	2
Level 1 Distinction	1 Grade D/E	3
Level 2 Pass	1 Grade C	4
Level 2 Merit	1 Grade B	5/6
Level 2 Distinction	1 Grade A	7
Level 2 Distinction *	1 Grade A*	8/9

How Can Parents Help?

What can I do to help as a Parent?

- **Share and Discuss**

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

- **Equipment and Environment**

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

- Appropriate Maths equipment (including a calculator).
- Revision books to work from at home. (Speak to the individual teachers to find out which ones you should purchase).
- Access to the internet at home – if this is an issue, please let your child's Head of Year know.

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

- **Keep in Touch**

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

Useful Websites

www.pearson.com
www.aqa.org.uk
www.ocr.org.uk
www.wjec.co.uk
www.careerpilot.org.uk/information/gcses/choosing-your-gcses
<https://icould.com/stories/choosing-your-gcse-options>
www.harlington.org

Key Dates

- **Y9 Option Assembly**

Students had the options process explained in full during an assembly on **Thursday 16th January 2025**.

- **Option Booklets**

The option booklets will be provided to students/parents on **Thursday 23rd January** and can be found on our website in the following places:

<https://www.harlington.org/curriculum/curriculum-statement>
<https://harlington.org/curriculum/year-9-into-10-options/>

- **Senior Team 1 to 1 Meetings**

Every student in Year 9 will have a meeting with a member of the Leadership Team before **Friday 28th February**.

- **Online Options Form**

The online options form must be completed by **Monday 3rd March**. This can be completed on any of the following: mobile devices, tablets, laptops and desktops.

<https://harlington.application4.co.uk/Year9/>

Important

Please note that once submitted, option choices are final. We have purposely built-in time to allow students to feel confident that they have made the right decision in selecting their subjects.

If a student is not able to study their first-choice subjects, I will speak with them personally. Historically, this has been rare. It is not possible for students to change courses once teaching has commenced.

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

Section 3 Core Subjects

As indicated on page 6, all students follow courses in certain core subjects. The details of these courses are given in this section.

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English GCSE

Course	GCSE English Language, GCSE English Literature
Exam Board/Syllabus	English Language – AQA Syllabus 8700 (Year 11) English Literature – AQA Syllabus 8702 (Year 10)
Grade Equivalences	9 to 1
Hours Taught (per cycle)	8 hours
Assessment Route	100% Examination and Separate Endorsement for Spoken Language English Language – 2 written papers of 1 hr 45 mins each English Literature – 2 written papers, one of 1 hr 45 mins and the other 2 hrs 15 mins

GCSE English Language: This is a full GCSE qualification which will enable students of all abilities to develop the skills they need to read, understand or analyse a wide range of fiction and non-fiction texts from the 19th, 20th and 21st centuries. Students' analysis will focus on how language and structure are used to present ideas to a reader. Students will also critically evaluate ideas and present a viewpoint in response to statements. Students will develop their own writing: writing effectively for different purposes and audiences, and with an emphasis on writing clearly, coherently and accurately, using a range of vocabulary and sentence structures.

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

- A Christmas Carol
- An Inspector Calls
- Romeo and Juliet
- AQA Power and Conflict anthology

Additional Information

Teaching is in mixed-ability groups. Our aim is for the students to enjoy their studies and to work at an appropriate pace. All students follow the same curriculum and will sit the same papers at the end of the course as there are no tiered papers at GCSE. Student progress will be monitored over the course of the GCSE to ensure that they are both challenged and supported.

Mathematics GCSE

Course	GCSE Mathematics
Exam Board/Syllabus	OCR J560
Grade Equivalences	9 to 1 2 Tiers of entry: Higher (Grade 9 to 4) Foundation (Grade 5 to 1)
Hours Taught (per cycle)	8 hours
Assessment Route	100% Examination, 3 written papers of 1 hr 30 min each (2 calculator, 1 non-calculator). No coursework.

Additional Information

As a core subject all students follow the Mathematics course through to the GCSE examination at the end of Year 11. There is no coursework element to GCSE Mathematics; assessment is entirely based on written papers. This consists of three papers, one non-calculator and two calculator papers. All topics can be assessed on any of the papers. The papers include a large proportion of problem-solving, investigation and everyday maths questions.

The assessments will cover the following content headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

There are two tiers of entry: Higher (Grades 9-4) and Foundation (Grades 5-1). Decisions regarding entry will be based on assessments and the advice of the class teacher. No final decision on tier of entry is made until Year 11. All students are expected to provide their own equipment: pen, pencil, ruler, calculator, pair of compasses and protractor.

Science GCSE

Students are offered the choice of studying Combined Science or Triple Science. The Triple Science option allows students to study all three separate Science subjects and achieve a full GCSE grade for each one. Combined Science is worth two GCSE grades and combines the separate sciences into one qualification. Both qualifications facilitate entry to Sciences at A Level and at University.

GCSE Combined Science

Course	GCSE Combined Science
Exam Board/Syllabus	AQA Combined Science – Trilogy 8464
Grade Equivalences	2 Tiers of entry: Higher (Grade 9 to 4) Foundation (Grade 5 to 1)
Hours Taught (per cycle)	9 hours
Assessment Route	There will be one examination series available each year in May/June. All examined papers must be taken in the same examination series at the end of the course.

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

The course is studied during both Year 10 and 11 with examinations at the end of Year 11. Leading into these exams students will be entered for either Foundation (Grades 5-1) or Higher (Grades 9-4) tier papers based on their performance in assessments completed throughout the course. Decisions regarding entry will be based on assessments and the advice of the class teacher.

If students achieve good grades in the Combined Science qualification, they will be eligible to study A-Levels in Biology, Chemistry or Physics at Sixth Form.

Philosophy, Religion and Ethics

Course	GCSE P.R.E Religious Studies (8062)
Exam Board/Syllabus	AQA
Grade Equivalences	9 to 1
Hours Taught (per cycle)	5 hours
Assessment Route	Examination 100% Two exams (1 hr 45 mins each)

Additional Information

P.R.E is a relevant and engaging subject, exploring diverse beliefs, ethics, and opinions in modern Britain. It supports students' personal development by addressing spiritual, moral, social, and ultimate questions that arise in their lives and communities. By tackling complex issues, P.R.E challenges stereotypes, promotes social cohesion, and addresses extremism.

This subject lays a strong foundation for A-Level Philosophy and Ethics and careers requiring communication, teamwork, and critical thinking. It develops analytical and evaluative skills, enabling students to consider different perspectives, form their own opinions, and use evidence to argue points effectively.

P.R.E encourages students to engage with controversial topics through discussion and debate, helping them build confidence and critical thinking skills. Topics include medical ethics, the death penalty, animal experimentation, and whether science conflicts with religion. These lessons aim to create informed and active citizens who can make meaningful contributions to their communities.

Modules include:

- **Two Religions:** Exploring beliefs, practices, and their societal impact, addressing questions like, "What alternatives are there to religious views?"
- **Relationships and Families:** Covering issues like marriage, divorce, and gender equality, asking, "Should sex only take place in marriage?"
- **Religion and Life:** Examining science vs. religion, environmental issues, and life's value, questioning, "Is human life more valuable than animal life?"
- **The Existence of God and Revelation:** Exploring arguments for and against God's existence, including the role of miracles and religious experiences.
- **Religion, Crime, and Punishment:** Investigating causes of crime, punishment methods, and the concept of good and evil.

PRE equips students with the skills to tackle topical issues and develop their own informed viewpoints, preparing them for the challenges of modern life.

Physical Education (PE)

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

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

Additional Information

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

Activities include:

Athletics	Badminton	Basketball	Cricket	Dance
Dodgeball	Fitness Training	Football	Handball	Gymnastics
Netball	Rounders	Orienteering/OAA	Rugby	Step Aerobics
Tennis	Trampolining	Volleyball	Yoga	Cross Country

This course will develop your personal fitness and practical skills, as well as build your experience in leadership and officiating roles; providing opportunities of challenge and resilience, which will be valuable characteristics essential to physical and mental well-being and future work life.

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

This course is valued by many students as a vehicle of relief, release and balance on their journey through the many demands of their studies in Key Stage 4. The PE department's extra-curricular programme lends valuable support to this course.

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

Character and Ethics

Course	Character and Ethics
Exam Board/Syllabus	Non-accredited
Grade Equivalences	N/A
Hours Taught (per cycle)	1 hour
Assessment Route	N/A

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

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

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

The content covers themes such as power and politics, roles and rights, communities and identities, self-esteem, health and sex and relationships education, the role of the media, global business and environmental issues. There will also be moral and ethical dilemmas for students to consider as part of the religious education element of the course.

Character and Ethics lessons do important work encouraging young people to value themselves and become responsible citizens as the course meets the requirements for Personal and Social, Health and Economic Education and for Citizenship.

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

Section 4 Option Choice Subjects

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

EBacc	Languages	19
	Geography	20
	History	21
	Triple Science	22
Arts	Art & Design	23
	Drama	24
	Music	25
	Music Practice (BTEC)	26
Business	Business Studies	27
Information Technology	Computer Science	28
	ICT (BTEC)	29
Media	Media	30
Physical Education	Dance	31
	PE	32
	Sport (BTEC)	33
Social Sciences	Child Development (BTEC)	34
Technology	Design and Technology	35
	Fashion and Textiles (BTEC)	36
	Food Preparation and Nutrition	37

English Baccalaureate

Modern Foreign Languages

Course	GCSE French
Exam Board/Syllabus	AQA Syllabus 8652
Availability	Students who studied French in Y9
Grade Equivalences	9 to 1
Assessment Route	Listening Final Exam (25%) Reading Final Exam (25%) Speaking Final Exam (25%) Writing Final Exam (25%)

Additional Information

Our aims in Years 10 and 11 are:

- To use languages effectively for purposes of practical communication.
- To create the skills, language and attitudes required for further study, work and leisure.
- To learn about the culture of French speaking countries.
- To develop the skills for further language learning.
- To provide enjoyment and intellectual stimulation.

A qualification in Languages is a major asset for any student in the job market, opening up opportunities in business, travel, tourism, education, sport and many other spheres. A Language GCSE is also particularly important for those thinking about a future in an international environment and a GCSE language is a facilitating subject at university.

There are opportunities to go on trips to France, day visits to London's BFi, and cultural restaurant trips that will build confidence and give students the opportunity to use the skills and knowledge that they are learning.

French GCSE

The French course is based on the Oxford AQA GCSE course. The topics covered are as follows:

- Theme 1 - People & Lifestyle
 - Identity and relationships with others
 - Healthy eating & lifestyle
 - Education and work
- Theme 2 - Popular Culture
 - Free-time activities
 - Customs, festivals & technology
 - Celebrity culture
- Theme 3 - Communication & the World around us
 - Travel & tourism, including places of interest
 - Media & technology
 - The environment & where people live

Geography GCSE

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

Additional Information

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

The topics studied include the following:

- **Global Geographical Issues (Unit 1)**
 1. Hazardous Earth
 2. Development Dilemmas
 3. Challenges of an Urbanising World
- **UK Geographical Issues (Unit 2)**
 1. The UK's Evolving Physical Landscape
 2. The UK's Evolving Human Landscape including the study of a major UK city
 3. Geographical Investigations including river fieldwork and urban fieldwork
- **People & Environmental Issues – Making Geographical Decisions (Unit 3)**
 1. People & the Biosphere
 2. Forests under Threat
 3. Consuming Energy Resources

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

Students will develop geographical skills throughout the course including map interpretation, graph interpretation, problem solving, data handling and mathematical and statistical skills. Students will take part in a variety of decision-making exercises, role plays and simulations, utilising a variety of teaching and learning styles. Fieldwork is an important part of the course and will involve two local day trips to the River Chess and to Milton Keynes. We also hope to be able to offer an optional foreign trip in Year 11. Previous destinations have included Iceland, The Bay of Naples, Sicily and Norway.

History GCSE

Course	GCSE History
Exam Board/Syllabus	Edexcel Syllabus 1Hi0
Grade Equivalences	9 to 1
Assessment Route	Examination 100%

Additional Information

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

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

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

Students who choose GCSE History will study the following:

- Period Study and British Depth Study – Anglo-Saxon and Norman England, c1060-88, Superpower Relations and the Cold War 1941-91.
- Modern Depth Study - Weimar and Nazi Germany 1918-39.
- Thematic study and historic environment – Medicine in Britain 1250 – present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.

Triple Science

Course	Triple Science
Exam Board/Syllabus	AQA Biology - 8461 AQA Chemistry - 8462 AQA Physics - 8463
Grade Equivalences	3 separate GCSEs in Biology, Chemistry and Physics each with 2 tiers of entry: Higher (9 to 4) and Foundation (5 to 1)
Hours Taught (per cycle)	Triple Science is taught as an option and will therefore be allocated 14 hours per cycle.
Assessment Route	There will be one examination series available each year in May/June. All examined papers must be taken in the same examination series at the end of the course.

Biology

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

Chemistry

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

Physics

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

Additional Information

Due to the extensive nature of the content covered, students will have to be committed and dedicated to this challenging course. The Triple Science course is available only as an option and students wishing to follow this must choose it as one of their options. Sufficient time has been allocated in the curriculum to allow students to fully develop scientific understanding and application. A love of Science is an essential prerequisite.

Arts

Art & Design GCSE

Course	GCSE Art & Design
Exam Board/Syllabus	Edexcel Syllabus 1FA0
Grade Equivalences	9 to 1
Assessment Route	The course consists of two components; component one includes a portfolio of work in your sketchbooks and final outcomes which is your coursework and makes up 60% of your grade, component two includes the controlled assessment representing your examination work and final outcomes which make up 40% of your overall grade. At the end of the course your work is displayed for final moderation by the examiners.

Additional Information

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

How we will teach you

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

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

Who is the course suitable for?

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

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

Arts

Drama GCSE

Course	GCSE Drama
Exam Board/Syllabus	Edexcel Syllabus 1DR0
Grade Equivalences	9 to 1
Assessment Route	Mixture of practical and written assessment throughout the course (60%). Written Exam (40%).

Additional Information

Who should choose this subject?

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

What will be studied?

Students will have opportunities to develop:

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

Trips and workshops

In previous years students have had the opportunity to:

- Visit by the Devising company Paper Birds in Y10
- Visit the theatre, recent trips have included, Milton Keynes Theatre to see 'The Ocean at the end of the Lane' and 'The Life of Pi' and a visit to the Gielgud Theatre in London to see 'To Kill a Mockingbird'
- Take part in a workshop with a professional technician
- Participate in the whole school show
- Participate in public exam showcases to Parents

Arts

Music GCSE

Course	GCSE Music
Exam Board/Syllabus	Edexcel Syllabus 1MU0
Grade Equivalences	9 - 1
Assessment Route	Written paper (Listening) (40%) Performance as soloist & as a member of a group (30%) Composition (30%)

The GCSE Music course provides skills for students to pursue further study in three key areas of performance, composition and analysis. The qualification requires students to demonstrate theoretical music knowledge through the studying of set works, perform effectively on an instrument/voice, ideally to a Grade 4 standard, and to compose two contrasting pieces.

Performing

This component is internally assessed and externally moderated. Students will be assessed on a solo performance, for a minimum of one minute, and an ensemble performance, again for a minimum of one minute. Together, the performances must total a minimum of 4 minutes.

Composing

This component is internally assessed and externally moderated. Students will be assessed on two compositions. One composition will be to a set brief, minimum of one minute, and the other will be a free composition, again for a minimum of one minute. Together the compositions must total a minimum of 3 minutes.

Appraising

This component is assessed by written exam and will cover four genres of music:

- Instrumental Music 1700 – 1820
- Vocal Music
- Music for Stage and Screen
- Fusions

Arts

BTEC Music Practice

Course	BTEC Music Practice
Exam Board/Syllabus	Pearson
Grade Equivalences	Distinction*, Distinction, Merit, Pass
Assessment Route	100 % Written and practical portfolio

Course Description

The Level 2 Music Practice course provides skills for students to pursue further study in performance, composition, analysis and some optional aspects of studio production/Music technology. The qualification requires students to perform effectively on an instrument/voice as a solo artist and/or as a member of a band, and to demonstrate theoretical musical knowledge, through performance, composition and/or production.

The course consists of three units and performing (solo and groups) will be an integral part of the class music lessons.

Component 1 (30%): Exploring Musical Products and Styles (Internally assessed, externally moderated)

Students explore a wide variety of musical styles ranging from the popular genres, classical music, world music to film music and music for media. Ultimately, a portfolio of written and recorded practical evidence is created linking to the exam board's brief. This will take place during the assessment period February-May in Year 10 under controlled conditions.

Component 2 (30%): Music Skills Development

Students learn the skills of Performance, Creating (Composition) and Music Production (Music technology) and bring forward 2 for formal assessment in the first term of Year 11.

Component 3 (40%): Responding to a Musical Brief

This final component comprises the drawing on knowledge and understanding of skills learnt in component 1 and 2 to create their own version of a song that is issued by the exam board through the medium of creating (composing) and performing or creating (composing) and producing.

Assessment

The whole of the Level 2 course is assessed on the written and practical portfolio. Each component has formal assessment windows which should be approached in the same way in which the Year 11 summer exams would be.

Post-16 opportunities

Students who qualify at Level 2 will have developed skills to progress into the Level 3 RSL Music Practitioners course, A-Level Music, and beyond to tertiary education.

Business

Business Studies GCSE

Course	GCSE Business Studies
Exam Board/Syllabus	AQA, Syllabus 8132
Grade Equivalences	9 - 1
Assessment route	Written exam (100%) 2 papers, both 1 hr 45 mins, worth 50% each. These cover a range of multiple choice, short answer, and longer answer questions based on case studies

Business Studies is an exciting and relevant subject that will help you to understand the world around you. You will learn how a business operates – and will develop a range of skills that are directly related to or transferable to a range of situations in working life. Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

What students will learn?

- Business in the real world: Including types of business ownership, business plans and how to grow a business.
- Influences on business: How changes in technology, laws, competition etc. will affect businesses.
- Business operations: How businesses produce their products, how to improve efficiency, supply chains etc.
- Human resources: How do businesses manage their staff? Recruitment processes, organisational structures, training and motivation.
- Marketing: How to market a product, including researching the market, setting pricing strategies and promotional methods.
- Finance: Including basic accounts and measures of financial performance, how to raise finance and cash flow forecasting.

Requirements

- Students need to have an enquiring mind and an interest in business.
- Students studying business should be aware that there is a requirement to write longer answer essay style questions.

Resources

www.aqa.org.uk/business

<https://www.bbc.co.uk/bitesize/examspecs/zvwb382>

Information and Communication Technology

Computer Science GCSE

Course	GCSE Computer Science
Exam Board/Syllabus	OCR Syllabus J277
Grade Equivalences	9 to 1
Assessment Route	Exam 1 - 1hr 30mins (50%) - Computer systems Exam 2 - 1hr 30mins (50%) - Computational thinking, algorithms and programming

Additional Information

The Computer Science course is an exciting opportunity for students eager to develop or showcase their existing computing skills. This GCSE focuses on the technical aspects of software development and the optimal use of hardware for a variety of applications. Students who have completed this course will be more likely to follow a career in software development and modification. The coding aspect of the course means that students will be spending about 50% of the course learning, designing and developing software for a particular purpose.

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

The course comprises 3 parts:

Section 1 – Computer systems

- These includes topics such as; Systems architecture, Memory, Storage, System security, System software and Wired and Wireless Networks.

Section 2 - Computational thinking, algorithms and programming

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

Practical Programming

- All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

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

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

Information and Communication Technology

ICT

Course	BTEC Level 1/Level 2 Tech Award in Digital Information Technology
Exam Board/Syllabus	Edexcel
Grade Equivalences	Distinction*, Distinction, Merit, Pass
Assessment Route	The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology has: Total Qualification Time: 150 hours Guided Learning Hours (GLH): 120 hours There are 3 Units: Exploring User Interface Design Principles and Project Planning Techniques (36 GLH) (Internally assessed) Collecting, Presenting and Interpreting Data (36 GLH) (Internally assessed) Effective Digital Working Practices (48 GLH) (Externally assessed)

Who is the qualification for?

The BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who wish to acquire knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. This builds on the learning that has already taken place at Key Stage 3. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Progression

Studying this qualification will help learners to make more informed choices for further learning either generally or in this sector. Learners who achieve at Level 2 will be able to consider progression to study of a vocational qualification at Level 3, such as a BTEC National in IT. This will prepare learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector. It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

Media

Media Studies GCSE

Course	GCSE Media Studies
Exam Board/Syllabus	Eduqas Syllabus C80QS
Grade Equivalences	9 -1
Assessment Route	Non-Exam Assessment (NEA) 30% - Completed in class. Task bank changes each year. Two exams at the end of Y11 70%

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

Who should choose this subject?

- Students who can analyse and evaluate different forms of media products.
- Students who can critically evaluate the theoretical understanding of TV, Print, On-line, Music, Film, Radio and Video Gaming.
- Students who are interested in a career in Media. There is a wide range of exciting and rewarding careers available in Media.
- Students who want the opportunity to develop creative practical skills in design and creation and to learn about what makes different forms of Media successful and powerful in society.
- Students who can communicate their creative ideas through both practical and written work.

The study of the Mass Media revolves around four key concepts: Media Audience, Representation, Language and Industry. Under each key concept a range of exciting and engaging historical and modern areas of Mass Media will be explored considering social, historical, political and cultural associations which will include analysing 'relevant and hot' topics.

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

Students will be given the opportunity throughout the course to create different forms of Media. This will allow them to build up their knowledge and skills on how to create a successful and creative piece of Media.

For their final piece, students will have the freedom to explore their creative side by creating a music video or a two-minute scene from a TV Drama or they can create a print piece for example, a front cover of a magazine or a film poster.

Physical Education (PE)

Dance GCSE

Course	GCSE Dance
Exam Board/Syllabus	AQA / 8236
Grade Equivalences	Grade 9-1
Assessment Route	Component 1: Performance and choreography (60%) - Internally assessed Component 2: Dance appreciation (40%) - Externally assessed. Written exam: 1 hour 30 minutes

Additional Information

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity. This qualification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. The study of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks in a skills-based approach.

This is a practical and theory based *accredited* two-year linear course. This course is suitable for anyone with a keen interest and passion for Dance as a subject. Please note that consistent experience in Dance is desirable for learners applying for this course.

The course is comprised of 2 components:

- Component 1: Performance and choreography (60%) - Internally assessed
- Component 2: Dance appreciation (40%) - Externally assessed

Component 1: Performance (30%) and Choreography (30%)

- Set phrases through a solo performance (approximately one minute in duration).
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration).
- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

Component 2: Dance Appreciation (40%) (Written exam: 1 hour 30 minutes)

- Knowledge and understanding of choreographic processes and performance skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

Physical Education (PE)

PE GCSE

Course	GCSE PE
Exam Board/Syllabus	Pearson Edexcel Syllabus 1PE01/02/03/04
Grade Equivalences	9 to 1
Assessment Route	Component 1: Fitness and body systems: Written Exam 1 hr 45 mins (36%) Component 2: Health and Performance: Written Exam 1hr 15 mins (24%) Component 3: Practical Performance in 3 practical activities including an individual and team activity (30%) Component 4: Personal Exercise Programme (10%)

Additional Information

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

The theory aspect of the course covers the following areas:

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

- Applied anatomy and physiology
- Movement analysis
- Physical training

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

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

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

Your knowledge and application of the theoretical concepts are assessed in two written examinations at the end of the two-year course. This will require students to be willing to study in detail all the topics illustrated above; and apply them to sporting performance. Practically, you must be competent in three sports, showing high levels of skill, fitness and application of tactics in all three. You may select from a **limited** list of individual and team sports. As part of the practical element you are required to produce a significant piece of written coursework; a 6-week Personal Exercise Programme.

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

Physical Education (PE)

BTEC Tech Award Sport

Course	BTEC Tech Award Level 1/2 in Sport
Exam Board/Syllabus	Pearson
Grade Equivalences	L1P – L2D*
Assessment Route	Component 1: Preparing Participants to Take Part in Sport and Physical Activity (30%) Component 2: Taking Part and Improving Other Participants Sporting Performance (30%) Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (40%)

Additional Information

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning.

This course also explores the different types of participant and their needs in order to gain an understanding of how to increase participation of others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants.

This qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

It recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Social Sciences

Cambridge Nationals Level 1/2 in Child Development

Course	Cambridge Nationals Level 1/2 in Child Development
Exam Board/Specification	OCR Specification J809
Grade Equivalences	All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified. (This is equivalent to 1 GCSE)
Assessment Route	2 controlled assessments (60%) & 1 written paper (1hour 30 mins) (40%)

Additional Information

All students will study three mandatory units as follows which will be included in the written exam:

- **R057: Health and well-being for child development** which will include the following topics:

1. Reproduction
2. Parental responsibility
3. Antenatal care
4. Birth
5. Postnatal checks
6. Postnatal provision
7. Conditions for development
8. Childhood illnesses
9. Child safety

- **R058: Research task** - Understand the equipment and nutritional needs of children from birth to five years.
- **R059: Child Study** - Understand the development of a child from birth to five years.

The skills and knowledge acquired will be relevant and transferable to other settings, enhancing career opportunities and providing a satisfying course of study for students. This also provides progression to BTEC Health and Social Care and other childcare related options at KS5.

IMPORTANT: The Year 11 non-examined assessment (NEA) takes the form of two play activities with a child and it is, therefore, **necessary for all students who wish to take this course to have access to a child under five years of age that they can visit and observe 3 times.** The Year 10 NEA takes the form of the Research Task. The written exam will take place early in the spring term of Year 10.

Technology

Design and Technology (Materials) GCSE

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

Additional Information

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

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

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

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

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

Technology

BTEC Fashion and Textiles

Course	BTEC Level 1 / 2 Tech Award in Art and Design Practice: Fashion and Textiles
Exam Board/Syllabus	Edexcel
Assessment Route	Mandatory Components - Component 1 – Creative Practice in Art and Design – This is an internal assessment, externally moderated. Component 2 - Responding to a brief – This is an external synoptic assessment.

This qualification is taught from a Fashion pathway that:

- Encourages personal development through practical participation in a range of experiences.
- Gives learners a wider understanding and appreciation of fashion through art and design.
- Encourages learners to develop their people, communication, planning and team working skills.
- Gives learners the opportunity to progress to other qualifications such as Edexcel BTEC Level 3 Nationals or A-levels in Fashion (Art and Design), and in due course to progress to the employment sector.
- Gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Learners will have a variety of experiences such as participation in technical workshops where they will learn garment construction, experimenting with different ways of applying colour to fabric: digitally, tie-dye, batik, stencilling and block printing. Learners will also have the opportunity to explore design through a variety of mixed mediums as well as fashion design. There will also be opportunities to visit the V&A Museum to view exhibitions and galleries during the course.

Technology

Food Preparation and Nutrition GCSE

Course	GCSE Food Preparation and Technology
Exam Board/Syllabus	AQA Specification 8585
Grade Equivalences	9 - 1
Assessment Route	Written exam (50%), NEA coursework including practical exam (50%)

Additional Information

Subject content

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

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

Assessment in Year 11

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

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

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

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

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

Section 5 Learning Support

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

Learning Support Option

It may be appropriate for students with an EHCP or identified complex SEND need to explore their option choices in greater detail. Students identified as meeting these criteria will be contacted where appropriate by the Learning Support team. Any parent/carer wishing to discuss this further should contact Ms Collins (details below).

Hearing Inclusion Support Option

The Hearing Inclusion Option is a guided option for students with an EHCP to attend the HI resource provision. This option is focused on pre-and post-learning for all subjects with particular focus on English, Maths and Science. Entry Level qualifications in English, Maths and Science may also be obtained if appropriate. All support is tailored to meet the needs of the student and to prepare them for education or work post-16. This is overseen by the Qualified Teacher of the Deaf based in school.

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

Students and parents who would like to discuss the Learning Support Options in more detail should contact

Ms M Collins (SENDCo), Miss N Jay (Deputy SENDCo) Mrs J Morley (Lead Teacher of the Deaf)

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