



Year 9 Options

INFORMATION BOOKLET

2023 - 2024



Northern Star
Academies Trust





WELCOME TO HARROGATE HIGH SCHOOL YEAR 9 OPTIONS

The teaching staff at Harrogate High School look forward to working closely with students and parents in making informed choices, as well as supporting students to achieve their full aspirations at GCSE in preparation for Post 16 study and life beyond school.

This options booklet provides a guide to our KS4 Options process and a summary of all the subjects offered in our school curriculum. The compulsory core provides a broad academic curriculum and as students choose their optional subjects we would advise them to consider subjects which they are more interested in, and where their strengths and skills lie.

In addition to this booklet, you will be invited to attend an options evening at school on **Monday 20th November 2023 5.00-6.30pm**. Curriculum Leaders will be available to give you an overview of our curriculum and options process and offer support, advice, and guidance.

Following the evening and any further discussion we ask that students' options choices are completed by **Friday 1st December**. Instructions on how to do this will be communicated in due course.

If you have any problems, please contact Mrs J Mason: Assistant Headteacher via email jmason@hhs.nsat.org.uk

Warm regards,

Mrs J Mason
Assistant Headteacher

Hello Year 9

It's time to decide what you're going to study in years 10 and 11. As you'll see, you have some important choices to make.

Please try to bear two things in mind:

- Your options must be the right ones for **you**
- It is important when choosing your range of subjects to keep your options open, to aim for a **balanced** set of subjects which will equip you for your future, without closing too many doors too soon.

Think carefully about the subjects that you intend to follow; ask the advice of your teachers, SSOs and Head of Year, because they not only know you, they also know the sort of demands each course make on you.

This is an important time for you, but remember, you are not being asked to decide all on your own. Talk to your parents, ask your tutor and teachers, if you are in contact with any students taking GCSE courses – you could talk to them. Especially those who may be taking the course you intend to do.

This booklet briefly explains the range of subjects available: the first thing you should do is to read it carefully.

Questions and queries can be emailed to:
Mr J Harvey – jharvey@hhs.nsat.org.uk

Enjoy making your choices,

Mr J Harvey
Head of Year 9

OVERVIEW OF THE OPTIONS PROCESS

- Initial ideas form completed by students in school
Thursday 9th November 2023
- Extended assembly to launch option subjects and blocks
Wednesday 15th November 2023
- Options booklet and parental communication
Friday 17th November 2023
- Options evening in school
Monday 20th November 2023
- Options forms returned
Friday 1st December 2023
- Subject choices confirmed
February



GCSE EXPECTATIONS

As students move from Year 9 to Key Stage 4 study, they are expected to embrace new challenges, work hard and really engage in their new learning opportunities. Within lessons students are expected to make positive contributions, take an active role and show resilience when faced with challenges. Home learning and coursework deadlines must be met and adhering to our uniform and code of conduct is vitally important. There is an expectation that all courses started will be followed to their conclusion.

WHAT WILL STUDENTS STUDY?

Which subjects must you study?

- English Language
- English Literature
- Maths
- Sciences
- Religious Studies
- Personal Social and Health Education
- Physical Education



Compulsory Examination Subjects

English

All our students are entered for English and English Literature. These count for two GCSEs. Assessment in English takes place at the end of Year 11.

Mathematics

All our students are entered for GCSE Mathematics.

Sciences

Students will be taught on the combined science pathway, which counts for two GCSE's, unless they select triple science as one of their options. In selecting triple science they will have more lessons dedicated to science and will receive three GCSE's. Students selecting triple science should have performed well in their KS3 science curriculum.

Compulsory Non-examination Subjects

- Physical Education(core)
- Religious Studies (core)
- PHSCE (life)

CAREERS INFORMATION, ADVICE AND GUIDANCE

Throughout KS4 all students receive group and individual careers information, advice and guidance. The PSHE programme for KS4 works with students to encourage them to consider, investigate and research potential career pathways, as well as to match their current skills and interests with future career options. Our independent Careers Advisor conducts individual interviews with every student in KS4, and students will have the opportunity to have work experience. Remember, no question is too big or too small to ask the careers advisor, personal tutors, subject teachers, and senior members of staff.



EBACC (ENGLISH BACCALAUREATE)

The EBacc is a set of subjects at GCSE that keep young people's options open for further study and future careers. The EBacc is made up of the subjects which are considered essential to many degrees and will open up lots of doors.

The EBacc GCSE's are:

- English Language and Literature
- Maths
- Sciences
- Geography or History
- A language

Important Note:

We encourage students to follow the English Baccalaureate as this will help them secure access to the best universities, apprenticeships and future employment. However, we firmly believe that every child has talents in various subjects and should be encouraged to make their own choices at GCSE in subjects that they are interested in and will excel in.

As such students should, therefore, select at least one humanity (History or Geography) for one of their options and we would encourage them to consider studying Spanish to GCSE. We will use student preferences to complete this to try and ensure that every student is able to study their preferred GCSE subjects. Whether subjects run at the school or not, is down to the uptake of subjects. Therefore, there is no guarantee that all the listed subjects will run in the new academic year, but we endeavour to offer as broad a curriculum as is possible.

Students will be able to select a second-choice option, they should ensure that their second-choice option is still a subject they would be comfortable with as we may need to revert to this in the events described above.



Option Blocks

In the following options blocks the subjects highlighted in **yellow** are the Ebacc subjects.

Option A

GCSE Business Studies

GCSE History

BTEC Hospitality and Catering

GCSE Geography

GCSE Drama

GCSE PE†

Option B

BTEC Health and Social

GCSE Graphics*

GCSE Triple Science

GCSE Art*

GCSE Computer Science

GCSE Design Technology

Option C

GCSE Art*

GCSE History

GCSE Media

GCSE Spanish

BTEC Hospitality and Catering

GCSE Religious Studies

Option D

GCSE Design Technology

GCSE Geography

GCSE Spanish

GCSE Music

GCSE Computer Science

GCSE Psychology

BTEC Sport†

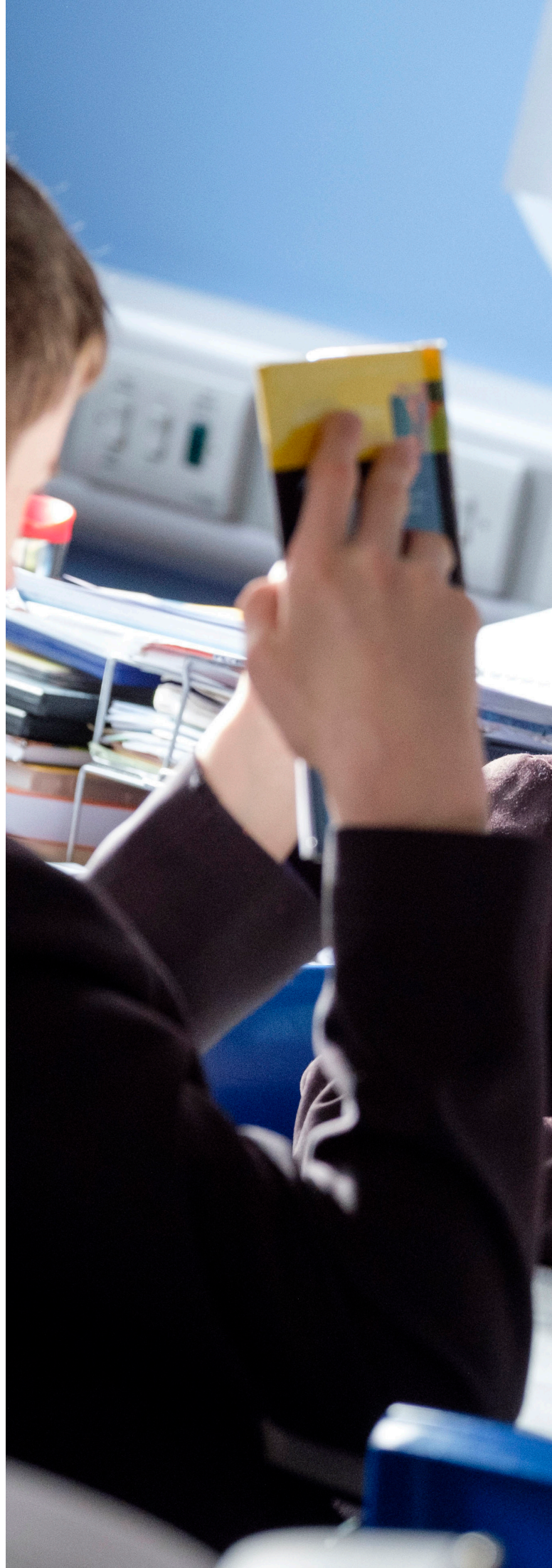
*Students cannot pick Graphics and Art as they are accredited as the same GCSE

†Students cannot pick Sport and PE as they are accredited as the same GCSE



Subject Details

Art.....	10
Business Studies.....	12
Computer Science	14
Design Technology	16
Drama	18
Geography	20
Graphics.....	22
Health and Social Care.....	24
History	26
Hospitality.....	28
Music.....	30
Media Studies.....	32
PE	34
Psychology.....	36
Religious Studies	38
Triple Science.....	40
Spanish	42
Sport.....	44





NEW EDITIONS ESSENTIALS BY J. STEPHENSON
Of Mice and Men
John Steinbeck

New Editions Essentials titles provide an excellent selection of popular modern fiction and are suitable for 16-18 year olds of all abilities.

- Notes and questions are provided at the beginning of each section to help guide the student's understanding of key themes and language.
- A programme of study provides practice in skills.
- Videos like us, that work on screens, are the fastest game in the world... They get no family. They don't taking no time... When we do it ain't like that, the girl is there... Answer I got you to look after me, and one for me to look after you. Of Mice and Men is a program that will improve knowledge between two dominant cultures.

John Steinbeck

ART

A critical and creative exploration of a visual language that communicates to all.

Qualification: GCSE **Exam board:** AQA

Subject leader and contact: Mrs A Stewart - astewart@hhs.nsat.org.uk

GCSE Art allows students the opportunity to develop creativity through the development of work based on the themes of 'Myself' and a chosen theme leading to your mock Controlled Assessment which takes 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.

Subject Description

Art, Craft and Design involves learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

Who is this subject best suited for?

Art, Craft and Design is suited to students who have an interest in creative processes including drawing, painting, photography, printmaking and sculpture. Also, those who have a keen interest in the world around them and the work of other Artists and designers.

How is this useful for your future?

Students will learn to develop individual ideas, strong observational, research and analytical skills. The course promotes creative problem solving and the ability to communicate ideas, visually, orally and in writing. Students who study GCSE Art, Craft and Design may go on to study level 3 qualifications such as BTEC or A level Art courses, with the potential to pursue careers in the creative industries.





Course Content

Component 1: Portfolio - must show evidence of working in areas of study drawn from two or more of the titles below, taking into account the distinguishing characteristics of art, craft and design.

Component 2: Externally set assignment- must show evidence of areas of study drawn from one or more of the titles below.

- Fine art: for example, drawing, painting, sculpture, printmaking and mixed media.
- Graphic communication: for example, communication graphics, design for print, advertising and branding, illustration, package design and typography.
- Textile design: for example, art textiles, fashion design and illustration, costume design, printed and dyed textiles and surface pattern.
- Three-dimensional design: for example, architectural design, sculpture, ceramics, product design, jewellery and body adornment.
- Photography: for example, portraiture, location photography, moving image: film, video and animation, fashion photography

Assessments

Methods of Assessment

Component 1: Portfolio - Internally set practical workshops and projects - internally assessed (externally moderated).

Component 2: Externally set exam paper - starting point for practical Artwork project - timed 10 hour exam piece (artwork, spread over a few days) - internally assessed (externally moderated).

Key Dates of Assessment

Final assessment of Portfolio and externally set exam project May.

BUSINESS STUDIES

A subject which examines businesses' operations, structures, and management and equips students with knowledge of the economic, legal, and financial factors that impact business activity.

Qualification: GCSE **Exam board:** OCR

Subject leader and contact: Mr T Howden - thowden@hhs.nsat.org.uk

GCSE Business encompasses an understanding of business activity, marketing, operations, finance, and strategic decision-making within a real-world context. We will equip them with the skills, knowledge and informed attitudes that will help them to be active members of their community.

Subject Description

GCSE Business is designed to introduce students to the operations of businesses, exploring the roles of entrepreneurs and the importance of stakeholders. It covers the key business concepts, processes, and practices, with an emphasis on applying these to real-life scenarios and contemporary issues.

Students learn about marketing, finance, production, and management, gaining skills to analyse data, make informed decisions, and understand the interdependent nature of business activities.

Who is this subject best suited for?

GCSE Business Studies is best suited for students who are interested in understanding how businesses operate, considering careers in commerce or entrepreneurship, or seeking to develop analytical, financial, and decision-making skills that are applicable in a wide range of disciplines.

How is this useful for your future?

Career Preparation: It provides foundational knowledge for those interested in careers in management, marketing, finance, accounting, or entrepreneurship. Understanding the basics of how businesses operate is beneficial in virtually any career path.

Skill Development: Students develop transferable skills such as critical thinking, decision-making, problem-solving, data analysis, and an understanding of how to assess and manage risk. These skills are valuable in both higher education and the workplace.

Financial Literacy: The course enhances students' understanding of financial matters, from managing personal finances to making informed judgments about financial investments and the economic context of business decisions, which is beneficial in personal life and any business environment.

Overall, GCSE Business Studies equips students with a broad set of competencies that are relevant and applicable across a wide range of subjects and professional fields.



Course Content

Component 1:

Business activity, marketing and people

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Component 2:

Operations, finance and influences on business

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

Assessments

Methods of Assessment

Two papers at the end of Year 11, each worth 50% of the overall qualification:

- **Business (01):** Business activity, marketing and people, 80 marks, 90 mins
- **Business (02):** Operations, finance and influences on business, 80 marks, 90 mins

Key Dates of Assessment

Both Business components 1 and 2 are assessed at the end of Year 11.

COMPUTER SCIENCE

The study of computer processors and systems and of computational thinking and logic and their use in algorithms and programming

Qualification: GCSE **Exam board:** OCR

Subject leader and contact: Mr T Howden - thowden@hhs.nsat.org.uk

Subject Description

The qualification builds on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.



Who is this subject best suited for?

- Students who have enjoyed the programming aspects of key stage 3, such as programming Pac Man, sorting and searching, HTML and Python.
- The exams have fewer questions that require long, extended answers, rather focusing on a knowledge of computer systems, computational thinking, logic and a programming language.
- If you love adding new components to your PC, or use a Raspberry Pi or Microbit; or if you love playing with computer programs such as Scratch, Python or Hour of Code; or if you would love to start learning about computing then this qualification is for you.

How is this useful for your future?

Computer Science is set to play an increasingly important role in all our lives. Programming and automation will impact on every industry in the next 10-20 years leading to greater innovation and efficiency; existing jobs will be replaced by automated systems and algorithms but this will create new career opportunities for those who have the skills and knowledge.



Course Content

Unit 1: Computer Systems

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Unit 2: Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Students are also given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using Python.

Assessments

Methods of Assessment

2 exams:

Unit 1: Computer Systems, 90 mins, 50% of the overall grade

Unit 2: Computational thinking, algorithms and programming, 90 mins, 50% of the overall grade

+ a Programming Controlled Assignment must be completed as a required element of the course.

Key Dates of Assessment

Both Unit 1 & 2 examinations in Summer of Year 11

DESIGN TECHNOLOGY

The application of scientific knowledge for practical purposes, especially in industry for the benefit of society.

Qualification: GCSE **Exam board:** AQA

Subject leader and contact: Ms S Metcalfe - smetcalfe@hhs.nsat.org.uk

A GCSE course in Design and Technology offers an opportunity for students to identify and solve real problems by designing and making products or systems in a wide range of contexts.

Subject Description

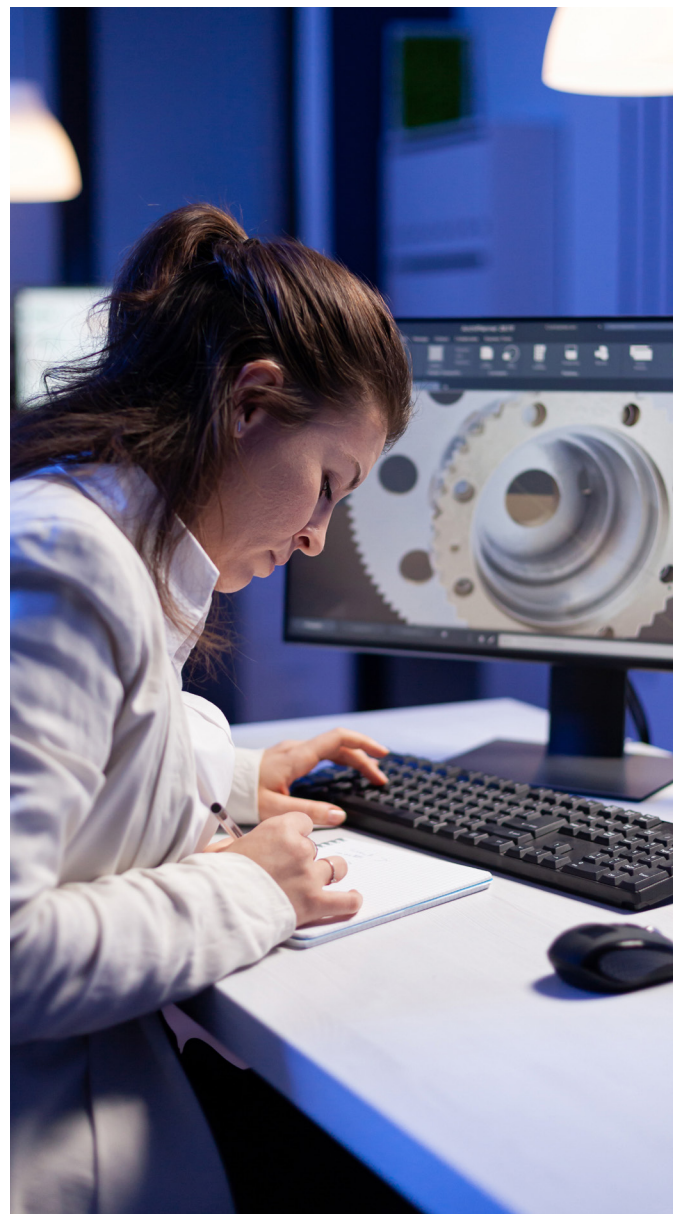
This GCSE prepares students to understand an increasingly technological world. Students gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, and environmental factors. Students will get the opportunity to work creatively when designing and making and gain the ability to apply technical and practical expertise to their projects.

Who is this subject best suited for?

Students who are imaginative and creative and have an interest in design. It would also be suited to students who are keen to expand their knowledge of the iterative design process and apply this to a future career.

How is this useful for your future?

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.





Course Content

Exam Unit

- Core technical principles
- Specialist technical principles
- Designing and making principles

Non-exam assessment

(NEA starts at the end of the first year)

- Core technical principles
- Specialist technical principles
- Designing and making principles
- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating design ideas

Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA.

Assessments

Methods of Assessment

Exam: How it is assessed

- Written exam: 2 hours
- 100 marks, 50% of GCSE

Non-Exam Assessment: How it is assessed

- Non-exam assessment (NEA): 30-35 hours approx.
- Substantial design and make task.
- 100 marks, 50% of GCSE

Key Dates of Assessment

The written exam takes place at the end of Year 11. The NEA will begin at the end of Year 10 and be complete by Easter in Year 11.

DRAMA

The effective use of communication skills and Performance to portray different characters, situations and themes

Qualification: GCSE **Exam board:** AQA

Subject leader and contact: Mrs S Hastings -
shastings@hhs.nsat.org.uk

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.





Subject Description

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

Students will progress with their practical acting techniques, explore one play in depth and other plays to contrast in style. They will use their creativity and imaginations to devise their own pieces of drama. They will also study key practitioners in order to understand the history of theatre and how they can use those to influence their choices in devising and scripted work. We will study live theatre performances and learn to analyse them.

Who is this subject best suited for?

Confident performers who are passionate about all aspects of Drama and performance.

How is this useful for your future?

All forms of communication are vital for every career path. This subject works on effective communication. The study of plays and theatre opens us up to the human condition and themes and topics that make us think about our place in society.

Course Content

Component 1: Understanding Drama (Study of one full play in detail and a live theatre review) Written exam.

Component 2: Devising Drama (Devised piece and supporting notes) Practical and written coursework.

Component 3: Texts in Practice (Performance of two scripted extracts from one play) Practical.

Assessments

Methods of Assessment

Component 1: Written exam (externally set and marked) 40%

Component 2: Practical performance and supporting notes (internally assessed and externally moderated) 40%

Component 3: Practical performance (Externally assessed by visiting examiner) 20%.

Key Dates of Assessment

Component 1: May 2026 (Year 11)

Component 2: June/July 2025 (End of Year 10)

Component 3: December 2025/March 2026 (Middle of Year 11)

GEOGRAPHY

The understanding of the complex relationship between humans and the physical earth, so that both can thrive.

Qualification: GCSE in Geography A **Exam board:** Edexcel

Subject leader and contact: Mrs F Rhodes - frhodes@hhs.nsat.org.uk

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.

Subject Description

Studying geography shapes the way in which we see the world. Our geography curriculum strives to equip you to deal with a rapidly changing world, to appreciate your place in the world, to be ready and able to face the challenges of the world and to contribute to making your community a better place to live. We accomplish this through the study of three key components where you learn about:

- The physical processes which create and change landscapes, and how people and environments interact
- Human geography and issues about people and the environment
- Physical and human environments through fieldwork

Who is this subject best suited for?

With its real-world focus, geography is ideally suited to students who enjoy applying their knowledge and understanding to real-life 21st century UK and global challenges. This course supports progression to A Level and is best suited to those students who enjoy the rigour of extended writing.

How is this useful for your future?

This is a qualification that enables you to explore the world, the challenges it faces and your own place in it and helps you to prepare to succeed in your own chosen pathway.

Transferable cognitive, interpersonal and intrapersonal skills, enable you to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification.





Course Content

Component 1: The Physical Environment

- **Topic 1:** The changing landscapes of the UK, including sub-topics:
 - **1A:** Coastal landscapes and processes
 - **1B:** River landscapes and processes
- **Topic 2:** Weather hazards and climate change
- **Topic 3:** Ecosystems, biodiversity and management

Component 2: The Human Environment

- **Topic 4:** Changing Cities
- **Topic 5:** Global Development
- **Topic 6:** Resource Management

Component 3: Geographical Investigations: Fieldwork and UK Challenges

- **Topic 7:** Geographical Investigations - fieldwork
- **Topic 8:** Geographical Investigations - UK challenges

Assessments

Methods of Assessment

Paper 1: The Physical Environment

1 hour 30 minute written examination (94 marks 37.5%)

Paper 2: The Human Environment

1 hour 30 minute written examination (94 marks 37.5%)

Paper 3: Geographical investigations

1 hour 30 minute written examination (64 marks 25%)

Key Dates of Assessment

This is a two-year course with examinations taking place in the Summer term of Year 11.

GRAPHICS

The process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

Qualification: GCSE **Exam board:** AQA

Subject leader and contact: Mrs A Stewart - astewart@hhs.nsat.org.uk

Subject Description

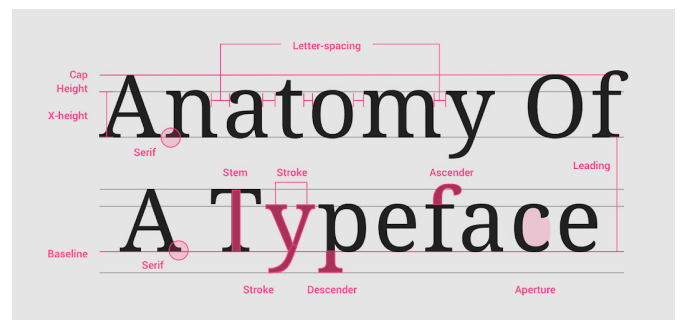
Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Graphic design is a part of your daily life. It is the most powerful media there is. From simple items like wrappers 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.

Who is this subject best suited for?

Graphic communication is suited to students who have an interest in creative processes including digital media, drawing, painting, photography & printmaking. Also, those who have a keen interest in the world around them and the work of other Artists and designers.

How is this useful for your future?

Students will learn to use Adobe Photoshop and Illustrator to communicate individual ideas, they will develop strong observational, research and analytical skills. The course promotes creative problem solving and the ability to communicate ideas, visually, orally and in writing. Students who study Graphic Communication may go on to study level 3 qualifications such as BTEC or A level Art courses, with the potential to pursue careers in the creative industries.



Course Content

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

Component 2: Externally set assignment - must show evidence of areas of study drawn from one or more of the titles below.

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



Within the context of graphic communication, students must demonstrate the ability to:

- use graphic communication techniques and processes, appropriate to students' personal intentions, for example: typography, illustration, digital and/or non-digital photography, hand rendered working methods, digital working methods.
- use media and materials, as appropriate to students' personal intentions, for example: pencil, pen and ink, pen and wash, crayon, and other graphic media, watercolour, gouache and acrylic paint, digital media, printmaking, mixed media.

Assessments

Methods of Assessment

Component 1: Portfolio - Internally set practical workshops and projects - internally assessed (externally moderated).

Component 2: Externally set exam paper - starting point for practical Artwork project - timed 10 hour exam piece (artwork, spread over a few days) - internally assessed (externally moderated)

Key Dates of Assessment

Final assessment of Portfolio and externally set exam project May.

HEALTH AND SOCIAL CARE

The study of how health and social care services are organised and the development of vocational skills and qualities, in preparation for working in these areas

Qualification: BTEC Award **Exam board:** Pearson (Edexcel)

Subject leader and contact: Mr T Howden - thowden@hhs.nsat.org.uk

Subject Description

- You will gain knowledge and develop understanding of topics essential for working effectively in the health and social care sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing
- You will develop values that are considered vital in health and social care and are transferable to many other sectors of work, including valuing diversity and anti-discriminatory practice
- You will develop key skills that demonstrate an aptitude to work within vocational sectors, such as interpreting data to assess an individual's health

Who is this subject best suited for?

This subject is 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 scenarios and would like to balance assessment by practical tasks alongside written exams.

How is this useful for your future?

The course allows you to build skills as well as technical knowledge. It gives a broad base of understanding in a wide range of areas of health and social care which have been specifically selected to appeal to students who want to go into a wide range of occupations, from managerial jobs to frontline health and social care roles including paramedics, nursing, social work and probation work. The broad areas of study offer a great opportunity to explore different areas before deciding on any particular career path.





Course Content

Component 1 Human Lifespan Development

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

Component 2 Health and Social Care Services and Values

Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3 Health and Wellbeing

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Assessments

Methods of Assessment

Internally assessed coursework

Components 1 & 2

Externally assessed exam

Component 3

Key Dates of Assessment

Year 10 and early part of Year 11 for internal assessments

Summer of Year 11 for external assessment

HISTORY

The study of the phenomenon of society over time, and how people and societies behave through varied sources.

Qualification: GCSE **Exam board:** Edexcel

Subject leader and contact: Mr D Pedro - dpedro@hhs.nsat.org.uk

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.

Subject Description

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 have 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.

Who is this subject best suited for?

Students who are inquisitive, who have a passion to develop their historical knowledge and like to be challenged will be suitable for GCSE History. Students who are keen to develop their analytical and extended writing skills will find this in GCSE History as well as evaluating historians' interpretations on issues and events. Students are also expected to also develop their research skills and be self-motivated independent learners.

How is this useful for your future?

Students who study this course will be able to progress on to A-Level History or Further Education. The transferable skills acquired and developed will help with any essay-based route of study. In the long-term History can give them a grounding and insight into what is happening in the world today and allow them to understand the importance of context. Studying History also shows attributed that would be desirable in the workplace for example being dedicated, resilience and being able justify and communicate opinions.



Course Content

Paper 1

- British Thematic Study - Medicine in Britain, c1250 to present.
- Historic Environment (Medicine on the Western Front)

52 marks 30% weighting 1 hour 15 minutes

Paper 2

- Period Study- The American West, c1835-c1895
- British Depth Study - Early Elizabethan England, 1558-88.

64 marks 40% weighting 1 hour 45 minutes

Paper 3

- Modern Depth Study - Weimar and Nazi Germany, 1918-39

52 marks 30% weighting 1 hour 20 minutes



Assessments

Methods of Assessment

The course is 100% examination and externally assessed.

Key Dates of Assessment

This is a two-year course with examinations taking place in the Summer term of Year 11

HOSPITALITY

The application of practical skills and knowledge in food safety, preparation, nutrition and hospitality and catering industry.

Qualification: Level 2 Award **Exam board:** WJEC

Subject leader and contact: Miss L Reed - lreed@hhs.nsat.org.uk

This course prepares learners for careers in the Catering or Hospitality industry. Students will develop cooking skills alongside organisation skills, time management and team-work. They will also learn about the theory of the Hospitality and Catering industry, how the sector is run, including health and safety and types of service provision.

Subject Description

Students will study this vocational subject over two years. This is a course that combines a mixture of theory and practical work. In the course students gain knowledge and understanding of the hospitality and catering industry and how it is run. Furthermore, students will improve practical skills and learn to safely plan, prepare, cook, and present nutritional dishes for specific target markets.

Who is this subject best suited for?

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.

How is this useful for your future?

Students will gain the life skill of being able to prepare and cook food safely and as well as increase their knowledge of a large business sector that they could gain employment in.





Course Content

Unit 1 The Hospitality and Catering Industry - Exam Unit

- Written examination which contributes 40% to the overall qualification grade
- Duration: 1 hour 20 minutes
- Number of marks: 80
- Format: short and extended answer questions based around applied situations

For this unit students will learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. They will learn about health and safety, and food hygiene, as well as food related causes of ill health.

Unit 2 Hospitality and Catering in Action - Practical Unit

- Internal controlled assessment where students will complete an assignment where they plan and prepare a menu in response to a brief
- Duration: 12 hours
- This will be worth 60% of the qualification

In unit 2 students apply their learning to prepare a menu based on a brief given by the exam board. They will learn about the importance of nutrition and how cooking methods can impact on nutritional value. Learn how to plan nutritious menus as well as factors which affect menu planning. They will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review their work effectively. This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions in school.

Assessments

Methods of Assessment

- One written exam
- One non exam assessment combining practical skills with research and knowledge.

Key Dates of Assessment

The March of Year 11 is when the non-exam assessment takes place. The online exam will be in June of Year 11.

MUSIC

The development of our creativity through performance and composition.

Qualification: GCSE **Exam board:** Eduqas

Subject leader and contact: Mr A Parnell - aparnell@hhs.nsat.org.uk

Subject Description

Music can be separated into three different disciplines - Performing Music, Composing Music, Listening & Appraising Music. The three branches of Music are taught and developed together with the aim to build personal skills that students can draw upon to succeed, not only in music lessons but also beyond school life and in future employment.

Who is this subject best suited for?

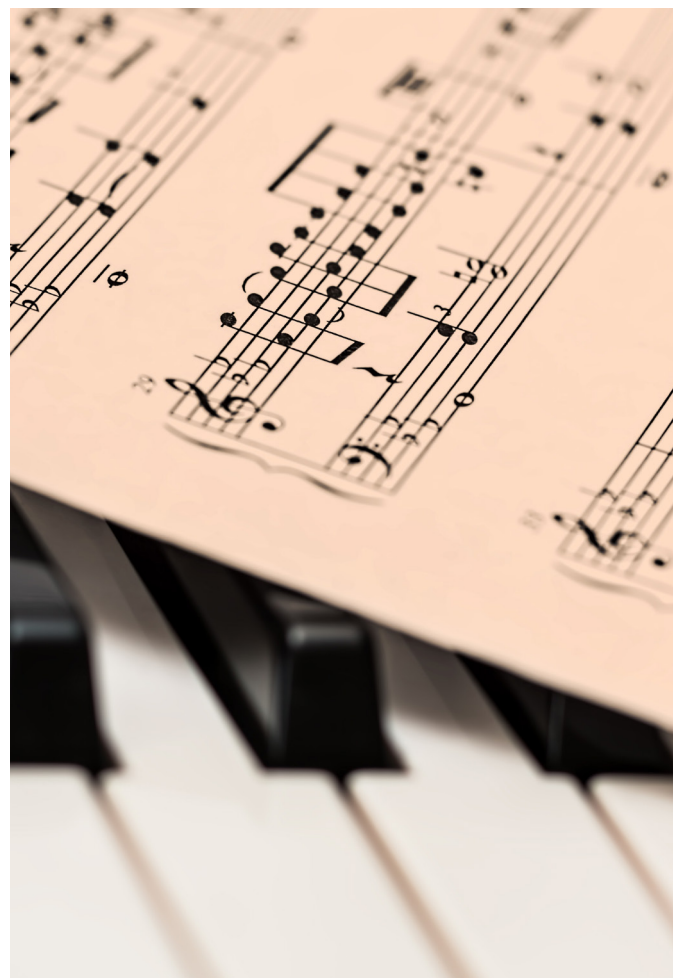
The course is designed to appeal to, and cater for, a wide range of musical interests, instruments, personalities and directions. Students will need to demonstrate the following skills:

- independent working skills
- collaborative skills
- creativity
- ability to play an instrument or sing
- basic knowledge of the keyboard
- commitment and resilience to practice

How is this useful for your future?

The content allows students to develop their knowledge and skills of music, enabling them to progress into the AS and A Level qualifications in Music as well as other Music courses.

GCSE Music will show employers you have a wide range of interests and skills, as well as demonstrating that you have shown dedication and commitment to learning a musical instrument and to studying music. GCSE Music can also help with confidence and performance skills needed in situations such as job interviews.





Course Content

This specification enables learners to develop knowledge and understanding of music through four interrelated 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

Through studying GCSE Music, you will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group. The set works enable students to conduct in-depth studies into different musical styles and genres and put them in a wider context.

The content builds on the understanding developed at Key Stage 3, avoiding unnecessary repetition while also ensuring that students new to the subject are appropriately supported.

Please note that GCSE Music students are entitled to a free paired 20 minute lesson once a week in an instrument of their choice.

Assessments

Methods of Assessment

- Performance Exam - Total duration of performances is 4-6 minutes solo and ensemble
- Two compositions with a total duration of 3-6 minutes
- Written examination: 1 hour 15 minutes (approximately)

Key Dates of Assessment

Performance Exam and Compositions to be completed by Easter.

Written exam during the Summer exam series.

MEDIA STUDIES

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences.

Qualification: GCSE Media Studies **Exam board:** Eduqas

Subject leader and contact: Ms M Fenton mfenton@hhs.nsat.org.uk

Subject Description

This is a subject that offers students breadth and variety in terms of skills and lesson experiences. In Media Studies, students get the best of both worlds; the theory and analytical skills enjoyed in subjects like English and History mixed with the creativity and resourcefulness of practical subjects like Art and Product Design.

Who is this subject best suited for?

With its modern in-depth study of media, this subject is suited to learners who wish to develop their critical thinking, decision-making and analytical skills. Students will be inquisitive, self-motivated and open to developing different interpretations whilst studying a range of important media issues as well as developing practical skills for creative media production.

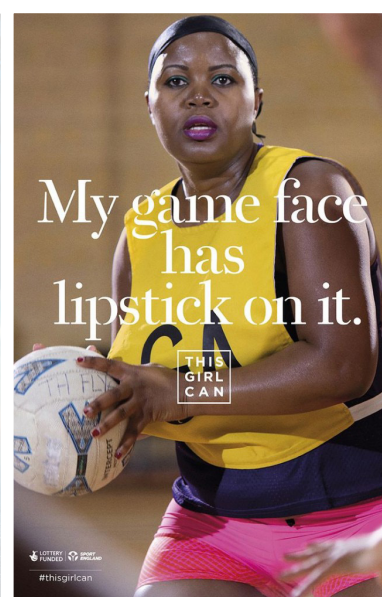
How is this useful for your future?

The media play a central role in contemporary society and culture. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase. GCSE Media Studies ensures an opportunity to develop knowledge and understanding of these key issues and the ability

to debate important questions about the media. It introduces them to a theoretical framework for analysing the media, which also underpins study of the media at AS and A level.

Media studies is always 'current' and fast paced but the benefits of such a subject is career opportunities; in an unstable climate, we offer a pathway into further study and the many avenues that Media can open up for the future.





Course Content

Course Breakdown: Exam 70%
NEA (non-exam assessment) 30%

Paper 1: 1 hour 30 minutes. 70 marks. Exploring the Media. This paper is designed to allow students to discover the full breadth the Media industry. Learners will explore a range of media products and cover all aspects of the theoretical framework - media language, representation, audience and industry. The set texts include advertising and marketing campaigns such as This Girl Can, film posters from James Bond, newspaper and magazine front covers and radio and video game promotion. Alongside the set texts students will learn how to analyse and compare unseen texts.

Component 2: 1 hour 30 minutes. 60 marks. Understanding Media Forms and Products. Learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. Learners will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products. The texts focus around Crime Drama and music videos and students will explore in depth texts including Luther and music videos by Taylor Swift.

NEA: Creating Media Products. This component draws together knowledge and understanding of the media theoretical framework gained

throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically through practical production. In Components 1 and 2, learners gain a detailed understanding of media language, representation and audience in relation to a range of media forms. In this component, learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by Eduqas. The set production briefs will change every year, requiring learners to create a production in a different genre/style and/or for a different intended audience. For example, learners may be set a brief to create an opening sequence for a Crime drama and create a website page promoting the show.

Assessments

Methods of Assessment

- **Paper 1:** 1 hour 30 minutes. 70 marks. Exploring the Media.
- **Component 2:** 1 hour 30 minutes. 60 marks. Understanding Media Forms and Products.
- **NEA (non-exam assessment) 30%.** Creating Media Products.

Key Dates of Assessment

This is a two-year course with examinations taking place in the Summer term of Year 11

PE

The application of theoretical knowledge in relation to a variety of sporting topics.

Qualification: GCSE **Exam board:** Edexcel

Subject leader and contact: Mrs E Wilson - ewilson@hhs.nsat.org.uk

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.

Subject Description

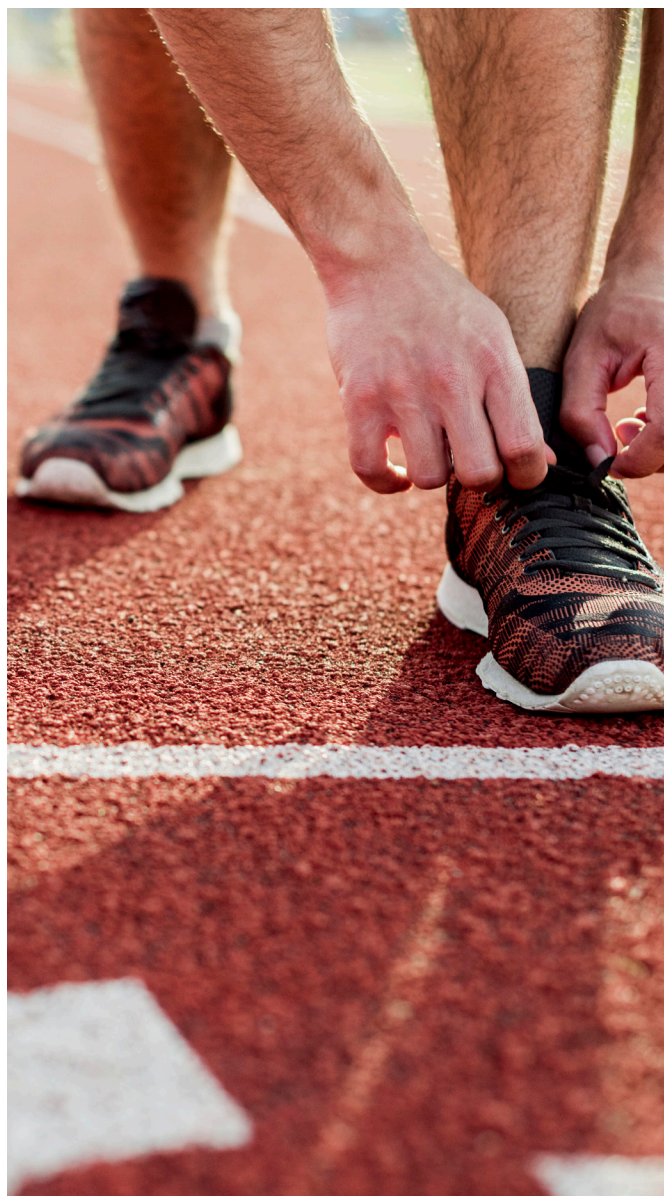
Students will study this academic subject over two years. They will cover a wide range of topics in the world of sport, such as, anatomy and physiology, training methods, principles of fitness, nutrition, psychology and use of data in sports analysis.

Who is this subject best suited for?

Any student who has an interest in PE and plays and competes for a club outside of school. The subject is suitable for students who perform well in a range of sports and any student wanting to expand their knowledge in sport and health.

How is this useful for your future?

This pathway is useful for anyone wanting to study sport at BTEC level 3, or A Level PE. It can lead to a variety of sport related further education qualifications and careers.





Course Content

Component 1 - Fitness and Body Systems - Exam (1.5 hours) 36% of the qualification

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Component 2 - Health and Performance - Exam (1.25 Hours) 24% of the qualification

- Health, fitness and wellbeing
- Sport psychology
- Socio-cultural influences
- Use of data

Component 3 - Practical Performance - 3 sports, 30% of the qualification

- 1 Team sport
- 1 Individual sport
- 1 Free choice

Component 4 - PEP (Personal exercise programme), 10% of the qualification

Assessments

Methods of Assessment

- 2 x Examinations
- Practical Performance
- PEP - Personal Exercise program

Key Dates of Assessment

Summer exam series at the end of the two-year course

PSYCHOLOGY

The scientific study of people, mind, and behaviour.

Qualification: GCSE **Exam board:** OCR

Subject leader and contact: Mr S Ashley - sashley@hhs.nsat.org.uk

Psychology is the study of the human mind and behaviour. Psychology is a broad discipline which includes many areas 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 memory, perception, communication, and social influence.

Subject Description

- You will gain knowledge and develop understanding of explanations of everyday behaviour.
- You will gain an understanding of how psychological research is conducted, including the role of scientific method, data analysis and ethics of research
- You will learn to present information, develop arguments and draw conclusions based on research across the different areas of study in psychology
- You will develop an understanding of the contribution of psychology to society.

Who is this subject best suited for?

This subject is suited to students who have a natural curiosity about the world around them and what motivates people to behave in certain ways. The demands of the course require students to write effective essays, evaluate research, conduct practical research and analyse data mathematically. Students will need to be confident in English, Maths and Science.

How is this useful for your future?

This course is useful for students who want to go on to A Levels, as it develops a range of critical thinking skills. The course is suited to students with a wide variety of career aspirations which involve working with people, including teaching, journalism, working in the NHS and working within the legal system.



Course Content

Year 1

In the first year of the course, you will learn about competing theories, and the research that supports and discredits those theories, within four different areas of psychology.

- Social influence - for example, why might someone agree to give a potentially lethal electric shock to a stranger?
- Memory - for example, are eyewitness memories trustworthy?
- Psychological problems - for example, what causes mental illnesses like schizophrenia and depression?
- Development - for example, how does intelligence develop and is anyone born to be clever?

Year 2

In the second year of the course, you will learn about the main research methods used by psychologists, including key vocabulary and the strengths and weaknesses of each research method. You will consider design decisions and dilemmas faced by psychologists when planning research studies. You will also study two more areas of psychology.

- Sleep and dreaming - for example, do dreams mean anything?
- Crime - for example, are criminals born or made?

Assessments

Methods of Assessment

Written examination.

Paper 1 - 50%

Paper 2 - 50%

Key Dates of Assessment

This is a two-year course with examinations taking place in the Summer term of Year 11.

RELIGIOUS STUDIES

The study of religion, religious and non-religious world views as well as their influence on the individual and society.

Qualification: GCSE (9-1) **Exam board:** Edexcel Specification B Christianity and Islam

Subject leader and contact: Mr D Pedro - dpedro@hhs.nsat.org.uk

Subject Description

The study of religion, religious and non-religious world views as well as their influence on the individual and society. RS enables students to:

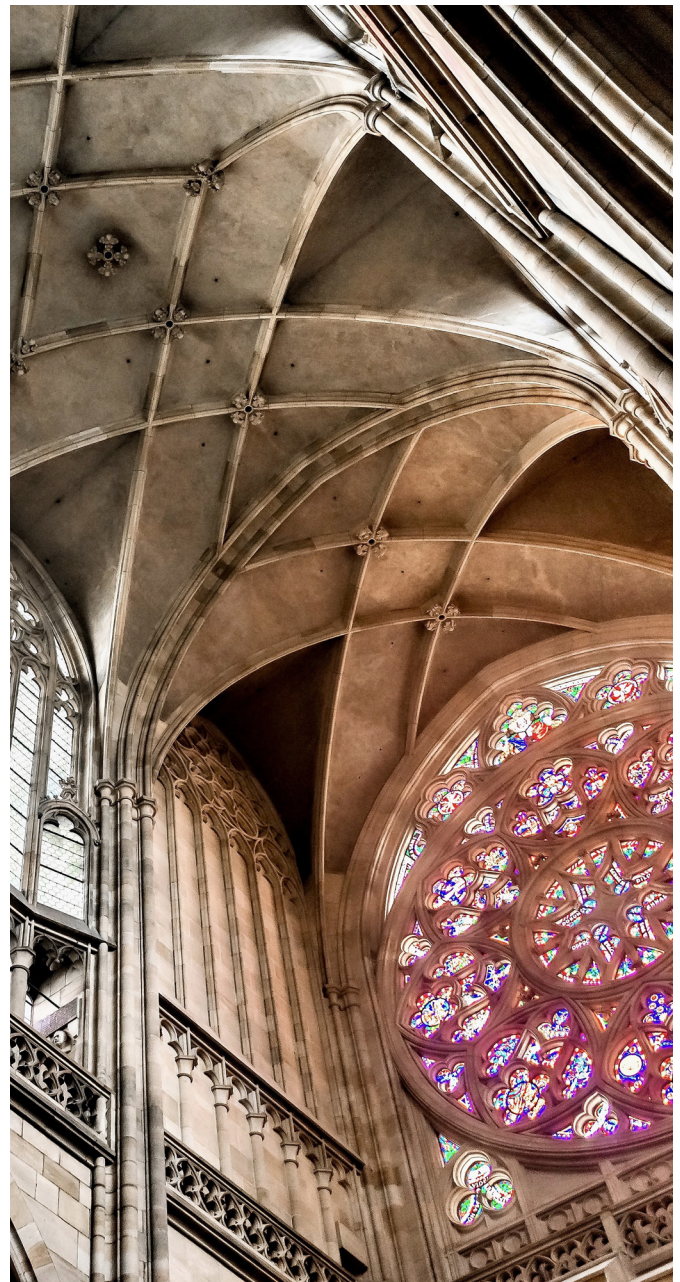
- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

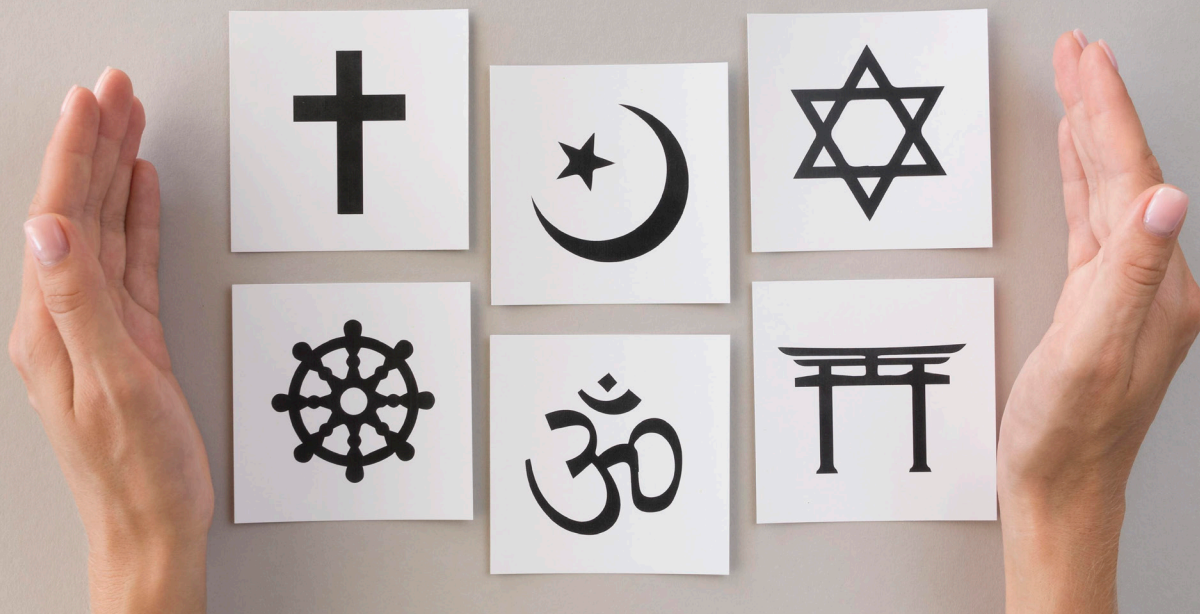
Who is this subject best suited for?

Students need to be self-motivated, willing to listen to others and analytically respond. Students should have a keen interest in current affairs and the role and impact of religion and ethics on these.

How is this useful for your future?

RS is an academic qualification, valued and appreciated by higher education institutions and employers. In providing students with knowledge and facilitating their understanding of the wider world and the impact and influence of people beliefs, or lack of them and the impact of these. RS will support future careers in health and welfare, the justice system and journalism.





Course Content

Student assessment will be based on two key objectives:

AO1: Demonstrate knowledge and understanding of religion and belief including:

- beliefs, practices and sources of authority
- influence of individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

AO2: Analyse and evaluate aspects of religion and belief. This area of study comprises a depth study of Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and regarding matters of life and death.

Paper 1: Christianity: Four sections: (1 hour 45 minutes in total) (102 marks) (50% weighted)

- Christian Beliefs
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

The significance and importance of the various beliefs, issues and practices to Christians today is explored throughout the sections.

This area of study comprises a depth study of Islam as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime and punishment.

Paper 2: Islam: Four sections: (1 hour 45 minutes in total) (102 marks) (50% weighted):

- Islamic Beliefs
- Crime and Punishment
- Living the Muslim Life
- Peace and Conflict

The significance and importance of the various beliefs, issues and practices to Muslims today is explored throughout the sections.

Assessments

Methods of Assessment

The course is 100% examination and externally assessed

Paper 1: Christianity

Paper 2: Islam

Key Dates of Assessment

This is a two-year course with examinations taking place in the Summer term of Year 11.

TRIPLE SCIENCE

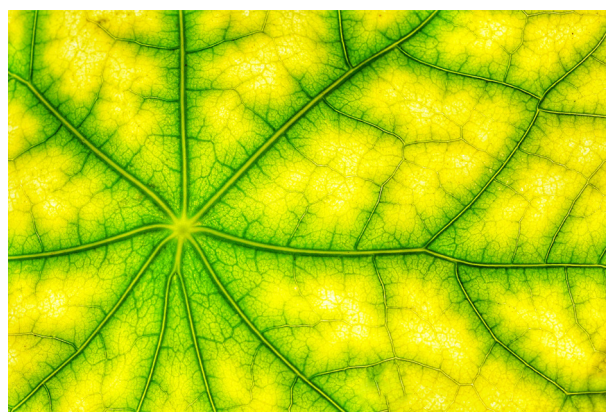
The in-depth study of Biology, Chemistry and Physics leading to 3 GCSE as opposed to 2 GCSEs awarded for combined sciences.

Qualification: GCSE Biology, Chemistry, Physics **Exam board:** AQA

Subject leader and contact: Mr O Aksoy - oaksoy@hhs.nsat.org.uk

Subject Description

- Triple Science is an exciting, interesting academic subject that delves further into Biology, Chemistry and Physics. You will achieve 3 separate GCSEs in Biology, Chemistry and Physics as opposed to the two you would be awarded in Combined Science.
- Triple Science allows students to further enhance their scientific knowledge and unpick how the world and universe around them works.
- Triple Science develops critical thinking, communication, evaluation and, of course, practical skills. You will critique scientific theories such as Mendelian inheritance and Darwin's theory of evolution by natural selection whilst developing intellectual curiosity and metacognitive thinking.



How is this useful for your future?

Students studying these subjects will hone skills highly sought after by Post 16 colleges, universities and employers. You will gain mastery of analytical, evaluative, problem solving and investigative skills and therefore will open many post 16 options for you.

Who is this subject best suited for?

Students who have a keen interest in the subject and have achieved well in their science KS3 curriculum.



Course Content

For **GCSE Biology** students should have an understanding of the following biological principles:

- The structure and functioning of cells and how they divide by mitosis and meiosis.
- That variation occurs when gametes fuse at fertilisation.
- The two essential reactions for life on Earth: photosynthesis and respiration.
- Metabolism is the sum of all the reactions happening in a cell or organism, in which molecules are made or broken down.
- All molecules are recycled between the living world and the environment to sustain life.

For **GCSE Chemistry** students should have an understanding of the following chemical principles:

- Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements.
- Elements show periodic relationships in their chemical and physical properties and these periodic properties can be explained in terms of the atomic structure of the elements.
- Atoms bond by either transferring electrons from one atom to another or by sharing electrons.
- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave.
- There are barriers to reaction so reactions occur at different rates.
- Chemical reactions take place in only three different ways: proton transfer, electron transfer & electron sharing.
- Energy is conserved in chemical reactions so can therefore be neither created nor destroyed.

For **GCSE Physics** students should have an understanding of the following physical principles:

- The use of models, as in the particle model of matter or the wave models of light and of sound.
- The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions.
- The phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects.
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change.
- That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science
- That physical laws and models are expressed in mathematical form.

Assessments

Methods of Assessment

Students will sit two exam papers for each GCSE, each lasting 1 hour 45 minutes. Students will receive separate grades for each of biology, chemistry & physics, therefore achieving 3 GCSEs.

Key Dates of Assessment

This is a two-year course with examinations taking place in the Summer term of Year 11.

SPANISH

The study of communicating with precision through reading, writing, listening and speaking in other languages.

Qualification: GCSE (9-1) **Exam board:** AQA

Subject leader and contact: Ms A Costello - acostello@hhs.nsat.org.uk

Students who study MFL(Spanish) 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.

Subject Description

A scholar in MFL:

- can understand and communicate confidently in a modern foreign language,
- demonstrates a solid grasp of vocabulary, structures and grammar,
- has an awareness and appreciation of other countries, cultures, and languages,
- is an adventurous, creative and independent learner.

Who is this subject best suited for?

Knowing a modern foreign language is the perfect way to meet new people, to immerse yourself in new cultures and to make a difference to who you are. It develops self-confidence, makes you stand out from the crowd and enables you to work anywhere in the world. It also deepens your understanding of your own language. To know a modern foreign language is an impressive achievement which demonstrates commitment, tenacity, and independence.

This course is best suited for people who can remember vocabulary, spot patterns in language, and manipulate grammar. A successful Spanish student works hard in revising key vocabulary and grammar, is willing to revise daily outside of school and homework, has a thirst for learning about the world, accepts that this is a challenging subject and is willing to rise to the challenge by working hard every lesson. Spanish requires excellent commitment to learning.

How is this useful for your future?

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.



Course Content

Theme 1: People and Lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular Culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the World Around Us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live



Assessments

Methods of Assessment

There are four exams at the end of the course in Listening, Speaking, Reading and Writing. Each exam is worth 25% of your overall grade.

You are entered for the same tier (Foundation or Higher) for all four papers.

Key Dates of Assessment

This is a two-year course with examinations taking place in the summer term of Year 11. (Speaking exam is usually around April-May) The speaking exam is sat with the classroom teacher in a quiet room with recording equipment and is sent away for external marking.

SPORT

The exploration of a broad range of activities and sports that benefit health, fitness, and wellbeing.

Qualification: BTEC Tech Award **Exam board:** Pearson Edexcel

Subject leader and contact: Mrs E Wilson - ewilson@hhs.nsat.org.uk

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.

Subject Description

Students will study this vocational subject over two years. They will cover a wide range of topics in the world of sport, such as, exploring different types of participants and their needs in order to gain an understanding of how to increase participation for others, anatomy and physiology, 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.

Who is this subject best suited for?

Suitable for students who want to acquire theoretical knowledge of the body systems, psychology, nutrition, technology and leadership in sport. It is best suited to students who have a keen interest in sport.

How is this useful for your future?

This course is helpful to students who want to progress onto A levels or BTEC National in Sport

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:

- 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.
- Potential careers in the PE sector include physiotherapy, leisure and recreation, exercise and fitness instruction or working in outdoor education.



Course Content

Component 1: preparing participants to take part in sport and physical activity

Component 2: taking part and improving other participants sporting performance

Component 3: developing fitness to improve other participants performance in sport and physical activity



Assessments

Methods of Assessment

Component 1: Pearson Set Assignment (externally moderated)

Component 2: Pearson Set Assignment (externally moderated)

Component 3: External synoptic - exam

Key Dates of Assessment

Component 1: assessment set by Pearson, marked by class teacher and moderated by Pearson. 5 hours of supervised assessment 60 marks- December/January (Year 10)

Component 2: assessment set by Pearson, marked by class teacher and moderated by Pearson. 4 hours of supervised assessment 60 marks- May/June (Year 10)

Component 3: external assessment set and marked by Pearson. 1.5 hours supervised conditions, 60 marks- May/June (Year 11)



Harrogate High School

Learning First

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