



Year 9 Options Booklet



The Heys School



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We understand the importance of supporting your child through the choices in Year 9 as this determines their journey into the next stage of their time in education.

Our options process is designed to provide advice and guidance to both you and your child to make informed decisions about the subjects they will study for the next two years.

Choosing your subjects

Your child should choose subjects that they will enjoy and will achieve good grades in. This means that you need to do research into what the subjects will be like in Years 10 and 11. This booklet has been designed to give you three key pieces of information about the options process:

- Information about the subject choices on offer
- Information relating to the content of each course
- How each course is assessed

You need to read the booklet carefully and use this information to help you make your decisions. You may find it useful to rank the subjects that you like so you know what your top three choices are before you attend the options interview.

Use this checklist to make sure you have given enough thought to your choices:

- ❖ Read the options booklet thoroughly and research all your options before you decide
- ❖ Take some time to consider what you might want to do when you leave The Heys School. If you have a firm idea about a career or about subjects, you may want to study post-16 then choose these options. However, make sure you select a broad range as you may change your mind as to what you want to do in the future
- ❖ If you don't have a firm idea about what you want to do post-16, choose options that will give you plenty of choice post-16
- ❖ Don't be afraid to ask for advice from teachers, friends, family or students that are currently studying subjects you are thinking about choosing – you cannot have too much information to help you make your choices!

Good reasons for choosing an option:

- You are good at the subject
- You think you will enjoy the course
- It fits your future career ideas and plans
- It goes well with your other choices
- You think you might want to continue studying it post-16
- Your research shows that it will interest you and motivate you to learn



Bad reasons for choosing an option:

- Your friends have chosen it
- You think it will be easy
- You think it is a good option for a boy/girl
- Someone else thinks it is a good idea
- You like the teacher you have now
- You did not research your options properly and don't know enough about the subject





Compulsory Subjects

At Key Stage 4, all students must study:

- English Language
- English Literature
- Mathematics
- Trilogy Science
- Core Physical Education (non-GCSE)

Science Information

Most students will study Trilogy GCSE leading to two GCSE grades.

A small number of students will study Separate Sciences, leading to three GCSE grades. This can be discussed during your options meeting.

Option Subjects

The option subjects are listed below. At least one of your subjects must be from list B. Vocational subjects are marked with an asterisk (*). These qualifications are equivalent GCSE qualifications approved by the government.

There may also be other vocational subjects available, which will be discussed on an individual basis at the options interview.

List A - choose any three:

Art and Design
Business
Computer Science
Drama
Food and Nutrition
Food and Cookery Skills*
French
Geography
History
Media*
Music*
Physical Education
Religious Education
Separate Sciences
Sports Science*
Textiles
Travel and Tourism*

List B - choose only one:

Computer Science
French
Geography
History



Options Interview

Every student will be offered an options interview with a senior member of staff. In this interview, staff will discuss the student's current grades, along with their attitude to learning. Based on this, students can be guided into selecting the subjects in which they are most likely to achieve, with a focus also on future career options. Parents and carers are more than welcome to attend this; however, there is no requirement to do so.

Advice to Students

These choices are very important because your grades at GCSE are your 'passport' to future education or employment. Make sure you:-

Choose the subjects you are likely to do best in

Use the information in your reports and the feedback you have had from your teachers to guide you

Don't make a choice just because you like the teacher.

That teacher may well not be taking the group you end up in.

Be realistic

Be realistic about your strengths and weaknesses and accept realistic advice about the type of course you choose.

Above all, don't choose a subject because your friend is doing it.

There is no guarantee you will be in the same class.

The majority of students will study the three subjects they choose, however there are always some students whose choices cannot be accommodated. In these cases, students will be re-interviewed and asked to re-select one of their choices.

A note about the English Baccalaureate (EBacc)

This is not a separate qualification, but students who gain 'a grade 5 or higher' in all of the subjects listed below will be able to state that they have the Ebacc:

- English Language and Literature
- Mathematics
- Science / Computer Science
- A foreign language and
- Either History or Geography

Only these 5 GCSEs will count towards the Ebacc. We have spoken to local Further Education providers and Universities who both say that at present there are no plans to use the EBacc as a discriminator when considering applications. There is no guarantee however that it will not be used in the future.



The **Russell Group** is made up of the following Universities:

University of Birmingham	University of Bristol	University of Cambridge	Cardiff University	Durham University
University of Edinburgh	University of Exeter	University of Glasgow	Imperial College London	King's College London
University of Leeds	University of Liverpool	London School of Economics & Political Science	University of Manchester	Newcastle University
University of Nottingham	University of Oxford	Queen Mary, University of London	Queen's University Belfast	University of Sheffield
University of Southampton	University College London	University of Warwick	University of York	

GCSE Grading System

The Government introduced a new GCSE grading system in September 2015 and this system has been phased in for different subjects since then. This new system removed the A*-G grading system and replaced it with a system based on numbers 1-9, where 1 is the lowest grade and 9 the highest. This system now affects all GCSE subjects and means your child will receive all their GCSE results as numbers.

The old lettered grades do not completely correspond with the new numbered system. A rough guide to how the new grades compare is shown in the table below:

As a guide the numbers are broadly equal to the old grades shown below:

	'Standard' GCSE Pass					'Strong' GCSE Pass				
New Numbers	1	2	3	4	5	6	7	8	9	
Old Grades	G/F-	F/E	E+/D	C	C+/B-	B/B+	A	A*	A**	

This system affects all GCSE subjects.

There are, however, a number of vocational subjects that are graded differently:

	'Standard' GCSE Pass				'Strong' GCSE Pass			
	Level 1				Level 2			
Grade	Pass	Merit	Distinction	Pass	Merit	Distinction	Distinction*	
GCSE Equivalent	1	2	3	4	5/6	7	8	



Core Subjects

English Language

English Literature

Mathematics

Science Trilogy

Core PE

In this section, you will find information on the compulsory taught to your child in Year 10 and Year 11. It is important that you read each section carefully and consider the requirements of each qualification.



Course: GCSE English Language

Exam Board: AQA

Subject Information

Year 9 students are currently developing their reading and writing skills for their GCSEs. The English Language GCSE will provide all students with the opportunity to read a range of high quality and challenging texts from the 19th, 20th and 21st centuries. The skills developed and practised here will be formally assessed at the end of Year 11 through a series of examinations.

Internal assessments will continue throughout the GCSE course. Students knowledge and understanding of spelling, punctuation and grammar will be strengthened through Year 10 and Year 11. Speaking and Listening will be assessed , with an emphasis on developing students confidence in speaking in more formal situations.

How it is assessed

This course has one tier of entry and all grades from 1 to 9 are available. It is assessed over two written examination papers as shown below:

Paper 1: Part A Unseen fiction text, Part B Imaginative writing	1 hour 45 minutes (50% of GCSE)
Paper 2: Part A Unseen Non-fiction and unseen literary non-fiction Part B Writing to present a viewpoint	1 hour 45 minutes (50% of GCSE)



Course: GCSE English Literature

Exam Board: AQA

Subject Information

All students will take English Literature and English Language, this will result in two GCSEs.

All students studying English Literature GCSE will be encouraged to read, write and think critically. It will involve students studying a range of intellectually challenging, and substantial, whole texts in detail. This will include a Shakespeare play, a 19th century novel, a modern drama text and selection of poetry (Power & Conflict and Unseen). The students are encouraged to read widely to understand the contextual factors that influenced the writers and they will be examined at the end of the two year course on the studied texts.

How it is assessed

This course has one tier of entry and all grades from 1 to 9 are available. It is assessed over two written examination papers as shown below:

Paper 1: Part A: Shakespeare Play - Macbeth Part B: 19 th Century novel – A Christmas Carol	1 hour 45 minutes (40% of GCSE)
Paper 2: Part A: Modern fiction or drama text – An Inspector Calls Part B: Comparison of two poems – Power and Conflict Part C: Unseen Poetry comparison	2 hour 15 minutes (60% of GCSE)

For further information contact

Mr L Monaghan – Head of English Faculty



Course: GCSE Mathematics

Exam Board: Edexcel

Subject Information

All students will follow a linear GCSE scheme of work which covers all aspects of Mathematics including:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

The mathematics course provides students with the opportunity to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the management of money, further learning opportunities and career choices. Elements of mathematics are used in all careers and some fields require daily and skilled use of mathematical concepts, such as science, engineering, business and accountancy. The mathematics faculty believes in a positive and wide-ranging approach to developing a student's understanding of mathematics. We strive to create resilient individuals who can set goals for themselves, face challenges, and endeavor to overcome them.

All members of staff encourage students to maximise their full potential in the subject and aim to stimulate and enthuse students to pursue further studies in mathematics. Research tells us that students who study 'A' level mathematics and then go on to study a mathematics, based degree at University become some of the highest earners in the country.

How it is assessed

There are two levels of entry:

Higher (Grades 4 to 9)

Foundation(Grades 1 to 5)

All topics covered can be examined on any of the three papers.

Paper 1: Calculator not allowed

1 hour 30 minutes (33.3% of GCSE)

Paper 2: Calculator allowed

1 hour 30 minutes (33.3% of GCSE)

Paper 3: Calculator allowed

1 hour 30 minutes (33.3% of GCSE)

Basic Equipment required

All student should bring a scientific calculator (we recommend Casio FX-85GT) to every lesson together with the requirements of; pen, pencil, ruler, eraser, protractor and a pair of compasses.

Parents can obtain a free copy of the GCSE Mathematics Specifications from the Edexcel/Pearson website.

For further information contact

Miss K Richardson – Head of Maths Faculty



Course: GCSE Combined Science Trilogy

Exam Board: AQA

Subject Information

We believe that science has something to offer every student. By having a suite of science qualifications for Key Stage 4 we can ensure that students of all abilities and all aspirations can realise their potential.

The subject content and specification has been developed by the exam board and our science staff, to make the course interesting and relevant to all types of students. We have ensured that the Biology, Chemistry and Physics content is presented clearly and in a logical teaching order. We signpost opportunities where student's skills can be developed throughout. Each of the three science subjects include practical skills, such as investigating, experimenting, testing and mathematics. There is no better way to learn about science than through purposeful activities as part of day-to-day teaching and learning. The 21 required practical experiments are deliberately open, so they can be taught in the way which suits your young person.

The Combined Science Trilogy qualification provide the opportunities to progress to A-levels in science or other subjects.

How it is assessed

There are two levels of entry:

Higher (Grades 4 to 9)

Foundation(Grades 1 to 5)

Students will sit six exam papers in their final summer term of year 11, two biology, two chemistry and two physics. Each paper is a written examination. Combined Science GCSE is worth two GCSE grades.

Biology

Paper 1 – Cell biology, Organisation, Infection and Response, Bioenergetics

Paper 2 – Homeostasis and Response, Inheritance, Variation and Evolution, Ecology

Chemistry

Paper 1 – Atomic structure and the periodic table, Bonding, Structure and the Properties of Matter, Quantitative chemistry, Chemical changes, and Energy changes

Paper 2 – Chemical changes, Organic Chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Physics

Paper 1 - Energy; Electricity, Particle model of matter and Atomic structure.

Paper 2 – Forces, Waves, Magnetism and Electromagnetism.

All papers are equally weighted at 16.6% and are 1 hour and 15mins.

The papers consist of multiple choice, structured, closed short answers, and open response questions. They will assess knowledge and understanding from distinct topic areas.

For further information contact

Mrs R Hayton – Head of Science Faculty



Course: Core PE

Subject Information

During the KS4 Core PE curriculum, students have the opportunity to develop their knowledge, skills, and confidence in their chosen areas to partake in exercise beyond the PE curriculum building on the prior learning developed at KS3. This will act as a catalyst to inspire our students to take part in physical activity outside of the KS4 curriculum and into lifelong participation.

Course Content

Students will have the opportunity to select the pathway which suits their individual needs and goals for core PE at KS4.

The course will be split into 3 options with students selecting the one most suited to them.

Health and Well Being – aim to develop skills on how to exercise for fitness and impact upon health and wellbeing of students. Introduce a range of exercise opportunities students may partake in outside the PE curriculum and post 16. Activities such as Zumba/yoga/fitness & athletics.

Performance – aim to progress and further develop skill, competency, and tactical awareness in a competitive environment. Activities such as rugby, football, netball, basketball, badminton, table tennis, volleyball etc.

Recreation – aim to play and be active for enjoyment. Secondary aim to introduce a further breadth to the curriculum via emerging sports to inspire students to be active for enjoyment and find a suitable activity for lifelong participation. Activities such as ultimate, handball, badminton.

How it is assessed

There is no formal assessment in this subject

For further information contact

Mr K Sellars – Head of Physical Education



Optional Subjects

Art and Design

Business Studies

Computer Science

Drama

French

Food and Nutrition

Food and Cookery Skills

Geography

History

Media

Music

Physical Education

Religious Studies

Textiles

Travel and Tourism

Separate Sciences

In this section, you will find information on the optional subject offered to your child in Year 10 and Year 11. It is important that you read each section carefully and consider the requirements of each qualification so you can make the right choices.

Your child will study 4 optional subjects in Year 10 and Year 11

NB

There are 2 PE courses. Please select the option PE on the options form and the PE team will then direct your son/daughter to which of the 2 PE courses they are best suited to.



Course: GCSE Art, Craft and Design

Exam Board: AQA

Subject Information

Note: This course cannot be taken with Textile Design

Necessary Qualities

Do you enjoy Art and Design? Do you want to learn more about the world of Art and Design? Would you like a career in the wide range of creative industries?

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in Art and Design, in ways that are personally relevant and truly developmental in nature.

This course prepares learners for the world of college and work. This course will prepare students for progression routes such as A-Levels and BTECs in a wide range of Art and Design subjects.

Course Content

Students will create a portfolio of work throughout the course, based on teacher set briefs. This will involve researching artists, developing skills in a wide variety of media through sketchbook work, designing and producing final pieces.

An externally set assignment where students are set a brief which they must research, and develop ideas to produce a final piece in controlled sessions amounting to 10 hours.

This is a broad course exploring practical and critical/contextual work, through a range of 2D and/or 3D processes, new media and technologies. It is an unendorsed course where candidates can work in appropriate Art, Craft and Design materials and processes. Candidates should produce practical and contextual work associated with two or more of the following endorsements:

- Fine Art
- Graphic Communication
- Three Dimensional design
- Photography

How it is assessed

This course has one tier of entry and all grades from 1 to 9 are available.

Portfolio

60% of the GCSE grade

Externally set assignment

40% of the GCSE grade

For further information contact

Mrs J Crowder – Assistant Head of Creative Arts Faculty



Course: GCSE Business Studies

Exam Board: Edexcel

Subject Information

Necessary Qualities

Could you be the next Lord Sugar or the next Deborah Meadon from Dragon’s Den? You could be with the right business skills and know how. Even if running your own business isn’t something that interests you , everyone needs employability skills from time management to team working. Being to perform in a job interview will help to kick start your career and help you to get into the job market. Improve your job prospects by getting a Business Studies qualification.

Course Content

Students will learn how business has dynamic nature and is forever changing. They will consider risk and reward and be encouraged to create solutions to business related problems.

Marketing and branding is an important business element and students will research brands and the use of branding in businesses. The creation of promotional material will be used to support different business ideas along with a business plan.

Students will investigate how businesses provide customer service and the importance of this for survival long term. This can be a very active topic in which students enjoy performing role plays and sharing their personal experiences with each other.

Financial planning is an important aspect of running a business and students will learn how businesses budget and generate revenue. This is a practical topic and assists with money management from a business and personal perspective. Students will learn how to produce a cash flow forecast, profit and loss account and other financial documents. They will also make judgements and recommendations on financial issues.

Business studies is a popular subject which students often continue to study at college either as a BTEC or A-Level qualification.

A calculator would be beneficial when working on the finance unit of work.

Students study 10 units of work over the two years of study with an internal assessment at the end of each topic.

How it is assessed

This course has one tier of entry and all grades from 1 to 9 are available.

Paper 1	1 hour and 30 mins	50% of the GCSE grade
Paper 2	1 hour and 30 mins	50% of the GCSE grade



Course: GCSE Computer Science

Exam Board: OCR

Subject Information

This GCSE option gives the opportunity to achieve one qualification that can be included as one of the Ebacc subjects.

Necessary Qualities

Students who opt for this qualification will require a genuine interest in Computer Science and an appreciation of how programming and algorithms can be applied to solve real world problems.

Course Content

This course would suit students who are:

- Achieving high levels in Mathematics , small basic and Python at Key Stage 3.
- Have enjoyed the Computer Science topics covered in Key Stage 3.
- Able to work independently to meet assessment requirements and be creative.

Course Requirements

Students will be entered for a full GCSE which consists of 1 unit of coursework and two written examinations.

The coursework unit of work is a practical application of programming to solve a real-world problem. The written examinations have high level questions relating to computer systems and theory.

How it is assessed

The Course is assessed with 2 examinations at the end of the course and also an NEA project.

Unit 1: Computer Systems	1 hour 30 mins	50% of the marks
Unit 1: Computational thinking	1 hour 30 mins	50% of the marks
NEA: Programming project that is a required part of the course.		



Course: GCSE Drama

Exam Board: Eduqas

Subject Information

This is an exciting GCSE Drama specification that promotes involvement in and enjoyment out of drama, as performers and designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

The basic overview is:

- Two practical performances
- Opportunities to act or design depending on the student's interests and abilities
- Study of a set text which is explored practically but assessed in written exam
- Open book written exam – play text allowed but not notes

Students considering this course need to be able to work independently as well as effectively in groups. There is a high quantity of written assessment so students need to have a good level of literacy. Whilst previous performance experience is not essential the willingness to share work in front of peers and a small invited audience is necessary.

How it is assessed

This course has one tier of entry and all grades from 1 to 9 are available.

Component 1 - Devising Theatre – Internally assessed - 40% of the GCSE grade

Students will be assessed on either acting or design. Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the board. Students must produce:

- A realisation of their piece of devised theatre
- A portfolio of supporting evidence (written and video)
- A written evaluation of the final performance or design completed under exam conditions

Component 2 - Performing from a text - External examination - 20% of the GCSE grade

Students will study two extracts from the same play and will participate in a performance combining both extracts.

Component 3 - Interpreting Theatre - External examination 1 hour and 30 mins – 40% of the GCSE grade

Section A: Students will answer a series of questions on their set text

Section B: Students will answer one question, requiring analysis and evaluation of a live theatre production

For further information contact

Mr G Horler – Assistant Head of Creative Arts Faculty



Course: GCSE Food Preparation and Nutrition

Exam Board: AQA

Subject Information

Necessary Qualities

Students who opt this exciting and practical based GCSE will require a genuine interest in working creatively with food and food preparation. They must have a keen interest in the nutritional and scientific functions of food and must have the ability to work independently, meet deadlines and be organised.

Students are expected to provide ingredients for practical work on a regular basis.

Course Content

Students will have the opportunity to plan, prepare, cost and cook a wide variety of dishes from all over the world, focusing on cooking methods, dietary restriction groups, nutrition, food service, food provenance and food safety. All students will develop a prior knowledge and learn advanced food preparation skills, including a variety of cooking methods, knife skills, how to portion a chicken and filet a safely and hygienically.

How it is Assessed

This course has one tier of entry and all grades from 1 to 9 are available.

Examination - Nutrition, diet, food preparation and food provenance 1 hour 45 minutes (50% of GCSE)
This is split into two sections of 20 multiple choice questions and 5 non multiple choice questions
This examination is at the end of the course.

Non Exam Assessment (50% of GCSE)

Food preparation task 3 hours

Coursework 20 hours

Students have the choice of three briefs. They must complete written research and evaluations that will lead to a three hour final practical, there may be a scientific investigation included in this.



Course: Level 1/2 Technical Award in Food and Cookery

Exam Board: NCFE

Subject Information

Necessary Qualities

Students who opt this exciting and practical based GCSE will require a genuine interest in working creatively with food and food preparation. They must have a keen interest in the nutritional and scientific functions of food and must have the ability to work independently, meet deadlines and be organised.

Students are expected to provide ingredients for practical work on a regular basis.

Course Content

Students will have the opportunity to plan, prepare, cost and cook a wide variety of dishes from all over the world, focusing on cooking methods, dietary restriction groups, nutrition, food service, food provenance and food safety. All students will develop a prior knowledge and learn advanced food preparation skills, including a variety of cooking methods, knife skills, how to portion a chicken and filet a safely and hygienically.

How it is Assessed

This course is split into 4 graded units.

Unit 1: Preparing to cook

Unit 2: Understanding food

Unit 3: Exploring balanced diets

Unit 4: Plan and design food in response to a brief

Non exam assessment - coursework

(60% of the final grade)

Externally set, internally marked, externally moderated synoptic project

External examination

1 hour 30 mins (40% of the final grade)

For Further information contact

Miss R Redmond Teacher of Food Technology



Course: GCSE French

Exam Board: Edexcel

Subject Information

Necessary Qualities

French will help students to develop their linguistic skills as well as their cultural knowledge of the world around them. A successful linguist must have an interest in learning a modern language and enjoy communicating with others and sharing ideas.

Course Content

If you are considering university in the future, be aware that the majority of degrees can be studied alongside a language, providing you a wider range of options, as well as the opportunity to spend a year abroad during your studies. French is a major language of international communication. French is also the second most widely taught language and there are more 200 million French speakers worldwide.

The four communication skills of listening, reading, writing and speaking will be developed through language learning. If you enjoy communicating with others, have an interest in how a language works and enjoy learning about other cultures, you will get the most out of GCSE French.

You will be able to share your interests, ideas and opinions with other people who speak French. You will also learn about the countries where French is spoken. We also provide regular opportunities for cultural experiences and have arranged visits to France in recent years.

You will learn many skills which will be useful in a wide range of careers such as good communication, public speaking and problem solving. The topics covered during the course relate to everyday life at home and also cover the themes of work, education, holidays, tourism and the environment amongst others.

How it is assessed

There are two levels of entry:

Higher (Grades 4 to 9)

Foundation(Grades 1 to 5)

Listening:	(25% of GCSE)
Reading	(25% of GCSE)
Speaking	(25% of GCSE)
Writing	(25% of GCSE)

All examinations are at the end of Year 11.



Course: GCSE Geography

Exam Board: AQA

Subject Information

Necessary Qualities

An interest in the physical and human world

Course Content

Living with the physical environment (35%)

Section A: The challenge of natural hazards. For example volcanoes, earthquakes, tropical storms and climate change.

Section B: The living world. Students are required to study ecosystems, tropical rainforests and hot deserts.

Section C: Physical landscapes in the UK. Students are required to study UK based examples surrounding coastal and river environments.

Challenges in the human environment (35%)

Section A: Urban issues and challenges throughout the world in contrasting areas of development.

Section B: The changing economic world, how wealth is distributed globally and how wealth is measured.

Section C: The challenge of resource Management e.g. investigating the significance of food, water and energy to human economic and social well-being.

Geographical challenges (30%)

Section A: Issue evaluation: This is a critical thinking and problem solving element. A topic is released, for study, 12 weeks prior to the exam.

Section B: Fieldwork: students will be required to do two separate field work investigations, one looking into human theory, the other the impact of humans on the physical landscape.

Overall there is increased focus on the development of good literacy and numeracy skills, which are assessed in the exam. Students are expected to keep good notes, read around the subject and complete their homework on time. The subject is academic and requires consistent hard work over the two year course.

How it is Assessed

This course has one tier of entry and all grades from 1 to 9 are available. It is assessed over three written examination papers as shown below:

Paper 1: Living with Physical Environment	1 hour 30 minutes (35% of GCSE)
Paper 2: Challenges in the Human Environment	1 hour 30 minutes (35% of GCSE)
Paper 3: Geographical Applications	1 hour 15 minutes (30% of GCSE)

Question types on each paper include multiple choice, short answers, levels or response and extended prose.



Course: GCSE History

Exam Board: AQA

Subject Information

Necessary Qualities

It is always useful to have an interest in the news and be open to learning about politics, other countries and current affairs. This is because GCSE History is mainly about the modern world, covering, mostly the Twentieth Century. Students who take up History will need to be well organised, be able to keep with the topics taught and will need to revise thoroughly and properly when required.

The main elements of GCSE History are Knowledge, understanding and source analysis. Literacy skills play an important part in reading, analysing, writing (notes and longer answers) and examinations. It must be emphasised that if you struggle with aspects of literacy then GCSE History will be extremely difficult.

Course Content

There are 4 units spread over Year 10 and year 11.

These are:

- America 1920 – 1973
- Conflict and tensions 1918 – 1939
- Power and the people 1000AD to the present day
- Elizabethan England 1560 - 1603

How it is assessed

This course has one tier of entry and all grades from 1 to 9 are available. It is assessed over three written examination papers as shown below:

Paper 1:	1 hour 30 minutes (50% of GCSE)
Paper 2:	1 hour 30 minutes (50% of GCSE)

Question types on each paper include, short answers, levels or response and extended prose.



Course: BTEC Tech Award Creative Media Production **Exam Board:** Edexcel

Subject Information

Necessary Qualities

This course is for those students who have an interest in the creative media sector. You have to be both creative and interested in technology. You will be using multimedia facilities at school such as green screen, computers, iPads and video equipment. You will also benefit from an interest in music recording, drama or film.

Course Content

The course is a vocational qualification, which allows students to prepare for a possible career in the world of media. You will develop the fundamental research skills which underlie all media production, gain a basic understanding of employment opportunities, job requirements and working practices in the media sector.

The BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry, you can explore the sector while: developing technical skills and techniques, producing media products in response to a brief, reviewing and reflecting on the process and outcomes.

The course allows students to prepare for a possible career in the creative and media industries. It offers insight into all aspects of the business, from production to administration and finance to technical aspects in media. There are a range of courses which are natural progression routes from this course such as A-Level Media studies, BTEC level 3 in Creative Media Production, A-Level Film Studies and A-Level Music Technology. The course also provides the skills necessary for team work, business management and presentation skills.

The course is divided into three components
Component one is exploring media products where the aim is to learn about the sector and investigate media products across sub-sectors such as audio/moving image, publishing and the interactive sector.
Component two is developing digital media production skills where the aim is to develop technical skills and techniques in the chosen discipline of audio/moving image, publishing and the interactive sector.
Component three is around creating a media project in response to a brief where students apply their digital skills and techniques by responding to a digital media brief.

How it is Assessed

Component 1: Exploring Media Products	Internally assessed assignments	(30% of Grade)
Component 2: Developing digital media production skills	Internally assessed assignments	(30% of Grade)
Component 3: Create a media project in response to a brief	Externally assessed task	(40% of Grade)



Course: BTEC Tech Award Music Practice

Exam Board: Edexcel

Subject Information

Necessary Qualities

This course is for students who would like take a hands on course that gives them a taste of what the sector is like as well as the skills and confidence to succeed in their next steps.

Course Content

In this course students learn about the various music products, develop valuable skills and techniques in music creation, performance and production and explore potential careers in the industry.

This course is a practical introduction to life and work in the industry, you can explore the sector while:

- Developing skills. Including teamwork, leadership and communication
- Developing and presenting music to a brief
- Analysing, evaluating and enhancing your learning

The course is divided into three components.

Component one aims to explore musical styles and techniques whilst gaining an understanding of roles in the industry. Students explore different styles and genres of music, take part in practical workshops to understand stylistic features and characteristics. Students also learn about different products within the music industry and develop techniques in realising musical products.

Component two focusses on developing musical knowledge, skills and techniques so students can apply them to a music product. Students reflect on their progress throughout this component and look for areas to improve. They will choose a job role and explore the skills needed to fulfil it. They develop a range of skills and apply these skills and techniques in a music performance, creation or production.

Component three is about responding to a commercial music brief with the aim to put skills into practice by responding to a brief as either a composer, performer or producer. Students choose an area of the industry that excites them, explore the brief and come up with possible responses and ideas. Students will use relevant resources skills and techniques to develop and refine musical material. They then present their final response as solo or in a group. They finally reflect upon their approach to the brief and their outcome.

How it is Assessed

Component 1: Exploring Music Products and Styles	Internally assessed assignments	(30% of Grade)
Component 2: Music skills development	Internally assessed assignments	(30% of Grade)
Component 3: Responding to a commercial music brief	Externally assessed task	(40% of Grade)

For Further information contact
Mrs R Farrington-Evans Head of Creative Arts Faculty





Course: GCSE Physical Education

Exam Board: OCR

Subject Information

Necessary Qualities

You should choose GCSE PE if you enjoy participating in all sports in PE lessons, if you play sport for schools teams or play competitively outside of school. You will need good written English skills to be able to succeed in the non examination assessment and also in the end of course exams.

Subject Content

Taking part in sport promotes confidence, teamwork, cooperation and independence. These are skills that are highly valued by potential employers, educators, trainers and colleges. These essential skills are developed in this course and will be of long lasting benefit when you leave The Heys School. You should consider studying PE if you wish to study PE at A-Level or BTEC. GCSE PE can also assist with careers in the sport and leisure industry, police and emergency services, Armed Forces, Sports coaching, physiotherapy, nursing and teaching.

How it is assessed

This course has one tier of entry and all grades from 1 to 9 are available.

Component 1 - Physical Factors Affecting Performance

1 hour exam (30% of final grade)

- Applied anatomy
- Physical training

Component 2 - Socio-cultural Issues and Sports Psychology

1 hour exam (30% of final grade)

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

Component 3 - Performance within Physical Education Practical activity moderation (30% of final grade)

Part 1: Performance of three activities taken from approved lists

- One from the 'team' list
- One from the 'individual' list
- One from either list

Part 2: Analysing and Evaluating Performance

Coursework (10% of the final grade)

For further information contact

Mr K Sellars – Head of Physical Education



Course: Cambridge National Sports Studies Level 1/2 Award **Exam Board:** OCR

Subject Information

Necessary Qualities

You should choose Sports Studies if you enjoy participating in all sports in PE lessons, if you play sport for schools teams or play competitively outside of school. You will need good written English skills to be able to succeed in the non examination assessment and also in the end of course exams.

Subject Content

The Cambridge National in Sports Studies helps students appreciate how sport study underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through training diet and the role of psychology in improving performance. Students study closely:

- Understanding of Contemporary issues in sport and how they impact on different sporting activities.
- Applying your skills as both a performer in two sporting activities and as a leader in one sporting activity
- How to be a sports leader
- Understanding the relationship between sport and the media and applying to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media.
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment

How it is assessed

A terminal exam covering a range of contemporary issues in sport. The paper consists of issues which affect participation in sport, the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role National Governing Bodies play in sport, and the use of technology in sport.

Examination Assessment

1hour 15 min exam (40% of final grade)

Non Examination Assessment

Coursework (60% of final grade)

Each unit consists of scenario based written tasks that will need to be submitted within set deadlines. Coursework will initially be assessed by the subject teacher but then sent off to be externally moderated by OCR.

For further information contact

Mr K Sellars– Head of Physical Education





Course: GCSE Religious Studies

Exam Board: Eduqas

Subject Information

Religious Studies at GCSE covers two of the major world religions, and four contemporary ethical themes. Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

How it is assessed

The course is linear and is split into two externally marked written exams at the end of the 2 year course.

Component 1

2 hour exam (50% of final grade)

Religious, Philosophical and Ethical Studies in the Modern World

- Issue of relationships
- Issue of life and death
- Issue of good and evil
- Issue of human rights

Component 2

1 hour exam (25% of final grade)

The Study of religions – Christianity

- Beliefs and Teachings
- Practices

Component 3

1 hour exam (25% of final grade)

The Study of religions – Islam

- Beliefs and Teachings
- Practices

Component 2 and 3 are examined together so total a two hour exam.

For further information contact

Mr M Rushton – Assistant Head of Humanities Faculty



Course: GCSE Art and Design Textiles

Exam Board: AQA

Subject Information

Necessary Qualities

Students who opt for this subject will require a genuine interest in textiles art as a medium, fashion or surface decoration. They should also have the ability to work independently. Meet deadlines and be organised.

Students will be expected to provide fabric for practical work

Subject Content

While using textiles as an art medium, students will have opportunity to investigate fashion, print, dye, domestic, constructed or applied textiles. Students are expected to be responsible for keeping a range of sketch books that show their creativity, individual interest and passion for designing and making.

Students can choose to investigate areas such as; constructed stitch and embellishment, use of colour and pattern, functionality, print, two and/or three dimensional form. Students are encouraged to produce imaginative, creative and innovative work.

This course prepares students for future education at colleges or possible careers. Students can progress on to do A-Levels or BTECs in subjects such as Art and Design, fashion, Graphics, Garment cutting, Apparel wear and Photography.

How it is assessed

This course has one tier of entry and all grades from 1 to 9 are available.

Student portfolio (60% of final grade)
Students will work over time on a range of ideas in their sketchbook to show their creativity, individual interests and passion for designing and making.

Externally set task 10 hours in total (40% of final grade)
Students are set a brief which they must research and develop ideas to produce a final piece in controlled sessions amounting to the ten hours.

For further information contact

Miss L Tuffley – Assistant Head of Technology Faculty



Course: BTEC Tech Award Travel & Tourism

Exam Board: Edexcel

Subject Information

This is for students who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of a different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism as part of their Key Stage 4 learning.

Course Content

The award gives students the opportunity to develop sector –specific knowledge and skills in a practical learning environment. Students will develop:

- Knowledge that underpins the effective use of skills, processes and attitude in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism
- Skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers
- Attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities

This award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening students’ experience and skills participation in different contexts, with the opportunity for them to practically apply their knowledge and skills through project work such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.

How it is Assessed

The award is assessed by internal and external components

Component 1: Travel and Tourism Organisations and Destinations	(Internal 30%)
Component 2: Customer Needs in Travel and Tourism	(Internal 30%)
Component 3: Influences on Global Travel and Tourism	(External 40%)

You will complete component 1 and 2 by completing timed Pearson Set Assignments (PSA’s) throughout the 2 year course, each of these have 5 specific tasks to complete. Everything you complete over the course will be assessed.

For Further information contact

Mrs I Davis – Course Co-ordinator or **Mr M Jackson** Head of Humanities



Course: GCSE Biology, GCSE Chemistry and GCSE Physics

Exam Board: AQA

Subject Information

We believe that science has something to offer every student. By having a suite of science qualifications for Key Stage 4 we can ensure that students of all abilities and all aspirations can realise their potential. This course offers students with a love for science the opportunity to study Biology, Chemistry and Physics at greater depth

The subject content and specification has been developed by the exam board and our science staff, to make the course interesting and relevant to all types of student's. We have ensured that the Biology, Chemistry and Physics content is presented clearly and in a logical teaching order. We signpost opportunities where student's skills can be developed throughout. Each of the three science subjects include practical skills, such as investigating, experimenting, testing and mathematics. There is no better way to learn about science than through purposeful activities as part of day-to-day teaching and learning. The 21 required practical experiments are deliberately open, so they can be taught in the way which suits your young person.

These separate science qualifications provide the opportunities to progress to A-levels in science or other subjects.

How it is assessed

There are two levels of entry:

Higher (Grades 4 to 9)

Foundation(Grades 1 to 5)

Students will sit six exam papers in their final summer term of year 11, two biology, two chemistry and two physics. Each paper is a written examination. Separate Sciences are worth three GCSE grades.

GCSE Biology

Paper 1 – Cell biology, Organisation, Infection & Response and Bioenergetics.

Paper 2 – Homeostasis and Response, Inheritance, Variation & Evolution and Ecology.

GCSE Chemistry

Paper 1 – Atomic structure and the periodic table, Bonding, Structure, The Properties of Matter, Quantitative chemistry, Chemical changes and Energy changes.

Paper 2 – Chemical changes, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

GCSE Physics

Paper 1 – Energy, Electricity, Particle model of matter and Atomic structure.

Paper 2 – Forces, Waves, Magnetism and Electromagnetism.

All papers are equally weighted at 16.6% and are 1 hour and 45mins.

The papers consist of multiple choice, structured, closed short answers, and open response questions. They will assess knowledge and understanding from distinct topic areas.

For further information contact

Mrs R Hayton – Head of Science Faculty



Options interview Form

Please complete this form prior to your options interview if you choose to have one.

LIST A.	
Choice 1:	
Reason:	
Choice 2:	
Reason:	
Choice 3:	
Reason:	
LIST B.	
Choice:	
Reason	

Link to the digital options form

https://docs.google.com/forms/d/1I7_0tCWAXdwDcT_ZOABg2RAAt82wR5wKw5rVvj0vCEI4/edit

Alternatively you can scan the QR code for the digital options form.



