HEATHFIELD COMMUNITY SCHOOL

YEAR 9

Curriculum Choices 2015 - 2017
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<td>The Choice is Yours!</td>
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</table>
Introduction

Dear Year 9 Students

Over the next few months you will be making some decisions about the courses that you will follow in Years 10 and 11. These decisions will affect your school life and, possibly, future career. Before you make those decisions, you must:

- Read (and make certain that you understand) the information in this booklet.

- In particular, make certain that you understand the subject information and the different routes that you can take.

- Talk to your parents/guardians about the courses and your suitability for them.

- Talk to your teachers about what the courses involve.

- **Ask questions** that will help you to make the right decisions.

- Consider all of the courses carefully and ensure that you have made the right decisions for **you**.

- Look at and use the comprehensive Careers section in the Learning Resource Centre.

- Full information to help students look at the future Careers aspects of their choices, and indeed future planning can be found on the Heathfield School VLE. Look here for the full information [http://www.heathfieldschoolvle.co.uk/year-9-options-planning-for-your-future/](http://www.heathfieldschoolvle.co.uk/year-9-options-planning-for-your-future/)

- A booklet for Year 9 students and their parents can also be found on the Heathfield VLE link mentioned above.

- Look at the Careers section in the Learning Resource Centre and the VLE and [http://www.heathfieldschoolvle.co.uk/career-websites-to-explore/](http://www.heathfieldschoolvle.co.uk/career-websites-to-explore/)

- A number of useful websites for general careers information can be found on the VLE covering many popular areas of careers interest such as:
  - [www.icould.com](http://www.icould.com) & [www.careersbox.co.uk](http://www.careersbox.co.uk) - videos of actual people talking about their career
  - [https://nationalcareersservice.direct.gov.uk](https://nationalcareersservice.direct.gov.uk) - official listing of careers information and other advice for people
  - [www.futuremorph.org](http://www.futuremorph.org) - information on STEM (Science, Technology, Engineering & Maths) Careers
  - [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) - further information can be found at the link : [http://www.heathfieldschoolvle.co.uk/somerset-apprenticeships-weekly-update/](http://www.heathfieldschoolvle.co.uk/somerset-apprenticeships-weekly-update/)

**REMEMBER, IF YOU HAVE ANY CONCERNS OR QUESTIONS PLEASE ASK!**

MIKE BETTLES
Deputy Head - Curriculum & Assessment
Making your Choice

In making your choice you should think carefully about your:

- Interests - You will tend to do better in a subject that interests you.
- Abilities - Look honestly at yourself and assess where your strengths really lie.
- How you like to work - Study the routes and the descriptions of the individual subjects carefully to see what best suits your needs.
- Possible Careers - Keep doors open - make certain that you use all of the careers information available. Make sure you choose a good balance of subjects.
- Possible Higher Education - Again, keep doors open for as long as you can.

AND REMEMBER . . . . . .

- do not choose a subject because your friend is choosing it - even close friends have different abilities and interests!
- that teachers change, subjects don’t - choose the subject and not the teacher!
How will my GCSE be graded when I get my results in 2017?

Most of your GCSEs will be assessed using the familiar A* - G system. However, three subjects are using a different system: new GCSEs in English Language, English Literature and Maths will be taught from September 2015, with students getting their results in August 2017. These results will be graded on a scale of 1 – 9 with 9 as the highest. Please see the table below for a clearer idea of how these numbers will correspond to the current grading system.

<table>
<thead>
<tr>
<th>NEW GCSE GRADING STRUCTURE</th>
<th>CURRENT GCSE GRADING STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 8 7 6 5 4 3 2 1 U</td>
<td>A*  A  B  C  D  E  F  G  U</td>
</tr>
</tbody>
</table>

- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.
- The bottom of grade 1 will be aligned with the bottom of grade G.
**KS4 CURRICULUM ROUTES - 2015**

<table>
<thead>
<tr>
<th>Route</th>
<th>CORE</th>
<th>OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Route 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(8 GCSEs)</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Route 2</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>(9 GCSEs)</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Route 3</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>(10 GCSEs)</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Route 4</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>(8 GCSEs)</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Anyone choosing Spanish or Italian will need to commit to one extra after school session per week.

* = Drama, Dance, Music, Performing Arts, Art, Photography

Orange = Arts subjects  Yellow = Support  Blue = eBacc  Green = Other accredited course  Pink = Non-accredited course

Free choice subjects = Arts subjects + Column 2 subjects + Catering; Textiles; Product Design; Resistant Materials; Childcare: P.E; I.T.
ROUTES: there are four routes that you can follow at KS4:

Route 1
- Study for 8 GCSEs.
- Take either extra English or extra Maths or both.
- Have two lessons a week of guided, independent study.
- Choose your eighth subject from the Blue Box subjects.

Route 2
- Study for 9 GCSEs.
- Have either Guided Study or extra English/Maths.
- Choose one subject from the Blue Box subjects and one from the Green Box ‘Free Choice’ subjects.

Route 3
- Study for 10 GCSEs.
- Choose ONE subject from the Blue Box subjects.
- Choose TWO subjects from the Green Box subjects.

Route 4
- Study for 8 GCSEs.
- Have Work Related Learning opportunities.
- Do tasks/assignments leading to the Prince’s Trust Award.
- Choose one subject from the Green Box subjects.

No student can take more than 10 GCSEs

SUBJECT CHOICES:

ARTS SUBJECTS:
- Art
- Dance
- Drama
- Music
- Performing Arts
- Photography

BLUE BOX SUBJECTS:
- Computing
- French
- French & German
- Geography
- German
- History
- Italian *
- Spanish *
- Triple Science

GREEN BOX SUBJECTS: ‘FREE CHOICE’
- Art
- Catering
- Childcare (BTEC)
- Computing
- Dance
- Drama
- French
- Geography
- German
- History
- Information Technology
- Italian
- Music
- PE
- Performing Arts
- Photography
- Product Design
- Resistant Materials
- Spanish *
- Textiles
- Triple Science

* Any student opting for either Italian or Spanish must be prepared to commit to one After School session per week.
KS4 CURRICULUM CHOICES – 2015

All students take: English; English Literature; Maths; Double Science; Religious Studies and an Arts subject.

(Please refer to the subject choices section overleaf when making a choice)

STEP ONE: Choose ONE Arts subject.
(N.B. : You cannot choose the combination of Drama and Performing Arts or Art and Photography)

My Arts subject choice is:

STEP TWO: Choose a Route.  (Please tick)

Route 1  □  Route 2  □  Route 3  □  Route 4  □

STEP THREE: Decide on your subjects within the route:

Route 1
My subject from the Blue Box is:

From the Yellow Boxes I will be taking Guided Study - I will also be taking:

English Plus □  Maths Plus □  Both □  (Please tick)

Route 2
My subject from the Blue Box is:
(Choose one)

My subject from the Green Box is:
(Choose one)

I will also be taking: Guided Study □  English Plus □  Maths Plus □  Both □  (Please choose one and tick where applicable)

Route 3
My subject from the Blue Box is:
(Choose one)

My subjects from the Green Box are:
(Choose two)
1.
2.

Route 4
My subject from the Green Box is:
(Choose one)
Some examples:

Philip has decided to take Route 1 and he will be studying for 8 GCSEs. Like every other student he knows that he will be studying English Language and English Literature; Maths, Double Science and RPE.

He has chosen to take Drama as his Art subject and History from the Blue box of subjects. He will also be taking extra English and he will have two supervised guided study lessons per week.

* * * * * * * *

Megan, however, has opted for Route 2. Like every other student she knows that she will be studying English Language and English Literature; Maths, Double Science and RPE.

She has opted for Art as her Arts subject and for German from the Blue Box. Her Green Box choice was Textiles and she has also opted for two supervised Guided Study lessons per week. In all, she will be taking 9 GCSEs.

* * * * * * * *

Like every other student Omer knows that he will be studying English Language and English Literature; Maths, Double Science and RPE. After that he has decided to opt for Route 3 with Music as his Arts choice. Triple Science is his Blue Box choice, whilst from the Green Box he has chosen Resistant Materials and Geography. He will be taking a total of 10 GCSEs.

* * * * * * * *

After a lot of thought and discussion Freya has decided to go for Route 4 which means that she will be taking 8 GCSEs. In addition to the common core of subjects, Freya has opted for Dance as her Arts subject and for Photography as her other GCSE.

She will then be having a range of practical experiences leading to the Prince’s Trust Award.
Life in Years 10 and 11

At Heathfield we are convinced that your studies must be balanced by a whole range of other opportunities and challenges. This means that we will support you in achieving academic success but we will also ensure that you develop the personal qualities and skills so important in modern adult life.

The opportunities and challenges include the following:

- Learning Mentor to a Year 7 or 8 student
- Duke of Edinburgh Award
- Ten Tors
- Business Mentoring
- Work Experience in Year 10
- Prefect Duties in Year 11
- International Links Projects
- Foreign Trips and Exchanges
- Enterprise Days
- Media Days
- Representing the school in a wide range of sports events
- Fieldwork
- Practical Work in Drama, Art, Music, Dance and Technology
- Community Education Courses
- Working with primary school children (eg. as a Junior Sports Leader)

We are proud of what we offer and it is always a pleasure for us to see students develop in maturity and confidence as a result of seizing some of these opportunities. It’s up to you to take advantage of what’s on offer!
Curriculum Choice

Subjects

2015-2017

The following pages give brief descriptions of the various subjects on offer. It is a really good idea to read them! After reading them get further information from your subject teachers at the Year 9 Parents Evening and raise questions at your ‘personal interview.’

Good reading and good luck!
English (GCSE)

In Year 10, you begin the study of two GCSEs: English Language and English Literature. You will get the chance to argue and debate, make presentations and develop dramatic. There will also be the opportunity to develop your creative writing, study plays (including those of the great bard himself), poetry and novels. The emphasis will be on reading widely at a high and challenging level, and your lessons will be both rigorous and imaginative.

What do I have to do?

**English Language** - You will be following the new 9-1 GCSE. This is assessed by exam at the end of the course. The exams test reading and writing, and will cover:

1. Unseen reading tests on texts from the 19th, 20th and 21st centuries. The texts will include fiction and literary non-fiction, and you will be expected to develop a critical understanding of how they work.
2. Creative and functional writing.

Speaking and listening is examined, but is reported by separate endorsement (so it is not part of the 9 - 1 grade).

You will develop the skills to explore unseen texts throughout the course, and it is expected that you will develop these skills by reading widely. You can prepare for this yourself by exploring both fiction and non-fiction (for example quality newspapers and magazines, travel writing and autobiographies) will be useful.

All English lessons start with 10 minutes reading, and you must bring suitable material. Please make use of the school and public libraries.

**English Literature** – You will be following the new 9-1 GCSE. This is assessed by exam at the end of the course. All exams are ‘closed book’, which means you will not have access to the texts in the exam. You will need to know them well, so we advise buying your own copies to allow you to revise properly outside of school. The actual texts will be chosen by your English teacher, but will cover:

- a Shakespeare text;
- a 20th Century British novel or play;
- a 19th Century novel
- a poetry anthology

As part of the poetry exam, you will also explore ‘unseen’ poetry.

There are no tiers for English exams. All students of all abilities will sit the same papers. This is in line with GCSE reform.

Mike Wood - Head of English
Mathematics (GCSE)

All students have to study Mathematics and yet many of you will only use a fraction (!) of this Mathematics in your adult life - or so it might seem. Yes, you may not have a career that involves algebra or trigonometry, but you will have to think and Mathematics is the art of clear thinking. It trains you to deal with abstract ideas, to define concepts clearly and to reason logically. Many of us don’t realise it but mathematics plays a very important part in our everyday lives. How often each day do we meet and use numbers?!

Think of Mathematics as your regular mental keep fit!

Your GCSE examination consists of two timed written papers (100%) and no coursework. There are two tiers of entry at GCSE catering for different levels of ability.

Foundation GCSE Grades will be levelled from 1 to 5 and Higher from 4 to 9. As well as class tests, you will do a one hour assessed test in March of Year 10 and a mock examination in June of Year 10. Finally, you sit a full practice mock examination [two papers each 1¾ hours long] during mock exam week in Year 11.

You will need to have a scientific calculator for your GCSE and a full Maths exam kit. Individual class teachers will discuss this with classes at the start of Year 10.

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Coursework</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two :</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Foundation (5 - 1)</td>
<td>None</td>
<td>two timed written papers - one calculator and one non-calculator</td>
</tr>
<tr>
<td>Higher (9 - 4)</td>
<td></td>
<td></td>
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</tbody>
</table>

Helen Aries - Head of Mathematics
Science (GCSE) – CHOICES AT KEY STAGE 4

You can choose between two different study routes in Years 10 and 11:

1.) **Double Science (2 GCSEs)**

   This course will lead to the award of two Science GCSEs, one called GCSE Core Science and one called GCSE Additional Science.

<table>
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<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>You will be assessed by examinations at the end of the course (75%). There will also be coursework assessments which contribute 25% of your final grade.</td>
</tr>
</tbody>
</table>

   **Future study**

   GCSE Double Science is the minimum qualification required for the study of A levels in Biology, Chemistry and Physics.

2.) **Triple Science (3 GCSEs)**

   This course follows a similar pattern to the Double Award although you will use up one more option choice. You will study each individual science as a separate subject, with three different teachers. This will lead you to a full GCSE qualification in each of Chemistry, Biology and Physics. Studying Triple Science allows you the opportunity to study a broader range of Science topics and in greater depth. Students will also develop a greater range of practical skills by engaging in an increased number of practical investigations.

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<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>In each GCSE (Chemistry, Physics and Biology) you will be assessed by examinations at the end of the course. There will also be coursework assessments which contribute 25% of the final grade.</td>
</tr>
</tbody>
</table>

   **Future study**

   This is the best preparation if you are thinking about studying any science subjects at college and particularly if you are considering a career in medicine, health care, engineering, technology or any other science related career - such as those where science is applied in a vocational context.

Karl Husband - Head of Science
Religious Studies - Philosophy and Applied Ethics (GCSE Full Course)

Religious Studies is part of the core curriculum for all students at Heathfield. You have already started the course in Year 9 to ensure you have time to explore all of the topics in detail. Religious Studies is an exciting and personally challenging subject.

You follow the OCR Philosophy and Applied Ethics course which allows you to explore some of the big philosophical questions in life including:

- Why do people believe in God?
- What happens when we die?
- Does science disprove religion?

Through the ethics modules you explore difficult decisions people face in life including:

- Should the media treat religious beliefs with respect?
- What is equality?
- Should we be able to choose when we die?

The course is designed to be relevant to all students, from a religious tradition or none. You are encouraged to offer your personal opinions and all responses are valued. The syllabus mainly focuses on understanding Christian responses to these questions. However, some modules may look at responses from Buddhist, Hindu, Muslim, Jewish or Sikh perspectives.

This GCSE is fully recognised by colleges, universities, employers and professional bodies. It is valuable preparation for any job where an understanding of people is vital or a need to evaluate concepts and ideas is required.

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<th>ASSESSMENT</th>
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<tr>
<td>GCSE Full Course</td>
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</table>

Sophie Clapp - Head of Religion, Philosophy & Applied Ethics
Art (GCSE)

Can you see art and design all around you? Can you see the everyday ‘ordinary’ and visually design the extraordinary? Art and Design can help you to make visual communication through a variety of experiences and stimuli, making learning an enjoyable experience.

To help you with vocational decisions we offer presentations by professionals from within the creative industries. For some students there is a chance to run your own private shows, such as entering Somerset Arts Week. The big finale of the whole course is the Year 11 GCSE Art Exhibition in which you get the opportunity to showcase your work.

Trips are also offered to you during the course, and you may get the opportunity to visit Art Galleries in London and New York. When relevant, other outings to exhibitions and stimulus visits will become available to individual classes.

**COURSE STRUCTURE**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>SEPT - FEB - YEAR 10</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td>FEB - SEPT - YEAR 10</td>
<td>20%</td>
</tr>
<tr>
<td>UNIT 26</td>
<td>SEPT - JAN - YEAR 11 (MOCK)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>COURSEWORK</strong></td>
<td>= 60%</td>
<td></td>
</tr>
<tr>
<td><strong>Exam Project</strong></td>
<td>JANUARY - MAY - YEAR 11</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Lesson Preparation</strong></td>
<td>= 20 Art Lessons</td>
<td></td>
</tr>
<tr>
<td><strong>Exam Outcome</strong></td>
<td>- 2 days making in April/May</td>
<td></td>
</tr>
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</table>

To ensure you have access to materials the Art Department run a studio session on Tuesday, Wednesday and Thursday at lunchtimes and after school (until 4.30pm). 1 hour homework per week is a minimum requirement.

It is our aim that you complete an exceptional Art and Design Portfolio, which is essential if you are planning to take the subject in further education.

Listen out for the Year 9 “Art and Design - is it for me?” presentations happening in your lesson time. See your Art Teacher for further advice or to arrange for you to chat to a current GCSE Art Student. Don’t take our word for it - listen to the students.

**PLEASE NOTE THAT STUDENTS CANNOT TAKE BOTH ART (GCSE) and PHOTOGRAPHY - LIGHT & LENS BASED MEDIA COURSE (GCSE)**

Heather Essadiq - Head of Art and Design
Children’s Play, Learning and Development (BTEC)

The Edexcel BTEC First Award in Children’s Play is equivalent to 1 GCSE at grade A*-C. If you take this course you will have the opportunity to develop a range of skills and personal qualities that are essential for successful performance in working life. You will also gain an insight into what it is like working with children. The first award leads naturally on to higher level courses (such as the BTEC National) that may be taken at Somerset College or Bridgwater College.

There are three core units in the course:

- **Patterns of Child Development**: you will find out how children develop in overall terms of growth and development, and different aspects of development. You will look closely at the physical, intellectual, emotional and social development of children.

- **Promoting Children’s Development Through Play**: you will look at how early years settings use play to promote children’s learning and development. You will learn that play is complex, yet very important to children’s learning and development.

- **Principles of Early Years Practice**: you will understand the importance of inclusive practice and explore ways to implement this. You will explore how key people play a major role in supporting children’s development and how they seek to empower children.

You must complete all units to receive the award.

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<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Assessment is by teacher assessment (75%) together with an exam on “Patterns of Child Development” (25%). This exam will be a written paper-based test, featuring objective questions, short-answer questions and extended writing questions.</td>
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</tbody>
</table>

For further information about the course please see Mrs Lewis or Mr Grant.

*Kate Lewis - BTEC Children’s Play*
Computing (GCSE)

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they are used, and to develop computing programming and problem-solving skills. You will also undertake some fascinating in-depth research and practical work.

This course is aimed at those who have a real desire to go into a computing based career. This course requires keen attention to detail and a lot of independent motivation. Ideally students will already have started to learn a programming language. A strong indicator for this course may be your effort and ability in mathematics.

Through this qualification:

- You will develop your understanding of current and emerging technologies and how they work.
- Look at the use of algorithms in computer programs.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

There are three core units in the course:

- **Computer systems and programming.** This is assessed by a written paper, which has a mixture of short and long answer questions, some of which require you to write program code.
- **Practical investigation.** This will be on a topic chosen from a set of options supplied by OCR (controlled assessment).
- **Programming project.** You will create solutions to computing tasks chosen from a set of options supplied by OCR (controlled assessment).

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Controlled assessment</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Practical investigation 30%</td>
<td>Computer systems and programming 40%</td>
</tr>
<tr>
<td>Programming project 30%</td>
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</tbody>
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Edmund Ryan - Head of ICT
Certificate in IT Application skills (Level 2 ECDL)

If you choose this course you be following a school-friendly version of the ECDL Qualification to meet the criteria set out by the Department for Education. This qualification is graded Pass to Distinction*.

The ECDL allows you to demonstrate digital literacy skills and skills that are increasingly key to success in our technology-dependent society. With improved computer skills you will enjoy an enriched educational experience and are better prepared for life, work and further learning.

If you would like to become proficient in using the most commonly used features of Microsoft Office (Word, PowerPoint & Excel), then this course is for you.

You will learn by using a mixture of online courseware and classroom activities.

**There are four core units in the course:**

Each unit must be passed to achieve the full qualification.

- Improving productivity
- Word processing
- Presentations
- Spreadsheets

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
</tr>
<tr>
<td>Online exam (25%)</td>
</tr>
</tbody>
</table>

Edmund Ryan - Head of ICT
Dance (GCSE)

Increase your confidence when presenting: develop your skills when working in a team and be more assured when performing and communicating to people.

Dance is about learning to express yourself in terms of movement, ideas and feeling. It is about responding to music, sound and silence. It is about switching yourself on to life in general. It is about pushing yourself physically and emotionally, and working with others to create original, skilful work.

If you choose this course you will be taught by The Head of Dance and supported by Heathfield’s Dancer-in-Residence. Both have a wealth of experience in working with young people in this exciting medium. You will learn in The Tacchi-Morris Arts Centre, using one of the finest dance studios in the country, and there will be many opportunities for you to work with leading professional dancers and use the state-of-the-art performance facilities to put on shows.

Dance GCSE is a well-established qualification at Heathfield and continues to grow in popularity. The course is an excellent opportunity for you to extend your experience of the performing arts into a new area. Importantly the course will tie in with existing courses at The Space, Richard Huish College, Somerset College, and Bridgwater leaving scope for further development and qualifications if desired.

Student Advice: “If you’ve enjoyed any of the various Dance sessions we’ve had this year then you should consider taking dance either as a first or second arts option. Dance goes well with any other arts option and will help improve your skills in these areas. You do not need to consider yourself to be ‘good’ at doing ‘dance’ in order to do this subject. What you do need is a willingness to have a go and lots of enthusiasm. To succeed and get the most from this subject, you need to be committed, self-disciplined and be a team player.”

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td><strong>Coursework</strong></td>
<td></td>
</tr>
<tr>
<td>Group Performance 20%</td>
<td></td>
</tr>
<tr>
<td>Choreography 40%</td>
<td></td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
<tr>
<td>Set Study (Practical) 20%</td>
<td></td>
</tr>
<tr>
<td>Written Paper 20%</td>
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</tbody>
</table>

Melanie Hoare - Head of Dance
Drama (Performing Arts - Acting)
BTEC First Award

We are now in our eighth year of this course, and are really pleased with students’ achievements so far, with a wealth of Distinction grades.

The course includes popular elements such as the full-length scripted and devised plays, and is continually assessed, without you having to undertake a final written exam. This frees us to work with you on the practical elements of Drama, such as developing your group/impro skills, learning how to play a character and staging plays in a professional theatre setting which, we believe, lie at the heart of the subject. With The Tacchi-Morris Arts Centre we have second-to-none learning opportunities for you in the real world of theatre and the Performing Arts industry.

BTEC is fully recognised as a GCSE equivalent by all colleges and employers and we feel very excited at how this new course is progressing in what is such a popular subject at Heathfield School.

If you take this course you will gain the exact equivalent of a GCSE.

Students : Drama is a great practical subject :

- It’s recognised by all in Further Education and employment as promoting self-confidence, team work and excellent communication skills which can be applied in any future employment setting.
- In terms of personal development, drama will enable you to become more confident, self-aware and to empathise with others. The sense of self-worth and self-esteem that you can gain is of immense value and performing a full length production on the Tacchi-Morris stage is often a big highlight of a student’s Heathfield career. It’s also a very motivating and fun lesson.
- It develops imaginative, creative and problem-solving abilities and gives you responsibility for yourself and the group, while working to real-life deadlines.

The actual course is divided into units which include, for example :

- ACTING SKILLS & TECHNIQUES : You will engage in a whole range of exciting and meaningful activities which will improve and develop your acting and presentational skills, including in-depth characterisation.
- DEVISING ORIGINAL WORK : Really using your imagination and creativity in connection with others.
- PERFORMANCE : You will perform a full-length scripted play in the professional setting of the Tacchi-Morris Arts Centre.

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC Award (equivalent to 1 GCSE)</td>
<td>Assessment is continuous via rehearsals, performance, log book, video diary and teacher’s assessment.</td>
</tr>
<tr>
<td></td>
<td>There will be an externally moderated practical assessment which makes up 25% of your final grade.</td>
</tr>
</tbody>
</table>

PLEASE NOTE THAT STUDENTS CANNOT TAKE BOTH DRAMA (Acting) and PERFORMING ARTS

Graeme Ryan - Head of Drama
Drama, Dance, Music (Performing Arts - Performance)
BTEC First Award

This course is ideal if you have a wide interest in the Performing Arts and would welcome the opportunity to work in a very creative and highly practical way with a specialist team, including the Musician-in-Residence, Dancer-in-Residence and the Head of Drama.

**Students:** Our emphasis is very much on developing practical skills. Your interest and enthusiasm are the key ingredients - there is no need, for instance, to be able to read music or play an instrument to achieve a pass grade or above and there is ample opportunity to specialise in your strongest areas of performance during the course. For instance there is a Musical Theatre unit, which will enable students to explore one of theatre’s most exciting art forms in a highly practical way; including a performance of your very own full-length musical!

*You will gain the exact equivalent of a GCSE.*

BTEC is nationally recognised by Further and Higher Education and all employers as a GCSE equivalent which prepares you for life and all kinds of employment in a unique way. The confidence, communication and group-work skills, plus the ability to develop imagination and creativity are key benefits to be devised from any performing arts course. The sense of self-worth and self-esteem that you can gain is impossible to quantify. With the Tacchi-Morris Arts Centre we have learning opportunities which, for our students, are second-to-none in terms of real-life theatre and Performing Arts industry experience.

You will be assessed continuously through a series of practical units, for example:

- Devising original work, which combines the art forms of Drama, Dance, Physical Theatre and Music.
- Musical Theatre - Performance in this exciting dramatic art form including a full-length show in The Tacchi-Morris Arts Centre.

### ASSESSMENT

<table>
<thead>
<tr>
<th>Tiers</th>
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</thead>
<tbody>
<tr>
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<td>Assessment is continuous via rehearsal, performance, log book, video diary and teacher’s assessment. There will be an externally moderated practical assessment which makes up 25% of your final grade.</td>
</tr>
</tbody>
</table>

Graeme Ryan - Head of Drama
Geography (GCSE)

The GEOGRAPHY DEPARTMENT aims to provide:

- Interesting, relevant and challenging lessons that will stimulate your mind.
- An opportunity to discuss and express your opinions in a changing world.
- Staff that are dedicated to ensuring your success and fulfilling your potential.
- Field trips to the Dorset coast and Taunton.
- A range of skills including ICT, decision-making and debate.

Some questions that you might be asking yourself are answered below.

What would I study on the GCSE course?

<table>
<thead>
<tr>
<th>Key Stage 4</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td>The Coastal Zone Tourism</td>
<td>Tourism Rocks, Resources and Scenery</td>
<td>Rocks, Resources and Scenery Controlled Assessment</td>
</tr>
<tr>
<td>Year 11</td>
<td>Controlled Assessment Changing Urban Environment</td>
<td>The Development Gap</td>
<td>The Restless Earth Revision for Paper 1 &amp; Paper 2 exam</td>
</tr>
</tbody>
</table>

How am I Assessed?

**ASSESSMENT**

There are 3 parts to the assessment process. These include:

**Paper One:** (Physical Geography)
This is done in the summer term of Year 11. You will answer questions based on Coasts, the Restless Earth and Rocks, Resources and Scenery. It is 1 hour 30 minutes long and is worth 37.5% of your GCSE. There are two tiers. Foundation (C - G grades) and Higher (A* - D grades).

**Paper Two:** (Human Geography)
This is also done in the summer term of Year 11. You will answer questions based on Tourism, Development and Changing Urban Environments. It is 1 hour 30 minutes long and is worth 37.5% of your GCSE. There are two tiers. Foundation (C - G grades) and Higher (A* - D grades).

Any Questions?
Talk to your Geography teacher and they will be pleased to answer any questions.

Heather Sperring - Head of Geography
History - OCR Modern World (GCSE)

Why should I study History as an option?

Do you enjoy:

- Colourful characters and stories from the past.
- Answering big questions (when were we 5 minutes from extinction? how did Hasselhoff help win the cold war? what can we learn from Rocky IV?)
- Trips (to the WWI battlefields and Auschwitz, as well as theatre “Hitler on Trial”).

Do you have:

- Ambition (History is a subject valued in media, politics, journalism, law, business and finance).
- Empathy (we study global stories and timeless issues).
- An inquisitive mind (history trains you to ask the right questions, at the right time, in the right way).
- Roots (History tells you where we’ve been and where we’re going).

What would I study on the course?

<table>
<thead>
<tr>
<th>KS4 OVERVIEW</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
</tr>
<tr>
<td><strong>Germany</strong>: We start with the Weimar republic. It was a time of chaos for Germany. From this chaos emerged the glory of Weimar culture, but also the trauma of the NAZI era. We examine how Hitler won the votes of millions of ordinary Germans and how he betrayed them.</td>
</tr>
<tr>
<td><strong>The Cold War</strong>: You study a unique war, fought under the shadow of atomic Armageddon. We focus on the Cuban missile crisis, as close as mankind has come to extinction. We also look at the American nightmare in Vietnam.</td>
</tr>
<tr>
<td><strong>Britain</strong>: We look at how a Victorian country where people still died on the street changed to a country where the vulnerable were protected. We look at the Suffragettes; who argued, fought and (occasionally) died for women’s right to vote. Finally, we study the war to end all wars (WWI) and its impact on Britain.</td>
</tr>
<tr>
<td><strong>Year 11</strong></td>
</tr>
<tr>
<td><strong>Civil rights in America</strong>: Slavery ended in 1850. A century later and Black Americans were still second class citizens. We look at the millions who proved ‘we will overcome’ including (amongst others) Martin Luther King, Malcolm X, Rosa Parks and JFK.</td>
</tr>
<tr>
<td><strong>Revision</strong>: We then work hard to make sure you do the best you can. To see what we get up to check out: <a href="http://www.historyatheathfield.wordpress.com">www.historyatheathfield.wordpress.com</a></td>
</tr>
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</table>

How will I be assessed?

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td><strong>Paper 1</strong></td>
</tr>
<tr>
<td>Germany &amp; Cold War</td>
</tr>
<tr>
<td>45% - May / June exam</td>
</tr>
</tbody>
</table>

The History Department will offer:

OUTSTANDING CONTENT: the modern world course is relevant, varied, international and well respected.

SKILLS: learn who to trust and how to persuade others to trust you.

VARIETY: you will learn through literature, music, film, ICT, artefacts, theatre, trips, architecture, poetry and fashion.

TRIPS: we believe you should do more than read, watch or learn history- you should experience it.

Wil Lowndes - Head of History
Modern Languages (GCSE) – French, German, Spanish, Italian

A language at GCSE is a skill sought after by employers and colleges - showing not only competence in a particular language but also an ability to learn another in the future. Having at least one language at GCSE will greatly assist with career opportunities in the future in an increasingly global economy and is also looked on very favourably by universities.

With only 6% of the world’s population speaking English as a first language and 60% of British business being done with non-English speaking countries, the importance of a foreign language is obvious.

In the GCSE, we develop your skills of Listening, Speaking, Reading and Writing in a foreign language.

For the written aspect of the course you are assessed through 2 pieces of coursework, prepared beforehand in class and completed under exam conditions and in the speaking you are assessed via two prepared interviews. Your Listening and Reading skills are both examined in the summer. You are able to do a mix of Foundation and Higher papers in different skills allowing you to work at your own level.

Students wishing to take two languages (or more!):

If you are an able linguist we would urge you to strongly consider taking two languages.

It is possible to take French/German in two ways:

1.) As a Fast-Track - whereby French is taken at the end of Year 10 and German at the end of Year 11. If you choose this option you would then pick up two Guided Study lessons per week. You would have the benefit of finishing one of your GCSEs at the end of Year 10.

2.) It is also possible to choose two languages by picking up one in the green and blue box. You would then have two years to complete both GCSEs.

For the first time it is possible this year for you to choose to take a GCSE in either Spanish or Italian. This can be done either in addition to another language or as the only language that you take. Either way you will need to commit to one extra after school session per week – this is essential if you are to get to a good standard in a language you are starting from scratch.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Tiers</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Higher (A* - D Grades)</td>
<td>20% each for Listening and Reading</td>
</tr>
<tr>
<td>Foundation (B - G Grades)</td>
<td>30% each for Speaking and Coursework</td>
</tr>
</tbody>
</table>

Angela Cook - Head of Modern Languages
Music (GCSE)

The study of music in Years 10 and 11 gives you an excellent opportunity to develop your interest in music. You will have a valuable academic qualification, widely recognised by employers as needing ability and dedication in its attainment. More importantly, you will have enhanced your enjoyment and appreciation of all types of music.

This exciting GCSE course rightly places a firm emphasis on creative and practical activities. You will work as a class, in groups and individually on the three basic musical activities of composition, performance and listening. These three activities are integrated as much as possible and all styles and aspects of music are covered through the four “areas of study”. These are “Western Classical Music”, “20th Century Music”, “Popular Music” and “World Music”.

As part of the course you will be making extensive use of music technology, in particular using the “Sibelius” programme to compose and arrange music and in producing quality recordings of their work.

Although most students will probably take the course out of interest, there are a large number of jobs in the music industry (one of the country’s largest employers). GCSE music will also be an important asset for those considering careers in teaching or therapy. The course will be particularly suitable for you if you have a reasonable knowledge of written music and have acquired vocal or instrumental skills but a willingness to learn, work hard and step outside your musical comfort zones is a more important prerequisite.

Music is relevant to all our lives. It is part of our environment and can affect us deeply. Awareness and understanding of music can enrich and enhance the quality of life.

Homework will be set every week which may involve practical tasks to undertake at home using instruments/voices. It is strongly recommended that you have the means to work at home using keyboard, piano or guitar. In some cases the school is able to loan instruments if this is a problem. In addition, for some homework tasks, you will need to book an hour on the computers in school - either at a lunchtime or after school.

As part of the course all Music GCSE you will sing and play in school groups and perform regularly in school concerts.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Coursework</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Composing 30% (Two compositions or arrangements on CD)</td>
<td>Listening Paper 40% (Listening and written paper (Based on set works))</td>
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<tr>
<td></td>
<td>Performing 30% (Solo and group performance)</td>
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**Student Advice**

Music GCSE is a well-established and highly successful course where much of the work is practical and fun. It is a good subject to take in conjunction with any other Arts GCSE. If you have succeeded with most of the performing and listening tasks in Years 7-9 then you need have no worries about taking this subject. It’s very common for Year 9 students to be anxious about the composing aspect of the course, particularly when they hear the outstanding work produced by the candidates in Year 11. You can be assured that much of the best work comes from students who felt exactly the same as you at the start of the course! The course is a lot of fun but you will need to work hard at areas which may be outside your musical experience. It is essential that, from the outset, you have sufficient vocal and/or instrumental skills to perform and to start composing (check this out with your music teacher) but you should see these skills develop beyond your wildest expectations as you mature as a creative musician – it’s a wonderful experience!

Julian Breeze - Head of Music
Photography - Lens and Light-based Media (GCSE)

If you take this course it will involve you in working in video, digital imaging and light-sensitive materials. Like Art, Photography is about seeing the world differently - it’s not just about taking a pretty picture!

Your work in photography lens and light-based media should be a means of personal enquiry and expression involving the selection and manipulation of images. You must use creative approaches which go beyond observation and recording.

The disciplines you will develop include digital photography, moving image and photography genres.

**COURSE STRUCTURE**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>SEPT - FEB - YEAR 10</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td>FEB - SEPT - YEAR 10</td>
<td>20%</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>SEPT - JAN - YEAR 11 (MOCK)</td>
<td>20%</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td></td>
<td>60%</td>
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</tbody>
</table>

COURSEWORK = 60%
Exam Project | JANUARY - MAY - YEAR 11 | 40%
Lesson Preparation = 20 Photography Lessons
Exam Outcome - 2 days making in April/May

To ensure you have access to materials and equipment, the Art Department run a studio session on Tuesday, Wednesday and Thursday at lunchtimes and after school (until 4.30pm). 1 hour homework per week is a minimum requirement.

It is our aim that you will complete a Portfolio which is essential for those planning to take the subject in further education.

Listen out for the Year 9 “Art and Design - is it for me?” presentations happening in your lesson time. See your Art Teacher for further advice.

**PLEASE NOTE THAT STUDENTS CANNOT TAKE BOTH**

**ART (GCSE) and PHOTOGRAPHY - LIGHT & LENS BASED MEDIA COURSE (GCSE)**

Heather Essadiq - Head of Art & Design / Lens and Light-based Media Teacher
Physical Education (GCSE)

Is this the right subject for me?

The GCSE Physical Education course will appeal to you if you:

- Have a keen interest in sport and recreation and always look forward to your PE lessons.
- Take part in sport outside of class time.
- Want to follow a course that develops knowledge and understanding through practical involvement.
- Want to know more about the benefits of sport and exercise.
- Want to improve your own performance in a range of sports roles.
- Want to study a course that is active and that you will enjoy.
- Are considering a sports-related career or an A Level/higher education course.
- Are committed to taking part and improving performance in a wide range of sports.

What do I need to know, or be able to do, before taking this course?

- The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. You can perform in one or all of the following roles: player/participant, leader or official. You should have an interest in PE and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

What will I learn?

You will:

- Cover, in school, Badminton, Basketball, Rounders, Athletics, Swimming, Hockey in GCSE P.E. lessons. Other sports - Netball, Rugby, for example will be assessed as well.
- Develop your knowledge and practical skills in a range of physical activities.
- Examine the effects of exercise and how training can improve performance.
- Find ways to improve your own performances in a variety of roles.
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.
- Appreciate the benefits of promoting ‘sport for all.’

How will I be assessed?

The GCSE course is assessed over two units.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong> : Is externally assessed through a written examination paper of 1 hour and 30 minutes. This will contribute a maximum of 40% towards your total marks.</td>
</tr>
<tr>
<td><strong>Unit 2</strong> : Is assessed in two sections:</td>
</tr>
<tr>
<td><strong>Section 1</strong> - Four practical performances in the role of either player/participant, leader or official. You can achieve 50% of the marks from your four performances, two of which may be in the role of a leader or official. Activities done outside of school (e.g. Horse Riding) can count.</td>
</tr>
<tr>
<td><strong>Section 2</strong> - Analysis of performance in one of the chosen activities. This will be worth 10% of the marks and should include planning, performing and evaluating a Personal Exercise Programme.</td>
</tr>
</tbody>
</table>

Matt Bernard - Head of Physical Education
Product Design GCSE

Why Product Design?
Product Design is about the creation of new items that people will buy. The course allows you to design and engineer solutions taking into account human factors.

You will be taught the necessary skills to manufacture high quality models. The course encompasses many strands of design and offers an essential understanding of the made world. This course is an excellent gateway if you wish to study Design and Technology beyond GCSE.

You will develop a portfolio during Year 10 and will be given a guided choice during Year 11 for your final assessed 3D outcome.

Product Design focuses on appearance and function. Styling and function are crucial to commercial success and you will gain a thorough understanding of the processes involved in turning ideas into attractive and useful products. Shape, colour, user perception, usability and sustainability are just some of the elements you will learn to work with. You will be at the forefront of the next generation of ideas, concepts and prototypes, and you will develop your creativity and technical expertise.

What will you achieve?
- A broad knowledge of marketing, styling, design and manufacturing skills.
- Experience of the multidisciplinary nature of design.
- Advanced specialist knowledge of design tools.
- Extensive project-based work to develop skills.
- Appreciation of industrial practice.
- Development of skills in modern design methods.
- A portfolio of your design work.

In summary, product designers respond to consumers needs and wants and blend technological advancements with aesthetic/visual appeal, to enhance and enrich the lives of a global audience.

| ASSESSMENT |  |
| (for all Design and Technology subjects) |  |
| TIERS | COURSEWORK | EXAM |
| Single Tier | 60% + Guided Learning Hours | One 40% 2 hour paper |

Daniel Childerley - Head of DT
Resistant Materials (GCSE)

If you take this course you will make things using wood, metals and plastic. You will also use computers to aid in the design and manufacture of some products. It demands active workshop experiences which will allow you to gain knowledge in a variety of materials. This will lead you to have an appreciation of, and ability to produce, practical work of quality.

The coursework element in Year 11 will expand on your experiences of Year 10 and allow you to pursue your own personal areas of interest within the subject. The coursework involves a design portfolio and a practical outcome.

What will you achieve?

- A broad knowledge of design and making skills.
- Experience of current industrial practices and manufacturing techniques.
- Advanced knowledge and application of design tools and CAD/CAM.
- Practical-based work to develop skills.
- A portfolio of your design work.

The course is a ‘must’ if you are considering a career which involves problem-solving and/or practical skills of any type.

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Coursework</th>
<th>Exam</th>
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</thead>
<tbody>
<tr>
<td>Single Tier</td>
<td>60% + Guided Learning Hours</td>
<td>One 40% 2 hour paper</td>
</tr>
</tbody>
</table>

ASSESSMENT
(for all Design and Technology subjects)

Daniel Childerley - Head of DT
Textiles (GCSE)

A qualification in this course could lead you to a career in the clothing industry, interior design, retail management, buying, theatre costume design, or running your own business at home - to name but a few! The subject would also be beneficial to you for entry into local Colleges on either Textile/Interior Design and/or Fashion courses.

The course is concerned with the understanding and use of textiles as material and the process of turning designs into finished products. You will be made aware of the uses of textiles in everyday life and the endless opportunities to create an exciting "new look" or enhance an "old look" through the skilful use of fabrics in a variety of ways. You have the opportunity to experience and understand the importance of design in the textile industry through the study of materials and manufacturing technology. You will also develop an appreciation of how production systems are set up for clothing and textile manufacturing. It is an exciting course which includes visits to local industry, the Clothes Show and other relevant exhibitions.

The Controlled assessment module will allow you to develop projects based on either fashion or furnishings or both and will expand on your experiences of Year 10 and allow you to pursue your own personal areas of interest within the subject. The controlled assessment involves a design portfolio and a practical outcome.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>(for all Design and Technology Courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiers</td>
<td>Controlled Assessment</td>
</tr>
<tr>
<td>Single Tier</td>
<td>Designing / Making - 60%</td>
</tr>
</tbody>
</table>

Deborah Smith - Head of Food & Textiles
Catering (GCSE)

You need to have a real interest and commitment to developing high level food preparation skills and you need to enjoy cooking! Practical work will cover the whole range of dishes served in cafés and restaurants and you will be expected to supply ingredients to cook at least once a week.

During the course you will be exploring the following areas:
- The industry - food and drink
- Job roles, employment opportunities and relevant training
- Health, safety and hygiene
- Food preparation, cooking and presentation
- Nutrition and menu planning
- Costing and portion control
- Specialist equipment
- Communication and record keeping
- Environmental considerations.

Food Hygiene

You will also have the opportunity to study for and take an examination which allows you to gain a Basic Food Hygiene Certificate as part of your course.

Catering is a particularly valuable course if you are interested in healthy eating and the importance of having the correct diet. A qualification in this course could lead you to a career in catering, dietetics, or any aspect of the food industry (you will also acquire many transferable skills that are relevant in a range of different careers and life situations).

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<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Tiers</td>
</tr>
<tr>
<td>Single Tier</td>
</tr>
</tbody>
</table>

Deborah Smith - Head of Food & Textiles
The Prince’s Trust XL Award

This course will be built very much around your needs as an individual student, but your activities will be centred around the Prince’s Trust XL Award and will focus on the following areas:

- Personal, Interpersonal & Team Skills
- Active Citizenship
- Entrepreneurship
- Preparation for Work
- Enrichment Projects

The Prince’s Trust XL Award aims to:

- Enable you to investigate your own potential.
- Encourage you to take responsibility for your own learning and development.
- Improve your motivation and self-esteem.
- Improve your attitudes and attendance.
- Recognise your achievement.

At the end of the course you will receive the level 1 award.

Please see Mr Edmunds for further details.

Brian Edmunds - Practical Projects Teacher
**Guided Study**

If you opt for a route that includes guided study, please do not think that you are taking a soft option.

Guided Study lessons will take place in a calm, working atmosphere. You will, for the most part, be studying independently – perhaps doing homework, some extra reading or maybe some consolidation work on English, Maths or another subject – and you will not be talking unless expressly given permission to do so. Step out of line in these sessions and, just like in other subjects, you will find yourself in referral!

If used properly, the Guided Study lessons could be a really important part of your preparation for GCSE.

The sessions will start with an induction period (a few lessons in which you are given help on how to study independently) and, in general, lessons will have the following structure:

- You will fill in a task sheet on which you will write down your aims for that lesson.
- The task sheet will be given to the teacher in charge who will approve it.
- You will do your work from the task sheet (a teacher and an LSA will be on hand to provide some advice and support).
- At the end you will review the task sheet and hand it into the teacher.

**English Plus/Maths Plus**

These are not separate GCSEs. Both of the courses are taken by specialist teachers and are designed to supplement your core studies of English and/or Maths. If you opt for either (or both) of these courses then you will be doing work that is closely linked to the work that you are doing in your regular English/Maths lessons.

You should opt for these courses if, after having taken advice, you feel that your standards in these areas needs a boost.

Both of these courses will also run as after school sessions and you may want to consider this as an option if you are taking Route 2 or Route 3.
The Choice is Yours!

Now the choice is yours! You will indicate your choice on the Curriculum Choices Form. This form tells you in detail what subjects you can take depending on the Routeway that you choose.

Please remember the key dates in the Curriculum Choices Process:

**Thursday 26 February 2015** - Curriculum Choices Booklets to Parents

**Thursday 26 February 2015** - Year 9 Curriculum Choices Evening (parents, guardians and students) 6.00pm - 8.30pm

**Thursday 5 March 2015** - Year 9 Parents’ Evening
Mr Bettles will be available for individual choices meetings with students and parents.
Please ring Elaine (01823) 414164 to make an appointment.

**Friday 6 March 2015** - Start of individual Curriculum Choices Interviews
* You will have an individual interview.
  This will be with a member of SLT or Mr Caddy.

Please don’t rush through the whole thing - take your time and arrive at a carefully considered decision. Do not hesitate to contact me, or Mr Caddy, if you (or your parents) have any further questions.

Mr Miles Macfarlane, the Careers and Skills Advisor from Careers EQ, will be available for appointments at Parents Evening.

The latest date for completed Curriculum Choices forms to be handed in to me is **Thursday 26 March 2015**.

**Please note** : The Curriculum Choices Form can also be completed **online** - students will need to log into the school VLE to be able to submit their choices :

1) Go to the VLE (http://www.heathfieldschoolvle.co.uk)
2) Log in using your VLE credentials
3) Click on “Year 9 Curriculum Choices” under the “Students” menu.

MIKE BETTLES
Deputy Head - Curriculum & Assessment