

The
Heathland
School

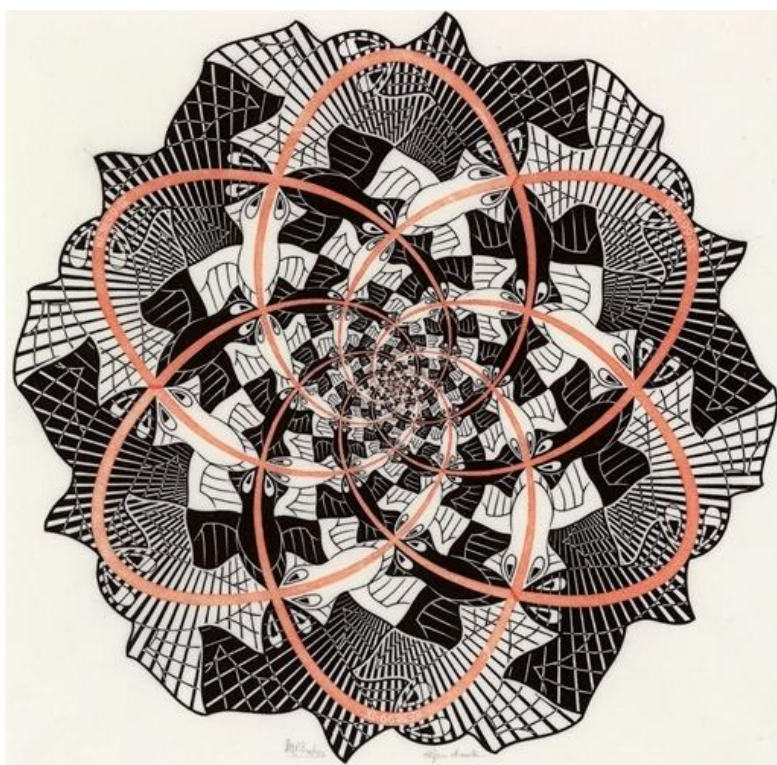
A Mathematics and Science College



KEY STAGE 4

COURSE INFORMATION BOOKLET

2024-26



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TIMELINE FOR THE OPTIONS PROCESS


May 2024

- Year 9 Pathways Evening for students and parents will be on **Thursday 9th May 2024**
- The Options online application form will be available from **Friday 10th May 2024, 3.20pm**

You can access the online application form through the personal link, which will be emailed to your school email account.

For all other options information, please visit the School website:

www.heathland.hounslow.sch.uk



The screenshot shows the homepage of The Heathland School website. The navigation bar includes links for About Us, News & Information, Curriculum, Sixth Form, Opportunities, Contact Us, Policies, Parents, and Vacancies. A red arrow points to the 'Curriculum' link, which has a dropdown menu open showing 'Departments', 'The Library', 'Most Able', and 'Examinations'. A red box on the right contains the text: 'Go to Curriculum Then click the dropdown "YEAR 9 OPTIONS 2024"'. The main content area features a video player for 'The Heathland School - Lower School Video', a 'Year 09 Options 2019' link, and a 'NEWS' section with a headline about Sixth Form Applications.

If you are having difficulty with this process, Ms Constandi, Assistant Head Teacher (Progress and Intervention) will be available to support.

Online choices must be completed by **Thursday 16th May 2024, 9.00am**

June 2024

- Letters will be emailed to parents to confirm course selections

HEADTEACHER'S FOREWORD

Making choices about the subjects they will study in Years 10 and 11 is an important time for all Year 9 pupils. Until now, pupils have covered all the subjects in the National Curriculum. Now that they are approaching the end of Key Stage 3, we ask them to consider the different options open to them at Key Stage 4. It is an exciting opportunity to think very carefully about future aspirations and how one can build upon current talents and strengths to achieve them. This process of reading, reflecting and discussing options is very important.

The Heathland School offers an enriching and meaningful curriculum in Years 10 and 11, which enables pupils to achieve their best qualifications, grow their confidence and develop a passion for learning and succeeding. A large part of the curriculum is compulsory for all pupils but there is also an element of choice which means that pupils can shape their own learning programme according to their interests and future education and career aspirations. The curriculum at Key Stage 4 is another stage in the journey towards higher education or training and a successful career for our pupils. Studying a broad range of subjects will ensure that each pupil's choice of career opportunities are as wide as possible. Most employers and admission tutors for colleges and universities look for young people with a broad general education as well as good grades.

For pupils who wish to study at degree level or aspire for specific study in higher education, they should consider that universities will look carefully at their GCSE results as a predictor of likely success at A Level and Level 3 Vocational Courses (such as BTEC). Success at GCSE also builds confidence and preparation for Sixth Form studies. It is not always necessary to have studied subjects in Years 10 and 11 in order to study them in the Sixth Form. However, this can be useful for some and may be a requirement for others.

To ensure pupils reach their full potential, we personalise the options they can study to match different starting points and achievements to date. As you may be aware, the Government requires the great majority of students to study History and/or Geography and Modern Foreign Languages at GCSE level and they have included these subjects in the English Baccalaureate (EBacc). The EBacc suite of GCSEs is popular but may not meet or suit the needs of all our pupils. Some pupils will need additional time and support to ensure they make sufficient progress in English and Mathematics.

At the heart of our ethos is a 'Commitment to Excellence'. We have always set high standards for achievement in an environment where pupils demonstrate our core values of respect, kindness, aspiration, dedication and discipline. We wish every pupil a successful transition between Key Stage 3 and Key Stage 4.



M. ROSE
HEADTEACHER

IMPORTANT POINTS TO NOTE

Please read this booklet carefully to understand what each subject involves so that you can make the correct choices. **You should discuss it with your parents/carers and your teachers.**

You will be emailed a personal pin number to your school email account and a link to the application form. You will have to use this link and pin to access your application form on Microsoft Teams. If you enter the pin number incorrectly, **your application will be void and your choices will be decided by the school.**

You are **only allowed to enter your choices and submit the form once** so make sure you check all choices before you press submit.

- **Separate Science (Triple)** will be offered depending on the results of your Year 9 Science exam and Pupil Information Point (PIP) data.
- **Computer Science** will be offered depending on the results of your Year 9 Computing exam and Pupil Information Point (PIP) data.
- Please note the following subjects **cannot be selected together**:
 - BTEC Sport and Theory of PE
 - Art, Photography and Textiles
 - Information Communication Technology and Computer Science GCSE
- If you choose **Drama** you may be moved to **BTEC Performing Arts**, if your analytical skills are not strong enough
- If you choose **Theory of PE**, you may be moved to **BTEC Sport** if your practical performance is not of a sufficiently high standard.

Complete the online Key Stage 4 Course Form that will be accessible from **Friday 10th May 2024** via your school email account. This must be completed by the deadline, **Thursday 16th May 2024, 9.00am**. Your options will be confirmed by letter in June.

Good Luck!



F. CONSTANDI
ASSISTANT HEADTEACHER: PROGRESS & INTERVENTION



O. BATES
HEAD OF YEAR 9

KEY STAGE 4 CALENDAR

YEAR 9 2023 / 2024

- *June* Key Stage 4 courses confirmed

YEAR 10 2024 / 2025

- *September* Key Stage 4 courses begin
- *December* Parents' Evening
- *June* GCSE Pre-Public Examinations [provisional]

YEAR 11 2025 / 2026

- *Autumn Term* Interview with Leadership
- *November* Tutor and Sixth Form Opportunities Evening
- *November* Pre-Public Examinations [1]
- *February* Sixth Form Application Forms issued
Subject Evening
- *February / March* Interviews for Sixth Form
- *March* Pre-Public Examinations [2]
- *May/June* GCSE examinations
- *August* Key Stage 4 results published
- *Late August* Final interviews for entry into the Sixth Form



HEADS OF DEPARTMENT

The following members of staff can provide full information about their subjects

SUBJECTS	HEADS OF DEPARTMENT
Art/Photography	Miss F. Harris
Performing Arts (Drama)	Miss E. Evans
English	Dr. S. Purchase
Geography	Mrs J. Gidman
History	Mr. P. Diaz
Information Communication Technology/ Computer Science	Mrs S. Aujla
Languages (French and Spanish)	Mrs L. Bowers
Mathematics	Miss A. Matthews
Music	Mr. G. Forestieri
Physical Education / Sport (BTEC)	Mrs J. Dark
Personal, Social and Health Education	Mr. C. E. Walsgrove
Religious Studies	Mrs B. Kaur
Science	Mr. D. Simon
Technology (Textiles/Food and Nutrition/ Design and Technology)	Miss C. Parsons
Travel and Tourism (BTEC)	Mrs J. Gidman

CORE SUBJECTS

ENGLISH LANGUAGE AND ENGLISH LITERATURE

All pupils follow the two-year courses in English Language and English Literature, leading to two separate GCSE qualifications.

English Language

In English Language, pupils are assessed on their skills through two examinations, incorporating reading and writing, and a non-examination assessment of Spoken Language (this is a separate endorsement). In English Language, pupils learn to use written English in a variety of situations. Pupils will also analyse and deconstruct a variety of literary and non-fiction texts. The final grade is based solely on the performance in the two public examinations in Year 11.

- **Paper 1: Explorations in Creative Reading and Writing (50%)**

- Literary fiction
- Descriptive or narrative writing

- **Paper 2: Writers' Viewpoints and Perspectives (50%)**

- Non-fiction and literary non-fiction
- Writing to present a viewpoint
- **Spoken Language:** a separately weighted endorsement, where students will need to write a speech and deliver it to their class, using a variety of presentational skills and correct uses of Standard English.

English Literature

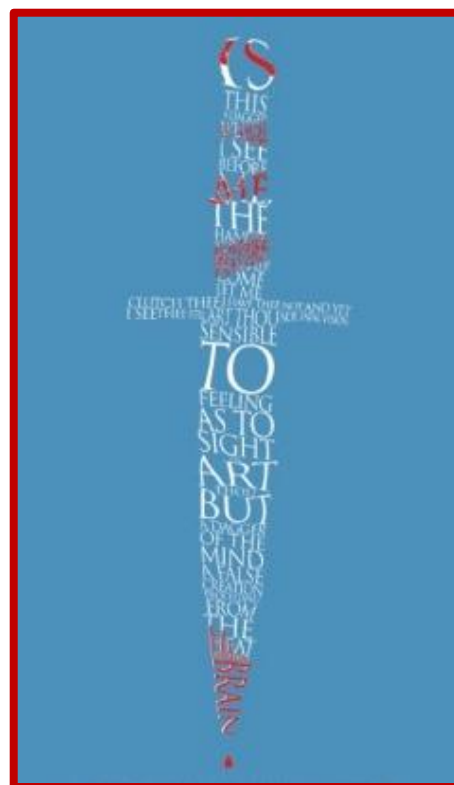
In English Literature, pupils study a wide variety of prose, poetry and drama, including works by Shakespeare and other pre-20th Century writers. Reading for pleasure and the development of critical appreciation skills are essential aspects of this course. The final grade is awarded solely on the performance in two public examinations in Year 11.

- **Paper 1: Shakespeare and the 19th Century Novel (40%)**

- 'Macbeth'
- 'A Christmas Carol'

- **Paper 2: Modern Texts and Poetry (60%)**

- 'Blood Brothers'/'An Inspector Calls'
- Poetry – 'Power and Conflict'
- Unseen Poetry



All pupils will be sitting the same paper (as English examinations are not tiered), where they can achieve between grades 9-1, with 9 being the highest grade.

CORE SUBJECTS

MATHEMATICS

All pupils follow the Edexcel 9-1 GCSE (1MA1) course, which covers the following areas of Mathematics:

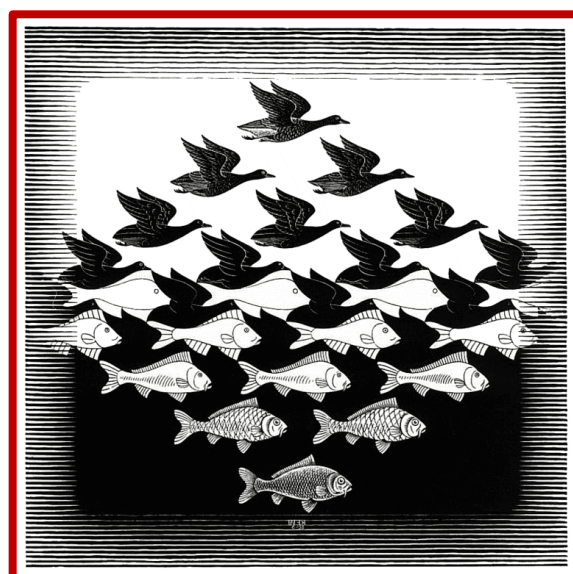
- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics

This will assess their ability to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Mathematics GCSE is assessed by three written examination papers, two calculator and one non-calculator, contributing equally to the final grade. Pupils are recommended to use a calculator from the Casio FX83 or FX85 ranges, which can be purchased from school resources.

Two tiers of entry are possible. The Foundation Tier enables pupils to access grades 1 to 5 and will typically be followed by pupils in sets 4 to 6, while the Higher Tier range is 3 to 9 and will typically be studied by pupils in sets 1 to 3. Pupils will be entered for the tier appropriate to their attainment in this subject. The examinations will be in the summer of Year 11 for both the Foundation and Higher tiers.



CORE SUBJECTS

SCIENCE

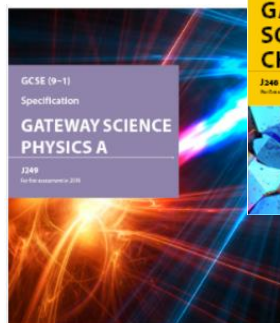
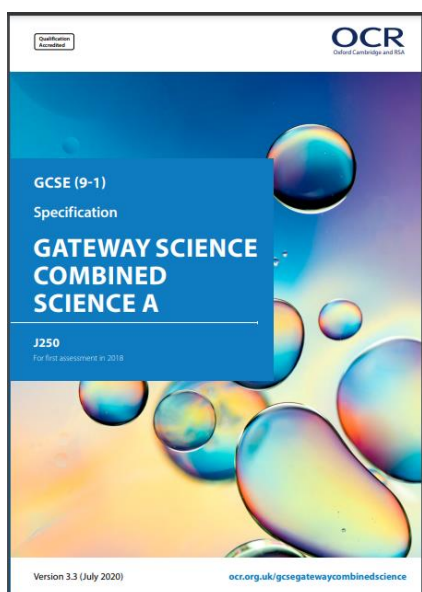
All pupils have to study Science up to the age of 16. At The Heathland there are two different programmes for pupils to follow depending on their progress and attainment in science in Years 7-9.

The majority of pupils will study the new 9-1 Combined Science GCSE. This will involve pupils sitting 6 examinations (2 in Biology, 2 in Chemistry and 2 in Physics) at the end of Year 11. Combined Science GCSE is available at Foundation or Higher tier. The Higher Tier pupils can achieve a top grade of 9, 9 and the Foundation Tier pupils a top grade of 5, 5. The qualification counts as two GCSEs.

A number of pupils will be offered the opportunity to study Separate Science GCSEs in Biology, Chemistry and Physics. The Separate Science curriculum provides an additional academic challenge so choosing Separate Science as an option will be dependent on Year 9 attainment. Pupils will be offered the Separate Science option depending on the combined results of their Year 9 Science exam, Year 9 half termly tests and PIP 2 data. Pupils will sit 6 examinations (2 in each subject) at the end of Year 11 and attain three GCSEs. These will be separate grades for Biology, Chemistry and Physics GCSEs.

All of the GCSE courses are taught as separate Biology, Chemistry and Physics modules by specialist teachers. At the end of each module, pupils are given a module test to assess their progress. These tests contribute towards the grades given in pupil reports.

Whichever science programme a pupil follows, there are progression opportunities for learners into the Sixth Form, employment or further learning both within and outside the field of science. Students who study Combined Science rather than Separate Science can, and do, progress on to A-levels and University courses.



CORE SUBJECTS

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, Social, Health and Economic (PSHE) education is a subject which focuses on developing the knowledge, skills and attributes for pupils to live healthy and safe lives. It is also to ensure they are prepared for life after school and in the workplace. At the Heathland School pupils study both PSHE and Citizenship through a 'spiral style' curriculum. There are 6 main components that are used to cover both subjects and across KS3&4 pupils revisit these 6 core units through different lesson content.



- PSHE promotes abilities, competencies and skills in relation to oneself and others. It deals with issues of social responsibility and morality including respect for the differences between people. PSHE also equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. The knowledge developed allows them to make informed choices in life for both themselves and others. It also encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. Within PSHE pupils will learn about issues surrounding Relationships and Sex Education and they will also study Health Education.
- The purpose of Citizenship is to equip the next generation of voters with the knowledge and drive to create change in the world around them. Not only are they taught the factual knowledge that will help them to understand the way that the world around them works, but also provides them with the skills they will need to effect change in the world around them, whether this be at a local, national or international level. The aim of this subject is to help pupils to understand how we make decisions within society so that they can be more actively involved in making those decisions in the future e.g., when we choose a new government in a general election. It also looks to develop pupils awareness of British Values and also ensuring that pupils understand how the Equality Act influences society for the benefit of all its members.

PHYSICAL EDUCATION (CORE)

The Key Stage 4 programme of study provides the opportunity for pupils to study a number of activities to an advanced level.

In Core P.E. lessons at Key Stage 4, pupils select from a wide range of options including traditional games, trampolining and dance as well as benefiting from the use of the fully equipped Fitness Studio for health related activities. Pupils are taught in mixed groups. They are encouraged to adopt a positive attitude to health and fitness and its long-term implications for a healthy lifestyle.

The P.E. Department also offers an extensive extra-curricular programme. This provides the opportunity for each pupil in Key Stage 4 to develop their skills further, as well as to participate in the sport of their choice either recreationally or competitively.

CORE SUBJECTS

RELIGIOUS EDUCATION

The full GCSE course involves the study of the following two Areas of Study:

Area of Study 1: Religion and Ethics

For this Area of Study pupils have the option of studying **ONE** of the following religions:

- Hinduism
- Islam
- Sikhism

Pupils should be aware that they may not be able to study their own religion.

This Area of Study is divided into four sections:

- Beliefs
- Marriage and the Family
- Living a Religious Life
- Matters of Life and Death

Area of Study 2: Religion, Peace and Conflict

For this Area of Study **ALL** pupils learn about Christianity.

This unit is divided into four sections:

- Christian Beliefs
- Crime and Punishment
- Living a Christian Life
- Peace and Conflict

Assessment overview

Assessment will be through two, 1 hour 45 minute examinations. Each examination will assess all four sections of that Area of Study. Each section has four parts to it, which assess the pupil's knowledge and understanding of the course content and their ability to analyse and evaluate. The examinations are not tiered; therefore, all pupils sit the same examinations.



FURTHER SUBJECTS

These further subjects are offered subject to sufficient pupil demand.

ART

Pursuing Art will help you to develop a range of creative and expressive skills. At the start of the course you will be guided through a range of materials and techniques, through both traditional and contemporary artists. As the course progresses you will be encouraged to research artists, as well as explore and experiment with artistic techniques in your sketchbook. All of this will inspire you to create your own independent artworks.

As an artist, you will show commitment to study outside the course at clubs and at home. You will also have the opportunity to visit galleries and attend workshops provided by the school.



The Art and Design GCSE is made up of two elements, **portfolio work** and the final **exam**.

Component 1: 60% coursework



The portfolio work will be created in Year 10 and the first term of Year 11. You will work on 2 projects in this time and at the end of year 11 you will select your best work and submit this for marking. The portfolio mark will account for 60% of your final grade.

Project 1

During this project you will explore various art materials such as tonal pencil, watercolour, relief work, collage, mark making, acrylic paint, ceramics and photography. You will investigate a range of artists, designers or photographers and use their work to inspire your own work. To assist your development of ideas we will visit museums and galleries.

Project 2

You will be given a theme at the end of the Summer in Year 10 and have the whole of the Autumn Term to investigate and develop your ideas ready for the 10 hour mock exam at the end of December. The work you complete for this mock can be counted towards your portfolio work.



Component 2: 40% externally set task.

AQA, the exam board, will give you a selection of questions for you to choose from. You will research and develop your own ideas and a proposal for your own personal response in the form of an artwork. You will be able to choose art materials that best reflect the skills you have developed over the last two years. The final piece is produced in exam conditions over two days, just like an artist in their own studio.

PLEASE NOTE: Art cannot be chosen with Photography or Textiles.

FURTHER SUBJECTS

PHOTOGRAPHY

Are you interested in creating images with cameras and learning how to command a camera to take the photograph you want? Did you enjoy your art lessons: experimenting with art materials and researching art movements/artists, but would like to do this with computer technology as well as mixed media? If you answer yes to these questions, you should sign up for GCSE Photography.

The course covers a wide range of themes to explore, investigate and develop photographic ideas. You will have the opportunity to use digital and film cameras. You will also use a wide range of photographic processes including darkroom techniques, studio techniques, cyanotypes, scanners and manipulating images through Photoshop as well as artistic mixed media. You are required to analyse the work of photographers and write about your own images. As a photographer, you will show commitment to study outside the course at clubs and at home. You will also have the opportunity to go on visits to galleries and attend workshops provided by the school.



The Photography GCSE is made up of two elements, **portfolio work** and the final **exam**

Component 1: 60% coursework

The portfolio work will be created in year 10 and the first term of year 11. You will work on 2 projects in this time and at the end of year 11 you will submit all of the work for marking. The portfolio mark will account for 60% of your final grade.

Project 1

During this project you will explore digital DSLR techniques, use of photographic studio and Photoshop manipulation. You will investigate a range of artists and photographers and use their work to inspire your own work. To assist your development of ideas we will visit museums and galleries.



Project 2

During this project you will explore various techniques such as hand manipulation, mixed media and the dark room. You will also study artists/photographers who manipulate their artwork into amazing photographic compositions.

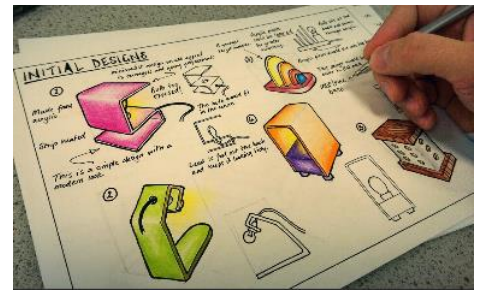
Component 2: 40% externally set task. AQA, the exam board, will give you a selection of questions for you to choose from and then you will research and develop your own, self-directed photographic ideas. You will use the techniques that you loved the most over the last two years to produce your final exam piece. You will have two days (10 hours) studio time to create your photographic artworks that showcase all the skills learnt in your coursework.

PLEASE NOTE: Art cannot be chosen with Photography or Textiles.

FURTHER SUBJECTS

DESIGN AND TECHNOLOGY

This new GCSE in Design and Technology is exciting, creative and challenging. If you enjoy experimenting with different materials, generating design solutions and solving problems then this is the course for you.

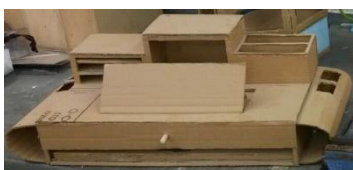


The new course will combine **Resistant Materials, Electronics, Graphics and Textiles**. It will be based in the Resistant Materials workshops, but will allow you to explore all materials to solve real life design problems.



In Year 10 you will build a variety of skills through mini practical projects, looking at all materials. The projects will involve skills such as; using the laser cutter, soldering, understanding a variety of CAD programmes, different workshop tools, drawing techniques, problem solving etc. You will complete the theory element of the course as your homework, which will help embed your practical knowledge. In June of Year 10 you will start your Controlled Assessment Task, which will be completely student led and use the skills you have built up throughout the year.

In Year 11 you will use the skills acquired to continue with the Controlled Assessment Task. You will be required to produce a coursework design folder and a practical outcome, which will respond to one of the design contexts set by the AQA exam board. The coursework is completely student led and you will be setting your own design brief to answer. You will also be continuing to work through the theory element of the course in the weekly single lesson, to fully prepare you for the exam.



50% Coursework – testing your skills in investigating, designing, making and evaluating through producing a design folder and final practical prototype that meets the needs of your client and the brief you have set.

50% Exam – 2 hour written exam split in to three sections:

Section A – core principles based on all areas of Design and Technology

Section B – specialist principles based on materials, components and manufacturing processes of wood, metal and plastics.

Section C – designing and making principles



Studying Design and Technology could lead to a wide variety of careers such as:

Architecture, Product Design, Furniture Design, Graphic Design, Automotive Design, Careers in Engineering, Electronics Industries, Manufacturing Industries, Education, Research, Apprenticeships in a variety of industries, plus many more.

FURTHER SUBJECTS

TEXTILES

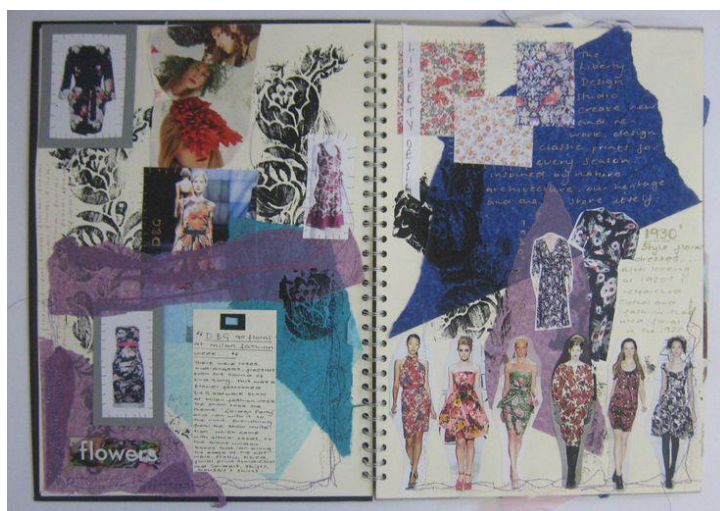
An art based course that allows you to explore the world of Textiles in a creative and exciting way! Using a range of media, materials, fabrics and techniques, you learn new skills and how to develop these into your own outcomes.

The course is all coursework based; component 1 which makes up 60% of the qualification, and the exam board set assignment making up the final 40%. There is no written examination, but a 10-hour practical at the end of the qualification in which you complete planned work.

The projects will involve you experimenting with different creative textile techniques such as dying, free hand machine embroidery, stitch and rip, fabric manipulation and 3D fabric work.

You will look at the work of other artists and designers and develop your own ideas based on their work. There may be visits to galleries /exhibitions, which go towards evidence in your work. Work will be produced in a sketch books and will incorporate photography, sketching and illustration alongside the Textile elements of the course.

This would be a perfect course for a student that is creative, willing to accept mistakes, open to try new things, can work independently and keep to deadlines.



PLEASE NOTE: Textiles cannot be chosen with Art or Photography.

FURTHER SUBJECTS

FOOD PREPARATION AND NUTRITION

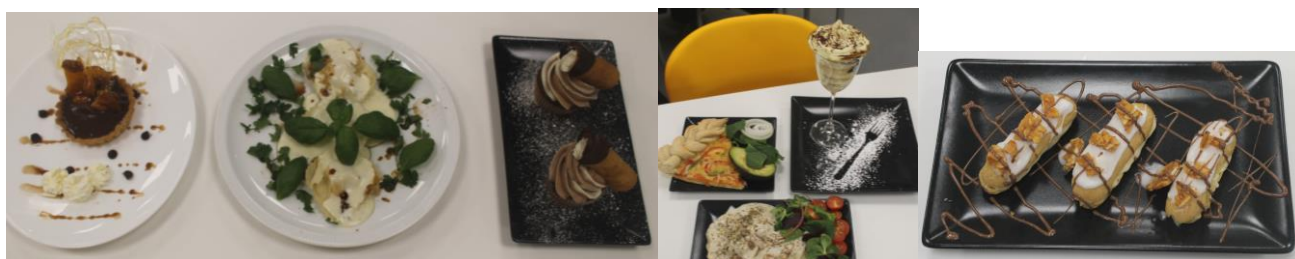
If you have enjoyed making a wide range of practical food products then this is the course for you. At GCSE you develop a range of practical skills and techniques useful for your future.

50% coursework: a food investigation and a practical planning, preparation and cooking assignment, culminating in a 3 hour practical examination.

50% examination, 1 hour 45 minutes. Multiple choice questions and short answer questions.

You will learn to:

- Work practically using a range of tools and processes to produce very high quality and challenging food products from scratch - ranging from making your own cheese, bread, pizza, pastries, pasta, cakes, sauces, chocolate ganache tarts, meringues, etc.
- Design, develop and make products from your own designs.
- Demonstrate your creativity when making food products as well as gaining an understanding of food science and nutrition. This course overlaps really well with many aspects of your Science GCSE.
- Independently select tools, processes and ingredients based on your design requirements and apply the skills and knowledge learnt in your everyday life to lead a healthy lifestyle.



If you have an interest and enthusiasm for studying GCSE Food you may want to join 12% of the UK population who work in the Food Industry. There are wide varieties of careers including Journalism, Marketing, Purchasing, Nutritional Therapist, Dietician, Food Scientist/Technologist, Quality Assurance Manager, Toxicologist, and Chef.

FURTHER SUBJECTS

DRAMA

In GCSE Drama pupils will focus on directing & performance, learning to:

- Actively engage in the process of academic dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Reflect on and evaluate their own work and that of others
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities
- Learn to evaluate live theatre performances



In GCSE drama pupils will have the following opportunities:

- Stage at least 3 full-length technical performances in the Drama studios and/or main hall
- Get first opportunity to work on the school's multiple theatrical performances
- Watch at least 1 piece of live or streamed piece of theatre a term throughout the course
- A wide variety of visits to professional theatres and performances around London
- Opportunities to meet professionals working in the theatre industries at Q&A events



Pupils are assessed on:

- **COMPONENT 1 UNDERSTANDING DRAMA: 40%** - 1 hour 45 minute written exam with essay style questions on the work performed as well as a closed book question on a set play text, 'Noughts & Crosses'.
- **COMPONENT 2 DEVISING DRAMA: 40%** - Devised performance: creation, rehearsal and performance of an original piece of work with a rehearsal log.
- **COMPONENT 3 TEXTS IN PRACTICE: 20%** - Scripted performance: rehearsal and performance of two extracts from a text.

Term	Year 10	Year 11
Autumn	Introduction to scripts	Component 2: Devising Drama
	Introduction to devising	Component 3: texts in practice
Spring	Introduction to the set text	
	Component 1: Understanding Drama	
Summer	Component 2: Devising Drama	Component 1: Understanding Drama

To follow this course you must have a strong attendance record as any absence will have a detrimental impact on the learning of others. You will be expected to rehearse with your group in your own time.

FURTHER SUBJECTS

GEOGRAPHY

“Our world is a unique, diverse, dynamic and beautiful place”.



Learning about the world and its people helps us become truly global citizens. GCSE Geography is an opportunity to learn and discover more about our amazing planet. The GCSE course not only looks at the interactions between the human and physical environment but also helps to develop a number of skills: enquiry, communication, ICT and analysis.

There are **three examination papers**; **all papers are 1 hour 30 minutes long**. There is no coursework. Content covered in the examinations includes:

- **Unit 1: Global Geographical Issues (37.5%)**
 - **Hazardous Earth (topic 1):** How does the world's climate system function? How are extreme weather events increasingly hazardous for people? Why do the causes and impacts of tectonic activity and management of hazards vary with location?
 - **Development dynamics (topic 2):** What is the scale of global inequality and how can it be reduced? How are the world's emerging countries developing?
 - **Challenges of an urbanising world (topic 3):** What are the causes and challenges of rapid urban change? Why does quality of life vary within a city or developing country?
- **Unit 2: UK Geographical Issues and Investigations (37.5%)**
 - **The UK's evolving physical landscape (topic 4) - Coastal Change and River Pressures:** How is the coastal landscape of the UK shaped? What are the challenges for people living on the coast? How can they be managed sustainably? What influence do rivers have on the landscape? How can river systems be managed? What is flooding and what are the associated impacts?
 - **The UK's evolving human landscape (topic 5) - Dynamic UK cities:** How are cities in the UK changing? What are the challenges and opportunities created when cities change?
 - **Fieldwork and research (topic 6) -** will be examined in this Unit. Two fieldtrips will take place to investigate *coastal change and conflict* and *dynamic urban areas*
- **Unit 3: People and Environmental Issues – Making Geographical Decisions (25%)**
 - In this unit, students will develop their knowledge and understanding of the processes and interactions between people and the environment in three different areas: **people and the biosphere (topic 7)**, **forests under threat (topic 8)** and **consuming energy resources (topic 9)**. This includes a decision-making exercise (DME) at the end.

FURTHER SUBJECTS

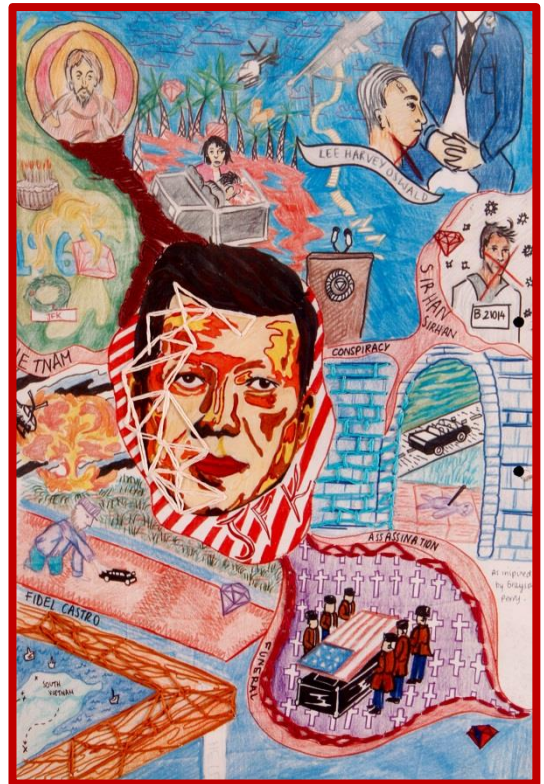
HISTORY

History is a fascinating subject which helps you to understand the world around you today, as well as learning from the mistakes of the past. Students who choose GCSE History should have an interest in world affairs and enjoy analysing the actions and consequences of key historical figures.

There are 5 key topics over the two year course, and all will be assessed by three examinations:

Paper 1 – 1 hour 15 minutes examination, **30%** of the course

- Thematic study:
 - This will be roughly one thousand years of history assessing themes throughout the period. Students will gain an overview of a broad sweep of history.
 - Topic: Crime and punishment in Britain, c.1000-present
- Historic environment:
 - Students will investigate a historical place in fine detail. If possible, students will get to see this historic environment first hand
 - Topic: Whitechapel, c.1870-1900: crime policing and the inner city



Paper 2 – 1 hour 45 minutes examination, **40%** of the course

- British depth study:
 - Students will gain an in-depth insight into an era of British history. This can be taken from a medieval or early modern period of time.
 - Topic: Early Elizabethan England, 1558-88
- Period study:
 - This will constitute a study lasting 50 years into another area of the world.
 - Topic: Superpower relations and the Cold War, 1941-91

Paper 3 – 1 hour 20 minutes examination, **30%** of the course

- Non-British depth study:
 - This will cover a modern time period, and students will assess a non-British topic from another country.
 - Topic: Weimar and Nazi Germany, 1918-39

FURTHER SUBJECTS

COMPUTER SCIENCE

The course will give pupils 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, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.



The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

The specification encourages candidates to explore the spiritual, moral, ethical, social, legislative, and cultural aspects of the introduction of computer-based solutions to problems through a study of their effects on society. The units of work consider issues such as changing leisure patterns and work practices, privacy and confidentiality of data held in systems, opportunities for access to information, and environmental issues.

There are two components:

- **Examined component** Computing theory with two exams at end of Year 11, worth 100% of the qualification.
 - **Paper 1: Computer Systems 50%**
 - **Paper 2: Computational thinking, Algorithms and Programming 50%**

The theory includes:

- Hardware and Software
 - Networking
 - Computational thinking (algorithms & logic)
 - Data representation
 - Systems Analysis
- **Computer Programming Project**

The programming project is completed under 20 hours of controlled conditions, it does not contribute to the final grade, but must be completed as part of the GCSE.

FURTHER SUBJECTS

INFORMATION TECHNOLOGY

Cambridge National in IT

This qualification comprises of several units that are a mixture of external assessment and coursework.

This is an opportunity to explore using IT software to work through an IT project. Using spreadsheets to plan a solution to a problem and then designing the solution to the stated problem.



Students will take an external exam in **IT in a Digital World**. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.

Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and Testing
- Cyber-security and legislation
- Digital Communication
- Internet of Everything

The project units include two set assignments. One of the units is **Data manipulation using spreadsheets**. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.

Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution

The final unit is **Using Augmented Reality** to present information

- Augmented Reality – what it is, what types there are and what devices there are
- Designing an Augmented Reality model prototype
- Creating an Augmented Reality model prototype
- Testing and reviewing the model

FURTHER SUBJECTS



LANGUAGES: FRENCH AND SPANISH

If eligible, pupils continue with the Language they have been studying in Year 9.

The GCSE course builds on knowledge acquired at Key Stage 3 and develops the skills of Listening, Speaking, Reading and Writing. The content studied will cover the following contexts, as defined in the AQA examination board specifications:

Theme 1: People and lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Theme 2: Popular culture

- Free time activities
- Customs, festivals and celebrations
- Celebrity culture

Theme 3: Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

All GCSE assessments are sent to the examinations board for marking (AQA):

Speaking: 25% of overall grade, one final examination in the Spring or Summer term of Year 11 (dates to be published by examination board). The short tasks include a role-play, a photo-card, conversation topics and a reading aloud test. The examination will last between 7 and 12 minutes.

Listening: 25% of overall grade, one final examination in the Summer of Year 11.

Reading: 25% of overall grade, one final examination in the Summer of Year 11. This examination will include a translation exercise from the foreign language into English.

Writing: 25% of overall grade, one final examination in the Summer of Year 11. This examination will include a translation exercise from English into the foreign language.

Dictionaries are not allowed in the examinations. There are no Controlled Assessments or Coursework elements.

Please note that GCSE pupils will be entered for either Foundation Tier (grades 1 to 5) or Higher Tier (grades 4 to 9). The tier of entry must be the same for all examination papers. Decisions on tiers of entry are made in January of Year 11 based on pre public examination results.

FURTHER SUBJECTS

THEORY OF PHYSICAL EDUCATION

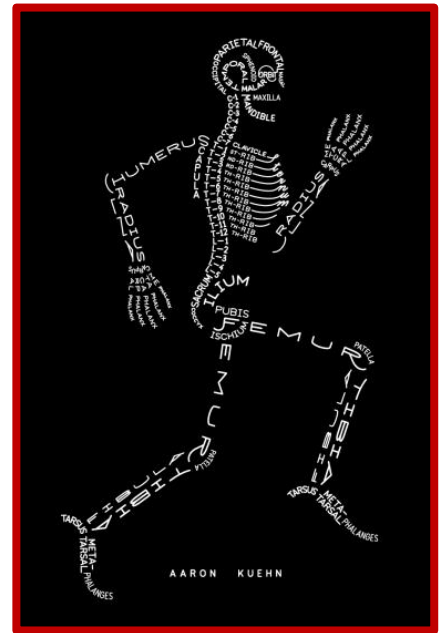
Pupils have the opportunity to extend their knowledge in Years 10 and 11 through a GCSE course. The GCSE examination involves:

Practical Assessment

The Active Participant - worth **40%** of the total mark.

Practical performance in **three different** physical activities in the role of player/performer (one in a **team** activity, one in an **individual** activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.



Theory Examination

- **Paper 1:** The human body and movement in physical activity in sport.
 - Applied Anatomy and Physiology
 - Movement Analysis
 - Physical Training
 - Use of Data
 - Written Exam: 1 hour 15 minutes
 - **30%** of GCSE

- **Paper 2:** Socio-cultural influences and well-being in physical activity and sport.
 - Sports Psychology
 - Socio-cultural influences
 - Health, fitness and well-being
 - Use of Data.
 - Written Exam: 1 hour 15 minutes
 - **30%** of GCSE

IMPORTANT NOTE

Pupils must have **regularly attended extra-curricular activities / clubs in Year 9** and have **represented the school or a club in at least two sports** to be able to fully succeed in this course otherwise the BTEC TECHNICAL AWARD IN SPORT will be a more suitable qualification.

FURTHER SUBJECTS

BTEC TECH AWARD IN SPORT

The BTEC Tech Award in Sport has been developed to:

- Provide education and training for sport, leisure and recreation
- Give opportunities to achieve a nationally recognised Level 2 vocationally specific qualification
- Give pupils the opportunity to enter employment in the sport and active leisure sector or to progress to further and higher education
- Give pupils the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.
- Opportunities to enhance coaching skills to develop sessions

Assessment

Pupils are assessed in a range of ways including: Reports, practical performances and presentations.

Pupils are assessed in the following units:

Unit	Core units	Assessment method
1	Preparing participants to take part in sport and physical activity	Internal
2	Taking part and improving participants sporting performance	Internal
3	Developing fitness to improve participants performance in sport & physical activity	External



The BTEC Tech award in sport is a vocational course offering an alternative pathway to GCSE Theory of PE.

FURTHER SUBJECTS

BTEC TECH AWARD IN TRAVEL AND TOURISM

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment.

You will develop key skills through vocational contexts, by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism.



The 3 key areas cover:

- The aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.
- How organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences.
- Factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Unit	Core units	Assessment method
1	Travel and Tourism Organisations and Destinations	Internal
2	Customer Needs in Travel and Tourism	Internal
3	Influences on Global Travel and Tourism	External Synoptic

FURTHER SUBJECT

BTEC TECH AWARD IN MUSIC PRACTICE

What does it take to be a successful DJ, MC, performer, producer, composer or sound engineer? The music industry, once dominated by major recording studios, now has exciting and diverse career opportunities for individuals with a range of skills including communication, marketing, finance and technical skills.



BTEC TECH AWARD in Music Practice gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

The main focus is on four areas of equal importance.

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques.
- Processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief.
- Attitudes that are considered most important in the music sector, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.

Assessment

Learners can choose between being assessed as a music creator and producer or as a music creator and performer.

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the music sector, and specialist skills such as applying musical knowledge to music performance, music creation and music production.

Unit	Component title	Assessment method
1	Exploring Music Products and Styles	Internal, externally moderated
2	Music Skills Development	Internal, externally moderated
3	Responding to a Music Brief	External synoptic

FURTHER SUBJECTS



BTEC TECH AWARD IN PERFORMING ARTS

Are you interested in what goes on inside the live performance industry? Are you interested in exploring musical and theatrical roles outside of performance?

BTEC Performing Arts is a dynamic and hands-on course that throws you straight into the heart of the performance industry. You will learn:

- What job opportunities the industry offers
- How to develop the necessary skills to enter the industry
- About specialist equipment used in certain job roles
- How to produce your own performance event as part of a group
- How to produce your own musical product, from composition to commercial release

BTEC Tech award Performing Arts will introduce you to a number of new skills relevant to professions such as:

- Directors
- Producers
- Performers
- Designers

As part of the Performing Arts Department at Key Stage 4, you will also be given first choice of places on our live music event and theatre trips (usually two a term), to events such as West End plays and musicals, and live music at venues such as Hammersmith Apollo and Wembley Arena.

Assessment 100% coursework

Learners will also be able to present their work in a variety of ways, including:

- Research Journal
- Presentation to a local theatre
- Skills logs
- Live performance

Units of Study

Unit	Component title	Assessment method	GLH
1	Exploring the Performing Arts	Internal	36
2	Developing Skills and Techniques in the Performing Arts	Internal	36
3	Responding to a Brief	External Synoptic	48

On this course there are two pathways you could choose:

- Performance pathway: In the performance pathway the focus is on developing the knowledge and skills required to understanding performing & directing.
- Design pathway: In the performance pathway the focus is on developing the knowledge and skills required to understand design (Costume, make up, set, lighting, sound and/or puppetry).

Term	Year 10	Year 11
Autumn	Introduction to scripts	Component 2: Developing performance/design Skills and Techniques in the Performing Arts
	Introduction to devising	
Spring & Summer	Component 1: Exploring the performing arts	Component 3: Responding to a brief – performing/designing a devised piece

CAREERS GUIDANCE



Professional careers advice within schools is crucial for students to have the support and guidance they need to make informed choices on their future.

‘Good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life’

(DfE, 2018)

Ms I Bansi is the Heathland School’s dedicated Careers Advisor, available for one-to-one impartial advice and guidance for the crucial decisions the students have to make for their future. For example, Year 9 options, University courses, Apprenticeship applications and work experience.

Creating a strong professional profile and developing informed opinions is vital for a springboard to success. The Careers Service provides support for transition into the world of work, University and Apprenticeships, and guides on the following:

- One-to-one sessions
- CV Building
- UCAS personal statement advice
- University course choices
- Job applications
- Interview help
- Information on apprenticeships at all levels
- Enrichment opportunities and work experience

Ms I Bansi can be found in the **Careers Office**, based in the **library**. You can book an appointment with her by dropping in during break or lunch time, or by sending an e-mail to: ibansi@heathland.hounslow.sch.uk

NOTES

Use this space to take notes about the subjects you have researched.

My preferred options *(the option subjects I would ideally prefer to study)*

1

2

My reserve options *(the option subjects I would take should I not be successful with my preferred options)*

1

2