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# Hulme Hall Grammar School

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## GCSE Option Choices 2020-2022

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# Introduction

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This booklet contains the details of the Key Stage Four Programme of Study at Hulme Hall Grammar School for the period September 2020 to July 2022.

There are details of each specification offered, together with a list of the compulsory and optional elements of an individual timetable.

It is our aim to design a timetable for each pupil which will be in keeping with their abilities and enable them to make the most effective use of the examination courses on offer in Years 10 and 11.

The compulsory (core) curriculum consists of English Language, English Literature, Mathematics and Combined Science (which counts as 2 GCSEs). In addition, pupils are required to select four optional subjects from the option pool detailed on page 6. In making such choices, pupils should consider factors such as interest, aptitude and possible career paths. It is envisaged that discussions with staff at the Curriculum Evening and in school, as well as results in examinations, will enable pupils and parents to make informed decisions.

After consultation with teaching staff and parents, we will design an individual programme of study to meet the best interests of each pupil. In the case of pupils in receipt of Enrichment, it is advised that only three subjects are chosen from the option lines. An Enrichment Programme will be substituted in place of the fourth option.

It is important for pupils to appreciate that they are making a choice which will cover their final two years in the school. In the unlikely event that a pupil wishes to change an option choice after September 2020, we will look carefully at the circumstances. However, it will not be possible to make changes after December 2020.

# Subject Information

Subject	Examination Board	Level	Grading
English Language	AQA	GCSE	1-9
English Literature	AQA	GCSE	1-9
Mathematics	AQA	GCSE	1-9
Functional Skills: Mathematics	AQA	GCSE	Pass/Fail
Further Mathematics	AQA	GCSE	5-9
Combined Science	AQA	GCSE	1-9
Separate Sciences (Biology, Chemistry, Physics)	AQA	GCSE	1-9
Science Entry Level Certificate	AQA	ELC	1-3
French	AQA	GCSE	1-9
Spanish	AQA	GCSE	1-9
Geography	AQA	GCSE	1-9
History	EDEXCEL	GCSE	1-9
Psychology	OCR	GCSE	1-9
Physical Education (Sports Studies)	OCR	CNat	Pass/Merit/ Distinction
Food Preparation & Nutrition	AQA	GCSE	1-9
Art & Design	AQA	GCSE	1-9
Art (3 Dimensional Design)	AQA	GCSE	1-9
Photography	AQA	GCSE	1-9
Music	AQA	GCSE	1-9
Drama	AQA	GCSE	1-9
Computer Science	EDEXCEL	GCSE	1-9
ITQ	City & Guilds		Pass/Fail

# The New GCSE Grading Structure

New Grading Structure	Old Grading Structure
<p style="text-align: center;">9 8 7</p>	<p style="text-align: center;">A* A</p>
<p style="text-align: center;">6 5 4</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>“GOOD PASS” (DfE) 5 and above = Top of C and above</p> <p>“STANDARD PASS” Grade 4 = Bottom of C</p> </div> <p style="text-align: center;">B C</p>
<p style="text-align: center;">3  2  1</p>	<p style="text-align: center;">D  E  F  G</p>
<p style="text-align: center;">U</p>	<p style="text-align: center;">U</p>

## Option Process and Dates for the Diary

Thursday 13 <sup>th</sup> February	Year 9 Parents’ Evening & PPRs issued
Friday 28 <sup>th</sup> February	Provisional Option Choices Returned (Option Lines will be set from Provisional Choices)
Monday 9 <sup>th</sup> March	Year 9 Examinations begin
Friday 3 <sup>rd</sup> April	Year 9 Reports Issued to Parents
Friday 24 <sup>th</sup> April	Final Option Choices Returned

# Individual Programme of Study 2020-2022

This consists of the compulsory subjects from the core curriculum, plus those subjects selected from the optional pool

Core Subjects
Mathematics
English Language
English Literature
Combined Science (=2 GCSEs)

Plus 4 options from the pool of subjects below

PE (Sports Studies)	ITQ	Drama	French
Geography	Computer Science	Separate Sciences	Food Preparation & Nutrition
Psychology	Art & Design	Photography	Spanish
Religious Education	History	Music	3D Design

## Enrichment

For pupils who wish to take/continue with Enrichment in Year 10, the Enrichment Programme will replace one option choice. Those pupils should select three options choices plus Enrichment. Please see Mrs Gately for advice.

Please note that if the number choosing a subject is too small, the course may not run.

In addition to the examination subjects detailed above, the Key Stage 4 programme also includes Core Physical Education, CPSHE and School Assembly.

## English Baccalaureate

The English Baccalaureate, or EBacc, is not a new subject, but a way for the government to recognise pupils who have taken a certain combination of subjects. These are: English Language, English Literature, Mathematics, Science, a Modern Foreign Language and either History or Geography. At Hulme Hall Grammar School we develop our GCSE Programmes to suit the strengths of the individual child. We do not make it compulsory for pupils to opt for subjects that make up the English Baccalaureate.

# English Language

Exam Board: AQA  
Syllabus Number: 8700

## Aim

GCSE English Language encourages pupils to become critical readers so that they may express themselves creatively and imaginatively in their own writing. The course also develops the ability to use language to participate effectively in society and employment by developing skills in reading, writing, speaking and listening necessary to communicate with others confidently, effectively, precisely and appropriately.

## Grades Available

1 - 9

## Outline of the Course

**Explorations in Creative Reading and Writing** (examination: 50% of grade)

Pupils will answer questions on an unseen piece of literary fiction. They will then produce a piece of descriptive or narrative writing.

**Writers' Viewpoints and Perspectives** (examination 50% of grade)

Pupils will read and respond to one non-fiction text and one literary non-fiction text. They will then write a discursive piece to express a viewpoint.

**Non-examination Assessment: Spoken Language**

Pupils will have to produce a presentation and respond to questions and feedback. They will need to use Standard English fluently and confidently. This is a separate endorsement: whilst it is a compulsory part of the course, it does not contribute to the final GCSE grade.

## Examinations and Assessments

Assessment of the course is 100% examination and is split over two papers.

## Further Study

English Language, Literature and Media Studies are popular choices at A Level. As a core subject, the skills developed during the GCSE course also support Arts, Humanities and Science routes into Further Education.

# English Literature

Exam Board: AQA  
Syllabus Number: 8702

## Aim

GCSE English Literature affords pupils the opportunity to access the major genres of poetry, prose and drama. In doing so, they develop the ability to respond to texts critically and imaginatively, looking at how language, structure and form contribute to the writer's ideas. In addition, pupils explore how texts are linked and why they have been influential through the ages.

## Grades Available

1-9

## Outline of the Course

### Paper One: Shakespeare and the 19th Century Novel

(examination: 40% of grade)

Pupils will study the Shakespeare play *Romeo and Juliet*

Pupils will also study a 19<sup>th</sup> century novel. Text choices will be *Frankenstein* (Mary Shelley).

### Paper Two: Modern Texts and Poetry (examination: 60% of grade)

Pupils will study a modern prose or drama text and a selection of poetry. They will also have to respond to unseen poetry in this unit.

Text choice will be from: *An Inspector Calls* (J.B. Priestley).

## Examinations and Assessments

Assessment of the course is 100% examination and is split over two papers.

## Further Study

GCSE English Literature is an excellent starting point for A Level study in the same field. With a strong focus on analysis, English Literature also supports the study of other Humanities A Levels including REP, Psychology, and History as well as Sociology and Media Studies.

# Mathematics

Exam Board: AQA  
Syllabus Number: 8300

## Aim

Mathematics GCSE is highly valuable in the workplace, opening up opportunities for many different career paths. The aim of the course is to encourage the development of characteristics valued by employers such as initiative, decision making, adeptness at communication and the ability to problem solve.

## Grades Available

4 – 9 Higher Tier (9 being the highest)  
1 – 5 Foundation Tier

## Outline of the Course

The course covers a wide range of topics summarised in six main areas:

- Number
- Algebra
- Ratio and Proportion
- Geometry and Measures
- Probability
- Statistics

Throughout the course pupils will be offered the opportunity to engage with tasks designed to support the development of key skills including reasoning, communicating mathematically and problem solving, all of which are assessed in the final examinations along with recall and application of methods through a range of question styles.

## Examinations and Assessments

At each tier of entry there are three written examinations, each 1 hour 30 minutes long. A calculator may be used in papers 2 and 3 only. Each paper will assess all components of the course: application of methods, reasoning, communication and problem solving.

## Further Study

A sound pass at grade 4 or above is desirable for access to many post-16 College courses. Successful Higher Tier candidates could continue their mathematical studies at A Level.

# Functional Skills: Mathematics

Exam Board: AQA

Syllabus Number: 8361/8362

## Aim

Functional Mathematics Level 1 and Level 2 (8361, 8362) aims to promote mathematical thinking and transferable skills rather than rote learning. Students will also cover:

- Maths that is useful in everyday situations and the world of work.
- Contextual material which emphasises the benefits of Maths to people who have been 'turned off' by the subject.

*All Year 11 students will be entered in addition to their Mathematic GCSE.*

## Grades Available

Pass/Fail

## Outline of the Course

The course focuses mainly on the topics of Number, Shape and Data and includes:

- Contexts which may be unfamiliar to the candidate
- Identification of the situation or problem
- Application of mathematics which may not be immediately obvious due to non-routine aspects of the situation or problem.
- Multi-step questions which can require the identification of underlying mathematical structures and ways of describing them.
- Independent working from candidates to find solutions, but guidance may be provided in the task structure.

## Examinations and Assessments

### Paper 1

Level 1 or 2

Written Paper (Non calculator)

30 minutes duration

20 marks

### Paper 2

Level 1 or 2 (Same as Paper1)

Written Paper (Calculator)

1 hour 30 minutes duration

60 marks

## Further Study

Level 1 candidates can go on to study Level 2.

All work covered helps with the study of AQA 8300 GCSE Mathematics course.

# Further Mathematics

Exam Board: AQA  
Syllabus Number: 8365

## Aim

AQA Level 2 Certificate in Further Maths is a unique qualification designed to stretch and challenge high achieving mathematicians who either already have, or are expected to achieve the top grades in GCSE Mathematics.

*This qualification is available for selected, more able mathematicians in Year 11 to strengthen their post-16 options.*

## Grades Available

The AQA Level 2 Certificate in Further Mathematics qualification will be graded on a grade scale of 5 to 9. A student who fails to achieve grade 5 will be awarded an allowed grade 4. Students who fail to reach the minimum standard for the allowed grade 4 will be recorded as 'U' (unclassified) and will not receive a qualification certificate.

## Outline of the Course

The six broad topic areas are as follows:

- Number
- Algebra
- Coordinate Geometry (2 dimensions only)
- Calculus
- Matrix Transformations
- Geometry

## Examinations and Assessments

### Paper 1

- Written exam: 1 hour 45 minutes
- 80 marks
- Non-calculator
- 50% of the AQA Level 2 Certificate in Further Mathematics assessment

### Paper 2

- Written exam: 1 hour 45 minutes
- 80 marks
- Calculator
- 50% of the AQA Level 2 Certificate in Further Mathematics assessment

## Further Study

Candidates who follow this course are well equipped to progress to A Level Mathematics and possibly Further Mathematics.

# Combined Science

Exam Board: AQA  
Syllabus Number: 8464

## Aim

The course aims to engage pupils and stimulate excitement about ‘How Science Works.’ The course will help pupils gain a good standard of scientific literacy which allow them to evaluate scientific claims and reports, help them make judgements about science and technology, and develop their practical skills.

## Grades Available

Students are awarded two grades from 1 – 9  
Foundation Grades 1-5  
Higher Level Grades 4-9

## Outline of the Course

**Biology** Cell structure and division, and transport in plants. The structure of animals and plants. The processes of photosynthesis and respiration. How we respond to infection and diseases, control and coordinate our bodies. Reproduction, variation along with genetics and evolution. Classification of living organisms and effects of populations on ecosystems.

**Chemistry** Atomic structure and the periodic table. Bonding and the properties of matter. Chemical and Energy changes and rates of change in chemical reactions. Organic and atmospheric chemistry. Chemical analysis and using the Earth’s resources.

**Physics** Types of forces, motion and energy. Electricity generation and uses. Waves and radiation. Magnetism and electromagnetism. Atomic structure and the particle model of matter.

## Examinations and Assessments

Terminal Examination. Six written papers, all 1hr 15 minutes:  
Two each for Biology, Chemistry and Physics - each paper will account for 16.67% of marks.

There is no coursework element to this exam. A total of 21 required practicals will be taught and these may be assessed in the exams.

## Further Study

A GCSE in Combined Science will open up many opportunities for further study. Academic routes will take pupils on to A Level and a variety of degree courses.

# Separate Science

Exam Board: AQA

Syllabus Number: Biology 8461, Chemistry 8462, Physics 8463

## Aim

The course aims to engage pupils and stimulate excitement about 'How Science Works.' The course will help pupils gain a good standard of scientific literacy which allow them to evaluate scientific claims and reports, help them make judgements about science and technology, and develop practical their skills.

*This qualification is available for selected, more able students.*

## Grades Available 1-9

Foundation Grades 1-5

Higher Level Grades 4-9

## Outline of the Course

**Biology** Cell structure and division, and transport in plants. The structure of animals and plants. The processes of photosynthesis and respiration. How we respond to infection and diseases, control and coordinate our bodies. Reproduction, variation along with genetics and evolution. Classification of living organisms and effects of populations on ecosystems.

**Chemistry** Atomic structure and the periodic table. Bonding and the properties of matter. Chemical and Energy changes and rates of change in chemical reactions. Organic and atmospheric chemistry. Chemical analysis and using the Earth's resources.

**Physics** Types of forces, motion and energy. Electricity generation and uses. Waves and radiation. Magnetism and electromagnetism. Atomic structure and the particle model of matter.

## Examinations and Assessments

Terminal Examination. Six written papers, all 1hr 45 minutes:

Two each for Biology, Chemistry and Physics - each paper will account for 50% of subject marks.

There is no coursework element to this exam. A total of 24 required practicals will be taught and these may be assessed in the exams.

## Further Study

A GCSE in Separate Science will open up many opportunities for further study. Academic routes will take pupils on to A Level and a variety of degree courses.

# Science Entry Level Certificate

Exam Board: AQA  
Syllabus Number: 5960

## Aim

Entry Level Certificates are nationally recognised qualifications which give students the opportunity to achieve a certificated award. The course builds up the students' confidence in science and will be tailored to suit the needs of the students. The Entry Level Course is built upon the core scientific concepts and skills taught at Key Stage 3. Assessment is on demand, so the students can complete assignments when they are ready, helping to keep them motivated. The ELC provides flexibility, on a clear progression pathway. It equips students with transferable skills and knowledge.

## Grades Available

Single and double award specifications are available, so the course can be tailored to suit the needs of students.  
The levels awarded are Entry level 1, 2 or 3.

## Outline of the Course

**Biology** Keeping healthy, environment, inheritance and evolution  
**Chemistry** Materials from the earth, oils, earth and atmosphere  
**Physics** Energy transfer and efficiency, electricity and waves

## Examinations and Assessments

Students will need to complete one externally assessed assignment and one teacher devised task per unit.

The student's final mark is an aggregation of the marks for the individual components.

Students can re-sit the qualification as many times as they want within the shelf life of the specification. However, students may not make more than one attempt at the same Externally-set assignment (ESA) for a component; but, they may attempt the second or third assignment for a component from the other sets available, if they fail to complete the first assignment satisfactorily.

Students may make more than one attempt at a Teacher-devised assignment (TDA) for a component. However, once a student has received feedback from their teacher on a particular TDA, an alternative TDA must be used for that component.

## Further Study

Academic routes will take students onto GCSE Science or other vocational courses.

# French and Spanish

Exam Board: AQA

Syllabus Number: French 8658, Spanish 8698

## Aim

The specifications in French and Spanish should encourage pupils to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French and Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

## Grades Available

1 – 9

Foundation Tier 1-5

Higher Level Tier 4-9

## Outline of the Course

Over the two year course, pupils will develop their abilities in the following areas:

**Listening** by responding to a variety of spoken French/Spanish, including authentic materials such as songs, announcements and adverts.

**Speaking** by taking part in role plays, conversations and making presentations.

**Reading** by demonstrating understanding of a variety of texts.

**Writing** by producing a variety of written texts for different purposes.

Pupils study the following themes. These themes apply to all four question papers.

Theme 1: Identity and Culture	Theme 2: Local, National, International and Global Areas of Interest	Theme 3: Current and Future Study and Employment
<ul style="list-style-type: none"><li>• Me, my family and friends</li><li>• Technology in everyday life</li><li>• Free-time activities</li><li>• Customs and festivals in the target language-speaking countries/communities</li></ul>	<ul style="list-style-type: none"><li>• Home, town, neighbourhood and region</li><li>• Social issues</li><li>• Global issues</li><li>• Travel and tourism</li></ul>	<ul style="list-style-type: none"><li>• My studies</li><li>• Life at school/college</li><li>• Education post-16</li><li>• Career choices and ambitions</li></ul>

## Examination and Assessments

There are four elements assessed:

Skill	Timing & Tier	% of GCSE
Listening Test	35 minutes Foundation Tier 45 minutes Higher Tier	25%
Speaking Test	7-9 minutes Foundation Tier 10-12 minutes Higher Tier	25%
Reading Test	45 minutes Foundation Tier 1 hour Higher Tier	25%
Writing Test	1 hour Foundation Tier 1 hour 15 minutes Higher Tier	25%

Pupils will be entered for either Foundation or Higher Tier. Pupils will do the same tier in ALL papers.

These qualifications are linear, meaning pupils sit all their exams at the end of the course.

## Further Study

A GCSE in French and/or Spanish will open up many opportunities for further study.

Academic routes will take pupils on to A Level and a variety of degree courses at university.

A Modern Foreign Language is an excellent supporting subject for a variety of career paths, for example Marketing, Business, Law and Tourism. Of course, each language can be further studied in its own right, leading to careers in Translation, Teaching and Journalism.

Choosing a Modern Foreign Language can also count towards the English Baccalaureate.

# Geography

Exam Board: AQA  
Syllabus Number: 8035

## Aim

Throughout the GCSE Geography course pupils have the opportunity to consider a variety of geographical issues and, in doing so, become knowledgeable and critical geographers. There is a strong emphasis on the understanding of physical processes in the environment, as well as the management and mismanagement of resources by people. Pupils also have the opportunity during this course to develop their fieldwork skills.

## Grades Available

1 - 9

## Outline of the Course

The course is divided into three main themes:

### Section 1: Living with the Physical Environment

In this section, studied in Year 10, pupils will focus on the challenge of natural hazards including volcanoes, earthquakes and tropical storms. Weather and climate, studied in Year 9 is also a focus. We will follow this with a study of the living world, which includes ecosystems with a focus on rainforests and hot deserts. The final topic on this unit focusses on physical landscapes of the UK, including coasts and rivers.

### Section 2: Challenges in the Human Environment

This section, studied in the last term of Year 10 and completed in Year 11, covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy are also a focus.

### Section 3: Geographical Applications and Skills

This section involves the undertaking of two different fieldwork tasks that will be assessed in the final examinations at the end of Year 11. Pre-released material is received 12 weeks prior to the examination which can then be studied in lesson time.

## Examinations and Assessments

There are three exam papers at the end of Year 11.

Paper 1 Physical Geography	90 minutes	35%
Paper 2 Human Geography	90 minutes	35%
Paper 3	75 minutes	30%

The three exams makes up 100% of the final grade. There are no tiers of entry – all pupils sit the same exam.

You will be expected to read maps and graphs, interpret photographs and even do a bit of maths. There are a variety of question types ranging from 1 to 9 marks. Questions worth 4 marks or more with longer written answers are level marked. To get a high mark your answer needs to be well organised, structured and written in a logical way. If it is a case study question you will need to include plenty of relevant details, e.g. place names, dates and statistics.

Pupils will be assessed throughout the course to check on progress. This will be done through mid and end of unit tests.

## Further Study

Geography is a strong, traditional subject that can be of use to pupils when taking up a variety of further educational courses, as well as in the world of work. Choosing Geography can also count towards the English Baccalaureate. It also gives pupils an excellent platform and skills base to move on to A Level studies and beyond in a wide range of subject areas.

# History

Exam Board: Edexcel  
Syllabus Number: 1H10

## Aim

Pupils will study topics selected that have shaped the world we live in today. The course is designed to extend pupils' knowledge by studying new areas of content as well as revisiting and deepening their knowledge of content studied previously.

## Grades Available

1-9

## Outline of the Course

**Paper 1 - Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.**

Example key areas of study are:

How ideas about the causes of disease, treatments and preventions have changed over time, re impact of the western front on medical developments.

**Paper 2 - Superpower relations and the Cold War, 1941-91**

Example key areas of study are:

The development of the Cold War, the Berlin Crisis, Cuba, Czechoslovakia attempts to reduce tension between East and West and the collapse of Soviet control of eastern Europe and all of Berlin Wall.

**Early Elizabethan England, 1558-88**

Example key areas of study are:

Elizabeth's problems, plots and revolts, the Spanish Armada and voyages of discovery as well as Elizabethan society.

**Paper 3 - Weimar and Nazi Germany, 1918-39**

Example key areas of study:

The early challenges of the Weimar Republic, the development of the Nazi Party, the creation of a dictatorship and Nazi policies towards women and children, Jews and minorities.

## Examinations and Assessments

Pupils will have three exam papers to complete.

**Paper 1:** Written examination 1 hour and 15 minutes

**Paper 2:** Written examination 1 hour and 45 minutes

**Paper 3:** Written examination 1 hour and 20 minutes

Pupils will answer questions that assess their knowledge and understanding as well as assess their understanding of sources and interpretations.

## Further Study

History is a well-respected academic subject that is viewed favourably by colleges, universities and employers alike due to the rigour of the academic content and the analytical skills that are developed in the process. Furthermore, a good qualification in History suggests that a person is self-disciplined, independent, organised and able to communicate well. History is a particularly useful course to support the study of English, Politics, Economics and Psychology, as well as offering an interesting alternative area of study alongside the Sciences and Mathematics. Choosing History can also count towards the English Baccalaureate.

# Psychology

Exam Board: OCR  
Syllabus Number: J203

## Aim

Psychology is a very exciting field of study, one that attempts to discover how the mind works. The human mind is the most complex machine on earth. It is the source of all thought and behaviour. Psychology seeks to understand and explain thought, emotion and behaviour. Psychologists use human behaviour as a clue to the workings of the mind.

- Have you ever had a word “right on the tip of your tongue”?
- Does your cat come running every time it hears the tin opener?
- Do some songs make you happy, others sad?
- Has a smell ever suddenly reminded you of an event or place in your past?
- Have you ever had a bad day and then taken it out on your unsuspecting dog?

Psychology links direct practical experience with ideas, it can engage learners at many levels. People learn to question and discuss psychological issues that may affect their own lives.

## Grades Available

1-9

## Outline of the Course

The course consists of two components.

### Component 1

The content of this is:

- Criminal Psychology
- Development
- Psychological Problems
- Research Methods

### Component 2

The content of this is:

- Social Influence
- Memory
- Sleep and Dreaming
- Research Methods

## Examinations and Assessments

<b>Paper 1</b>	1 hour and 30 minutes	50%
Criminal Psychology, Development, Psychological Problems and Research Methods.		

<b>Paper 2</b>	1 hour and 30 minutes	50%
Social Influence, Memory, Sleep and Dreaming and Research Methods.		

There are four sections per paper; you must answer them all. The first three are the topic areas and the fourth section is Research Methods.

## Further Study

Psychology has a broad range of real world applications in everyday life, ranging from stress, health, mental illness, artificial intelligence and human-machine interaction, to personal development, social interaction and the environment, to name but a few.

There are a large number of careers in psychology, but the skills you acquire will readily transfer to many other careers. These skills include oral and written communication, computer literacy, numeracy, problem-solving and the ability to carry out independent research.

# Physical Education:

## Cambridge National in Sports Studies

Exam Board: OCR

Syllabus: J813

### Aim

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Students opting for Sports Studies should have a good level of physical fitness, have a keen interest in at least 2 sports and be committed to sports clubs either inside or outside of school.

### Grades Available

1-9

### Outline of the Course

For the Certificate there are two mandatory units:

#### **R051: Contemporary Issues in Sport**

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

#### **R052: Developing Sports Skills**

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

For the Certificate there are a further four optional units. Students select two from the following:

#### **R053: Sports Leadership**

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and

delivering safe and effective sporting activity sessions. Afterwards they review their performance.

### **R054: Sport and the Media**

Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

### **R055: Working in the Sports Industry**

Students explore the wide range of career opportunities related to the sports industry as a whole, including those not directly linked to a sport or physical activity. They look at how to access these careers and the development paths within them, and the wider role of the sports in national life.

### **R056: Developing knowledge and skills in outdoor activities**

Students find out about a wide range of outdoor and adventure activities and the organisations that provide access to them. Through planning and participating in these type of activities they will learn about the risks involved and gain an understanding of health and safety, risk assessments and the importance of detailed planning for various scenarios and challenging environments. This will also help them develop their communication, decision-making and leadership skills.

## **Examinations and Assessments**

**R051: Contemporary Issues in Sport** - This unit is externally assessed through OCR set tasks and marked 1 hour exam

**R052: Developing Sports Skills** - This unit is assessed through OCR-set tasks and includes demonstration of students' own practical performance skills and officiating, along with a demonstration of the ways students can improve their own performance.

### **Optional Units**

**R053: Sports leadership** - This unit is assessed through OCR-set tasks to allow practical demonstration of students' planning and leadership skills.

**R054: Sport and the Media** - This unit is assessed through OCR-set tasks where students communicate their knowledge to an external audience.

**R055: Working in the Sports Industry** - This unit is assessed through OCR-set tasks where students explore career options relevant to them, demonstrate how they would apply and prepare appropriate information that might be needed in an interview.

**R056: Developing Knowledge and Skills in Outdoor Activities** - This unit is assessed through OCR-set tasks where students demonstrate their planning skills and participate in an outdoor activity.

## Further Study

Cambridge Nationals provide a strong base for progression to Further Education, whether it is on to a Level 3 Cambridge Technicals or A Levels, or to an apprenticeship or work.

Students studying Sports Studies may be interested in sportsbased careers, such as Sports Development, Sport Science, Leisure Management, Coaching, Education.

# Food Preparation and Nutrition

Exam Board: AQA  
Syllabus Number: 8585

## Aim

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## Grades Available

1-9

## Outline of the Course

Food preparation skills are integrated into five core topics:

- Food nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

## Examinations and Assessments

### Paper 1: Food Preparation and Nutrition (50% of GCSE)

#### What's Assessed

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

#### How it's Assessed

Written exam: 1 hour 45 minutes

100 marks

Multiple choice questions (20 marks)

Five questions each with a number of sub-questions (80 marks)

### Non-Exam Assessment (NEA): 2 Controlled Assessment Tasks (50% of GCSE)

#### What's Assessed

#### Task 1: Food Investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

### Task 2: Food Preparation Assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### How it's Assessed

**Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

### Further Study

Upon completion of this course, pupils will be qualified to go on to further study or embark on an apprenticeship in the catering, nutrition or food industries. This subject provides an excellent basis for progression to related courses in higher education including Food Science, Food Technology, Food Microbiology and Nutrition related degrees. Food Preparation and Nutrition provides a platform for a wide range of careers in the food industry, which is one of the largest employers in the world.

# Art and Design

Exam Board: AQA  
Syllabus Number: 8201

## Aim

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is a course where pupils can work in appropriate art, craft and design materials and processes.

## Grades Available

1-9

## Outline of the Course

Pupils must explore and create work associated with areas of study from at least two titles listed below:

### Art & Design

For example drawing, painting, mixed media, print making textiles and contextual study.

### Three-Dimensional Design

For example sculpture, ceramics, product design, jewellery and body ornament and contextual study.

### Photography

For example portraiture, location photography, experimental photography, image manipulation any lens based media and contextual study.

## Examinations and Assessments

### Unit 1: Portfolio of Work

Controlled Assessment – set and marked by Centre and moderated by AQA

96 marks – 60%

Candidate's portfolio selected from work undertaken during the course of study and must include more than one project.

### Unit 2: Externally Set Task in Year 11

Question papers issued from January. Marked by Centre and moderated by AQA

96 marks – 40%

Unlimited preparation time.

10 hours of sustained focused study. Pupils respond to their chosen starting point.

## Further Study

After studying GCSE Art you can go on to study A Level Art. It will help access a huge number of potential opportunities in Art including: Architecture, Graphics, Web Design, Jewellery, Ceramics, 3D Design, Film & Photography, Fashion and Animation.

It provides a number of skills that employers are looking for in an employee - independence, teamwork, communication, problem solving, research skills and creativity. It can be a key influence in the following career paths - Teaching, Hairdressing, Gardening, Childcare and Beauty.

# Photography

Exam Board: AQA  
Syllabus Number: 8206

## Aim

The specification used is AQA Art and Design: Photography. It emphasises the importance of photography as an art form as well as a way to communicate ideas. Development of ideas through sustained research and individual work is the most important aspect of the course. Production of good journals and written backup studies are mandatory. Candidates are encouraged to understand the potential of photography through:

- The proper use of cameras, digital and associated equipment.
- Developing and printing digital images.
- Working to a brief, theme or topic.
- Understanding and using the formal elements of photography.
- Presentation, layout, mounting.
- The production of journals and critical studies to explain ideas.

## Grades Available

1-9

## Outline of the Course

Pupils will work in one or more areas of lens-based and light-based media such as those listed below. They may explore overlapping and combinations of areas:

- Portraiture
- Landscape photography (working from the built or natural environment)
- Still Life photography (working from natural or manufactured objects)
- Fine Art photography photographic installation
- Photography involving the moving image
- New Media practice such as computer manipulated photography and photographic projections
- Contextual Study

## Examinations and Assessments

### Unit 1: Portfolio of Work

Controlled Assessment – set and marked by centre and moderated by AQA

96 marks - 60%

Pupils portfolio selected from work undertaken during the course of study and must include more than one project.

### Unit 2: Externally Set Assignment

Controlled Assessment – Question papers issued from January. Marked by centre and moderated by AQA

96 marks – 40%

Unlimited preparation time

10 hours of sustained focused study

Pupils respond to their chosen starting point set by the exam board.

## Further Study

After studying GCSE Art/Photography you can go on to study A Level Photography. It will help access a huge number of potential opportunities in Photography including: Photo-journalism, Documentary Photography, Moving Image–film, Video and Animation, Web Design and Fashion Photography.

It provides a number of skills that employers are looking for in an employee - independence, teamwork, communication, problem solving, research skills and creativity.

# Three-Dimensional Design

Exam Board: AQA  
Syllabus Number: 8205

## Aim

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. Pupils can work in appropriate three dimensional art, craft and design materials and processes.

## Grades Available

1-9

## Outline of the Course

This is a broad endorsed course exploring practical and critical/contextual work through a range of media and processes:

### Ceramics

For example drawing in clay, texture exploration, pinched form making, slab and coil pot making and contextual study.

### Sculpture

For example figurative and non-figurative forms of representation - using clay, wire, paper, card, found materials and contextual study.

### Body adornment/Masks

### Product Design

For example model making, construction using wood, metal and plastics, surface treatment, assembling and contextual study.

## Examinations and Assessments

### Unit 1: Portfolio of Work

Controlled Assessment – set and marked by Centre and moderated by AQA

96 marks – 60%

Candidate's portfolio selected from work undertaken during the course of study and must include **more** than one project.

### Unit 2: Externally Set Task in Year 11

Controlled Assessment – set and marked by Centre and moderated by AQA

Question papers issued from January. Marked by Centre and moderated by AQA

96 marks – 40%

Unlimited preparation time.

10 hours of sustained focused study. Pupils respond to their chosen starting point.

## Further Study

After studying GCSE Art you can go on to study A Level Three Dimensional Design. It will help access a huge number of potential opportunities in Art including: Architecture, Product Design, Jewellery, Ceramics, 3D design, Film & Theatre Design, Environmental/Landscape/Garden Design.

It provides a number of skills that employers are looking for in an employee - independence, teamwork, communication, problem solving, research skills and creativity.

# Music

Exam Board: AQA  
Syllabus Number: 8271

## Aim

Studying music at GCSE allows pupils to improve their performing and composing skills, develop listening and appraising skills and respond knowledgeably to music that they hear and play.

It is a subject that increases their self-confidence and gives them self-discipline. It also broadens their life skills and allows them to think creatively.

## Grades Available

1-9

## Outline of the Course

Pupils will learn four Areas of Study:

1. Western Classical Tradition 1650-1910
2. Popular Music
3. Traditional Music
4. Western Classical Traditional Music since 1910

They must then give a performance of two pieces - playing or singing. This also involves composing two pieces of music.

## Examinations and Assessments

Listening Examination (40%)

Assessment of two performances and two compositions (60%)

## Further Study

Studying music at GCSE leads directly to the Music or Music Technology A Level. Pupils will have enough technological and musical knowledge and experience to continue to develop their skills at A Level.

# Drama

Exam Board: AQA  
Syllabus Number: 8271

## Aim

The aim of the course is to apply knowledge and understanding when making, performing and responding to drama. In addition, pupils will explore performance texts and understand their social, cultural and historical context. Throughout the two years pupils will develop a range of theatrical skills and apply them as an individual to theatrical performance. In addition, the aim is to produce creative, independent and reflective pupils who can collaborate to generate, develop and communicate ideas.

## Grades Available

1-9

## Outline of the Course

**Understanding Drama:** Pupils develop their knowledge and understanding of a dramatic text and its social, historical and cultural context. Pupils also study a set play and further their understanding of live theatre production as well as extending their grasp of theatre terminology.

**Devising Drama:** Pupils will create, perform, analyse and evaluate a theatrical performance.

**Texts in Practice:** Pupils will learn how to contribute to a text-based drama in a live theatre context for an audience.

## Examinations and Assessments

<b>Exam: Understanding Drama</b>	1 hour 45 minutes	40%
<b>Devised Performance</b>	(30% from devising a log, 10% from performance)	40%
<b>Texts in practice:</b>	Pupils perform two extracts from one play	20%

## Further Study

Drama offers a clear route into further and higher education for drama related courses. Career opportunities are numerous, e.g. acting, presenting, stage managing, drama therapy and directing. In addition, pupils develop skills which support other further/higher education courses and career pathways. These include the ability to collaborate with others, think analytically and evaluate effectively.

# Computer Science

Exam Board: Edexcel  
Syllabus Number: 1CP1

## Aim

The aims and objectives of this qualification are to enable pupils to:

- understand the fundamental principles and concepts of computer science.
- analyse problems in computational terms.
- think creatively, innovatively, analytically, logically and critically.
- understand the components that make up digital systems.
- understand the impacts of digital technology to society.
- apply mathematical skills relevant to computer science.

## Grades Available

1 - 9

## Outline of the Course

### Module 1 - Problem Solving

Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.

### Module 2 - Programming

Understand the requirements for writing program code. Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.

### Module 3 - Data

Understanding of binary representation, data representation, data storage and compression, encryption and databases.

### Module 4 - Computers

Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.

### Module 5 - Communication and the Internet

Understanding of computer networks, the internet and the worldwide web.

### Module 6 - The Bigger Picture

Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

## Examinations and Assessments

### Homework and School-based Assessments:

Pupils will receive weekly homework consisting of exam style questions related to content studied that week. Pupils will also be assessed on their comprehension every half term in exam conditions and receive a grade per module.

### Exams:

#### Component 1: Principles of Computer Science (\*Paper code: 1CP1/01)

Written examination: 1 hour and 40 minutes

40% of the qualification - 80 marks

This paper consists of multiple-choice, short open response, open response and extended open response answer questions.

#### Component 2: Application of Computational Thinking (\*Paper code: 1CP1/02)

Written examination: 2 hours

40% of the qualification - 80 marks

This paper is based on a scenario. It consists of short open response, open response and extended open response answer questions.

#### Component 3: Project (\*Paper code: 1CP1/3A-3E)

Non-examined assessment: 20 hours

20% of the qualification - 60 marks

Pupils will design, write, test and refine a computer program based on a scenario.

## Further Study

Computer Science GCSE supports further study in Computer Science A Level or vocational equivalents. Pupils can then progress to courses at university such as systems engineering, software engineering and artificial intelligence.

Career prospects in the computing industry are wide ranging. Other than for those who aspire to work in the computer industry, there are many others who may choose Computer Science. Study of the subject supports progress in Science, Technology, Engineering and Mathematics. It develops transferable skills, particularly logical thinking and problem solving.

# ITQ

Exam Board: City & Guilds  
Syllabus Number: 7574

## Aim

The ITQ examinations are all about acquiring practical skills in the use of a computer. You will learn how to create digital products rather than analyse the complexities of why they work. By contrast, Computer Science is a more stimulating but more demanding course, as it focuses on an academic appreciation of a wider ranging conceptual framework and formal examination at the end of the course.

## Grades Available

Individual Units Pass/Fail

## Outline of the Course

There are a broad range of units available to choose from. Pupils will initially focus upon the skills useful for their future working life, such as word processing and spreadsheets but will then have the opportunity to study more specialist units, such as CAD, programming to create games and mobile phone apps, video production etc. The more specialist units do not have a formal examination and rely upon pupils providing evidence for a list of required skills. This can be time consuming to evidence and more rapid academic success is normally achieved by pupils focusing on the 'Office' skills, where a formal examination is available. The flexible nature of the course allows each pupil to progress at their own pace and study the units best suited to their individual needs.

## Examinations and Assessments

Examinations for each of the units which make up the course are assessed and accredited individually and are sat once the learning activities for that particular unit have been completed. This structure helps to motivate pupils as their success accumulates through the course. Progression within the course is purely by passing extra units, no grading system is used other than pass/fail.

Assessment takes place throughout the course and is achieved by means of a set of practical assignments. These assignments are taken in class as soon as each individual pupils has reached a state of readiness in the area of IT being studied. The examinations follow precisely the same format as the learning activities completed in class. The emphasis is upon accurately displaying a defined and rehearsed set of skills. Coursework is not a feature of ITQ and, due to their practical nature, ITQ examinations do not require homework or revision.

## Further Study

The City & Guilds ITQ certificate has an equivalent status on league tables with a GCSE grade B. Most pupils go beyond this and gain an extended certificate from this course, which is the equivalent of two grade B GCSEs. The qualification can lead to further study in the field of ICT.



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