



*“Learning First...”*

# Curriculum and Examination PROSPECTUS

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**Northern Star**  
Academies Trust

# Overview

As a Trust and School, we believe that education is about teaching children the knowledge, skills and values that they will require to be effective life-long learners. Individuals who are empowered to make decisions, within a complex and ever-changing world, so that they are able to positively adapt and lead successful and happy lives.

We do this by providing a curriculum which teaches knowledge and skills within the context of strong shared values of mutual respect, so that across all of their learning children reflect, become increasingly resilient and develop responsibility. We firmly believe that all children, irrespective of their starting point, are entitled to a broad and ambitious curriculum. To that end, we are delighted to offer an innovative and knowledge-rich curriculum, which enables any student to fulfil their potential and develop the all-important skills and qualities, which will serve them well in later life.

The curriculum is designed to give all students the opportunity to develop as enquiring individuals who feel valued and respected, so that they, in turn, learn to value those around them. The curriculum underpins the Harrogate High School vision of 'Learning first'.

Our curriculum delivers vital subject knowledge and skills, which are complemented by a raft of enrichment activities that broaden and extend the student experience. In addition to a focus on cross-curricular skills, we use the curriculum to enhance wider personal development and promote positive attitudes to learning. The CARES curriculum underpins our school culture and prepares students for life in modern Britain through the teaching of Courage, Aspiration, Respect, Equality and Self Control in everything we do.

# Beliefs, Vision & Mission

## Belief in what we do

At Harrogate High School (HHS) we believe in putting **'Learning first....'**, this is central to shaping our vision

## Vision:

We aim to create

- Successful learners who enjoy learning, make good progress and have high aspirations.
- Confident individuals who are able to live safe, healthy and fulfilled lives
- Responsible citizens who make a positive contribution to their local community and society at large.

## Mission

All our pupils will fulfil their unique academic and personal potential. Every pupil will live according to the HHS CARES values and go on to university or follow the rewarding career of their choice.

Our guiding principles to achieve our mission are:

1. Good student progress over 5/7 years for all learners.
2. Closing the gap and accelerating progress for our most vulnerable learners.
3. There should be depth before breadth. Maximise learning time in all subjects.
4. CARES curriculum that develops Life@HHS and CARES values, SMSC, British Values, PSHCE (inc. promoting positive health and wellbeing) and aspirations to prepare learners for modern Britain.

## CARES Curriculum – Our Values

At HHS, our values run through our curriculum via the CARES curriculum. They are strongly held and central in all that we do. Our school aim reminds us that it is by living according to our values that we can lead fulfilling lives and strengthen our community.

HHS values are:

- **C - Courage**
- **A - Aspiration**
- **R - Respect**
- **E - Equality**
- **S - Self-control**



Our values are talked about at every opportunity and will be the basis of the character behaviours that we expect our pupils to show. Our pupils show courage and are ready to take the opportunities life presents. Our pupils will be aspirational, aiming high and knowing that high expectations and hard work pay off. HHS pupils will be respectful in word and deeds, modelling equality, recognising that all are worthy of equal opportunity. Our Learners should demonstrate self-control, working hard and navigating obstacles in their way whilst maintaining a positive growth mind-set.

Our school curriculum also expresses our belief that each of our pupils is born with a unique potential for greatness, for which they can take responsibility to achieve. In addition to our CARES, we will teach our pupils that it is through taking responsibility that they can apply all they have learned to build a fulfilling life and have positive impact on their community and the world around them.

It is important that the curriculum is organised, so it provides students with the opportunity to learn expected behaviors and model the CARES values.

## Life@HHS

The Life@HHS programme is the planned provision at the academy for promoting the emotional, social and health development of young people. Life lessons are delivered to all students for one hour per week in Years 7,8, 9, 10 and 11.

Life@HHS includes:

- the acquisition of information on a range of health issues that are relevant to their age, maturity and understanding including emotional health and wellbeing, sex and relationships, diet and exercise, alcohol, tobacco and other drugs;
- personal finances;
- careers and future pathways;
- the development of emotional and social skills including skills for learning, achieving, managing change and looking after health;
- the exploration and clarification of values and beliefs including respect, morality and an understanding of cultural diversity.

The Life@HHS programme has been developed to take a positive approach to addressing a wide range of topics. It promotes the understanding that young people can be assertive and aspirational, and with correct knowledge and refined skills are better able to navigate situations and choices with clarity, consideration for themselves and others, whilst being true to their personal values and moral positions.

## The Basic Subjects

We have a strong focus on English and Mathematics as we believe these subjects enhance life chances. They are the *Basics* at the heart of success in learning.

Success in English and Maths qualifications is essential as these are the main facilitating subjects which empower students to access further education, employment and apprenticeships. We place great emphasis on these subject areas and provide additional support to students when they need it. We want students to be enthusiastic readers as a springboard to achievement in the curriculum but also as a source of pleasure and lifelong learning.

## English Literature and Language

English as a subject is central to lived experience and ongoing development of every student. Wittgenstein observed that 'the limits of my language are the limits of my world', and English is, in this sense, key to expanding the worlds and opportunities of young people.

In addition to the enrichment, challenge and enjoyment to be gained through the subject, studying English affords learners opportunities for personal, experiential and socio-cultural exploration and individuation that are essential for their successful social and academic development. This is in addition to the practical necessity of equipping students with the skills, knowledge, understanding and qualifications needed to function and succeed in the modern world.

In addition to covering and building on the complete set of content and skills from the National Curriculum, the Year 7-11 curriculum is structured around a set of core principles:

1. Engagement with and integration into cultural heritage.
2. Introduction to and development of skills for life, including effective oracy.
3. Continuity of coverage and skills from Years 7 to 11.
4. Establishment and development of a culture of reading.

English also involves a set of general themes that provide the basis for text-choice, thematic engagement and the wider development of vocabulary:

1. **Power, control and authority:** the group and the individual.
1. **Conflict:** violence and interpersonal friction.
2. **Relationships:** family, friendship and intimacy.
3. **Society:** sympathy, social conscience and belief.
4. **Causality:** past, present and future.
5. **The struggle for self-definition:** norms, conventions, stereotypes, choice and responsibility.
6. **Appearance and reality:** communication, connection and deception.

Building on the National Curriculum for KS3, students in Year 7-9 follow a programme carefully constructed to equip them with the skills, understanding and knowledge needed to succeed throughout their school-life and beyond. In Years 7 and 8 the programme of study includes texts of each key genre (plays, poetry, novels and non-fiction), and involves the chronological and contextualised study of sources from Elizabethan England through to the modern day, with Year 9 building on the Year 7-8 coverage and providing a bridge to the GCSE course.

English Language skills are taught both through literary texts and through discrete units, ensuring that KS3 also provides a firm foundation for all aspects of the GCSE course. This includes ongoing opportunities for engagement with texts of all genres, and for the reading and writing of both fiction and non-fiction texts.

All texts have been chosen for their relevance and appeal to students, their ability to challenge and develop pupils' analytical and discursive ability, their personally, socially and culturally enriching aspects, and for their thematic and contextual relevance in preparing for the GCSE course.

In Year 10 - 11, students again follow the National Curriculum as well as working towards AQA GCSE English Language and AQA GCSE English Literature, with both subjects studied in parallel throughout the GCSE course. Work throughout the course builds on skills and knowledge gained throughout KS3, but with greater depth and development.

## GCSE English Language

<b>Course Name</b>
GCSE English Language
<b>Overview of Content</b>
For GCSE English Language students will: <ul style="list-style-type: none"> <li>• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism</li> <li>• read and evaluate texts critically and make comparisons between texts</li> <li>• summarise and synthesise information or ideas from texts</li> <li>• use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly and punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> <li>• listen to and understand spoken language and use spoken Standard English effectively.</li> </ul>
<b>Examination Structure and content</b>
<b>Paper 1 – Explorations in Creative Reading &amp; Writing</b>
Section A – Reading <ul style="list-style-type: none"> <li>• One literature fiction text</li> </ul>
Section B – Writing <ul style="list-style-type: none"> <li>• Descriptive or narrative writing</li> </ul>
Written exam (one hour 45 minutes) that is 50% of the GCSE.
<b>Questions</b>
<b>Reading (40 marks) (25%)</b> – one single text <ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (2 x 8 marks)</li> <li>• 1 extended question (1 x 20 marks)</li> </ul>
<b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>

## **Paper 2 – Writers Viewpoints & Perspectives**

### Section A – Reading

- One non-fiction text and one literary non-fiction text

### Section B – Writing

- writing to present a viewpoint

Written exam (one hour 45 minutes) that is 50% of the GCSE.

### **Questions**

#### **Reading (40 marks) (25%)** – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

#### **Writing (40 marks) (25%)**

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Non-examination Assessment: Spoken Language**

- presenting
- responding to questions and feedback
- use of Standard English

### **Assessed**

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

### **Course Description**

All students study English Language and Literature at Harrogate High School.

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

### **Progression Routes**

English Language develops competence in both written and spoken English, this is a highly sought-after quality in all professions. It underpins effective communication essential to business practices and endows individuals with confidence and understanding. English is especially important in creative industries.

English is a good foundation for all careers and Level 3 study. It is considered an essential qualification to have for many employers.

# GCSE English Literature

<b>Course Name</b>
GCSE English Literature
<b>Overview of Content</b>
<ul style="list-style-type: none"><li>• Shakespeare and the 19<sup>th</sup>- century novel</li><li>• Modern texts and poetry</li><li>• Skills</li></ul>
<b>Examination Structure and content</b>
<b>Paper 1 – Shakespeare and the 19<sup>th</sup> - century novel</b> <ul style="list-style-type: none"><li>• Shakespeare plays</li><li>• The 19<sup>th</sup> - century novel</li></ul> <p>Written exam (one hour 45 minutes) that is 40% of the GCSE.</p> <p><b>Questions</b></p> <p><b>Section A Shakespeare:</b> students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><b>Section B The 19th-century novel:</b> students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>
<b>Paper 2 – Modern texts and poetry</b> <ul style="list-style-type: none"><li>• Modern prose and drama texts</li><li>• The poetry anthology</li><li>• Unseen poetry</li></ul> <p>Written exam (two hours 15 minutes) that is 60% of the GCSE.</p> <p><b>Questions</b></p> <p><b>Section A Modern texts:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p><b>Section B Poetry:</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p><b>Section C Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
<b>Course Description</b>
All students will study English Literature through the study of selected novels, plays and poetry. Students learn about their culture heritage and gain an understanding of the language, structures and techniques that allow authors to communicate their thoughts and feelings. Students learn about the human condition and themselves through the study of literature.
<b>Progression Routes</b>
English Literature practices the skills of analysis, critical/creative thinking, reason, argument, empathy, logic and communication. These skills were voted in the top ten most desirable skills by employers for the workplace 2015.
English is a good foundation for all careers and Level 3 study, particularly the Humanities. It is considered an essential qualification to have for many employers.

# Mathematics

*Teaching is for learning, learning is for understanding, understanding is for applying, reasoning and problem solving.*

Students at HHS enjoy a Mathematics Curriculum that builds mathematical fluency through engaging and rewarding lessons in which students are applauded for their efforts. Our curriculum builds mathematical reasoning through collaborative learning, encouraging students to communicate like a mathematician. We place problem solving at the heart of our curriculum so that students are stretched with solving increasingly sophisticated problems, in a variety of contexts, for every learned mathematical skill.

We want students to realise that Mathematics is a beautiful and interconnected subject. Schemes of learning are interleaved to ensure that students can move fluently between representations of mathematical ideas.

Our curriculum is designed, for Years 7 to 11, so that all pupils learn about the same topics at the same time; the pace at which pupils move through units, and level of stretch, is dictated by the pupils and teacher. Differentiated example lesson pathways throughout each unit support staff to ensure every child is supported and challenged.

Students in Year 7, 8 and 9 follow schemes of learning to deepen their understanding of content taught in Key Stage 2 and enhance their learning to more complex mathematical concepts. The entire Key Stage 3 National Curriculum is covered in Year 7, 8 & 9 and pupils are also stretched above and beyond the National Curriculum where appropriate.

Students in Years 10 and 11 follow schemes of learning differentiated to their individual needs. Students will study broadly the same mathematical content albeit personalised to their ability, for example, depending on expected tier of entry at GCSE.

By following the National Curriculum, we aim to ensure that all pupils:

- Become fluent in the fundamentals of mathematics
- Reason mathematically
- Can solve problems by applying their mathematics.

We have sequenced our curriculum so that all strands of the curriculum are linked together and taught in depth:

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

## GCSE Mathematics

<b>Course Name</b>
GCSE Mathematics
<b>Overview of Content</b>
The assessments will cover the following content headings: Number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.
<b>Examination Structure and content</b>
The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.  Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper has 80 marks and is one hour 30 minutes in length.
<b>Course Description</b>
All students study Mathematics at Harrogate High School.

The knowledge students learn on the course will depend upon the tier of entry of the course. We have two tiers of entry for GCSE Mathematics and students will follow the Higher or a Foundation course. This will be decided by the specialist Mathematics teachers and will be the route that is most suitable for to achieve at least a standard pass. The Higher tier can lead to the grades 9 to 4, while Foundation can lead to grades 5 to 1. A standard pass, broadly a C grade equates to a Grade 4 on the new GCSE.

There will be an overlap between Higher and Foundation courses, with common content. It is not easy to move from Foundation to Higher, but should a student be a 'late developer' provision can be made to ensure they can make the change if the Head of Mathematics deems it appropriate.

#### **Progression Routes**

Mathematics supports progression into the STEM fields of employment and study at Level 3. Mathematics will often lead to careers in Banking, Accountancy, Software Engineering, Engineering and Data Science.

Mathematics is a good foundation for all careers and Level 3 study, particularly in the field of Finance, Science and Engineering. It is considered an essential qualification to have for many employers even at a basic level.

## ***The English Baccalaureate Subjects***

We believe that all students should have access to the English Baccalaureate through the option blocks and curriculum pathways, because we believe in a strong academic core. As the quality of provision has improved, the uptake of Ebacc subjects has also improved. We encourage all students to consider study the Ebacc suite of subjects irrespective of their background or personal circumstances.

Ebacc subjects broaden the mind and encourage students to be interested in the wider world. We want students to be informed citizens of the world who can play a role in learning from the past to shape the future in a modern scientific world.

## **Science**

Science is a global endeavour and a triumph of human cooperation. It is driven by curiosity of the world around us. With science, we can explain natural phenomena and develop technologies that improve quality of life. It is becoming ever more important that we develop a generation of scientifically literate citizens.

We want all of our students to be successful in science and we have developed a curriculum accessible to all and fit for the scientists of the future.

We aim to equip students with the scientific skills, knowledge and capital to enable them to:

- attain the best Science qualifications possible no matter their background or starting points.
- make informed choices in areas of Science affecting their lives.
- possess the scientific literacy to participate as citizens in national and global scientific discussions.
- be prepared for potential future study and employment in scientific fields.
- enjoy the awe and wonder of Science.

Our curriculum is structured from Year 7 to Year 11 to ensure that scientific knowledge and ideas are sequenced to enable conceptual understanding. Key knowledge and concepts are revisited and layered to allow students to make progress and build on previous learning. Students are always given opportunities to practise what they learn in order to deepen understanding and allow for feedback.

Our teaching covers the Science National Curriculum for England fully, and is supplemented by a range of links to local scientific organisations in order to develop awareness of career opportunities and applications of Science.

We structure our students' studies in Years 7, 8 and 9 around the big ideas that underpin the Science for GCSE courses and beyond:

## GCSE Combined Science: Trilogy

<b>Course Name</b>
GCSE Combined Science - Trilogy
<b>Overview of Content</b>
<p><b>Biology</b> – Cell biology, organisation, infection &amp; response, bioenergetics, homeostasis &amp; response, inheritance, variation &amp; evolution, ecology.</p> <p><b>Chemistry</b> – Atomic structure &amp; the periodic table, bonding, structure &amp; the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate &amp; extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.</p> <p><b>Physics</b> – Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism &amp; electromagnetism.</p>
<b>Examination Structure and content</b>
<p>There are six papers: two biology, two chemistry and two physics. Each of the papers is 1 hour 15 minutes in duration and will assess knowledge and understanding from distinct topic areas.</p> <p><b>Biology Paper 1</b> Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p><b>Biology Paper 2</b> Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p><b>Chemistry Paper 1</b> Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p><b>Chemistry Paper 2</b> The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p><b>Physics Paper 1</b> Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p><b>Physics Paper 2</b> Forces; Waves; Magnetism and electromagnetism</p>
<b>Course Description</b>
<p>All students will receive a wide-ranging education across the three disciplines of Biology, Chemistry and Physics with the opportunities to develop scientific explanations and theories and link scientific ideas to their lives and the implications for society.</p> <p>Practical work is at the heart of Science teaching. Some students will complete Triple Science, Physics, Chemistry and Biology. However, most will complete Combined Science: Trilogy which will yield two GCSE's in Science. The cohort will be split into Foundation and Higher and will be based upon the prior performance and aptitude for improvement.</p>
<b>Progression Routes</b>
<p>Having a good qualification in Science, alongside other subjects, will allow you to access Level 3 study in A Levels and vocational courses at College/Sixth Form.</p> <p>Students completing Combined Science Trilogy will be able to progress to A Levels in any science discipline. From there, they could go on to further study or careers in medicine, dentistry, veterinary science, physiotherapy, astrophysics, psychology or any of the other Science based subjects.</p>

# GCSE Physics

<b>Course Name</b>
GCSE Physics
<b>Overview of Content</b>
Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism & electromagnetism, space physics.
<b>Examination Structure and content</b>
There are two papers. Each of the papers is 1 hour 45 minutes in duration and will assess knowledge and understanding from distinct topic areas. <b>Paper 1</b> Energy; Electricity; Particle model of matter; and Atomic structure. <b>Paper 2</b> Forces; Waves; Magnetism and electromagnetism; and Space physics.
<b>Course Description</b>
GCSE Physics is part of our Science suite, developed with teachers to inspire and challenge students of all abilities and aspirations.  The content is presented in an order that tells a coherent and logical story through Physics, although teachers are free to teach the content in the order that best suits their students.  The ten required practical's are linked to areas of the content where it would be most appropriate to teach them to embed skills and knowledge.  The clear, two-column format lists what students need to know and be able to do, with key opportunities for skills development signposted throughout. Further sections outline the requirements for the skills in working scientifically, maths and practical assessment.
<b>Progression Routes</b>
Having a good qualification in Physics, alongside other subjects, will allow you to access Level 3 study in A Levels and vocational courses at College/Sixth Form.  If you are interested in a career in Science, and are considering going onto study engineering, radiology, finance, medicine, dentistry, astrophysics, physics, space technology or any of the other Science based subjects, GCSE Physics is the obvious choice for you.

# GCSE Chemistry

<b>Course Name</b>
GCSE Chemistry
<b>Overview of Content</b>
Atomic structure & the periodic table, bonding, structure & the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate & extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.
<b>Examination Structure and content</b>
There are two papers. Each of the papers is 1 hour 45 minutes in duration and will assess knowledge and understanding from distinct topic areas. <b>Paper 1</b> Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. <b>Paper 2</b> The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.
<b>Course Description</b>

GCSE Chemistry is part of our Science suite, developed with teachers to inspire and challenge students of all abilities and aspirations.

The content starts with fundamental aspects of Chemistry such as atomic structure, bonding and the properties of matter, and builds to topics in which the fundamentals are applied such as quantitative Chemistry and equilibria.

The eight required practical's are linked to areas of the content where it would be most appropriate to teach them to embed skills and knowledge.

The clear, two-column format lists what students need to know and be able to do, with key opportunities for skills development signposted throughout. Further sections outline the requirements for the skills in working scientifically, maths and practical assessment.

#### **Progression Routes**

Having a good qualification in Chemistry, alongside other subjects, will allow you to access Level 3 study in A Levels and vocational courses at College/Sixth Form.

If you are interested in a career in Science, and are considering going onto study medicine, dentistry, veterinary science, physiotherapy, chemistry, materials science, psychology or any of the other Science based subjects, GCSE Chemistry is the obvious choice for you.

## GCSE Biology

#### **Course Name**

GCSE Biology

#### **Overview of Content**

Cell biology, organisation, infection & response, bioenergetics, homeostasis & response, inheritance, variation & evolution, ecology, key ideas.

#### **Examination Structure and content**

There are two papers. Each of the papers is 1 hour 45 minutes in duration and will assess knowledge and understanding from distinct topic areas.

##### **Paper 1**

Cell biology; Organisation; Infection and response; and Bioenergetics.

##### **Paper 2**

Homeostasis and response; Inheritance, variation and evolution; and Ecology.

#### **Course Description**

GCSE Biology is part of our science suite, developed with teachers to inspire and challenge students of all abilities and aspirations.

The core content follows a coherent and logical story through Biology. The clear, two-column format lists what students need to know and be able to do, alongside opportunities for skills development within that area of content. Further sections outline the requirements for skills in working scientifically, maths and practical assessment.

The ten required practical activities are linked to core content where they appropriately fit within the teaching to help develop understanding through hands-on experience.

#### **Progression Routes**

Having a good qualification in Biology, alongside other subjects, will allow you to access Level 3 study in A Levels and vocational courses at College/Sixth Form.

If you are interested in a career in Science, and are considering going onto study medicine, dentistry, veterinary science, physiotherapy, biology, psychology or any of the other Science based subjects, GCSE Biology is the obvious choice for you.

# Modern Foreign Languages

Learning a language opens a world of new possibilities and opportunities. Through languages, we promote students' curiosity, problem solving skills and deep their understanding, not only of their own identity and culture but also of other countries. Furthermore, by gaining a qualification in a Modern Foreign Language, we are building students' communication and literacy skills and preparing them for a globalised world of work.

Our approach to the curriculum is holistic, coherent and integrated. The curriculum we offer is personalised and aspirational. It is subject to an ongoing and rigorous review process, using our analysis of data and the wider ambitions of teaching and learning to ensure that the curriculum is effective in meeting the needs of all students.

We recognise the broader development of students and the importance of learning both in and outside the classroom and within and across subject areas. Structures are in place to ensure that all students can access the full National Curriculum offer and take-up of opportunities outside the classroom are monitored.

## GCSE French & Spanish

<b>Course Name</b>
GCSE French & Spanish
<b>Overview of Content</b>
Themes, Scope of study, Grammar, Communication strategies, Vocabulary.
<b>Examination Structure and content</b>
Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.
<b>Paper 1 – Listening (25% of the marks)</b> Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time) Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)
<b>Paper 2- Speaking (25% of the marks)</b> 60 marks Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes). Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).
The format of the test will be the same for each tier and will consist of three parts. <ol style="list-style-type: none"><li>1. Role – play (15 marks)</li><li>2. Photo card (15 marks)</li><li>3. General conversation (30 marks)</li></ol>
<b>Paper 3 – Reading (25% of the marks)</b> Foundation Tier 60 marks; 45 minutes Higher Tier 60 marks; 1 hour <ul style="list-style-type: none"><li>• Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.</li><li>• An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.</li><li>• Access to dictionaries is not permitted at any time during the test.</li></ul>
<b>Paper 4 – Writing (25% of the marks)</b> Foundation Tier – 50 marks; 1 hour Higher Tier – 60 marks; 1 hour 15 minutes
Students are required to write in Spanish.
<b>Course Description</b>

Students will be tested in listening, reading, speaking and writing and will develop transferable skills, relevant to further study and the world of work. The range of topics within the specification aims to inspire students who are interested in Spanish culture and Spanish speaking countries.

Study of a foreign language enhances cultural awareness, develops oral and written communication skills, and increases confidence, all skills which can be transferred to other subjects. Moreover, as international business become the norm, more and more employers are recruiting staff who can communicate in more than one language.

Foreign languages are one of the 'facilitating subjects', highly regarded by many universities and helpful in all career areas. They are particularly useful in international aid, the Armed Forces, the security services, politics, law, business and working as an interpreter or translator.

#### **Progression Routes**

Many professions and international companies seek employees who are able to speak a foreign language and will often pay a higher salary for this skill. Careers in which a GCSE in a language include interpreter, translator, MFL Teacher, hotel management, travel advisor, international law, engineering. Almost all university courses include an option to add study of a foreign language and/or study abroad.

## **Computing & ICT**

The Computer Science /ICT department at HHS intends to equip students with the skills to participate in a rapidly changing world through challenging and engaging topics of study. Students develop an understanding and application of fundamental principles within Computer Science and ICT by having the opportunity to become digitally literate, write programs, design webpages, and produce professional digital products.

Computing/ICT skills are a major factor in enabling children to be confident, creative, and independent learners; it is our intention that children have every opportunity available to allow them to achieve this.

In Computer Science our intent is to ensure our students leave with the skills to fully embrace a future of rapidly advancing computer technology and we facilitate this through optimising content delivery by planning the curriculum with the end in mind. Content topics are fine-tuned and interleaved to complement content, interleaving crucial linking themes that run through the core of the subject. This is an approach we take throughout the Computer Science/ICT curriculum, so students are well rounded and prior knowledge is constantly built upon.

The creation of the subject curriculum is rigorously implemented with a vision of success and digital proficiency in mind. Subject based learning, internet safety, discrete facilitating and transferable skills are all present in the students learning to support the students' needs in an ever-increasing digital world.

The Computer/ICT departments all follow our blended curriculum offer for Years 7, 8 and 9. The curriculum is a blend of digital literacy to ensure digital mobility and understanding of the ever-growing digital world and the interactions that occur. The final element is Computer Science and involves both elements of computer theory and application of programming. This blend of subjects will build overtime giving the student an all-round insight and deeper understanding of the subjects of ICT, Computer Science, and the digital world they live.

The sequencing of topics has been planned to blend digital literacy, ICT and Computer Science while also allowing for the spacing of key concepts, interleaving of content.

- Digital literacy is a prerequisite and adds to the student's primary skill set, embedding, consolidating, and contextualising the use of ICT within the Trust. Students are introduced to cloud computing and given access to online productivity suites to accomplish outcomes. Not only does this support both ICT and Computer Science as subjects, but it is also essential to support all subject areas.
- Creative iMedia Project is an ICT based project that will build on prior teaching, applying, and extending the use of digital tools and packages. While being able to create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.

- Algorithms are taught over three years of Key stage 3. Starting with flowcharts in order to explore order of precedence and flow of instructions then moving to text-based programming in the form of Python 3. The fundamental concepts of sequence, selection and iteration are the focus with key programs being used to draw out understanding.
- AppLab is a second language that students will attempt. Understanding of concepts by applying programming skill regardless of syntax, being able to adapt and apply the familiar prerequisite ideas and concepts.
- Encryption & Ciphers develops the students' ability to recognise patterns and understand how algorithms can be applied to the real world.
- Inside a Computer System. This unit will develop an understanding of the hardware and software components that make up computer systems and how they communicate/interact with one another to make a complete system.
- Website development develops understanding and application of internet-based HTML tagging language. Design, write and evaluate a self-constructed website based on a brief. A culmination of all concepts resulting in a web-based portfolio reflecting on Computer Science & ICT.

The model used and the order of topics has been developed based on the needs of the student and how best to prepare them to access all content.

## Computer Science

<b>Course Name</b>
GCSE Computer Science
<b>Overview of Content</b>
<ul style="list-style-type: none"> <li>• Fundamentals of algorithms</li> <li>• Programming</li> <li>• Fundamentals of data representation</li> <li>• Computer systems</li> <li>• Fundamentals of computer networks</li> <li>• Cyber security</li> <li>• Relational databases and structured query language (SQL)</li> <li>• Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy</li> </ul>
<b>Examination Structure and content</b>
<p><b>Paper 1 – Computational thinking &amp; programming skills</b></p> <p><u>What's assessed.</u> Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.</p> <p>90 marks, two-hour exam that is 50% of the GCSE.</p> <p><u>Questions</u> A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.</p> <p><b>Paper 2 – Computing concepts</b></p> <p>90 marks, one hour 45-minute exam that is 50% of the GCSE.</p> <p><u>Questions</u> A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.</p>
<b>Course Description</b>
GCSE Computer Science is a fantastic course that allows students to broaden their knowledge of how computers function. If you are interested in learning about how to make computers do what

you want and would like to know what happens inside the machine, then this is the course for you.

Not only will you learn to code in a programming language, but you will also learn about what makes computers work, and key problem-solving skills that can be applied across a variety of different situations that you will face in life.

#### **Progression Routes**

Students who choose to study Computer Science at GCSE can progress to courses at A Level or Tech Level. Future careers include Software Development, Database Administration, Computer Hardware Engineer, Computer Systems Analyst, Web Developer and Computer and Information Systems Manager.

## ICT – Creative iMedia Level 2

#### **Course Name**

Creative iMedia (Level 1/Level 2) - Cambridge National

#### **Overview of Content**

##### **Mandatory**

##### **R081: Pre-production skills**

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques.

##### **R082: Creating digital graphics.**

Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

##### **Optional**

##### **R083: Creating 2D and 3D digital characters.**

Students develop their understanding of the basics of character modelling, both 2D and 3D, for the digital media sector, including the software used to create them, and they plan and create a digital character against a specific brief.

##### **R084: Storytelling with a comic strip**

Students explore different genres of comic strip and how they are created. They plan and create a comic strip to specific requirements and review the final comic against a specific brief.

##### **R085: Creating a multipage website.**

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive, and visually pleasing website.

**R086: Creating a digital animation.**

Students are introduced to the basics of digital animation for the creative and digital media sector. They follow a client brief to plan and create a digital animation using appropriate animation, and then review the final product.

**R087: Creating interactive multimedia products.**

Students develop their knowledge and understanding of about where and why different interactive multimedia products are used and what features are needed for a given purpose. They learn how to interpret a client brief, and how to use time frames, deadlines, and preparation techniques as part of the planning and creation process.

**R088: Creating a digital sound sequence.**

Students discover where digital sound sequences are used in the media industry and how these technologies are developed to reach an identified target audience as they plan, create and edit a digital sound sequence and review it against a specific brief.

**R089: Creating a digital video sequence.**

Students discover where digital video sequences are used in the media industry and how these technologies are developed to reach an identified target audience as they plan, create and edit a digital video sequence and review it against a specific brief.

**R090: Digital photography**

Students explore different types of digital photography, photographic equipment, features and settings. They plan and execute a photo shoot according to a specific brief and present a final portfolio.

**R091: Designing a game concept.**

Students learn the basics of planning and designing digital games for the creative digital media sector. They investigate the capabilities and limitations of different platforms and identify core features of digital games as they create a games design concept proposal for presentation to a client for critical review.

**R092: Developing digital games.**

Students create and test a playable game from an existing design or brief to develop their knowledge and understanding of different types of digital games creation software, hardware, and peripherals.

**Examination Structure and content**

One external exam (Pre-Production Skills R081), 60 marks, one hour 15 minutes.

Three internally assessed units which are moderated by OCR: Creating Digital Graphics (R082) and two from units from R083 – R092 (shown above).

**Course Description**

Creative iMedia equips students with a wide range of knowledge and skills needed to work in the creative digital media sector. Students start at pre-production and develop their skills through practical assignments as they create final multimedia products.

**Progression Routes**

Cambridge Nationals in Creative iMedia are media-sector focused, including film, television, web development, gaming, and animation, and have IT at their heart. As a worker of the future, the ability to analyse and design systems that are used in the workplace, the ability to see relationships and the broader perspective, to develop your project management skills and understand the need for team management will all be important and marketable skills.

This qualification is useful to students intending to follow Level 3 courses in media and IT. Examples include Cambridge Technical IT or Media courses, Media Studies, and the Apprenticeship Framework.

# Geography

Our current curriculum at KS3 covers the full National Curriculum with a sequence planned to develop pupils' growing knowledge about the world, deepening their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Explaining how the Earth's features at different scales are shaped, interconnected and change over time.

The sequence of topics has been planned to build on geographical knowledge and allow for interleaving and spacing of key threshold concepts. Our content and skill progression guide has been planned to ensure pupils are developing the knowledge, understanding and skills required as a geographer.

## GCSE Geography

<b>Course Name</b>
GCSE Geography (A)
<b>Overview of Content</b>
The changing landscapes of the UK, Weather hazards & climate change, Ecosystems, biodiversity & management, Changing cities, Global development, Resource management, Geographical investigations (fieldwork) & Geographical investigations (UK challenges).
<b>Examination Structure and content</b>
<b>Component 1 – The Physical Environment</b> 94 marks, one hour 30 minutes and is 37.5% of the GCSE.  <u>Content overview</u> Topic 1: The changing landscapes of the UK – including optional sub-topics from which students choose two from three, 1A: Coastal landscapes and processes, 1B: River landscapes and processes and 1C: Glaciated upland landscapes and processes.  Topic 2: Weather hazards and climate change  Topic 3: Ecosystems, biodiversity, and management  <b>Component 2 – The Human Environment</b> 94 marks, one hour 30 minutes and is 37.5% of the GCSE.  <u>Content overview</u> Topic 4: Changing cities  Topic 5: Global development  Topic 6: Resource management – including optional sub-topics from which students choose one from two, 6A: Energy resource management and 6B: Water resource management.  <b>Component 3 – Geographical Investigations: Fieldwork &amp; UK Challenges</b> 65 marks, one hour 30 minutes and is 25% of the GCSE.  <u>Content overview</u> Topic 7: Geographical investigations – fieldwork  Topic 8: Geographical investigations – UK challenges
<b>Course Description</b>
GCSE Geography is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students travel the world from the classroom, exploring case studies in the UK, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

#### **Progression Routes**

GCSE Geography lays an appropriate foundation for further study of Geography or related subject at A Level and beyond. Geography is also highly valued by employers for its combination of subject knowledge and transferable skills as well as its links with other subjects such as English, Maths, ICT and Science.

## **History**

The HHS History curriculum is rigorous and highly challenging, helping pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Each lesson has enquiry at its core, thereby inspiring pupil's curiosity of the past. The history curriculum will equip pupils with the skill to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Social and political history is at the core of the curriculum and is a subject that is guaranteed to make pupils think about the world and changes it has experienced. History helps pupils understand the complexities of people's lives, the process of change, the diversity of societies; as well as helping pupils develop and understanding of their own identity and challenges of their time.

The History curriculum is underpinned by 6 distinct but closely interrelated historical thinking concepts:

- Establish historical significance and develop an understanding on the subjectivity of the past.
- Use primary source evidence and develop an understanding that sources are pieces of evidence, not just pieces of information.
- Identify continuity and change and develop an understanding that History is infinitely interconnected.
- Analyse cause and consequence and develop an understanding of the 'ripple effect' in History.
- Take historical perspectives and develop an understanding that there is usually no single correct answer to historical questions.
- Understand the ethical dimension of historical interpretations and develop an ability to make ethical judgements on the past without using our own anachronistic standards.

Through this our pupils within HHS will gain a deeper understanding of historical events and processes through active engagement with historical texts; thereby becoming historically literate students. These concepts are not abstract skills, rather they provide the structure that shapes the practice of History. They provide, those students who continue into KS4, the ability to access the upper remits of the History GCSE assessment criteria and for those who choose not to continue their study of History, they provide valuable skills that can be applied in a multitude of arenas.

## **GCSE History**

<b>Course Name</b>
GCSE History
<b>Overview of Content</b>
Students are required to study, as a minimum: two depth studies, each covering a substantial and short time span: <ul style="list-style-type: none"><li>• one must be a British depth study from the medieval (500–1500), early modern (1450–1700) or modern (1750–present) eras.</li><li>• the other must be a European or wider-world depth study from an era different to the British depth study.</li></ul>

A period study of at least 50 years from any of the eras

The historic environment through the study of a particular site in its historical context

A thematic study involving the study of people, events and developments drawn from all three eras defined above.

### **Examination Structure and content**

#### **Paper 1 – Thematic study & historic environment**

52 marks (16 for the historic environment & 36 for thematic study), one hour 15 minutes and is worth 30% of the GCSE.

##### Content overview

Students take one of the following options:

10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

12: Warfare and British society, c1250–present and London and the Second World War, 1939–45.

#### **Paper 2 – Period study & British depth study**

64 marks (32 for period study & 32 for the British depth study, one hour 45 minutes and is worth 40% of the GCSE.

##### Content overview

Students take one of the following British depth study options:

B1: Anglo-Saxon and Norman England, c1060–88

B2: The reigns of King Richard I and King John, 1189–1216

B3: Henry VIII and his ministers, 1509–40

B4: Early Elizabethan England, 1558–88.

Students also take one of the following period study options:

P1: Spain and the 'New World', c1490–c1555

P2: British America, 1713–83: empire and revolution

P3: The American West, c1835–c1895

P4: Superpower relations and the Cold War, 1941–91

P5: Conflict in the Middle East, 1945–95.

#### **Paper 3 – Modern depth study**

52 marks, one hour 20 minutes and is worth 30% of the GCSE.

##### Content overview

Students take one of the following modern depth studies:

30: Russia and the Soviet Union, 1917–41

31: Weimar and Nazi Germany, 1918–39

32: Mao's China, 1945–76

33: The USA, 1954–75: conflict at home and abroad

**Course Description**

History is a qualification that develops a broad understanding of the world around you. It allows us to learn lessons from the past to inform our future decisions.

Studying GCSE History will help you to answer important questions about the past and issues in society and politics that are happening today. Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future. Studying History is about the explanation and analyse of historical events and periods and understanding the historical concepts of change, continuity, causation, consequence, and significance.

**Progression Routes**

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, and ability to communicate and an understanding of the decision-making process. These skills are highly sort after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, teaching, broadcasting, publishing, media, journalism, civil service, police, politics, archaeology and many more.

## The Open Subjects

The Open subjects, or foundation subjects, offer a broader pathway for students to follow passions and interests. As part of the school provision, we offer RE as an early entry that certifies at the end of Year 10 in order to develop students thinking and help prepare them for other GCSE's in Year 11. It offers an early taste of the required standard, while students transition from the three-year Key Stage 3 to the two-year Key Stage 4.

As part of the Open offer, we have a suite of GCSE's and BTEC's that allow students to start to explore future career options and gain skills in vocational areas of study in preparation for Level 3 study or employment.

## Religious Education

The sequence of topics has been planned to build on geographical knowledge and also allow for interleaving and spacing of key threshold concepts. Our content and skill progression guide has been planned to ensure pupils are developing the knowledge, understanding and skills required for Religious Education.

## GCSE Religious Education

<b>Course Name</b>
GCSE Religious Studies (B)
<b>Overview of Content</b>
<ul style="list-style-type: none"><li>• Religion &amp; ethics</li><li>• Religion, peace &amp; conflict</li><li>• Religion, philosophy &amp; social justice</li></ul>
<b>Examination Structure and content</b>
<b>Paper 1: Area of study 1 – Religion &amp; Ethics</b> 102 marks, one hour 45 minutes and is worth 50% of the GCSE.  <u>Content overview</u> Students must study all four content sections based upon their chosen religion.  <ul style="list-style-type: none"><li>• Beliefs</li><li>• Marriage and the Family</li><li>• Living the Religious Life</li><li>• Matters of Life and Death</li></ul>
<b>Paper 2: Area of study 2 – Religion, Peace &amp; Conflict</b> 102 marks, one hour 45 minutes and is worth 50% of the GCSE.  <u>Content overview</u> Students must study all four content sections based upon their chosen religion.  <ul style="list-style-type: none"><li>• Beliefs</li><li>• Crime and Punishment</li><li>• Living the Religious Life</li><li>• Peace and Conflict</li></ul>
<b>Course Description</b>
Religious Education makes a distinctive contribution to developing pupils' knowledge and understanding of the moral and ethical issues which affect all members of society. The content tackles issues such as belief, teachings, and practices of two of the world's biggest religions: Christianity and Judaism.

RE focuses on the belief and practices of the Christian and Jewish faiths. Students explore the importance of Holy Communion to recognising the importance of the Bat Mitzvah, highlight the importance of Easter and explore the reasons behind the Holocaust. Alongside this, student's study for themes with diverse subjects such as Human Rights, Abortion, and the Death Penalty. Students bring their own beliefs and opinions to their study bringing a sense of relevance to the topic.

#### **Progression Routes**

RE is a useful subject for developing thinking and argument about philosophical issues. It is relevant to everyone working in modern Britain as it highlights a need for understanding that underpins British values. It provides a sound platform for anybody wanting to enter the professionals of Social Work, Medicine, Law, Journalism, or International Development.

RE fits well with the Humanities at Level 3 and is a useful platform to study subjects like History, Sociology, Psychology, Politics, Philosophy and Religious Education.

## GCSE Psychology

Psychology is the study of the human mind and behaviour. Psychology is a broad discipline which includes many areas of study such as cognitive development, and clinical and social behaviour. As a Social Science it takes a qualitative and quantitative approach to research. Psychology is the study of memory, perception, communication, and social influence. You will have the opportunity to explore neuropsychology, psychological problems, and the impact on the human mind.

By the end of the course, you will be able to demonstrate knowledge and understanding of psychological ideas, processes, and theories. You will be able to evaluate psychological ideas and make judgement or draw conclusions based on learned skills.

#### **Course Name**

GCSE Psychology

#### **Overview of Content**

Throughout the course, students study various psychological ideas, processes, techniques and procedures within the following topics:

- Development
- Memory
- Psychological problems
- Social influence
- The brain and neuropsychology
- Criminal psychology
- Sleep and dreaming
- Research methods.

In each component, students' study two core studies, through with they develop knowledge and understanding of the five core areas of psychology:

- Biological
- Cognitive
- Social
- Developmental
- Individual differences.

#### **Component 01: Studies and applications in psychology 1**

Students explore the following topics:

- Criminal psychology
- Development
- Psychological problems.

The research methods focus on designing an investigation.

### **Component 02: Studies and applications in psychology 2**

Students explore the following topics:

- Social influence
- Memory
- Sleep and dreaming.

The research methods relate to a novel source.

### **Examination Structure and content**

#### **Paper 1 – Studies and applications in Psychology 1**

90 marks, one hour thirty minutes, 50% of the GCSE.

#### **Paper 2 - Studies and applications in Psychology 2**

90 marks, one hour thirty minutes, 50% of the GCSE.

### **Course Description**

GCSE Psychology follows a clear and straightforward structure. It contains exciting subject content, helping students explain everyday social phenomena. There is a balance of classic and modern psychological theory and research, emphasis on 'doing psychology', and a focus on mental health.

### **Progression Routes**

A GCSE Psychology qualification will allow you to go on to study the subject and other Social Sciences at A Level and beyond and can often be useful for students who would like to utilise the skills learnt in the Science's, Mathematics, and the Humanities.

## BTEC Travel and Tourism

Many students embark upon a career in the travel and tourism industry, they find themselves working for an organisation that contributes to the success of a UK travel and tourism destination, for example in transport, visitor attractions or hospitality. BTEC Travel and Tourism can open many doors and opportunities.

### **Course Name**

BTEC Travel & Tourism (Level 2)

### **Overview of Content**

You will study the following three mandatory units, covering the underpinning knowledge and practical skills required to work in the industry:

- UK travel and tourism sector (Externally assessed unit)
- UK travel and tourism destinations
- The travel and tourism customer experience

You will choose one further unit from two optional units, covering more specific aspects of the global travel and tourism sector. These are:

- International travel and tourism destinations
- Factors affecting worldwide travel and tourism

### **Examination Structure and content**

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism includes one externally assessed unit. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment.

This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria.

#### **Course Description**

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment.

You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport, and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK and investigate different types of customer and UK destinations.

You will also study international travel and tourism. You will develop key skills, such as research, report drafting and writing skills and project management. The qualification is 120 guided learning hours, which is the same size and level as a GCSE and is aimed at everyone who wants to find out more about the travel and tourism industry.

#### **Progression Routes**

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism provides the knowledge, understanding and skills for Level 2 learners to progress to:

- Other Level 2 vocational qualifications
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Travel and Tourism
- Related academic qualifications.

Learners who achieve the qualification at Level 1 may progress to related Level 2 vocational or academic qualifications, such as BTECs and GCSEs.

## Health and Social Care

Health and Social Care is a subject suited to students who are interested in exploring the caring professions and developing some transferable skill and knowledge to different sectors of work. This course would also be very appealing to students who want to apply their learning to a real-life scenario's and would like to balance assessment by practical tasks alongside written exams.

#### **Course Name**

BTEC Health & Social Care (Level 2)

#### **Overview of Content**

Learners are required to complete and achieve all three components in the qualification.

- Component 1 - Human Lifespan Development
- Component 2 - Health & Social Care Services & Values
- Component 3 - Health & Wellbeing (externally assessed)

#### **Examination Structure and content**

Components 1 and 2 are assessed through internal assessment. Internal assessment is through assignments that are subject to external standards verification.

There is one external assessment, Component 3. It provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

Component 3 is worth 60 marks and is a two-hour exam.

### Course Description

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health.
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing.
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

### Progression Routes

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve.
- Study of health and social care post-16 through the study of a Technical Certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the health or social care sector. Some learners may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.

## Performing Arts – Dance & Drama

The Performing Arts curriculum aims to develop individuality, to encourage students to think and express themselves with flair and confidence and to encourage tolerance and understanding.

Students are given opportunities through practical role-play and written drama activities to experience the world around them and begin to appreciate situations from more than one perspective. Through drama, we encourage students to question and challenge their perception of the world and develop the soft skills employers seek:

- Confidence - A command over their vocal and physical skills to allow them to approach a wide range of public speaking with confidence.
- Concentration - Working on intricate projects over extended periods of time.
- Empathy & sensitivity - Understanding the viewpoints and emotions of a range of characters.
- Co-operation & team-work skills - Getting the best out of each other when striving towards a common goal.

- Commitment & self-discipline - Encouraged and helped to excel when challenged, developing resilience and grit.
- Creativity - An understanding of the benefits of participation in the arts, performance and creativity during their time with us and throughout their lives.
- Evaluation & appreciation - An appreciation of the ways in which playwrights achieve their effects and communicate their intentions to an audience and an ability to evaluate their own and others' work.

The aim of the curriculum is to ensure students are able to develop ideas and communicate with others whilst also being able to creatively explore topics and performances. Analysis and evaluation are embedded within both practical and written tasks to allow pupils to progress. Within Key Stage 3, we focus on the following areas:

## GCSE Drama

<b>Course Name</b>
GCSE Drama
<b>Overview of Content</b>
<ul style="list-style-type: none"> <li>• Understanding drama</li> <li>• Devising drama</li> <li>• Texts in practice</li> </ul>
<b>Examination Structure and content</b>
<p><b>Component 1 – Understanding Drama</b></p> <p>This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others (AO4).</p> <p>The paper constitutes 40% of the GCSE and students have 1 hour and 45 minutes to answer the paper.</p> <p>The paper is divided into <b>three</b> compulsory sections:</p> <ul style="list-style-type: none"> <li>• Section A: Theatre roles and terminology</li> <li>• Section B: Study of set text</li> <li>• Section C: Live theatre production.</li> </ul> <p>In the exam students are expected to demonstrate knowledge and understanding of the subject content.</p> <p><b>Component 2 – Devising Drama</b></p> <p>This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4). Component 2 constitutes 40% of the GCSE.</p> <p>It is marked by teachers and moderated by AQA.</p> <p>For this component students are required to complete the following <b>two</b> assessment tasks:</p> <ul style="list-style-type: none"> <li>• produce an individual Devising log documenting the devising process</li> <li>• contribute to a final devised duologue or group performance.</li> </ul> <p>The Devising log is marked out of 60 and each student's contribution to the final devised performance is marked out of 20.</p> <p><b>Component 3 – Texts in Practice</b></p> <p>This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2). Component 3 constitutes 20% of the GCSE. It is marked by AQA.</p>

For this component students must complete **two** assessment tasks:

- study and present a key extract (monologue, duologue or group performance)
- study and present a second key extract (monologue, duologue or group performance) from the same play.
- 

Each student's contribution to each key extract performance is marked out of 20.

### Course Description

GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. We've built in as much opportunity as possible for students to do what they like best – participate in performance.

All students devise drama.

All students explore texts practically and work on two text-based performances.

Students can choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- performer and designer

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

### Progression Routes

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

## GCSE Dance

### Course Name

GCSE Dance

### Overview of Content

- Performance
- Choreography
- Dance appreciation

### Examination Structure and content

#### Component 1 – Performance & choreography

#### What's assessed

##### Performance

- 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)

##### Choreography

- 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)

#### How it's assessed

Internally marked and externally moderated

**Performance**

- 30% of GCSE
- 40 marks

**Choreography**

- 30% of the GCSE
- 40 marks

Total component 60% of the GCSE.

Non-exam assessment (NEA) marked by the centre and moderated by AQA.

**Component 2 – Dance appreciation**What's assessed

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

How it's assessed

- 40% of the GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

**Course Description**

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, students can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

**Progression Routes**

The ability to express yourself is always desirable in all future jobs. You will gain a set of transferable skills that include accountability, resilience, empathy and communication skills.

## GCSE Music

**Course Name**

GCSE Music

**Overview of Content**

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

**Examination Structure and content****Unit 1 – Performing.**

Total duration of performances: 4-6 minutes, 84 marks, 35% of the GCSE.

Section A: Performing (30%)

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Section B: Programme Note (5%)

A programme notes for one of the pieces chosen for performance, linked to an area of study.

### **Unit 2 – Composing.**

Total duration of compositions: 3-6 minutes, 84 marks, 35% of the GCSE.

Section A: Composing (30%)

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Section B: Evaluating (5%)

An evaluation of the piece composed in response to a brief set by WJEC.

### **Unit 3 – Appraising**

Written examination: 1 hour (approximately), 72 marks, 30% of the GCSE.

This unit is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

Two of the eight questions are based on prepared extracts set by WJEC.

### **Course Description**

Music provides students with an opportunity to express themselves. Being able to understand the language of music can be considered to important cultural capital for students. Music is another language that touches us all deeply and transcends barriers of language across the world.

Music is a for all students, but obviously suits students who love Music. Music requires all the skills required for 'academic' subjects and should not be considered an easy option. It is not essential that a student plays an instrument before taking up the course. However, its essential that with private tutoring (Paid for by the school) through Peripatetic instrument teaching that a music student learns to play and instrument for the duration of the course. Practice and commitment is essential for success at this course, probably more so than any other GCSE.

Music develops many transferable skills that any employer or college would find attractive in a candidate. These include problem solving, team working, communication, independence, GRIT and resilience, creative thinking, and the ability to improvise.

Music engages both sides of the brain and many of the skills students will develop for listening and appraising music will encourage higher levels of concentration.

### **Progression Routes**

Students who study GCSE Music are viewed as creative, confident and successful people who are highly sort after for jobs ranging in a variety of career paths; both within the music industry and beyond it.

Opting for Music GCSE at KS4 provides you with a good progression route to more advanced qualifications and KS5 including BTEC L3 Performing Arts; A Level Music; A Level Music Technology

and A Level Performing Arts. Beyond KS5 you can then study at Degree level, any Music related subject such as BA (Hons) Music, BMus (Hons) Music, BA (Hons) Music Promotion, BSc (Hons) Sound Engineering, BA (Hons) Music Journalism and BSc (Hons) Music for Film Television and Games in addition to a whole host more. It is worth noting that Music is not considered a 'soft subject' by the Russell Group Universities!

## Physical Education

### Core PE

Core PE, Physical Education, places students' health and wellbeing at the heart of their learning experience, providing a broad and balanced curriculum for all. Our curriculum develops students physically, intellectually, emotionally and socially so they can make healthy and informed choices about their future. Students in Years 7-11 follow schemes of learning to deepen their understanding and enjoyment in a range of different sports. HHS delivers a broad and balanced curriculum, covering an array of sports to develop students physically, intellectually, emotionally and socially.

The order in which sports are covered and how they are taught can be seen below. Students are empowered to develop physical literacy, physical activity and physical competence. Students experience, enjoy and excel in high quality PE, school sport and activities, which offer life-long learning through challenge and competition. Our curriculum encourages healthy habits and lifelong participation through collaboration and leadership opportunities. We aim to develop problem solving, leadership, moral compass and understanding of values. We place sport at the centre of the learning process; a healthy and happy student will make healthy and informed choices about their future. Within core PE, we focus on the following areas:

- Tactics and Strategies (Team and Individual sports)
- Technique and Performance
- Outdoor and Adventurous Activities
- Personal Best/Analysis

### PE BTEC Sport

Sport is the exploration of a broad range of activities and sports that benefit health, fitness, and wellbeing. It is an essential part of wellbeing as well as leading to a range of exciting opportunities within the leisure sector.

<b>Course Name</b>
BTEC Sport, Activity & Fitness
<b>Overview of Content</b>
<ul style="list-style-type: none"> <li>• Understanding the Body and the Supporting Technology for Sport and Activity</li> <li>• Developing an Understanding of the Principles of Training, Nutrition and Psychology for Sport and Activity</li> <li>• Applying the Principles of Sport and Activity</li> </ul>
<b>Examination Structure and content</b>
<p><b>Component 1 - Understanding the Body and the Supporting Technology for Sport and Activity</b> Internally assessed assignment worth 30% of the qualification.</p> <p><b>Component 2 – The Principles of Training, Nutrition and Psychology for Sport &amp; Activity</b> Externally assessed unit (exam) worth 40% of the qualification.</p>

<b>Component 3 – Applying the Principles of Sport &amp; Activity</b> Internally assessed assignment worth 30% of the qualification.
<b>Course Description</b> Students will study this vocational subject over two years. They will cover a wide range of topics in the world of sport, such as, the body systems, sports injuries, technology in sport, training methods, principles of fitness, nutrition, psychology, and sports leadership. Each assignment will have a vocational context which will allow students to see how information gained fits into the real world of sport
<b>Progression Routes</b> The qualification recognises the value of developing skills, knowledge, and vocational attributes to complement GCSEs. The qualification will broaden learners’ experience and understanding of the varied progression options available to them: <ul style="list-style-type: none"> <li>- Study of a vocational qualification at Level 2/3 (depending on their overall result). This will prepare learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.</li> <li>- Potential careers in the PE sector include physiotherapy, leisure and recreation, exercise and fitness instruction or working in outdoor education.</li> </ul>

## Art & Design

The Art and Design curriculum has been designed to enrich the quality of student experiences, providing rewarding activities that inspire, inform, stimulate, and challenge. Our Art and Design curriculum is broad and balanced with an aim of developing skills when using a range of types of creative medium.

Students will develop their technical skills and understanding of the processes required to produce high quality artwork. Students will be given opportunities to experiment with a range of materials and processes to identify areas of strength to develop further.

The Art and Design curriculum aims to ensure that all pupils:

- Know and understand a range of artists and art forms.
- Be able to analyse artist's work, as well as their own strengths and weaknesses, while sharing successes and learning from mistakes.
- Use subject specific terms - ‘Speaking like an artist’.
- Pupils are encouraged to think creatively while taking risks with their choice of materials and themes.
- Develop an understanding of 3D form and the importance of working from primary source.
- Be able to work independently with confidence.
- All pupils are given the opportunity to be inspired by the world around them (Social, personal identity and political issues).
- All pupils are supported in their work through the live marking process.
- Pupils will be encouraged to work collaboratively and engage in team activities, as well as supporting peers by sharing good practice (experts).
- Understand clear rules and expectations, as well as using equipment and materials safely.

## GCSE Art & Design

<b>Course Name</b>
GCSE Art, Craft & Design
<b>Overview of Content</b>
Students must explore and create work associated with areas of study from at least two titles listed below.

Drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.

#### **Examination Structure and content**

##### **Component 1 - Portfolio**

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

There is no time limit for this and is worth 60% of the GCSE.

##### **Component 2 – Externally set assignment.**

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

There is a preparatory period followed by 10 hours of supervised time and is worth 40% of the GCSE.

#### **Course Description**

GCSE Art allows students the opportunity to develop creativity through the development of work based on the themes of 'Myself' and mock Controlled Assessments which take place at the beginning of Year 11.

Students are required to demonstrate knowledge, understanding and skills relevant to their chosen responses. Students may work in any medium or combination of media. This can include digital or nondigital media, or a mixture of both. A willingness to experiment and accept / respond to failure is vital.

Students will be required to develop ideas through practical experiences and demonstrate knowledge and understanding of sources that inspire their work. An interest in the broader world of Art and Artists is a necessity. Students will develop and apply relevant subject specific skills to visually communicate ideas, meanings and responses. A high level of technical ability and/or passion for the subject and desire to learn is required.

Over time, students will be expected to reflect critically on their journey and make decisions about their own work. Confidence and the ability to learn independently are essential.

#### **Progression Routes**

The creative industries in the UK contribute over 60 billion pounds to the economy and employ over 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. GCSE Art and Design provides the foundation for Art and Design related courses at further and higher education.

## GCSE Graphic Communication

#### **Course Name**

GCSE Graphic Communication

#### **Overview of Content**

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication, such as those listed below:

Communication graphics, design for print, advertising & branding, illustration, package design, typography, interactive design (including web, app & game), multi-media, motion graphics, signage, exhibition graphics.

Students may explore overlapping areas and combinations of areas.

<b>Examination Structure and content</b>
<p><b>Component 1 - Portfolio</b> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>There is no time limit for this and is worth 60% of the GCSE.</p> <p><b>Component 2 – Externally set assignment.</b> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p>There is a preparatory period followed by 10 hours of supervised time and is worth 40% of the GCSE.</p>
<b>Course Description</b>
Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Graphic design is a part of your daily life. It is the most powerful media there is. From simple items like wrappers to huge things like billboards to the T-shirt you're wearing, graphic design informs, persuades, organizes, stimulates, locates, identifies, attracts attention and provides pleasure.
<b>Progression Routes</b>
<p>The creative industries in the UK contribute over 60 billion pounds to the economy and employ over 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. GCSE Graphics provides the foundation for design related courses at further and higher education.</p> <p>Graphic Design GCSE spans a large area and can lead to a number of career choices which may include graphic design, illustration, animator, advertising and publications. The opportunities are vast, and the choice could be yours. This is a creative and enjoyable course which can help you develop your skills in other subjects such as Mathematics, English, Art, ICT and Media.</p>

## Design & Technology

Our Design and Technology curriculum will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn of wider influences of Design and Technology including historical, social, cultural, environmental, and economic factors.

Students are provided with opportunities to work creatively when designing and making products and apply a wide range of skills and techniques. Students will work on challenging projects which give them the opportunity to be innovative and solve problems.

The intent of the planned curriculum will generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future.

## GCSE Design & Technology

<b>Course Name</b>
GCSE Design & Technology
<b>Overview of Content</b>
Core technical principles, specialist technical principles, designing & making principles
<b>Examination Structure and content</b>
<b>Paper 1</b>

Written exam (two hours) that is 50% of the GCSE.

### Questions

#### Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

#### Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

#### Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

### Non-exam assessment (NEA)

30 – 35 hours (approx.) that is 50% of the GCSE.

### Task(s)

- Substantial design and make task.
- Assessment criteria:
  - Identifying and investigating design possibilities.
  - Producing a design brief and specification.
  - Generating design ideas.
  - Developing design ideas.
  - Realising design ideas.
  - Analysing & evaluating.
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner.
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA.
- Students will produce a prototype and a portfolio of evidence.
- Work will be marked by teachers and moderated by AQA

### Course Description

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. 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.

It enables learners to work in a hands-on way to develop the core skills needed to manufacture products in their area of interest. They will gain:

- A broad understanding of the sector, including career opportunities.
- Core practical skills working in their chosen material area.
- Transferable skills including communication and teamwork.

### Progression Routes

Design and Technology is a broad subject that can lead to careers in software, fashion, architecture and design. Furthermore, it can also provide you with practical life skills. It can form a strong partnership with Art and Graphics, and at higher levels leads to STEM pathways in Engineering, Science and Design Engineering (Manufacturing or Software).

## NCFE Level 2 Hospitality and Catering

Food Technology is an important part of the curriculum, centred around healthy eating, where students learn how to cook a wide range of savoury meals and develop confidence and independence in the kitchen.

<b>Course Name</b>
Hospitality & Catering (Level 1/2)
<b>Overview of Content</b>
Unit 1 – The Hospitality & Catering Industry Unit 2 – Hospitality & Catering in Action
<b>Examination Structure and content</b>
<b>Unit 1 – The Hospitality &amp; Catering Industry</b> Externally assessed. Option of a paper-based exam or on screen. At Harrogate High School we currently offer the on-screen option.  90 marks available and is one hour thirty minutes in length.
<b>Unit 2 – Hospitality &amp; Catering in Action</b> Internally assessed.
<b>Course Description</b>
This course prepares learners for careers in the Catering or Hospitality industry. Students will develop cooking skills alongside organisation skills, time management and teamwork. They will also learn the theory about the Hospitality and Catering industry, including health and safety, sustainability, and types of service provision.  Students will share their lesson time between practicing preparing and cooking high-skilled dishes and learning the theory for the course. Students will sit the exam in the summer exam series of each year of the course, with their best grade counting towards the final grade.  Students who are keen to increase their knowledge and skills in cooking, nutrition and the hospitality and catering industry and those who want to progress into this field after year 11. This course can lead to further education in hospitality and catering and would be a good choice for those wishing to progress into a career as a Chef.  You will gain the life skill of being able to prepare and cook food safely and as well as increase your knowledge of a large business sector that you could gain employment in.
<b>Progression Routes</b>
The study of this subject can lead directly to careers in the food service industry and also the food development and science industries which are linked very closely to jobs within large supermarket chains. Jobs within the food industry are also linked closely to work within the service and leisure industries, including, restaurants, hotels and sport facilities.

## BTEC Business and Enterprise

Business and Enterprise curriculum aims to build and develop students' knowledge of the business world. Students will gain knowledge to understand the economic climate and system in which they live and work. We will equip them with the skills, knowledge and informed attitudes that will help them to be active members of their community.

<b>Course Name</b>
BTEC Enterprise (Level 1/Level 2)
<b>Overview of Content</b>
Learners are required to complete and achieve all three components in the qualification. <ul style="list-style-type: none"> <li>• Component 1 – Exploring Business</li> <li>• Component 2 – Planning and Pitching an Enterprise Activity</li> <li>• Component 3 – Promotion &amp; Finance for Enterprise (Externally assessed)</li> </ul>
<b>Examination Structure and content</b>
Components 1 and 2 are assessed through internal assessment. Internal assessment is through assignments that are subject to external standards verification.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and applied to realistic contexts.

Component 3 is worth 60 marks and is a two-hour exam.

#### **Course Description**

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning.

The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them.

#### **Progression Routes**

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that a learner makes post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2, post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and communication skills covered in the qualification will help them to achieve.
- Study of enterprise post-16 through the study of a Technical Certificate. Learners who perform well in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the business sector.

## Princes Trust - Personal Development & Employability Skills

The Prince's Trust Award, Certificate and Diploma in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

#### **Course Name**

Personal Development & Employability Skills – Princes Trust

#### **Overview of Content**

The Prince's Trust course supports students' development of personal skills and attributes that are essential for working life and employment. It also prepares them for progression into further

education, apprenticeships or work-based learning, and also developing their English and Maths skills.

- Career Planning
- Community Project
- Customer Service
- Digital Skills
- Interpersonal and Self-Management Skills
- Managing Money
- Participating in Exercise
- Personal Project
- Planning for Personal Development
- Practising Leadership Skills
- Preparing for a Healthy Lifestyle
- Presentation Skills
- Teamwork Skills
- Undertaking an Enterprise Project
- Work Experience

### **Examination Structure and content**

The Personal Development and Employability Skills qualifications are 100% centre assessed using portfolios of evidence and are graded as pass or fail. The portfolios are internally assessed and externally moderated. The assessment process is as follows:

- Activities are internally set by the centre to meet the requirements detailed in the unit assessment criteria.
- The learners are assessed internally at the centre by an Assessor whilst they engage in activities.
- The learner's evidence is collated into a portfolio, which is referenced using a unit Tracking Sheet. The centre undertakes internal quality assurance activities which includes sampling portfolios assessed by each Assessor.
- A further sample of portfolios is then externally moderated by Prince's Trust Qualifications

### **Course Description**

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

They have been developed with the aim of progressing learners into further education and/or employment and are available for use with pre- and post-16 learners.

They give learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning.
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment.
- Prepare themselves for progression into further education programmes, apprenticeships or other work-based learning.
- Develop their English and mathematics skills.

### **Progression Routes**

This course would be useful to students who wish to progress into work-based learning, apprenticeships, or further education programmes. The PDE course is aimed at pre- and post-16 learners to develop their personal and employability skills through theoretical and practical learning.

