



Hinchingbrooke School

Key Stage 4 Course Information Booklet 2026-29

Contents Page

Introduction.....	Page 3
Key Dates.....	Page 4
How does the Process Work?.....	Page 5
How Should You Choose Which Courses to Take?.....	Page 6
Frequently Asked Questions	Pages 7 - 8
Year 9 Course Pathways Map.....	Page 9
Subject Information.....	Pages 10 - 36
English Language	Page 10
English Literature	Page 11
French.....	Page 12
Mathematics.....	Page 13
PSHCE	Page 14
Religion, Philosophy and Ethics.....	Page 15
Science: Combined	Page 16
Science: Triple	Page 17
Spanish	Page 18
Additional English and Mathematics.....	Page 19
Personal Development Programme	Page 20
Art & Design: Creative Textiles.....	Page 21
Art & Design: Fine Art.....	Page 22
Art Design Practice	Page 23
Astronomy	Page 24
Computer Science	Page 25
Design Technology	Page 26
Geography	Page 27
History	Page 28
Hospitality and Catering.....	Page 29
Life and Living Skills	Page 30
Media Studies	Page 31
Music	Page 32
PE GCSE	Page 33
Performing Arts: Dance	Page 34
Performing Arts: Drama	Page 35
Sports Studies.....	Page 36
Careers: Information, Advice and Guidance	Pages 37 - 39

Introduction

This booklet is a key part of the Key Stage 4 Course Choices (Options) process at Hinchbrook. The deadline for returning choice forms will be **Monday 16th March** (see the “Key dates” section later in this booklet).

Why do we make our course choices in Year 8?

Undertaking this process in Year 8 provides students with a three-year Key Stage 4 in all the non-core subjects. This means students have an extra year of learning time for their GCSEs and other Key Stage 4 qualifications that they study. More learning time provides the opportunity for topics to be studied in greater depth, and regular opportunity for review and consolidation of learning too; hopefully, this leads to better outcomes for students at the end of their GCSE and other courses.

What are “Pathways” and why do we use them?

A “Pathway” is a group of Key Stage 4 subjects that includes subjects that must be studied (such as English and Mathematics) and subjects from which students can choose (Art, Music and so on).

We use **Pathways** to guide our students towards studying an ambitious, broad, and balanced curriculum at Key Stage 4. We allocate each Year 8 student to a Pathway based on the data we have about their learning and progress in different subjects over time. In addition to providing everyone with a strong curriculum, we believe the Pathways support students to make good choices from the range of options available; most options are available in each Pathway.

Core and Optional Subjects

The Government expects all secondary schools in England to offer a broad and balanced curriculum to all young people at Key Stage 4, because it is their view that this provides the best foundation for further study, apprenticeship, and work. Our core curriculum of English, Mathematics, Science, Spanish/French and a Humanity (which is a student choice of History or Geography) provides the basis of a broad and balanced curriculum. Students are then able to opt for other subjects to suit their interests and passions, for example Dance, Art and Music.

When GCSEs and other qualifications were revised, and one of the key changes made at that time was to significantly reduce the amount of coursework that students do in most subjects, with a far greater emphasis instead on final exams. With that in mind, we encourage students to consider taking a creative or vocational (vocational is defined here as meaning not a GCSE, but rather a BTEC or a Cambridge National qualification) option. For these courses, there are fewer examinations to sit and most still include an element of coursework. A bonus is that the exams are often not in the summer season, which reduces the pressure at that time. Vocational and creative subject courses are just as academically challenging as GCSEs and are viewed as such by schools, colleges, and universities.

Please do not hesitate to ask a question at any time during this process. We are here to help.

Andy Hunter
Principal

Key Dates

- 15th January..... Key Stage 4 Course Choices launch assembly
- 19th – 23rd January..... Tutorial Programme – Your Choices and Your Future
- 26th January – 13th February Taster lessons
- 26th February..... Assembly 2
- 26th February..... Booklets and Pathway information issued to students
- 26th February..... Booklets available online
- 26th February – 12th March Opportunity for 1-1 guidance interviews
- 12th March..... Year 8 parents’ evening
- 16th March.....Deadline for returning option choice forms**
- 22nd May Confirmation letters sent home
- October Key Stage 4 Course Choice change window

How Does the Process Work?

Your child will receive support from a range of sources to ensure that they feel able to make informed decisions about their course choices. As you can see from the key dates, there is a tutorial careers programme, two assemblies, a chance to experience a mini taster lesson in some of the new subjects as well as the opportunity to have an interview with a senior member of staff to discuss their thoughts.

Students will be told what Pathway they are on. This decision has been made by considering a combination of the data we have about both their potential and their current achievement, together with any recommendations from both subject teachers and form tutors. It is important that the Pathways are recognised as the school's professional judgement.

If your child wants to study a specific subject which is not available on the Pathway allocated, then they should contact the Head of Department to discuss this further (see Subject Information pages for contact details). With Head of Department agreement, students can then opt for these courses.

Compulsory (Core) Subjects

All students need to study the following core subjects:

- ✓ English Language
- ✓ English Literature
- ✓ Mathematics
- ✓ French/Spanish/ASDAN Personal Development Programme*
- ✓ Science (Combined or Triple - depending on Pathway)
- ✓ Religion, Philosophy, and Ethics (RPE)
- ✓ Core PE (non-examined)
- ✓ Personal, Social, Health and Citizenship Education (PSHCE)

** Students will continue with the language they have studied in Years 7 and 8.*

ASDAN is a flexible qualification which develops skills for learning, work and life and is for students who have not studied a language at Key Stage 3.

Restrictions

Students on all Pathways have some restricted subject choices (preferences) as follows:

Purple Pathway	Additional English and Mathematics
Orange Pathway	History or Geography
Blue Pathway	History or Geography
Green Pathway	History or Geography and Triple Science

For preferences, students select the subject they would prefer to study from the selection offered.


Students are reminded that they can only choose **ONE** Art subject.

Students are also reminded that they can take both History **AND** Geography, one as a preference and one as an option.

Where there is both a vocational and a GCSE choice in a subject, they can only choose one of these (e.g., GCSE PE **OR** CNAT Sports Studies).

How Should You Choose Which Courses to Take?

Course Choices

Students will make one or two free course choices from the selection for their Pathway. The coloured dots  in the bars show the option Pathways for which the subject is available. We recommend that one of these is either a vocational or creative subject, to maintain a broad balance of subjects and to reduce stress in the final summer examination period. The Pathways Map on page 9 indicates how many free option choices each Pathway has and gives a list of subjects from which to choose.



Students, you need to:

- Read through this booklet carefully
- Talk to your subject teachers
- Talk to your parents/carers.

The deadline for making your course choices is 10 am on Monday 16th March.

This year course choices will be made using a paper form which each student will receive along with a paper copy of this booklet. If you need another form for any reason, please contact coursechoices@hbk.acesmat.uk

We always do our very best to give as many students as possible their first choices and typically manage to do this for over 97% of students. This, however, cannot be guaranteed as the numbers choosing a particular course and the level of staffing available must be taken into consideration. Any student who does not get their first choice will be spoken to, but it is important to understand that you must give due consideration to your reserve course on your choices form, as these will be used if we cannot give you your first choice.

 Choices SHOULD be based on	Choices should NOT be based on 
<ul style="list-style-type: none">• Subjects you enjoy currently• Subjects in which you are doing well• Keeping courses broad and balanced (not all similar subjects)• Considering the content of the KS4 course to see if it is something you would like to study• Considering how you will be assessed in a subject. For example, you may wish to choose a subject that has a coursework element.	<ul style="list-style-type: none">• A teacher you currently have and like (There are no guarantees you will get that teacher next year)• Subjects your friends are choosing. (There are no guarantees you will be in the same group or enjoy the same subjects)• A subject you think you need for the future, but do not particularly enjoy (You may change your mind many times about future careers)• What your parents/carers want you to take – although do consider your parents' advice!• Choosing a subject just because it's new. Try it out in the mini taster lessons or speak to the Head of Department to get a real feel for what it involves.

Frequently Asked Questions (FAQ)

Why do you recommend students take a creative or vocational course?

GCSE courses generally have their exams at the end of the course. Creative and vocational courses allow students the chance to spread out their assessments across the three years and reduce pressure at the end of the course. If a student would prefer not to take a creative or vocational course as one of their options, then that is fine.

Can I take both History and Geography?

Yes. Students must either take History or Geography as part of the balanced core curriculum. If students would like to take both subjects, then that is fine. Just select the second subject as one of the free course choices.

Can I study two languages?

If you wish to take both French and Spanish then this is possible with agreement from the Head of Department, Mrs Roberts at aroberts@hbk.acesmat.uk

What is Triple Science?

All students are required to study Combined Science as part of their core curriculum. This awards a double grade GCSE, for example, a 6-5. Combined Science is a combination of Physics, Chemistry and Biology. In Triple Science (also known as Single Sciences), students take three separate GCSEs in Physics, Chemistry and Biology and receive individual grades for each subject.

I am on the Green Pathway; do I have to take Triple Science?

We strongly recommend Triple Science as a subject for students on this Pathway as they have the mathematical skills and understanding to excel in this area. The analytical and problem-solving skills developed in Triple Science are useful in a wide range of careers. Should a student on the Green Pathway wish to look at swapping this for another subject then they should email coursechoices@hbk.acesmat.uk and request a guidance interview.

Do I have to take a Modern Foreign Language?

In line with government expectations of a broad and balanced curriculum we include a Modern Foreign Language as part of our core curriculum, and it is compulsory for most of our students. Students who have not studied a Modern Foreign Language at Key Stage 3, or who require additional support in Mathematics and English will follow the Pathway where this is not required. A study by the UCL Institute of Education shows that studying our core range of subjects have greater opportunities in further education and increases the likelihood that they will stay on in full-time education. Sutton Trust research reveals that studying our core curriculum subjects can help improve a young person's performance in English and Mathematics. French and Spanish form part of our core curriculum and cannot be changed.

What does English Language and Literature mean?

All students study English as part of their core curriculum. English consists of two separate GCSEs with separate grades; these are English Language and English Literature.

When thinking about options, where can I go to get further help about careers for my child?

All students have an account with Unifrog. Please see pages 37-39 (Careers section) for further information.

Why are Computer Science, Triple Science and Astronomy not available in all Pathways?

These subjects require the ability to understand and apply more complex Mathematics as part of their content, including algebra, geometry, and trigonometry. Students who find Mathematics more challenging tend not to achieve their full potential in these subjects. Should a student wish to take one of these subjects and it is not on their Pathway, then they will need to contact the Head of Department to discuss this (contact details are shown on the Subject Information pages). With the Head of Department agreement, students can opt for these courses.

I would like to study ASDAN or take Additional English and Mathematics – can I do this?

ASDAN is our alternative qualification for students who have not taken French or Spanish as part of their Key Stage 3 curriculum. Please email coursechoices@hbk.acesmat.uk if you would like to be considered for this course and you are on a different Pathway. Additional English and Mathematics provides students with 1 extra Mathematics and English lesson each week to build confidence and success in these core subjects. If you would like to be considered to join one of these groups, please discuss this with the Heads of Department in English and Mathematics in the first instance and then email your request to coursechoices@hbk.acesmat.uk

Why do I need to choose a reserve?

There are several reasons for this. Courses are offered subject to sufficient uptake (typically a minimum of 10 students) and availability of staffing (the number of groups for a subject is limited by the availability of staff). Options are all taught in blocks, with all lessons in each block taught at the same time. This means that there is a limit to the number of subject combinations which can be offered. After students make their choices, the subjects are grouped together to maximise the number of students gaining their preferred courses. However, this is not always possible and each year a small number of students will need to use their reserve choice (this typically affects 10 students).

What happens if I change my mind?

We hope that the information provided will allow you to make suitable choices. However, we recognise that things can change. We offer an opportunity in October of Year 9 for students to apply to change courses. Changes will be subject to group capacity, option Pathway and timetabling. For example, if you decide that BTEC Dance is not for you, then you would be able to swap it for DT or Catering. If you decide that History is not for you, then your swap would be limited to Geography as this is a preference (unless you are already taking Geography of course). From November of Year 9, course choices are fixed and cannot be changed.

Will I keep the same English, Mathematics and Science groups?

This is very unlikely; in Year 8 these subjects are taught in 3 blocks and mainly in mixed ability groups. In Year 9, these subjects are taught in 2 blocks. This means that all students will be in lessons with different members of the year group than in Year 8. In addition, English, RPE, French/Spanish, and Science groups are set from Year 9 onwards and are no longer taught in the same classes, so all students will be in different classes with different students from Year 8.

Will I keep the same form group?

Yes, you will keep the same form group no matter how your lessons are organised.

Who do I contact if I have any general queries?

Email the team at coursechoices@hbk.acesmat.uk and someone will get back to you within 48 hours.

Year 9 Courses – Pathways Map

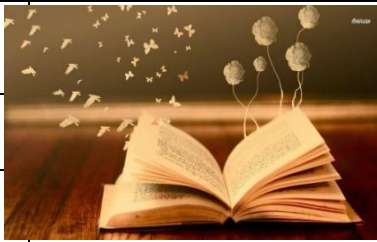
	Purple Pathway	Orange Pathway	Blue Pathway	Green Pathway
Core Curriculum	English Language and Literature Mathematics Combined Science ASDAN RPE PSHCE Core PE	English Language and Literature Mathematics Combined Science Spanish/French* RPE PSHCE Core PE	English Language and Literature Mathematics Combined Science Spanish/French* RPE PSHCE Core PE	English Language and Literature Mathematics Triple Science Spanish/French* RPE PSHCE Core PE
Preference	Additional English and Mathematics	History OR Geography	History OR Geography	History OR Geography
Option Course 1	<i>Choose from the list below</i>	<i>Choose from the list below</i>	<i>Choose from the list below</i>	<i>Choose from the list below</i>
Option Course 2	<i>Choose from the list below</i>	<i>Choose from the list below</i>	<i>Choose from the list below</i>	<i>Choose from the list below</i>
Course Choices	<p>Pick 2 Courses from this box</p> <ul style="list-style-type: none"> GCSE Art Creative Textiles OR Fine Art OR Design Practice GCSE Design Technology GCSE Geography GCSE History WJEC Hospitality and Catering GCSE Media Studies BTEC Performing Arts - Dance BTEC Performing Arts - Drama CNAT Sports Studies Life and Living Skills 	<p>Pick 2 Courses from this box</p> <ul style="list-style-type: none"> GCSE Art Creative Textiles OR Fine Art OR Design Practice GCSE Design Technology GCSE Geography (if not chosen above) GCSE History (if not chosen above) WJEC Hospitality and Catering GCSE Media Studies GCSE Music CNAT Sports Studies OR GCSE PE BTEC Performing Arts - Dance BTEC Performing Arts - Drama 	<p>Pick 2 Courses from this box</p> <ul style="list-style-type: none"> GCSE Art Creative Textiles OR Fine Art OR Design Practice GCSE Astronomy GCSE Computer Science GCSE Design Technology GCSE Geography (if not chosen above) GCSE History (if not chosen above) WJEC Hospitality and Catering GCSE Media Studies GCSE Music CNAT Sports Studies OR GCSE PE BTEC Performing Arts - Dance BTEC Performing Arts - Drama GCSE Triple Science 	<p>Pick 1 Course from this box</p> <ul style="list-style-type: none"> GCSE Art Creative Textiles OR Fine Art OR Design Practice GCSE Astronomy GCSE Computer Science GCSE Design Technology GCSE Geography (if not chosen above) GCSE History (if not chosen above) WJEC Hospitality and Catering GCSE Media Studies GCSE Music CNAT Sports Studies OR GCSE PE BTEC Performing Arts - Dance BTEC Performing Arts - Drama
Recommended	a vocational/practical subject			

* This will be the language currently studied unless agreed by the Head of MFL



Subject	English Language				
Exam Board	AQA				
Qualification	GCSE				
Course Description	<p>Paper 1: Explorations in Creative Reading and Writing</p> <p>What's assessed? Section A: Reading <ul style="list-style-type: none"> One literature fiction text Section B: Writing <ul style="list-style-type: none"> Descriptive or narrative writing </p> <p>Assessed <ul style="list-style-type: none"> Written exam 1 hour 45 minutes 80 marks 50% of GCSE </p> <p>Questions Reading (40 marks – 25%) One single text <ul style="list-style-type: none"> 1 short form question (4 marks) 2 longer form questions (16 marks) 1 extended question (20 marks) Writing (40 marks – 25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>	+	<p>Paper 2: Writer's Viewpoint and Perspectives</p> <p>What's assessed? Section A: Reading <ul style="list-style-type: none"> One non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none"> Writing to present a viewpoint </p> <p>Assessed <ul style="list-style-type: none"> Written exam 1 hour 45 minutes 80 marks 50% of GCSE </p> <p>Questions Reading (40 marks – 25%) Two linked texts <ul style="list-style-type: none"> 1 short for question (4 marks) 2 longer form questions (16 marks) 1 extended question (20 marks) Writing (40 marks – 25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>	+	<p>Non-examination Assessment: Spoken Language</p> <p>What's assessed? (AO7 – AO9) <ul style="list-style-type: none"> Presenting Responding to questions and feedback Use of standard English </p> <p>Assessed <ul style="list-style-type: none"> Teacher set throughout course Marked by teacher Compulsory unit </p>
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	100% of the course is exam based Paper 1 is worth 50% of the GCSE Paper 2 is worth 50% of the GCSE Spoken language component will require students to present on a topic of their choice and will be awarded a grade of a Pass, Merit or Distinction.				
Staff to Contact	Miss S Spikesley, Head of English - sspikesley@hbk.acesmat.uk				
Skills and Qualities	Courses based on this specification will develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will also engage students in a creative text and inspire them to write creatively.				
Further Education	English Language can be taken as an A-Level at our Sixth Form Centre.				
Careers	The study of English Language will enable you to enter a whole host of careers such as: Marketing, Journalism, Teaching, Academia, Web Content Manager and much more. Visit the following website for further information on how to further your careers: https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english				

COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAYS: 

Subject	English Literature		
Exam Board	AQA		
Qualification	GCSE		
Course Description	<p>Paper 1: Shakespeare and the 19th century novel</p> <p>What's assessed?</p> <ul style="list-style-type: none"> • Shakespeare • The 19th century novel <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE <p>Questions</p> <p>Section A: Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B: The 19th century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	+	<p>Paper 2: Modern texts and poetry</p> <p>What's assessed?</p> <ul style="list-style-type: none"> • Modern texts • Poetry • Unseen poetry <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE <p>Questions</p> <p>Section A: Modern Texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B: Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C: Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>100% of the course is exam based</p> <p>Paper 1 is worth 40% of the GCSE</p> <p>Paper 2 is worth 60% of the GCSE</p>		
Staff to Contact	Miss S Spikesley, Head of English - sspikesley@hbk.acesmat.uk		
Skills and Qualities	<p>Courses based on this specification will encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature will encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.</p>		
Further Education	English Literature can be taken as an A-Level at our Sixth Form Centre.		
Careers	<p>The study of English Literature will enable you to enter a whole host of careers such as: Marketing, Journalism, Teaching, Academia, Web Content Manager and much more. Visit the following website for further information on how to further your careers: https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english</p>		

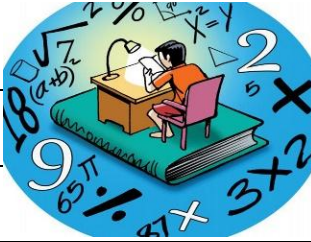
COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAYS:



Subject	French (for those currently studying this language)			
Exam Board	AQA http://www.aqa.org.uk/subjects/languages/gcse/french-8658			
Qualification	GCSE			
Course Description	<p>The main aims of the course for our students are:</p> <ul style="list-style-type: none"> To deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts To listen to and understand clearly articulated standard speech at near normal speed To express and develop ideas and thoughts spontaneously and fluently To acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written materials To develop awareness and understanding of the culture and identity of the countries and communities where French is spoken To make links to other areas of the curriculum to enable deeper learning To become passionate about the benefits that learning a language can bring. French is a GCSE subject students should enjoy as well as find rewarding To develop language learning skills both for immediate use and prepare them for further study in school, higher education or improvement To develop language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence, conveying language with a high degree of accuracy To learn a skill for life To develop language strategies, including repair strategies. <p>Students are required to study the following themes:</p> <p>Theme 1: People and Lifestyle</p> <p>Theme 2: Popular Culture</p> <p>Theme 3: Communication and the World Around Us</p>			
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	Unit	Name	%	Assessment
	Unit 1	Paper 1: LISTENING	25%	35 minutes (Foundation) 45 minutes (Higher)
	Unit 2	Paper 2: SPEAKING	25%	7-9 minutes (Foundation) 10-12 minutes (Higher) Non exam assessment
	Unit 3	Paper 3: READING	25%	45 minutes (Foundation) 60 minutes (Higher)
	Unit 4	Paper 4: WRITING	25%	70 minutes (Foundation) 75 minutes (Higher)
Staff to Contact	Mrs A Roberts, Head of Modern Foreign Languages - aroberts@hbk.acesmat.uk			
Skills and Qualities	<ul style="list-style-type: none"> To stimulate and develop an interest in other cultures To develop your communication skills To develop essential study skills such as identifying patterns, deducing rules, training your memory and developing creativity. 			
Further Education	French can be taken at A-Level in our Sixth Form here at Hinchbrooke. Our subject can be combined with any other subject when studying at KS5 and combinations are available at university, for example French and Law giving students the advantage of seeking employment beyond the UK. Knowledge of a foreign language is now recognised as an asset by a number of universities.			
Careers	Lawyer, Banker, Civil Service, Foreign Office, Journalist, Translator, Interpreter, Teacher, Fashion, Doctor...to name but a few.			









COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAYS:  (if language currently studied)

Subject	Mathematics	
Exam Board	AQA	
Qualification	GCSE	
Course Description	<p>The Mathematics syllabus is now divided into 6 strands which are covered in the approximate ratios below for the 2 tiers of entry – Higher and Foundation. There is also a heavy emphasis on problem solving as opposed to recall or simple skills.</p> <p>Foundation is split into:</p> <ul style="list-style-type: none"> • 25% Number, 20% Algebra, 25% Ratio and Proportion, 15% Geometry and 15% Statistics and Probability. <p>Higher is split into:</p> <ul style="list-style-type: none"> • 15% Number, 30% Algebra, 20% Ratio and Proportion, 20% Geometry and 15% Statistics and Probability. 	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Performance in 3 papers makes up 100 % of the GCSE grade. Each paper is 1 hour 30 minutes long. There are two tiers of entry: Higher and Foundation</p> <ul style="list-style-type: none"> • Higher – Grades 4 to 9 can be achieved • Foundation – Grades 1 to 5 can be achieved. 	
Staff to Contact	Mr M Boyle, Head of Mathematics - mboyle@hbk.acesmat.uk	
Skills and Qualities	Problem solving and real-life application have become a much larger part of the syllabus and so it is important that all students have mastered the core mathematical skills such as written arithmetic, fractions, decimals, percentages and proportionality.	
Further Education	Mathematics can be studied at A-Level at two levels. Mathematics (single A-Level) and Further Mathematics (Double A-Level). Both courses build on GCSE material and a GCSE grade 7 or 8 is required respectively. Mathematics is also required for a number of other subjects at A-Level, such as Physics, Biology, Chemistry, Computer Science and Economics.	
Careers	Mathematics is a core requirement and is very important on most employment applications. Specifically, it is also a fundamental requirement for roles in Engineering, Business, Finance, Science, and all of the Armed Forces. More information can be found at www.mathscareers.org.uk	


COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAYS: 

Subject	<p align="center">Personal, Social, Health and Citizenship Education</p> 
---------	---

Course Description	<p>Lessons are timetabled once per fortnight for all students in Years 7-13 and are taught either by their Head of Year or the PSHCE Co-ordinator. This is not an examined course and is part of the core curriculum at Hinchbrooke.</p> <p>Students have work booklets to record their learning and to reflect on their own learning with a self-evaluation.</p> <p>The academic year is divided into six topic areas, one per half term: the curriculum within these topics is planned to meet the changing needs of students as they move through the school.</p> <p>This is the topic overview:</p> <p align="center">PSHCE: <i>Personal, Social, Health and Citizenship Education</i></p> <table border="1" data-bbox="316 734 1316 1355"> <thead> <tr> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>Respect and Community - Hinchbrooke Induction</td> <td>Respect and Community - British Values: democracy</td> <td>Respect and Community - British Values: Youth Justice</td> <td>Careers – work experience</td> <td>Health and Wellbeing - mental wellness</td> </tr> <tr> <td>Relationships - Friends and family</td> <td>Relationships – diversity</td> <td>Personal safety – managing risks</td> <td>Respect and Community - British Values: Human Rights</td> <td>Careers – post-16 applications (Plus support for mocks)</td> </tr> <tr> <td>Health and Wellbeing - Feeling positive</td> <td>Careers - option choices - consumer rights</td> <td>Relationships – safety in relationships</td> <td>Relationships – behaviour, consent and risk</td> <td>Relationships – Family Life</td> </tr> <tr> <td>Careers – The Real Game</td> <td>Relationships and sex education – puberty and body image</td> <td>Relationships and Sex Education: Contraception</td> <td>Personal safety - Consequences of drugs and alcohol</td> <td>Personal Safety – Being an Adult</td> </tr> <tr> <td>Personal Safety – road, water and online safety</td> <td>Health and Wellbeing – drugs and alcohol</td> <td>Health and Wellbeing - mental health</td> <td>Relationships and Sex Education – safer sex and STIs</td> <td></td> </tr> <tr> <td>Relationships and Sex Education – Puberty</td> <td>Personal safety - Online safety, gangs and crime.</td> <td>Careers – Future planning</td> <td>Health and wellbeing – physical health</td> <td></td> </tr> </tbody> </table>      	Year 7	Year 8	Year 9	Year 10	Year 11	Respect and Community - Hinchbrooke Induction	Respect and Community - British Values: democracy	Respect and Community - British Values: Youth Justice	Careers – work experience	Health and Wellbeing - mental wellness	Relationships - Friends and family	Relationships – diversity	Personal safety – managing risks	Respect and Community - British Values: Human Rights	Careers – post-16 applications (Plus support for mocks)	Health and Wellbeing - Feeling positive	Careers - option choices - consumer rights	Relationships – safety in relationships	Relationships – behaviour, consent and risk	Relationships – Family Life	Careers – The Real Game	Relationships and sex education – puberty and body image	Relationships and Sex Education: Contraception	Personal safety - Consequences of drugs and alcohol	Personal Safety – Being an Adult	Personal Safety – road, water and online safety	Health and Wellbeing – drugs and alcohol	Health and Wellbeing - mental health	Relationships and Sex Education – safer sex and STIs		Relationships and Sex Education – Puberty	Personal safety - Online safety, gangs and crime.	Careers – Future planning	Health and wellbeing – physical health	
Year 7	Year 8	Year 9	Year 10	Year 11																																
Respect and Community - Hinchbrooke Induction	Respect and Community - British Values: democracy	Respect and Community - British Values: Youth Justice	Careers – work experience	Health and Wellbeing - mental wellness																																
Relationships - Friends and family	Relationships – diversity	Personal safety – managing risks	Respect and Community - British Values: Human Rights	Careers – post-16 applications (Plus support for mocks)																																
Health and Wellbeing - Feeling positive	Careers - option choices - consumer rights	Relationships – safety in relationships	Relationships – behaviour, consent and risk	Relationships – Family Life																																
Careers – The Real Game	Relationships and sex education – puberty and body image	Relationships and Sex Education: Contraception	Personal safety - Consequences of drugs and alcohol	Personal Safety – Being an Adult																																
Personal Safety – road, water and online safety	Health and Wellbeing – drugs and alcohol	Health and Wellbeing - mental health	Relationships and Sex Education – safer sex and STIs																																	
Relationships and Sex Education – Puberty	Personal safety - Online safety, gangs and crime.	Careers – Future planning	Health and wellbeing – physical health																																	
	<p>RSE Right to Withdraw</p> <p>It is the duty of the school to inform all parents or carers that they have the right to withdraw their child from Sex Education up until the third term before their 16th birthday. Should a parent wish to do this they need to contact Mrs K Tandy, Vice Principal, in the first instance: ktandy@hbk.acesmat.uk</p>																																			


Staff to Contact	Miss B Palmer, PSHCE Co-ordinator - rpalmer@hbk.acesmat.uk
------------------	--

COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAYS: 

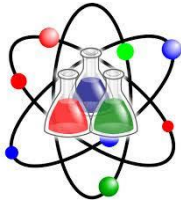
Subject	Religion, Philosophy and Ethics	
Exam Board	AQA Specification A	
Qualification	GCSE	
Course Description	<p>The aim of the course is to ensure students are challenged with questions of belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.</p> <p>Students will study the beliefs, teachings and practices of two religions: Christianity and Buddhism.</p> <p>Students will also study four thematic topics:</p> <ul style="list-style-type: none"> • Religion and life • Existence of God and revelation/relationships and families • Religion, crime and punishment • Religion, peace and conflict. 	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Examinations make up 100% of the GCSE grade. Students will sit their RPE exam at the end of Year 10.</p> <p>Paper One: The Study of Religions - 50% (1 hour 45 minutes) Paper Two: Thematic Studies - 50% (1 hour 45 minutes)</p>	
Staff to Contact	Miss H Carroll, Head of Religion, Philosophy and Ethics - hcarroll@hbk.acesmat.uk	
Skills and Qualities	<ul style="list-style-type: none"> • Analytical and critical thinking skills • The ability to work with abstract ideas • Leadership skills • Research skills. <p>The skills developed at GCSE are invaluable for various subjects and work life.</p>	
Further Education	Religious Studies can be taken at A-Level in our Sixth Form. It builds on the work undertaken at GCSE as well as exploring other interesting and challenging topics. These include thinking about whether God can be female and the idea of religion as a human invention. Many of our students go onto university to study Philosophy and/or Religious Studies, often in combination with other disciplines such as History, English, Law, Mathematics and even Biology.	
Careers	RPE is a valued qualification in careers such as Politics, Research, Journalism, Law, Charities, Social Services, Education, Civil Service, Publishing, Marketing, and Advertising.	


COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAYS:




Subject	Science: Combined	
Exam Board	AQA	
Qualification	GCSE x 2	
Course Description	<p>There will be a mixture of practical and investigative work, as well as the more theoretical and research-based lessons. The amount of time spent on these activities will vary depending on the concepts and ideas covered in each topic. Students will complete modules in Biology, Chemistry and Physics for this qualification.</p> <p>Some of the topics covered include:</p> <p><u>Biology</u></p> <ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Chemical changes • Energy changes <p><u>Physics</u></p> <ul style="list-style-type: none"> • Forces • Energy • Waves • Electricity 	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>The GCSE level achieved by each pupil for Combined Science is based upon the overall score in six exams (2 in Biology, 2 in Chemistry and 2 in Physics).</p> <p>Each exam lasts for 1 hour and 15 minutes and each exam is worth 70 marks.</p>	
Staff to Contact	Mrs C Olsen, Head of Science - colsen@hbk.acesmat.uk	
Skills and Qualities	<ul style="list-style-type: none"> • Remember key facts through consistent revision and learning • Apply knowledge learnt to new situations • Interpret, analyse and evaluate data • Use scientific terms to explain concepts and ideas • Plan investigations, make observations and record them accurately. 	
Further Education	<p>Biology, Chemistry and Physics can be taken at A2 in our Sixth Form. Level 3 Applied Science course is also offered.</p> <p>A-Level Science builds on work you have met at GCSE and also involves new ideas, which you can relate to real-life situations – it is interesting and challenging.</p>	
Careers	<p>Science can lead to numerous careers such as Engineering, Nursing, Environmental Science, Biotechnology and Physiotherapy to name but a few.</p>	


COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAYS: 

Subject	Science: Triple	
Exam Board	AQA	
Qualification	GCSE x 3	
Course Description	<p>There will be a mixture of practical and investigative work as well as the more theoretical and research-based lessons. The amount of time spent on these activities will vary depending on the concepts and ideas covered in each topic.</p> <p>Some of the topics covered include:</p> <p><u>Biology</u></p> <ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response • Homeostasis and response • Inheritance, variation and evolution <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Chemical changes • Energy changes <p><u>Physics</u></p> <ul style="list-style-type: none"> • Forces and pressure • Energy • Waves and light • Electricity • Space 	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Examination – 100 % of the final grade</p> <p>For each Science (Biology, Chemistry, Physics) there are 2 papers at the end of the course. Each is 1 hour 45 minutes and contributes 50% of the final grade in that subject.</p> <p>Paper One – 50% (1 hour 45 minutes) 100 marks</p> <p>Paper Two – 50% (1 hour 45 minutes) 100 marks</p>	
Staff to Contact	Mrs C Olsen, Head of Science - colsen@hbk.acesmat.uk	
Skills and Qualities	<ul style="list-style-type: none"> • Remember key facts through consistent learning and revision • Apply knowledge to new situations • Interpret, analyse and evaluate data • Use scientific terms to explain concepts and ideas • Plan investigations, make observations and record them accurately. 	
Further Education	<p>Biology, Chemistry and Physics can be taken at A2 in Hinchingbrooke Sixth Form. Level 3 Applied Science course is also offered.</p> <p>A-level Science builds on work you have met at GCSE and also involves new ideas, which you can relate to real-life situations – which is both interesting and challenging.</p>	
Careers	Science can lead to numerous careers such as Medicine, Veterinary, Dentistry, Biotechnology and Environmental Control to name but a few.	
COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAY: ●		OPTION SUBJECT FOR THE FOLLOWING PATHWAY: ●


Subject	Spanish (for those currently studying this language)				
Exam Board	AQA http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698				
Qualification	GCSE				
Course Description	<p>The main aims of the course for our students are:</p> <ul style="list-style-type: none"> To deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts To listen to and understand clearly articulated standard speech at near normal speed To express and develop ideas and thoughts spontaneously and fluently To acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written materials To develop awareness and understanding of the culture and identity of the countries and communities where the Spanish is spoken To make links to other areas of the curriculum to enable deeper learning To become passionate about the benefits that learning a language can bring. Spanish is a GCSE subject that students should enjoy as well as find rewarding To develop language learning skills both for immediate use and prepare them for further study in school, higher education or improvement To develop language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence, conveying language with a high degree of accuracy To learn a skill for life To develop language strategies, including repair strategies. Students are required to study the following themes: Theme 1: People and lifestyle Theme 2: Popular Culture Theme 3: Communication and the World Around Us 				
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	Unit	Name	%	Assessment	
	Unit 1	Paper 1: LISTENING	25%	35 minutes (Foundation) 45 minutes (Higher)	
	Unit 2	Paper 2: SPEAKING	25%	7-9 minutes (Foundation) 10-12 minutes (Higher) Non exam assessment	
	Unit 3	Paper 3: READING	25%	45 minutes (Foundation) 60 minutes (Higher)	
	Unit 4	Paper 4: WRITING	25%	70 minutes (Foundation) 75 minutes (Higher)	
Staff to Contact	Mrs A Roberts, Head of Modern Foreign Languages - aroberts@hbk.acesmat.uk				
Skills and Qualities	<ul style="list-style-type: none"> To stimulate and develop an interest in other cultures To develop your communication skills To develop essential study skills such as identifying patterns, deducing rules, training your memory and developing creativity. 				
Further Education	Spanish can be taken at A-level in our Sixth Form here at Hinchingsbrooke. Our subject can be combined with any other subject when studying at KS5 and combinations are available at university, for example Spanish and Law giving students the advantage of seeking employment beyond the UK. Knowledge of a foreign language is now recognised as an asset by a number of universities.				
Careers	Lawyer, Banker, Civil Service, Foreign Office, Journalist, Translator, Interpreter, Teacher, Fashion, Doctor...to name but a few.				



COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAYS:  (if language currently studied)



Subject	<p style="text-align: right;"><small>English Maths</small></p> <h2 style="text-align: center;">Additional English and Mathematics</h2>
Description	<p>In the extra Mathematics lessons, students work towards Edexcel Functional Skills Mathematics (Level 1 then Level 2). In all additional mathematics lessons, the emphasis is on using mathematics in real life. Functional skills will focus on putting maths into practical contexts and is designed for students who are working at a grade 1-3 in Maths. It offers them a qualification they can be successful at and provides extra maths lessons that will boost their GCSE performance. The functional skills level 2 qualification is recognised by most further education settings as being equivalent to a GCSE grade 4 and can help students progress onto their desired courses after Hinchingsbrooke.</p> <p>In the extra English lessons, students will work towards the AQA Step Up to English qualification. This is an entry-level qualification from the same exam board as the GCSE. Students start at the Silver Level and progress to Gold, where they can achieve a Level 3 (equivalent to a Grade 3 at GCSE). The course provides a 'step up' to GCSE for students who may need more support to access the demands of the English GCSE, whilst allowing students to achieve an additional standalone English qualification in the process. Students cover a range of fiction and non-fiction topics, including heroism, gothic horror, music, and hobbies. There are also Spoken Language modules where students can develop their command of oracy. Assessments are completed in Year 9 and Year 10, and the course has a 100% pass rate since its introduction to Hinchingsbrooke in 2018.</p> <p>After completing the Step Up to English course, there will be the opportunity to progress onto AQA Functional Skills English Level 2. This is a nationally recognised qualification and is the equivalent to a Grade 4 at GCSE. Some further education institutions accept this qualification in place of the GCSE. Like Step Up to English, the course allows students to progress in their reading, writing, and spoken English.</p>
COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAY: 	



Subject	ASDAN Personal Development Programme 												
Qualification	ASDAN – Bronze, Silver or Gold award												
Course Description	<p>The Personal and Social Development (PSD) qualification allows pupils to develop and recognise a range of skills that will be invaluable when they start work and begin living independent lives. The Personal and Social Development (PSD) qualifications offer imaginative ways of supporting young people in:</p> <ul style="list-style-type: none"> • Becoming confident individuals who are physically, emotionally and socially healthy • Being responsible citizens who make a positive contribution to society and embrace change • Managing risk together with their own wellbeing. <p>This ASDAN programme provides pupils opportunities to work as a team, to work independently, and to develop their Mathematics, English, and IT skills. Pupils collect credits by creating a portfolio covering a series of topics. These topics include the following:</p> <table border="1" data-bbox="395 835 1420 1055"> <tr> <td>The Environment</td> <td>The Community</td> <td>Communication</td> <td>Science & Tech</td> </tr> <tr> <td>The Wider World</td> <td>World of Work</td> <td>Home Management</td> <td>Expressive Arts</td> </tr> <tr> <td>Number Handling</td> <td>Health & Well-being</td> <td>Sport and Leisure</td> <td>Beliefs & Values</td> </tr> </table> <p>Pupils will evidence their progress with portfolios, completing a range of exciting activities, including arranging their own charity event, hosting a party celebrating a different culture and exploring Hinchingsbrooke Country Park. The key purpose of ASDAN is to provide pupils with employability as well as some fundamental life skills.</p> <p>This qualification is a Nationally recognised qualification. This qualification is 100% coursework and is moderated externally.</p> <p>Bronze Award – 6 credits (approximately 60 hours) Silver Award – 12 credits (approximately 120 hours) Gold Award – 18 credits (approximately 180 hours)</p>	The Environment	The Community	Communication	Science & Tech	The Wider World	World of Work	Home Management	Expressive Arts	Number Handling	Health & Well-being	Sport and Leisure	Beliefs & Values
The Environment	The Community	Communication	Science & Tech										
The Wider World	World of Work	Home Management	Expressive Arts										
Number Handling	Health & Well-being	Sport and Leisure	Beliefs & Values										
Staff to Contact	Email – coursechoices@hbk.acesmat.uk												
Skills and Qualities	<ul style="list-style-type: none"> • To develop employability skills • Practice CV writing and completing job applications • Planning for the future by exploring possible careers • Developing citizenship skills by exploring how to be an active community member. 												



COMPULSORY SUBJECT FOR THE FOLLOWING PATHWAY: 



Subject	Art and Design: Creative Textiles
Exam Board	Eduqas
Qualification	GCSE
Course Description	<p>This is a challenging course. We expect students to think independently whilst developing their own individually formed skills.</p> <p style="text-align: center;"><i>“Be brave, take risks, don’t be precious”</i></p> <ul style="list-style-type: none"> • Materials and techniques may include weaving, felting, batik, tie dyeing, lino printing, collagraph, photo editing, construction techniques, appliqué, and embellishment • Previous outcomes have included: skirts, tops, dresses, bags, head wear, clothing, jewellery, lighting, cushions, sculptures, and wall hangings • You will develop ideas through investigations of artists and designers • Refine work by experimenting with materials, techniques, and processes • Record ideas and observations through drawing, photography, and annotation • Present personal responses using and developing your own visual language • Year 9 is a playful, experimental, and skill-based year, learning by building confidence in materials and processes.
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Component 1: Portfolio (Practical) 60% Personal body of work, based on a given theme. Marked by the Art Department and then moderated by Eduqas. Started at the beginning of Year 10 and completed by Christmas in Year 11. Has 10 hours supervised time.</p> <p>Component 2: Externally Set Assignment (Practical) 40% Personal body of work responding to an externally set stimuli. Marked by the Art Department and moderated by Eduqas. Paper released in January of Year 11. The 10-week project period is followed by 10 hours of supervised time.</p> <p>There is no written exam.</p>
Staff to Contact	Mr D Reed, Head of Art - dreed@hbk.acesmat.uk
Skills and Qualities	<p>Critical Creative Thinking Skills are identified by all sectors of the economy (including IT and the Sciences) as essential for future employability.</p> <p>https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf</p> <ul style="list-style-type: none"> • Curiosity: problem solving • Take risks; be brave • Celebrate failure: have a non-precious attitude • Self-motivation: responsibility • Individuality: no robots.
Further Education	A-Level Creative Fine Arts and/or A-Level Photography can be taken at Hinchingsbrooke Sixth Form. These can lead to a wide variety of Art and Design Degree Courses.
Careers	Interior Designer, Fashion Designer, Accessory Designer, Textile Designer, Fibre Artist, Fashion Merchandising, Fashion Communication, Fashion Magazine Editor, Costume Designer, Rug Designer, Wallpaper Designer, Pattern Designer, Surface Designer, Fashion Photographer, Display and Exhibition Planner, Special Effects Makeup, Jeweller, Weaver, Art Therapist.
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 	




Subject	Art and Design: Fine Art – Painting and Drawing
Exam Board	Eduqas 
Qualification	GCSE
Course Description	<p>This is a challenging course. We expect students to think independently whilst developing their individually informed skills.</p> <p><i>“Be brave, take risks, don’t be precious”</i></p> <ul style="list-style-type: none"> • Materials and techniques include pencil, graphite, pen work, oil pastel, watercolour paint, acrylic paint, brush work, palette knife, stencils, inks, collage, mixed media • Previous outcomes have included: portraiture, landscapes, abstract, own themed • You will develop ideas through investigations of artists and designers • Refine work by experimenting with materials, techniques and processes • Record ideas and observations through drawing, photography, and annotation • Present personal responses using and developing visual language. <p>Year 9 is a playful, experimental, and skill-based year, learning by building confidence in materials and processes.</p>
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Component 1: Portfolio (Practical) 60% Personal body of work, based on a given theme. Marked by the Art Department and then moderated by Eduqas. Started at the beginning of Year 10 and completed by Christmas in Year 11. Has 10 hours supervised time.</p> <p>Component 2: Externally Set Assignment (Practical) 40% Personal body of work responding to an externally set stimuli. Marked by the Art Department and moderated by Eduqas. Paper released in January of Year 11. The 10-week project period is followed by 10 hours of supervised time.</p> <p>There is no written exam.</p>
Staff to Contact	Mr D Reed, Head of Art - dreed@hbk.acesmat.uk
Skills and Qualities	<p>Critical Creative Thinking Skills are identified by all sectors of the economy (including IT and the Sciences) as essential for future employability.</p> <p>https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf</p> <ul style="list-style-type: none"> • Curiosity: problem solving • Take risks: be brave • Celebrate failure: non-precious attitude • Self-motivation: responsibility • Individuality: no robots.
Further Education	A-Level Creative Fine Arts and/or A-Level Photography can be taken at Hinchbrook Sixth Form. These can lead onto a wide variety of Art and Design Degree Courses. Level 2/3 Art BTECs can also be taken following this GCSE.
Careers	Architect, Landscape Designer, Urban Designer, Interior Designer, Stage and Set Designer, Animator, Concept Artist, Digital Illustrator, Film Maker, Graphic Novel Author, Advertising, Photographer, Photojournalist, Display and Exhibition Planner, Museum/Gallery, Curator, Architectural Illustrator, Book Illustrator, Graphic Designer, Painter, Art Conservationist, Art Historian, Mural Artist, Art Therapist, Art Dealer.
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 	




Subject	Art Design Practice	
Exam Board	Pearson	
Qualification	BTEC Tech Award Level 1/2	
Course Description	<p>An applied and vocational course developing skills within a range of art disciplines.</p> <p><i>“Be brave, take risks, don’t be precious”</i></p> <p>Graphic & Visual Communication, 3D Studies, Printmaking, and Photography</p> <ul style="list-style-type: none"> • You will develop skills across a range of art and design practices using a combination of practical exploration, experimentation, and vocational briefs • Develop personal skills by managing and documenting creative projects to realise outcomes • Record ideas and developments through drawing, photography, and annotation. • You will respond to briefs and present work through a practical and skills-based approach to learning and assessment • Year 9 is a playful, experimental, and skill-based year, learning by building confidence in materials and processes. 	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Component 1: Creative Practice in Art and Design (Practical) 60% Investigate art and design practice to inform the generation and communication of ideas. Respond to a set brief through the exploration of specialist materials, techniques, and processes. Completed Autumn in Year 11. (Level 1)</p> <p>Component 2: Responding to a Brief (Practical) 40% You will develop and produce art and design work in response to an externally set creative brief. Completed Spring in Year 11. (Level 2)</p> <p>There is no written exam.</p>	
Staff to Contact	Mr D Reed, Head of Art - dreed@hbk.acesmat.uk	
Skills and Qualities	<p>Critical Creative Thinking Skills are identified by all sectors of the economy (including IT and the Sciences) as essential for future employability.</p> <p>https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf</p> <ul style="list-style-type: none"> • Curiosity: problem solving • Take risks; be brave • Celebrate failure: have a non-precious attitude • Self-motivation: responsibility • Individuality: no robots. 	
Further Education	A-Level Creative Fine Arts and/or A-Level Photography can be taken at Hinchbrook Sixth Form. These can lead onto a wide variety of Art and Design Degree Courses. Level 3 Art BTECs can could also be taken following this GCSE.	
Careers	Interior Designer, Stage and Set Designer, Animator, Digital Illustrator, Web Designer, Special Effects Designer, Game Designer, Surface Designer, Graphic Novel Author, Display and Exhibition Planner, Book Illustrator, Graphic Designer, Commercial Artist, Special Effects Makeup, Photographer, Printmaker, Prop Designer, Jeweller, Branding Designer, Packaging Designer, Magazine Layout Designer, Art Therapist.	
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 		

Subject	Astronomy																			
Exam Board	Pearson																			
Qualification	GCSE																			
Course Description	<p>The material in this course is divided into two sections:</p> <table border="1"> <thead> <tr> <th><u>1. Naked-eye Astronomy</u></th> <th><u>2. Telescopic Astronomy</u></th> </tr> </thead> <tbody> <tr> <td>Topic 1 – Planet Earth</td> <td>Topic 9 – Exploring the Moon</td> </tr> <tr> <td>Topic 2 – The lunar disc</td> <td>Topic 10 – Solar astronomy</td> </tr> <tr> <td>Topic 3 – The Earth-Moon-Sun system</td> <td>Topic 11 – Exploring the Solar System</td> </tr> <tr> <td>Topic 4 – Time and the Earth-Moon-Sun cycles</td> <td>Topic 12 – Formation of planetary systems</td> </tr> <tr> <td>Topic 5 – Solar System observation</td> <td>Topic 13 – Exploring starlight</td> </tr> <tr> <td>Topic 6 – Celestial observation</td> <td>Topic 14 – Stellar evolution</td> </tr> <tr> <td>Topic 7 – Early Models of the Solar System</td> <td>Topic 15 – Our place in the Galaxy</td> </tr> <tr> <td>Topic 8 – Planetary motion and gravity</td> <td>Topic 16 – Cosmology</td> </tr> </tbody> </table> <p><u>Observational Work</u></p> <p>All students must complete two formal pieces of observational work as part of the course. This will include one aided and one unaided observation. Students do not need to own a telescope to study GCSE Astronomy. For the aided observation, students have remote access to a robotic telescope on the island of La Palma, or they can use a telescope or binoculars in their own garden.</p>			<u>1. Naked-eye Astronomy</u>	<u>2. Telescopic Astronomy</u>	Topic 1 – Planet Earth	Topic 9 – Exploring the Moon	Topic 2 – The lunar disc	Topic 10 – Solar astronomy	Topic 3 – The Earth-Moon-Sun system	Topic 11 – Exploring the Solar System	Topic 4 – Time and the Earth-Moon-Sun cycles	Topic 12 – Formation of planetary systems	Topic 5 – Solar System observation	Topic 13 – Exploring starlight	Topic 6 – Celestial observation	Topic 14 – Stellar evolution	Topic 7 – Early Models of the Solar System	Topic 15 – Our place in the Galaxy	Topic 8 – Planetary motion and gravity
<u>1. Naked-eye Astronomy</u>	<u>2. Telescopic Astronomy</u>																			
Topic 1 – Planet Earth	Topic 9 – Exploring the Moon																			
Topic 2 – The lunar disc	Topic 10 – Solar astronomy																			
Topic 3 – The Earth-Moon-Sun system	Topic 11 – Exploring the Solar System																			
Topic 4 – Time and the Earth-Moon-Sun cycles	Topic 12 – Formation of planetary systems																			
Topic 5 – Solar System observation	Topic 13 – Exploring starlight																			
Topic 6 – Celestial observation	Topic 14 – Stellar evolution																			
Topic 7 – Early Models of the Solar System	Topic 15 – Our place in the Galaxy																			
Topic 8 – Planetary motion and gravity	Topic 16 – Cosmology																			
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Students will sit two exam papers at the end of Year 11.</p> <ul style="list-style-type: none"> • Paper 1: Naked-eye Astronomy (1 hour 45 minutes) • Paper 2: Telescopic Astronomy (1 hour 45 minutes). 																			
Staff to Contact	Miss E Spyrides, Astronomy Co-ordinator - espyrides@hbk.acesmat.uk																			
Skills and Qualities	<p>The course will enable students to understand our position in the universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space. Students will follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurement to explore the universe in which we live.</p> <p>GCSE Astronomy is an academic course, and there is a need for a good grasp of Mathematics in order to be successful. It is recommended that students aim to achieve a 2- at the end of Year 8 in Science and Mathematics in order to apply for this course.</p>																			
Further Education	<p>By studying for GCSE Astronomy, you will be developing important scientific skills. It is an excellent accompaniment to any GCSE Science course, as well as linking closely with the astrophysics sections of the A-level Physics course. Along with the study of A-level Mathematics, these can form the foundation for studying Astronomy or Astrophysics at university.</p>																			
Careers	<p>The UK space industry is vibrant and growing. Astronomy can lead to being an astronomer, astrophysicist, or aerospace engineer. It also supports careers in fields such as electrical, electronic, mechanical, communications, IT, systems engineering, and problem solving in general.</p>																			
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 																				

Subject	Computer Science	
Exam Board	OCR	
Qualification	GCSE	
Course Description	<p>This exciting GCSE gives students an excellent opportunity to investigate how computers work and how they are used and develop their computer programming and problem-solving skills.</p> <p>The course will help students learn about critical thinking, analysis, and problem solving. Many of the skills developed can also be transferred to other subjects and even be applied in day-to-day life.</p> <p>Students will learn how to do the following:</p> <ul style="list-style-type: none"> • Computer Science principles: understand and apply the fundamental principles and concepts of Computer Science, including Abstraction, Decomposition, Logic, Algorithms and Data Representation • Problem Solving: analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs • Computational Thinking: think creatively, analytically, logically and critically • Computer Systems: understand the components that make up systems, and how they communicate with one another and with other systems. 	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Component 1: Computer Systems: assessed through a final 1½ hour written examination worth 50% of the final grade</p> <p>Component 2: Algorithms and Programming: assessed through a final 1½ hour written examination worth 50% of the final grade</p>	
Staff to Contact	Mr D Bowen, Head of Computer Science - dbowen@hbk.acesmat.uk	
Skills and Qualities	<ul style="list-style-type: none"> • Students ideally are taking English Language, Mathematics, and Triple-Science GCSE • Determination, strong Mathematical ability, problem-solving skills • Students need to be determined and regularly code assignments at home. This will require access to a PC or Laptop at home, that has the latest version of Python (or other software as required) installed. 	
Further Education	The GCSE in Computer Science provides the foundational knowledge and skills required to take Computer Science at A-Level and beyond.	
Careers	<ul style="list-style-type: none"> • Programmer/Software Developer • Analyst (Business/Systems) • Analyst Programmer • Development Team Leader • Project Manager • Solution Architect • Application/Software Architect. 	
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 		

Subject	Design Technology (DT)	
Exam Board	AQA	
Qualification	GCSE	
Course Description	<p>DT enables students to understand and apply interactive design processes through which they explore, create, and evaluate a range of outcomes. Students will develop a range of cross-transferable skills:</p> <ul style="list-style-type: none"> • Creative thinking and problem-solving • Research and Analysis techniques • Knowledge of historic and current designers, engineers, and architects' work • Sketching and technical drawing techniques • Modelling techniques and processes • How to work to a brief and with a client and communicating ideas to an audience • How to solve real-world problems • An understanding of sustainability and environmental impact • Practical workshop skills including Computer Aided Design using industry software and manufacture, alongside the use of machinery and hand tools • Students will study the Core Technical Principles, which look at a range of materials, processes, and concepts including card, wood, metal, and plastics, the Specialist Technical Principles and the Designing and Making Principles • Students are encouraged to express their own interests in their coursework. 	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>50% Non-examined Assessment (NEA) This is one long project, started in June of Year 10, where students will explore a topic to produce a final outcome. Students will be required to independently research a given context as set by the exam board. They will need to analyse, research, design, and make this in great detail to produce a final outcome that solves a problem. Students will need to have a good understanding of technical terms and be able to articulate this in a written format.</p> <p>50% Written Exam at the end of Year 11 - 2 hours The exam contains a mixture of different question styles, including multiple choice, open-response, graphical, calculation, and extended-open-response questions. 15% of the exam assesses Mathematics and 10% Science – KS3 and Level Calculators may be used in the examination.</p>	
Staff to Contact	Mr M Schmidt, Head of DT - mschmidt@hbk.acesmat.uk	
Skills and Qualities	Problem solving, creativity, an enquiring mind, ability to communicate ideas effectively, analytical skills.	
Further Education	Hinchingbrooke offers A-Level Product Design. Students can then apply to university or college in a range of areas including Product Design, Graphic Communication, Architecture, Interior Design, Engineering and Advertising.	
Careers	In any of the following areas: Engineering, Architecture, Fashion Designer, Graphics, Interior Designer, Product Designer, Robotics, Automotive, Animation, Film and Media, Aerospace, Publishing.	
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 		

Subject	Geography	
Exam Board	OCR	
Qualification	GCSE	
Course Description	<ul style="list-style-type: none"> • Weather Hazards and Changing Climate: How can weather be hazardous? What is climate change today and what are its impacts? What do we mean by climate mitigation and adaptation? • Dynamic Landscapes: How do plate tectonics shape our landscape? How do landscapes in the UK vary? • Sustaining Ecosystems: Why are natural ecosystems important? Why should tropical rainforests matter to us? Is there more to polar environments than ice? • Urban Populations: How are populations changing? How are urban places changing in the UK and beyond? What are the challenges and opportunities for cities today? • Global Development: Why are there variations in global development? How far does the past influence the present and the future development of a country? What is the UK's relationship to the wider world? • Resource Reliance: Is the global demand outstripping supply of resources? What are the resource issues facing the UK? How close is the world to creating Zero Hunger? 	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>There are three exams, all taken at the end of Year 11:</p> <ul style="list-style-type: none"> • Our Natural World - 1 hour 15 minutes worth 35% of the grade. This exam assesses the first component and physical Geography fieldwork • People and Society - 1 hour 15 minutes worth 35% of the grade. This exam assesses the second component and human Geography fieldwork • Geographical Exploration - 1 hour 30 minutes worth 30%. This exam assesses Geographical skills and includes a decision-making exercise. 	
Staff to Contact	Mr B Evans, Head of Geography - bevans@hbk.acesmat.uk	
Skills and Qualities	<p>Geography appeals to people who:</p> <ul style="list-style-type: none"> • Have an interest in the world around them and how it “works” • Want to investigate the ways in which humans use (and abuse) their environment • Are interested in how humans interact with each other around the world • Want to look at vital issues affecting us all, such as sustainability and the environment • Enjoy investigating and analysing information • Want to develop a wide range of skills • Enjoy fieldwork and investigating issues. 	
Further Education	Geography is offered at both AS and A-Level at Hinchbrooke. It is a very broad subject, which helps students show the ability to synthesise their understanding. It fits well with all the other subjects, particularly the Sciences, Mathematics, English, and History.	
Careers	Careers in the following fields: environment/conservation, urban and rural planning, international development, GIS, climatologist, hazard management, demography, estate management, marketing, hydrology and water management, pollution analysis.	
PREFERENCE SUBJECT FOR THE FOLLOWING PATHWAYS: 		OPTION SUBJECT FOR THE FOLLOWING PATHWAYS:  (if not chosen as a preference)



Subject	History											
Exam Board	Pearson Edexcel											
Qualification	GCSE											
Course Description	<p>The GCSE course ensures geographical, chronological, and thematic breadth. The specification covers the following areas;</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Key Question</th> </tr> </thead> <tbody> <tr> <td>Anglo-Saxon and Norman England</td> <td> <ul style="list-style-type: none"> • What was England like before the conquest? • How did the Normans conquer and subdue England? • How did the Normans change England? </td> </tr> <tr> <td>Medicine Through Time, 1250-present Including an evidential study into WW1 treatments Trip: Battlefields of Belgium & France</td> <td> <ul style="list-style-type: none"> • How have ideas about illness and treatment changed? • Why and how have developments in medicine taken place? • How have medical developments affected society? • What were medicines and treatments like on the Western Front in WWI? </td> </tr> <tr> <td>Superpower Relations and the Cold War, 1941-1975</td> <td> <ul style="list-style-type: none"> • How did relations change during WWII? • What was the Cold War like and who was to blame? • What were the major turning points of the Cold War? </td> </tr> <tr> <td>Mao's China, 1946-1975</td> <td> <ul style="list-style-type: none"> • How did Mao take over China? • How did Mao control China? • What was life like in Mao's China? </td> </tr> </tbody> </table>		Topic	Key Question	Anglo-Saxon and Norman England	<ul style="list-style-type: none"> • What was England like before the conquest? • How did the Normans conquer and subdue England? • How did the Normans change England? 	Medicine Through Time, 1250-present Including an evidential study into WW1 treatments Trip: Battlefields of Belgium & France	<ul style="list-style-type: none"> • How have ideas about illness and treatment changed? • Why and how have developments in medicine taken place? • How have medical developments affected society? • What were medicines and treatments like on the Western Front in WWI? 	Superpower Relations and the Cold War, 1941-1975	<ul style="list-style-type: none"> • How did relations change during WWII? • What was the Cold War like and who was to blame? • What were the major turning points of the Cold War? 	Mao's China, 1946-1975	<ul style="list-style-type: none"> • How did Mao take over China? • How did Mao control China? • What was life like in Mao's China?
Topic	Key Question											
Anglo-Saxon and Norman England	<ul style="list-style-type: none"> • What was England like before the conquest? • How did the Normans conquer and subdue England? • How did the Normans change England? 											
Medicine Through Time, 1250-present Including an evidential study into WW1 treatments Trip: Battlefields of Belgium & France	<ul style="list-style-type: none"> • How have ideas about illness and treatment changed? • Why and how have developments in medicine taken place? • How have medical developments affected society? • What were medicines and treatments like on the Western Front in WWI? 											
Superpower Relations and the Cold War, 1941-1975	<ul style="list-style-type: none"> • How did relations change during WWII? • What was the Cold War like and who was to blame? • What were the major turning points of the Cold War? 											
Mao's China, 1946-1975	<ul style="list-style-type: none"> • How did Mao take over China? • How did Mao control China? • What was life like in Mao's China? 											
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>The course is assessed via 3 exams at the end of Year 11.</p> <p>Paper 1: Medicine Through Time (1hr 20 minutes; 30% of the final grade) Paper 2: Superpower Relations and the Cold War 1941 -1991/Anglo-Saxon and Norman England 1060-1077 (1hr 50 minutes; 40% of the final grade) Paper 3: Mao's China (1 hr 30 minutes; 30% of the final grade)</p> <p>NB: There is no coursework element.</p>											
Staff to Contact	Miss R Fender, Head of History - rfender@hbk.acesmat.uk Mr S Ragdale, Second in History - sragdale@hbk.acesmat.uk											
Skills and Qualities	As an historian trying to make sense of the past, a bit like a detective investigating a crime, it is up to you to make sense of what happened and why. To analyse what the outcomes of an event were. To evaluate which factors were most important in creating change or continuity. Ultimately, History is about making and supporting judgements and, just like a detective, you need to develop special skills linked to research and communication. These include analysing sources, explanations, discussion, debate, evaluation, and selection so that you can argue points clearly and effectively.											
Further Education	History can directly lead on to A-Level and University level study of History and associated fields such as archaeology and Ancient History. It also supports other subjects, such as Politics and English Literature.											
Careers	History can lead to being an Historian, Archivist, Museum Curator, Archaeologist or Researcher. It also supports many other associated fields and careers, such as Accountancy, Business, Journalism, Consultancy, Teaching and Law.											
PREFERENCE SUBJECT FOR THE FOLLOWING PATHWAYS: 		OPTION SUBJECT FOR THE FOLLOWING PATHWAYS:  (if not chosen as a preference)										




Subject	Hospitality and Catering
Exam Board	WJEC
Qualification	Level 1 or 2 Award (equivalent to a full GCSE qualification)
Course Description	<p>Hospitality and Catering will provide opportunities to develop skills, imagination, innovative thinking, creativity and independence.</p> <p>It is an ideal qualification for those who want a broad background in this area and for those who wish to progress to further education for a career working with food. It will also offer valuable preparation for those entering the world of work.</p> <p>The subject encourages the investigation and study of food in a variety of contexts. In these contexts, you are given opportunities to acquire competence, capability, and critical skills through the creation, implementation, use, and evaluation of a range of resources.</p> <p>Hospitality and Catering will provide an ideal opportunity for you to build upon your cooking skills from earlier in Key Stage 3. By the end of this course, you should be able to cook for yourself in a healthy and cost-effective way for the rest of your life. You will also have the confidence to share, show and pass on these skills to others. The qualification is also a Pathway into the hospitality industry.</p> <p>The course will focus on developing your practical skills and experience throughout. This hands-on approach supports active learning. You will have a practical lesson every week, and you will be responsible for bringing in the ingredients for these lessons.</p> <p>You will study different aspects of planning, preparing, and delivering food:</p> <ul style="list-style-type: none"> • Preparing, cooking and presenting a nutritious meal using basic ingredients • The industry – food and drink • Job roles, employment opportunities and relevant training • Health, safety and hygiene • Nutrition and menu planning • Costing and portion control • Specialist equipment • Environmental considerations.
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Unit 1: External Assessment (Examination) is 40% of the final grade (90 minutes)</p> <p>Unit 2: Internal Assessment is 60% of final grade (12 hours)</p> <p>One assignment with 9 hours planning and a 3-hour practical. Students will be awarded one of the following grades: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*</p>
Staff to Contact	Mr R Howells, Head of Food and Catering - rhowells@hbk.acesmat.uk
Skills and Qualities	<ul style="list-style-type: none"> • Enjoy learning writing about food • Have an interest in food and be organised to bring in ingredients every week • Like to have a practical element in their studies • Want to broaden their curriculum • Enjoy planning menus and preparing food • Like to research new ideas • Want to develop skills learnt at KS3 • Would like to pursue a career in the hospitality and catering industry.
Further Education	This specification offers opportunities for progression through a variety of routes in further education (e.g. Level 3 Certificate and Diploma), Diplomas in Hospitality and/or Catering, Chef training, apprenticeships or employment.
Careers	Any food related career including – Chef, Food Marketing, Hotel Manager, Waiter, Events Management, Dietician, Environmental Health.

OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 



Subject	Life and Living Skills 
Qualification	In-House Certification
Course Description	<p>Life and Living Skills encompasses subjects to support the development of skills necessary (or desirable) for full participation in everyday life.</p> <p>The course is flexible and is designed to suit the individual needs of the students. The lessons will be a mixture of practical and computer-based sessions. The students will get the opportunity to take part in adventurous and exciting activities with the view of developing confidence and the ability to try new skills.</p> <p>During Life and Living Skills lessons, the students will be developing skills in the following areas:</p> <ul style="list-style-type: none"> • LORIC • Well-being • E-Safety • Oracy  <p>It also encourages productivity, creativity, and soft skills like communication and problem-solving across the curriculum.</p>
Staff to Contact	Mr Butler, Teacher of Design Technology - jbutler@hbk.acesmat.uk
Skills and Qualities	<p>The qualification aims to help pupils prepare for working and adult life by:</p> <ul style="list-style-type: none"> • Allowing pupils a progression route into employment and further learning • Providing pupils with “real world” experiences • Developing pupils’ employability, Mathematics, Literacy, and ICT skills 
OPTION SUBJECT FOR THE FOLLOWING PATHWAY: 	

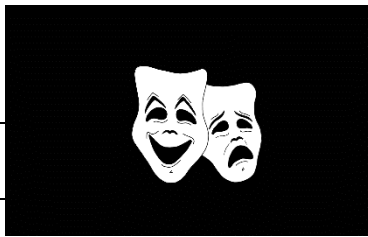

Subject	Media Studies											
Exam Board	OCR											
Qualification	GCSE											
Course Description	<p>Media Studies has never held greater global relevance or significance, making studying media both exciting and widely applicable to contemporary culture. The course offers a broad, engaging and stimulating introduction to Media Studies through a variety of media forms.</p> <table border="1"> <tr> <td>Component 1</td> <td>Section A: Television Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.</td> <td>Section B: Promoting Media Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.</td> </tr> <tr> <td>Component 2</td> <td>Section A: Music Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.</td> <td>Section B: The News Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.</td> </tr> <tr> <td>Component 3</td> <td colspan="2">Non-Exam Assessment: Learners will create media products through applying knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.</td> </tr> </table>			Component 1	Section A: Television Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.	Section B: Promoting Media Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.	Component 2	Section A: Music Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.	Section B: The News Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.	Component 3	Non-Exam Assessment: Learners will create media products through applying knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.	
Component 1	Section A: Television Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.	Section B: Promoting Media Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.										
Component 2	Section A: Music Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.	Section B: The News Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.										
Component 3	Non-Exam Assessment: Learners will create media products through applying knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.											
How Students will be Assessed	Two written exams One non-exam assessment											
Staff to Contact	Mr D Barnes - dbarnes@hbk.acesmat.uk											
Skills and Qualities	<ul style="list-style-type: none"> • Communication • Critical thinking • Analytical • Organisation • Technical • Creative 											
Further Education	Students might consider progression to A-Levels, apprenticeships, or to further study at Level 3.											
Careers	Areas of work include television and radio, film and video , digital media, computer games, journalism, writing and publishing, PR and marketing.											
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 												




Subject	Music
Exam Board	Pearson
Qualification	GCSE
Course Description	<p>This course is aimed at students who are keen to perform, compose and learn about how music works. The three components include performing, composing and appraising.</p> <p>Throughout the course you will listen to and understand the construction of a wide variety of musical styles. Students will study 8 set works, covering:</p> <ul style="list-style-type: none"> • Instrumental Music 1700–1820 • Vocal Music • Music for Stage and Screen • Fusions <p>Students will also develop skills to analyse unfamiliar music. There are opportunities to use music technology, such as sequencing, scoring and recording software.</p>
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>Performing - 30%</p> <p>You will perform two pieces in the final year of the course</p> <ul style="list-style-type: none"> • One of the pieces will be a solo at grade 4 standard (This can be a lower grade but the mark will be ‘scaled down’) • The second piece will be a similar standard but as an ensemble performance. <p>Composition – 30%</p> <p>Throughout the course students are guided through different methods of composition working in a variety of styles. For the final coursework, two pieces will be submitted. They will last a minimum of three minutes in total and will be assessed internally before being sent to an Edexcel moderator.</p> <p>This work may be completed from a variety of starting points, including using Garageband or Musescore.</p> <p>Appraising – 40%</p> <p>There is one exam in the summer of the final year. You will listen to extracts of music and answer questions on set works as well as unfamiliar listening. You will need to be able to write about these pieces, discussing how the composer has used elements such as rhythm, harmony, and structure in their music.</p>
Staff to Contact	Mr W Cooke, Head of Music - wcooke@hbk.acesmat.uk
Skills and Qualities	Vocal or instrumental skills, a willingness to perform and take part are essential, throughout the course there will be many opportunities to play to the class as well as in concerts. Music is proven to help with a wide range of skills across other subjects.
Further Education	A-Level Music Technology A-Level Music
Careers	Music performance, Session Musician, Composer for film, computer games, advertising etc. Instrumental/Classroom Teacher, Music Therapist, Sound Technician. https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/music
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 	

Subject	PE GCSE	
Exam Board	Edexcel	
Qualification	GCSE (9-1)	
Course Description	<p>PE as a GCSE Course in Years 9, 10 and 11 will be assessed through both practical assessment and written examination on the following objectives:</p> <ol style="list-style-type: none"> Perform effectively under applied conditions in your selected activities, using tactics or compositional techniques, and observing the rules and conventions of your activities. Show knowledge and understanding of the topics of applied anatomy and physiology, movement analysis, physical training and use of data. Show knowledge and understanding of topics of health, fitness and well-being, sport psychology and socio-cultural influences. <p>Students will be taught primarily in a classroom environment, with the addition of practical lessons where appropriate to reinforce classroom learning.</p>	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<p>GCSE assessed through: two exams (60%) and coursework (40%) which includes 3 practical sports (30%) and a written personal exercise programme (10%) Practical sports must be:</p> <ul style="list-style-type: none"> 1 individual sport 1 team sport 1 more from either category Practical sports must be from the exam board's pre-approved list 	
Staff to Contact	<p>Mrs T Jago (Head of PE) - tjago@hbk.acesmat.uk Mr J Chilton (PE Leader) - jchilton@hbk.acesmat.uk If you are considering taking either GCSE PE or CNAT Sport Studies, please speak to your PE teacher or Mrs Jago to ensure you are choosing the correct course.</p>	
Skills and Qualities	<ul style="list-style-type: none"> Competing and training in at least 3 sports to club level, including 1 individual activity Independent learner who can meet deadlines Passion for physical education and sport Strong interest in human biology and physical anatomy Inquisitive and scientific understanding and mind set Comprehension to plan and write extended answers Be able to plan and develop own training including a Personal Exercise Plan 	
Further Education	<p>A-Level PE Cambridge Technical Level 3 Sport and Physical Activity Progress onto other higher education courses, including apprenticeships and vocational courses.</p>	
Careers	<ul style="list-style-type: none"> Sports Development and Coaching Personal Fitness Sports Science Physiotherapy and Sports Therapy PE Teaching 	
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS:		

Subject	Performing Arts: Dance 
Exam Board	Pearson
Qualification	Pearson BTEC Level 1/Level 2 Tech Award Performing Arts - Dance Pathway
Course Description	<p>The qualification recognises the value of learning skills, knowledge, and vocational attributes through the study with the course being split into 3 components.</p> <p>Component 1 – Exploring the Performing Arts. Component 2 – Developing Skills & Techniques in Performing Arts. Component 3 – Responding to a brief.</p> <p>The qualification is ideal for students who enjoy the practical and theory elements of dance. Dance experience is essential, this can be from an outside organisation or from club work at school.</p>
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<ul style="list-style-type: none"> • Components 1 and 2 are internally assessed and externally moderated through a combination of filmed rehearsal, live performance, and written coursework. They complete these formal assessments in Year 10 and 11. • Component 3 is an externally assessed unit completed in year 11, where they will create their own choreography based on a given theme using all the skills and techniques they have developed over the course. <ul style="list-style-type: none"> - Distinction* is equivalent to an 8 at GCSE - Distinction is equivalent to a 7 at GCSE - Merit is equivalent to a 5/6 at GCSE - Pass is equivalent to a 4 at GCSE - Level 1 Merit is equivalent to a 3 at GCSE - Level 1 Pass is equivalent to a 2 at GCSE
Staff to Contact	Mrs L Phillips, Head of Dance - lphillips@hbk.acesmat.uk
Skills and Qualities	The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the performing arts industry in Dance, as well as specialist skills and techniques in different genres of dance. They will develop confidence, collaborative skills, and will become passionate, independent learners. The theory aspects of the course will allow students to enhance their ability to research and apply knowledge in various written ways.
Further Education	Students might consider progression to A-Levels, vocational qualifications at Level 3, (which is offered in our Sixth Form), such as a BTEC in Performing Arts (with a dance approach), and a range of technical routes designed to lead to work, to progress to employment, apprenticeships, or to further study at Level 3 or a degree.
Careers	Any career in the performing arts sector or professions that require public performance, frequent collaboration with others, or regular interaction with customers. Teacher of Dance, the list is endless. For more information, visit https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/performing-arts-dance-drama
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 	

Subject	Performing Arts: Drama	
Exam Board	Pearson	
Qualification	BTEC Level 2 Technical in Performing Arts (Acting Path)	
Course Description	<p>The Pearson BTEC Tech Award in Performing Arts is for learners who wish to develop their acting skills through a rigorous qualification that focuses on practical skills. The qualification recognises the value of learning skills, knowledge, and vocational attributes through the study of three units:</p> <ul style="list-style-type: none"> • Component 1 – Learning what life is like for an actor • Component 2 – Developing skills using the work of professional performers (create a monologue or group performance) • Component 3 – Devising a performance based on a brief to a specific audience. <p>The qualification is ideal for students who enjoy the practical elements of drama and is equal to and as rigorous as a GCSE in every respect.</p>	
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<ul style="list-style-type: none"> • Components 1 and 2 are assessed through internal assessment through a combination of filmed rehearsal, live performance, and written or drawn reflections • There is one external assessment, Component 3, which is a monologue or group performance piece. • Distinction* is equivalent to an 8 at GCSE • Distinction is equivalent to a 7 at GCSE • Merit is equivalent to a 5/6 at GCSE • Pass is equivalent to a 4 at GCSE 	
Staff to Contact	<p>Mr C Till, Acting Co-Head of Drama – ctill@hbk.acesmat.uk Ms K Toone, Acting Co-Head of Drama - ktoone@hbk.acesmat.uk</p>	
Skills and Qualities	<p>The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the performing arts industry, as well as specialist skills and techniques in acting. Throughout their learning, students will develop confidence, collaborative skills and become passionate independent learners.</p>	
Further Education	<p>Students might consider progression to A-Levels, vocational qualifications at Level 3, such as a BTEC in Performing Arts, and a range of technical routes designed to lead to work, to progression to employment, apprenticeships, or to further study at Level 3 or a degree.</p>	
Careers	<p>Any career in the performing arts sector or professions that require public speaking, frequent collaboration with others or regular interaction with customers. For more information, visit https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/performing-arts-dance-drama</p>	
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 		

Subject	Sports Studies Level 1/Level 2
Exam Board	OCR
Qualification	OCR Level 1/Level 2 Cambridge National Sports Studies
Course Description	<p>This vocational course at Level 2 is the equivalent of one GCSE. The skills learnt in studying this course will aid progression to further education and help to prepare learners to enter the workplace in due course, or to pursue a career in sport.</p> <ul style="list-style-type: none"> • It is a Level 2 qualification; it is graded at: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction* • It is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE) • There are 3 components to the course, 2 of which are assessed through non-exam internal assessment (coursework) and the other by a single external assessment (exam), taken at the end of the course • The learner will need knowledge and practical ability in 2 different sports that they train and compete in regularly at club level • This course is predominantly a theory-based course, but there will be practical elements also. Full participation in both areas (theory & practical) is crucial
How Students will be Assessed (Coursework, Exams, Controlled Assessment)	<ul style="list-style-type: none"> • 60% of the qualification is coursework based. It is taught and assessed through a combination of practical and theory work • 40% of the qualification is an externally assessed exam. OCR set and mark this exam.
Staff to Contact	<p>Mrs T Jago (Head of PE) - tjago@hbk.acesmat.uk Miss S Leigh (PE Leader) - sleigh@hbk.acesmat.uk If you are considering taking either CNAT Sport Studies or GCSE PE, please speak to your PE teacher or Mrs Jago to ensure you are choosing the correct course.</p>
Skills & Qualities	<ul style="list-style-type: none"> • Competing and participating in a minimum of one sport outside of school • Passion for physical education and sport • Ability to use Microsoft Word to write coursework assignments • Independent learner who can meet deadlines • Good work ethic • Excellent organisational skills • Ability to plan and lead sport sessions to other students
Further Education	<p>Level 3 Cambridge National in Sport, A-Level PE and Sports Leadership are offered in Hinchbrook Sixth Form. There are also other courses, including apprenticeships and vocational courses available. Studying this course gives you the opportunity to pursue a higher education course at university or equivalent.</p>
Careers	<ul style="list-style-type: none"> • Sports Development and Coaching • Fitness Instructor/Personal Trainer • Leisure and Recreation Industry • PE Teacher • Sports Science
OPTION SUBJECT FOR THE FOLLOWING PATHWAYS: 	

Information, Advice and Guidance (IAG)

Which GCSEs do you have to do to get into a particular career?

At Hinchingsbrooke School, students can choose subjects in areas where they feel they are particularly strong or interested. It is also possible to select a programme at Key Stage 4 with academic, vocational, and/or occupational elements. It may be possible to pick up some subjects at advanced level without having studied them in years 9 to 11, but in other subject areas it is much harder to do so. If you have any concerns about this, it is best to discuss it with your specific subject teacher. You do not always have to take a particular subject to get into a particular career, so what are the exceptions you need to be aware of?

If there are any subjects that are important to take, it's your GCSEs in English, Mathematics, and (at least combined award) Science – and you must take these anyway! The other exceptions are if you are considering a career related to art and design. Having the relevant GCSEs in Art or Design Technology under your belt to pursue a career in these areas will really help.

If you are not sure what sort of career you want to go into, keep your options wide open by focusing on getting at least a GCSE grade 5 in English Language and Literature, Mathematics, and Science.

<https://www.bbc.co.uk/bitesize/articles/zmskpg8>

<https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses#link-3>

Your GCSE choices matter

Dig about a bit into the entry requirements of most university courses, and there, sitting quietly alongside the A-Level or other advanced course grade you need, will probably be a section on specific GCSE requirements.

Do not panic, though. Mathematics and English are the GCSEs mentioned in most cases, and you do not get the option of dropping these. So, whatever you choose, you will still have a broad range of universities to apply to (if you get the right GCSE grades, that is) and if this is the path you wish to follow.

GCSEs to keep your university options open

While most universities require English and Mathematics GCSEs, some specific courses, involving Biology, Chemistry, Physics, History, Geography, Foreign Languages, Music, Art, and Design, may also ask for particular Advanced Level (A-Level) choices. Work it backwards and you will realise how important your GCSE choices are because you will need the GCSE in order to take the A-Level, and then meet the university course requirements! If you are not sure what you want to take at university, or maybe you have a few ideas bubbling away, a list of subjects and typical A-Level requirements will help get you thinking. <https://www.careerpilot.org.uk/information/a-levels/choosing-your-a-levels-what-you-need-to-consider>

Can I still study something if I didn't take it at GCSE?

Yes, sometimes you can do an A-Level without having studied it at GCSE. In the same way, you do not necessarily need to take a subject at A level to study it at degree level. Examples include:

Film Studies, Media Studies, Photography, Psychology and Sociology.

Opt for these subjects if you are interested in them and think you will do well, but you will not limit your options if you do not. You **do not** need to take Triple Science to study Science subjects at A-Level.

Unifrog

At Hinchingsbrooke School we are always looking for ways to enhance the support we provide to our students as they make important decisions about their future careers. Our wide-ranging Careers, Education, Information, Advice and Guidance (CEIAG) provision plays a vital role in helping students grow personally and prepare with confidence for the next stage of their lives.

We are delighted to introduce *Unifrog*, our new destinations platform, which gives students access to the most up-to-date careers information all in one place. Unifrog is a “one-stop shop” where students can explore their interests, research careers, compare apprenticeship and university opportunities and access the latest employment and destination data.

Unifrog - Logging in

Students can access Unifrog by using their school email address. If a student forgets their password, they can reset their own password on the signing in page.

Unifrog - Parents & Carers

As a parent or guardian, you will have the opportunity to access some of the webinars for free without needing to sign up to Unifrog. All you have to do is click on ‘Events’ on the Unifrog home page and then sign up to the free webinars for parents and caregivers.

Thinking of an Apprenticeship?

Apprenticeships combine practical training in a job with study. As an apprentice you will:

- Work alongside experienced staff
- Gain job-specific skills
- Earn a wage and get holiday pay
- Study towards a related qualification (usually one day a week).

Apprenticeships usually take 1 to 4 years to complete, depending on their level.

Who can apply?

You can apply for an apprenticeship whilst you are still at school. To start one, you will need to be:

- 16 years old or over
- Living in England
- Not in full-time education.

Local Opportunities

Have a look at <https://www.gov.uk/apply-apprenticeship>

Not ready for an apprenticeship? Then a traineeship may be the best option for you. A traineeship is a course with work experience that gets you ready for work or an apprenticeship. It can last up to 6 months.

Levels of Apprenticeship

Apprenticeships have equivalent educational levels:

Name	Level	Equivalent Educational Level
Intermediate	2	5 GCSE passes at grades 9-4
Advanced	3	2 A-Level passes
Higher	4, 5, 6 and 7	Foundation Degree and above
Degree	6 and 7	Bachelor's and Master's Degree

Entry Requirements

These will vary depending on the apprenticeship you are interested in, so have a look at:-

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

What career suits you?

Try <https://www.careerpilot.org.uk/> to help with some options or <https://successatschool.org/> There is also advice on how choosing your options relates to career choices at <https://www.careerwave.co.uk/insights/choosing-a-levels/>
Good Luck.

Further details are available from Mr Butler, Teacher of Design Technology - jbutler@hbk.acesmat.uk

We also have a fabulous webpage with even more information, which can be found at:

<https://www.hinchbingbrookeschool.net/page/?title=IAG+%2D+Careersandpid=170>



Hinchingbrooke School

Hard Work High Standards Kindness

