



Key Stage 4 Options Booklet 2023 - 2025



HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM

Welcome to your Key Stage 4 Options

Year 9 is an exciting time for students; it is the time you start taking more control over your curriculum choices.

So far, students at Henlow have experienced real breadth in their curriculum on entry into their secondary education through the Year 7 and 8 options programme. Once in Year 9, they have been able to focus on some of the subjects they enjoy the most.

Now, we need to look to the future and begin thinking about what to study in Years 10 and 11 and how your choices may affect your future education and career path.

What's unique about Henlow in our current Year 9?

We are proud of our small cohort and how this has allowed more teacher focus to be given to each student in every class. With smaller than average class sizes, students have spoken positively about how this has developed their confidence and accelerated their learning. As we move into Key Stage 4, class sizes are likely to remain the same. While class sizes can remain as they are now, we cannot reduce class sizes further. If student interest allows, we aim to deliver all of the subjects listed here.

How might you be feeling right now?

Selecting Key Stage 4 choices can be exciting but it can also be daunting. At this point some students may have started to think about potential combinations of subjects but are unlikely to have arrived at a firm decision. Other students will not have considered this at all yet. The general advice is: don't panic; gather information; discuss your options with others; once decided, sleep on it before confirming your choices.

What choices do we have to make?

- All students will continue to study the core curriculum: English, maths, science, RE, PSHCE, non-examined PE.
- Students will make 4 further choices: **at least one** from the green table, and the rest from the pink table.
- Where students require an alternative offer due to their specific needs, an alternative curriculum will be offered in conjunction with the Learning Support Team.

Key Stage 4 at Henlow Academy

Years 10 and 11

All students will access the core curriculum offer:

Subjects	Frequency (Hours)	No. qualifications
English/English Language	8	2
Mathematics	7	1
Science	9	2
Religious Education	3	1
PE & Games	3	Non-examined
Personal, Social, Health, Careers Education	2	Non-examined

At Henlow we feel that alongside the core curriculum offer, the subjects most valuable to open all educational gates are the subjects listed below. We will encourage students to select a language and at least one other subject from green list. While these subjects will be encouraged, there will still be an opportunity for the students and parents to decide on their curriculum offer.

In order to achieve the English Baccalaureate, a student must gain a grade 4 or above in MFL and one more from the subjects below.

Subjects	Frequency (Hours)	No. qualifications
Computer Science	5	1
Geography	5	1
History	5	1
MFL (French)	5	1
Triple Science	5	1

Key Stage 4 at Henlow Academy

All students will complete between 8 and 10 courses (either GCSE or equivalent) at Henlow.

The core curriculum includes: GCSEs in English Literature & Language, Maths, Science (not triple) & RE = up to 6 GCSEs. The majority of students will complete the Combined Science course during the core curriculum, however, a small number of students will complete an entry level science GCSE.

Students must choose at least one GCSE from the green section = 1 GCSE

Students choose a further 3 courses. These can be a combination of GCSE (pink) and equivalent or practical learning opportunities. The Learning Support Department will identify students who may wish to select the practical learning opportunities course; it is not a free choice.

Award	Subjects	Frequency (Hours)	No. qualifications
GCSE	Art and Design (includes textiles)	5	1
GCSE	Business	5	1
GCSE	Drama	5	1
GCSE	Food Preparation and Nutrition	5	1
GCSE	Design and Technology	5	1
GCSE	Music	5	1
GCSE	PE (includes dance)	5	1
GCSE	Psychology	5	1
BTEC	Health and Social Care	5	1
BTEC	Sport	5	1

Careers at Henlow Academy

In Year 9, 10 and 11, the careers programme will build on what is delivered already at Henlow in Years 7 and 8. Students will continue to discover more about different careers in the subjects they take, as well as having dedicated career days focusing on crucial skills that will be invaluable when deciding on their career path and tools for their future. The main focus of Year 9 will be providing guidance to students and their parents about what GCSE courses they may wish to pursue in 2022.

During their Key Stage 4 education, the students will have a chance to complete a work experience placement and will have one to one career guidance. There will be advice available on university routes as well as possible trips to visit local universities and colleges.

Using our knowledge of the students, we will be able to tailor a careers programme to make it valuable and meaningful and to equip them for the challenges facing them in the future.

Below is a chart outlining the content during Key Stage 4:

	Autumn Term	Spring Term	Summer Term
Year 10	Integrated careers opportunities during curriculum subjects	Individual careers meeting with careers advisor Careers Fayre	Work Experience Assembly and tutor group opportunities
Year 11	Follow up from individual careers meeting Further education, careers and training advice	Assembly and tutor group opportunities	Exams



GCSE English Language

Exam Board: AQA

Course Leader

Miss Andrea
Jackson

Goes Well With

History, Geography,
Drama, Psychology,
Sociology, R.E,
Business Studies,
French, Spanish

Progression

GCSE English
Language provides
students with
essential
knowledge for life
and further
education study.
Students will
develop a secure
grounding in all
forms of literacy,
and gain valuable
skills for future
employment.

Course Overview

English Language will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Students will analyse both fiction and non-fiction texts, focusing on the methods used by writers and their effects on the reader. Using their enhanced appreciation of language, students will be able to hone their creative writing skills, with a focus on narrative and descriptive writing. For non-fiction, there will be a focus on a range of texts, such as letters, reports, reviews and speeches, designed to equip students with essential writing skills for the future.

Course Content

During the two year course, students will be exposed to a range of fiction and non-fiction texts, spanning the 19th, 20th and 21st centuries. They will read extracts from an extensive range of literary genres, and be taught how to approach unseen texts in preparation for both the Paper 1 and Paper 2 examinations. In addition, pupils will also learn how to develop their writing skills, looking at different forms of transactional writing and the importance of technical accuracy. Students will also complete a Speaking and Listening assessment to help develop their oracy and persuasive speaking skills

Assessment

Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes, 50%),

Paper 2: Writer's Viewpoints and Perspectives (1 hour 45 minutes, 50%)



GCSE English Literature

Exam Board: AQA

Course Leader

Miss Andrea Jackson

Enrichment Opportunities

Poetry Live, theatre productions of set texts, visit to the Globe Theatre

Goes Well With

History, Geography, Psychology, Sociology, Drama, French, Spanish, R.E, Business Studies

Progression

Students become critical thinkers and interpreters of language, both skills vital for further education and future employment. It develops students' understanding of the world around them and their appreciation of different cultures and identities.

Course Overview

English Literature will allow students the opportunity to experience and enjoy Literature in all its forms. Students will understand and respond to texts from a variety of genres and periods, and will study varied forms of prose, poetry and drama. Students will learn to appreciate different ways in which writers achieve their effects, and explore the contribution of literature to an understanding of social, moral, cultural and spiritual issues across a range of contexts.

Course Content

During the two year course, students will study one Shakespeare play (Macbeth) and one 19th century novel (The Strange Case of Dr Jekyll and Mr Hyde) in preparation for the Paper 1 examination. Students will also study the AQA Power and Conflict Poetry Anthology, featuring poets such as Wilfred Owen, Richard Armitage and Carol Ann Duffy. There will also be preparation for the unseen poetry section of Paper 2, with students being exposed to a wide range of poetic forms and structures. Students will also study a modern drama text (An Inspector Calls) in preparation for the Paper 2 examination.

Assessment

Paper 1: Shakespeare and the 19th century novel (1 hour 45 minutes, 40%)

Paper 2: Modern texts and poetry (2 hours 15 minutes, 60%)



GCSE Maths

Exam Board: Edexcel GCSE (9-11)

Course Leader

Mr Ryan
Bergh

Goes Well With

Science, Business
Studies, ICT,
Geography, Design
and Technology
and Psychology

Progression

This qualification prepares students for progression to further study of Mathematics at AS and A level, and also to the study of Core Mathematics. These Level 3 qualifications prepare students for a variety of further progression routes.

Course Overview

GCSE Maths enables students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. Students will acquire, select and apply mathematical techniques to solve problems, reason mathematically, make deductions and inferences, and draw conclusions. They will also comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Course Content

Two tiers are available to students: Foundation (Grades 1-5) and Higher (Grades 4 - 9). The school will recommend which tier would be most suitable for your child. Content across both tiers include number, algebra, ratio, proportion and rates of change; geometry and measures; statistics and probability. Please see the topic weightings for both foundation and higher tiers below:

Foundation - Number 22-28%, Algebra 17-23%, Ration, Proportion and Rates of Change 22-28%, Geometry and Measures 12-18%, Statistics and Probability 12-18%

Higher - Number 12-18%, Algebra 27-33%, Ration, Proportion and Rates of Change 17-23%, Geometry and Measures 17-23%, Statistics and Probability 12-18%

Assessment

Over the course of the two years, pupils will complete pre- and post- diagnostic tests for all topics taught. In order to aid teaching, pupils will sit a baseline assessment at the start of the course. In addition to this, they will also complete mock GCSE papers to prepare for the final exam at the end of Year 11. This final exam will be externally assessed and includes the following three papers:

Paper 1: Non-calculator (1 hour and 30 minutes)

Paper 2: Calculator allowed (1 hour and 30 minutes)

Paper 3: Calculator allowed (1 hour and 30 minutes)



GCSE Science - Entrance Level

Exam Board: AQA

Course Leader

Mrs Alison Chambers

Enrichment Opportunities

Science club

Goes Well With

Maths, English, GCSE PE, Health and Social Care

Progression

Progress from one entry level to the next. At entry 3, the qualifications are designed to help you move on to further qualifications, such as:
GCSEs, Key Skills
Skills for Life, NVQs
BTEC Introductory or Level 1 BTEC Awards, Certificates or Diplomas
This can also lead to work based learning like an apprenticeship, or straight to a job.

Course Overview

Students following the Foundation level Combined Science (Trilogy) course will complete the Entry Level Certificate alongside the GCSE course. This qualification is linear. Linear means that students submit all components that form the assessment at the end of the course.

Two Entry Level Certificate Science qualifications are available.

- Entry Level Certificate (Single Award)
- Entry Level Certificate (Double Award)

The specification comprises six components. Each component has two assessments: one externally set and one internally set.

Course Content

The six components meet the Programme of Study Key Stage 4 requirements.

Biology

Component 1- Biology: the human body

Component 2 - Biology: environment, evolution and inheritance

Chemistry

Component 3 - Chemistry: elements, mixtures and compounds

Component 4 - Chemistry: chemistry in our world

Physics

Component 5 - Physics: energy, forces and the structure of matter

Component 6 - Physics: electricity, magnetism and waves

Students will be entered for either ELC Science – Single Award or ELC Science – Double Award. There are three levels of award available: Entry 1, Entry 2 and Entry 3. Entry 3 is the most demanding.

Assessment

Students will submit a portfolio of work containing the appropriate number of externally set assignments (ESAs) and Teacher-Devised Assignments (TDAs).



GCSE Science - Combined (Trilogy)

Exam Board: AQA

Course Leader

Mrs Alison Chambers

Enrichment Opportunities

Field studies trip to study Ecological sampling, visit to National Space Museum

Goes Well With

Maths, Psychology, Sociology, Computer Science, History and Geography.

Progression

Students can usually progress to study any A level Science from Combined Science, having gained a high enough grade according to the entry requirements of the sixth form establishment.

Course Overview

All students will study Combined Science unless they select to follow Triple Science. The combined course divides the content into two main sections, which contain connections between areas of biology, physics and chemistry.

Science is a set of ideas about the material world. The specification includes all the parts of what good science is at GCSE level: whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the specification will support students in building a deep understanding of science. This will involve talking about, reading and writing about science plus the actual doing, as well as representing science in its many forms both, mathematically and visually through models. This specification encourages the development of knowledge and understanding in science through opportunities for working scientifically; working scientifically is the sum of all the activities that scientists do.

Course Content

Biology

Cell biology, organisation, Infection and response. Bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology

Chemistry

Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources

Physics

Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism

Assessment

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

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GCSE Religious Education

Exam Board: AQA

Course Leader

Mr Rob
Taylor

Enrichment Opportunities

Trip to Krakow and the concentration camps of Auschwitz and Birkenau.

Goes Well With

History, English,
Philosophy, Human
Geography

Progression

This course is designed to inculcate critical thinking and analytical skills. Any further study requiring evaluation and careful argument design would benefit from a grounding in Religious Studies. Careers such as Journalism or the legal profession value Religious Studies

Course Overview

Our students will study the beliefs, teachings and practices of Christianity and Islam and their basis in Christian and Islamic sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Furthermore, they will build their knowledge and understanding of different religious perspectives on a range of real world issues within or between religious and non-religious beliefs such as atheism and humanism. Our Students will also study religious, philosophical and ethical arguments related to the many issues raised, and their impact and influence on our modern world. Essentially, they will expand their appreciation of the myriad of ways in which religion has influenced and continues to impact the lives of people across the world.

Course Content

Component 1: The study of religions: beliefs, teachings and practices - Christianity and Islam

Component 2: Thematic studies -

Theme A: Relationships and families

Theme C: The existence of God revelation

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment.

Assessment

Two 120 minute exam papers (Component 1 and 2)

The exams will measure how students have achieved the following assessment objectives.

Paper 1: Demonstrate knowledge and understanding of religion and beliefs including: beliefs, practices and sources of authority, influence on individuals, communities and societies, similarities and differences within and/or between religions and beliefs.

Paper 2: Analyse and evaluate aspects of religion and belief, including their significance and influence. This paper will require our students to be critical and follow logical chains of argument.



GCSE Computer Science

Exam Board: OCR

Course Leader

Mr Tam
Abedin

Enrichment Opportunities

Students will have the opportunity to work with alternative programming languages as well as opportunities for visits to or speakers from tech companies.

Goes Well With

Maths, Sciences,
Business Studies

Progression

Students will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

Course Overview

Course Overview - This course teaches both the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject. By studying GCSE Computer Science, students will have a better understanding of the digital world they live in.

Course Content

Over the two years, students study 8 topics. The topics studied are - Algorithms, Programming, Data Representation, Computer Systems, Computer Networks, Cyber Security, Impacts of Digital Technology and Software Development. Throughout the course we will look at real world scenarios to help us understand the digital world around us, whether that be a wireless network at home or buying the latest device.

A significant part of algorithms and programming is theory, as this is how it is assessed in the exam. In addition to the theory, students will learn to develop programs using python. As part of the course, we will learn to design, write, test and refine python programs. This will be embedded throughout the theory elements to support student understanding, as well as develop coding skills. We would encourage students to practice coding skills at home wherever possible.

Assessment

There are 2 written examinations for this course.

Paper 1: is a 2 hour examination covering algorithms and programming.

Paper 2: is 1 hour 45 minutes, covering the remaining topics covered in this GCSE.

Both papers will have a mix of multiple choice, short and longer responses. Each paper is 50% of the final GCSE grade.



GCSE Geography

Exam Board: AQA

Course Leader

Mrs Nicola
Cooper

Enrichment Opportunities

Two fieldwork trips
to collect data to
make geographical
enquiries

Goes Well With

Biology, Chemistry,
Physics, Maths,
RE, Computer
Science and
Business Studies.

Progression

Geography can
lead to career
prospects and
opportunities in
Tourism,
Environmental
planning,
Conservation, Civil
Engineering, Land
management,
Logistics and
Distribution,
Surveying, Planning
Architect.

Course Overview

Geography is a unique subject: it allows for the study of various contrasting physical and human environments. It augments our students' understanding of our past and our present impacts on our planet. Studying geography gives us the opportunity to forecast, plan, adapt and manage the future impacts that we may have on our local and global environments.

Course Content

The Geography GCSE is divided into physical and human units:

Physical units

- Natural hazards - including earthquakes, volcanoes, tropical storms & climate change.
- The living world - focusing on tropical rain forests and cold environments.
- UK physical landscapes - including rivers and glaciation.

Human units

- Urban issues and challenges.
- Changing economic world.
- Resource management.

Assessment

The GCSE requires students to complete three units of work that are examined at the end of Year 11 in three written exams.

Paper 1: Living with the physical environment

Written examination- 1 hr 30 min- 35%

The challenge of natural hazards, the living world & physical landscapes

Paper 2: Challenges in the human environment

Written examination- 1 hr 30 min- 35%

Urban issues and challenges, the changing economic world & the challenge of resource management

Paper 3: Geographical applications

Written examination- 1 hr 15 min- Pre-released resource booklet
30%

Issue evaluation and geographical skills.

GCSE History

Exam Board: Edexcel GCSE (9-11)

Course Leader

Mr Edmund
Jackson

Goes Well With

History is a highly desirable subject. Due to its emphasis on analytical and critical thinking skills, it partners very well with subjects like English, Politics, and Sociology.

Progression

History provides students with valuable and well-rounded knowledge & skills that will be highly useful for further study. Many who choose history as a subject often go on to careers in business, law, journalism, and education.

Course Overview

History is a popular subject that is more than just remembering dates and random facts about the past. By taking this subject as a GCSE option, you will learn how to analyse important events in Britain & the wider world, and judge how they shaped the globe then and now. You will learn to identify the usefulness of sources, analyse evidence, read historical interpretations, and build reasoned conclusions on events of historical significance. You will develop strong investigative and critical thinking skills along with a well-rounded grasp of key historical events.

Course Content

Starting in Year 10, students at Henlow who take History GCSE as an option will be asked to focus on four areas of study over 2 academic years. Students will be asked to cover a wide range of topics that cover a thousand years of history from the medieval period through to the 21st century.

In terms of skills, students will focus largely on consolidating large amounts of information, and be able to structure their writing into solid arguments. Additionally, students will be analysing historical sources and assessing their usefulness for historians.

In Year 11, students will focus on historians' interpretations and discover why historians come to different conclusions on the same events, and be able to formulate their own opinions, and express them confidently.

Assessment

Paper 1: Medicine in Britain, c1250–present and the British sector of the Western Front, 1914-18 (Thematic Study) - 30% - 1 hour 15 mins

Paper 2: Anglo-Saxon and Anglo-Norman England, 1060–1088 (British Study) and superpower relations and the Cold War, 1941-91 (Period Study) - 40% - 1 hour 45 mins

Paper 3: The USA, 1954-1975: Conflict and home and abroad (Modern Study) - 30% - 1 hour 20 mins

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GCSE French

Exam Board: AQA

Course Leader

Miss Danielle
White

Enrichment Opportunities

Students will have the opportunity to take part in trips to France to practise the language and to immerse themselves in the culture of the country.

Goes Well With

English Literature, History and Geography as they are closely linked and can inform each other.

Progression

French is great for a wide variety of careers. Translating or communicating with people from non-English speaking countries including tourism, government, politics, media, journalism, education, fashion or law, although the list is endless.

Course Overview

Developing the ability to use a foreign language effectively in everyday situations helps pupils become more attractive and flexible to potential employers and provide skills for life. There are many skills integral to learning a language including: social skills; communication skills; problem-solving skills; confidence; open-mindedness; flexibility and the ability to work in a team.

Understanding how to study a foreign language, makes it easier to study other languages in the future opening out further possibilities.

Course Content

Pupils study all of the following themes on which the assessments are based.

Theme 1: identity and culture

Theme 2: local, national, international and global areas of interest.

Theme 3: current and future study and employment.

Assessment

The qualification is linear which means that pupils will sit the exams at the end of their course. The subject is assessed through 4 skills:

Listening (25%)

Foundation Paper - 35 minutes/ Higher Paper - 45 minutes

Speaking (25%)

Foundation Paper - 7-9 minutes and preparation time/ Higher Paper - 10-12 minutes and preparation time

Reading (25%)

Foundation Paper - 45 minutes/ Higher Paper - 1 hour

Writing (25%)

Foundation Paper - 1 hour/ Higher Paper - 1 hour 15 minutes

At the end of the course students will either be entered for the foundation (Grades 1-5) or Higher Tier (Grades 4-9) examinations.

Pupils must take all four papers at the same tier.



GCSE Science - Triple (Biology)

Exam Board: AQA

Course Leader

Mrs Alison Chambers

Enrichment Opportunities

Field studies trip to study Ecological sampling

Goes Well With

Maths, Psychology, Sociology, Computer Science, History and Geography.

Progression

Students develop many transferable skills through the study of science. As students progress onto higher education, they often choose A levels in: maths, further maths, Biology, Chemistry, Physics, Psychology, Sociology, Computer Science, History and Geography.

Course Overview

If pupils choose to take Triple Science as one of their options they will study all three disciplines and will end up with three separate GCSE qualifications; Biology, Chemistry and Physics.

Course Content

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

Assessment

Paper 1: Topics 1–4: Cell biology; organisation; infection and response; and bioenergetics.

Paper 2: Topics 5–7: homeostasis and response; inheritance, variation and evolution; and ecology.

Written exams: 1 hour 45 minutes each - Higher Tier



GCSE Science - Triple (Chemistry)

Exam Board: AQA

Course Leader

Mrs Alison Chambers

Goes Well With

Maths, Psychology, Sociology, Computer Science, History and Geography.

Progression

Students develop many transferable skills through the study of Science. As students progress onto higher education, they often choose A levels in: maths, Further Maths, Biology, Chemistry, Physics, Psychology, Sociology, Computer Science, History and Geography.

Course Overview

If pupils choose to take Triple Science as one of their options they will study all three disciplines and will end up with three separate GCSE qualifications: Biology, Chemistry and Physics.

Course Content

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Assessment

Paper 1: Chemistry topics 8–12: atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; and energy changes.

Paper 2: Chemistry topics 13–17: The rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources.

Written exams: 1 hour 45 minutes each - Higher Tier



GCSE Science - Triple (Physics)

Exam Board: AQA

Course Leader

Mrs Alison Chambers

Enrichment Opportunities

Visit to National Space Museum

Goes Well With

Maths, Psychology, Sociology, Computer Science, History and Geography.

Progression

Students develop many transferable skills through the study of Science. As students progress onto higher education, they often choose A levels in: maths, Further Maths, Biology, Chemistry, Physics, Psychology, Sociology, Computer Science, History and Geography.

Course Overview

If pupils choose to take Triple Science as one of their options they will study all three disciplines and will end up with three separate GCSE qualifications: Biology, Chemistry and Physics.

Course Content

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics (physics only)

Assessment

Paper 1: Topics 1-4: energy; electricity; particle model of matter; and atomic structure.

Paper 2: Topics 5-8: forces; waves; magnetism and electromagnetism; and space physics.

Written exams: 1 hour 45 minutes each - Higher Tier



GCSE Art & Design

Exam Board: AQA

Course Leader

Miss Caitlin
Gardiner

Enrichment Opportunities

Visits to art galleries and museums as well as places of interest linked to the chosen project themes.

Goes Well With

History, English, Science and the Humanities.

Progression

A level Art and design subjects:
6th form courses in design, photography, fashion, art history, advertising, architecture, textiles, surface pattern design.
Post A level foundation course in Art and Design.
Any creative degree.

Course Overview

The course offers students the opportunity to explore ideas, experiences or issues using a wide variety of different media. They develop skills such as drawing, painting, sculpture, installation, photography and the moving image, printmaking, textiles and mixed media.

Students study the contextual background of different art movements, learning about social, historical, environmental, cultural and ethical contexts, developing ideas relating to the issues studied. Throughout the two year course students keep a record of their work in sketchbooks as well as larger work both 2D and 3D that forms their portfolio. They are expected to show progression creating a series of works linked to a theme. Reviewing, refining and evaluating work is a key part of the process, before coming up with final designs that link all ideas.

Course Content

In Year 10 and part of Year 11 students develop work through a series of projects. The portfolio includes a sustained project evidencing the journey from initial ideas to final piece. The portfolio forms Component 1. At this stage students will be guided in the use of different media, improving skills and developing ideas linked to set themes.

During the second part of Year 11 students complete Component 2, an externally set assignment given by the exam board. All preparatory work forms part of the complete project and will be assessed. The project culminates in a 10 hour exam where the final piece for the project is made.

Assessment

Component 1 - Portfolio (produced during Years 10 and part of Year 11) is assessed by the school and moderated by AQA. 60% of the overall GCSE.

Component 2 - Externally set assignment. The preparatory section is completed in school time. The final segment is a 10 hour exam completed under exam conditions. 40% of the overall GCSE.



GCSE Business

Exam Board: Edexcel GCSE (9-1)

Course Leader

Mrs Beth
Kirkman

Goes Well With

English, Maths,
Sociology,
Geography,
Psychology

Progression

Business GCSE can lead into marketing, public relations and human resources.

You can take A-level followed by degree courses which could be combined with other subjects, for example languages, ICT and Law.

Business is useful in, the arts, administration, retail, health services and hotel management.

Course Overview

GCSE Business students take a critical approach to business and economics, focusing on topics such as building a business, business communications, and the extent to which business and economic activity can be ethical and sustainable.

Course Content

Investigating small business

- *Enterprise and entrepreneurship*: the dynamic nature of business: risk and reward; the role of business enterprise.
- *Spotting a business opportunity*: customer needs; market research; market segmentation; the competitive environment.
- *Putting a business idea into practice*: business aims and objectives; business revenues, costs and profits; cash and cash-flow;
- *Making the business effective*: the options for start-up and small businesses; business location; the marketing mix; business plans
- *Understanding external influences on business*: business stakeholders; technology and business; legislation and business; the economy and business; external influences

Building a business

- *Growing the business*: Business growth ; changes in business aims and objectives; business and globalisation; ethics, the environment and business
- *Making marketing decisions*: product; price; promotion; place; using the marketing mix to make business decisions
- *Making operational decisions*: business operations; working with suppliers; managing quality; the sales process
- *Making financial decisions*: business calculations; understanding business performance
- *Making human resource decisions*: organisational structures; effective recruitment; effective training and development; motivation

Assessment

Two papers 1hr 30 min each, 90 marks. Each paper is divided into three sections:

Section A: 35 marks Section B: 30 marks Section C: 25 marks.

Each paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.



GCSE Drama

Exam Board: AQA

Course Overview

GCSE Drama is a very practical course which teaches you to become a performer, director, theatre designer and also a creator of original, devised drama. The written components are taught alongside the practical work and teach you how to use language to describe, analyse and evaluate drama. You will develop skills and techniques used by current professional companies and regularly produce work that is impressive and inspiring. You will go to see professional theatre productions, learn about theatre companies and crucially, learn to work like a professional theatre company yourself, developing strong creative relationships with your peers. Because of the constant need to be creative, make decisions and often lead exercises, the course develops transferable skills, such as leadership, communication and team-work, which employers see as essential. Added to this are the obvious benefits of being a confident, skilful speaker. Because the written component is carefully combined with practical work, the course retains its practical basis and is exciting and energising.

Course Content

Component 1: Understanding Drama - 40% of the final GCSE

This unit is a written exam where you will practically explore a set play text, *Things I Know to be True* by Andrew Bovell. You will write about your practical work in the written exam to explain how you would perform, direct or design certain moments or characters. You will also see Live Theatre Productions and learn how to analyse the elements involved in creating a show. You will write about one of these productions in the exam.

Component 2: Devising Drama - 40% of your final GCSE grade.

In this unit you will be taught the skills and techniques required to produce an impressive piece of original drama in a series of exciting workshops. You will be given stimulus to base your devised piece on and will be able to experiment with different ideas and characters, working closely with your group or partner. You will present a practical performance and a written a portfolio which explains your creative ideas and evaluates your final performance.

Component 3: Texts in Practice - 20% of your final grade.

This is a practical performance examination. In this unit, you will work on extracts from a play text, in a group or a pair, or as a solo performer, to perform to a visiting examiner. You will be given plays that are suited to your skills and that you are interested in – your teachers allow you to try out different scripts to make sure that you are excited by your final choice.

GCSE Drama is a subject that provides a constant creative challenge. It teaches you to work closely as a team, find possibilities and ideas that are rarely discovered elsewhere, and to value your own and others' instincts and suggestions.

Course Leader

Mrs Lissy
Malt

Enrichment Opportunities

Theatre trips,
regular showcases
and performances,
workshops with
visiting theatre
companies and
directing younger
students.

Goes Well With

English, English
Literature,
History, Psychology,
Sociology, French,
Spanish, Business
Studies

Progression

Drama teaches you skills for any career, such as problem solving, teamwork, decision making, public speaking and confident presentation. It provides a direct foundation for students who wish to take Drama and Theatre Studies, Media Studies, Performing Arts or English Literature at A Level.



GCSE Food Preparation and Nutrition Exam Board: AQA

Course Leader

Mrs Michelle
Sherman

Enrichment Opportunities

Field trip to food
preparation
premises

Goes Well With

Science and
Business Studies

Progression

Certificate in food
science and
nutrition. Also
careers such as
chef, food product
developer, buyer,
food safety
inspectors,
nutritionists,
dieticians,
food engineer,
food scientist,
food technologist,
food photographer,
food stylist,
home economist,
microbiologist,
working in food
magazines.

Course Overview

This exciting and creative GCSE course gives students the opportunity to gain experience and practical cooking skills. Students will gain a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course Content

Students will have a combination of regular theory lessons and be able to practice their cooking skills in the food room. Food preparation skills are integrated into five core topics: Food; nutrition and health; food science; food safety; food choice; food provenance.

Students must be organised and ensure that they bring in all ingredients to every practical as this is a crucial part of the course. They must show independent skills in their learning and be prepared to use lunchtimes and afterschool to catch up with the work if necessary.

Assessment

Exam: Theoretical knowledge of food preparation and nutrition
1 hour and 45 mins - 50% weighting of the course (100 marks)
Section A consists of multiple-choice questions (20 marks)
Section B consists of five questions each with a number of sub questions (80 marks)

Coursework - Task 1: Food investigation 15% weighting (30 marks)
students are required to write or type an electronic report (1500-2000 words) including photographic evidence of their practical investigations. This shows their understanding of the scientific principles/experiments that underpin the preparation and food.

Task 2: Food preparation and assessment 35% weighting (70 marks)
Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. A written or electronic portfolio including photographic evidence of the three final dishes must be included.



GCSE Design & Technology

Exam Board: Edexcel GCSE (9-1)

Course Leader

Mrs Michelle
Sherman

Goes Well With

Maths, Science,
Business,
Computing, Art

Progression

6th form - product design and engineering college or apprenticeships - plumbing, construction, carpentry, electrician. career opportunities in architecture, product design, computing, furniture design, ergonomics, engineering, prop design, carpenter, graphics and much more!

Course Overview

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 in Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making products and apply technical and practical expertise.

Course Content

Students will have a combination of regular theory and practical lessons. The theory is split into two sections: Core and Specialism. The core section consists of the wider issues within Design & Technology whereas the specialism will be focused on Timbers. A portfolio of work will be completed by the student using the iterative design process in relation to their chosen theme given by the exam board. A prototype will be made in the workshop. Students will sit their exam and submit their coursework towards the end of Year 11. Students will need good organisational skills to be able to complete coursework and to stick to interim deadlines on time set throughout the years. Other skills required are planning, presentation, CAD skills, working independently and revision. Students will need to be prepared to use lunchtimes and afterschool to catch up with the work if necessary.

Assessment

Coursework - 50% weighting of the GCSE

Students will select one theme given by the exam board. Approximately 25 x A3 pages for the portfolio consisting of research, designing, development, CAD, practical (working prototype) and evaluation skills.

Exam - 50% weighting of the GCSE

Written exam: 1 hr 45 min (100 marks)

Section A – Core technical principles (40 marks)

Section B – Timbers specialism principles (60 marks)



GCSE Music

Exam Board: Eduqas

Course Leader

Mrs Bridget
Fordham

Enrichment Opportunities

Participation in one of the music extra-curricular activities in school is expected for those taking GCSE Music. Trips to concerts, when appropriate.

Goes Well With

Supports learning in all subjects. Teaches good practising techniques that can be applied to homework and revision. Universities and colleges welcome students that have studied music. Helps develop confidence for presentations

Progression

A Level Music/
Music Technology,
BTEC National
Music, University.
Employers look on
musicians
favourably as hard
and resilient.

Course Overview

Performing 30% Composing 30% Listening Exam 40 %

Course Content

The course is based round 4 Areas of Study

Area of Study 1: Musical Forms and Devices - music composed either during the Baroque, Classical or Romantic era. Music written in either, binary, ternary, rondo, variation or strophic forms. Music which makes a feature of a compositional device

Area of Study 2: Music for Ensemble - music in either the chamber music tradition, or music theatre tradition or the jazz and blues tradition

Area of Study 3: Film Music - Music used in a film or composed specifically for a film

Area of Study 4: Popular Music - Any genre of popular music

Lessons will be based around an area of study and will include elements of listening and appraising including key terms and theory. Composition and performing in the style of the area of study.

Assessment

Non Exam Assessment: Performance; composition (60%)

Performance: A minimum of one solo and one ensemble performance totalling 4-6 minutes. The performance standard is a minimum of Grade 3 to qualify as an ensemble performance the performer must have a supporting role in the performance not performing the tune.

Composition : two compositions, one of which must be in response to a brief set by the exam board - there will be a choice of four briefs, each one linked to a different area of study. The briefs will be released in September of Year 11

The second composition is a free composition for which you can set your own brief

Exam Assessment - 1 exam - 1 hour and 15 minutes (40%)

Eight questions – based around 4 areas of study. You will be developing skills in appraising music through the study of a wide range of music, linked to the four areas of study and two set works.



GCSE PE

Exam Board: OCR

Course Leader

Mrs Rachel
Lewis

Enrichment Opportunities

Trips can include university visits and sporting events. There will be GCSE PE only extra-curricular clubs and intervention.

Goes Well With

Biology, Psychology
and English

Progression

Students are fully equipped to take on a range of academic and vocational subjects in further education. GCSE PE students demonstrate excellent organisation, communication and leadership skills.

Course Overview

A practical, engaging course, GCSE PE equips students with the knowledge, understanding and skills to develop their own and others performance in sport and physical activity. Students will understand the contribution that physical activity and sport make to health, fitness and wellbeing by applying information from both practical and classroom-based theory lessons.

Course Content

We will cover a range of units of work including: anatomy and physiology, physical training, socio-cultural issues, sports psychology and health fitness and wellbeing.

Throughout the course we will be investigating how exercise affects the body systems and how the body adapts to different types of training. We will develop knowledge of socio-cultural influences on sports participation, explore the impact of mental preparation and training on performance and study the physical, social and emotional aspects of physical activity alongside developing an understanding of energy use, diet and nutrition. Students will be working to develop skill level and performance in three sports/physical pursuits such as dance or and will complete a controlled assessment focusing on one sport.

Assessment

Paper 1: Physical Factors Effecting Performance 60 marks
(1 hour) 30%

Paper 2: Socio-cultural Issues and Sports Psychology 60 marks
(1 hour) 30%

30% comes from 3 practical sporting activities. Students will be assessed in one team sport, one individual sport and a third either team or individual activity. The final 10% of the assessment comes from an analysis and evaluation of performance-controlled assessment piece of work.



GCSE Psychology

Exam Board: Edexcel GCSE (9-1)

Course Leader

Mrs Michelle
Pigram

Enrichment Opportunities

Science museum
London to the
'Who am I?'
exhibition.

Goes Well With

Science, PE, Maths,
Sociology, Critical
thinking

Progression

As a subject about human behaviour it can be useful to everyone, from going onto apprenticeships or remaining in more formal education. As a Science, Psychology GCSE develops scientific reasoning. Although a GCSE is not necessary to study psychology at A-level it eases the transition.

Course Overview

Studying psychology at GCSE will engage you in exploring human behaviour to get a better understanding of yourself and others. Contemporary studies are explored and allow for practical engagement through replication in the classroom.

Course Content

A range of topics are studied and cover the different branches and approaches to psychology. Topics 1-5 form the material for paper 1 examination. All 5 areas are compulsory.

Topic 1: Developmental psychology – how did you develop?

Topic 2: Memory – how does your memory work?

Topic 3: Psychological problems – how would psychological problems affect you?

Topic 4: The brain and neuropsychology – how does your brain affect you? *Topic 5:* Social influence – how do others affect you?

Topics 6-11 form the material for paper 2 examination. Topic 11 is compulsory and considers how psychological research is conducted. 2 further options are studied from topic 6-10.

Topic 6: Criminal psychology – why do people become criminals?

Topic 7: The self – what makes you who you are?

Topic 8: Perception – how do you interpret the world around you?

Topic 9: Sleep and dreaming – why do you need to sleep and dream?

Topic 10: Language, thought and communication – how do you communicate with others?

Assessment

2 external assessed examinations at the end of the course.

Paper 1: 1 hour and 45 minutes 55% of the qualification 98 marks all questions are answered. Section 1-5 a mix of multiple choice and short answer questions in each section. Section 6: two longer essay style questions exploring debates in Psychology and the interrelationship between branches of Psychology.

Paper 2: 1 hour and 20 minutes 45% of the qualification 79 marks



Health and Social Care Technical Award

Exam Board: Pearson Edexcel

Course Leader

Mrs Michelle
Pigram

Goes Well With

This Tech Award complements the learning in GCSE English, theoretical aspects of GCSE Biology and Psychology applying knowledge in a vocational context.

Progression

Leads onto level 3 courses, diplomas and apprenticeships in the health and social care sector and/ or onto employment or degree courses linked to the sector.

Course Overview

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care uses vocational contexts for learners who want to acquire sector-specific applied knowledge in lifespan development and health and social care services. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them. The qualification is graded using Pass, Merit and Distinction grades.

Course Content

The course is divided into 3 components designed to assess applied knowledge and practices. There is a focus on developing skills that will support progression in the Health and Social care sector.

1. Human Lifespan Development: the development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events
2. Health and Social Care Services and Values: the development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care.
3. Health and Well Being: explore the positive and negative factors that affect health and wellbeing. Consider physiological and lifestyle indicators and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Assessment

Component 1: Human Lifespan Development

Component 2: Health and Social Care Services and Values.

Both components 1 and 2 are non-exam, internally assessed by school and moderated by Pearson.

Pearson set tasks are completed in 6 hours each; worth 60 marks each and are worth 30 % each of the final grade.

Component 3: 1 Written examination: Health and Wellbeing. 2 hour examination worth 60 marks. This makes up 40% of the final grade.

HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM

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