BISHOP HEBER HIGH SCHOOL

RESPECT • OPPORTUNITY • ACHIEVEMENT

GCSE Options 2021-2023

Ofsted Outstanding Provider

CONTENTS

Page	Contents
2	Headteacher's Introduction
3	A Note to Parents & Examinations
4	Examinations
5	The Year 10 Timetable (Provisional)
	CORE SUBJECTS
7-8	English Language
9-10	English Literature
11-12	Mathematics
13-14	Combined Science
15	Personal, Social, Health, Citizenship & Economic (PSHCE) Education
15	Careers, Work-Related Learning & Enterprise Education
16	Physical Education (core)
16	Religious Education
	OPTION SUBJECTS
19-60	A-Z of courses
	OPTIONS CHOOSING
61	What Happens Next?
62	Option form

This booklet and all course information can be found on the School website

INTRODUCTION

I am privileged to be the Headteacher of this outstanding School ranked in the top 30% of all schools nationally based on GCSE results in 2018. I believe that every child who enters this great School leaves as an adult truly 'ready to accomplish' their personal ambitions. At this stage of Year 9 I'm minded of Oscar Wilde's quote that, "Success is a science; if you have the conditions, you get the result." For Year 9 students in 2021 choosing the 'right' options are indeed central to creating the conditions to be successful.

I would strongly encourage you to watch the accompanying video where Mr Ridley Thomas will elaborate more about the options process. There has been more change recently than there has been previously at Heber. There is more flexibility for schools and more choice for students. We have tried to offer what is best under this government's direction, but we have been careful to avoid offering you choices, which will be bad for your future education and career.

Presently all Year 9 students are required to study English Language, English Literature, Mathematics and Combined Science and everyone will follow the reformed (9-1 graded) GCSE courses in five subjects. Citizenship, P.E., R.E. and Careers/Work-Related and Enterprise Education are also compulsory subjects, but in many cases, they will not lead to formal examinations. This takes up 30 periods in our two-week timetable of 50 periods. The remaining periods form the "Options" and they will be arranged into four blocks of five hours (periods).

Block 1 Language - you will continue the language you have studied since Year 7. A modern language will be a huge asset in gaining a place at University and/or College or in getting a good job in the 21st century. For some students, who have struggled with languages in years 7 and 8, a vocational skill-based alternative pathway course may be requested from the range within this block. The capacity of is pathway is limited and therefore the school will make the final decision about which students are able to opt for it.

Block 2 to 4 are the subjects of your choice. However, the government would highly recommend that you select history or geography as one of these choices. If you are placed on the alternative pathway then you must choose either history or geography.

You should try to select subjects which you enjoy, which you are good at, which will be useful and which achieve a good overall balance of knowledge and skills. Although there is choice, there are important factors to consider and you will get plenty of advice. Future careers ideas are important and so is **BALANCE**. Personally, I welcome the shift to greater flexibility and more choice so students have a more personalised curriculum. At 14, you ought to have some control over what you learn. If you choose sensibly and we make sure that the essential subjects are included, then we should ensure the Year 9 Options run effectively for all students.

It is my role to encourage you to make brave and wise decisions. Your choice of GCSE subjects will be determined by four important factors, which provide you with a broad and balanced curriculum that prepares you for Further Education or the world of work in 2023 onwards:

- ✓ Your ability and/or aptitude for preferred subjects
- ✓ Your interest and enthusiasm for all your chosen subjects
- ✓ The relationship of your chosen subjects to each other
- ✓ Your plans for further and/or higher education and a career

The Options Evening is an important part of this process. However, please feel free to contact any of my colleagues for further information, advice or guidance in completing the Options process.

D A Curry
Headteacher

A NOTE TO PARENTS

At the end of this Academic Year, your child will have completed three years in Secondary Education (Key Stage 3) and will be entering Year 10 (Key Stage 4) in September 2021 It is at this stage in your child's education that it becomes necessary for them to choose the subjects which they are going to continue to study over the next two years leading to external examinations. As stated earlier by Mr Curry, there are certain subjects which are compulsory for all students and this will be explained in more detail later in this booklet.

Choosing the correct subjects is extremely important and we will make every effort to ensure that each student receives the necessary help and advice to do this. It is in everyone's interest that the correct choices are made at this time so that each individual student can make the best use of his or her talents, and maintain a broad and balanced curriculum.

The purpose of this booklet is to outline the procedure involved in making this choice and to provide you with information that will help you to assist your child in making the correct decisions. While there isn't an options evening in the traditional way over the next week subject teachers will fully outline course to their classes and answer your son/daughters questions. In addition, your child's Form Tutor will give them a great deal of advice about options before choices are actually made. Their work will be co-ordinated by Mrs Cawley, Year Leader of Year 9.

Following the successful introduction of a 'student guided' preferencing process, we remain committed to designing a Key Stage 4 curriculum that responds to students' preferences and individual needs. Students will be asked to select subjects **(in priority order)** and we will use this information to construct four GCSE option blocks.

EXAMINATIONS

It is our policy to give all students the opportunity to sit external examinations at the end of Year 11. Students entering Year 10 will begin by studying courses that will lead to the award of the General Certificate of Secondary Education (GCSE), Cambridge National or Business and Technology Council (BTEC).

The **GCSE** is the examination, which all students sit in the majority of subjects offered at Heber. The GCSEs, Cambridge Nationals and BTECs are both known as Level 2 qualifications, the assessment of most of the subjects offered in School has two or three main parts:

i. Formal Exam
ii. Pre-released examination material e.g. Geography
iii. Oral assessment e.g. Modern Languages
iv. Assessed practical work e.g. Art, D&T, Drama and P.E.

The percentage of marks offered in each of these parts varies according to the subject as required.

Government changes to GCSE examination assessment will mean that, in many subjects, all students will sit one common paper where the questions are stepped in ascending order of difficulty and the marking of the questions is differentiated. For example, only the most capable students will be able to attempt and answer correctly the most difficult questions. It is intended that the majority of students are capable of sitting the GCSE in any subject.

A grading system has also been introduced across the whole curriculum and it comprises of 9 grades, with 9 being the highest grade.

BTEC and Cambridge Nationals are assessed primarily through coursework built up throughout the two years of the course. This is then assessed and moderated. The examinations for these courses take place throughout the course, rather than terminal examinations at the end of the course.

In Science, the majority of students will follow a Combined Science course leading to two GCSEs. Some of the most able scientists will be able to use one of their option choices to study additional science modules, leading to GCSEs in the three separate sciences (Biology, Chemistry and Physics.)

THE YEAR 10 TIMETABLE (Provisional)

There are 50 periods of one hour each in the two-week timetable cycle. Of these, 30 periods are **CORE TIME**, and most students in Year 10 follow the courses that make up this **CORE TIME**. These courses are:

English Language and Literature (2 GCSEs)	7 periods
Mathematics (1 GCSE)	8 periods
Science (2 GCSEs)	9 periods
Physical Education	3 periods
Religious Education / Careers & Work-Related Learning / PSHCE / RSE	3 periods
TOTAL	**30 periods**

The remaining 20 periods are made up by studying **four OPTION** subjects of 5 periods each.

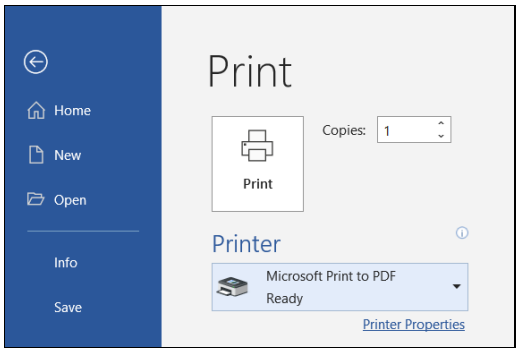
Full information about all these subject courses – **CORE** and **OPTIONS** – can be found later in this booklet. The Option Form is attached at the end of this booklet. You should complete the form and email a pdf copy of it to year9options@heber.org.uk by **Tuesday 23rd February 2021**.

How to turn the form into a pdf

Download the form from the school website (In the curriculum menu). Complete the form as normal.

From the file tab select the print option and change the printer to Microsoft Print to PDF
Save this file and attach it to the email.

year9options@heber.org.uk

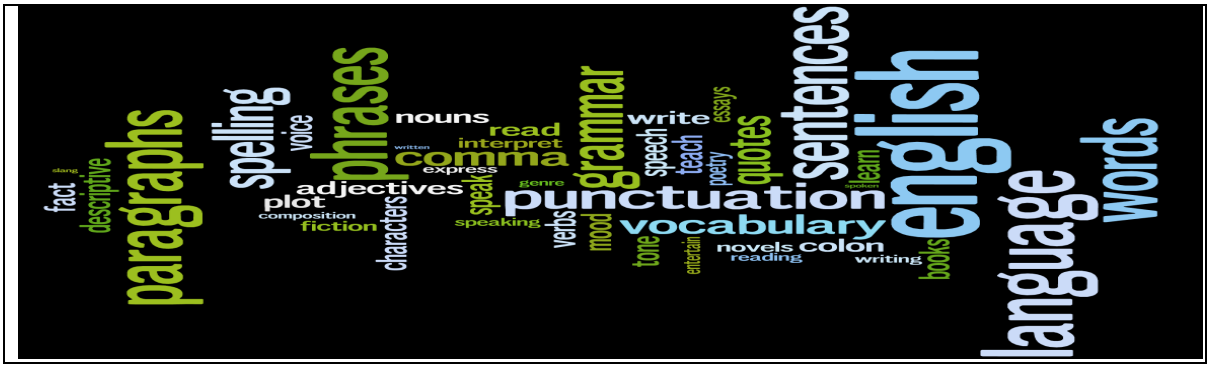


Remember that when you print the next time reset to your normal printer

CORE SUBJECTS

BISHOP HEBER HIGH SCHOOL

ENGLISH LANGUAGE



Study Level **Contact Details**
GCSE **Head of Department**
Mrs J McWilliams (jmcwilliams@bishopheber.cheshire.sch.uk)

Course **GCSE English Language**

Core subject – Why study it?

- It is a core subject GCSE which is a requirement for further education and employment.
- You will develop a range of reading and inference skills which are relevant to everyday life but also transferable skills for other subjects.
- You will develop and hone your narrative writing skills which will require you to be imaginative and allow you to be creative.
- You will adapt your non-fiction writing to suit different text types; audience and purpose. You will understand how to: structure an argument; choose effective vocabulary and use a range of punctuation

Course Outline

Component 1 – 40%

- **READING:** 20th Century Fiction Texts
- **WRITING:** Narrative Writing

Component 2 – 60%

- **READING:** 19th and 21st Century Non-Fiction Texts
- **WRITING:** Non-Fiction / Transactional Writing

Where might it lead?

GCSE English language is designed on the basis that learners should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries: skills which are transferable in the future. Each text studied in the classroom must represent a substantial piece of writing, making significant demands on learners in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support learners in developing their own writing by providing effective models.

Comprehension and communication are central to both everyday life and academic futures ergo the study of English Language is a necessity.

More subject specific careers include: teaching, either in primary or secondary education; journalism or writing; or marketing and public relations.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

ENGLISH LANGUAGE

Course Breakdown and how the course will be assessed

Option/Choice:	• Core Subject (Compulsory)
Examining Board:	• Eduqas
Requirements:	• 100% Examination
Examination Requirements:	***Component 1 (40%)*** **Section A: Reading (Fiction extract): 1 hour** • 40 marks – 5 questions **Section B: Creative prose writing: 45 minutes** • 40 marks – Choose one task from a choice of 4 **Component 2 (60%)** **Section A: Reading (19th & 21st Century non fiction): 1 hour** • 40 marks – 6 questions **Section B: Non-fiction / Transactional writing: 1 hour** • 40 marks • Complete 2 compulsory tasks 30 minutes on each *question*
Final Completion Date:	• Summer of Year 10 • If retaking (below a grade 4) summer of Year 11
Intermediate Dates:	• Component 1 Mock - Autumn of Year 10 • Full Mock – Spring Term of Year 10 • Component 2 Mock – Spring Term of Year 10 • Component 3 (non-exam) – Internally assessed speaking assessment appears as a separate Pass/Merit/Distinction. Distinct from GCSE 9-1 Grade
Additional Comments:	Revision guides are available to be purchased from school : • Revise WJEC EDUQAS GCSE (9-10) English Language Revision Workbook ISBN 978-1-4479-8795-6 • Revise WJEC EDUQAS GCSE (9-10) English Language Revision Guide ISBN 978-1-4479-8810-6
Websites:	EDUQAS Specification: www.eduqas.co.uk BBC Bitesize: https://www.bbc.com/education/subjects/zr9d7ty

BISHOP HEBER HIGH SCHOOL

ENGLISH LITERATURE

Study Level **Contact Details**
GCSE **Head of Department**
Mrs J McWilliams (jmcwilliams@bishopheber.cheshire.sch.uk)

Course **GCSE English Literature**

Core subject – Why study it?

- It is a core subject GCSE.
- You will develop the ability to analyse many elements of the Literature that has shaped society.
- You will be able to select evidence from a range of texts which allows you to establish and craft your own arguments and ideas effectively and persuasively.
- You will not only study the texts themselves but also, with a number of texts, study the contextual influences of those texts allowing you to explore how historical and social events have inspired generations of writers and readers.

Course Outline

Component 1 – 40% Shakespeare and Poetry

Section A: (20%) Shakespeare

You will study one of the following texts: *Romeo and Juliet*; OR *Macbeth*; OR *Othello*; OR *Much Ado About Nothing;* OR *Merchant of Venice*

Section B (20%) Poetry from 1789 to the present day

You will study the EDUQAS Anthology

Component 2 – 60% Post- 1914 Prose/ Drama, 19th Century Prose and Unseen Poetry

Section A (20%) Post-1914 Prose/Drama

You will study one of the following texts: *Lord of the Flies*; OR *An Inspector Calls*

Section B (20%); 19th Century Prose

You will study one of the following texts: *A Christmas Carol*; OR *Pride and Prejudice*; *Or The Strange Case of Dr Jekyll and Mr Hyde*

Section C (20%) Unseen Poetry from the 20th/21st Century

Analyse and compare two unseen poems and discuss the effects that are created

Where might it lead?

English Literature encourages learners to develop knowledge and skills in reading, writing and critical thinking. It provides learners with opportunities to read widely for pleasure across a range of high quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential.

In terms of job opportunities, media and publishing can be a good fit for an English Literature student, as they offer a good way to apply your knowledge of the written language. Teaching is another option; from primary education right up to FE. The analytical skills associated with such a degree also apply well to things such as law, so many students undertake law conversion courses.

English Literature is well respected by potential employers owing to the numerous transferable skills it demonstrates and its rigorous academic nature.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

ENGLISH LITERATURE

Course Breakdown and how the course will be assessed

Option/Choice:	• Core Subject (Compulsory)
Examining Board:	• Eduqas
Examination Requirements:	100% Examination ***Component 1 (40%)*** ***Section A: Shakespeare (1 hour)*** • *One extract question [15 marks]* • *One full essay question [25 marks]* • *(Closed book exam)* ***Section B: Poetry from 1789 to the present day (1 hour)*** • *Two questions based on poems from the EDUQAS Poetry Anthology* • *Question One – analysis of named poem [15 marks]* • *Comparison to one other poem of your choice from the anthology [25 marks]* • *(Named poem only provided in exam)* ***Component 2 (60%)*** ***Section A: Post 1914 Prose/ Drama (45 minutes)*** • *Extract into essay question on selected text [40 marks]* • *(Closed text exam)* ***Section B: 19th Century Prose*** • *Extract into essay question based on selected text [40 marks]* • *(Closed text exam)* ***Section C: Unseen Poetry*** • *Two questions based on unseen poems* • *Question One – analysis of first poem [15 marks]* • *Question Two – comparison of both unseen poems [25 marks]* • *(Texts provided on the question paper)*
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Full Mock – Spring Term of Year 11
Additional Comments:	EDUQAS Poetry Anthology to be provided in Year 9.
Websites:	EDUQAS Specification: www.eduqas.co.uk www.gcsepod.com Student Sharepoint area – school website

BISHOP HEBER HIGH SCHOOL

MATHEMATICS

Study Level **Contact Details**
GCSE **Subject Leader**
Mr C McMullan (cmcmullan@bishopheber.cheshire.sch.uk)

Course **GCSE Mathematics**

Why study this subject?

- Maths is a compulsory subject.
- Just as languages provide the building blocks and rules we need to communicate, maths uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.
- Studying maths helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics , build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

Course Outline

Algebra - Algebraic notation, vocabulary and manipulation, graphs, solving equations and inequalities and sequences
Probability - Probability from tree diagrams, Venn diagrams and data tables
Statistics - Draw and interpret statistic diagrams and recognise the relationships between data
Number - Structure and calculation, fractions, decimals and percentages, measures and accuracy
Ratio, Proportion and rates of changes - Understand ratio, proportion and their links. Understand rates of change
Geometry and measures - Properties and constructions, mensuration and calculation, vectors

Where might it lead?

Maths is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

According to the Russell Group informed choices guide, Maths is a "facilitating" subject, which means that it will help you to study lots of other subjects and pursue lots of different careers. Maths helps supports the study of subjects like physics, chemistry, engineering, IT, economics, business and biology which can also help with your maths revision.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

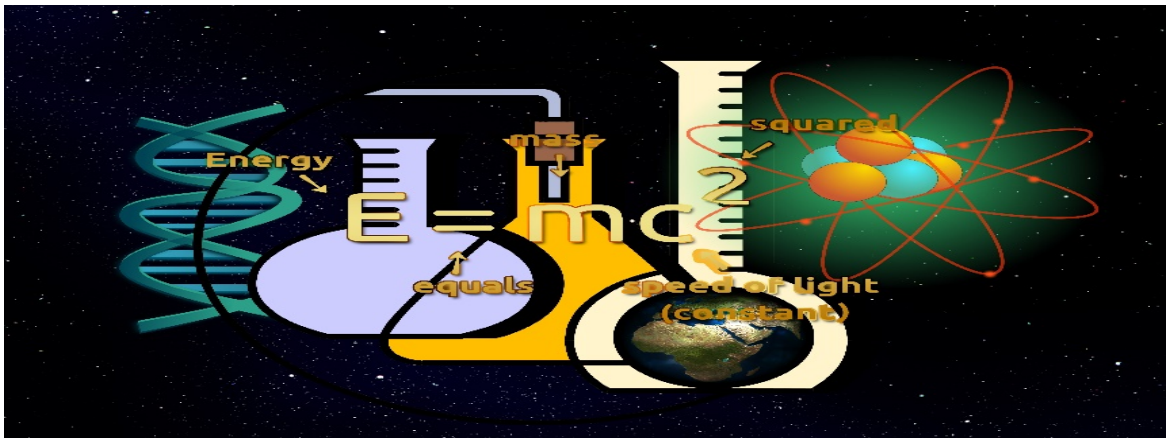
MATHEMATICS

Course Breakdown and how the course will be assessed

Option/Choice:	• Core Subject (Compulsory)
Examining Board:	• OCR
Requirements:	• 100% Examination – 3 Papers
Examination Requirements:	• Paper 1 (1 Hour 30 mins) Calculator • Paper 2 (1 Hour 30 mins) Non-Calculator • Paper 3 (1 Hour 30 mins) Calculator
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exams in November and January of Year 11
Additional Comments:	Revision guides are available: GCSE Maths OCR Complete Revision & Practice: Higher - Grade 9-1 Course (with Online Edition) GCSE Maths OCR Complete Revision & Practice: Foundation - Grade 9-1 Course (with Online Edition)
Websites:	• Mymaths: www.mymaths.co.uk and Mathswatch VLe www.vle.mathswatch.co.uk All students will have been given passwords, so that they can access lessons and online tasks • Pixl Maths App: www.maths.pixl.org.uk (password) given to students). This Maths App allows students to work on Maths challenges at the most appropriate level, with an opportunity to focus on areas of improvement. • www.mathsgenie.co.uk This is a resource providing topic specific exam questions.

BISHOP HEBER HIGH SCHOOL

COMBINED SCIENCE



Study Level **Contact Details**
GCSE **Head of Department**
Dr S Clark (sclark@bishopheber.cheshire.sch.uk)

Course **GCSE Combined Science (2 GCSEs)**

Why study this subject?

- Combined science is a core subject
- Fascinating, challenging, awe inspiring subjects.
- The three sciences are all different yet link together to give you the tools to understand and contribute to the world you live in.
- The department has a track record of excellent results well above national averages and target grades.
- The content in combined science is sufficient to lead you into the separate science A levels.

Course Outline

Biology
Cell biology, Organisation, Infection and response
Bioenergetics, Homeostasis and Response
Inheritance, Ecology, Variation and Evolution

Chemistry
Periodic Table and Atomic structure, Bonding, Quantitative chemistry, Chemical changes, Energy changes Rates, Organic chemistry, Chemical Analysis, Environmental Changes and Earth's Resources

Physics
Forces, Energy, Waves Electricity, Magnetism and Electromagnetism, Particle Model of Matter and Atomic structure.

Where might it lead?

Combined science is a good platform to study all or just one of the sciences at A level. All three sciences are challenging and highly respected at Universities and will lead to a huge range of traditional and diverse career opportunities. The skills required to achieve well at A level are transferable to any profession.

The opportunities are endless and include: Medicine, Veterinary, Dentistry, Chemical Engineering, Biomedicine, Electrical engineering, Astrophysics, Forensic science, Environmental science, Pharmacy, Oceanography, Packaging engineer, any Scientific Research and Manufacturing industries.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

COMBINED SCIENCE

Course Breakdown and how the course will be assessed

Option/Choice	• Core subject (EBacc Bucket)
Examining Board:	• AQA
Requirements:	• 100%- examinations • 6 practicals in each subject. • Practical work assessed in written exams
Examination Requirements:	2 papers for each Science, total of 6 papers, each 1-1/4 hrs • Biology paper 1 topics 1-4, paper 2 topics 5-7 • Chemistry paper 1 topics 1-5, paper 2 topics 6-10 • Physics paper 1 topics 1-4, paper 2 topics 5-7 **OR** 4 papers covering all 3 sciences, each 1-3/4 hours
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Termly tests, mocks in spring term
Additional Comments:	In Year 10 each student will receive the following revision resources from the department. **Revision Guides** CGP AQA Combined Science Complete revision and practice Biology 978 1 78294 586 4 or 978 1 78908 0 025 CGP AQA Combined science Complete revision and practice Chemistry 978 1 78294 587 1 or 978 1 78908 0 032 CGP AQA Combined science Complete revision and practice Physics 978 1 78294 588 8 or 978 1 78908 0 049 **Revision Cards** CGP AQA Combined Science Biology 978 1 78908 0 575 CGP AQA Combined Science Chemistry 978 1 78908 0 551 CGP AQA Combined Science Physics 978 1 78908 0 568
Websites and revision resources	On **SHAREPOINT** students can access to the following: Biology PiXL resources for each topic Chemistry PiXL resources for each topic Physics PiXL resources for each topic **Recommended Revision Sites** https://www.youtube.com/user/myGCSEscience https://www.bbc.com/education/subjects/zrkw2hv https://www.gcsepod.com/ **Science Department Resources** www.educake.co.uk Each student will receive a login from the department for this online revision tool. It will be used for homework and revision purposes.

CORE SUBJECTS

PSHCE

Personal, Social, Health, Citizenship and Economic (PSHCE) Education continues to cover a series of pastoral topics. No examinations are involved and the courses are designed to help students to prepare themselves for life during and after School. For example, they are helped to improve their communication skills, to manage relationships with other people, to develop their self-confidence, and to develop skills that will help them gain employment and play a full part in the life of the community.

The PSHCE curriculum builds on and develop statutory curriculum content. For example:

- Drug and Alcohol education
- Financial education
- Relationship and sex education (RSE)
- Importance of physical activity and diet for a healthy lifestyle
- Citizenship
- Promotion of student's spiritual, moral, social and cultural (SMSC) development
- Career advice and guidance

Careers, Work-Related Learning & Enterprise Education

In Years 10 and 11, students complete three strands of the careers curriculum:

- Self-Assessment and Development
- Exploring Careers
- Managing Careers

They complete self-assessment tasks and are encouraged to explore career opportunities by using the Careers Library and ICT Careers Programmes and websites. Speakers are invited to School to give information on Apprenticeship Programmes and subject-specific careers and the biennial Careers Convention is an opportunity to gather information from a wide range of organisations regarding specialist areas of work. Independent careers advice is also available on the National Careers Website:

www.nationalcareersservice.direct.gov.uk

The Work-Related Learning and Enterprise Education programme gives students an opportunity to develop their life skills. Such skills are a high priority to employers and training organisations and evidence of applicants' experience is usually required on Application Forms.

Students are encouraged to develop such skills as Communication, Leadership, Problem-Solving, Decision-Making and Teamwork in a number of Business Enterprise activities. They may complete Work Experience in KS4 or Sixth Form, and will complete tasks linked to the recruitment and selection process and job applications. The management of personal finance is also covered. The programme is intended to support students in making well-informed realistic decisions, as well as preparing them for the world of work and giving them an insight into the standards and qualities required for employment.

Physical Education (P.E.)

Physical Education is **compulsory** in Years 10 and 11. In Core P.E., there are three one-hour lessons per fortnight. Classes are split into ability groups so that students work with others of similar ability across the year group. The groups have the opportunity to participate in a number of sports, both major and minor during the two-year course.

Some of the following aspects of P.E. will be covered during KS4:

Athletics, aerobics, badminton, basketball, cricket, dance, health and fitness, hockey, lacrosse, netball, rounders, rugby, football, table tennis, tennis, softball, handball and volleyball.

All students are encouraged to attend clubs during lunchtimes and after school, as well as to be members of teams both in and out of School. It is hoped that each student will become sufficiently interested in certain areas and continue at club level when they leave School.

It is important that all students continue to maintain a high standard of appearance. With regards to their kit, the appearance of senior students sets an example to the rest of the School. All of the official School P.E. uniform listed in the School Prospectus can be purchased from Whitchurch Sports

In addition, GCSE Physical Education and BTEC (Business and Technology Education Council) Level 2 First Award in Sport are also offered. Those undertaking GCSE/BTEC P.E. can purchase an additional GCSE P.E. t-shirt from the P.E. department.

Religious Education (R.E.)

Religious Education at KS4 is a compulsory core subject, non-examinable and taught one period per fortnight. Religion and ethical issues are at the forefront of today's society, therefore in Years 10 and 11 students have the opportunity to explore themes common to all religious traditions, looking at how beliefs affect lifestyles. There is also an opportunity for students to reflect on their own beliefs and values in the light of their studies, discussing their own opinions and considering those of others in the class, therefore developing key skills.

Topics to be included will be:

- Human nature and human potential
- Myself and the world / personal responsibility – can I make a difference? Problems such as peace, freedom, justice
- Social ethical issues, e.g. abortion, capital punishment and euthanasia
- Different views about life after death
- Religion and the media

The course will mainly involve discussion, with group-work and some individual written work for progress purposes.

Religious Studies (R.S.) GCSE is offered in addition to the core subject – further information is available.

OPTION SUBJECTS

BISHOP HEBER HIGH SCHOOL

ART

Study Level **Contact Details**
GCSE **Head of Department**
Miss T Harris (tharris@bishopheber.cheshire.sch.uk)

Course **GCSE Art**

Why study this subject?

- First and foremost Art GCSE is hugely enjoyable and challenging subject. Although it requires a lot of hard work and good time management the subject delivers so much more than purely developing your practical use and understanding of media.
- It enables you to work creatively, to set your own agenda, make independent decisions and to be self-critical. Coursework teaches you self-discipline and the ability to problem solve. You need to be brave in your judgements and accept criticism.
- The Creative industries are currently booming and students who are able to think creatively and work with real independence are in high demand in the jobs market.

Course Outline

In Year 10 students will develop work in response to a theme; creating a portfolio of work which addresses the assessment objectives and evidences their journey from initial engagement with an idea to the realisation of intentions. The portfolio will incorporate artist research and analysis and annotation of ideas as well as the experimental use of many types of media including paint, photography and sculpture.
There will be a mock exam at the start of year 11 which will ultimately be incorporated into the whole coursework portfolio. The final exam is in April with a 10 week period of preparation time allowed beforehand.

Where might it lead?

While Art continues to be a desirable option for students wishing to pursue creative careers, such as Architecture, Photography, Set Design, Interior Design, Art History or Painting and other Fine Art related professions, the internet has also seen an explosion of exciting, new roles emerge. Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology. Top talent management agency, The Curve Group specialising in financial and business services, concurs: *"Employees with an arts degree have developed more quickly in their roles from the start. They have discipline, confidence and can accept criticism."*

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

ART

Course Breakdown and how the course will be assessed

Option:	• Option subject (Open Bucket)
Examining Board:	• AQA
Requirements:	**Component 1:** • **Portfolio Unit consisting of 2 units of coursework** (worth 60%) • Unit 1 - Year 10 • Unit 2 - Year 11 (Mock exam) **Component 2:** • **Final exam** (worth 40%)
Examination Requirements:	• Preparatory Period (beginning in January) followed by 10 hours of supervised exam.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in November of Year 11 (Unit 2 Examined)
Additional Comments:	• All subject content aims to introduce a variety of media and processes in order to improve and broaden skills as well as develop knowledge, understanding and independent learning. • Students will demonstrate, through extended creative responses, their ability to draw together different areas of knowledge, skills and understanding from across their course study. • Sketchbooks and Portfolios will be offered to students at a reduced cost. • Keep up to date with Exhibitions and the coverage of art topics in the media.
Websites:	• http://artuk.org/ (Art UK is a joint initiative between the Public Catalogue Foundation (now known as Art UK), 3,000 museums and other art collections, and the BBC. Great informative website.) • http://www.theguardian.com/artanddesign/art (A leading source for arts news and articles.) • http://www.emptykingdom.com/ (A group of artists, writers, filmmakers, musicians, designers, and thinkers busy overturning all the rules and trying to make the world a better place!) • http://designcollector.net/ (Art, design, illustration, photography, music, motion and visual overdose).

BISHOP HEBER HIGH SCHOOL

BUSINESS

Study Level **Contact Details**
GCSE **Head of Department**
Mr B Lonergan (blonergan@bishopheber.cheshire.sch.uk)

Course **GCSE Business**

Why study this subject?

- Business is a dynamic course that examines the fast-paced and ever changing business environment and current affairs in the wider world.
- The course prepares you for the highly competitive world of work and allows you to develop life skills that will be beneficial after education.
- The exam is a mixture of multiple choice, short, medium-length and longer questions that call on a range of skills, analysis and use of business context combined with students' own knowledge. All case studies are based on real life business examples. You develop the skills to weigh up an argument, evaluate and justify it from real life business examples.

Course Outline

Topic 1 – Business Activity, Marketing and People
The role of enterprise and entrepreneurship, business planning and ownership, business growth , marketing and the marketing mix, the role of human resources, organisational structures and communication in business, recruitment and selection, training and employment law

Topic 2 – Business operations, finance and influences on business
Business operations, their role within the production of goods and provision of services including production process and concept of quality, the role of the finance function including break even and cash flow, external influences on business and how businesses change in response to these influences, including ethical and environmental considerations, the economy and globalisation.

Where might it lead?

Business is a growth subject which equips students with an understanding of the business world and also will develop life skills needed in the outside world. The subject is increasingly popular as an option as it engages students with real life business examples thus engaging all students. The course will benefit those interested in business through; giving them the ability to extract key information from case studies; developing explanation and analytical skills; making informed judgements from data and case studies provided. The skills learnt are transferable to other subjects and provide a foundation for those considering the subject at A-level. This respected course has led to many students pursuing careers in Economics, Business, Human Resource Management, International Business and Marketing.

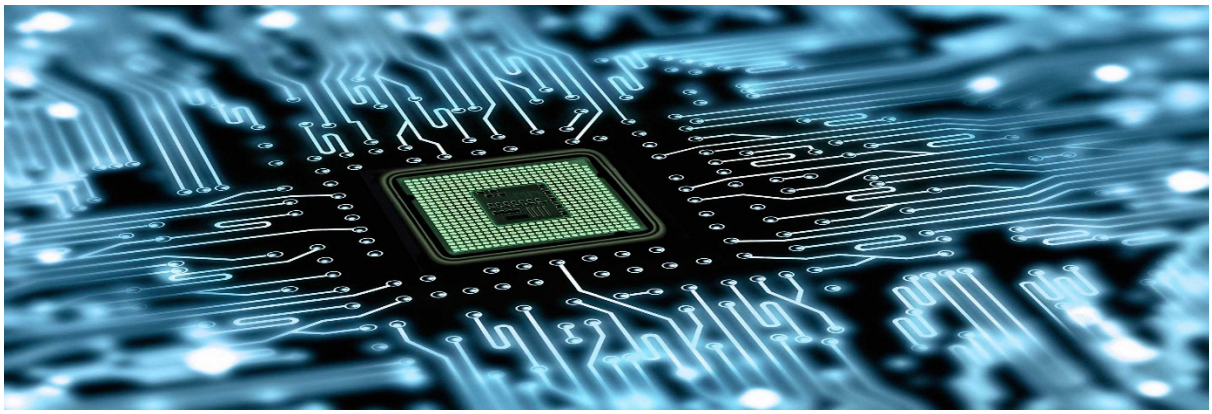
CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

BUSINESS

Examining Board:	• Option subject (Open Bucket)
Requirements:	• 100% Examination
Examination Requirements	• Paper 1 – **Business activity, marketing and people**. Written exam: 1 hour 30 minutes (50%) • Paper 2 – **Operations finance and influences on business.** Written exam: 1 hour 30 minutes (50%)
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Assessments will be carried out throughout the duration of the course
Additional Comments:	• The subject content is split into two units: Paper 1 and Paper 2. • In the specification content, students are encouraged to study examples of real life businesses. This will enable them to relate theory with case studies and examples. Case studies are used in the examination, which requires students to develop context and in depth of knowledge and understanding. • Text books will be supplied in class. However, a revision guide and student workbooks are available. • Past papers are used extensively for homework activities and revision. • Students are encouraged to keep up to date with current affairs and watch the news regularly or use news apps. Programmes such as BBC and Sky News, Dragons Den and Panorama are recommended viewing. • Business includes several external visits to relevant businesses and outside speakers, in order to enhance learning outside of the classroom
Revision Guide/s:	• New GCSE Business Complete Revision and Practice – for the Grade 9-1 Course (with online edition) ISBN: 978 1 78294 691 5
Websites:	• http://www.ocr.org.uk/Images/304213-specification-accredited-gcse-business-j204.pdf • www.bbc.co.uk/schools/gcsebitesize/business/ • https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing • https://www.bankofengland.co.uk/education • GoJimo – free multiple choice revision for OCR and the GCSEPod

BISHOP HEBER HIGH SCHOOL

COMPUTER SCIENCE



Study Level **Contact Details**
GCSE **Head of Department**
Dr D Harris (dharris@bishopheber.cheshire.sch.uk)

Course **GCSE Computer Science**

Why study this subject?

- This is a course that uses mathematical and physical concepts to understand how computers work. It investigates programming in great depth, and considers how real world problems can be tackled using computational thinking. By the end of the course, students will have an in-depth understanding of how computer technology works.

Course Outline

Unit 1 – Computer Systems (Exam 50%)
This component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.
Unit 2 – Computational Thinking, Algorithms and Programming (Exam 50%)
This component is focused on the core theory of computer science and the application of computer science principles.
Unit 3 – Programming Project (Non-Exam Assessment 20%)
This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply knowledge and skills they have learned.

Where might it lead?

Information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher education and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Learners who have taken a Computing GCSE and who then progress to study the subject at A-level and university will have a sound underpinning knowledge of this subject area.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

COMPUTER SCIENCE

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (EBacc Bucket)
Examining Board:	• OCR
Requirements:	• 100%-examined • with compulsory controlled assessment
Examination Requirements:	• Paper 1 (1 hour 30 mins) Computer systems, networks, systems software, the internet and protocols for communication, CPU, memory, secondary storage • Paper 2 (1 Hour 30 mins) reading and writing algorithms, sorting searching, data representation, computational logic, integrated development environment, translation of computer languages.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11
Additional Comments:	Revision guides are available: • Python for Dummies by Stef Maruch – ISBN-10 0471778648 • CGP OCR Computer Science ISBN 978 1 78294 860 5
Websites:	• Code.org • Computerphile on youtube • Code academy • W3 for schools

BISHOP HEBER HIGH SCHOOL

CREATIVE iMEDIA

Study Level **Contact Details**
National Cert **Head of Department**
Mrs J McWilliams (jmcwilliams@bishopheber.cheshire.sch.uk)

Course **OCR National Certificate in Creative iMedia**

Why study this subject?

With the creative industries now being worth at least £10 million an hour to the UK economy there has never been a better time to study the media. The course offers students the opportunity to study the relationship between the industries and their audiences with specific emphasis on students creating their own products. Students will study Pre-Production Skills, Graphic Narrative Design, Film Marketing and Graphic Design. Whilst this is a course that may offer some familiarity with products that are studied it is not an easy option.

Course Outline

In year 10 students:
introduction to the subject, a mock practical project where they can demonstrate their understanding. They will study the history of graphic narratives and the relationship between media products and their audiences.
Year 10 includes graphic design which will focus on developing advertising and marketing material for a new film. This will require use of image manipulation software and technical equipment.
In year 11 students will produce a short trailer for a new documentary, the use of professional video editing software and the theory required to make an industry standard video. The second part focuses on the exam.

Where might it lead?

There are a number of pathways that a Creative iMedia National Certificate can offer students. The most obvious one is to continue to study the subject at A Level. Beyond school students can seek out apprenticeships in the creative industries or even employment in the sector.
The traditional view of the apprentice has been transformed in recent years, as design and art studios, media companies, record labels, music promoters, fashion houses or photography services vie to spot new talent.
Another popular choice for students is to go to university to specialise in one particular area of media such as TV production, journalism or web design.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

CREATIVE iMEDIA

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• OCR
Requirements:	**Unit R081 (25%):** • Pre-production skills • A written exam at the end of year 11 **Unit R082 (25%):** • Creating digital graphics • A practically assessed component • Students respond to a set brief from the exam board **Unit R084 (25%):** • Understanding graphic narratives • A practically assessed component • Students respond to a set brief from the exam board **Unit R089 (25%):** • Creating a digital video sequence • A practically assessed component • Students respond to set brief from the exam board
Examination Requirements:	• Key products studied throughout the two-year course.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in Autumn of Year 11 (Unit R081)
Additional Comments:	• Students will be required to write extended pieces of writing in their exam and to be able to analyse media products independently. • Students are not required to have any of their own media production equipment for this course. • Equipment is available through the department and can be loaned out to students during any production.
Websites:	• https://www.bbc.com/education/subjects/ztnygk7 (GCSE Bitesize for Media Studies, useful for learning the basic concepts.) • https://www.theguardian.com/uk/media (Keep up to date with all the developments in the media industry)

BISHOP HEBER HIGH SCHOOL

DANCE

Study Level **Contact Details**
GCSE **Head of Department**
Mr M.Lindley (mlindley@bishopheber.cheshire.sch.uk)

Course **BTec Dance**

Why study this subject?

Designed specifically for schools, BTEC Tech Awards are brand new Level 1 and Level 2 qualifications for first teaching in September 2017. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess students through assignments and tasks (including performance) rather than traditional exams. The BTEC Tech Award suite is an introduction to vocational learning. The Awards give students the opportunity to build skills that show an aptitude for further learning both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating students to engage fully with challenging study. It does not limit progression options because the skills acquired are applicable to a range of post-16 study options.

Course Outline

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore students need to demonstrate attainment across all components in order to achieve the qualification. The components are strongly interrelated and they are best seen as part of an integrated whole rather than totally distinct study areas. Normally, students will take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Where might it lead?

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to;

- A Levels as preparation for entry into higher education in a range of subjects
- A vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares students to enter employment
- Apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

DANCE

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• Edexcel
Requirements:	• 60% Internal assessment covering to assignments **Component 1**- Exploring the performing Arts – Portfolio **Component 2**- Developing skills and techniques in Dance – Diary log 40% External assessment - externally assessed task in controlled conditions
Examination Requirements:	• **Component 3** – Controlled assessment
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Component 1 and 2 complete in the October of Year 11
Additional Comments:	• Component 3 - *Performing to a Brief* requires students to apply performance skills and techniques in response to a brief and stimulus, developing a group workshop performance for a selected audience. • Task set and marked by the exam board, completed under supervised conditions. 12 weeks before the supervised assessment period, students will be given the set task in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in three hours in the period timetabled by Pearson.
Websites:	https://qualifications.pearson.com/en/home.html https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html

BISHOP HEBER HIGH SCHOOL

DESIGN AND TECHNOLOGY

Study Level **Contact Details**
GCSE **Head of Department** Miss J Stockley (JStockley@bishopheber.cheshire.sch.uk)

Course **GCSE Design & Technology**

Why study this subject?

- A good grounding in Design and Technology is a distinct advantage in any career choice where innovative, creative thinking, problem solving and team work are required.
- You can now study any material and be as creative as you like.
- You develop life skills that will stay with you for life.

Course Outline

This qualification is linear, so you will sit all exams and submit all your non-exam assessment at the end of the course.
Subject content

1. Core technical principles
2. Specialist technical principles
3. Designing and making principles

EXAMINATION
Written exam: 2 hours - 50% of GCSE
A mixture of short answer and extended response questions including a 12 mark design question.

NON-EXAMINED ASSESSMENT
30–35 hours approx. - 50% of GCSE
Task(s)

- Substantial design and make task
- Assessment criteria:
  - Investigating
  - Designing
  - Making
  - Analysing and Evaluating
- Students will produce a working prototype and a portfolio of evidence (maximum 20 pages)

Where might it lead?

Specifically Design and Technology can lead to employment in such careers as architecture, product design, engineering, manufacturing, graphic design, advertising, fashion design, catering, food science.

Careers in Design and Technology

"The innovation that fuels UK growth relies on knowledge, the skilled use of materials and the command of ideas. Design and the Arts are vital components of an accessible and varied education system that can provide these skills."

Sir Jonathan Ive, Stella McCartney, Sir Terence Conran (and others)

- *from an open letter to Michel Gove*

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

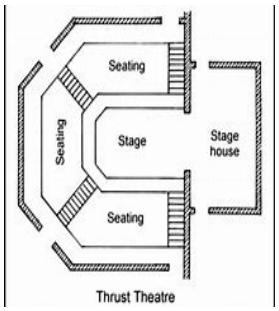
DESIGN AND TECHNOLOGY

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• AQA
Requirements:	• 50% Examination • 50% No Examined Assessment (coursework)
Examination Requirements:	Exam paper **Section A – Core technical principles (20 marks)** • A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. **Section B – Specialist technical principles (30 marks)** • Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles. **Section C – Designing and making principles (50 marks)** • A mixture of short answer and extended response questions. • Non-exam assessment (NEA): 30–35 hours approx. • 100 marks - 50% of GCSE
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11
Additional Comments:	Revision guides are available: • CGP GCSE AQA Design and Technology (9-1) Author- CGP Books ISBN-139781782947554
Websites:	• http://www.technologystudent.com/ • https://www.gcsepod.com/ • http://designmuseum.org/ • https://www.alessi.com/gb_en/

BISHOP HEBER HIGH SCHOOL

DRAMA



Study Level **Contact Details**
GCSE **Head of Department**
Mrs B Pickard (bpickard@bishopheber.cheshire.sch.uk)

Course **GCSE Drama**

Why study this subject?

- GCSE Drama is an exciting course that will prepare students for all aspects of working life.
- It is not only for those interested in a career in Drama, but also an exercise in confidence building and use of their own ideas and experiences.
- It is a course, which allows students the flexibility to specialise in their chosen area of Theatre Production from acting to set design**.**
- The course will engage and encourage students to become confident performers and designers and will give them a range of practical, theoretical and social skills they need for a bright and successful future.

Course Outline

There are six areas of study covered during the course:

- Theatre roles and terminology
- Study of set text-'Blood Brothers' by Willy Russell
- Live theatre production
- Creating devised drama (practical)
- Performing devised drama (practical)
- Texts in practice (practical)

During the course, students can choose to develop as a: Performer, Designer or Performer and Designer (including: lighting, sound, set, costume and puppet design). Whichever option they choose, students are sure to gather many invaluable skills, both horizons.

Where might it lead?

Students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. Suitable for those wishing to pursue a career in the Arts, any job requiring presentation, communication or creative skills, or for those who simply have an interest in the subject.
This specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

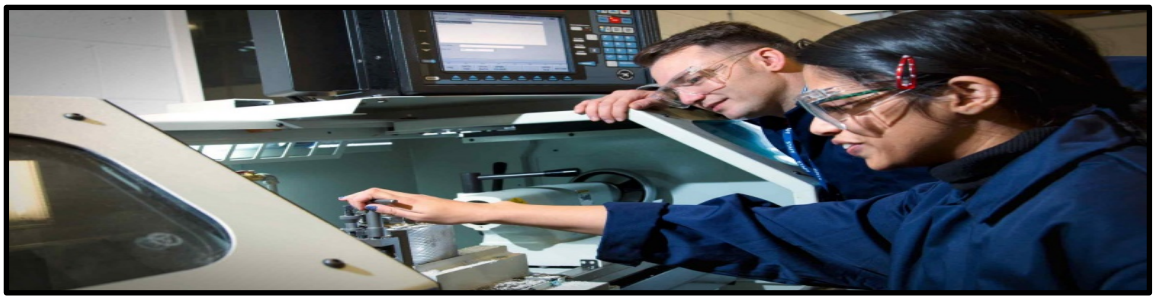
CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

DRAMA

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• AQA
Requirements:	• 60% Practical: Devised and Scripted • 40% Written exam
Examination Requirements	• Component 1: **Understanding Drama:** 1 hour 45 minute exam: worth 40% of GCSE. In this component students will demonstrate their knowledge of evaluating live theatre and exploring a script to complete a written exam. • Component 2: **Devising Drama: Practical Performance and logbook:** worth 40% of GCSE. This unit is entirely practical and allows students to perform a devised performance based around a theme of their choice. They can select whether to perform or support a group technically; for example: lighting, sound, masks/make-up, set design or props and stage management. • Component 3: **Texts in Practice:** Performance of 2 extracts from a play to a visiting examiner: worth 20% GCSE
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11 • Component 2: Devising Theatre will be performed to a live audience in October of Year 11
Additional Comments:	• The subject content is split into 3 components units: 1) Understanding Drama 2) Devising: Practical Performance 3) Performing Scripts • It is a course which allows students the flexibility to specialise in their chosen area of Theatre Production from acting to set design • All resources required will be posted on eheber under Key Stage 4 Drama • Scripts for Understanding Drama and Performing Scripts will be supplied in class • All students will attend at least one Live theatre trip • Drama Residential Weekend at the Conway Centre, Menai – Spring term Year 11 • A Study Guide to Blood Brothers for GCSE: All Tiers by Janet Marsh, David Jones, 4 Aug 2011, Paperback • AQA GCSE DRAMA: by Anne Fox. Illuminate publishers, July 2017. ISBN-13: 978 7 911208211 • York Notes for GCSE: study guide new for GCSE 9-1, Blood Brothers.2016. ISBN-978-1-2921-3806-0
Websites:	• http://www.aqa.org.uk/subjects/drama/gcse • http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramabloodbrothers/ • http://www.bbc.co.uk/education/subjects/zbckjxs • http://www.nationaldrama.org.uk/cpd/wp-content/uploads/sites/4/1GCSE-Drama-Spec-Launch-Presentation-version-1.3.pdf • ttps://www.nationaltheatre.org.uk/?gclid=CNfts8Wq3swCFYZuGwodsA4McA

ENGINEERING



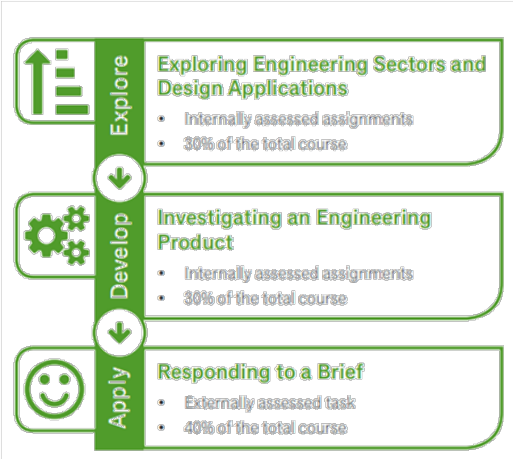
Study Level **Contact Details**
BTEC **Head of Department**
Miss J Stockley (JStockley@bishopheber.cheshire.sch.uk)

Why study this subject?

Designed specifically for schools, BTEC Tech Awards are brand new Level 1 and Level 2 qualifications for first teaching in September 2017. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess students through assignments and tasks rather than traditional exams. – BETC Engineering will challenge your problem solving skills, practical skills and technical knowledge. Taught in three units, you will complete a design task, a manufacturing task and a workshop based practical exam.

Course Outline

The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.



Where might it lead?

Recognised by employers and universities In 2017, nearly 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

What are my students' options for progression after the course?

After completing their BTEC Tech Award, your students will be in a great position to continue in the engineering sector. This qualification prepares students for both practical and academic routes.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

ENGINEERING

Course Breakdown and how the course will be assessed

Option/Choice:	• Option Subject (Open Pillar)
Examining Board:	• Pearson
Requirements:	• 60% Internal Assessment • 40% External Exam
Examination Requirements:	**Unit 1** Exploring Engineering Sectors and Design Applications (Coursework) **Unit 2** Investigating and engineering project (Coursework) **Unit 3** A set task comprised of two parts worth 60 marks in total will be completed under supervised conditions. The supervised assessment period is two hours for Part 1 and one and a half hours for Part 2. Both parts of the set task are completed during a one-week period timetabled by Pearson. The assessment availability is February and May/June only. For assessment, learners will be given a brief to carry out a practical set task before completing the three activities based on the practical task. An additional task, consisting of two activities, will target higher-order, planning, redesign and evaluative skills, and relate to independent scenarios.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11
Additional Comments:	Revision guides are available: BTEC Level1/2 Tech award Engineering Student book ISBN: **9781292221892**
Websites:	• http://www.technologystudent.com/ • https://www.gcsepod.com/ • http://designmuseum.org/ • https://www.alessi.com/gb_en/

BISHOP HEBER HIGH SCHOOL

ENTERPRISE AND MARKETING

Study Level **Contact Details**
National Cert **Head of Department**
Mr B Lonergan (blonergan@bishopheber.cheshire.sch.uk)

Course: **OCR Cambridge National Certificate in Enterprise and Marketing**

Why study this subject?

- Enterprise and Marketing is a dynamic vocational course that examines the fast-paced and ever changing business environment approaching student learning in a more practicable manner.
- It gives students the opportunity to develop a range of personal skills and attributes essential for successful performance in working life.
- The course introduces students to a range of entrepreneurial skills which are invaluable in today's competitive world
- The course includes several external visits to relevant businesses and outside speakers, in order to enhance learning outside of the classroom

Course Outline

Topic 1 – Enterprise and Marketing
You will learn the main activities that will need to happen to support a start-up business, why customer segmentation is used and how to target a customer market. You will also develop an understanding of how to attract and retain customers and how to make a product viable.

Topic 2 – Design a business proposal
To meet a business challenge scenario, you will identify a customer profile for your product design, develop market research tools, to compete market research for your product. You will complete financial calculations to select a pricing strategy and determine whether the product is viable.

Topic 3 – Market and pitch a business proposal
You will produce a brand identity and promotional plan for your proposed product. You will pitch this product and complete a review of your pitching skills and product proposal.

Where might it lead?

Enterprise and Marketing is a subject which equips students with an understanding of enterprise and real life business skills. The subject is increasingly popular as an option as it engages students with more project based learning.

The course prepares students for the highly competitive world of work, developing skills required to be successful after compulsory education and to cultivate a valuable understanding of the business workplace.

The units of study will enable students to improve communication skills, teamwork, self-motivation and the production of business documentation to professional standards

It provides an excellent foundation for further study and is a proven pathway to Key Stage 5 and ultimately to a wide range of Universities and Apprenticeships.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

ENTERPRISE AND MARKETING

Course Breakdown and how the course will be assessed

Option/Choice:	Option subject (EBacc Bucket)
Examining Board:	OCR
Requirements:	• 50% Assignments • 50% Examination
Examination Requirements	• Unit 1 – **Enterprise and marketing concepts** - 1 hour 30 minute written examination (50%) • Unit 2 – With OCR set assignment (25%) • Unit 3 – With OCR set assignment (25%)
Final Completion Date:	• Easter of Year 11
Intermediate Dates:	Assessments will be completed by the following dates: • Unit 1 – Examination Summer of Year 10/ January of Year 11 • Unit 2 – December of Year 10 • Unit 3 – April of Year 11
Additional Comments:	• In the specification content, students are encouraged to study examples of real life businesses. This will enable them to have a greater understanding of enterprise and produce assignments where they can relate to consumer needs. Case studies are used throughout the teaching of the three distinct units, this allows students to develop context and in depth knowledge and understanding. • Students are encouraged to keep up to date with current affairs and watch the news regularly or use news apps. • This is qualification is equivalent to a GCSE.
Revision Guides:	• 9781510456761 Cambridge National Level 1/2 Enterprise and Marketing (Publication date (26/04/19)
Websites:	• http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-enterprise-and-marketing-level-1-and-2-certificate-j819/?qualtype_key=cambridge-nationals/ • https://www.bbc.com/education/subjects/zpsvr82 • https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing • https://www.bankofengland.co.uk/education • GoJimo – free multiple choice revision for OCR and the GCSEPod

BISHOP HEBER HIGH SCHOOL

GEOGRAPHY

Study Level **Contact Details**
GCSE **Head of Department**
Mr A Cummings (acummings@bishopheber.cheshire.sch.uk)

Course **GCSE Geography**

Why study this subject?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning. Geography so important today as it develops your understanding of the issues facing the world today; population growth, resource management, hazard management, multiculturalism, industrial growth, economic development and much more

Course Outline

At GCSE, students opting to study Geography will follow the AQA syllabus. This course provides a balance between physical and human geography and places an emphasis upon students' ability to apply theory to a situation, and understanding issues. You will gain practical skills from two days of fieldwork outside of the School that will be examined in a fieldwork paper. There are three units of work covering a breadth of topics including: Natural Hazards, the Living World, Physical landscapes of the UK, Urban issues and challenges, the changing economic world, resource management and Geographical Applications.

Where might it lead?

Further studies in Geography can lead to careers in accountancy, market research, management consultancy, aid work, landscape architecture, countryside management, field studies work, environmental consultancy, civil engineering, social work, cartography, surveying, town planning, heritage management and many more areas. Geography is a popular subject and many of our GCSE students continue to study the subject to A-level. Students also go on to study Geography, or related subjects, at University. Many of our students have been inspired by what they have learnt in their Geography lessons and have gone on to visit these places by working and travelling abroad once they have left school.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

GEOGRAPHY

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (EBacc Bucket)
Examining Board:	• AQA
Requirements:	• 100% Examination • 2 full days of Fieldwork
Examination Requirements:	• Paper 1 - Living with the physical environment. Written exam: 1 hour 30 minutes (35%) • Paper 2 – Challenges of the Human Environment. Written exam: 1 hour 30 minutes (35%) • Paper 3 – Geographical Applications. Fieldwork Skills and SDME. Written exam: 1 hour 15 minutes (30%)
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of year 11 • Pre-released material for Paper 3 – March of Year 11
Additional Comments:	• The subject content is split into three units: 1 Living with the physical environment, 2 Challenges in the human environment, 3 Geographical applications and skills. • In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. • Text books will be supplied in class. No additional books required as work has to be completed using only specified resources. • Keep up to date with current affairs and Geography around us via news apps, twitter and magazines
Websites:	• http://www.aqa.org.uk/subjects/geography/gcse/geography-8035 • www.ordnancesurvey.co.uk - Mapping • www.geographyalltheway.com - Good geography resources website www.bbc.co.uk/schools/gcsebitesize/geography/ - BBC revision site • www.geography-map-games.com - Good test yourself games • www.geographypages.co.uk - General geography ideas • www.rgs.org - The website of the Royal Geographical Society • www.geography.org.uk - Website of the Geographical Association • www.s-cool.co.uk/alevel/geography.html - Website aimed at GCSE and 'A' Level revision • www.gapminder.org/ - interesting apps and news • GoJimo – free multiple choice revision for AQA • Guardian – setup to receive to environmental news notifications to get the latest geography goings on. • National Geographic – latest events in the world of geography.

BISHOP HEBER HIGH SCHOOL

FOOD PREPARATION AND NUTRITION

Study Level **Contact Details**
GCSE **Head of Department**
Miss J Stockley (JStockley@bishopheber.cheshire.sch.uk)

Course **GCSE Food Preparation and Nutrition**

Why study this subject?

GCSE Food Preparation and Nutrition is a fresh and exciting course that equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

"Imagine a world where every child was educated about how amazing food is, where it comes from, how it affects the body and how it can save their lives" – Jamie Oliver

Course Outline

General practical skills including:-
Knife skills; fillet a chicken breast/portion a chicken/fillet a fish,
Preparation of fruit and vegetables; and prepare garnishes to control enzymic browning
Weigh and measure, preparation of ingredients and equipment and use of equipment
Using the oven;
Making sauces;
Use of raising agents;
Make a dough

Theory work covered for the exam.
Food, nutrition and health
Food Science
Food Safety
Food choice
Food provenance

Where might it lead?

How will it fit in with my other subjects?

The skills you develop through the study of food preparation and nutrition will support your study of a wide range of other subjects and can be studied in combination with any other GCSE course. In terms of subject knowledge, the nutrition and health may particularly complement the study of biology and physical education. Food preparation and nutrition also helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike.

GCSE Food Preparation and Nutrition will equip you to go on to further study. After taking this course, you could embark on AS or A-level study, begin an apprenticeship or perhaps begin employment in the catering or food industries. You'll also have the knowledge and skills to feed yourself (and others) affordably and nutritiously for life.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

FOOD PREPARATION AND NUTRITION

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• AQA
Requirements:	• 50% Examination • 50% No Examined Assessment (coursework)
Examination Requirements:	**Exam paper** **Written exam: 1 hour 45 minutes, Summer Term of Year 11, worth 50% of the GCSE** Questions are based on knowledge of food preparation and nutrition. There are multiple choice questions (20 marks) and five questions each with a number of sub questions (80 marks) **Non-exam assessment (NEA), worth 50% of the GCSE** **Task 1: Food investigation** Tests students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. Students complete a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. **Task 2: Food preparation assessment** Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students complete a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11
Additional Comments:	Revision guides are available: • CGP GCSE AQA Food Preparation and Nutrition (9-1) Author- CGP Books ISBN- 978 1 78294 655 7
Websites:	• www.foodafactoflife • www.bbcgoodfood.co.uk • https://www.nutrition.org.uk

BISHOP HEBER HIGH SCHOOL

HISTORY

Study Level **Contact Details**
GCSE **Head of Department**
Mr J Penlington (jpenlington@bishopheber.cheshire.sch.uk)
Mrs C Williams (cwilliams@bishopheber.cheshire.sch.uk)

Course **GCSE History**

Why study this subject?

- It is interesting and relevant to the world you live in.
- The department has a track record of excellent results well above national averages and target grades.
- It is not all about long essays. The exam is made up of a mixture of short, medium-length and longer responses to questions that call on a range of skills, analysis and use of evidence combined with students' own knowledge.
- You develop the skills needed to present an argument and reach a judgement on what you think happened in the past.

Course Outline

Topic 1 – The American West 1840-95

- The destruction of the Native American life and culture, westward expansion and the Wild West.

Topic 2 – Medicine in Britain c.1250 – Present Day and The British Sector of the Western Front 1914-18

- Changes and developments in Medicine and Surgery from the Middle Ages to Modern Day. A Case Study on WW1 and Medicine in the Trenches

Topic 3 – Weimar and Nazi Germany 1918 – 39

- The problems Germany faced after World War One. The rise of extremism, including the Nazis in the 1920s.
  Life in Nazi Germany

Topic 4 – Anglo-Saxon and Norman England c.1060-88

- Changes before and after the Battle of Hastings and William's consolidation of power.

Where might it lead?

History is a highly respected and valued academic qualification by employers.. The subject is a popular option subject as the breadth and depth of topics covered are engaging and accessible. The course demands dedication, reading and research skills; explanation and analytical skills; the ability to understand different interpretations of events; using and evaluating evidence and forming detailed arguments and conclusions. The skills learnt are transferable to other written and analytical subjects and are an excellent basis for further and higher education. The academic rigour and development of these skills makes it such a well-respected qualification and it has led many former students onto varied careers such as medicine, accountancy, journalism, law, archaeology, politics, teaching, museum curator, conservation and the civil service.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

HISTORY

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (EBacc Bucket)
Examining Board:	• Edexcel
Requirements:	• 100% - Three Examinations
Examination Requirements:	• Paper 1 (1 Hour 15 mins) British Thematic Study with Historic Environment – 30% Medicine in Britain, c1000–present with The British sector of the Western Front, 1914–18: surgery and treatment • Paper 2 (1 Hour 45 mins) British Depth Study and Period Study – 40% Anglo-Saxon and Norman England, c1060–88 and The American West, c1835–c1895 • Paper 3 (1 Hour 15 mins) Modern Depth Study – 30% Weimar and Nazi Germany, 1918–39
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11
Additional Comments:	Revision guides are available: • Revise Edexcel GCSE (9-1) History Anglo-Saxon and Norman England Revision Guide and Workbook ISBN 9781292169743 • Revise Edexcel GCSE (9-1) History Medicine in Britain Revision Guide and Workbook ISBN 9781292169729 • Revise Edexcel GCSE (9-1) History The American West Revision Guide and Workbook ISBN 9781292169774 • Revise Edexcel GCSE (9-1) History Weimar and Nazi Germany Revision Guide and Workbook ISBN 9781292169736
Websites:	• http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history2016.html - Edexcel's own information page and resources. • http://www.bbc.co.uk/schools/gcsebitesize/history/shp/ - BBC revision site. • http://www.johndclare.net/ Modern History Revision site – Good coverage of the Weimar and Nazi Germany module. • http://www.tutor2u.net/history/blog/gcse-history-revision-quizzes - Revision quizzes on GCSE History topics. • GoJimo – free multiple choice revision

HOSPITALITY AND CATERING

Study Level
Level 1or2 Vocational Award

Contact Details
Head of Department
Miss J Stockley (JStockley@bishopheber.cheshire.sch.uk)

Why study this subject?

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1st.

Course Outline

The Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 The Hospitality and Catering Industry
- Onscreen assessment

Unit 2 Hospitality and Catering in Action
- Coursework

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Where might it lead?

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering.

Where the Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as

- Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

HOSPITALITY AND CATERING

Course Breakdown and how the course will be assessed

Option/Choice:	• Option Subject (Open Pillar)
Examining Board:	• EDUQAS
Requirements:	• 60% Internal Assessment • 40% External Exam
Examination Requirements:	**Exam paper** **Written exam: 1 hour 30 minutes, Summer Term of Year 11, worth 50% of the Qualification** Questions are based on knowledge of food preparation, hospitality and catering industry and health and safety There are some multiple choice questions. **Non-exam assessment (NEA), worth 50% of the Qualification** TASKS 1. Propose four nutritional dishes for a specific outlet. 2. Plan for the production of two dishes that could be included on the menu. 3. Prepare, cook and present the two dishes that the apprentice will prepare and cook.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11
Additional Comments:	Revision guides are available: **WJEC GCSE Hospitality & Catering: My Revision Notes (Revision Guide) ISBN:** 978-1444153897 **WJEC Vocational Award Hospitality and Catering Level 1/2 ISBN: 978-1911208648**
Websites:	• WWW.foodafactoflife • www.bbcgoodfood.co.uk • https://www.nutrition.org.uk

BISHOP HEBER HIGH SCHOOL

MEDIA STUDIES

Study Level **Contact Details**
GCSE **Head of Department**
Mrs J McWilliams (jmcwilliams@bishopheber.cheshire.sch.uk)

Course **GCSE Media Studies**

Why study this subject?

In the past few years the film, TV, music and advertising industries have grown at nearly twice the rate of the wider UK economy, up from £94.8bn in 2016 to £101.5bn in 2018, as a result there has never been a better time to become a media student. The course offers students the opportunity to study the relationship between the industries and their audiences with a specific focus on set products in each form of media. Students will study Film, TV Drama, Advertising, Marketing, Music Video, Magazine, Video Games as well as News both in print and online. Whilst this is a course that may offer some familiarity with products that are studied it is not an easy option. The course is 70% exam and the students will be expected to understand sophisticated media concepts and apply theoretical perspectives to their responses.

Course Outline

In Year 10 students begin with an introduction to the subject which leads to a mock practical project where they can demonstrate their understanding. They will then move quickly onto studying some of the key forms that will be part of their exam at the end of Year 11. These will include TV drama, film, advertising, magazines and video games. In the summer term of Year 10 the students will respond to a brief sent by the exam board which will require to create their own media product.

In Year 11 more in-depth media products will be studied with need for students to apply a number of different media theories to their responses. Forms of media to be studied include TV drama, music video, newspapers and online news. This will be followed by revision of the Year 10 course and exam preparation.

Where might it lead?

There a number of pathways that a GCSE in Media Studies can offer students. The most obvious one is to continue to study the subject at A Level. Beyond school, students can seek out apprenticeships in the creative industries or even employment.

The traditional view of the apprentice has been transformed in recent years, as design and art studios, media companies, record labels, music promoters, fashion houses or photography services vie to spot new talent. There are apprenticeships for school leavers as well as for graduates who want to join the creative Another popular choice for students is to go to university to specialise in one particular area of media such as TV production, journalism or web design.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

MEDIA STUDIES

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• OCR
Requirements:	**Component 1:** • Television and Promoting Media (worth 35%) • A written exam at the end of Year 11 **Component 2:** • Music and News (worth 35%) • A written exam at the end of Year 11 **Component 3:** • Creating Media (worth 30%) • A practically assessed component • Students respond to a set brief from the exam board
Examination Requirements:	• Key products studied throughout the two-year course.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in November of Year 11 (Component 1 and 2)
Additional Comments:	• Students will be required to write extended pieces of writing in their exam and to be able to analyse media products independently. • Students are not required to have any of their own media production equipment for this course. • Equipment is available through the department and can be loaned out to students during any production.
Websites:	• https://www.bbc.com/education/subjects/ztnygk7 (GCSE Bitesize for Media Studies, useful for learning the basic concepts.) • https://www.theguardian.com/uk/media (Keep up to date with all the developments in the media industry)

BISHOP HEBER HIGH SCHOOL

MODERN LANGUAGES

Study Level **Contact Details**
GCSE **Head of Department**
Mr D Blanchard (dblanchard@bishopheber.cheshire.sch.uk)

Course **GCSE German OR GCSE Spanish**

Why study this subject?

In this modern world, do you have the spirit of internationalism? Does living and working overseas appeal to you? Have you realised that not all cultures think the way we do? Why is that do you think? How do we communicate?
Languages are certainly one of the keys to success. Linguistic skills are required by employers who need a workforce to operate within the global markets and rising economies of the world. There is always a job for someone who speaks a foreign language.

Course Outline

- **Theme 1 – Identity and Culture**

You will study topics such as family, friends, relationships, marriage, social media, modern technology, free-time activities, music, cinema, sport as well as learning about customs and festivals in the target language country.

- **Theme 2 – Local, National, international and global areas of interest**

In this theme you will cover a range of topics including; home town, region, social issues, healthy living, the environment, poverty and travel.

- **Theme 3 – Current and future study and employment.**

Finally, you will learn about life at school, education post-16, jobs, career choices and ambitions all within this theme.

Where might it lead?

Modern languages are a highly respected and valued academic qualification by employers. As an EBacc subject it forms an integral part of the national curriculum. In the first instance a GCSE in a language can lead to further study at A-level. Later in life the ability to combine a foreign language with any other subject at University is a very popular pathway. From single honours degrees, to joint language degrees or even combining business and management with a foreign language, there is always a higher level course that allows flexibility to continue studying a language.
Employers regard language skills as a desirable quality and students studying a foreign language have gone on to careers in translating, travel, tourism, management, teaching, recruitment, IT, border control, security services, policing and many more.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION (German)
CLICK TO DOWNLOAD DETAILED COURSE INFORMATION (Spanish)

MODERN LANGUAGES

Course Breakdown and how the course will be assessed

Option/Choice:	• Core subject (EBacc Bucket)
Examining Board:	• AQA (German, Spanish)
Requirements:	• 100% Examination (4 papers)
Examination Requirements:	• Paper 1 (Listening) • Paper 2 (Speaking) • Paper 3 (Reading) • Paper 4 (Writing)
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11
Additional Comments:	• Students will benefit from a stimulating environment and the opportunity to use state of the art ICT resources. Our Foreign Language Assistants also play a key role in developing confident speakers, as well as providing valuable insight into their own cultures. To support learning outside the classroom, the department organises a number of educational trips and visits, including exchange visits with partner schools in in target language countries. We strive to equip our students with the language skills and cultural awareness necessary to be proactive citizens of the 21st century.
Websites:	• www.linguascope.com • www.kerboodle.com • www.lightbulblanguages.co.uk

BISHOP HEBER HIGH SCHOOL

MUSIC

Study Level **Contact Details**
GCSE **Head of Department**
Mr S Ferrelly (sferrelly@bishopheber.cheshire.sch.uk)

Course **GCSE Music**

Why study this subject?

- Music is a flexible course that allows students to specialise on their chosen instrument or voice.
- The course provides exciting opportunities for students to compose their own music.
- The course enables students to broaden their knowledge of music in a variety of listening topics and interesting set works.
- Students will learn about recording techniques and produce high quality recordings and scores of their music using state of the art music software such as Cubase and Sibelius.
- The GCSE course is superb preparation for A Level Music.

Course Outline

For **Unit 1**, students will select, prepare and refine two performances; one solo and one as part of a group. During Year 10, there will be opportunities to perform these pieces informally and work on them in lessons and at home before making the final examined recordings at the star of Year 11. The repertoire will be chosen according to students' individual standard although it is expected that this will be between Grade III and Grade VI ABRSM (or equivalent), standard. **For Unit 2**, students will compose two pieces. The first one will be a free choice and will be completed in Year 10. The second one will be set by Edexcel in September of Year 11. This will be worked on throughout the Autumn term of Year 11. **Unit 3** will comprise the study of 8 set pieces from a range of traditions including the music of *Queen*, songs from *Wicked* and music from *Star Wars*.

Where might it lead?

The study of Music as a formal discipline provides students with a wealth of experiences and skills that cannot be achieved at such a level elsewhere. These include:

- The rigour and discipline involved in serious practice towards a performance develops independence, attention to detail and pride in work.
- The act of composing develops skills of creativity, problem solving and working to deadlines.
- Musical analysis of the set works develops skills of high level thinking, analytical skills, extended and persuasive writing.

Studying music at a serious level is greatly valued by universities and employers, as successful music students tend to be highly motivated, creative and well balanced individuals who possess high levels of critical thinking.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

MUSIC

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• EDEXCEL
Requirements:	• 40% Written Examination • 60% Non-examined Assessment
Examination Requirements:	• **Component 1: Performing (Controlled Assessment)** – Students produce recordings of themselves performing on an instrument or voice in both a solo and ensemble context. The combined performing time should be at least four minutes. • **Component 2: Composing (Controlled Assessment)** – Students compose two compositions with a combined duration of at least three minutes. One composition is in response to a set brief, the other is a free choice. Internally marked and externally moderated. • **Component 3: Appraising (1 hour 45 minute examination)** – This is a listening examination comprising questions about pieces of music studied across the course.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	**Controlled Assessments will be completed by the following dates:** • July of Year 10 – Composition 1 • September of Year 11 – Solo Performance • January of Year 11 – Ensemble Performance • February of Year 11 – Composition 2

Additional Comments:	• Performing repertoire can be drawn from students' own interests and specialisms.
	• Students will be expected to work on performance pieces in class, with their instrumental or vocal teacher and through independent practice.
	• Students who are are not currently receiving instrumental or vocal tuition, should see Mr Ferrelly as soon as possible.
	• The listening repertoire is drawn from four areas of study. These are:
	  ○ Instrumental Music 1700-1820
	  ○ Vocal Music
	  ○ Music for Stage and Screen
	  ○ Fusions
	• Edexcel GCSE Music Revision Guide Paperback –by Paul Terry **ISBN-13:** 978-1785581687 (Component 3: Appraising.)

Websites:	• YouTube clips of: *Defying Gravity* from Wicked, *Killer Queen* by Queen, *Release* by Afro Celt Sound System, and *Star Wars* Main Theme from Episode IV: A New Hope. These are just four of the set works being studied and should be listened to **prior to starting the course.** • Students should explore a music creation app such as GarageBand.

PHOTOGRAPHY

Study Level **Contact Details**
GCSE **Head of Department**
Miss T Harris (tharris@bishopheber.cheshire.sch.uk)

Course **GCSE Photography**

Why study this subject?

- Photography is a highly creative and personal subject, it allows you to express your own intentions and ideas through exciting projects. You will work with others and on your own, learning how to plan and run photography shoots and use professional equipment to produce final images.
- It encourages the exploration of photography as an artistic medium. It combines well with more traditional subjects, providing an outlet for creativity. It enables you to make independent decisions and to be self-critical. The course teaches you self-discipline and the ability to problem solve. You need to be brave in your judgements and accept criticism.
- The Creative industries are currently booming and students who are able to think creatively and work with real independence are in high demand in the jobs market.

Course Outline

In Year 10 students will develop their basic photography skills and work in response to several initial photographic starting points. Students will gain an understanding of how to operate a DSLR camera creating a portfolio of work which addresses the assessment objectives and evidences their journey from initial engagement with an idea to the realisation of intentions. The photography portfolio will incorporate research and analysis of artists and photographers and annotation of ideas and intentions as well as the experimental use of photographic techniques and processes using analogue and digital media.
There will be a mock exam at the start of year 11 which will ultimately be incorporated into the whole coursework portfolio. The final exam is in April with a 10 week period of preparation time allowed beforehand.

Where might it lead?

Photography could lead to academic or vocational degrees relating to Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel, Press photography, Photojournalism, Fine Art, Editing, Fashion photography or Styling, the Film industry, Forensic science, Curating, Image Library, to name a few.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

PHOTOGRAPHY

Course Breakdown and how the course will be assessed

Option:	• Option subject (Open Pillar)
Examining Board:	• AQA
Requirements:	**Component 1:** • **Portfolio Unit consisting of 2 units of coursework** (worth 60%) • Unit 1 - Year 10 • Unit 2 - Year 11 (Mock exam) **Component 2:** • **Final exam** (worth 40%)
Examination Requirements:	• Preparatory Period (beginning in January) followed by 10 hours of supervised exam.
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in November of Year 11 (Unit 2 Examined)
Additional Comments:	• All subject content aims to introduce a variety of media and processes in order to improve and broaden skills as well as develop knowledge, understanding and independent learning. • Students will demonstrate, through extended creative responses, their ability to draw together different areas of knowledge, skills and understanding from across their course study. • Photography sketchbooks will be offered to students at a reduced cost. • Keep up to date with Exhibitions and the coverage of photographic topics in the media.
Websites:	• http://artuk.org/ (Art UK is a joint initiative between the Public Catalogue Foundation (now known as Art UK), 3,000 museums and other art collections, and the BBC. Great informative website.) • http://www.theguardian.com/artanddesign/art (A leading source for arts news and articles.) • http://www.emptykingdom.com/ (A group of artists, writers, filmmakers, musicians, designers, and thinkers busy overturning all the rules and trying to make the world a better place!) • http://designcollector.net/ (Art, design, illustration, photography, music, motion and visual overdose).

BISHOP HEBER HIGH SCHOOL

PHYSICAL EDUCATION

Study Level **Contact Details**
GCSE **Head of Department**
Mr M Lindley (mlindley@bishopheber.cheshire.sch.uk)

Course **GCSE Physical Education**

Why study this subject?

- The course develops extensive knowledge of PE skills, techniques and effective performance.
- It provides a transition for those hoping to study related courses in Higher Education and an understanding of the important of exercise and activity.
- There are two written exam papers that account for 70% of the A Level Award, and 30% is NEA (Non-Examined Assessment) which incorporates 1 practical assessment and a piece of Evaluation/Analysis of performance.

Course Outline

The list of topics studied across the course consists of:

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

In the practical areas, the candidate must demonstrate the ability to perform a range of core and advanced skills to a high level within a high performance context. They need to analyse and critically evaluate their own and others physical performance and apply their knowledge of the theoretical principles and concepts of their activity to help them improve their level of work. Candidates need to continually undertake physical activity both in and out of school especially in their chosen activities

Where might it lead?

GCSE Level Physical Education is an excellent base for A-level sports science, sports management, healthcare, or exercise and health.
Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.
GCSE Physical Education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

PHYSICAL EDUCATION

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• AQA
Requirements:	• 35% Paper 1 exam • 35% Paper 2 Exam • 15% assessed on Practical performance or Role as a leader / coach • 15% NEA written coursework combining analysis of weaknesses in performance, theoretical causes and corrective measures for these weaknesses.
Examination Requirements:	• 2 theoretical papers comprising of Multiple Choice, short-answer and Extended-answer questions. • 1hr:15m in length
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• All video Evidence collected by February of Year 11 • Written coursework completed of Year 11
Additional Comments:	• All subject content aims to introduce a variety of situations and activities within a sporting context in order to improve and broaden skills as well as develop student's knowledge, understanding and independent learning.
Websites:	• Everlearner work on Youtube • www.brianmac.co.uk • www.livestrong.com/fitness • www.sport-fitness-advisor.com

BISHOP HEBER HIGH SCHOOL

RELIGIOUS STUDIES

Study Level **Contact Details**
GCSE **Head of Department**
Mrs N Stubbs (nstubbs@bishopheber.cheshire.sch.uk)

Course **GCSE Religious Studies**

Why study this subject?

- It is interesting and relevant to the world you live in – how people behave, what they believe, how we make ethical decisions.
- The department has a track record of excellent results well above national averages and target grades.
- It is not all about long essays. The exam is made up of a mixture of short, medium-length and longer responses to questions that call on a range of skills, analysis and use of evidence combined with students' own knowledge.
- You develop the skills needed to present an argument and reach a judgement on what you think about religious and modern ethical situations.

Course Outline

Paper 1 - Beliefs and Practices in Christianity and Buddhism
Buddhism: The life of Buddha and his teachings, Meditation, festivals and ethics.
Christianity: The life and teachings of Jesus, worship, pilgrimage, festivals, the Church

Paper 2 - Thematic studies
The study of the following themes, from perspectives of both religions:
Relationships and families; science vs religion, the environment, animals, abortion, euthanasia, social justice and human rights, crime and punishment.
They also need to consider non-religious views, as well as their own.

Where might it lead?

This is a traditional, academic subject which helps you to consider the people in the world around you: Their beliefs, how they live their life according to their faith, how a multi-faith society functions. You will also consider your own views on these beliefs and practices and evaluate moral issues.
Employers will know you have excellent evaluation and critical analysis skills – both written and verbal and that you are prepared to question, evaluate and viewpoints.
It shows that you have a good understanding and tolerance towards people of different backgrounds, cultures and beliefs. You have the ability to empathise and consider an issue.
As such, it is ideal for careers in medicine, law, social work, education – in fact, any area of work which involves the public, international relations or ethical concerns.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

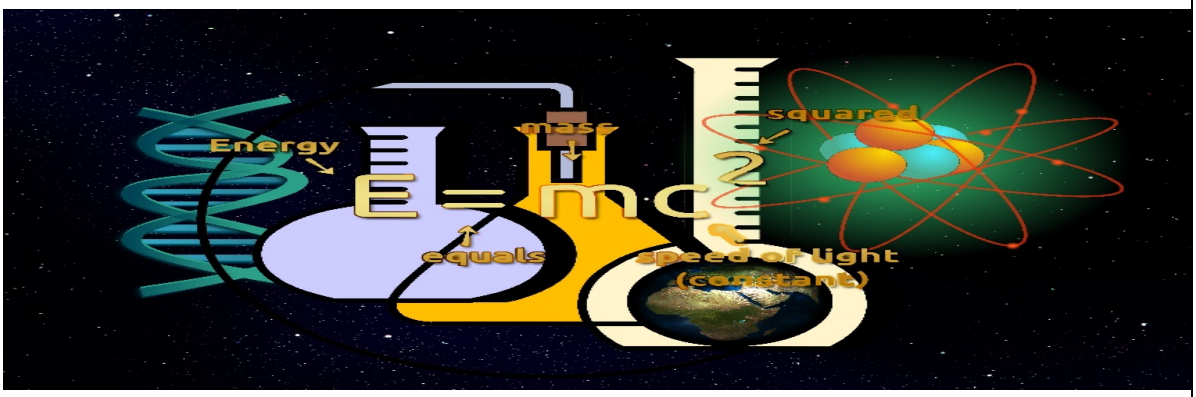
RELIGIOUS STUDIES

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (Open Bucket)
Examining Board:	• AQA
Examination Requirements:	• Paper 1 (1 Hour 45 mins) Answer all questions • Paper 2 (1 Hour 45 mins) Choose the 4 studied themes, answer all questions • No coursework
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Mock exam in January of Year 11
Additional Comments:	• Trips will be organised as appropriate. Previously we have visited the Manchester Buddhist Centre, a temple in Runcorn and local churches. • Revision guide - AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide
Websites:	https://www.clear-vision.org/Schools/Teachers/teacher-info.aspx https://www.bbc.co.uk/religion

BISHOP HEBER HIGH SCHOOL

SEPARATE SCIENCE



Study Level **Contact Details**
GCSE **Head of Department**
Dr S Clark (sclark@bishopheber.cheshire.sch.uk)

Course **GCSE Biology, GCSE Chemistry, GCSE Physics (3 GCSEs)**

Why study this subject?

- Fascinating, challenging, awe inspiring subjects.
- The three sciences are all different yet link together to give you the tools to understand and contribute to the world you live in.
- The department has a track record of excellent results well above national averages and target grades.
- The additional content in triple science leads you into the separate science A levels.

Course Outline

Biology
Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology

Chemistry
Periodic Table and Atomic structure, Bonding, Quantitative chemistry, Chemical changes, Energy changes Rates, Organic chemistry, Chemical Analysis, Environmental Changes and Earth's Resources

Physics
Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic structure and Space Physics

Where might it lead?

Triple science is an excellent platform to study all or just one of the sciences at A level. All three sciences are challenging and highly respected at Universities and will lead to a huge range of traditional and diverse career opportunities. The skills required to achieve well at A level are transferable to any profession.

The opportunities are endless and include: Medicine, Veterinary, Dentistry, Chemical Engineering, Biomedicine, Electrical engineering, Astrophysics, Forensic science, Environmental science, Pharmacy, Oceanography, Packaging engineer, any Scientific Research and Manufacturing industries.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

SEPARATE SCIENCE

Course Breakdown and how the course will be assessed

Option/Choice:	• Option subject (EBacc Bucket)
Examining Board:	• AQA
Requirements:	• 100%- examinations • 8 practicals in each subject. • Practical work assessed in written exams
Examination Requirements:	• 2 papers for each Science, total of 6 papers, each 1-¾hrs • Biology paper 1 topics 1-4, paper 2 topics 5-7 • Chemistry paper 1 topics 1-5, paper 2 topics 6-10 • Physics paper 1 topics 1-4, paper 2 topics 5-8
Final Completion Date:	• June of Year 11
Intermediate Dates:	• Termly tests, mocks in spring term
Additional Comments:	In Year 10 each student will receive the following revision resources from the department. **Revision Guides** New Grade 9-1 GCSE Biology AQA Complete Revision & Practice with Online Edition: 978 178 294 5833 New Grade 9-1 GCSE Chemistry AQA Complete Revision & Practice with Online Edition : 978 178 294 5840 New Grade 9-1 GCSE Physics AQA Complete Revision & Practice with Online Edition: 978 178 294 5857 **Revision Cards** CGP AQA Biology 978 1 78908 0 544 CGP AQA Chemistry 978 1 78908 0 520 CGP AQA Physics 978 1 78908 0 537
Websites and revision resources	On **SHAREPOINT** students can access to the following: Biology PiXL resources for each topic Chemistry PiXL resources for each topic Physics PiXL resources for each topic **Recommended Revision Sites** https://www.youtube.com/user/myGCSEscience https://www.bbc.com/education/subjects/zrkw2hv https://www.gcsepod.com/ **Science Department Resources** www.educake.co.uk Each student will receive a login from the department for this online revision tool. It will be used for homework and revision purposes.

BISHOP HEBER HIGH SCHOOL

SPORT

Study Level **Contact Details**
BTEC **Head of Department**
Mr M Lindley (mlindley@bishopheber.cheshire.sch.uk)

Course **BTEC Level 1/2 First Award in Sport**

Why study this subject?

If you have a strong passion for sport, are highly motivated and interested in working in a sporting environment in the future then the BTEC First Award in Sport is the ideal course to follow. It offers an alternative to more traditional qualifications, combining the best mix of academic and vocational ways of learning gives you the opportunity to develop a wide range of cross-curricular skills such as leadership, communication, team-work, ICT – key skills that employers look for. The course will enhance the skills that you already have and encourage you to think about relating your learning to real-life situations and will give you the opportunity to complete assignments and activities linked to realistic working environments based within a sporting context.

Course Outline

The BTEC Level 1/Level 2 First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. There is a mix between practical engagement and theoretical understanding.

Assessment is based on a variety of situations and activities within a sporting context and includes an externally assessed Unit - Fitness Testing and Training (1 hr 15 min online exam). The rest of the course is through Internal Assessment. Units covered include- practical sports performance, the development of personal fitness and leading sports activities. These are assignment based coursework where students are required to complete a range of activities including, written work, presentations, and practical activities.

Where might it lead?

Successful completion of the BTEC Level 2 First Award in Sport provides the knowledge, understanding and skills for students to progress to level 3 vocational qualifications, such as BTEC Level 3 in Sport / Sport and Exercise and possibly academic qualifications, such as GCE AS / A-level in Physical Education.

This vocational qualification will help to prepare you for a range of careers in the growing sports industry including sports coaching, leisure centre management, psychology, physiotherapy and a range of other roles in the sport and leisure industry.

CLICK TO DOWNLOAD DETAILED COURSE INFORMATION

SPORT

Course Breakdown and how the course will be assessed

Option/Choice:	• **Option C**
Examining Board:	• Pearson
Requirements:	• 25% External Assessment – Mandatory Unit 1 -Fitness for Sport & Exercise • 75% Internal Assessment – Coursework • 2 Mandatory Units – Unit 2 Practical Sports Performance & Unit 3 Development of Personal Fitness • Specialist Unit - Unit 5 Sports Performer in Action
Examination Requirements:	• Unit 1 – External online exam (1 Hour)
Final Completion Date:	• Summer of Year 11
Intermediate Dates:	• Unit 1 External exam Easter of Year 10
Additional Comments:	• All subject content aims to introduce a variety of situations and activities within a sporting context in order to improve and broaden skills as well as develop student's knowledge, understanding and independent learning. • .A key element of the course is the ability to meet deadlines. A failure to meet deadlines could result in failure of the course. • Students are able to achieve a Level 1 (Pass) or a Level 2 (Pass, Merit or Distinction); this is determined by the students' points scored. • External Assessment exam is an on-screen test. One Resit is available. • No controlled assessment requirements in Key Stage 4 for written coursework
Websites:	• www.brianmac.co.uk • www.livestrong.com/fitness • www.sport-fitness-advisor.com • www.1st4sport.com – Sports Coach UK • www.sportsleaders.org – Sports Leaders UK • www.uksport.gov.uk – UK Sport Please also refer to assignment briefs where you will find a list of further websites based on the unit you are studying

WHAT HAPPENS NEXT?

Once you have considered your choices you should submit the by **Tuesday 23rd February 2021**.

- First decide which subjects you would like to study
- Complete the Option Form, listing your chosen subjects in priority order
- Languages Block (Green): You must include a Modern Language in the first box, but may add a request to do the alternative vocational pathway (Pink). If you wish to be considered for the non-languages pathway you should complete the non-languages section and decide between geography or history before completing the open choices (Blue). If you don't want to be considered for the non-languages option then you simply complete the open choice (Blue)
- Check your forms thoroughly – you do not want to make a mistake at this stage! Check that your Name and Form are clearly written and that both forms are identical

After the Options have been submitted (the last day for this is **Tuesday 23rd February 2021**) we will use the priority choices students have made to construct option blocks that allow as many students as possible to study their most favourite subjects. Some students will study the fifth subject on their list in place of one of the subjects they placed higher up the list. As it will not be possible for all students to study exactly what they want.

IF YOU HAVE ANY QUESTIONS – THEN ASK YOUR SUBJECT TEACHER

When you have completed options preferences it will be checked carefully by your Form Tutor and Year Leader. For most students there will be no problems, but in some cases, there may be a need to further discuss your option choices. This may be because we think you have not chosen wisely, or because your choices can not be accommodated by the final four option subject lists, or it may be because we have a problem with the numbers in each group. If any of these circumstances arise, we will talk to you aboutit.

REMEMBER

If there are any problems, you must ask for advice. Staff will be very pleased to help, as it is such an important decision that you are making.

Mr M Ridley Thomas
Deputy Headteacher

GCSE Options Pathways 2021

CORE CURRICULUM

- ✓ GCSE English Language
- ✓ GCSE English Literature
- ✓ GCSE Mathematics
- ✓ GCSE Combined Science
- ✓ Core PE
- ✓ Core RE
- ✓ PSHCE

Languages – Choose one

- ☐ GCSE German
- ☐ GCSE Spanish

Non-Languages – Number 1,2,3 In Preference Order (4 subjects will run)

- ☐ OCR Creative iMedia
- ☐ EDUQAS Hospitality and Catering
- ☐ BTec Engineering
- ☐ GCSE Photography
- ☐ OCR Enterprise & Marketing
- ☐ BTec Sport

Non Languages – Choose one

☐ GCSE Geography or ☐ GCSE History

Open Chooses – Number (1 to 5) In Preference Order

- ☐ GCSE Art
- ☐ GCSE Business
- ☐ GCSE Computer Science
- ☐ BTec Dance
- ☐ GCSE Design Technology
- ☐ GCSE Drama
- ☐ BTec Engineering
- ☐ OCR Enterprise & Marketing
- ☐ GCSE Food Preparation & Nutrition
- ☐ GCSE Geography
- ☐ GCSE History
- ☐ GCSE Media
- ☐ GCSE Music
- ☐ Physical Education
- ☐ Religious Studies
- ☐ GCSE Separate Science
- ☐ BTec Sport