

THE HARVEY

# GCSE OPTIONS



## INTRODUCTION

### FOR PUPILS

As you move into Key Stage 4 some important changes to the curriculum occur. Constraints of time combined with syllabus content make it impossible for you to continue with all the subjects that you have previously studied, so you will need to make some choices about your future learning.

Increasingly in Key Stage 4 you become more responsible for your own progress and learning. The main focus is on GCSE courses leading to public examinations. Such courses may involve the introduction of controlled assessments (coursework); much of which requires independent study. This means that you will be encouraged to take charge of more of your own learning than has been the case in Key Stage 3.

This booklet provides you with an outline of the compulsory and optional subjects that are available and the arrangements for making your choices. You and your parents are strongly advised to read it thoroughly, as the information contained is relevant to the decisions you will make.

There will be an opportunity for you to speak to many Curriculum & Subject Leaders at the Key Stage 4 Options Evening on Tuesday 11<sup>th</sup> February and for you and your parents to speak to your subject teachers at the Year 9 Parents' Evening on Wednesday 26<sup>th</sup> February. Your subject teachers and form tutors are all available to help support you in making your choices at this important time.

### FOR PARENTS

- **Y9 Reports**

The latest Year 9 academic progress reports are accessible via the intranet from Friday 7<sup>th</sup> February.

- **Key Stage 4 Information Booklet**

A hard copy will be issued to all boys in Year 9 before the GCSE Options evening with an electronic copy available through the intranet and School Website by Friday 7<sup>th</sup> February.

- **Tuesday 11<sup>th</sup> February: Enterprise Day**

Year 9 pupils are engaged in a full-day enterprise and skills activity designed to encourage teamwork, communication, problem-solving and enterprise skills development. This work-related learning activity will highlight the relevance of subject disciplines and the importance of particular skills to the world of work.

- **Tuesday 11<sup>th</sup> February: Key Stage 4 Options Information Evening (7.00pm- 8.30pm)**

Boys and their parents are invited to attend this evening. You will have chance to speak to Curriculum & Subject Leaders about the Key Stage 4 option subjects on offer.

- **Wednesday 26<sup>th</sup> February: Parents' Evening (5.00pm-8.00pm)**

Parents will be able to make an appointment to speak to their son's subject teachers to discuss his progress and, if you wish, his suitability to study their subject at GCSE level.

- **Thursday 27<sup>th</sup> February – Friday 27<sup>th</sup> March: Key Stage 4 Option forms**

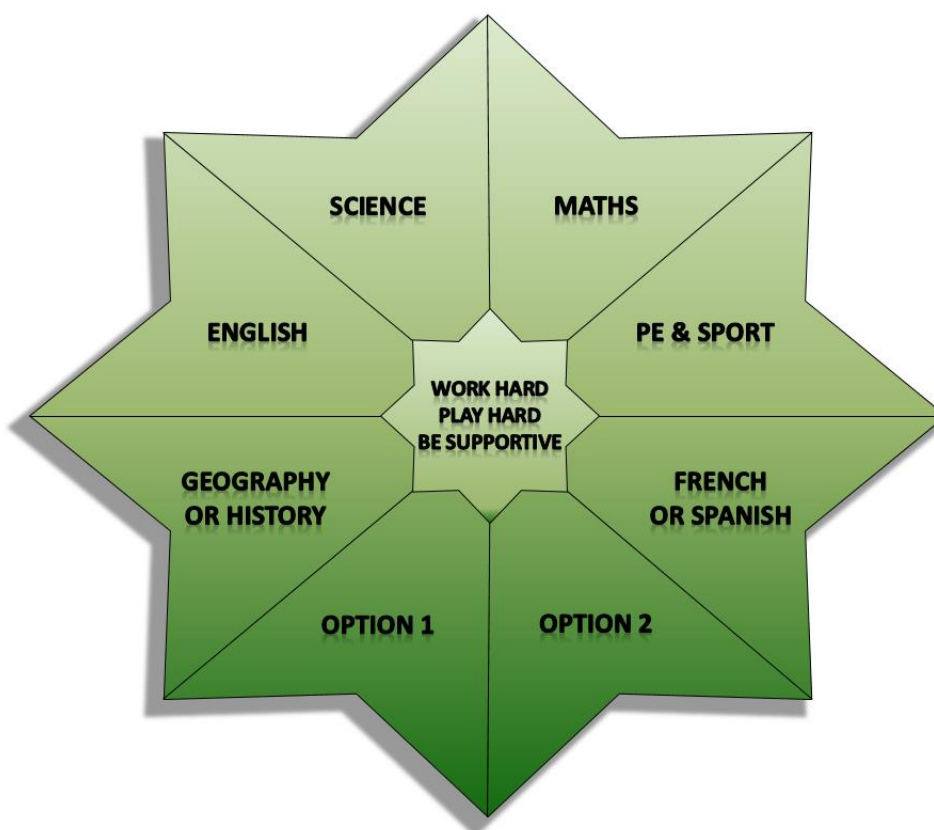
Pupils are expected to complete their on-line GCSE Option Choice Forms (via Talisman).

## GCSE EXAMINATIONS

- The General Certificate of Secondary Education is a system of examinations with a scale of grades 9-1 (numbers). Some GCSEs include an element of controlled assessment together with a final examination, both of which contribute to the final grade. Controlled Assessment (coursework) is usually assessed by teachers and then moderated by the relevant Examination Board.
- Controlled Assessment may involve projects and assignments, essays, oral work, investigations and production of pieces of practical work. Many of these assignments have to be completed by specific dates, so planning a work schedule and keeping to deadlines are necessary and important ingredients for success at Key Stage 4.

## KEY STAGE 4 ACADEMIC CURRICULUM AT THE HARVEY

The vast majority of our pupils follow this Key Stage 4 Programme of Study. It provides a strong academic curriculum which is an excellent foundation for Higher Education, including courses at the premier universities. Universities and employers increasingly expect pupils to have this portfolio of qualifications. This programme of study is complemented by courses in Religious Education, Personal, Social and Health Education, Careers Education and Citizenship and opportunities for work-related and enterprise learning, delivered during Key Stage 4.



Boys are expected to choose **two** options from the subject list below:

**Art & Design\***

**Business (BTEC)**

**Design Technology\***

**Drama**

**Economics**

**Film Studies**

**Information Technology**

**Music or Music Technology (BTEC)**

**Philosophy & Ethics (Religious Studies)**

**Psychology**

- **\*Art & Design and Design Technology courses** are double-time subjects in the Key Stage 4 timetable, given their heavy emphasis on practical work. Consequently, they will count as **two** Option choices so only one of these double-time courses may be chosen.
- Pupils can choose both a second Language and/or Humanity as one or more of their option choices.

## **YOUR OPTIONS**

### **WHAT TO CONSIDER WHEN MAKING YOUR CHOICES:**

- You should discuss with your parents and teachers where your strengths lie, using the information provided about each subject in this booklet to see which areas of study may suit you best. Make sure you lean towards subjects you enjoy.
- Use this GCSE Options Booklet and the Information Evening on Tuesday 11<sup>th</sup> February to find out what each subject is like: for example, what sort of tasks are you expected to complete? What are the most challenging and enjoyable aspects of the subject? This is particularly important if you are considering one of the subjects on offer that you have not studied to date such as Psychology or Economics.
- A GCSE in a particular subject is not necessarily essential if you want to take it at A Level or beyond but in some cases, you may be putting yourself at a disadvantage if you do not select it now. In most subjects, a GCSE qualification at grade 7 or above is recommended for A Level (for example, French, Geography Art or Design & Technology) and for some is essential (for example, Mathematics).
- You may find content, guidance and advice via Unifrog useful in informing your choices and may wish to ask our CXK Careers Advisers for information about particular career routes. You may find particular subjects are mentioned as being more desirable than others for particular career paths. You may be surprised to find that, in some cases you do not necessarily need to have either a GCSE or an A Level in a particular subject area to go on to study it at University. For example, BTEC Business or Economics may not be essential if you are contemplating a career in Business or Management - but Maths at A Level may be?
- For those students for whom there are legitimate academic reasons for wanting to diverge from our prescribed curriculum offer (e.g. the desire to not continue study of a foreign language or a humanities subject) parents may request a meeting with the relevant Head of House to discuss this and agree a personalised programme of study.

***\*PLEASE NOTE that not all the subject options listed may be available if there is insufficient demand to make a viable set.***

## **KEY STAGE 4 COURSES**

### **ENGLISH LANGUAGE**

Students will sit two written examinations at the end of the two-year course. There will be a total of 8 questions testing Reading comprehension, and two which test the students' ability to write according to a specific brief. Reading and Writing are equally weighted. Reading materials are drawn from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, and will comprise extracts of fiction and both non-fiction texts.

### **ENGLISH LITERATURE**

English Literature at GCSE comprises two examination papers.

**Paper 1** involves the study of a play by Shakespeare, and a novel by a nineteenth century author.

**Paper 2** comprises three sections:

Modern prose or drama; a themed anthology of poetry provided by AQA; and an 'unseen' (not previously studied) poem, likely to be by a contemporary poet.

## MATHEMATICS

The course will build on from the knowledge previously gained in the areas of Number, Algebra, Ratio Proportion and Rates of Change, Geometry and Measures, Probability and Statistics. Skills will be tested in using and applying standard techniques and also reasoning, interpreting and communicating mathematically. The Functional Nature of Mathematics is studied throughout the course and enables the student to recognise and use Mathematical skills within Maths and in other contexts.

This is assessed at the end of the course by 3, 1 hour 30 minute written papers taken in June; one non-calculator and two calculator. All papers have an equal weighting and cover the full range of topics.

## SCIENCE

Pupils follow the Combined Science course during Year 9, with the majority going on to complete this during in Y10/ 11 leading to the award of two GCSEs. The most able science students will be offered Separate Science in Year 10/ 11 resulting in the award of three GCSEs. The GCSE Science courses consist of:

**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** • Forces • Energy • Waves • Electricity • Magnetism and electromagnetism • Particle model of matter • Atomic structure • Space Physics

All students will sit six papers for Science: two Biology, two Chemistry and two Physics. The Combined science examinations are 1 hour 15 minutes and the Separate science examinations are 1 hour and 45 minutes in length, all consisting of multiple choice, structured, closed short answer and open response questions.

## PE & SPORT

PE and Sport is delivered as an integral part of the core curriculum at Key Stage 4, providing pupils with practical sport, enrichment and further extra curricular engagement, leadership opportunities and guidance on how to develop healthy lifestyle habits. In addition, pupils have the chance to secure an optional Level 2 qualification equivalent to a GCSE, dependent on aptitude and engagement. The course covers the following units:

1	<b>Fitness for Sport &amp; Exercise</b>	This unit has links to, and underpins, the other units for sport. Learners will cover the components of physical and skill-related fitness and the principles of training; explore different fitness training methods for developing components of fitness; gain knowledge and skills in undertaking and administering fitness tests.
2	<b>Practical Sports Performance</b>	This unit focuses on developing and improving learners own practical sports performance and introduces them to a variety of different sports and, through participating in different sports, they will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.
3	<b>The Mind and Sports Performance</b>	This unit looks at the concepts that influence the mind in sporting situations and, most importantly, explores the effects that they can have on sports performance.
4	<b>Training for Personal Fitness</b>	This unit is all about the individual performer, training to improve and enhance personal fitness, using the training methods that are most appropriate, beneficial and engaging.

The content of this course link strongly with elements of our PSHE provision, complementing work done on individual target-setting, mental health awareness and developing a healthy School and healthy students.

## ART & DESIGN\*

**\*Art & Design** is given double-time in the curriculum given its heavy emphasis on practical work. Consequently, it will count as two Option choices in both Route 1 and Route 2. This is a broad-based course that requires your son to have a reasonably high standard of artistic ability and the capacity to work well on his own.

The first few terms involve a number of different disciplines in the "arts", such as Fine Art, Graphic Art, Sculpture and Printing, and your son will be encouraged to experiment with various materials and approaches, developing and reinforcing basic skills and materials use. Drawing is a very important element. As the course progresses, he will develop an understanding of past and contemporary Art and Design and be encouraged to produce personal responses embracing a range of ideas. Alongside developing imaginative powers and the skills to express ideas, feelings and meanings he will also develop an understanding of the language and conventions of Art and Design and the understanding of the place of art, craft and design in history and society.

**Unit 1: the Portfolio of Work** is worth **60%** of the overall marks and is based on a portfolio of work showing their personal response to a chosen starting point. This must include ample evidence of ability in practical and critical/contextual work and in one or more area(s) including drawing and painting, mixed media, sculpture, printmaking and photography.

**Unit 2: the Externally Set Task** is a final project set by the examination board and accounts for the remaining **40%**. Up to 10 hours is set aside for a controlled test that is carried out towards the end of the project. All work during the controlled test will be carried out unaided by the teacher and in exam conditions.

## BUSINESS – BTEC LEVEL 2 AWARD

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

This qualification is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

### How the course is structured:

Component/Unit	How assessed	Year assessed
1: Exploring Enterprises	Internal	Year 10
2: Planning for and Pitching an Enterprise Activity	Internal	Year 10
3: Promotion and Finance for Enterprise	External Synoptic	Year 11

### Component 1

Learners will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs. Moving on to examine the need for market research and a business and understanding the environment both internal and external in which they operate.

### Component 2

Learners will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.

### Component 3

Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

As part of this course all students are required to pitch their enterprise idea to an audience, if the pitch presents a viable idea then students are given the opportunity to run these enterprise activities in school at the end of year 10.

## **DESIGN & TECHNOLOGY\***

\* **The Design Technology course** is given double-time in the curriculum given their heavy emphasis on practical work. Consequently, it will count as two Option choices in both Route 1 and Route 2.

### **The Course**

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

### **There are two components of study:**

#### **Component 1: Written paper 1 hour 45 minutes 50% of the qualification**

The written paper itself has two sections:

**Section A** examines core knowledge

**Section B** examines a chosen specialist material

Both are comprised from a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There are also calculation questions in each section.

#### **Component 2: Project based work 50% of the qualification**

Students will undertake a project based on a contextual challenge released a year before certification.

There are four parts to the assessment:

##### **1 – Investigate**

This includes investigation of needs and research, and a product specification

##### **2 – Design**

This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design

##### **3 – Make**

This includes manufacture, and quality and accuracy

##### **4 – Evaluate**

This includes testing and evaluation.

Students opting for a DT GCSE should aim to have made good progress during KS3 and be comfortable with the notion of an extended coursework project. In all cases it is advisable to discuss your choices with the Department so we can give best advice on the option for you. You may also find it helpful to come down to the workshops and look at past projects and folios.

### **Other opportunities**

Throughout the GCSE you will have access to various STEM related activities and courses. In addition, CREST awards at the silver level can be done alongside your coursework. Students also have the chance to engage in engineering outreach work with local primary schools.

## **DRAMA**

It is a common misconception that drama is not an academic subject; this could not be further from the truth. We offer a course which relies heavily on the pupil's ability to analyse live theatre, study plays and compile a devising log evaluating and explaining their practical process. Drama aids pupils' general understanding of literature and a writer's purpose. We've built in as much opportunity as possible for students to do what they like best – participate in performance. All students devise drama. All students explore texts practically and work on two text-based performances. Students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Students learn to collaborate with others, think analytically and evaluate effectively.

*It is **not** a requirement that boys must have taken Drama as a KS3 option to start the GCSE course.*

**What does the course involve?**

<p><b>Understanding drama (written)</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre</li> <li>• Study of one set play from a choice of six</li> <li>• Analysis and evaluation of the work of live theatre makers</li> </ul> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour and 45 minutes</li> <li>• 40% of GCSE</li> </ul>	<p><b>Devising drama (practical)</b></p> <ul style="list-style-type: none"> <li>• Process of creating devised drama</li> <li>• Performance of devised drama</li> <li>• Analysis and evaluation of own work</li> </ul> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• Devising log (60 marks)</li> <li>• Devised performance (20 marks)</li> <li>• 40% of GCSE</li> </ul>
<p><b>Texts in practice (practical)</b></p> <ul style="list-style-type: none"> <li>• Performance of two extracts from one play (students may contribute as performer or designer)</li> </ul> <p>Free choice of play but it must contrast with the set play chosen for Component 1</p> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• Performance of Extract 1 (20 marks) <b>and</b> Extract 2 (20 marks)</li> <li>• 20% of GCSE</li> </ul>	

**ECONOMICS**

We are sure that there are many pupils who are interested in finding out how the Economy works and why it is always a high priority on the Government agenda. Economics looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As pupils go through the course they will be presented with opportunities to focus on real-world issues. Pupils will consider and reflect upon moral, ethical and sustainable issues that arise as a result of the impact of economic activity.

Pupils with an interest in business, the economy and current affairs will be well suited to this subject and will draw on experience and research on national and global economic situations and issues from the last 15 years.

Pupils will make plenty of use of their quantitative skills by doing calculations from economic data and develop their skills to interpret data presented in the form of graphs and charts.

Throughout the course, pupils will be expected to learn and apply economic theories and concepts covered in class to two examination papers. Topics studied during the course are:

**How markets work:**

- |                             |   |
|-----------------------------|---|
| 1 Economic foundations      | 4 Production, costs, revenue and profit |
| 2 Resource allocation       | 5 Competitive and concentrated markets  |
| 3 How prices are determined | 6 Market failure                        |

**How the economy works:**

- |  |   |
|--|---|
| 7 Introduction to the national economy   | 10 International trade and the global economy |
| 8 Government objectives                  | 11 The role of money and financial markets    |
| 9 How the government manages the economy |   |

<p><b>Paper 1: How markets work</b></p> <p><b>What's assessed?</b></p> <p>Content 1–6</p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>	<p><b>Paper 2: How the economy works</b></p> <p><b>What's assessed?</b></p> <p>Content 7–11</p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>
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## The Harvey - Key Stage 4 Guide

Both Paper 1 and Paper 2 are assessed in the same way. Each is a written, 1 hour 45 minute exam and each is worth 50 % of the GCSE course. The Questions in each paper are in two parts:

**Section A:** 10 multiple choice questions followed by a range of calculation, short and extended response questions.

**Section B:** five questions involving a mix of calculations, short and extended responses.

## GEOGRAPHY

Are you interested in studying Geography at GCSE? You should be because:

- ✓ We teach an **exciting, up to date, relevant and interesting curriculum**
- ✓ Geography is an **academically rigorous subject** and will prepare you well for moving on to further education.
- ✓ Geography is included as an **Ebacc subject**
- ✓ Geography helps you to develop a wide range of **transferable skills** – essential in the world of higher education and employment
- ✓ Geography provides opportunities for you to **understand what is going on in the world** around you

### Which Syllabus do we follow?

The AQA specification recognises the vital role Geography has in the 21st century curriculum enabling our students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. The course comprises three papers; one physical, one human and one that is skills and fieldwork based.

Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment
<b>How is it assessed?</b> 1hr 30min written exam. 35% of the GCSE	<b>How is it assessed?</b> 1hr 30min written exam. 35% of the GCSE
Units studied: <b>Section A: The challenge of natural hazards</b> <ul style="list-style-type: none"> <li>• Tectonic hazards</li> <li>• Tropical storms, Extreme weather in the UK and Climate change</li> </ul> <b>Section B: Physical landscapes in the UK</b> <ul style="list-style-type: none"> <li>• Coastal and River landscapes in the UK</li> </ul> <b>Section C: The living world</b> <ul style="list-style-type: none"> <li>• Ecosystems (Tropical rainforests and Hot deserts)</li> </ul>	Units studied: <b>Section A: Urban issues and challenges</b> <b>Section B: The changing economic world</b> <b>Section C: The challenges of resources management</b> <ul style="list-style-type: none"> <li>• Resource management</li> <li>• Energy</li> </ul>
Paper 3: Geographical applications	
<b>How is it assessed?</b> 75min written exam. 30% of the GCSE. Pre-release resources made available from March in the year of the exam	
Units studied: <b>Section A: Issue evaluation</b> This section assesses students' geographical skills & applied knowledge by looking at a particular issue(s) taken from part of the course (using a pre-released resource). It challenges students' critical thinking and problem solving skills. <b>Section B: Fieldwork</b> Students need to undertake two geographical enquiries. Students will be examined using a range of questions that assess their understanding of fieldwork design, data collection and analysis.	

### What can I do after I've completed the course?

Employers and Universities see Geography as a robust academic subject, rich in skills, knowledge and understanding. Geography links the arts and the sciences, meaning it works with many subject combinations; a good grade will help to move you on to any post-16 course.

#### GEOGRAPHERS CAN:

- Make a concise report
- Handle data
- Ask questions and find the answers
- Make decisions about an issue
- Analyse material
- Manage themselves
- Solve problems

#### GEOGRAPHERS ARE:

- Independent thinkers
- Good communicators
- Spatially aware
- Socially and environmentally aware
- Problem solvers
- Good team players
- Computer literate
- Well rounded, flexible thinkers

## **HISTORY**

This course builds on the historical skills your son will have acquired during Key Stage 3 and develops further his abilities to understand and make use of the concepts of: cause and consequence; continuity and change; and similarity and difference. He will learn how to deal with the problems of bias and prejudice found in sources; identify reasons why particular events happened as they did; analyse why things change over time; and study the role of certain individuals and groups in the shaping of events.

**The course is divided into two papers:**

- **Paper 1: Understanding the modern world (2hr exam- 50% of the GCSE)**

### **Section A Germany, 1890–1945: Democracy and dictatorship.**

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

### **Section B Conflict and tension, 1918–1939**

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

- **Paper 2: Shaping the nation (2hr exam- 50% of the GCSE)**

### **Section A- Britain: Health and the People, c1000 to the present day**

This thematic study will enable students to gain an understanding of how medical treatments, surgical techniques, public health and beliefs about the causes of illness have changed over the past thousand years. It will consider the Medieval, Renaissance, Industrial and modern periods, from 'bloodletting' and barber-surgeons in the Middle Ages to the development of the NHS and the discovery of DNA in the 20th century. Students will investigate the importance of the work of such key individuals as Galen, Vesalius, William Harvey, Louis Pasteur, Dr John Snow, Joseph Bazalgette and Alexander Fleming.

Students will study the importance of the following factors as they influenced the health of the nation: war, religion and superstition, government, communication, science and technology, chance and the role of individuals.

### **Section B- Norman England, c1066–c1100**

This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

History is a literary subject and your son will need to have good comprehension, enjoy reading, and be able to communicate his knowledge and understanding effectively in essay form, in order to do well. The examination tests, rigorously, the ability to recall facts and provide detailed description. Your son will learn how to develop a reasoned argument, using evidence to support his assertions: in this regard, he needs to be able to illustrate his knowledge by selecting detailed, supporting information. These literary, recall, and communication skills are highly valued in many careers, such as law and journalism, and are an essential part of a wide range of A Level subjects, making GCSE History a very useful qualification.

## **FILM STUDIES**

- **Component 1:** Key developments in US films. (Examined unit: 35%)
- **Component 2:** Global Film: Narrative, Representation and Film Style (Examined Unit: 35%)
- **Component 3:** Practical Production (Coursework) - This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Learners produce:
  - An extract from a film **or** from a screenplay produced by themselves.
  - An evaluative analysis of the production, where learners analyse and evaluate their production in relation to professional products.

### Why take a GCSE in Film Studies?

For well over a century, film has represented one of the most powerful global means of communicating the local, national, and transnational stories that matter to humankind. Understanding the power of films to reflect reality is part of being a culturally literate and engaged citizen in the fullest sense. The study of cinema is important on a microcosmic and a macrocosmic scale: it allows you to explore the interconnectedness of personal visions, artistic and technological developments, social changes, as well as processes by which cultures and nations are defined through audio-visual means.

The Film Studies GCSE is designed to develop students' critical thinking, evaluative and analytical skills as well as deepening their understanding of how different cultures express themselves through the medium of film. Students will be exposed to a wide range of film genres and students' understanding, appreciation and enjoyment of film will be greatly enhanced as well as expanding their creativity and practical skills. A variety of forms of assessment are used, with the intention of shaping the students into independent, active learners.

### INFORMATION TECHNOLOGY – L2 CAMBRIDGE NATIONAL

The collection and communication of data and storing of data/information happens all around us. Technology underpins how it's collected and communicated nearly all of the time. It can be seen in all walks of life; a wearable fitness tracker recording how many steps you have taken, your mobile phone provider recording your usage to create your bill or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as the learner moves through education and into employment. To be able to do this the learner will need to have the confidence to use a range of information technology currently available, as well as being adaptable and resilient enough to deal with its rapid advances.

This qualification is the **equivalent of one GCSE level** ranging from **Pass to Distinction\***

#### Course Structure

Learners will be examined on 2 units R012 & R013. These units consist of 8 sub-units, split equally between the 2 assessment titles. R012 consists of an externally assessed exam and is taken in the summer of year 10, with a further retake available to all pupils the following January. R013 is an internally assessed unit, undertaken within lessons over the course of approximately 20 hours.

<b>R012 – Externally Assessed Exam</b>		<b>80marks</b>	<b>1 hour 45 minute written paper</b>
<b>Learning Outcome</b>	<b>Content Title</b>		
LO1	Understand the tools and techniques that can be used to initiate and plan solutions		
LO3	Understand how data and information can be collected, stored and used		
LO4	Understand the factors to be considered when collecting and processing data and storing data/information		
LO6	Understand the different methods of processing data and presenting information.		

<b>R013 – Internally Assessed Project</b>		<b>80marks</b>	<b>Approximately 20 hours lesson time</b>
<b>Learning Outcome</b>	<b>Content Title</b>		
LO2	To be able to initiate and plan a solution to meet an identified need		
LO5	To be able to import and manipulate data to develop a solution to meet an identified need		
LO7	To be able to select and present information in the development of the solution to meet an identified need		
LO8	To be able to iteratively review and evaluate the development of the solution.		

#### **Where will this course lead?**

This qualification is designed for learners 14-16 years old or over who want to continue their education through applied learning by developing their knowledge and understanding of the principles of IT. Achievement of this qualification can support progression to go on and study relevant post 16 courses such as, A Level Computer Science, Digital Media courses and the Level 3 Cambridge Technical Extended Certificate in IT, currently offered at The Harvey.

## **MODERN FOREIGN LANGUAGES (FRENCH/SPANISH)**

### **Why a Foreign Language?**

Speaking a foreign language has become a necessity in today's multicultural society. Whatever career your son will choose to follow, having a GCSE in a language will be an asset and will set him apart from other candidates when applying for jobs. It can accompany several other subjects such as Media, Business, History or Geography. Moreover, many universities now require students to have gained a qualification in a language at GCSE level.

### **The course**

The GCSE course extends and deepens the skills, grammar and vocabulary already acquired in Key Stage 3. Your son will study 3 Themes over the two year course:

- Theme 1: Identity and culture (Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals)
- Theme 2: Local, national, international and global areas of interest (Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism)
- Theme 3: Current and future study and employment (My studies; Life at school/college; Education post-16; Jobs, career choices and ambitions)

### **The course requires students to:**

- Develop their ability to understand spoken and written languages in a variety of styles and contexts
- Communicate in speech and writing for a variety of purposes
- Develop language learning and communication skills which can be applied broadly
- Understand and apply a range of vocabulary and structures
- Acquire knowledge and understanding of grammar
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken

He must also expect to take some responsibility for his own learning, especially in the area of extending his vocabulary through private reading. We also encourage the use of technology through apps and websites to enhance their knowledge

### **Assessment**

The course consists of four Units:

- Unit 1: Listening exam (25% of the GCSE)
- Unit 2: Speaking exam (25% of the GCSE)
- Unit 3: Reading exam (25% of the GCSE)
- Unit 4: Writing exam (25% of the GCSE)

Examinations in all units are available at Foundation and Higher level and will take place at the end of the course.

## **MUSIC and MUSIC TECHNOLOGY (BTEC Level 2 First Award)**

Offering the BTEC in Music enables us to develop students' individual skills alongside a variety of supplementary skills which enhance students' understanding of music and prepares them for further study at A Level and BTEC Level 3. The BTEC Level 2 First Award in Music is a practical course that offers students the opportunity to study the subject through assignments based on realistic workplace situations, activities and demands. It is suitable for any students who wish to continue developing their understanding of Music to a higher level.

Pupils who study BTEC at The Harvey will be well positioned to continue on to either A Level Music or Music Technology, or further vocational study on a BTEC Level 3 Diploma course.

### **How is the course assessed?**

The majority of units are assessed and graded via coursework activities and an overall grade for the qualification is awarded. There is one examination taken during the course for unit 1: The Music Industry. Assessment is continuous through coursework tasks.

### **What is the course structure?**

All students, whether studying Music or Music Technology follow the same two 30-credit core units which focus on the vocational side of the qualification. These are:

## The Harvey - Key Stage 4 Guide

- The Music Industry
- Managing a Music Product

The students then follow individual pathways, depending on their strengths and interests, studying either Music or Music Technology units, or a combination of both.

### MUSIC

The course is taught with an emphasis on developing practical Music skills, with the necessary theory to back this up. It is assessed through the following two additional 30-credit units:

- Introducing Music Composition
- Introducing Music Performance

### MUSIC TECHNOLOGY

The course is taught with an emphasis on the use of Music Technology and is assessed through the following two additional 30-credit units:

- Introducing Music Recording
- Introducing Music Sequencing

### Where to next?

A BTEC Level 2 Award prepares you for employment and provides a good grounding to go on to a more advanced course such as A level Music or BTEC Level 3 Diplomas in Music and Music Technology.

## PSYCHOLOGY

**Psychology** is the scientific study of the human mind, behaviour and experience. Psychologists carry out research to investigate the way people think, behave and respond to others.

### Aims of the Course

Students will learn to use specialist psychological vocabulary; develop an understanding of self and others and everyday social phenomena; understand how psychological research is conducted; and to develop arguments and draw conclusions through a critical approach to psychological evidence. Students will develop as effective and independent learners, and as critical and reflective thinkers. They will acquire knowledge and understanding of Psychology and the essential role it plays in today's society.

The GCSE course will introduce you to important research in various areas of Psychology that will help you to understand and make sense of yourself, other people and their behaviour. As such it provides an excellent foundation for a broad range of A level courses and careers.

Unit 1 - Cognition and behaviour	Unit 2 – Social context and behaviour
Memory; perception; development; psychological research methods.	Social influence; language, thought and communication; brain and neuropsychology; psychological problems including depression and addiction.

### Assessment

This is a linear course assessed entirely by examination, and both papers will be taken at the end of the second year of study and consist of multiple choice, short answer and extended writing questions. Students will develop examination technique throughout the course, in addition to learning the subject matter.

**Psychology** is a challenging subject as there is a lot to learn, memorise and understand, but it is also extremely interesting and enjoyable. It is a subject that can be used in virtually all careers and will enrich your understanding of yourself and others. This GCSE course provides an excellent foundation for Psychology and Social Science at Advanced level and beyond. The scientific nature of Psychology, including the mathematical and statistical content, and understanding of scientific research methods links with and develops skills from Biology and Mathematics. Lessons largely involve group and pair work; devising, carrying out and evaluating research; reading and written work; discussion and presentation.

## **PHILOSOPHY & ETHICS (RELIGIOUS STUDIES)**

The Philosophy & Ethics (Religious Studies) full course is designed to promote enquiry under the RE umbrella.

- Do you ever question life, existence and our purpose of being?
- Is life a puzzle for you?
- Do you understand why people are prepared to act on their beliefs?
- Do you wonder how we know right from wrong?

### **What will you study?**

Students learn about & consider:

- How religions and religious thought have developed over time.
- Why people accept or reject belief in God.
- Can war ever be justified?
- How attitudes of society are influenced by faith
- Can religion and science co-exist?
- How faith affects politics and society today

### **What use is Philosophy & Ethics?**

Philosophy and Ethics is useful in many jobs and considered a vital component to compliment core GCSE courses. It is essay based. Students explore ethical values in careers such as medicine, politics and economic funding in business. They learn how to construct valid arguments, justify their views and analyse others, which are vital skills in numerous professional careers.

The course allows the time to explore the answers to ultimate questions such as the origins of the universe, and have 'heated' discussions on contemporary issues such as war, politics, social change and the environment. All these issues are a part of your today and will affect your tomorrow. If you are considering AS/A Level Religious Studies (Philosophy & Ethics), this course provides a strong foundation in promoting analytical thought and enquiry.

### **How is the course assessed?**

The course is assessed through two written exams at the end of Year 11. There one 105 minute exam that assesses students' knowledge of the core beliefs of two different faith traditions (Christianity and Buddhism) and one 105 minute exam looking at contemporary philosophical and ethical issues.

### **Why Full Course?**

Full Course Religious Studies (Philosophy and Ethics) is an examined 2.5 lessons per week to allow:

- Independent Research
- A thorough study across four units of Philosophical and Ethical ideas that promote dialogue
- **A full accredited GCSE is only available to Full Course students.**

### **Resources**

Students are given the opportunity to present topics, analyse provocative images, get involved in public dialogue, and compile their own presentations. They study various mediums such as newspaper articles, film, dialogues and media programmes; listening to ethical debate from the Commons, and being part of a mock courtroom.

## **ADDITIONAL LEARNING**

- **CAREERS EDUCATION AND GUIDANCE**
- **CITIZENSHIP**
- **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**
- **RELIGIOUS EDUCATION**

As a **mandatory** part of the Key Stage 4 Curriculum all pupils will receive guidance and education in these key areas through the delivery of a co-ordinated programme that will aim to:

- **Contribute to the growth and development of the individual**
- **Help maintain the school's ethos by promoting its aims, values and procedures**
- **Educate pupils to think and act for themselves, with an acceptable set of personal qualities and values, which also meet the wider social demands of adult life and citizenship, including issues such as racism and prejudice.**

The course incorporates health education, including the related physical, sexual, moral, drugs and social issues; careers education, self-assessment, personal and inter-personal development.

In Key Stage 4 **PSHE** is delivered through the House system with taught year-specific lessons delivered by specialist tutors. This helps foster an effective and positive approach to personal target setting in Key Stage 4 and beyond.

### **Careers Education Information**

The school Careers Library is situated within the Study Centre in the main building and contains a variety of information to help your son with decisions about his post-16 future. These include careers materials designed to help in selecting possible future work and educational opportunities available after GCSE and A-Levels. With your son being required to continue in education, an apprenticeship or employment with training until their 18th birthday, these decisions will become increasingly important.

In addition to the support provided by the school through the formal provision of Careers Education and the informal support given by tutors and use of the Careers Library, boys also have access to external support from CXK, the careers service. A Personal Adviser from CXK holds formal individual and group appointments which can be booked (via the Library or house team) if a student requires more specific or detailed advice and guidance.

Your son will have received impartial advice and guidance about the subject choices available at GCSE and the implications of those choices on future career plans. If he has plans to sit A-Levels, it would also be useful to look at our Sixth Form Prospectus (a copy of which can be found on the school web-site) and/or college prospectuses to ensure that he takes subjects at GCSE that are required for A-Level courses.

In addition to the advice and guidance available through his access to [Unifrog](#), It may also be worth him looking at "[Informed Choices](#)". This digital document, most recently published in 2018-19, has been produced by the [Russell Group](#) of universities (the top 24 research universities in the UK), and it looks at the subjects these universities (and many others) prefer students to have studied at A-Level and GCSE. It has a section on the subjects preferred for degree courses, and it is well worth looking at this to make sure you are not cutting off a preferred career option. It may also be worth visiting the [National Careers Service website](#) for more general careers information and for those who are starting to consider what they may want to do when they leave education.

The emphasis here at The Harvey is in supporting you to keep as many options open for learning at and beyond The School. That impartial support and guidance may be available via Harvey staff in school or through our links with CXK and Unifrog. If you have any questions about your future learning and career(s) then please ask. We're here to help you make well-informed decisions.



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