

Year 8

Pathways

2015 – 2018



Heston
COMMUNITY
SCHOOL



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January 2015



Dear Parents/Carers,

YEAR 8 PATHWAYS

We are already beginning to look forward and to plan for next year and beyond. As your child reaches the end of Key Stage 3 there are important decisions to be made. Future pathways and courses on offer at Key Stage 4 now need to be considered very carefully, so that appropriate choices are made which not only provide a broad and balanced education but which respond to individual needs and aspirations in as far as is possible.

At Key Stage 4, the National Curriculum still applies and some areas remain compulsory. However in others, there is an element of choice. Where students have choices to make, it is important that they are **informed** and make the 'right' decisions by the deadlines set.

A range of support and advice opportunities will be available to you and to your child to help guide you through the process. I would urge you to read this booklet very carefully with your child before any decisions are made. The content of each course offered in Years 9-11 is outlined here, together with important information about the Pathways process.

It is important that a dialogue is maintained throughout the process and there will also be an opportunity to meet with a senior member of staff on **Tuesday, 10th March 2015**. Over the coming weeks, students can also consult with and receive guidance from Tutors, their Learning Coordinator, Curriculum Leaders and Heads of Subject.

Making sensible, appropriate and individual decisions is vital. Students' choice of courses needs to be balanced and reflect their ability and aptitude, along with their interests. Possible future careers also need to be considered and the skills and knowledge which will be acquired through studying different subjects.

All courses are for three years and there must be dedication and commitment to study from every student if they are to achieve their full potential and have a firm base on which to build at 16. Decisions made over the coming weeks need to be carefully considered and should not be taken lightly.

I wish you every success both now and in the future and look forward to seeing this Year Group's excellent results in due course.

Yours faithfully

A handwritten signature in cursive script that reads 'Phil Ward'.

Phil Ward
Headteacher

January 2015



Dear Parents/Carers,

GUIDING STUDENT'S CHOICES

Heston Community School offers a broad, balanced and differentiated curriculum of which it is justifiably proud. At its heart is an options process that aims to ensure that the right students are placed on the most appropriate courses, given their particular ability and skills profile. With this goal in mind the School has adapted the procedures from previous years and strengthened the advice and direction it is giving to both students and parents/carers. We are proposing that the new Year 9 cohort will be split into 3 distinct bands (as illustrated in the next page).

Research has shown that the Key Stage 2 average point score is a positive indicator of how well students achieve at the end of Key Stage 4. By providing 3 explicit pathways that allow students to make some choices within their band, we are promoting the subjects that we feel will offer the best chances of success to your child.

We believe that those students who take time to reflect on subject choices and who make informed decisions in Year 8 as part of the Pathways process, are those who go on to maximise their potential and achieve the strongest examination performance at the end of Year 11.

We wish all our students every success and encourage parents/carers to ensure that the subjects and pathways chosen are not only suitable and appropriate, but also ones to which students commit fully for the next two years.

Yours sincerely

A handwritten signature in blue ink that reads "M. O'Hagan".

Mike O'Hagan
Deputy Headteacher

BAND 1	
KS2 APS 20 or below	Lessons
English Language and English Literature	5
Mathematics	4
Science - Core & Additional	5
PE	2
PSHCE	1
RE & Ethics	1
A range of personalised V Cert courses will be offered to suit individual learners at either level 1 or 2 in Art, Business & ICT courses	12

BAND 2 CONSOLIDATION	
KS2 APS 22 - 25	Lessons
English Language and English Literature	5
Mathematics	4
Science - Core & Additional	5
PE	2
PSHCE	1
RE & Ethics	1
V Cert Business	3
V Cert ICT	3
Arts	3
Option	3
Arts	Art & Design, Drama, Graphic Design, Media, Music, Photography
Option	Catering, Electronics, French, Geography, German, History, PE, Resistant Materials, Spanish, Textiles

BAND 3 STRETCH	
KS2 APS 27+	Lessons
English Language and English Literature	5
Mathematics	4
Science - Core & Additional	5
Humanities	3
MFL	3
PE	2
PSHCE	1
RE & Ethics	1
Arts	3
Option	3
Arts	Art & Design, Drama, Graphic Design, Media, Music, Photography
Option	Applied Business, Business V Cert, Catering, Computer Science, Electronics, ICT, ICT V Cert, PE, Resistant Materials, Textiles, Triple Science

How to use this booklet

Your booklet is full of useful information including:-

- Information about what is studied in each subject area and how the course is assessed or examined
- Tasks to do to prepare for your choices
- A course selection sheet to be completed before your interview

What you should do now:

- Read through the booklet carefully paying particular attention to the sections describing the courses
- Establish which band you are located within
- Talk through your ideas, questions and interests with your parent or carer
- Work with your Tutor in PSHCE to look at your options
- Complete the sheet preparing you for your interview
- Review the information gained from the recent Parents' Evening and prepare any questions you want to ask your subject teachers
- Complete a course selection sheet to bring to your interview **on Tuesday 10th March 2015**

While we will do everything to accommodate students' choices, staffing and group size must be viable. Decisions made by the Director of Curriculum are final.

By way of explanation, there are a variety of reasons why it may be impossible to accommodate a student's first choice and, in some rare cases, their next set of choices including:

- A clash in the subject blocks which makes the combination of choices impossible.
- The numbers of students opting for a particular course are not sufficient to make the course viable and to offer value for money.
- Too many students opting for a particular course and insufficient staffing expertise in the subject area being available.

In the event of a course running but students unable to get all of their first choice subjects, a meeting with either the Learning Coordinator or Director of Curriculum will be arranged to discuss the options available.

The following criteria will apply:

- Priority will be given to those who handed in the form by the final **deadline Tuesday 17th March 2015**
- On some occasions, the students' level, ability and suitability for the subject as well as attendance will be taken into account
- Where there is nothing to differentiate, names will be drawn out of a hat or randomly allocated by the computer.

Parents/Carers will be informed of decisions by letter by the beginning of **July 2015**.

Careers

The Year 9-11 period is a crucial time for considering future career development. To achieve a successful transition from school to adult life a student should be equipped with both an understanding of choices and the decisions involved in selecting a career, and an understanding of him/herself so that positive steps are taken towards a responsible and mature approach to his or her future life.

In order to achieve these aims, Careers Education is taught as an important component of the PSHCE programme that is compulsory for all students in Years 9-11. Within this provision all students have the opportunity to develop their knowledge and understanding of themselves, and of the world of work.

A Personal Careers Advisor who can offer advice, information, support and guidance through the process is available at School. Students can approach the Careers Advisor themselves or through their Form Tutor or Learning Coordinator.

Further, there is also a regularly updated Careers Library provision and access to a number of computer software programmes assisting in the careers guidance provision.

Guidance when choosing subjects to study in Key Stage 4

The majority of students will choose to study the equivalent of 4 GCSE subjects in addition to the core subjects. This will make a total of 10 subjects. It is advisable at this stage of a student's education to choose a broad and balanced curriculum so that a range of subjects will be chosen and students do not specialise too heavily in one particular area. School reports, target setting and data collected from testing will help in the decision making process.

As a Specialist Visual Arts School, we believe that the success and development of all students, both academically and personally, is supported through the study of the Arts, as part of a broad and balanced curriculum. It is for this reason that we offer a broad Arts option block, from which students must select one of the subjects.

With their option choices, students must take into account their successes in the past and present. If a student is underperforming or not taking part fully in a lesson, for example, if a student is known to avoid taking part in PE lessons by not bringing to school their kit or does not bring ingredients to Food Technology lessons, then these subjects are best avoided, as they will prove to be unsuccessful.

It is important to bear in mind that subjects chosen will be studied for three years. So students are advised to consider subjects that they have been successful in and enjoy studying.

The aim ultimately at this stage is for students to be studying courses where they have the best opportunity of getting a good set of GCSE grades. It is therefore important that time, discussion and careful consideration are given to this process.

When students are making choices, the following should be considered:

- How well they are currently doing in that subject
- It is their choice and not that of their friends
- If in doubt ask the teacher's advice
- The subject will be studied for 3 periods per week for 3 years

Please ensure you make the correct choices as changes cannot be made after the final deadline of Tuesday 17th March 2015

Student Interview Preparation Guide

Please use this page to help you think about your option choices before your individual interview. Remember that all core subjects are compulsory and you must select one subject from the Arts blocks. The key thing to consider before your interview is which optional subjects you should choose.

To help you choose you should: check which band you are located within and evaluate your options. Remember your KS2 average point score (APS) has been used as a guide plus your data harvest grades for the last year.

- **Read the descriptions** of the different subjects given in this booklet and think about which subjects interest you;
- **Talk to your friends, tutor and parents/carers** about your skills and interests and see which subjects **you think would use your skills most effectively**;
- **Talk to your subject** teachers and ask them whether they think you would enjoy studying the subject at KS4;
- **Think** about your **career progression**. Most people will be unsure at this stage but if you do have an idea about your desired career, choose subjects that will help you to prepare effectively for work;
- **Reflect** on your **teacher reports** over the last few years and pay careful attention to what your teachers have told you;
- **Write** down any **questions** you need answering in order to make the right choice;
- **Think** about the subjects you **enjoy**;
- **Complete** the sections overleaf to help you to **focus your ideas**. You may want to refer to your areas in your individual Pathways Interview.

Interview Guide Sheet

TO BE COMPLETED ***BEFORE*** YOUR INDIVIDUAL INTERVIEW

<i>Areas to think about:</i>	<i>Write your ideas below:</i>
My favourite subjects this year (including the core subjects) are:	
I enjoy these subjects because:	
My best skills are :(e.g. art, writing, performing, sports, etc.)	
I am interested in a career in:	
Using my answers to the above, I am interested in choosing the following courses:	
I have discussed my options with the following people:	
When I think about next year, I am worried about:	
I want to ask the following questions in my individual interview:	

**COURSE SELECTION SHEET BAND 1
KEY STAGE 4 PATHWAYS 2015 - 2018**

Student's Name: _____

Tutor Group: 8 _____

Interviewer: _____

Date: _____

Key Stage 2 Average Point Score (APS) _____

Core Curriculum:

Subject KS2 APS 21 or below	No of Lessons
English Language and English Literature	5 lessons
Mathematics	4 lessons
Science - Core & Additional	5 lessons
PE	2 lessons
PSHCE	1 lessons
RE & Ethics	1 lessons

A range of personalised V Cert courses will be offered to suit individual learners at either level 1 or 2 in Art, Business & ICT courses

Signed: _____

Parent/Carer

Student

Contact Telephone Number: _____

Parent/Carer

COURSE SELECTION SHEET BAND 2 – Consolidation
KEY STAGE 4 PATHWAYS 2015 – 2018

Student's Name: _____

Tutor Group: 8 _____

Interviewer: _____

Date: _____

Key Stage 2 Average Point Score (APS) _____

Core Curriculum:

Subject KS2 APS 22 - 25	No of Lessons
English Language and English Literature	5 lessons
Mathematics	4 lessons
Science - Core & Additional	5 lessons
Arts	3 lessons
Business V Cert	3 lessons
ICT V Cert	3 lessons
Option	3 lessons
PE	2 lessons
PSHCE	1 lessons
RE & Ethics	1 lessons

Please choose **one** from each block

Block 1	Block 2
Arts	Options
Art & Design	Catering
Drama	Electronics
Graphic Design	French
Media	Geography
Music	German
Photography	History
	PE
	Resistant Materials
	Spanish
	Textiles

Choices

Block 1	Block 2
Arts	Options

Signed: _____

Parent/Carer

Student

Contact Telephone Number: _____

Parent/Carer

COURSE SELECTION SHEET BAND 3 – Stretch
KEY STAGE 4 PATHWAYS 2015 – 2018

Student's Name: _____

Tutor Group: 8 _____

Interviewer: _____

Date: _____

Key Stage 2 Average Point Score (APS) _____

Core Curriculum:

Subject KS2 APS 27+	No of Lessons
English Language and English Literature	5 lessons
Mathematics	4 lessons
Science - Core & Additional	5 lessons
PE	2 lessons
PSHCE	1 lessons
RE & Ethics	1 lessons

Choose **one** from each block

Choices

Block 1	Block 2	Block 3	Block 4
Art	Humanities	MFL	Options
Art & Design	Geography	French	Applied Business
Drama	History	German	Business V Cert
Graphic Design		Spanish	Computer Science
Media			Catering
Music			Electronics
Photography			ICT
			ICT V Cert
			PE
			Resistant Materials
			Textiles
			Triple Science

Block 1	Block 2	Block 3	Block 4

Signed: _____

Parent/Carer

Student

Contact Telephone Number: _____

Parent/Carer

English Language & English Literature GCSE

All students study English Language and English Literature throughout Years 9-11. English Language and English Literature are assessed as two separate GCSE subjects.

Compulsory or Optional: Compulsory

Syllabus title and number:

AQA English Language (8700)

AQA English Literature (8702)



Language - Outline of Course:

Spoken Language: Students will develop their competence and confidence in speaking and listening through a wide range of situations and activities. Examples of these could include group presentations on set texts and role plays in which students have to convey characters' thoughts and emotions.

Reading: Students will study a wide range of texts to develop their ability to identify and interpret themes, ideas and information. Students will compare and evaluate the usefulness, relevance and presentation of content; students will develop the way in which they draw inferences, justifying these with evidence.

Writing: Students will write in a wide range of styles and forms coherently and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form and structural and organisational features to reflect audience, purpose and context.

Literature - Outline of Course:

The course will develop students' ability to read, understand, enjoy and respond to a variety of literary texts and appreciate the ways in which authors achieve their effects. The study of literature will also increase students' awareness of people's personal, social and cultural differences. Students will be expected to give sensitive and informed responses to what is read; explore how language, structure and form contribute to the meaning of texts; and communicate their ideas and feelings about texts through written and oral responses. Students will also be expected to develop the skills required for independent thinking when analysing unseen poetry.

Method of Assessment:

100% exam for both English Language and English Literature.

Pathways to further Study:

Students who do well in both the GCSE English Language and English Literature examinations will have the opportunity to continue their study of English Literature at A - Level.

Mathematics GCSE

Single or Double: Single Award
Compulsory or Optional: Compulsory
Examination Board: Edexcel
Syllabus title and number: Mathematics



Outline of Course:

The students will continue to study the four Attainment Targets in Mathematics: Using and Applying Mathematics, Number and Algebra, Shape and Space, and Handling Data.

The aims of the subject are for the students to:

- Deepen and develop mathematical knowledge and skills
- Be able to apply these with confidence to everyday situations, using Mathematics as a language of communication
- Recognise where everyday language involves mathematical processes.

Methods of Assessment:

This is a linear course which is examined at the end of Year 11 with one calculator paper and two non-calculator papers. All examinations are available in higher and Foundation tier.

Pathways to further study:

Students will, if they reach the required standard in their GCSE examination be able to study for an A level in Mathematics.

Reasons for studying the subject:

GCSE Mathematics covers a lot of basic skills that you will need to use in a variety of ways throughout your life and because of this it is a compulsory subject for all students from Years 7 to 11.

The syllabus will enable students to develop an understanding of mathematical reasoning and to relate different areas of mathematics to each other.

Most College and 6th Form courses require GCSE maths as an entry requirement, as do many employers.

Science – Core & Additional GCSE

Compulsory or Optional: Compulsory
Examination Board: AQA
Syllabus title: Core Science and Additional



Outline of Course:

This course emphasises scientific literacy, giving students the knowledge and understanding which they need in order to make informed decisions about science related issues. It will allow students to consider the impact of science on their everyday life and evaluate information available so that they can draw their own conclusions. It uses contemporary, relevant contexts which are of interest to students and which can be studied in a variety of ways.

The subject content of this specification is presented in five sections: How Science Works, the three sections of subject content (Biology, Chemistry and Physics) and the Controlled Assessment. The How Science Works content is integrated through the Controlled Assessment but also through the context of the content. Other aspects of the skills, knowledge and understanding of How Science Works will be developed through investigative work and teachers adopt a ‘practical enquiry’ approach to the teaching of many topics to help candidates develop these skills. These practical opportunities should allow candidates to:

- use their knowledge and understanding to pose scientific questions and define scientific problems
- plan and carry out investigative activities, including appropriate risk management, in a range of contexts
- collect, select, process, analyse and interpret both primary and secondary data to provide evidence
- evaluate their methodology, evidence and data

CORE Science consist of the following modules:

Biology 1	Chemistry 1	Physics 1
<ul style="list-style-type: none"> • Keeping healthy • Nerves and hormones • The use and abuse of drugs • Interdependence and adaptation • Energy and biomass in food chains • Waste materials from plants and animals • Genetic variation and it’s control • Evolution 	<ul style="list-style-type: none"> • Fundamental ideas in chemistry • Limestone and building materials • Metals and their uses • Crude oil and fuels • Other useful substances from crude oil • Plant oils and their uses • Changes in the Earth and it’s atmosphere 	<ul style="list-style-type: none"> • The transfer of energy by heating • Energy and efficiency • The usefulness of electrical appliances • Methods used to generate electricity • Waves for communication and evidence for the expanding Universe

Additional Science consists of the following modules:

Biology 2	Chemistry 2	Physics 2
<ul style="list-style-type: none"> • Cells and simple cell transport • Tissues, organs and organ systems • Photosynthesis • Organisms and their environment • Proteins – their functions and uses • Aerobic and anaerobic respiration • Cell division and inheritance • Speciation 	<ul style="list-style-type: none"> • Structure and bonding • Structure, properties and uses • Atomic structure, analysis and quantitative chemistry • Rates of reaction • Exothermic and endothermic reactions • Acids, bases and salts • Electrolysis 	<ul style="list-style-type: none"> • Forces and their effects • Kinetic energy, speeding up and slowing down • Currents in electrical circuits • Using mains electricity and power of electrical appliances • Radioactive substances; decay, uses and dangers • Nuclear fission and nuclear fusion

Methods of Assessment:

Both core and Additional Science are examined in a linear fashion and consist of 3 exams and controlled assessment. Details of the assessments are given below:

Biology question paper 60 minutes (60 marks) Comprising structured and closed questions, with at least 1 question assessing Quality of Written Communication in a Science context 25%
Chemistry question paper 60 minutes (60 marks) Comprising structured and closed questions, with at least 1 question assessing Quality of Written Communication in a Science context 25%
Physics question paper 60 minutes (60 marks) Comprising structured and closed questions, with at least 1 question assessing Quality of Written Communication in a Science context 25%
Controlled assessment – Investigative skills assessment (ISA) 50 marks Two written assignments plus some lesson time for practical work and data processing 25%

The higher tier allows students to obtain grades the equivalent of A* → D and the foundation tier allows students to obtain grades C → G.

Pathways to further study:

Students who wish to study Biology, Chemistry or Physics at A level need to obtain at least the equivalent of a grade B in their Science GCSEs.

Reasons for studying the subject:

The importance of science is knowing about the world around us and making informed decisions about our lives. There are many contemporary issues which it is important that a scientifically literate person can understand and engage with. These include the impact of our lifestyle on the environment and whether we should allow cloning or genetically modified food to be sold in our supermarkets. Studying science encourages students to analyse data and use available information to generate their own conclusions.

Applied Business GCSE

Exam Board & Syllabus: Edexcel
Syllabus: GCSE in Applied Business (Single 2AB01)



Outline of Course:

If you are interested in the world of business then the GCSE in Applied Business is the option to choose. The course is based on investigating actual businesses plus an introduction to business finance. It is 'applied' because you use what you learn to understand the businesses you investigate. If you want to: learn about and understand the world of business, develop skills in the financial aspects of business, carry out research away from, as well as within, the classroom, learn how to work in a team with other members of the class, learn through investigation, rather than through listening and reading, then this may be right for you and different from other subjects that you have studied previously.

Single Award 2 compulsory units:

Unit 1: Investigating how businesses work

Unit 2: Financial records

Unit 1 is based on coursework. You will investigate your two chosen businesses and use the information you gather to respond to tasks set by Edexcel under supervised conditions. These tasks will be published in advance so that you will know what to expect! The completed tasks will be submitted to Edexcel once they have been marked by your teachers.

For Unit 2 there is a 60-minute written examination based on a business scenario. You will use what you have learned to answer the questions. All students will take the exam in Year 11.

Scheme of Assessment:

Unit 1 Internal Controlled Assessment (coursework)	60%
Unit 2 External Examination	40%

Future Study:

An excellent platform for students wishing to continue into further education. The study of Business Studies at General Level will lay the foundation for studying both Business Studies and Economics at Advanced Level or BTEC Business Level 3. In turn this will often progress to higher education, with Business Studies currently the most popular degree course in the country.

Art & Design GCSE

Single or Double: Single
Compulsory or Optional: Optional
Examination Board: Edexcel
Syllabus title and number: Art & Design GCSE, 1000



Outline of Course:

Two units are produced over Years 9-11, one themed unit and one exam unit. There will be opportunities to work in a wide variety of modern & traditional media, including:

Paint (various types)	Photography (Black & White & digital)	Printing
Collage/photomontage	Photoshop/Flash/Illustrator software	3D & sculpture
Clay Modelling	Graphic Design (incl. Computer Graphics)	Pastels oil/chalk

Students are actively encouraged and supported to produce highly personal responses and explore individual creativity with a view to developing problem solving and reflective and independent working skills; qualities which are highly valued by employers, universities and colleges.

Sketchbooks are essential for both units and student's create a large scale piece of art or design work to accompany each unit. The work of many influential artists and designers will be studied with an emphasis on contemporary & professional practice. Art work is produced in response to the two unit 'themes'. Past themes have included: 'Identity', 'Structure' and 'Natural Form'. Themes are explored through observational drawing, photography, colour, media, texture, line, form and composition.

Method of Assessment:

The course will end with a final examination and a public exhibition of student's work. The Coursework counts for 60% of the marks and the examination for 40%.

Pathways to further study:

The following courses are available to students Post 16 who achieve the equivalent of a GCSE grade 'C' and above and can lead to degrees or careers in the Creative Industries:

- A Level Fine Art, Graphic Design and Photography
- Level 3 Cambridge Technical Diploma in Art and Design

Reasons for studying this subject:

The creative industries are now the largest & fastest growing employment sector in the UK and the study of art & design is a valuable pathway to careers in film/TV, fashion, architecture, digital/website design, advertising & media, product design, graphic design and many more. Heston is a Visual Arts Specialist School located close to the hub of Europe's media capital, West London, and we have strong partnership links with the professional industry and world renowned Arts Universities.

Art and Craft V Cert

NCFE Level 2 Certificate in Creative Studies:

Examination Board: NCFE

Qualification title: NCFE Level 2 Certificate in Creative Studies: ART AND DESIGN

Qualification Number (QN): 600/6905/3



Overview

There are no entry requirements for this course, just an interest in art, design and creative thinking. You will explore and experiment with a wide range of materials and processes. Techniques and processes can include sculpture, drawing, printing, mark making, photography, Photoshop, painting and designing.

Learners will apply their learning and skills to work-related situations. This means that you use different art and design skills to work on briefs that reflect the real working practices of the creative industries.

The Level 2 qualification aims to introduce learners to the subject who may wish to continue their studies at Level 3.

To find out about careers in the creative industries go to www.creativechoices.co.uk.

The structure of the course

The course has 2 basic elements:

1. **Internally assessed and externally moderated portfolio** – students explore a range of art and design techniques and learn how these techniques are used in real life creative jobs. Each student builds their own portfolio of work to show they have experienced a range of different creative materials and processes.
2. **Externally set and marked assignment** – students complete a 30 hour unit over a number of weeks which is made up of 20 hours of research and preparation and a 10 hour controlled assessment (similar to the GCSE exam) which is marked by the exam board.

Pathways to further study and work:

You will build a portfolio of exciting and impressive work during the course that shows off your skills and abilities in all the art and design areas you have studied.

This will give you a range of educational and work options including further study on level 3 courses, apprenticeships and potentially careers in the creative industries such as product design, advertising and marketing, film/TV/theatre, digital and graphic communications, fine art, fashion, photography, Digital Artist, Jewellery Designer, Art Gallery Curator, Art Teacher, Illustrator etc.

Art & Design (Graphic Design) GCSE

Single or Double: Single
Compulsory or Optional: Optional
Examination Board: Edexcel

Syllabus title and number: Art Graphic Design 1032



Outline of Course:

Two units are produced over Years 9-11, one themed unit and one exam unit. There will be opportunities to work in a wide variety of modern & traditional media, including:

Animation	Drawing with Ink, Pens & light	Negative/Positive Space
Photography (Digital)	Collage	Embossing
Mono Printing	Lino Printing	Typography
Adobe Photoshop	Adobe Flash	Acetate & Different Papers

Students are actively encouraged and supported to produce highly personal responses and explore individual creativity with a view to developing problem solving and reflective and independent working skills; qualities which are highly valued by employers, universities and colleges.

Sketchbooks are essential for both units and student's create a large scale piece of art or design work to accompany each unit. The work of many influential artists and designers will be studied with an emphasis on contemporary & professional practice. Art work is produced in response to the two unit 'themes'. Past themes have included: 'Identity', 'Structure' and 'Natural Form'. Themes are explored through observational drawing, photography, colour, media, texture, line, form and composition.

Method of Assessment:

The course will end with a final examination and a public exhibition of student's work. The Coursework counts for 60% of the marks and the examination for 40%.

Pathways to further study:

The following courses are available to students Post 16 who achieve the equivalent of a GCSE grade 'C' and above and can lead to degrees/careers in the Creative Industries:

- A Level Fine Art, Graphic Design and Photography
- Level 3 Cambridge Technical Diploma in Art and Design

Reasons for studying this subject:

The creative industries are now the largest & fastest growing employment sector in the UK and the study of art & design is a valuable pathway to careers in film/TV, fashion, architecture, digital/website design, advertising & media, product design, graphic design and many more. Heston is a Visual Arts Specialist School located close to the hub of Europe's media capital, West London, and we have strong partnership links with the professional industry and world renowned Arts Universities.

Art & Design (Photography) GCSE

Single or Double: Single

Compulsory or Optional: Optional

Examination Board: Edexcel

Syllabus title and number: Art and Design GCSE (Photography) 1031



Outline of Course:

Two units are produced over Years 9-11, one themed unit and one exam unit. There will be opportunities to work in a wide variety of modern & traditional media, including:

Film Photography (Black and White)

Video

Computers

Image manipulation: Photoshop

Traditional darkroom 'wet' processing

Photography (Digital)

Photomontage/collage/sculptural work

Studio shoots; set-up and lighting

Students are actively encouraged and supported to produce highly personal responses and explore individual creativity with a view to developing problem solving and reflective and independent working skills; qualities which are highly valued by employers, universities and colleges.

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Method of Assessment:

The course will end with a final examination and a public exhibition of student's work. The Coursework counts for 60% of the marks and the examination for 40%.

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- A Level Fine Art, Graphic Design and Photography
- Level 3 Cambridge Technical Diploma in Art and Design

Reasons for studying this subject:

The creative industries are now the largest & fastest growing employment sector in the UK and the study of art & design is a valuable pathway to careers in film/TV, fashion, architecture, digital/website design, advertising & media, product design, graphic design and many more. Heston is a Visual Arts Specialist School located close to the hub of Europe's media capital, West London, and we have strong partnership links with professional industry and world renowned Arts Universities.

Business and ICT - Level 1 and 2 V Cert

EXAM BOARD: NCFE

SYLLABUS: V Cert Certificate in Business and ICT
Level 1 & 2



Outline Of The Course:

A V Cert Level One and Two in Business and ICT is an acclaimed vastly practical, work-related course. The diploma provides a broad educational basis and is equivalent to one GCSE A* to F. Students learn by completing projects and assignments that are based on realistic workplace situations and activities. Students focus on a particular subject area and develop a range of specialist skills and knowledge. Students have many opportunities to develop their ICT skills using a variety of software packages; for example their aptitude in the use of spreadsheets and the opportunity of designing and creating their own websites. This is in addition to gaining valuable insight into key functions of Businesses and how they operate successfully. The full qualification comprises of seven units. Three units are done in ICT and four units are completed in Business Studies over two years.

The compulsory units of study for Business are as follows:

1. INTRODUCTION TO BUSINESS AND ENTERPRISE
2. MARKETING FOR BUSINESS AND ENTERPRISE
3. FINANCE FOR BUSINESS AND ENTERPRISE
4. PLAN, DEVELOP AND PARTICIPATE IN A BUSINESS OR ENTERPRISE PROJECT

The compulsory units of study for ICT are as follows:

1. DIGITAL LITERACY
2. DIGITAL TECHNOLOGY
3. INTRODUCTION TO COMPUTER PROGRAMMING

Method of Assessment:

The qualification is assessed through internally set assignments that are moderated by the centre and externally verified through National Standards sampling for all but one unit, for which there is an externally assessed Controlled Assessment. The student evidence for assessment is generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. This is an addition to the examinations detailed above.

Expectations of Progress during Year 10:

Students will be expected to provide the required evidence for at least two units of work during each term for Business and ICT approximately.

Skills and attributes required:

A self-motivated and committed attitude to student-centered learning and investigation is pivotal. Consistently high attendance is vital to achieve success from this course. Students will be encouraged to develop a multitude of skills including: practical skills, presentational skills, interpersonal skills, and cognitive skills.

This course will appeal to those students who would like to:

- Develop their knowledge and understanding of the Business sector.
- Develop their skills; knowledge and understanding in context that are directly relevant to employment situations, thereby enhancing their employability within the Business sector in the longer term.
- Develop their ability to work autonomously and effectively in a Business context.
- Develop key skills such as the development of practical administration skills, which are highly valued by employers and Post 16 education.
- Have an opportunity to apply learning in a practical manner.

Further considerations:

The grades equivalent to A* - F can be achieved dependent on whether the student is Level 1 or 2.

Career Possibilities:

Successful completion will lead to opportunities to enter post 16 education. Alternatively, the course provides an excellent platform for entry into the business world within a wide range of business environments. The NCFE V Cert in Business or ICT could also provide a route to employment into the many diverse areas of business, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business.

Computer Science GCSE

Examination Board: OCR

Syllabus: GCSE Computer Science

Outline of the course:

Entry Requirements

Students require a level 6 (in Maths) in order to cope with the demands of studying Computer Science at GCSE and must obtain at least 6C in the Spring Data Harvest. However, priority will be given to those students achieving the highest level.

Unit A451: Computer systems and programming

(1 hour 30 minutes written paper)

This unit covers the body of knowledge about computer systems

Unit 2: Unit A452: Practical investigation (Controlled Assessment

30%) An investigative computing task, chosen from a list provided by OCR, which assesses the following: research, technical understanding, analysis of problem, historical perspective, use of technical writing skills, recommendations/evaluation

Unit 3 Unit A453: Programming project (Controlled assessment 30%) Students will need to: understand standard programming techniques

- Be able to design a coded solution to a problem including the development and testing of a solution
 - Develop suitable algorithms scenario
 - Design suitable input and output formats
 - Identify suitable variables and structures
 - Identify test procedures.
- Create a coded solution fully annotating the developed code to explain its function
- Test their solution
 - To show functionality
 - To show how it matches the design criteria
 - Identifying successes and any limitations

Scheme of assessment:

Internal controlled assessment (Controlled Assessments) 60%

External Examination 40%

Reasons for studying this subject:

GCSE Computer Science. The course gives students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere.

However, this course will give them an insight into what goes on 'behind the scenes', including computer programming

Pathways to further study:

Computer Science provides an excellent foundation for studying Advanced Level Computer Science or ICT as well as allowing access to BTEC Level 2 and 3 qualifications.



Design and Technology GCSE

Select from Cooking and Nutrition, and Design and Technology (Fashion; Interiors and Furnishings; Consumer Electronics; Leisure; Mechanical Systems)

Single or Double: Single GCSE
Compulsory or Optional: Optional
Examination Board: AQA

Syllabus title and number: Unknown at this stage

Outline of Courses:

Cooking and Nutrition:



Cooking and Nutrition equips students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students are encouraged to cook and are able to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Design and Technology:

Fashion: distinctive and often habitual trends in style, encompassing not just textiles but extending into different aspects of everyday life. Examples may include, clothing, jewellery, accessories and footwear

Interiors and Furnishings: encompassing that range of products which can be located within buildings, both private and public, that meet user needs in terms of functionality and aesthetics. Examples may include, furniture, home accessories and utility items

Consumer Electronics: those devices that contain electronic circuits and which are intended for everyday use by consumers. Examples may include, communication and entertainment devices, and products that fulfil a practical need such as torches or light sensors

Leisure: a variety of products used for recreational activities that people engage in during their free time where they are not subject to the demands of work or other routine tasks. Examples may include, sportswear, camping and sports equipment, and games and toys

Mechanical Systems: defined as those products that manage a system of elements that interact on mechanical principles involving forces and movement. Examples may include, mobility aids and children's toys.

Method of Assessment

Examinations:	50%
Coursework:	50%
Tiers:	One

Reasons for studying the subject:

All subject choices result in a GCSE qualification, and will support practical or design based careers. In addition the problem solving skills are useful in all careers in our increasingly technological world.

Drama GCSE

Single or Double: Single Award
Compulsory or Optional: Optional
Examination Board: Edexcel
Syllabus title and number: GCSE Drama 2DR01



Outline of Course:

The Course will begin with a Drama Skills topic where skills needed for the examination units will be explored. To ensure that you understand how you are examined for GCSE Drama, after the Drama Skills topic you will undertake mock examinations for Units 1, 2 and 3.

UNIT 1: Drama Exploration 30%: For the mock examination you will study a unit called 'Tomorrow's World' exploring the issue of being monitored by technology. A unit titled 'Identity' is studied for the actual Unit 1 exam. It focuses upon the historical bus boycott that Rosa Parks is famous for. These topics are about using Drama skills and different Drama texts from various times and cultures. You will be marked for six hours of official GCSE workshop lessons. These lessons are marked by your teacher in class time. Written coursework takes place under controlled conditions in school.

UNIT 2 Exploring Play Texts 30%: Is, like the title says, about exploring plays in a practical way. For the mock Unit 2 your teacher will select a play for you to explore in class time. For the Unit 2 Exam, the script 'Blood Brothers' will be studied. As in Unit 1 there are six hours of official examination lessons marked by your teacher. Written coursework takes place under controlled conditions in school. You will visit the theatre to enable you to complete a Theatre Review as part of your coursework.

Unit 3 Drama Performance 40%: You are required to devise a play in a group. The examination board provides a statement that the performance is required to be about. You will perform the play in front of an audience and a visiting examiner.

Method of Assessment:

Examinations: 12hrs (6 each for units 1 and 2) – There are two assessments marked by your teacher and a devised performance exam, marked by an outside examiner.

Coursework: Three pieces of coursework need to be completed. There is a word limit of 2,000 words for Unit 1
1,000 words for Unit 2, plus an evaluation of a live theatre performance to be completed with a maximum 2000 word limit.

Tiers: None.

Pathways to further study:

The emphasis now and in the future is definitely on effective communication and self-confidence. Prospective Further Education institutions or employers will often use this as part of their main criteria when choosing people. Drama can develop communication skills and self-confidence. It is an excellent subject to pick if you plan to work in the media, law, public relations and teaching, to name but a few. Drama GCSE is recognised as an equivalent to any other GCSE and shows that the student has studied a broad and balanced curriculum. It offers an insight into dramatic technique and theatre but, more importantly, encourages creative thinking, team work and individual responsibility. Drama can be seen as central to a student's learning.

Reasons for studying the subject:

Drama prepares you for any Post 16 Degree Course.

Geography GCSE

Single or Double: Single
Compulsory or Optional: Optional
Examination Board: OCR
Syllabus title and number: GCSE Geography B



Outline of Course:

Unit 1: River and Coasts	How and why are coasts managed?
Unit 2: Population and Settlement	How and why are urban and rural environments changing?
Unit 3: Natural Hazards	How do natural hazards impact where we live?
Unit 4: Economic Development	How is the global workplace changing?

Method of Assessment:

Examinations:	25% based on a decision-making exercise which covers 1 specific unit 50% Written paper based on the other 3 units
Coursework:	25% based on 1 piece of coursework based on fieldwork:
Tiers:	2 tiers: Higher A* - D Foundation C - G

Pathways to further study:

Students who successfully achieve the equivalent of grade C or above can continue Geography into the Sixth Form at A Level, if they have 4 other passes at the equivalent of a grade C or above. Geography works well in combination with other Humanities subjects and the sciences.

Reasons for studying the subject:

Geography is an exciting and relevant subject which looks at many of the issues that face the world today. It is directly relevant to many different jobs and develops skills that are looked upon favourably by employers.

Geography combines well with subjects from the Arts and Science. Students who have studied Geography have gone into careers in Law, Media, Medicine, Finance, Leisure and Tourism and many more.

History GCSE

Single or Double: Single

Compulsory or Optional: Optional

Examination Board: Edexcel

Syllabus title and number: School History Project, Syllabus B

Outline of Course:

All students at GCSE Level study three or four different topics:

- 'Medicine Through Time,' development study
- 'Life in Germany', depth study
- 'The Transformation of Surgery' source paper
- 'Civil Rights Movement in the USA' controlled assessment



The History department uses books from the 'Schools History Project' range that are specifically suited to the examinations the students sit and these are also supported by a wide range of ICT based resources.

Method of Assessment:

Examinations: 25% 'Medicine Through Time', 25% 'The Transformation of Surgery' and 25% 'Nazi Germany'

Controlled Assessment: 25% 'Civil Rights Movement in the USA'

Tiers: None

Pathways to further study:

History is one of the most popular choices at Sixth Form but you will need at least 5 GCSE's at the equivalent of a Grade 'C' with a recommended 'B' in a Humanities subject and English. In Sixth Form we look at a wide range of topics including World War Two, The Russian Revolution and International Relations from 1945-2004; you would also get the opportunity to do an independent study on a 100 year period of your choice.

Reasons for studying the subject:

The syllabus is interesting and varied and allows students to explore the past in an innovative way. History teaches valuable skills such as researching a problem, forming an argument and questioning evidence.

Information Communication Technology GCSE

Syllabus: GCSE ICT

Examination Board: Edexcel

Outline of the course:

UNIT 1 - Living in a Digital World

In this unit, students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and well-being, on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.



Unit 2 - Using Digital Tools

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice. They put into practice what they learned about digital technology in Unit 1.

Scheme of assessment:

Internal controlled assessment (Controlled Assessments) 60%

External Examination 40%

Reasons for studying the subject

GCSE ICT will qualify you to operate confidently in today's digital world. It doesn't teach you how computers work or how to program them, but it does show you how to use ICT effectively and safely. GCSE ICT is a useful, real-world qualification whether you see your future including university, training or going out to work.

Pathways to further study:

ICT provides an excellent foundation for studying Advanced Level ICT or BTEC Level 3 ICT.

Media Studies GCSE

Single or Double: Single
Compulsory or Optional: Optional
Examination Board: AQA
Syllabus Title and Number: Media Studies 4812



Outline of Course:

Students explore media concepts by completing 3 practical assignments on; film & moving image, cross media advertising in print & TV adverts and magazine publishing. They demonstrate their understanding of contemporary media practice by creatively designing and making their own products including, horror film storyboards, billboard posters, fashion photo shoots, TV advertising campaigns and magazine front covers. They must produce written analysis of existing media texts and evaluate their own work as part of the assignment briefs. They will be taught skills including;

Adobe Photoshop & Illustrator
Graphic design & layout
Targeting an audience & audience theory
Character analysis

Photography & studio techniques
Visual communication
Media language and terminology
Film/TV production techniques

Students are actively encouraged and supported to produce highly personal responses and explore individual creativity with a view to developing problem solving and reflective and independent working skills; qualities which are highly valued by employers, universities and colleges.

Method of Assessment:

60% coursework - 3 assignments and 40% exam - 1 hour 30 minutes Controlled Test following a two week preparation period in response to the pre-released exam paper.

Routeways to further study:

The following courses are available to students Post 16 who achieve the equivalent of a GCSE grade 'C' and above and can lead to degrees/careers in the Creative Industries:

- A Level Fine Art, Graphic Design and Photography
- Level 3 Cambridge Technical Diploma in Art and Design

Reasons for studying this subject:

The creative industries are now the largest & fastest growing employment sector in the UK and the study of Media is a valuable pathway to careers in film/TV, publishing, radio, broadcasting, journalism, digital/website design, advertising & media, and many more. Heston is a Visual Arts Specialist School located close to the hub of Europe's media capital, West London, and we have strong partnership links with the professional industry and world renowned Arts Universities.

Modern Languages (Select French, German or Spanish) GCSE

Name of Subject: French / German / Spanish
Single or Double: Single (Full Course)
Compulsory or Optional: Optional
Examination Board: AQA



Syllabus title and number:
GCSE French, Full Course 4655
GCSE German, Full Course 4665
GCSE Spanish, Full Course 4695

Outline of Course:

Full Course GCSE French, German, Spanish

Students will be taught to develop their ability to communicate at a practical level in the language concerned. This will involve the four language skills of **Listening, Speaking, Reading and Writing**. In teaching these skills the department aims to provide intellectual stimulation and enjoyment through a range of activities and materials. Students are encouraged to develop their awareness of foreign culture and an interest in languages generally.

Method of Assessment:

Examinations: Listening 25%, Reading 25%, Speaking 25% and Writing 25%

Tiers: Foundation / Higher

Pathways to further study

The equivalent of a GCSE Grade C or above is required to study A Level in French / German / Spanish (depending on numbers).

Many Universities now offer languages with other subjects e.g. Science or Business.

Reasons for studying the subject

Learning languages improves your employment prospects. It also helps you to get to know other people, allows you to get much more from overseas travel and offers a valuable insight into other ways of living today. Languages are vital because so many jobs involve contact with other language speakers and also because we are closer than ever to other cultures and countries. **Some courses at some Universities may require or prefer a Modern Language.**



Music GCSE

Single or Double: Single

Compulsory or Optional: Optional

Examination Board: AQA

Syllabus title and number: Music



Outline of Course

Through performing, composing, listening and appraising, the course is designed to give students an understanding of a wide range of musical styles and will enable them to fully develop their individual skills in performing and composing. Assessment is based on 40% performance, 40% composition and 20% listening/theory exam. The course is heavily based on practical coursework, enabling students to achieve their full potential as musicians. During the course, students will study world music, western music and popular music of 20th and 21st century. Students will learn about these styles of music through performing, composing and listening activities. They will then use their knowledge of these styles to aid their composition coursework.

Why study GCSE Music?

During the GCSE Music course, students will develop their teamwork skills, as they will work in small groups in lessons and also perform together. The course will also improve student's practical musical skills. It has been proven that music helps develop a higher IQ, improved memory and better cognitive skills.

Method of Assessment

Examinations: This 1 hour exam is taken in the Summer of Year 11. Students use the analytical skills they have learnt to answer questions on different styles of music.

Coursework: Worth 80% of the final mark, it is all practical work and is recorded. There are two parts to the coursework;

Performing: Students perform two pieces; one of which is a solo piece and the other is a group performance with at least one other person.

Composing: Students submit two pieces they have written, each corresponding to different areas which have been studied on the course. They will be able to use computer software for this coursework.

The coursework begins in Year 10 and is completed by February in Year 11.

Tiers: N/A

Pathways to further study

GCSE Music combines the development of musical skills and knowledge with both individual and group practical work and research. In some aspects of the course, students direct their own learning and therefore need considerable self-discipline, a personal attribute acknowledged in many subjects and employment areas beyond GCSE level. The course is ideal for those who have a genuine interest in performing and composing and students who achieve a C grade or higher could then progress to A Level Music or Music Technology, which can lead to careers in the music industry. Possible careers include song writing, teaching, performing, recording and sound engineering, composing for film and TV, radio broadcasting and producing.

Physical Education - Core



Compulsory: All students are required to participate in a double core Physical Education lesson each week as part of the national curriculum.

Year 9

Students will follow a structured Physical Education programme where they will continue to develop their knowledge and skills from years 7 and 8. Lessons will be taught using skills based practices and applied to games.

Year 10

Students follow a leadership programme during year 10 to help them develop the following skills:

- Communication
- Organisation
- Officiating
- Umpiring/Refereeing

Students are then given the opportunity to apply these skills within lessons and lead parts of the lesson. Furthermore the school has links with local primaries and creates opportunities for primary school children to come to Heston and take part in organised events.

For students that show the necessary skills there are also opportunities to take part in coaching and officiating courses.

Year 11

Students will follow a curriculum that is designed for them to make choices to the sports that they wish to take part in over this year. Students will choose five different sports, which they will then take part in for six weeks for each option.

Some of the sports that will be offered are; Badminton, Hockey, Ultimate Frisbee, Orienteering and OAA, Football, Circuit Training, Rounders, Softball and Handball,

Physical Education GCSE

Compulsory or Optional: Optional

Examination Board: Edexcel

Syllabus title and number: Physical Education 2PE01

This course offers a wide range of Assessment opportunities in National Curriculum subjects and Non-curriculum activities.

Outline of course:

The course is divided into the following 3 sections:

Written examination - 40%

Students are required to develop knowledge and understanding in two areas:

Section 1. Healthy active lifestyles

Section 2. Your healthy, active body

At the end of the course students will be examined through a 1 hour 30 minutes examination.

Practical assessment - 50%

Students are assessed in their 4 highest scoring activities from at least 2 categories, in your chosen role, performer, coach or leader



Games Activities		Gymnastic Activities	Dance Activities
Football	Table Tennis	Trampolining	Dance
Basketball	Tennis	Gymnastics	Ice dance
Hockey	Volleyball	Synchronised Swimming	
Netball	Cricket		
Rugby	Rounders		
Badminton	Squash		
Performing at maximum levels		Problem solving	Fitness Activities
Rowing		Orienteering	Select 2 from;
Golf		Skiing or snow boarding	Aerobics
Athletics (min 3 events)		Personal survival or	Circuit training
Weightlifting		lifesaving in swimming	Continuous training
Competitive Swimming		Kayaking	Interval training
Cycling		Personal survival	Weight training
		Waterskiing	Yoga

Analysis of performance - 10%

Students' ability to observe and analyse performances in their chosen sport will be assessed through a verbal interview. Furthermore, students will be required to complete a 6 weeks Personal Exercise Plan to improve performance in their chosen sport.

Reasons for studying the subject:

GCSE PE should be considered if you have a keen interest in a variety of different sports and look forward to your PE lessons and if you would like to know more about the benefits of exercise and sport.

PE will offer you the opportunity to develop your skills in a wide range of sports and activities and help you improve your own performance. You will learn about exercise, how the body works to help you exercise and then through training, how performance can be improved.

The course is practically based and involves participating in a range of practical activities as well as developing the knowledge to improve your own ability in these activities. This will therefore be a very enjoyable course for students who enjoy sport. Or you may wish to follow this course because you are interested in fitness and health and enjoy physical activities.

Pathways to further study:

A good grade at GCSE will help you to move onto a variety of different pathways; BTEC National Sport, A-Level Physical Education

Other potential Pathways you may wish to consider are a more vocationally related course, such as; Leisure and Recreation, Public Services and Travel and Tourism.

GCSE PE When complimented with coaching qualifications can assist in employment opportunities within the Leisure industry. Some particular jobs where these are valued are; Sports coach, Gym instructor, Community Youth Worker, Sports leader.

Religious Education & Ethics (CORE)



Outline of Course:

This course is an interesting and thought provoking course, with its emphasis on Philosophy and Ethics. It provides an opportunity for candidates to build upon the foundations that they have learnt at Key Stage Three. They will study in detail the key beliefs of more than one religious tradition (this year we studied Christianity in Year 10). They will study four topics in each year.

Pathways to further study:

Core RE and Ethics is designed to compliment other courses that you study at Key Stage 4. You will be developing your analysis and evaluation skills which will assist you in English and other Humanities subjects. RE and Ethics offers an opportunity to discuss and debate topical issues that affect us all.

Reasons for studying the subject:

“Religious and Ethics education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. Religious and Ethics education has an important role in preparing students for adult life, employment and lifelong learning. It enables students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables students to combat prejudice.” (National Framework) This is all recognised by a wide variety of professions, for example law, medicine, business and the Police Service.

Separate Sciences GCSE

Equivalent to 3 GCSEs

Compulsory or optional: Optional

Examination board: AQA

Syllabus title: GCSE

(Biology, Chemistry and Physics)



Entry requirements: Students require a level 6 in order to cope with the demand of studying separate sciences at GCSE and show an excellent attitude to their learning. Priority will be given to students achieving the highest levels in English, Maths as well as Science.

Outline of the course:

This course emphasises scientific literacy, giving students the knowledge and understanding which they need in order to make informed decisions about science related issues. It will allow students to consider the impact of science on their everyday life and evaluate information available so that they can draw their own conclusions. It uses contemporary, relevant contexts which are of interest to students and which can be studied in a variety of ways.

The subject content of each GCSE is presented in five sections: How Science Works, the three sections of subject content (e.g. Biology 1, Biology 2, and Biology 3) and the Controlled Assessment. The How Science Works content is integrated through the Controlled Assessment but also through the context of the content. Other aspects of the skills, knowledge and understanding of How Science Works will be developed through investigative work and teachers adopt a 'practical enquiry' approach to the teaching of many topics to help candidates develop these skills. These practical opportunities should allow candidates to:

- use their knowledge and understanding to pose scientific questions and define scientific problems
- plan and carry out investigative activities, including appropriate risk management, in a range of contexts
- collect, select, process, analyse and interpret both primary and secondary data to provide evidence
- evaluate their methodology, evidence and data

The students will study, and be awarded, 3 separate GCSEs in Biology, Chemistry and Physics. Each GCSE will consist of the following modules:

Biology 1	Chemistry 1	Physics 1
<ul style="list-style-type: none"> • Keeping healthy • Nerves and hormones • The use and abuse of drugs • Interdependence and adaptation • Energy and biomass in food chains • Waste materials from plants and animals • Genetic variation and it's control • Evolution 	<ul style="list-style-type: none"> • Fundamental ideas in chemistry • Limestone and building materials • Metals and their uses • Crude oil and fuels • Other useful substances from crude oil • Plant oils and their uses • Changes in the Earth and it's atmosphere 	<ul style="list-style-type: none"> • The transfer of energy by heating • Energy and efficiency • The usefulness of electrical appliances • Methods used to generate electricity • Waves for communication and evidence for the expanding Universe
Biology 2	Chemistry 2	Physics 2
<ul style="list-style-type: none"> • Cells and simple cell transport • Tissues, organs and organ systems • Photosynthesis • Organisms and their environment • Proteins - their functions and uses • Aerobic and anaerobic respiration • Cell division and inheritance • Speciation 	<ul style="list-style-type: none"> • Structure and bonding • Structure, properties and uses • Atomic structure, analysis and quantitative chemistry • Rates of reaction • Exothermic and endothermic reactions • Acids, bases and salts • Electrolysis 	<ul style="list-style-type: none"> • Forces and their effects • Kinetic energy, speeding up and slowing down • Currents in electrical circuits • Using mains electricity and power of electrical appliances • Radioactive substances; decay, uses and dangers • Nuclear fission and nuclear fusion
Biology 3	Chemistry 3	Physics 3
<ul style="list-style-type: none"> • Movement of molecules in and out of cells • Transport systems in plants and animals • Homeostasis • Humans and their environment 	<ul style="list-style-type: none"> • The periodic table • Water • Calculating and explaining energy change • Further analysis and quantitative chemistry • The production of ammonia • Alcohols, carboxylic acids and esters 	<ul style="list-style-type: none"> • Medical applications of physics • Using physics to make things work • Keeping things moving

Methods of assessment:

The course is examined in a linear fashion and each GCSE consists of 3 exams and controlled assessment. Whilst the controlled assessment will be completed as the course progresses, all of the exams are sat and each GCSE is completed at the end of Y11. Details of the assessments are given below:

Biology	Chemistry	Physics
3 question papers – Biology 1, 2 and 3	3 question papers – Chemistry 1, 2 and 3	3 question papers – Physics 1, 2 and 3
60 minutes (60 marks)	60 minutes (60 marks)	60 minutes (60 marks)
Comprising structured and closed questions, with at least 1 question assessing Quality of Written Communication in a Science context	Comprising structured and closed questions, with at least 1 question assessing Quality of Written Communication in a Science context	Comprising structured and closed questions, with at least 1 question assessing Quality of Written Communication in a Science context
25%	25%	25%
Controlled assessment – Investigative skills assessment (ISA)	Controlled assessment – Investigative skills assessment (ISA)	Controlled assessment – Investigative skills assessment (ISA)
50 marks	50 marks	50 marks
Two written assignments plus some lesson time for practical work and data processing	Two written assignments plus some lesson time for practical work and data processing	Two written assignments plus some lesson time for practical work and data processing
25%	25%	25%

All exams will be sat in June of Y11 and are available in 2 tiers. The higher tier allows students to obtain the equivalent grades A* → D and the foundation tier allows students to obtain equivalent grades C → G.

Pathways to further study:

The separate science course is excellent preparation should students wish to continue to study Science at A-level. It provides extra depth to their GCSE studies and is an excellent route for students who are confident that they want to continue to study Science post 16. Students who wish to study Biology, Chemistry or Physics at A Level need to obtain at least the equivalent of a grade B in their Science GCSEs.

Reasons for studying the subject:

This route is particularly suitable for students who are able and interested in Science. Should students be considering a career in a Science related field, this course is highly recommended. Science A Levels are a popular choice at Heston and are essential for many careers such as medicine, pharmacy, dentistry, engineering, optometry, forensic science, physiotherapy and sports science.

Grading the new GCSEs in 2017

New GCSEs in English language, English literature and maths will be taught in schools in England from September 2015, with students getting their results in August 2017.

It is our job to set the appropriate standards for qualifications and make sure these are held steady over time. We have given careful thought about how to do this for the new GCSEs, and asked people what they think we should do.

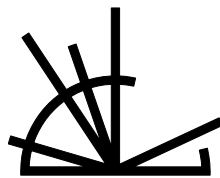
Key points

- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.
- For each exam, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.
- The bottom of grade 1 will be aligned with the bottom of grade G.
- Grade 5 will be positioned in the top third of the marks for a current grade C and bottom third of the marks for a current grade B. This will mean it will be of greater demand than the present grade C, and broadly in line with what the best available evidence tells us is the average PISA performance in countries such as Finland, Canada, the Netherlands and Switzerland.
- The new maths GCSE will be tiered, with grades 4 and 5 available through both tiers.

For more information please contact our helpdesk on 0300 303 3346 or visit www.ofqual.gov.uk.

Grading the New GCSEs in 2017

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 									
CURRENT GCSE GRADING STRUCTURE									
A*		A	B	C	D	E	F	G	U



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