

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 that form the principal method of assessment of your work. Such courses may involve the introduction of controlled assessments (coursework) much of which requires independent study. This means that you will be encouraged to take charge of more and more of your own learning.

This booklet provides you with an outline of the compulsory and optional subjects that are available and also 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 have.

There will be an opportunity for you to speak to many Curriculum & Subject Leaders at the Key Stage 4 Options Evening on Tuesday 21st February and for you and your parents to speak to your subject teachers at the Year 9 Parents' Evening on Tuesday 28th February. Your subject teachers and form tutors are all available to help support you in making your choices at this important time.

FOR PARENTS

- **Careers Advice**

Your son will receive support and guidance as part of a co-ordinated programme of careers education and advice from teachers in partnership with the CJK careers service. Impartial advice and guidance will be given about making the most of the various careers guidance programs that are available on the school's network and in our Careers Library in order to find out as much as they are able about subject requirements for different courses and career possibilities during the final week of term 3.

- **Y9 Reports**

The latest Year 9 academic progress reports are accessible via the intranet from Friday 10th February.

- **Key Stage 4 Information Booklet**

A hard copy will be issued to all boys in Year 9 before the GCSE Options evening with an electronic copy available through the intranet and School Website from Friday 10th February.

- **Tuesday 21st February: Enterprise Day**

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

- **Tuesday 21st February: Key Stage 4 Options Information Evening (7.00pm- 8.30pm)**

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

- **Tuesday 28th February: Parents' Evening (5.00pm-8.00pm)**

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

- **Friday 10th March: Key Stage 4 Option forms**

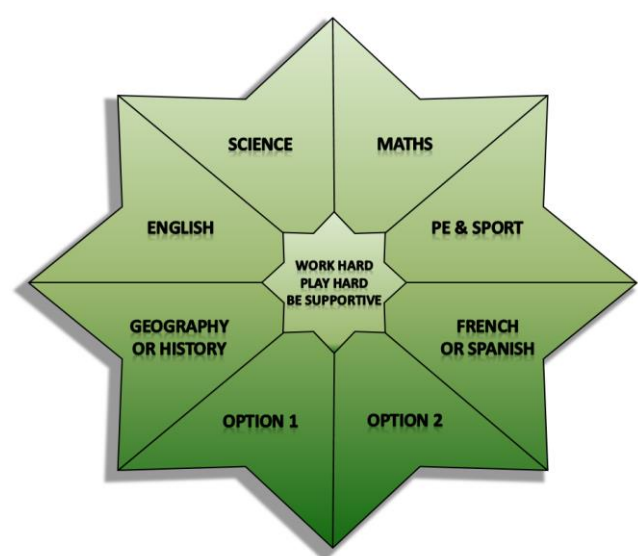
Provisional date for completion of the on-line GCSE Option Choice Forms.

GCSE EXAMINATIONS

- From 2017 The General Certificate of Secondary Education is a system of examinations with a scale of grades 9-1 (numbers). Some GCSEs include an element of controlled assessment together with a final examination, both of which contribute to the final grade. Controlled Assessment (coursework) is usually assessed by teachers and then moderated by the Examination Boards.
- Controlled Assessment may involve projects and assignments, essays, oral work, investigations and production of pieces of practical work. Many of these assignments have to be completed by specific dates, so planning a work schedule and keeping to deadlines are necessary and important features of your Key Stage 4 studies.

KEY STAGE 4 CURRICULUM AT THE HARVEY

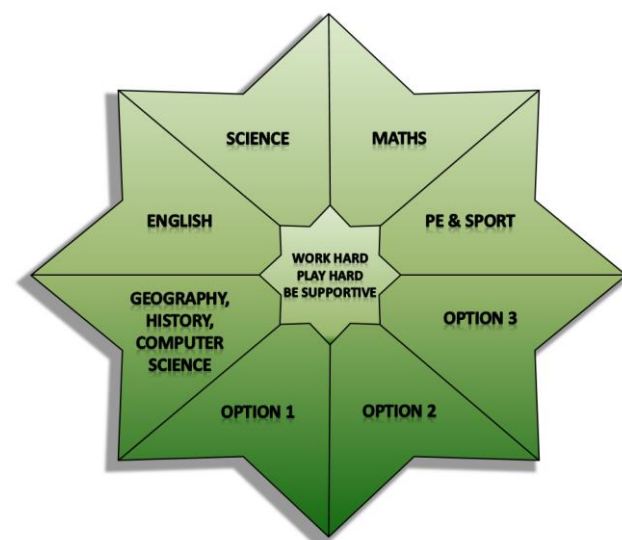
The vast majority of our pupils follow this Key Stage 4 Programme of Study. It provides a strong academic curriculum which is an excellent foundation for Higher Education, including courses at the premier universities. Universities and employers expect pupils to have this portfolio of qualifications.



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

- **Art & Design***
- **Business (BTEC)**
- **Computing**
- **Design Technology**
- **Drama**
- **Economics**
- **Film Studies**
- **French**
- **Geography**
- **History**
- **Music or Music Technology (BTEC)**
- **Philosophy & Ethics**
- **Psychology**
- **Spanish**

***Art & Design and Design Technology courses** are double-time subjects in the Key Stage 4 timetable, given their heavy emphasis on practical work. Consequently, they will count as **two** Option choices so only one of these double-time courses may be chosen.



Despite the importance of choosing subjects which will deliver a portfolio of qualifications needed to keep open the broadest range of higher education and employment options, a small minority of pupils may prefer not to take a Language at GCSE.

If this is the case they may, **after agreement from their House Team**, follow a modified programme of study by choosing a third Option in place of a Language.

YOUR OPTIONS

WHAT TO CONSIDER WHEN MAKING YOUR CHOICES:

- **The English Baccalaureate**

The English Baccalaureate is awarded to any student who secures good GCSE passes in English, Mathematics, the Sciences, a modern foreign language and Geography or History. It is an increasingly important measure of your success at Key Stage 4 considered by universities and employers. **Our core curriculum followed by the vast majority of Key Stage 4 students delivers the English Baccalaureate.**

- Some leading Universities expect applicants to have studied what they regard to be more rigorous and/or traditional GCSE subjects and may, in some circumstances and for some courses, require students to have taken particular subjects alongside those in the core: a modern foreign language, for example. If you are someone likely to apply to study at a leading university in the future, we will offer guidance as to the most appropriate GCSE subject choices for you to consider to ensure you have the best possible chance of being successful in that endeavour.
- You should discuss with your parents and teachers where your strengths lie, using the information provided about each subject in this brochure to see which areas of study might suit you best.
- If possible, you should ask your teachers - and older students currently taking GCSEs - 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.
- You will need to consider very carefully how the choices you make may influence your future career. A GCSE in a particular subject is not necessarily essential if you want to take it at A Level or beyond but in most cases you would 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 should talk to subject teachers in order to take into account the career implications of certain choices. You may find the careers programs available on the school computer network useful in this respect but you may wish to ask Mr Bristow (our Careers Coordinator) or our CXK Careers Advisers who are co-ordinating Careers Education and Guidance during Key Stage 3, for information about particular career routes.
- You should see if any 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?

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

CORE KEY STAGE 4 COURSES

ENGLISH LANGUAGE

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

ENGLISH LITERATURE

English Literature at GCSE comprises two equally weighted examination papers.

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

Paper 2 comprises three sections:

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

MATHEMATICS

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

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

SCIENCE

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

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

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

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

There are six papers for Additional Science: two biology, two chemistry and two physics. An additional exam in Biology, Chemistry and Physics is taken for the separate science courses. Each paper is 1 hour 15minutes and contains multiple choice, structured, closed, short answer and open response questions.

SPORT (BTEC LEVEL2 AWARD IN SPORT)

A BTEC Level 2 Award in sport is a practical, work-related course. Students learn by completing projects and assignments based on realistic workplace situations, activities and demands. It introduces students to a variety of aspects related to sport and training. Students are expected to use research skills and develop strategies for independent learning through a series of projects and assignments focussing on key areas within sport.

The course structure:

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

Assessment:

Units 2, 3 & 5 are assessed and graded via coursework activities and an overall grade for the qualification is awarded. Unit 1 is assessed by an online examination.

Alongside these Key Stage 4 courses all students receive Careers Education and Guidance, Personal, Social & Health Education, Sex Education, Work Related & Enterprise Learning opportunities.

OPTIONAL GCSE COURSES

ART & DESIGN*

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

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

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

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

BUSINESS – BTEC LEVEL 2 AWARD

A BTEC award is a Level 2 qualification that provides a vocational approach to studying Business. Through analysing real businesses and applying knowledge to 'real life' scenarios, all students have the opportunity to learn and develop a variety of skills that will provide a strong foundation for further study in the Sixth Form or into the world of business.

What is the course structure?

The course consists of 4 Units spread over 2 years, with 2 Mandatory and 2 that have been chosen to best meet the needs of our pupils. The course is taught over 120 learning hours with work experience included in this time. The course will allow for the detailed research of current business trends and the opportunity to use these skills in real life scenarios through a predominately coursework qualification.

Year 10		Year 11	
Sep – Jan	Feb – Jul	Sep – Jan	Feb - Jun
1 Enterprise in the business world	8 Recruitment, selection and employment (with work experience)	2 Finance for Business (Externally examined)	3 Promoting a brand

How is the course assessed?

All units except for Finance for Business (assessed by an externally examined on-line test) involve continual assessment. A final grade for the qualification is awarded once all units are completed.

What can I do at the end of the course?

Vocational courses are increasingly valuable to businesses and universities, as they can prepare students for the 'real world'. It is our aim to ensure we provide every student with the tools they need to study Business at Level 3 in the Sixth Form with a view to accessing business-related courses at university or to provide them with the necessary tools for them to step into business whenever they feel appropriate.

COMPUTER SCIENCE

Computer Science is the study of how computers and computer systems work, as well as learning how they are constructed and programmed. It is a big step-up from the old ICT subject.

Computer Science develops systematic and logical approaches to thinking about complex problems called Computational Thinking and will encourage learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

What skills are needed to complete the course successfully?

Students tend to benefit from being strong mathematicians and those opting to take GCSE Computer Science would typically have chosen Computing as one of their Key Stage 3 options, but this is not a requirement. Experience and engagement with programming is a big advantage. Though we provide challenging tasks and preparation for examined units and these skills can be learned if you didn't choose this subject in Years 8 & 9.

There is a high degree of problem solving, which may be done independently (Year 11 Non-exam assessment work) or in pairs/small groups (lessons and preparation work) means that this course suits learners who enjoy the challenge of working hard to achieve solutions, with resilience and persistence being two of the key skills of many programmers.

There are two summative examinations (*80% of final grade*) and a practical programming project (*20% of final grade*).

Unit 1: Computer systems (40%) - Theory topics covered:

Computer systems architecture	Storage and memory	System Software and security
Ethical, legal & environmental considerations	Wired/wireless networks	Network topologies, protocols & layers

Unit 2: Computational thinking, algorithms and programming - (40%)

Algorithms	Programming techniques	Producing robust programs
Computational logic	Translators and facilities of languages	Data representation

Unit 3: Programming project - (20%)

Analysis	Design
Programming techniques	Development
Testing	Evaluation and conclusions

Other:

We will be running a **Computer Science Leaders Award** which teaches leadership and teamwork skills. We are implementing a Virtual Learning Environment where resources will be available at home, as well as at school. Finally, the department have run several successful Computing trips abroad - The next trip will be open to Year 10, 11 and sixth form students in 2020.

DESIGN & TECHNOLOGY*

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

The Course

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product

concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

There are two components of study:

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

The written paper itself has two sections:

Section A examines core knowledge

Section B examines a chosen specialist material

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

Component 2: Project based work 50% of the qualification

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

There are four parts to the assessment:

1 – Investigate

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

2 – Design

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

3 – Make

This includes manufacture, and quality and accuracy

4 – Evaluate

This includes testing and evaluation.

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

Other opportunities

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

DRAMA

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

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

What does the course involve?

<p>Understanding drama (written)</p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of one set play from a choice of six • Analysis and evaluation of the work of live theatre makers <p>How it's assessed:</p> <ul style="list-style-type: none"> • Written exam: 1 hour and 45 minutes • 40% of GCSE 	<p>Devising drama (practical)</p> <ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama • Analysis and evaluation of own work <p>How it's assessed:</p> <ul style="list-style-type: none"> • Devising log (60 marks) • Devised performance (20 marks) • 40% of GCSE
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Texts in practice (practical)

- Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed:

- Performance of Extract 1 (25 marks) **and** Extract 2 (25 marks)
- 20% of GCSE

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

Paper 1: How markets work	Paper 2: How the economy works
What's assessed	What's assessed
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.

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** right now

Which Syllabus do we follow?

Our 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 now 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
How is it assessed? 1hr 30min written exam. 35% of the GCSE	How is it assessed? 1hr 30min written exam. 35% of the GCSE
Units studied: Section A: The challenge of natural hazards <ul style="list-style-type: none"> • Tectonic hazards • Tropical storms, Extreme weather in the UK and Climate change Section B: Physical landscapes in the UK <ul style="list-style-type: none"> • Coastal and River landscapes in the UK Section C: The living world <ul style="list-style-type: none"> • Ecosystems (Tropical rainforests and Hot deserts) 	Units studied: Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenges of resources management <ul style="list-style-type: none"> • Resources management • Energy
Paper 3: Geographical applications	
How is it assessed? 75min written exam. 30% of the GCSE. Pre-release resources made available from March in the year of the exam	
Units studied: Section A: Issue evaluation 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. Section B: Fieldwork Students need to undertake two geographical enquiries. Students will be examined using a range of questions that assess their understanding of fieldwork design, data collection and analysis.	

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

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

GEOGRAPHERS CAN:

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

GEOGRAPHERS ARE:

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

HISTORY

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

The course is divided into two papers:

- **Paper 1: Understanding the modern world (1hr 45 minute 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 (1hr 45 minute exam- 50% of the GCSE)**

Section A- Britain: Migration, empires and the people: c790 to the present day

This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

Students will study the importance of the following factors as they influenced Britain's dealings with the wider world: war, religion, government, economic resources, science and technology, ideas such as imperialism, social Darwinism and civilisation, the role of individuals.

Section B- Norman England, c1066–c1100

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

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

FILM STUDIES

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

Why take a GCSE in Film Studies?

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

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

MODERN FOREIGN LANGUAGES (FRENCH/SPANISH)

Why a Foreign Language?

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

The course

The GCSE course extends and deepens the work already done in Key Stage 3. Your son will study topics related to:

- Identity and culture (me, my family and friends, daily life & hobbies, cultural life)
- Local area, holiday and travel (holidays, travel and tourist transactions, town, region and country)
- School (what school is like, school activities)
- Future aspirations, study and work (using languages beyond the classroom, ambitions, work, work experience)
- International and global dimension (bringing the world together, environmental issues)

The course will require 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.

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)

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

MUSIC and MUSIC TECHNOLOGY (BTEC Level 2 Award)

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

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

How is the course assessed?

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

What is the course structure?

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

- The Music Industry
- Managing a Music Product

The students then follow a different pathway, depending on their strengths and interests, to study either Music or Music Technology.

MUSIC

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

- Introducing Music Composition
- Introducing Music Performance

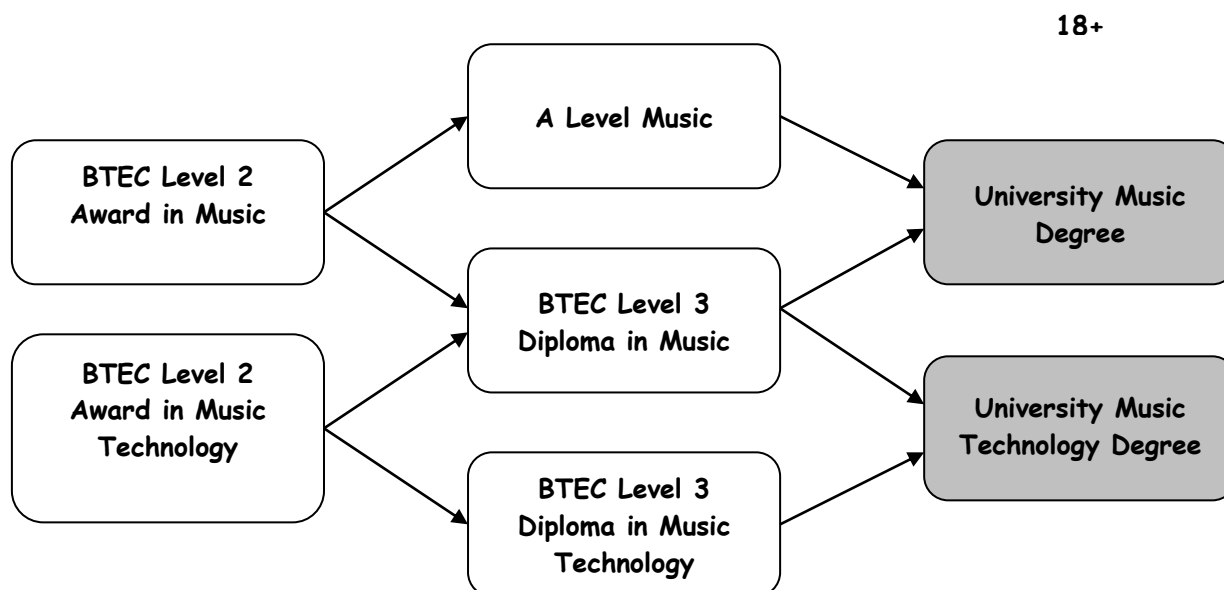
MUSIC TECHNOLOGY

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

- Introducing Music Recording
- Introducing Music Sequencing

Where to next?

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



PSYCHOLOGY

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

Aims of the Course

Students will learn to use specialist psychological vocabulary; develop an understanding of self and others, and everyday social phenomena; understand how psychological research is conducted; and to develop arguments and draw conclusions through a critical approach to psychological evidence. Students will develop as effective and independent learners, and as critical and reflective thinkers. They will acquire knowledge and understanding of how psychology works and its essential role in society and develop an understanding of its impact on everyday life.

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.

Content

Unit 1 – Cognition and behaviour: This unit includes the topics of: **memory; perception; development; and psychological research methods.**

Unit 2 – Social context and behaviour: This unit includes the topics of: **social influence; language, thought and communication; brain and neuropsychology; and 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

Psychology is a challenging subject as there is a lot to learn, memorise and understand, but it is also extremely interesting and enjoyable. Because the subject matter is people, it is applicable to virtually all career paths and will enrich your understanding of yourself and others. This GCSE course provides an excellent foundation for Psychology at Advanced level and beyond. The scientific nature of Psychology, including the mathematical and statistical content, and understanding of scientific research methods that is developed throughout the course also means the subject has strong links with and similarities to Biology. Lessons largely involve: group and pair work; devising, carrying out and evaluating research; reading and written work; discussion; presentations and role play.

RELIGIOUS STUDIES

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

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

WHAT WILL YOU STUDY?

Students learn about & consider:

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

WHAT USE IS PHILOSOPHY AND ETHICS?

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

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

HOW IS THE COURSE ASSESSED?

The course is assessed through three written exams at the end of Year 11. There are two one hour exams that assess students' knowledge of the core beliefs of two different faith traditions and one two-hour exam looking at contemporary philosophical and ethical issues.

WHY FULL COURSE?

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

- Independent Research
- A thorough study across four units of Philosophical and Ethical ideas that promote dialogue
- Real board room and empathy exercises
- **A full accredited GCSE is only available to Full Course students. Short Course students do not sit a GCSE exam.**

RESOURCES

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

ADDITIONAL COURSES

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

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. Time and advice are made available to help foster an effective and positive approach to personal target setting in Key Stage 4 and beyond.

Careers Education Information

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

In addition to the support provided by the school through the formal provision of Careers Education and the informal support given by tutors and use of the Careers Library, boys also have access to external support from CXK, the careers service. A Personal Adviser from CXK holds formal 30 minute appointments which can be booked (via the Library) 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.

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

Most careers and university courses now ask for a number of good GCSEs. Some A-Level courses require study to GCSE level, some degree courses prefer students NOT to have studied the subject beforehand (Law is one), and some courses may require study of what may seem to be an odd subject – some History degrees require a GCSE in a modern or ancient language. The key is to make sure you have a good spread of subjects in terms of workload, the knowledge, understanding and skills you will develop. It is also important that you do subjects that you both enjoy and are good at. If you have a specific career or area of work you want to go into, just check to make sure whether it requires any specific subjects to be studied at GCSE and/or A-Level.

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. 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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