

THE HARVEY

# GCSE OPTIONS



## INTRODUCTION

### FOR PUPILS

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

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

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

### FOR PARENTS

- **From Thur 19<sup>th</sup> Jan – Tutor and careers support**

Year 9 pupils are given tutor support to explore the subject-specific content in our Key Stage 4 curriculum offer. In addition, impartial information, guidance and support through Unifrog and CXK has been shared with pupils to help highlight the relevance of subject disciplines and the importance of particular skills to the world of work. A Stream presentation from CXK is available [here](#).

- **Y9 Progress Reports**

The latest Year 9 academic progress reports were accessible via the intranet from Friday 3<sup>rd</sup> February.

- **GCSE Options Evening**

The GCSE Options Evening, presentation and opportunity to speak with subject leaders on Tues 7<sup>th</sup> February

- **GCSE Options Booklet**

A hard copy is given to boys on Monday 6<sup>th</sup> February and an electronic copy accessible via the Harvey Intranet and website (Curriculum page).

- **Y9 Parents' Evening (virtual)**

Parents have an opportunity to hear about their son's progress from subject staff on Wednesday 22<sup>nd</sup> February and have the option to book a consultation with a CXK advisor.

- **Thursday 23<sup>rd</sup> February – Friday 24<sup>th</sup> March: Key Stage 4 Option forms**

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

## COURSE CAPACITY AND OVERSUBSCRIPTION

We offer as wide a range of subjects as possible and will do all that we can to accommodate your choices but there is clearly a limit to the number and/or possible combinations available each year. **When selecting your optional subject choices for Key Stage 4 we ask you to do so in preference order; 1<sup>st</sup> option and 2<sup>nd</sup> option preference, followed by a reserve choice.** Applicants' preferences will determine the allocation of places for a particular course. In the event a course is oversubscribed, places will be allocated to applicants in preference order. Where the numbers of applicants with the same declared preference exceeds capacity, we will allocate available/remaining places based on allocating the most appropriate curriculum programme available for the individuals concerned applying the professional judgement of the senior leader with responsibility for curriculum.

Option blocks for next September are drawn up based on demand for these choices. You may modify your choices (with due consultation) at any time before next September but may find that not every change can be accommodated once the timetable for next year has been finalised.

## ADDITIONAL INFORMATION

The following information is available to complement this booklet:

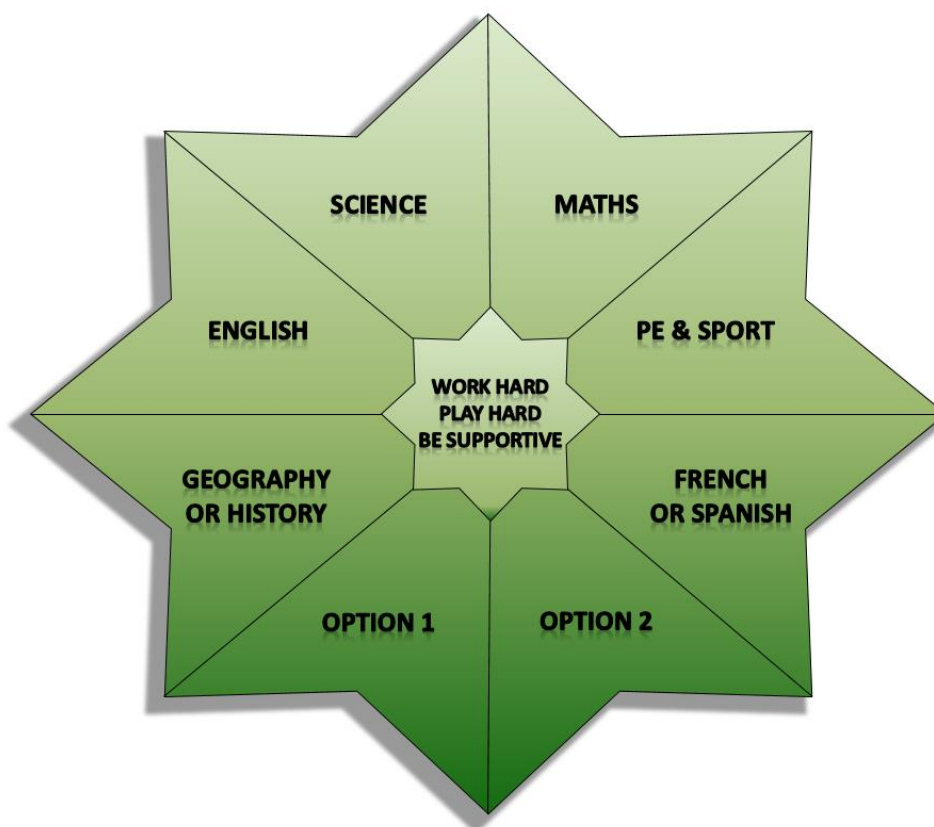
- **Key Stage 4 Options Presentation** – Information about The Harvey's Key Stage 4 curriculum offer and the application process, via our Curriculum page on The Harvey's Website.
- **Key Stage 4 option subject summaries** – Links to individual on-demand videos are available for each option subject in this booklet. Alternatively, these subject summaries may also be accessed through the Harvey's [Vimeo Channel](#) using the following password: **HarveyGrammar1**

## GCSE EXAMINATIONS

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

## KEY STAGE 4 ACADEMIC CURRICULUM AT THE HARVEY

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



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

**Art & Design**

**Business Enterprise\***

**Design Technology**

**Economics\***

**Film Studies**

**French**

**Geography**

**History**

**Information Technology**

**Performing Arts**

**Philosophy & Ethics (Religious Studies)**

**Psychology**

**Spanish**

- **\*Business and Economics** may not both be selected as options.
- Pupils can choose both a second Language and/or Humanity as one or more of their option choices.

## **YOUR OPTIONS**

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

- You should discuss with your parents and teachers where your strengths lie, using the information provided about each subject in this booklet (including the subject STREAMS provided) to see which areas of study may suit you best. Make sure you lean towards subjects you enjoy.
- Use this GCSE Options Booklet and the information shared with you in tutor time from Monday 17<sup>th</sup> May to find out what each subject is like: for example, what sort of tasks are you expected to complete? What are the most challenging and enjoyable aspects of the subject? This is particularly important if you are considering one of the subjects on offer that you have not studied to date such as Psychology or Economics.
- A GCSE in a particular subject is not necessarily essential if you want to take it at A Level or beyond but in some cases, you may be putting yourself at a disadvantage if you do not select it now. In most subjects, a GCSE qualification at grade 7 or above is recommended for A Level (for example, French, Geography Art or Design & Technology) and for some is essential (for example, Mathematics).
- You may find content, guidance and advice via Unifrog useful in informing your choices and may wish to ask our CXK Careers Advisers for information about particular career routes. You may find particular subjects are mentioned as being more desirable than others for particular career paths. You may be surprised to find that, in some cases you do not necessarily need to have either a GCSE or an A Level in a particular subject area to go on to study it at University. For example, BTEC Business or Economics may not be essential if you are contemplating a career in Business or Management - but Maths at A Level may be?
- For those students for whom there are legitimate academic reasons for wanting to diverge from our prescribed curriculum offer (e.g. the desire to not continue study of a foreign language or a humanities subject) parents may request a meeting with the relevant Head of House to discuss this and agree a personalised programme of study.

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

## KEY STAGE 4 COURSES

### ENGLISH LANGUAGE

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

### ENGLISH LITERATURE

English Literature at GCSE comprises two examination papers.

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

**Paper 2** comprises three sections:

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

### MATHEMATICS

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

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

### SCIENCE

All Pupils will be given the chance to follow the Separate elements of Physics, Chemistry and Biology course during Year 9 and 10, with the majority going on to complete the combined course in year 11 depending on progress made, leading to the award of two GCSEs. The most able science students will continue to be offered Separate Science in Year 11 resulting in the award of three GCSEs. The GCSE Science courses consist of

**BIOLOGY** • Cell biology • Organisation • Infection and response • Bioenergetics • Homeostasis and response • Inheritance, variation and evolution • Ecology

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

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

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

## SPORT

PE and Sport is delivered as an integral part of the core curriculum at Key Stage 4, providing pupils with practical sport; enrichment and further extracurricular engagement; as well as leadership opportunities. In addition to a traditional focus on active sports participation, at the Harvey we also use our Sports programme as a vehicle for guiding students on how to develop and maintain healthy lifestyle habits for now and in the future. Your physical, mental and emotional wellbeing is one of the most important factors in society today and this will give you a well-rounded view of how you can look after yourself. All pupils have the voluntary option to secure an additional Level 2 qualification equivalent to a GCSE as a possible outcome from accessing the Sports programme. The course covers the following units:

Unit title:	Content Overview
Applying the principles of training: fitness and how it affects skill performance	In Year 10, students will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. This will give them the background knowledge they need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the specific physical activity. Students will then interpret the data collected from fitness tests and learn how best to feed this back so that participants can go on to make informed decisions about their fitness training.
Nutrition and sports performance	In Year 10, students will learn to consider the composition of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sport or fitness based activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.
Reducing the risk of sports injuries and dealing with common medical conditions	In Year 11, students will learn how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to react to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.

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

## ART & DESIGN

### [An introduction to Art & Design](#)

### [Unifrog: Careers Information for Art](#)

**\*Art & Design:** This is a broad-based course that requires your son to have a reasonably high standard of artistic ability and the capacity to work well on his own.

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

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

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

## **BUSINESS - ENTERPRISE & MARKETING**

### [An introduction to Business- Enterprise & Marketing](#)

#### [Unifrog: Careers Information for Business](#)

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses. This qualification aims to encourage students to understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise. To develop students' practical skills by applying their learning to real-life contexts and work situations. To think creatively, innovatively, analytically, logically and critically and to develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

#### **How the course is structured:**

#### **Unit: Enterprise and Marketing Concepts (completed in year 11, worth 40% of final grade)**

Setting up and running a business enterprise is an exciting challenge which lots of people embark on every day. In this unit you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. This unit will provide you with the knowledge and understanding of key enterprise and marketing topics. In this unit you will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available.

Assessment Guidance: the unit is assessed by an exam. The exam is 1 hour and 15 minutes and has two sections. Section A has 10 multiple choice questions and section B has context-based questions and will make appropriate recommendation for the scenario.

#### **Unit: Design a Business Proposal (completed in year 10, worth 30% of final grade)**

Creating a new product is an exciting challenge. If you want your product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief. In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit. You will use the evidence you have generated to decide whether you think that your new product is likely to be financially viable.



Assessment Guidance: the unit is assessed by a written unit of coursework, this is made up of six tasks and is based around creating a new product for a vocational scenario.

**Unit: Market and Pitch a Business Proposal (completed in year 10/11, worth 30% of final grade)**

Following on from creating a design proposal for your product, you now need to understand how to create a brand identity and promotional plan for your product proposal. In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience.

Assessment Guidance: the unit is assessed by a written unit of coursework, this is made up of five tasks and is based around the product designed in the previous unit, there is a practical element and students will be required to pitch their idea to a small pre-selected audience.

## **DESIGN & TECHNOLOGY**

### [An introduction to Design & Technology](#)

#### [Unifrog: Careers Information related to Design & Technology](#)

#### **The Course**

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

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

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

The written paper itself has two sections:

**Section A** examines core knowledge

**Section B** examines a chosen specialist material

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

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

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

There are four parts to the assessment:

#### **1 – Investigate**

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

#### **2 – Design**

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

#### **3 – Make**

This includes manufacture, and quality and accuracy

#### **4 – Evaluate**

This includes testing and evaluation.

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



## ECONOMICS

### An introduction to Economics

#### Unifrog: Careers Information related to Economics

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

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

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

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

#### **How markets work:**

- 1 Economic foundations
- 2 Resource allocation
- 3 How prices are determined

- 4 Production, costs, revenue and profit
- 5 Competitive and concentrated markets
- 6 Market failure

#### **How the economy works:**

- 7 Introduction to the national economy
- 8 Government objectives
- 9 How the government manages the economy

- 10 International trade and the global economy
- 11 The role of money and financial markets

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

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

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

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

## **FILM STUDIES**

### [An introduction to Film Studies](#)

### [Unifrog: Careers Information for Film Studies](#)

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

### **Why take a GCSE in Film Studies?**

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

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

## GEOGRAPHY

### [An introduction to Geography](#)

#### [Unifrog: Careers Information for Geography](#)

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

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

#### Which Syllabus do we follow?

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

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

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

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

#### **GEOGRAPHERS CAN:**

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

#### **GEOGRAPHERS ARE:**

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

## **HISTORY**

### **[An introduction to History](#)**

### **[Unifrog: Careers Information for History](#)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## INFORMATION TECHNOLOGY

### [An introduction to Information Technology](#)

### [Unifrog: Careers Information for Information Technology](#)

Building on skills and theory taught in KS3, the Cambridge National in IT will develop pupil understanding of how to theoretically and practically link IT in everyday life. Pupils will be able to use their learning to enhance their independence and confidence in using skills that would be relevant to the IT sector.

Technology is now an integral part of everyday life, with more processes becoming technology dependant. Pupils will be able to engage in topics such as Design Tools, Human Computer Interfaces and Cyber Security, whilst developing their understanding of how we can use technology to communicate effectively and how the internet plays a key role in their lives. The new addition of developing their own Augmented Reality prototype provides pupils an insight into how their can transfer their knowledge into a practical solution.

This qualification is the **equivalent of one GCSE level** ranging from **Level 2 Pass to Level 2 Distinction\***

#### **Course Structure**

Learners will be examined on 3 units R050, R060 & R070. R050 consists of an externally assessed exam and is taken in the summer of year 10, with a further retake available to all pupils the following January. R060 & R070 are internally assessed units, undertaken within lessons.

<b>R050 IT in the Digital World – 40%</b>
<b>Externally Assessed Exam – 70 marks</b>
<b>1 hour 30 minute written paper</b>
Throughout this module, pupils will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Pupils will explore the meaning of the Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices and distribution channels.

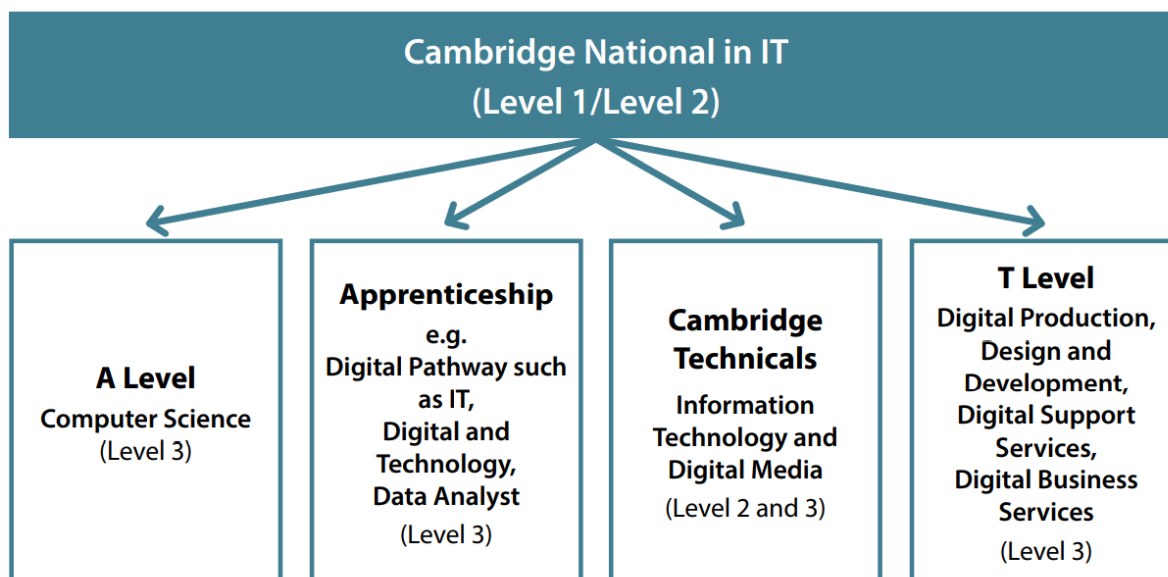
<b>R060 Data Manipulation Using Spreadsheets – 30%</b>
<b>Internally Assessed Coursework – 60 marks</b>
<b>Skills taught in the classroom then 10-12 hours to complete a set assignment</b>
In this unit, students will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. They will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which they will test.
Students will be able to evaluate their solution based on the user requirements

<b>R070 Using Augmented Reality to Present Information – 30%</b>
<b>Internally Assessed Coursework – 60 marks</b>
<b>Skills taught in the classroom then 10-12 hours to complete a set assignment</b>
In this unit, students will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and created an AR model prototype, using a range of tools and techniques.
Students will also be able to test and review their AR model prototype.

### Where will this course lead?

This qualification is designed for learners 14-16 years old or over who want to continue their education through applied learning by developing their knowledge and understanding of the principles of IT.

The diagram below shows the possible route for your further study:



## MODERN FOREIGN LANGUAGES (FRENCH/SPANISH)

### [An introduction to Modern Foreign Languages](#)

### [Unifrog: Careers Information for Modern Foreign Languages](#)

#### Why a Foreign Language?

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

#### The course

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

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

**The course requires students to:**

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

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

**Assessment**

The course consists of four Units:

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

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

**PERFORMING ARTS**

[An introduction to Performing Arts](#)

[Unifrog: Careers Information for Performing Arts](#)

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music and Drama, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. If you have a passion for performance and creativity in Music, Music Technology, or Drama, then this course is for you!

**What will I study?**

This qualification is made up of 3 units:

**Unit 1: Performing (30%)**

You will learn the skills and techniques needed to produce a successful performance of an existing work, such as pieces of music, or an extract from a play or show. You can complete this unit through Drama, Music, Music Technology, or Music Theatre.

**Unit 2: Creating (30%)**

You will learn how to create and refine your own original work in performing arts, such as composing music, devising drama, and also through disciplines such as lighting design and set design.

**Unit 3: Performing Arts in Practice (40%)**

You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and considering these when coming up with and pitching your own ideas.



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

For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks.

In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

### **What skills will I develop?**

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management

### **Where to next?**

This course is an idea stepping stone into further Performing Arts study in Drama or Music either at the Harvey or elsewhere for Sixth Form. There are a number of careers in the performing arts industry that offer a wide range of exciting opportunities which include:

- Actor
- Arts administrator
- Community Arts worker
- Choreographer
- Composer
- Dancer
- Designer
- Director
- Drama/Music therapist
- Front of House manager
- Lighting/Sound technician
- Musician
- Musical Theatre Performer
- Teacher
- Stage Manager

Many of these cross over into the film and television industry, but are also enjoyed by thousands of people as hobbies alongside other careers.

## PHILOSOPHY & ETHICS (RELIGIOUS STUDIES)

### [An introduction to Philosophy & Ethics](#)

### [Unifrog: Careers Information related to Philosophy & Ethics](#)

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

#### What will you study?

<b>Paper One – The Study of Religions</b>	Students will engage in an in-depth study of two religious traditions. Full course students will study:  Buddhist Beliefs and Practices Christian Beliefs and Practices
<b>Paper Two - Religious, philosophical and ethical studies</b>	Theme A – Relationships and the Family (includes debates about social issues including sex before marriage, divorce and human sexuality). Theme B – Religion and Life (includes debates about the environment, abortion and euthanasia). Theme D – Religion, Peace and Conflict (includes debates about the morality of war and violence) Theme E – Religion, Crime and Punishment (includes debates about the treatment of criminals, types of punishment and the death penalty)

#### What use is Philosophy & Ethics?

The course allows the time to explore the answers to ultimate questions such as the origins of the universe, and have informed and robust discussions on contemporary issues such as war, abortion, euthanasia, the death penalty and the environment. Religious Studies (Philosophy and Ethics) encourages thoughtful analysis of complex issues and develops a student's ability to think critically and engage in dialogue constructively. In an increasing automated and divided world the ability to think critically and engage maturely in complex conversations is becoming a highly valued skill amongst employers. According the Open University: 'Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders. The services sector makes up 80% of the UK economy, and this is only expected to grow in the future. The more that algorithms take over the workplace, the more such skills will be at a premium.'

#### How is the course assessed?

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

#### Why Full Course?

##### **A full accredited GCSE is only available to Full Course students.**

The students who have taken the Full Course in recent years have enjoyed the course. Many of our students go on to study the A-Level and find the subject very valuable. The two comments below come from students who took the Full Course Option:

"I believe learning about different religions and key philosophical arguments in the world is a very important subject, it gives you an understanding of what and why people do things. Teachers at the school also make the subject very enjoyable and interactive as we often have interesting discussions about the topic. I think RS at the Harvey is a very good option to take as it opens up your understanding of the world around you." (Full Course Student)

"It was really interesting and went more in depth than in year 9, I had a great teacher who explains everything very well. I would recommend taking it as a GCSE because I greatly enjoyed my experience throughout Year 10 and 11." (Full Course Student)

## PSYCHOLOGY

### [An introduction to Psychology](#)

### [Unifrog: Careers Information for Psychology](#)

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

#### Aims of the Course

Students will learn to use specialist psychological vocabulary; develop an understanding of self and others and everyday social phenomena; understand how psychological research is conducted; and to develop arguments and draw conclusions through a critical approach to psychological evidence.

Students will develop as effective and independent learners, and as critical and reflective thinkers. They will acquire knowledge and understanding of Psychology and the essential role it plays in today's society.

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

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

#### Assessment

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

**Psychology** is a challenging subject as there is a lot to learn, memorise and understand, but it is also extremely interesting and enjoyable. It is a subject that can be used in virtually all careers and will enrich your understanding of yourself and others. This GCSE course provides an excellent foundation for Psychology and Social Science at Advanced level and beyond.

The scientific nature of Psychology, including the mathematical and statistical content, and understanding of scientific research methods links with and develops skills from Biology and Mathematics. Lessons largely involve group and pair work; devising, carrying out and evaluating research; reading and written work; discussion and presentation.

## **ADDITIONAL LEARNING**

- **CAREERS EDUCATION AND GUIDANCE**
- **CITIZENSHIP**
- **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) – INCLUDING RELATIONSHIP AND SEX EDUCATION AND HEALTH EDUCATION (RSHE)**
- **RELIGIOUS EDUCATION**

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

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

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

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

### **Careers Education Information**

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

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

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

In addition to the advice and guidance available through his access to [Unifrog](#), It may also be worth him looking at "[Informed Choices](#)". This digital document, most recently published in 2022-3, has been produced by the [Russell Group](#) of universities (the top 24 research universities in the UK), and it looks at the subjects these universities (and many others) prefer students to have studied at A-Level and GCSE. It has a section on the subjects preferred for degree courses, and it is well worth looking at this to make sure you are not cutting off a preferred career option.

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



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