



Year 9 Guide to Option Choices

2016 – 2018

Harrow High School Options Year 9 2016 - 2018

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Guide to Options Pathways 2016 - 2018

The HHS curriculum is designed to support our learners to achieve success. We offer a variety of courses to suit the needs of all our learners at Harrow High School.

All learners study a compulsory core curriculum working towards GCSE examinations over 2 years. Three option subjects will be taught over 2 years in Years 10 and 11.

All learners are expected to study at least one of: History, Geography, Computer Science or a Language.

The compulsory core curriculum that learners will study over 2 years consists of: English (2 GCSEs), Maths (GCSE), Science (Combined Award), and RS (GCSE).

There are 3 general pathways:

Pathway 1: GCSEs only – learners tend to go on and do 'A' levels in the 6th form

Pathway 2: GCSEs and 1 BTEC – learners tend to go on and do 'A' levels or Level 3 BTEC qualifications in the 6th form

Pathway 3: BTECs and / or level 1 qualifications - learners tend to go on and do Level 2 or 3 qualifications in the 6th form.

Mr Buchanan (Deputy Head Teacher) and Ms Barrett (Standards and Achievement Leader) will, in the first instance, choose the 3 subjects we believe are the most appropriate for each learner. This will in most cases be a continuation of the courses chosen this year. A letter will be sent home with the allocations and parents and learners will have the opportunity to discuss these. If you agree, please sign and return the form. If you want to change an option then either a phone call or meeting will be arranged.

This will all be explained in detail in tonight's presentations from Mr Buchanan.

Presentation times: **5.30pm, 6.00pm and 6.30pm in C11**

Notes about availability of some subjects

- GCSE Spanish is a popular course at Harrow High. If any learner wishes to study this course, it must have been chosen this year for study in Year 9.

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A GUIDE TO THE TERMS:

Throughout this booklet you will come across many technical terms relating to different types of qualification. This simple guide is designed to help you decode this terminology. If you are at all unclear, please discuss your concern with a member of staff who will be pleased to help.

ASDAN	Award Scheme Development and Accreditation Network
BTEC	British Training and Enterprise Council. In partnership with Edexcel, they provide a wide range of vocational qualifications.
CoPE	Certificate of Personal Effectiveness, offered by the ASDAN awarding body. It can be achieved at either level 1 or level 2.
EBacc	English Baccalaureate – An award consisting of English, Mathematics, a Science (including Computing), a Language and Geography or History.
GCSE	General Certificate of Secondary Education.
IGCSE	International General Certificate of Secondary Education.
Level 1*	Any qualification described as level 1 is equivalent to GCSE grades D to G
Level 2*	Any qualification described as level 2 is equivalent to GCSE grades A* to C

* Please note, some courses (usually BTEC courses) do not allow learners to move between level 1 & level 2

English Baccalaureate (EBacc)

The government has recently introduced the English Baccalaureate qualification. This is designed to acknowledge learners who achieve a C grade or higher in GCSE:

- English
- Maths
- A Science (including Computer Science)
- A Modern Foreign Language or Ancient Language
- History or Geography

In order to achieve this, learners will have to select Spanish or Italian and History or Geography in their GCSE choices.

It is **highly recommended** that learners with high attainment at Key Stage 3 choose subjects that allow them to achieve this qualification.

All learners are expected to study at least one of: History, Geography, Computer Science or a Language.

BTEC Qualifications

A far more practical and skills-based approach to learning, these qualifications offer all learners the chance to experience applied learning in a varied and interesting range of subjects.

They are suitable for learners of all abilities and lead to progression to BTEC Level 3 qualifications at age 16. These qualifications are suitable for university entrance.

It should be noted that these qualifications are not accepted by all institutions as entrance requirements for A-Level study.

These qualifications can be combined with GCSE subjects in Pathway 2. We currently only offer 1 BTEC qualification in Key Stage 4 and that is Business.

COMPULSORY COURSES

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GCSE ENGLISH and GCSE ENGLISH LITERATURE

Course Leader: Ms Clatworthy

Board: AQA GCSE English Language
Edexcel GCSE English Literature

Syllabus Name:

Syllabus Number: English Language (8700)
English Literature (2ETO1)

Course Outline: Over the next two years in GCSE English Language and Literature, you will have the opportunity to read and study a wide range of texts. This includes at least one modern play, a novel, one full Shakespeare play, a wide selection of poetry as well as non-fiction and literary non-fiction texts. All of these texts have been selected by the examination boards to reflect a variety of cultures and interests.

At the end of the two year course, you will leave with two GCSE qualifications. The way this will be examined is by terminal exams at the end of year 11. The literature exams will be based on the texts we have read together as well as some unseen elements with poetry. For language, you will use the skills you have developed over the course to answer reading questions as well as be asked to write in a variety of forms.

In lessons, you will be given the opportunity to work individually, in pairs and in small groups; discuss issues, develop and make presentations of your ideas to the class. You will take part in drama activities exploring your insights into characters through monologues, hot-seating, freeze frames and other forms of role play.

You will learn to become more successful, independent readers, developing your skills in reading for both pleasure and critical analysis. You will become a more creative and analytical writer with an understanding of a variety of genre, forms and purposes. To support your development as a reader and writer, you are expected to read widely – whether books, newspapers or magazines – in your spare time to help develop your general knowledge, vocabulary and opinions about current issues.

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Assessment: English Language

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 	<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint 	<p>What's assessed</p> <p>(AO7–AO9)</p> <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English 		
<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE) 		
<p>Questions</p> <p>Reading (40 marks) (25%) – one single text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<p>Questions</p> <p>Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 			

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Assessment: English Literature

Component 1: Shakespeare and Post-1914 Literature	
	*Paper code: 1ET0/01
<ul style="list-style-type: none">• Availability: May/June• First assessment: 2017• Assessed through a 1 hour and 45 minute examination.• Closed book (texts are not allowed in the examination).• The total number of marks available is 80.	50% of the total GCSE
<ul style="list-style-type: none">• Section A – Shakespeare: students complete a two-part question.• Part a) is focused on the close language analysis of an extract (AO2). The extract will be approximately 30 lines in length.• Part b) is focused on how a theme from the extract is explored elsewhere in the play (AO1 and AO3). The focus will be on maintaining a critical style and demonstrating an understanding of the relationship between the text and the context in which it was written.• Assessment Objectives covered are AO1, AO2 and AO3.	
<ul style="list-style-type: none">• Section B – Post-1914 British play or novel: students answer ONE essay question from a choice of two on their studied text.• Each question will be preceded by a short quotation from the text, to provide a stimulus for the response.• Questions will focus on one or more of the following areas: plot, setting(s), character(s) and theme(s) and will require students to explore the question in relation to the context.• Marks will also be given for accurate use of spelling, punctuation and grammar.• Assessment Objectives covered are AO1, AO3 and AO4.	
Component 2: 19th-century Novel and Poetry since 1789	
	*Paper code: 1ET0/02
<ul style="list-style-type: none">• Availability: May/June• First assessment: 2017• Assessed through a 2 hour and 15 minute examination.• Closed book (texts are not allowed in the examination).• The total number of marks available is 80.	50% of the total GCSE
<ul style="list-style-type: none">• Section A – 19th-century novel: students complete a two part question.• Part 1 is focussed on a close language analysis of an extract of approximately 400 words.• Part 2 questions may focus on different aspects of the text, requiring exploration of one or more of the following areas: plot, setting(s), character(s), theme(s).• Assessment Objectives covered are AO1 and AO2.	
<ul style="list-style-type: none">• Section B – Poetry since 1789• Part 1: students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poem (AO2) and the contexts in which the poems were written (AO3).• Part 2: students answer ONE question comparing two unseen contemporary poems that are linked by a theme. Students are required to compare the poets' portrayals of the theme through their use of language, form and structure (AO1 and AO2).	

GCSE MATHEMATICS

Course Leader: Miss Ngatia

Board: Edexcel

Syllabus Name: Mathematics Linear

Course Outline: The aim of the course is to develop your spoken, written and practical skills in maths so that you can enjoy the subject and apply what you learn to everyday situations. The course of study should help you to reason logically, plan strategies and improve your confidence. You will work both on your own and in groups.

Learners will be grouped in classes according to ability. Learners that achieve well in Year 10 could be entered for an additional maths qualification in Year 11.

During Maths lessons you will learn how to:-

- Use and apply maths in practical tasks, real life problems and within mathematics itself.
- Develop and use a range of methods of computation and apply these to a variety of problems.
- Develop mathematical vocabulary and improve mental calculation.
- Consider how algebra can be used to model real life situations and solve problems.
- Explore shape and space through drawing and practical work using a range of materials and a variety of different representations.
- Use statistical methods to formulate questions about data, represent data and draw conclusions
- Engage in practical and experimental activities in order to appreciate principles of probability.

Assessment: The course is linear and is assessed with three exams being sat at the end of the course. These will be Higher or Foundation tiers. There is no coursework.

Your Future: Maths is at the heart of industry and everyday life. Many employers look for evidence of mathematical ability and expect the highest possible standard. If you wish to study 'A' level maths or a science, a good grade in GCSE maths is essential. A recent survey showed that employees who have an 'A' level in mathematics earn 10% more than those without the qualification.

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RELIGIOUS STUDIES

(Compulsory two year course)

Course Leader: Miss Assadi

Exam Board AQA Spec B Units 2 and 3

What will I learn? This course will give learners an opportunity to:

- Explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.
- Adopt an enquiring, critical and reflective approach to the study of religion.
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally.
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion
- Develop their interest in and enthusiasm for the study of religion, and relate it to the wider world.
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

Learners will learn about:

Religion and prejudice, religion and animal rights, religion and ceremonies, religion and drugs, religion and crime and punishment, religion and medical ethics, religion and early life.

There are two exams taken in Year 11.

How will I learn? Learning will involve individual, pair, group and class work, utilising discussion, debate, speeches, reading, writing essays and completing past exam papers.

Learning in class will be consolidated and developed through homework and looking at past exam questions and model answers.

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GCSE SCIENCE (Combined Award)

Course Leader: Ms C Palmer

Board: AQA – www.aqa.org.uk

Syllabus Name: AQA GCSE Combined Science

Course Outline: **How Science Works:** designing investigations, making observations, presenting and interpreting data, the limitations of scientific evidence, the impact of science on society.

Biology: the building blocks of life; the human body; ecosystems; our impact on the environment; health; variation, reproduction and inheritance.

Chemistry: making use of the Earth's resources; the structure of substances; controlling useful reactions; energy.

Physics: making use of electricity; energy and radioactivity; light and other waves; forces and motion.

Assessment:

Higher Tier	Grades A* - D
Foundation Tier	Grades C - G

GCSE Science (combined Award) is a prerequisite for all science courses taught at A level. A high grade at GCSE is also required for entry into university courses in medicine, technology and engineering. GCSE Science (Combined Award) is also held in high regard in non-scientific careers for the skills you develop as part of the course.

English Baccalaureate (EBacc) Option Courses

GCSE COMPUTER SCIENCE

Course Leader: Mr Feleppa

Board: OCR

Syllabus Name: GCSE Computer Science

Course Outline: Our Computer Science qualification will, above all else, be relevant to the modern, changing world of computer science. Computer Science is a practical subject where learners apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification also provides a grounding for other subject areas that require computational thinking and analytical skills. The specification is split into three components:

Component 01 – Computer Systems The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • Network security • System software • Moral, social, legal, cultural and environmental concerns

Component 02 – Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles.

• Translators and facilities of languages • Algorithms • High- and low-level programming • Computational logic • Data representation

Component 03 – Programming Project (non-exam assessment) A non-exam assessment where candidates are challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

Programming techniques • Design • Development • Effectiveness and efficiency • Technical understanding • Testing, evaluation and conclusions

Assessment: **Component 01:** 80 marks, 1 hour 30 minute exam, 40% of GCSE.

Component 02: 80 marks, 1 hour 30 minute exam, 40% of GCSE.

Component 03: 40 marks, approx. 20 hours, 20% of GCSE.

Your Future: OCR's GCSE Computing fulfils the Computer Science element of the Ebacc. Its grounding in research, logic, algorithms and coding can be transferred to other subjects and applied in day-to-day life.

GCSE GEOGRAPHY

Course Leader: Mr Desai

Board: AQA

Syllabus Number Geography Syllabus A (9030)

Course Outline: **Specification A** highlights the critical importance of geography for understanding the world and for stimulating an interest in places. It will inspire learners to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment. A modern and engaging approach covers key ideas and debates such as those surrounding climate change, globalisation, economic progress, urban regeneration and the management of world resources.

With such a focus, learners will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of their own society as well as others.

Assessment

Unit 1: Physical Geography

Includes Units on : The Restless Earth, Weather and Climate, Living World and Water on the Land.

(Examination worth 37.5%)

Unit 2: Human Geography

Includes Units on Population, Urban Environments, Development Gap and Globalisation

Section B: The Development Gap

(Examination worth 37.5%)

Unit 3: Local Fieldwork investigation (title variable by year)

(Controlled Assessment 25%)

Your Future

Geography is a good all round subject as it has elements related to both the Sciences and the Humanities. It is highly valued by a wide range of employers and can lead to careers as diverse as those in travel, tourism, journalism, social services, geology, meteorology, engineering or town planning work.

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GCSE HISTORY

Course Leader: Mrs Riani

Board: Edexcel

Syllabus Name: History Modern European and World

Syllabus Number: 1334

Course Outline: History GCSE follows on naturally from the kind of work you have undertaken in Years 8 and 9. Your course will involve the study of International Relations, World, European & British History up to the modern day. You will study:

Paper 1: Thematic Study and Historic Environment

Written examination: 1 hour and 15 minutes

30%* of the qualification

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

Paper 2: Period Study and British Depth Study

Written examination: 1 hour and 45 minutes

40%* of the qualification

- Early Elizabethan England, 1558–88.
- The American West, c1835–c1895

Paper 3: Modern Depth Study

Written examination: 1 hour and 20 minutes

30%* of the qualification

- Weimar and Nazi Germany, 1918–39

You will have the opportunity to understand the world you live in **today** and how the events of the last 100 years have helped shape the problems and opportunities in existence now. Using important source material and your own knowledge you will develop your understanding on past and current historical issues.

If you are inquisitive and like learning about people, the modern world and putting forward a well-developed point of view, then you will enjoy history.

The course will provide you with very valuable skills that colleges, universities or employers are all interested in seeing. You will improve your Communication, IT and problem solving skills.

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Studying history encourages you to improve your own learning and performance as well as produce a well-reasoned argument based on the evaluation of evidence.

Assessment:

There are three modules which will be taught and each module is of a different weighting. All three papers will ask you to answer questions from your own knowledge and using sources. Many questions are only worth a few marks. With the change in syllabus there are very few essays. The essays ask you to examine sources and then also use your own knowledge. However a high level of literacy is beneficial. Sources are based upon a variety of materials such as photographs, cartoons, advertisements, extracts, speeches and newspapers. It will give you a chance to connect personal experiences to the events outlined, bringing them to life.

Your Future:

There are many things you can do with GCSE History. You could choose to continue with study of history by taking AS History at college or you could use your knowledge of history to support other AS courses such as English Literature. A GCSE in History shows you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

Employment opportunities where skills gained through the study of History are particularly valued include journalism, media, law, teaching and human resources. History is a useful subject for many careers. The 'not so obvious' ones include conservation or environmental work, town planning, building restoration, tourism, secretaries, accountants, police and information analysts. If you want to specialise in science remember that scientists have to communicate effectively, work with and manage other people. Employers and universities like to see that you followed a balanced course at school. History is an important part of keeping that balance.

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GCSE ITALIAN

Course Leader: Mrs Bansal

Board: AQA

Syllabus Name: Italian

Syllabus Number: 4630

Entry Requirement: Individuals will be advised based on their linguistic experiences and expertise

Course Outline: This is not a course for beginners and prior knowledge of Italian or another European language is highly recommended. The course is very practical and enables learners to develop language skills in a variety of contexts. The course content covers a range of interesting topics and subtopics within the Themes of Lifestyle, Leisure, Home and Environment and Work and Education. Throughout the course you will be engaged in developing skills of Reading, Writing, Listening and Speaking in Italian. You will also study key points of grammar and structures in order to develop accuracy.

Here are some facts to convince you to learn Italian:

- 75% of the world's population does not speak English at all.
- On average people who use a language in their jobs earn 8% more
- More than 13 million British tourists go abroad for holidays every year
- Europe is the world's largest market
- Still not convinced? Talk to your MFL teacher!
- "A different language is a different vision of life" (Federico Fellini)

Language Assessment:

All 4 skills are tested and carry equal weightings:

Listening (20%)
Speaking (30%)
Reading (20%)
Writing (30%)

You will sit final exams in listening and reading. Writing and Speaking will be assessed through controlled assessments during the course. You will be entered either for Foundation Tier or Higher Tier depending on your strengths in the four skill areas. Throughout the course you will have regular assessments and your progress will be carefully tracked in order to help you achieve your full potential in this exciting course.

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GCSE SPANISH

Course Leader: Mrs Bansal

Board: AQA

Syllabus Name: Spanish

Syllabus Number: 8698

Entry Requirement: Level 5 or equivalent and above at the end of Key Stage 3

Course Outline: This is not a course for beginners and prior knowledge of Spanish is essential.

The course is very practical and enables learners to develop language skills in a variety of contexts. The course content covers a range of interesting topics and subtopics within the themes of identity and culture, Local, national, international and global areas of interest, Current and future study and employment.

Throughout the course you will be engaged in developing skills of Reading, Writing, Listening and Speaking in Spanish.

You will also study key points of grammar and structures in order to develop accuracy.

Here are some facts to convince you to learn Spanish:

- 75% of the world's population does not speak English at all.
- On average people who use language in their jobs earn 8% more
- More than 13 million British tourists visit Spain every year
- Europe is the world's largest market
- Still not convinced? Talk to your Spanish teacher!
- "A different language is a different vision of life" (Federico Fellini)

Assessment: All 4 skills are tested and carry equal weightings:

Listening (25%)
Speaking (25%)
Reading (25%)
Writing (25%)

You will sit final exams in listening, reading and speaking. You will be entered either for Foundation Tier or Higher Tier. Throughout the course you will have regular assessments and your progress will be carefully tracked in order to help you achieve your full potential in this exciting course.

Still confused? Speak to your Spanish teacher!

Non EBacc Option Courses

GCSE ART and DESIGN

Course Leader: Mr Benjamin

Board: WJEC

Syllabus Name: Art and Design

Syllabus Number: 4000A

Course Outline You will have the opportunity to work and experiment in many of the following areas of Art and Design. The aim is to develop your imaginative and practical skills and also an understanding of how these skills relate to the world of work.

- Painting and Drawing - This provides a basis for all of your work. It encourages you to observe and raise your skills level in all areas of Art and Design.
- Sculpture - Here you are encouraged to expand your understanding of the technical skills involved in the use of 3D materials such as plaster, card, modroc and wood.
- Printing - Many learners find this a natural extension of the work they do in Painting, Drawing and Graphic Design. This can take the form of screen printing, mono printing and lino printing
- Photography - This is a good support for all areas of study within the department. Digital Photography and Digital Imaging, using the computers, will be used to support studies.
- Contextual Studies - This helps you to understand the work of artists, craftspeople and designers and how their work relates to your own. Visits to Art Galleries are part of your coursework.

Assessment: Assessment contains two parts:
Coursework 60 %
The Timed Test (Exam) 40%

Your Future: Further study at A Level (Years 12\13)
Employment opportunities: Animator, Art Therapist, Curator, Fashion Designer, Illustrator, Graphic Artist, Jewellery Designer, Set Designer, Make-up Artist and Interior Design.

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BTEC FIRST AWARD in BUSINESS

Course Leader: Mr Daws

Board: Edexcel

Syllabus Name: BTEC First Award in Business

Course Outline: Learners studying this course will learn about and understand the world of business and investigate the importance of controlling finance. You will learn how to work in a team and you will carry out research away from, as well as within, the classroom. You will investigate how the functional areas (departments) support and contribute to a businesses' success along with the people in it. You will learn about and research 'real' businesses which will include your Year 10 work experience placement.

The course is based on the completion of **four** assesses units.

The course is equal to 1 GCSE.

Assessment:

Learners will find out about how a business operates, gain an understanding of customer service and find out about the financial aspects of running a business.

Learners will find out about communication skills in the workplace, to understand their own strengths and weaknesses so their ability to run a business is seen and to understand how important people are to making a business do well.

Assessment will be on going throughout the year through assignment work.

The Future:

This is a qualification leading to the equivalent of **one** GCSE. It will prepare learners for further study at BTEC National level or for employment.

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GCSE BUSINESS STUDIES

Course Leader: Mr Daws

Board: Edexcel

Syllabus Name: Business Studies

Course Outline: The GCSE Business Studies course will be linear from 2012, this means that learners will study the course with examinations completed at the end of the academic year.

An introduction to marketing, finance, human resources and operational issues in starting and running a new business. It also covers the skills involved for enterprise and being an entrepreneur.

Learners will learn about the practical problems of building and running a business, topics ranging from motivation, marketing and recruitment are covered. In addition to this, learners will also have an opportunity to visit a real business in the UK.

Assessment: Coursework is worth 25% of overall grade and learners sit two final examinations (Unit 1: Introduction to a Small Business and Unit 3: Building a Business) worth 25% and 50% of their final mark.

Your Future: This is a single GCSE qualification, preparing learners for A level Business courses in Year 12.

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GCSE BUSINESS STUDIES AND ECONOMICS

Course Leader: Mr Daws

Board: Edexcel

Syllabus Name: Business Studies and Economics

Course Outline: The GCSE Business Studies and Economics course will be linear from 2012, this means that learners will study the course with examinations completed at the end of the academic year.

An introduction to marketing, finance, human resources and operational issues in starting and running a new business. It also covers the skills involved for enterprise and being an entrepreneur.

Learners will learn about the practical problems of building and running a business, topics ranging from motivation, marketing and recruitment are covered. In addition to this, learners will investigate economic theories and policies which have an impact on business in the UK.

Assessment: Coursework is worth 25% of overall grade and learners sit two final examinations (Unit 1: Introduction to a Small Business and Unit 3: Business Economics) worth 25% and 50% of their final mark.

Your Future: This is a single GCSE qualification, preparing learners for A level Business and Economics courses in Year 12.

GCSE CLASSICAL CIVILISATIONS

Course Leader: Mr Preda

Board: OCR

Course Outline: The course covers aspects of classical civilisation which have been significant in the development of the modern world and encourages learners to gain an understanding of Greek and/or Roman society and its values and offers a wide choice of topics in the areas of archaeology, art and architecture, history and literature.

The GCSE Classical Civilisation course has been designed for learners who wish to gain a sound knowledge and understanding of the classical world and it is suitable for learners of all abilities regardless of whether they have any prior learning in classical subjects.

The course offers a broad introduction to this fascinating subject for those with no previous knowledge, but the wide choice of available topics allows those with previous experience to build on their knowledge and skills

Examples of topics:

- Athens
- The Olympic Games
- Sparta
- Virgil – Aeneid
- Homer – Odyssey
- Athenian Democracy
- Ovid - Metamorphoses

Assessment: Learning will involve individual, pair, group and class work, utilising discussion, debate, speeches, reading, writing essays and completing past exam papers.

Learning in class will be consolidated and developed through homework and looking at past exam questions and model answers.

Learners will be assessed each term using the National Curriculum levels for Classical Civilisations

Your Future: People who studied classics go into law, medicine, education, science, business, journalism, heritage and the diplomatic service. It's the invaluable skills (commitment, leadership, communication, teamwork) that you will get from this course that will put you in a good position for just about anything.

ENGLISH for SPEAKERS of OTHER LANGUAGES

Course Leader: Miss Holyszko

Board: Edexcel

Course Outline: ESOL Skills for Life qualifications are offered to pre-16 learners. These qualifications provide a fantastic opportunity to recognise achievement of our EAL learners whose language prevents them from achieving at GCSE. Based on the ESOL Adult Curriculum, ESOL qualifications test the functional language skills learners will need for life in the UK at school or college and beyond

Benefits Learners will develop the basic literacy and English language skills that they need to function more fully at school, in everyday life, their local community and at work in the future. Learners can fulfil their potential to become better qualified to use English effectively.

Assessment All assessment is internal and there is no requirement for portfolio work. Testing will be scheduled for each group of learners to ensure they have the maximum opportunity for success. There are 3 units in the ESOL qualification: Speaking and Listening, Writing and Reading. Learners can study and be assessed at different levels for different units, depending on their ability. The levels are as follows:

- Entry 1 (the lowest)
- Entry 2
- Entry 3
- Level 1
- Level 2 (the highest)

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IGCSE ENGLISH as a SECOND LANGUAGE

Course Leader: Miss Holyszko

Exam Board Edexcel

Course Outline: The course targets Year 10 and Year 11 Advanced Bilingual learners who are not yet secure in English to achieve a grade C or above in English.

Assessment: Paper 1 Reading and Writing

Paper 2 Listening

Paper 3 Speaking

There is no controlled coursework. The reading papers require short SATS style or multiple choice answers; the writing papers require SATS length responses only.

Your Future: The Edexcel IGCSE as a Second Language is accepted by universities and employers as proof of ability to understand and communicate in English. Successful candidates have better educational or employment prospects and gain lifelong skills including:

- Better communicative ability in English
- Improved ability to understand a range of social registers and styles
- A greater awareness of the nature of language-learning skills
- A greater international perspective
- A sound foundation for progression to employment or further study including AS and A level GCSE and Cambridge pre U qualifications.

GCSE FOOD and NUTRITION

Course Leader: Mrs Hussain

Board: OCR

Syllabus Name: Food Technology

Syllabus Number: J309

Course Outline: Food Preparation and Nutrition.

Section A—Nutrition

Section B--- Food: food provenance and food choice

Section C--- Cooking and food preparation

Section D--- Skills requirements: preparation and cooking techniques

Assessment: **Food Preparation and Nutrition (J309/01)**

Written examination paper- 100 marks- 50% of total GCSE

Food Investigation Task (J309/02)

Non –examined assessment- 45 marks- 15% of total GCSE

Food Preparation Task (J309/04)

Non-examined assessment- 35% of total GCSE

First exams will be held in 2018.

CERTIFICATE of PERSONAL EFFECTIVENESS (CoPE)

Course Leader: Ms Bowman

Board: ASDAN

Course Outline CoPE is a qualification which recognises the acquisition of skills as a pathway to knowledge rather than the traditional academic approach of exams. Learners can display their knowledge by evidencing a range of completed tasks.

Learners can receive points via 2 levels at Harrow High:

Level 1 – equivalent to GCSE – E/F = 25 points

Level 2 – equivalent to GCSE – B = 45 points

Learners can choose from a range of challenges from 12 modules to achieve 12 credits. This is then presented in a portfolio with evidence. Tasks are practical and learners have a wide range of optional challenges enabling them to achieve success.

This option allows learners to broaden their experience and manage their own learning. It requires working in teams and groups and encourages developing a range of personal and key employability skills.

Learners may cross credit from other subjects. 97% pass rate due to inbuilt moderation requirements.

Assessment: Assessment is through portfolio of work completed in Years 10/11. No examinations, external moderation by ASDAN.

Your Future: CoPE is ideal preparation for college study. This course will develop skills that are transferable and are relevant to the work place, life and further education.

GCSE PHYSICAL EDUCATION

Course Leader: Mrs Kamboj

Board: Edexcel

Syllabus Name: GCSE P.E

**Syllabus
Number:** 1 PE0

**Course
Outline:** This is a subject that will appeal to you if you:

- Have a keen interest in sport and always look forward to PE lessons and take part in sport outside of school.
- Want to develop your knowledge and understanding through practical involvement and want to know more about the benefits of exercise and sport on the body
- Want to improve your performance in a range of sports and develop your ability to analyse and evaluate performance.

You will:

Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance

Understand how the physiological and psychological state affects performance in physical activity and sport

Perform effectively in different physical activities by developing skills and techniques and selecting using tactics, strategies and/or compositional ideas

Develop the ability to analyse and evaluate to improve performance in physical activity and sport

Understand the contribution that physical activity and sport make to health, fitness and well-being.

Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

Assessment:

- The GCSE PE course is assessed over 4 components:
- **Component 1** is assessed through a written examination paper of 1 hour and 45 minutes. **(36% of final grade)**
 - Fitness and body systems
 - Applied anatomy and physiology
 - Movement Analysis
 - Physical training
 - Use of data

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Component 2 is assessed through a written examination paper of 1 hour and 15 minutes. **(24% of final grade)**

- Health and Performance
 - Health, fitness and well being
 - Sport psychology
 - Socio-cultural influences
 - Use of data
- Both exam papers will consist of multiple choice, short answer and extended answer questions.

Component 3 is the practical element of the course which tests learners' skills in a range of practical performances. **(30% of final grade)**

- Practical performance
- Learners are assessed in 3 different physical activities – 1 team activity, 1 individual activity and 1 activity of their choice – either another team or individual activity.

Component 4 is the training programme. This will assess learners' skills in analysing and evaluating performance through a personal exercise programme in order to improve performance in a chosen activity. **(10% of final grade)**

Personal Exercise Programme (PEP)

Your Future

This is the ideal preparation for the AS and A level PE course, but also allows for progression to related vocational qualifications such as BTEC Nationals in Sport or Sport and Exercise Sciences.

The course develops transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the Civil Service.

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GCSE PRODUCT DESIGN

Course Leader: Miss Onyenuchie

Board: WJCE

Syllabus Number J305

Course Outline The GCSE is made up of two mandatory units, one of which is a Controlled Assessment unit and one of which is externally marked.

Candidates who choose this course in Key Stage 4 should have achieved a level 6 and above at the end of Key Stage 3 in Design and Technology.

Assessment Written Paper 1 40%
Controlled Assessment Unit 2 60%.

Your Future The GCE / A level 'Product Design' course provides a suitable foundation for the study of Design and Technology or related areas through a range of higher education courses, learners can progress to the next level of vocational qualifications or direct entry into employment. A course in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

GCSE PSYCHOLOGY

Course Leader: Mrs Corner

Board: Edexcel

Course Outline: The course focuses on the main five areas of psychology: Social, Cognitive, Individual Differences, Biological and Developmental.

You should study psychology if you are interested in yourself and other people. It will help you understand why people behave as they do and teach you how to think scientifically. Psychology is about helping people and you will study treatments and therapies, as well as what psychologists do.

Psychology is the study of mind and behaviour and, through your own experiences you will know something about people and how individuals and groups function.

Unit 1

Topic A – How do we see our world?

This focuses on perception and illusions, drawing on biological and cognitive psychology

Topic B – Is dreaming meaningful?

This topic addressed Freud's dream theory and the theory of activation synthesis.

Unit 2

Topic C – Do TV and video games affect young people's behaviour?

This topic covers the causes of aggression including biological and social learning causes.

Topic D – Why do we have phobias?

This topic considers social learning, conditioning and evolutionary causes of phobias

Topic E – Are criminals born or made?

This considers proposed biological and social causes of criminality

Assessment Unit 1 is worth 40% 60 marks 1hour 15 mins
Unit 2 is worth 60% 90 marks 1hour 45 mins

Includes some multiple choice questions, some short answer questions and some extended writing.

As it's a linear course, you will sit both written examinations in the June series.

Your Future: You can continue on to study psychology at A level
Careers in health and social care, business studies and media studies involve psychology and it is also used in sales, marketing, training and coaching.

GCSE RESISTANT MATERIALS

Course Leader: Ms Quinn

Board: WJEC

Syllabus Name: Resistant Materials Technology

Course Outline: Unit 1 – Written Paper Unit 2 – Controlled Assessment Task

Assessment: Unit 1

Learners will complete a series of mini projects to improve their making skills using various materials such as wood, metal and plastic. Learners will also research various current designers and the products they have produced and marketed.

The basics:

The course is split into two sections.

Section A will have questions specifically about the overarching principles of Design and Technology and the Design Process.

Section B will have questions about the respective focus area.

- It is a 2 hour examination.
- The learners will need extended practice to be able to complete the examination.
- The examination can be taken in year 10 and/or year 11; the best mark being carried forward.

Unit 2

The controlled assessment task will measure the learners design skills of how to design, develop, make and evaluate a product from a project brief (which is given by the exam board).

The basics:

- Learners will complete a 'design and make' task over 30 hours.
- All the work will be completed in school.
- The work is to be done in the controlled work book.
- The controlled assessment workbook is A3 in size.
- Each page will have a comment and mark given by the teacher.
- The work will be moderated each year.

Your Future:

The GCE / A level 'Product Design' course provides a suitable foundation for the study of Design and Technology or a related area through a range of higher education courses, learners can progress to the next level of vocational qualifications or direct entry into employment. A course in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

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GCSE SOCIOLOGY

Course Leader: Mrs Norton

Board: AQA

Syllabus Name: Sociology

- Course Outline:**
- Learners will study core sociological themes of Society, Education and Families, as well as the topics of Crime and Deviance, Mass Media and Social Inequality.
 - Learners will sit two examinations in Summer 2018, each lasting 90 minutes.

Assessment:

- **Unit 1: Studying Society, Education & Families**
- This unit is assessed through a 90 minute exam in Summer 2018.
- **Studying Society:** Learners will be given the opportunity to learn about social structures, including the family, education and stratification systems; social processes, including socialisation, social control and social change and social issues, including the causes and consequences of inequality, and the sources, distribution and exercise of power and authority.
- **Education:** Learners will investigate the structure of the education system, variations in educational achievement in terms of class, gender and ethnicity, internal and external influences on educational achievement and the role of education in British society.
- **Families:** Learners will explore the diverse forms of family present in Britain today, including culturally diverse forms of marriage as a result of migration and changing work patterns. Learners will analyse family roles and power relationships within the family. Learners will describe and explain changing demographic patterns and be able to apply sociological approaches to the family.
- **Unit 2: Crime & Deviance, Mass Media and Social Inequality**
- This unit is assessed through a 90 minute exam in Summer 2018.

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- **Crime and Deviance:** Learners will explore the sociological concepts of crime and deviance, including the ways in which individuals are encouraged to conform to social norms. Learners will also explore the social distribution of crime by class, gender and ethnicity, including an analysis of crime statistics and the effects of crime and deviance on society.
- **Mass Media:** Learners will have the opportunity to learn about the relationship between mass media and society and how this has been affected by new technologies, including its effect on the development of people's political and social views, including their views on stereotyping. Learners will also investigate mass media as a source of power for the individuals and organisations who own and control it.
- **Social Inequality:** Learners will examine social stratification, including unequal distributions of wealth, income, status and power, with a view to evaluating the concepts of meritocracy. We will explore forms of stratification based on class, gender and ethnicity and how these affect life chances and opportunities for individuals and social groups, including an analysis of the cycle of poverty, welfare dependency, long term unemployment and social exclusion.
- A GCSE in Sociology enables learners to develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. Sociology is exciting, interesting and relevant to students' lives. This specification encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills.
- A GCSE in Sociology is useful when applying for a broad range of A-Level courses, such as History, Geography, Criminology, Social Care, Philosophy, Economics, Politics, Psychology, International Relations and, of course, Sociology.

Your Future

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Who do I see for more Information?

Art and Design	Mr Benjamin
Business Studies/ Business & Economics	Mr Daws
BTEC First Award in Business	Mr Daws
Classics	Mr Preda
Computing	Mr Feleppa
CoPE	Ms Bowman
English	Ms Clatworthy
English as a Second Language	Miss Holyszko
ESOL	Miss Holyszko
Food & Nutrition	Mrs Hussain
Geography	Mr Desai
History	Mrs Riani
Italian	Ms Bansal
Mathematics	Ms Ngatia
Physical Education	Mrs Kamboj
Product Design	Miss Onyenuchie
Psychology	Mrs Corner
Religious Studies	Miss Assadi
Resistant Materials	Miss Quinn
Science	Ms Palmer
Sociology	Mrs Norton
Spanish	Ms Bansal