

# KS4 Curriculum

September 2018



Hele's School



# Useful names and contacts

Principal	Miss J Mason
Assistant Principal (Curriculum)	Mrs A Ayres
Examinations Officer	Mrs K Pollard
Careers Information, Advice & Guidance	Mrs V Yeomans
Supportive Education	Mrs T Skinner
Careers South West Group (School Link)	Mrs C Halfyard

Mrs Earnshaw	Christie
Mr White	Weston
Miss McNamara	Drake
Miss Prifti	Reynolds
Mrs Crosley	Scott

## Tutors

C1	Mr J Clarke	W1	Mrs K Blandin-Neaves
C2	Mr P Jenkins	W2	Mr P McCormack
C3	Miss O Smedley	W3	Mr M Cusack
C4	Mrs S Smith	W4	Mr D Lovell
C5	Mr J Stonleigh	W5	Miss S Hammond
C6	Miss S Metters	W6	Miss K Norman
C7	Mrs J Lenden	W7	Miss F Perks
C8	Mr K Randall	W8	Miss E Paviour
D1	Mr J Booth	R1	Mrs L Tetley
D2	Mrs E Pearce	R2	Miss C Hird
D3	Mrs L Warner	R3	Mrs G Stewart /Mr G King
D4	Mr M Kelly	R4	Mr S Addyman
D5	Mrs T Skinner	R5	Mr S Whitehead
D6	Mrs L Bennett	R6	Mr N Norton
D7	Mr W Broad	R7	Mr A Burkey
D8	Mrs S Gray	R8	Mr P Blake
S1	Mr S Cartwright	S5	Miss A Pike
S2	Mrs J Lloyd	S6	Mrs A Greet
S3	Mrs S Aldersley	S7	Mrs S Bensaid
S4	Mrs B Hope	S8	Mrs L Whitfield

Curriculum area	Point of contact
Art	Mr N Norton
Business Studies	Mr A Smith
Computing / ICT	Mrs L Whitfield
Drama	Mr S Jones
Design and Technology	Mrs K Wooding
English Language and English Literature	Mr M Miller
Foundation Learning	Mrs T Skinner
Geography	Mr M Kelly
Health and Social Care	Mrs K Wooding
History	Mrs S Aldersley
Hospitality and Catering	Mrs K Wooding
Mathematics	Mrs E Pearce
Modern Foreign Languages (German, Spanish)	Mrs K Blandin-Neaves
Music	Mr S Cartwright
Personal Development	Mrs S Smith
Personal Finance	Mr A Smith
Physical Education and Sport	Mr M Cusack
Religious Studies	Mrs L Skingle
Science	Mr P McCormack
Travel and Tourism	Mrs K Blandin-Neaves

# Introduction

We aim to provide a personalised Key Stage 4 curriculum with breadth, balance and depth so that students are able to achieve in ways appropriate to their individual strengths and interests. Key Stage 4 covers Years 9, 10 and 11 and it is at this stage that students can start to make choices about which subjects to continue with to GCSE level. Whilst some courses are compulsory others are optional; a combination of compulsory, or core subjects, plus 3 GCSE "Options" make up each individual student's curriculum.

Students currently in Year 8 will be required to remain in education or training until the age of 18; this can include employment with training and so does not mean that students need to remain in school for the whole of this period. Considering future pathways early can mean that staying on until the age of 18 is enjoyable rather than a burden!

Choosing your option subjects is an important process as these courses and the qualifications you will receive at the end of the courses form the passport for entry to further and higher education as well as employment.

This booklet explains the following:

- which subjects are compulsory (core curriculum)
- which subjects are available as optional choices
- what each of the optional courses involves, how they are assessed and where they can lead to in the future
- the English Baccalaureate (E-Bacc) and restricted subject combinations

## Core Curriculum

All students at Hele's School will study the core curriculum, which is compulsory. The subjects which make up the core are:

- English Language
- English Literature
- Maths
- Combined Science (equivalent to 2 GCSEs)
- Personal Development & Religious Education
- Physical Education

Most students will also take Modern Language (French /German) as core, as we believe pupils will develop valuable skills for the future. We make provision for any student who wishes to study their core MFL to GCSE level. Some students will be guided to choose either History or Geography instead of French or German, as core.

## Optional Courses

In addition to the core curriculum all students will study 3 from the following list:

- Art and Design
- Business Studies
- Computing
- Design Technology
- Drama
- Geography

- Health and Social Care
- History
- Hospitality
- ICT
- Music
- Physical Education
- Religious Studies
- Spanish
- Sport
- Travel & Tourism

## The English Baccalaureate (E-Bacc)

The Government introduced the E-Bacc in 2011. This is not a qualification in itself, but is an award given to students who achieve a GCSE “good pass” in all 5 of the following:

- English
- Maths
- a science (including computer science)
- a humanities (either history or geography)
- a foreign language

Our curriculum model does not force all students to take all 5 E-Bacc subjects, but certainly the majority of students do so; all students on the extended pathway as well as anyone considering going into higher education (such as university) is advised to include either history or geography as an option, to meet the requirements of the E-Bacc.

## A balanced curriculum

During Key Stage 4 students will start exploring and applying for their chosen route for years 12 and 13. It is important to keep this in mind when selecting your Key Stage 4 choices. Whilst some students might have made a decision on what career path they would like to follow, this is unusual aged 12/13 and it is likely that the majority are, at this stage, unsure on possible careers.

We would advise all students to choose a broad range of courses to keep as many options open as possible, and to carefully consider taking at least one subject which has an element of internal assessment alongside those which are all examined at the end of Year 11. These subjects are Art & Design, Design Technology, Drama, Health and Social Care, Hospitality, ICT, Music, Physical Education and Travel & Tourism.

Further advice and guidance on careers information is available in school through PD lessons, the careers library and through Mrs Yeomans.

## Are you thinking of studying at university?

It is possible that a choice you make now may impact on the courses you can apply for at university, although this is unlikely. Students should be aware that some university courses will require a particular subject to have been studied at A Level, and many A levels require the subject to have been studied at Key Stage 4.

Universities publish their current entry requirements on line, and they can also be found through the UCAS website, so students may wish to do a little research in this area. The Ebac can be a useful addition to your application for Higher Education.

The Russell Group represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector. They have produced a document called "Informed Choices", and can be useful both for students who have a clear idea of the courses they might like to take and also for those who aim to attend a top university but are currently unsure of their particular focus on study. Many of the subjects recommended in this document are those which form the E-Bacc.

Please note that our curriculum delivers Combined Science GCSE to all students; this does not preclude students from studying individual science subjects at A level, nor from going on to study Medicine, Veterinary Science or Dentistry at Higher Education.

## Choosing courses

When you are choosing your option subjects you need as much information as possible about each course. There is plenty of information in the pages ahead, and more if you look on line. You will be asked to express several preferences for subjects you would like to study over the next three years, and will be allocated courses from your lists of preferences. The school will have the ultimate decision in determining the most appropriate package of courses for you in light of your past and current performance, your commitment to learning and your future plans. There may be some courses that do not recruit sufficiently to run; in this instance an alternative will be allocated in discussion with students and parents.

Do not make choices based on your friends' choices; the teacher you have now in Year 8, or the one you had in Year 7; whether it sounds easy/cool/good; because someone you know took it and really liked it; because it's new and you've never done it before. These are not valid reasons; you really need to be sure of what you are signing up for!

Consider a range of factors such as the assessment pattern (is it examined at the end of Y11, are there any non – examined assessments or internal assessments?); the course content; what it might lead to later in life; skills acquired throughout the course; whether or not you have enjoyed learning about this subject in Years 7 and 8.

## Changing and dropping courses

It is very unlikely that you will be able to change courses once you have started a course in September. Some courses will be full, and others will start on GCSE work very quickly, so moving because you feel you have chosen a course for the wrong reasons and later asking to swap to an alternative is sometimes impossible and often very difficult.

## Important Dates

Feb 6 <sup>th</sup>	Options Fair and Parents' Information evening
Feb 19 <sup>th</sup> - March 9 <sup>th</sup>	1:1 tutor interviews
March 7 <sup>th</sup>	Y8 subject/parents' evening
March 12 <sup>th</sup>	Option Forms issued
March 16 <sup>th</sup>	Deadline for return of Option Forms
April – May	1:1 meetings with Mrs Ayres if necessary
by May 25 <sup>th</sup>	Subject allocations confirmed in writing

# A personalised curriculum

Students are guided onto different pathways, to enable us to structure our curriculum appropriately and meet the needs of different groups of students. We pride ourselves on having a rigorous and broadly academic curriculum at the core of every student's learning and a wide range of Level 2 courses are offered with a variety of assessment models and content.

## Pathway 1

As well as the core curriculum listed above, your son/daughter will have a Modern Foreign Language as part of their core curriculum, and will take a further 3 GCSE option subjects.

In order to fulfil the requirement of the EBacc we recommend that they select at least one of history or geography. In addition, to maintain a balanced curriculum and to spread the assessment load we recommend selecting a subject with some non-examined (internal) assessment. The assessment model is listed for each subject in the following pages.

## Pathway 2

As well as the core curriculum listed above, your son/daughter will choose between their core Modern Foreign Language, or history, or geography as part of their core curriculum, and will take a further 3 GCSE option subjects.

If they wish to fulfil the requirement of the EBacc they would need to select their language as their core option, and also either history or geography as one of the other 3. In addition, to maintain a balanced curriculum and to spread the assessment load we recommend selecting at least one subject with some non-examined (internal) assessment. The assessment model is listed for each subject in the following pages.

## Pathway 3

As well as the core curriculum listed above, your son/daughter will choose between their core Modern Foreign Language if they have studied one at KS3, or history, or geography as part of their core curriculum. They will take a further 2 option subjects and Key Skills.

Key Skills will allow for some additional support in organisation of work, in study skills, and will also provide a small amount of time for completion of work from other subject areas. We will look to accredit units of work by completing some practical qualifications if appropriate.

To maintain a balanced curriculum and to spread the assessment load we recommend selecting *at least* one subject with some non-examined (internal) assessment for the 2 option subjects. The assessment model is listed for each subject in the following pages.



# National Qualification Framework

Several subjects can be studied at different levels. Below is an explanation of the different types of qualification. You can find out if a subject you are interested in has different qualifications by reading the details for that subject.

Qualifications: what the different levels mean	Examples of Qualifications	What they give you
Entry Level	Entry Level Certificates	Basic knowledge and skills Appropriate for students who will find Level 1 courses too challenging.
Level 1	GCSE grades 1 - 4 BTEC vCert/Cambridge National Level 1 Technical Award Level 1	Basic knowledge and skills. Ability to apply learning with guidance or supervision. Maybe linked to job competence.
Level 2	GCSE grades 5 - 9 BTEC vCerts Cambridge Nationals Technical Award Level 2	Good knowledge and understanding of a subject. Ability to perform a variety of tasks with some guidance or supervision. Appropriate for many job roles.
Level 3	AS and A2 levels BTEC Diplomas, Certificates and Awards Cambridge Nationals Technical Level 3	Ability to gain or apply a range of knowledge, skills and understanding, at a detailed level. Appropriate if you plan to go to university, work independently, or (in some cases) supervise and train others in their field of work.

# Questions and Answers

## Why do I have to state my preferences for subjects to study?

For a number of reasons. You will be required to study subjects in a great deal more depth than at Key Stage 3, and there are only so many hours in a school week; there are too many subjects for you to be able to take them all. In addition, not everyone is equally successful at all subjects, so this is an ideal opportunity for you to concentrate more on subjects which are going to be important for you and that you enjoy.

## Why is my choice important?

- You are making a commitment now right through until the end of Year 11, and it is vital that you enjoy what you are doing.
- Your choice now may well make a difference to which courses you can take in Years 12 and 13 and, later, at university, college, or at work.
- Similarly, certain areas of employment may not be open to you if subjects have not been taken at KS4.

## If I don't choose a subject now, can I study it in Post 16 without having passed it at GCSE?

Many subjects, including Drama, Media, Hospitality, Sociology, Business Studies, Travel and Tourism, Health and Social Care, and ICT may all be studied successfully from 'scratch' in Post 16. There will also be a wide range of courses available through the Plym Learning consortium, which will be available to you with no prior experience.

## How many examination subjects will I take?

Most pupils take 9 GCSE or equivalent subjects, although some will be doing more or less depending on whether they opt to study an extra course in twilight (after school or at lunchtime), or whether they have been guided to Pathway 3.

## How many subjects do I choose?

All students must take the core: English, Mathematics, Science, PE, Religious Studies (Philosophy & Ethics) & Personal Development. Most students will also continue with their core MFL (French or German). In addition you will express several preferences from a list of optional subjects, from which you will be allocated three to study until the end of Year 11.

Head of Department : Mr N Norton

# Art and Design

Edexcel 1FAO

## Qualifications

GCSE Drama (Grades 9 - 1)

## Entry Requirements

A keen interest in theatre practices, including acting, stage design, writing for performance and directing for stage and film.

## Which skills and aptitudes do I need for this subject?

Enthusiasm and interest for Drama. A desire to work creatively and collaboratively.

## What is this subject about?

There are 2 elements: Coursework portfolio and Externally Set Assignment (ESA)

Portfolio: This will be a collection of pieces of your work which you will develop over the time of the course. The general principle is that "where you finish" counts and so early work is about developing skills and approaches, often using techniques which will be new. Towards the end of the course you will select what you wish to focus on, with the guidance of your teacher, to create your own project. To support the work that you do you will develop a journal that records the processes you follow.

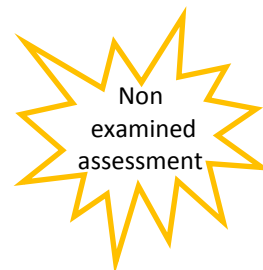
You will explore a range of techniques in both 2D and 3D. These will include painting, printmaking ceramics and sculpture. You will also need to make references to the work of other artists.

## When and how am I assessed?

Coursework portfolio 60%

ESA: this is a starting point given to you by the exam board. You will have 10 weeks in which to prepare and you are expected to develop an idea from the starting point to final outcome.

Externally Set Assignment: 40% (10 week preparation period. 10 hour exam).



## Where could this subject take me in the future?

This course provides access to a range of courses. Many pupils progress to the A level course, however some choose other routeways offered elsewhere.

Many of the skills learnt have application on other courses.

## Who do I need to speak to for more information?

Speak to your Art and Design teacher.

# Art and Design

*"Although challenging, it was a fulfilling experience which allowed us to develop our creative and individual sparks."*

# Business

*"Business is an important part of the world today and therefore Business Studies is a useful subject to do."*

Head of Department : Mr A Smith

## Business

OCR J253

### Qualifications

GCSE Business

### Entry Requirements

A secure grounding in English and Maths



### Which skills and aptitudes do I need for this subject?

You need to possess a genuine interest in business, current affairs and the world around you. It is useful to be practical, methodical, a problem solver and able to work as part of a team as well as independently.

Most importantly you will require a positive attitude, self-motivation and organisation, with a willingness to explore new ideas and an ability to communicate those ideas effectively. These are not only the skills that you will need for the course, but also the skills needed to be successful in business.

### What is this subject about?

The Business GCSE course is varied in content and will cover a number of business topic areas such as marketing, finance, law, production, human resource management and basic economics.

Students explore how business operates and its influence on society. They learn how to solve problems and explore the world of work and gain insight into various possible careers.

The course provides varied and lively opportunities to develop many new skills and to link theory with practice.

Through practical tasks you will learn the basics of how businesses operate and are set up, moving on to learn the role that people play in this process. You will investigate topics such as recruitment and selection, motivation and location of industry as part of your studies.

Through case study work you will learn about how businesses produce goods and services, the importance of finance and how the wider economy influences business.

### When and how am I assessed?

2 x 1 hour 30 minute exam each worth 50% of final GCSE grade

100% Examination

### Where could this subject take me in the future?

Almost every career has some element of business within it, and therefore the career opportunities after studying Business are almost unlimited.

### Who do I need to speak to for more information?

Speak to Mr Smith, Head of Business.



Head of Department : Mrs L Whitfield

# Computer Science

GCSE (Grades 9 - 1)

## Qualifications

GCSE Computing (Grades 9 - 1)

## Entry Requirements

The course will build on the knowledge, understanding and skills established through the Computer Science elements of Key Stage 3 Computing. Students must have at least good commitment to learning and approved by your teacher.

## Skills Required

- Problem solving.
- Communication.
- Independent learning.
- Programming experience.
- Effective team member.
- Mathematical skills relevant to Computer Science.

## Course Outline

The course will be relevant to the modern and changing world of computer science; it is designed to boost computing skills essential for the 21st century. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Computational thinking will be important in helping learners to develop the skills to solve problems and design systems that do so. Students will study cyber security, looking at phishing, malware, firewalls and people as the weak point in secure systems. Students use their programming skills on an independent coding project by solving a real-world problem of their choice.

## Assessment

Module	
Component 1 : Computer Systems	The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. 1 hour 30 minutes written paper.
Component 2: Computational thinking. Algorithms and Programming.	This component is focused on the core theory of computer science and the application of computer science principles. 1 hour 30 minutes written paper.
Component 3: Programming Project (non-exam assessment).	This component is non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.  Programming project: 20 hours of non-exam assessment.

## Progression / Careers Path

The computational skills will be the best preparation for learners who want to go on to study Computer Science at A Level and beyond. The course will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

## Who do I need to speak to for more information?

Speak to your Computing/ICT teacher.

**Computer Science**  
"I enjoyed learning to program  
and using this in my  
controlled assessment."

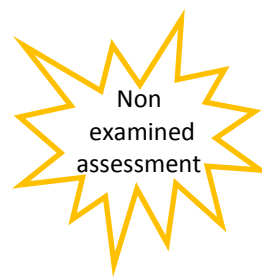
# Design Technology

*"I wanted to do a GCSE that was creative, allowing me to design and make solutions to real problems."*

Head of Department : Mrs K Wooding

## Design Technology

AQA J310



### Qualifications

GCSE (Grades 9 - 1)

### Entry Requirements

If you have enjoyed KS3 Design Technology and shown at least a good commitment to learning, you are creative and inquisitive and you enjoy problem solving then this course is for you.

### Which skills and aptitudes do I need for this subject?

Have you ever wondered what designers actually do? Have you ever wondered how things move or work?

A qualification in Design and Technology will prepare you to become a creative and critical thinker, developing skills to design and deliver prototypes that solve real and relevant problems. You also need to be able to apply mathematical and scientific knowledge, understanding and skills.

### What is this subject about?

This GCSE will help you to understand and appreciate the design and manufacture of existing products, and to be creative in your approach to work, develop sketching ability and use of digital technologies in designing and creating products. You will learn about creative, engineering and manufacturing industries as well as about important issues that affect design in the wider world such as sustainability, global issues and user-centred design.

During the course you will study a wide range of materials; you will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on. You will then develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions. This content reflects the importance of Design & Technology as a pivotal STEM subject.

### When and how am I assessed?

The coursework Design Challenge is a single task that is worth 50% of the qualification. There will be three open and real-world contexts for you to interpret and explore.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is 2 hours.

### Where could this subject take me in the future?

The study of design and technology can lead to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future. You will build and develop your broad knowledge and understanding from KS3. A variety of materials are studied and your skills will be developed through working with the appropriate materials and technologies for the task. This mirrors the world of real design and leads to further specialism at A level through Product Design.

### Who do I need to speak to for more information?

Speak to your Design Technology teacher.

Head of Department : Mr S Jones

# Drama

Edexcel

## Qualifications

GCSE Drama (Grades 9 - 1)

## Entry Requirements

A keen interest in theatre practices, including acting,



## Which skills and aptitudes do I need for this subject?

Enthusiasm and interest for Drama. A desire to work creatively and collaboratively.

## What is this subject about?

### Component 1: Devising

#### Content overview

- Create and develop a devised piece from a stimulus.
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

### Component 2: Performance from Text

#### Content overview

- Students will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

### Component 3: Theatre Makers in Practice

#### Content overview

- Practical exploration of Headlong Theatre Company's "1984".
- Live Theatre Evaluation



## When and how am I assessed?

**Component 1:** Devising - Coursework - 40% of the qualification

**Component 2:** Performance from Text - Coursework - 20% of the qualification

**Component 3:** Theatre Makers in Practice - Written examination: 1 hour 30 minutes - 40% of the qualification

## Where could this subject take me in the future?

A Level Drama and Theatre Studies. The course also complements subjects such as English and Media due to their subject matter. The course covers a wide range of creative industries and develops a student who can speak with confidence, have an excellent ability to deliver and present content to a large audience.

## Who do I need to speak to for more information?

Speak to your Drama teacher.

# Drama

*"Not only does Drama develop confidence and allow individuals to showcase their own ideas, but it also encourages you to work cooperatively with others."*



# Geography

*"I have discovered new cultures, enjoyed things I wouldn't normally and gained a lot of useful knowledge that also really helped in other subjects. I would recommend it to anyone."*

Head of Department : Mr M Kelly

## Geography

AQA Geography 8035

### Qualifications

GCSE (Grades 9 - 1)

### Entry Requirements

At least good commitment to learning in Geography.

### Which skills and aptitudes do I need for this subject?

GCSE geographers should have a keen interest in the study of the world around them. You will be working with maps, photographic and statistical data as well as GIS (geographic information systems) and digital data sources. Fieldwork is an essential element of the course which will mean planning, collecting and interpreting data from your own geographical investigations.

### What is this subject about?

The geography course is all about developing a better understanding of the world we live in. Topics of study are contemporary and relevant and include natural hazards, climate change, poverty, deprivation, global shifts in economic power and the challenge of meeting our needs for food, water and energy supplies. You will be encouraged to understand your role in society, by considering different viewpoints, values and attitudes.

### When and how am I assessed?

The course is divided into 3 units with an exam for each one:

**Living with the physical environment** - natural hazards; river and coastal environments in the UK; tropical rainforest and hot desert ecosystems.

**Challenges in the human environment** - urban issues in the UK and in low income countries; global variations in economic development and quality of life; management of food, water and energy resources.

**Geographical applications** - a critical thinking and problem solving task based on the physical and human themes above and questions focused on two fieldwork investigations completed during the course.

### Where could this subject take me in the future?

Geography provides an excellent knowledge base from which to pursue many careers and post 16 courses. Geography makes use of literacy, numeracy, ICT, presentation and communication skills many aspects of which are required in the workplace.

### Who do I need to speak to for more information?

Speak to your Geography teacher.



Counts towards  
the English  
Baccalaureate





Head of Department : Mrs K Wooding

# Health & Social Care

603/0395/5

## Qualifications

BTEC Level 2 Technical Award in Health and Social Care  
Grades: Pass, Merit, Distinction and Distinction\*

## Entry Requirements

Securing at least a grade 4 in English.

## Which skills and aptitudes do I need for this subject?

You will need to be interested in studying a subject that is relevant to the real world of employment. You may be interested in working in the health care sector (such as nursing, doctor, physiotherapy), social care or education field.

You will need to:

- have good verbal and written communication skills
- be able to meet strict deadlines,
- enjoy researching key topics
- enjoy listening to other peoples viewpoints
- be able to apply theories to real life situations

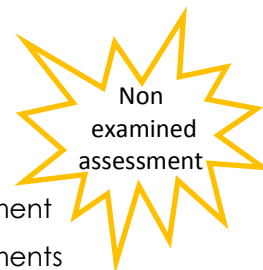
## What is this subject about?

The course has two internally assessed components, and one that's externally assessed.

**Component 1.** Human Lifespan Development.

**Component 2.** Health and Social Care Services and Values.

**Component 3.** Health and wellbeing.



## When and how am I assessed?

**Component 1.** Weighting: 30%. Assessment: internally assessed assignment

**Component 2.** Weighting: 30%. Assessment: internally assessed assignments

**Component 3.** Weighting: 40%

Externally assessed task, in which you will create a health and wellbeing improvement plan for someone based on a brief.

## Where could this subject take me in the future?

Whether you intend to continue into Hele's Post 16 or move to college or training, this BTEC Level 2 Award will give you an excellent foundation for a successful and rewarding career in the Health and Social Care or Early Years Sector. With a BTEC Tech Award in Health and Social Care, you are able to explore, challenge and realize your potential. During the course, you can see whether the industry is one you'd like to be in, where you could go, and gain the knowledge and skills you need to succeed in your next steps. After completing the course, you can continue on to further vocational and academic study at Level 3, as well as apprenticeships and traineeships. What's more, the practical transferable skills you master during your studies such as self-reflection, communication, teamwork and problem solving will also support your progress in the present and the future.

## Who do I need to speak to for more information?

Speak to Mrs Wooding.

# Health & Social Care

# History

Head of Department : Mrs S Aldersley

## History

AQA History (8145)

### Qualifications

GCSE (Grades 9 - 1)

### Entry Requirements

Most important is a desire to learn about the past and a determination to succeed. To be on or above the 'Developing' route in History and English is preferred.

### Which skills and aptitudes do I need for this subject?

History requires a student to have good literacy skills in order to interpret source material and to organise answers clearly. Solid communication skills are necessary to present an effective argument. Numeracy skills are less important, but still useful.

### What is this subject about?

Unit 1: America, 1840 - 1895: Expansion and Consolidation (Period Study)  
Conflict and Tension Between East and West 1945 - 1972 (Wider World Depth Study).

Unit 2: Britain: Health and the People c1000 to the present day (Thematic study)  
Elizabethan England C1568 - 1603 (British Depth Study)

### When and how am I assessed?

**Unit 1: Examination taken at the end of Year 11**

**Unit 2: Examination taken at the end of Year 11**

### Where could this subject take me in the future?

History provides essential skills for students wishing to further their academic studies and for students seeking employment in competitive careers. History students have an understanding of human motivation and the way societies develop.

History students learn how to argue a case from evidence, even if it is a viewpoint they do not agree with at first. In addition, History students learn how to scrutinise sources of information in a way that is intelligent and sceptical. For these reasons, historians are valued especially in the following professions: Journalism, Politics, Business, Teaching, Law, Civil Service.

### Who do I need to speak to for more information?

Speak to your History teacher.



Counts towards  
the English  
Baccalaureate

Head of Department : Mrs K Wooding

# Hospitality & Catering

WJEC 601/7703/2

## Qualifications

Level 2 Award in Hospitality & Catering

## Entry Requirements

Securing at least a grade 4 in English.

## Which skills and aptitudes do I need for this subject?

You will need to be interested in studying a subject that is relevant to the real world of employment. You may be interested in working in the hospitality and catering sector, learning more about nutrition, food safety and how food establishments operate.

You will need to:

- have good verbal and written communication skills
- be able to meet strict deadlines
- enjoy researching key topics
- Be prepared to practice practical skills

## What is this subject about?

The course has two units of study; one which is externally assessed and the other which is internally assessed.

## When and how am I assessed?

### Unit 1: The Hospitality & Catering Industry

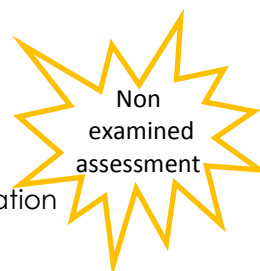
Weighting: 50%

Assessment: externally assessed online examination of 90 minutes duration

### Unit 2 : Hospitality and Catering in Action

Weighting: 50%

Assessment: one piece of work internally assessed through written evidence and practical work to meet a brief issued by the exam board.



## Where could this subject take me in the future?

Whether you intend to continue into Post 16 or move to college or training, this Level 2 Award will give you an excellent foundation for a successful and rewarding career in the Hospitality & Catering industry. It will also provide the foundation required for further study. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotels and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

## Who do I need to speak to for more information?

Speak to your Hospitality teacher.

# Hospitality & Catering

*The career prospects available from the experience in this industry are vast and never-ending.*

Head of Department : Mrs L Whitfield

## Information and Communication Technologies

### Qualifications

Pearson Edexcel Level 2 Certificate in Digital Applications (CiDA)

Is graded A\*, A, B and C.

Is equivalent in level to one GCSE at grades A\* - C.

### Entry Requirements

At least good commitment to learning in Computing/ICT and approved by your teacher.



### Which skills and aptitudes do I need for this ?

- Basic literacy and numeracy
- Ability to work independently
- Aptitude for working with computers

### What is this subject about?

#### Unit 1 Developing Web Products

This unit aims to give you the knowledge and skills you need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features.

You will demonstrate your ability to design, build and test a web product in a practical computer-based examination set by Pearson.

#### Optional topics

Students must complete one of the three optional units.

#### Unit 3 Artwork and Imaging

This unit aims to give you the skills to use the tools and techniques provided by artwork and imaging software to design and create effective graphic products for specified purposes and audiences.

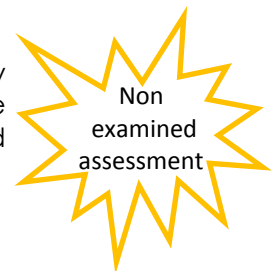
You will demonstrate your ability to create effective images and graphic products through your work on a major project set by Pearson. This will include exhibiting your work and supporting evidence in an e-portfolio.

### When and how am I assessed?

Unit 1 Developing Web Products – 2.5 hours practical computer-based examination

Unit 3 Artwork and Imaging – Summative project

Summative projects are set by Pearson, administered and marked by the centre, and moderated by Pearson. This project brief will require you to create multimedia products for a specified audience and purpose. It should take you approximately 30 hours to complete.



### Who do I need to speak to for more information?

Speak to your Computing teacher.

Head of Department : Mr S Cartwright

# Music

OCR J535

## Qualifications

GCSE Music (Grades 9 - 1)

## Entry Requirements

A love and enthusiasm for music and a desire to improve performing and composing skills.

At least good Commitment to Learning in Music.

## Which skills and aptitudes do I need for this subject?

Students must be able to demonstrate a broad range of performing and composing skills both on their own and in a group. They will develop their performing skills on their chosen instrument and improve their creative skills through composition and harmony. The course will enable students to develop key skills in ICT through the use of computer sequencing and multi track recording of their compositions. They will also need to be able to manage their time and workload and to develop their wider skills of working with others.

## What is this subject about?

### Integrated Portfolio (30%)

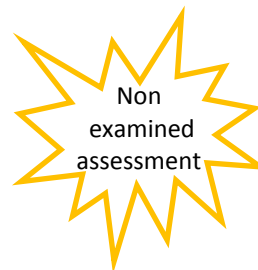
One solo performance, and one composition.

### Practical Component (30%)

One ensemble performance and one composition.

### Listening and appraising (40%)

One hour 30 minutes examination.



## Where could this subject take me in the future?

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A2 level in music, as well as the BTEC National Diplomas (in Music, Popular Music and Music Technology). You may wish to take GCSE music for its own sake, perhaps to form the basis of a future interest.

Alternatively, you may wish to go into a job where it is useful to have had an experience of music, or where you will need to use some of the skills developed during the course. These might include careers in the music industry, publishing, entertainment and teaching, or any job which involves communication and expressive skills.



## Who do I need to speak to for more information?

Speak to your Music teacher.

# Music

*"GCSE Music is a brilliant subject to take even if you don't know much theory. It helps you become more confident and helps you make friends".*



Head of Department : Mr M Cusack

# Physical Education

Exam Board AQA

## Qualifications

GCSE PE (Grades 9 - 1) or BTEC Level 2

## Entry Requirements

At least secure, preferably mastering in the performance strand. Literacy needs to be demonstrated through use of key subject vocabulary and a high quality 'Big Write' personal exercise programme in Year 8/9.

## Which skills and aptitudes do I need for this subject?

Must be attending extra-curricular clubs both inside and outside of school and be strong in both an individual sport and a team sport. Must possess a growth mindset.

## What is this subject about?

Applied anatomy and Physiology. Physical Training. Movement Analysis. Use of Data, Sports Psychology. Socio-Cultural influences. Health. Fitness and Well-being.

## When and how am I assessed?

### Paper 1: The human body and movement in physical activity and 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

- Sport psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Written exam: 1 hour 15 minutes. 30% of GCSE

### Non-exam assessment, Practical performance in physical activity and sport

Practical performance in three different physical activities in a 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).

Assessed by teachers. Moderated by AQA. 40% of GCSE

**An applied BTEC route will be considered for those students for whom it is deemed appropriate, given the scientific nature of the theory exams. We envisage running GCSE groups but if numbers allow we will consider the BTEC course.**

## Where could this subject take me in the future?

GCSE PE is a good prerequisite for A Level PE and Sport, BTEC Level 3 Sport and then leading to higher education degree level Sports Science, Sports Psychology and Physical Education and coaching courses. Physiotherapy Sports Coaching or Sciences, PE Teaching and the Armed Forces would all be career paths that students could follow with GCSE PE.



# Physical Education

*"I am really enjoying PE at GCSE - it has given me an insight into the body and how it all works when we exercise and train properly."*



# Religious Studies (Philosophy and Ethics)

Head of Department : Mrs L Skingle

## Religious Studies (Philosophy and Ethics)

### Qualifications

GCSE Religious Studies, Philosophy and  
Ethics (when taken as an option subject)

### Entry Requirements

A great sense of humour and the desire to work hard.



### Which skills and aptitudes do I need for this subject?

An open-mind where you want to be challenged in different ways, excellent thinking skills and the ability to debate in a logical and assertive way.

### What is this subject about?

All students take core RS for one hour a week which is not examined. Students are encouraged to discuss contemporary and controversial issue and learn a toolkit to dialogue with others in our diverse society. This includes looking at perspectives from humanism and atheism and applying them to highly ethical dilemmas.

Students can opt to take the GCSE full course which includes the following units:

#### **Component 1: Religious, Philosophical and Ethical Studies in the Modern World (including atheism and humanism):**

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

#### **Component 2: Study of Christianity (Beliefs, Teachings and Practices**

#### **Component 3: Study of Buddhism (Beliefs, Teachings and Practices)**

Religious Studies and Philosophy at Hele's is designed to challenge every student. The curriculum focuses on issues that are directly relevant to everyday life and are the subject of much debate in the news. This is a very contemporary and vibrant subject which gives students the platform to ask challenging questions about the wider world in which they live. The GCSE course at all levels considers philosophical and ethical questions.

### When and how am I assessed?

3 x examinations

Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50%) (2 hrs)

Component 2: Academic Study of Western Philosophy (25%) (1 hr)

Component 3: Academic Study of Eastern Philosophy(25%) (1 hr)

### Where could this subject take me in the future?

Religious Studies, Philosophy and Ethics is as useful to those students considering further education as it is to students entering employment. The qualification is highly regarded by universities and employers because of its underlying skills base. The skills of empathy, evaluation, forming a coherent argument, critical analysis and debate are applicable across a wide range of professions. It is an excellent preparation for a career in law, medicine, midwifery, business, international diplomacy, social work, banking, armed forces, public relations, publishing, journalism, retail, librarian, counselling, marketing, consulting, civil service, teaching, media, retail and accountancy (to name just a few!).

### Who do I need to speak to for more information?

Speak to your Religious Studies teacher.

Head of Department : Mrs K Blandin-Neaves

# Spanish

Exam Board AQA 8698

## Qualifications

GCSE Spanish (Grades 9 - 11)

## Entry Requirements

Able linguists, must be securing or mastering in French/German

## Which skills and aptitudes do I need for this subject?

Understand and provide information and opinions about particular themes relating to your own experiences and those of other people, including people in countries where the Target Language is spoken.

## What is this subject about?

GCSE Spanish helps students develop their Spanish language skills and gives students a broad understanding of culture in Spanish speaking countries.

The course encourages a love of language learning and allows students to take their place in our multi-lingual world.

The course allows students to study a wide variety of topics that are relevant to today, such as; technology, free time activities, customs and festivals, social issues, travel and tourism, global issues and education.

GCSE Spanish will develop listening, reading, speaking, translation and writing skills.

Our aim is to enable students to develop their language skills to their full potential and to equip them with the knowledge and confidence to communicate in a variety of contexts.

Listening - Examination 25%

Speaking - Examination 25%

Reading - Examination 25%

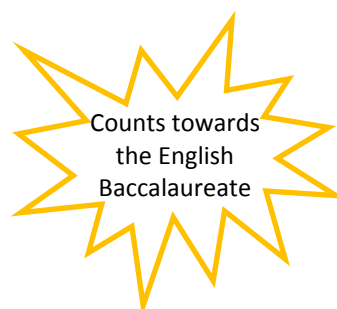
Writing - Examination 25%

## Where could this subject take me in the future?

Students who take 2 languages at GCSE are well placed for many competitive jobs in the future.

## Who do I need to speak to for more information?

Speak to your Languages teacher.



*"Lessons are well-planned and carefully structured to give you the skills you need to build up your Spanish. You have to make sure you keep up to date with homework and put the extra effort in to learn your work well".*



Head of Department : Mr M Cusack

## Sport (BTEC First Sport) Qualifications

Level 1/2 First Award in Sport

### Entry Requirements

Students should be members of extra-curricular school sports clubs and/or outside sports clubs. Students also need to have competency in ICT and English.

### Which skills and aptitudes do I need for this subject?

A great mindset and a willingness to engage in both practical and theory lessons.

### What is this subject about?

This course is designed for learners aged 14 - 16 who have an interest in sport and wish to learn about the industry, the technical skills and theory associated with practical player performance, alongside developing practical skills and aptitude within coaching and officiating or organising sports events/activities.

### When and how am I assessed?

There will be 4 units, one of which is examined externally. The other three units are assessed internally.

- Units might include:
- Fitness for Sport and Exercise
- Practical Sports Performance
- The Mind and Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities



Evidence for assessment can be generated through a range of activities, including workplace assessment, role play, practical performance and verbal presentations.

### Where could this subject take me in the future?

This course will also offer a progressive route through to Technical Certificates, Tech Levels, BTEC Level 3 National diplomas and A Levels.

### Who do I need to speak to for more information?

Speak to your Sports teacher.



Head of Department : Mrs K Blandin-Neaves

# Travel & Tourism

## Qualifications

BTEC Level 1/2

## Entry Requirements

An excellent commitment to learning and a genuine interest in the industry.

## Which skills and aptitudes do I need for this subject?

Be self motivated, driven to succeed, an independent learner, have a passion for the subject and have good extended writing skills.

## What is this subject about?

This qualification has been developed to provide an engaging and stimulating introduction to the travel and tourism industry. It includes two core units that form the fundamental knowledge and understanding of the travel and tourism sector, followed by a selection of four optional specialist units from which a further two are chosen.

The core units are:

- Unit 1: The UK Travel and Tourism Sector
- Unit 2: UK Travel and Tourism Destinations

The optional units, selected by the class teacher are:

- Unit 3: The Development of Travel and Tourism in the UK
- Unit 4: International Travel and Tourism Destinations
- Unit 5: Factors Affecting Worldwide Travel and Tourism
- Unit 6: The Travel and Tourism Customer Experience

## When and how am I assessed?

75% internal assessment throughout Y9, 10 and 11.

25% external assessment in Y11. 1 hour written exam.



## Where could this subject take me in the future?

Travel & Tourism students can go on to study the subject in further education. This subject gives students experience to be able to work within the industry and build their career prospects.

Many Travel & Tourism students go on to have very successful careers in marketing, hospitality and management.

## Who do I need to speak to for more information?

Speak to Mrs Blandin-Neaves for more information on the subject.

# Travel & Tourism



**Principal: Justine Mason**

**Assistant Principal (Curriculum):** Andrea Ayres

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