

Hockerill Anglo-European College



# Curriculum Guide

**Years 10 - 11**

2011 - 2013

March 2011

**Section 1: Compulsory subjects which are examined.**

- a) English
- b) English Literature
- c) Mathematics
- d) Science
- e) Modern Foreign Languages

**Compulsory subjects which are not examined.**

- a) Physical Education
- b) Wellbeing

**Section 2: Subject groups which involve choice.**

- a) Arts
- b) GCSE Physical Education
- c) Humanities
- d) Language B
- e) Personal Effectiveness
- f) Technology

**Section 3: Looking ahead to Post-16 programme of study**

**Appendix 1: Pathways Choices Form**

# SECTION 1

## COMPULSORY SUBJECTS WHICH ARE EXAMINED

### **SUBJECT: ENGLISH (AQA)**

An exciting, modern course which incorporates all three genres (poetry, prose and drama) whilst also focusing on media and literature from different cultures.

#### **Aims of the course**

##### **Speaking and Listening**

The course is concerned with developing students' ability to formulate, clarify and express their ideas; adapt their speech to a range of circumstances and demands; listen, understand and respond appropriately to others and take part in drama activities.

##### **Reading**

Students develop their ability to understand, respond to and enjoy literature of increasing complexity drawn from the English literary heritage and from different cultures and traditions.

##### **Writing**

Students develop the use of compositional skills to explore ideas and communicate meaning to a reader. Students will write in a range of forms and for a range of purposes.

### **SUBJECT: ENGLISH LITERATURE (AQA)**

This course is taught alongside the AQA English language GCSE and some of the controlled assessment can be entered for both GCSEs. This course provides students with opportunities to explore their literary interests and they are encouraged to:

- Develop the ability to read, understand and respond to a wide range of texts.
- Develop awareness of social, historical and cultural contexts.

**Full details are available on the website.**

### **SUBJECT: MATHEMATICS (EDEXCEL)**

The importance of Mathematics to the individual's life today and in the future should not be under-estimated. A sound knowledge and understanding of the applications of the subject in the home, to Science and Technology as well as business, commerce and industry is clearly in evidence in everyday life.

Students will follow a 'Linear' course and the assessment of students' ability in Mathematics is based upon written papers representing 100% of the marks.

Overall differentiation is achieved within the syllabus by allowing level of entry in two overlapping tiers.

**Full details are available on the website.**

**SUBJECT: SCIENCE****(GCSE EDEXCEL Science, new course, starting 2011).**

All students start their Edexcel GCSE Science course during Year 9. The structure of the course and its assessment is quite complicated.

Students will gain either two or three GCSEs in the Sciences.

'Double' Science - GCSE 'Science' in Years 9/10 and GCSE 'Additional Science' in Year 11.

Triple Science - GCSE Biology, GCSE Chemistry & GCSE Physics, starting in Year 9 and finishing in Year 11.

Each GCSE qualification is made up of four units from the following table:

Biology 1	Chemistry 1	Physics 1	Controlled Assessment Unit 1	-> GCSE Science
Biology 2	Chemistry 2	Physics 2	Controlled Assessment Unit 2	-> GCSE Additional Science
Biology 3	Chemistry 3	Physics 3		
Controlled Assessment Unit 2 or 3	Controlled Assessment Unit 2 or 3	Controlled Assessment Unit 2 or 3		
-> GCSE Biology	-> GCSE Chemistry	-> GCSE Physics		

For example a Double student would do Biology 1, Chemistry 1, Physics 1 and Controlled Assessment Unit 1 starting at the end of Year 9 and receiving a certificate for GCSE Science at the end of Year 10.

They would then do Biology 2, Chemistry 2, Physics 2 and Controlled Assessment Unit 2 and receive a GCSE in Additional Science at the end of Year 11, so ending up with two GCSEs. (horizontal arrows)

Students doing the Triple Science course have already started two of Biology 1, Chemistry 1 and Physics 1 in January of Year 9. In years 10 and 11 they will study Biology, Chemistry and Physics, with slightly more lessons for the one they missed in Year 9, so that they can catch up and finish all three courses at the end of year 11. Their progress in each subject is shown by the vertical arrow above.

Double Science is the 'normal' course and good grades are perfectly adequate to continue with Science in the sixth form, either here at Hockerill or A-levels elsewhere. Triple Science provides extra challenge and interest for our most able Scientists, and we believe that it offers better preparation for the study of Science in the sixth form, but it would not be appropriate for students who were not confident of getting three high grades because they could end up with three lower grades, instead of two reasonable grades for the shorter Double course.

**Assessment.**

Each GCSE is made up of four units (shown in the table above). Each unit is worth 25%. The Biology, Chemistry and Physics units are assessed by a 1-hour examination containing a mixture of multiple-choice and written-answer questions ranging from one to six marks each. The examinations take place on dates set by the exam board in March, June and November. They are marked by the exam board.

The Controlled Assessment Unit is to assess practical work and writing it up. It is done in lesson time - some in practical lessons and some under exam conditions. It is marked by teachers and then moderated externally. Students may have the opportunity to complete more than one Controlled Assessment with their best marks counting towards the final grade. Controlled Assessment Units 2 & 3 are harder than those for Unit 1, so they

are not interchangeable. Triple Science teachers can select from Units 2 & 3.

New rules say that students have to take two units at the end of their course. This is likely to be an examination and the submission of their Controlled Assessment marks.

The latest specification can be seen at [www.edexcel.org](http://www.edexcel.org). As with all the current new GCSE courses, it has not yet been ratified by OfQual, so is subject to change.

## **SUBJECT: FIRST MODERN FOREIGN LANGUAGE**

### **(French Bilingual 1 and 2 Groups and German Bilingual Set in Years 10 and 11)**

#### **Year 10 Programme**

These groups will have taken their GCSE in Year 9 and will now be starting with the AS programme, while certain students will repeat their GCSE.

The German Bilingual set will be split into two halves. One set will sit their AS in Year 10 like the French group. The other set will take AS over two years and have an opportunity to re-sit their GCSE in Year 10, if necessary.

#### **Year 11 Programme**

Some students in these groups will have completed their AS exam in Year 10 and will continue with A2 in Year 11 to complete the A level. Most students may either take two years to do their AS or will have an opportunity to re-sit this examination if their first result is disappointing.

#### **(Parallel Groups)**

Some students will take French GCSE in Year 10; others will sit their GCSE in Year 11.

Students who have been successful in their French GCSE examination in Year 10 will have the opportunity of studying a one year course developing basic language competences in Mandarin in Year 11, depending on sufficient take-up. They will work towards achieving an external qualification accredited by Asset Languages.

**Full details are available on the website.**

# COMPULSORY SUBJECTS WHICH ARE NOT EXAMINED

## SUBJECT: CORE PHYSICAL EDUCATION

In Year 10, students are offered a Physical Education programme which caters for their individual needs, offers access and opportunities and enables them to participate fully in a wide range of different activities. Physical Education has a particular contribution to make to the total development of the young person. It is one of the aspects of the student's school life that focuses on the development of motor competence where the student is the centre of the learning process.

### Key Stage 4 Physical Education:

Physical Education, like English, Mathematics & Science, is a core (compulsory) subject in Key Stage 4. There are 4 hours of PE per cycle split into hourly periods as follows:

- **Core PE** (3 hours per cycle) remains as established with the year group split into 6 groups (3 boys, 3 girls) according to their year 9 PE NC/MYP level. A rotation of internally assessed physical activities (see below) is undertaken; the rota is displayed on the PE notice boards along with the groupings in September.

#### YEAR 10 CORE PE

Group	Michaelmas 1	Michaelmas 2	Lent 1
10 M1	Rugby Laws Analysis	International Ball Sports	Football Leadership
10 M2	Rugby Laws Analysis	Intro to Hockey	Football Leadership
10 M3	International Ball Sports	10 aside Rugby Laws	Intro to Hockey
10 F1	Basketball	Netball	Tag Rugby
10 F2	Hockey Umpiring	Dance	Football
10 F3	Dance	Tag Rugby	International Ball Sports
Group	Lent 2	Summer 1	Summer 2
10 M1	Intro to Hockey	Athletics League	Extreme Fitness
10 M2	Extreme Fitness	Athletics League	International Ball Sports
10 M3	Football	Athletics League	Speedminton
10 F1	Dance	Football	Athletics League
10 F2	Tag Rugby	Basketball	Athletics League
10 F3	Football	Speedminton	Cheerleading

#### YEAR 11 CORE PE

Group	Michaelmas 1	Michaelmas 2	Lent 1
11 M1	Rugby U.16. Laws	Competition through Table Tennis	Hockey Game Play
11 M2	Rugby U.16. Laws	Street Dance	Netball
11 M3	Competition through Table Tennis	Extreme Fitness	Street Dance
11 F1	Dance	Hockey Game Play	Rugby
11 F2	Speedminton	Extreme Fitness	International Ball Sports
11 F3	Extreme Fitness	Rugby	Next Generation Sports
Group	Lent 2	Summer 1	Summer 2
11 M1	Street Dance	Recreational Softball	GCSE Exams
11 M2	Competition through Table Tennis	Recreational Softball	GCSE Exams
11 M3	Next Generation Sports	Recreational Softball	GCSE Exams
11 F1	Extreme Fitness	Recreational Rounders	GCSE Exams
11 F2	Rugby	Recreational Rounders	GCSE Exams
11 F3	Football	Recreational Rounders	GCSE Exams

**Certificated PE** (1 hour per cycle). During this 4th hour, students will have the chance to participate in the Sports Leaders UK Level 1 Award, Duke of Edinburgh's Bronze Award or Dance Leader UK Level 1, which are nationally recognized qualifications that can act as a stepping stone to employment or further education.

**Other PE** The remaining students will follow a rotation of shorter units, some of which lead to externally recognised certificates. Members of Bishop's Stortford Golf Club will be transported to the Club to play golf over a 2 hour period (break, PE, lunch).

Year 10 Certificated PE			
Group	MICHAELMAS 1 & 2	LENT 1 & 2	SUMMER 1 & 2
A (Sports Leader)	Sports Leader	Sports Leader	Sports Leader
B (DoE)	D of E	D of E	D of E
C (Dance Leader)	Dance Leader	Dance Leader	Dance Leader
D (Short Units)	First Aid	Sports Leaders	Athletics Official
E (Sports Leader)	Sports Leader	Sports Leader	Sports Leader
F (Golf)	BSGC Members	BSGC Members	BSGC Members
Year 11 Certificated PE			
Group	MICHAELMAS 1 & 2	LENT 1 & 2	SUMMER 1
A	Sports Leader	Sports Leader	Equipe Competitions
B	SL assessment groups	Prom Ballroom Dancing	
C	SL assessment groups	Prom Ballroom Dancing	
D	Prom Ballroom Dancing	SL assessment groups	
E	Prom Ballroom Dancing	SL assessment groups	
F (Golf)	BSGC Members	BSGC Members	BSGC Members

### Extra-Curricular Programme:

The PE department continue to offer team training and fixtures throughout Key Stage 4 in the following activities:

- Rugby, Football, Basketball, Hockey, Netball, Athletics & Rounders.
- Events, Tournaments, Districts, New Sports

**Full details are available on the PE website.**

### SUBJECT: WELLBEING

In Year 10 you will have timetabled Wellbeing lessons. In these lessons we try to help you understand yourselves as individuals and your relationships with others, and to take part in society as informed, competent, responsible and caring individuals.

The Wellbeing course includes the following elements: Health Education including Drugs Education, Religious Education, Careers Education, Communication, Family Concerns, Economic Awareness, Careers Education and Guidance and Citizenship. The delivery of the elements of the Wellbeing course varies. You may be in a small activity group or may come together to see videos or hear speakers prior to dividing into smaller groups for workshops, role-playing or further discussion. The course is run by a team of experienced members of staff.

Form Tutor periods are also very important in Years 10 and 11 because some of the topics covered in Wellbeing lessons are followed up in these sessions. It is also a time when you are helped by your tutors to cope with the transition from Key Stage 3 to Key Stage 4 and the change which GCSE work inevitably brings. You will be encouraged to take a more responsible role in College life throughout the year and your progress will be carefully monitored. Individual discussions will take place with your Head of Year, form tutors or careers staff to consider your performance and ideas about the future.

## SECTION 2

### SUBJECT GROUP: SECOND MODERN FOREIGN LANGUAGE (PATHWAY 1 AND 2 ONLY)

#### (French, German, Spanish, Italian or Japanese)

Students on Pathway 1 or 2 can choose between:

- A full GCSE course in German (or French for those in the German Bilingual Section)
- A full ab initio GCSE course in Spanish
- A full ab initio GCSE course in Italian
- A full ab initio GCSE course in Japanese

#### Assessment for French, German, Spanish and Italian

The listening and teaching skills will be assessed at Higher or Foundation Level depending on the ability of the student in a certain skill. The speaking and writing assessment is untiered. The skills are weighted as follows.

a)	Listening	20%
b)	Reading	20%
c)	Oral test involving a conversation and an interview	30%
d)	Writing - students will produce at least two pieces of written work under controlled conditions	30%

#### Assessment for Japanese

The four skills will be assessed at a common level. Skills are weighted as follows.

a)	Listening	23%
b)	Reading	23%
c)	Oral test (role-play, presentation and conversation)	27%
d)	Writing	27%

There is a facility for strong linguists (currently in Bilingual groups for French or German) to study a **third foreign language** which would automatically put them in Pathway 2 and would be **Spanish**. This is not possible if students wish to study GCSE PE or a second Humanities subject.

**Students who take the third language course will not follow full GCSE courses in Arts and Technology but will do four hours a cycle of Arts and four hours of Technology.**

## SUBJECT GROUP: HUMANITIES

#### (History, Geography, Religious Education or Business Studies)

Students on Pathway 1 and 2 choose as follows

- Students in French Bilingual 1 must choose French Bilingual Geography or French Bilingual History.
- Students in German Bilingual must choose German Bilingual Geography or German Bilingual History.
- Students in French Bilingual 2 may choose any Humanities subject.
- Students in the parallel sets may choose Geography, History, Religious Education or Business Studies.

All students must choose History or Geography irrespective of which language it is studied in. The extra column in Pathway 2 allows for a second Humanities to be chosen.

### **SUBJECT: HISTORY (EDEXCEL)**

The course followed by students is EdExcel specification B (SHP) course..

#### **Why study History?**

History is the story of man in time. It allows students to understand how our current world developed and to be aware of their cultural identity and heritage. By studying History students are enabled to interpret the present through a study of the past. History is a recognised academic discipline all over the world. It develops evaluation skills which allow students to form their own opinion. Historians use skills such as evidence handling and report writing which are vital for all forms of careers such as law, journalism or management.

Most importantly- History is fun!

### **SUBJECT: BILINGUAL HISTORY (EDEXCEL)**

Students in the Bilingual 1 or German Bilingual must choose to study either History or Geography in French or German as a GCSE full course. The courses followed use authentic material, some of which is purchased in Europe and is normally used by European students of the same age group. The Section Bilingue will be taught in the target language during Year 10 and in English during Year 11. All other students will be taught the whole course in English.

The courses lead to a GCSE and are based on EdExcel specifications. As the examination boards are, as yet, unable to examine the students in the French language, some of the course will be studied in English. Bilingual research, as well as previous results, has clear evidence that students to whom courses have been delivered in the foreign language perform at least as well and often better than if English had been the medium throughout. This is equally true of students who are finally examined in English although they have studied most of the course in French or German.

Students in the second bilingual group may also (and are encouraged to) choose to study a bilingual Humanities.

### **SUBJECT: GEOGRAPHY (EDEXCEL)**

The full course in Geography consists of five periods per cycle, taught in Years 10 and 11. Students will work towards the GCSE in Geography. The syllabus chosen will be EDEXCEL B. This syllabus is split evenly between Human and Physical Geography. The French and German Section Bilingue will be taught in French during Year 10 and in English during Year 11. All other students will be taught the whole course in English.

### **BILINGUAL GEOGRAPHY (EDEXCEL)**

Students in the French and German bilingual section must choose to study either History or Geography in French or German as a GCSE full course. The courses followed use authentic French material, much of which is purchased in Europe and is normally used by European students of the same age group.

The courses lead to a GCSE and are based on the Edexcel specification described above. Students in the second bilingual group may also choose to study bilingual Geography.

**Full details are available on the website**

### **SUBJECT: BUSINESS STUDIES (EDEXCEL)**

You will not have studied business before taking this course, but that does not matter. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur.

This course is both active and enjoyable. You need to be good at communicating and explaining your ideas, and not afraid of learning new things and working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. What's more, you will also learn about the world of business through research and investigation, as well as through practical tasks.

While studying the first two units of this course you are likely to learn a lot of new things. You will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved.

In Unit 3 you will learn more about how small businesses are developed. and discover how businesses promote themselves and keep their customers happy. You will learn how businesses manage both their finances and the people who work for them.

**Full details are available on the website**

### **SUBJECT: RELIGIOUS EDUCATION (PHILOSOPHY AND APPLIED ETHICS OCR)**

Through the study of RE at GCSE, students will develop their knowledge and understanding of the beliefs, values and traditions of Christianity and up to two other World Religions. They will think about religious and secular responses to moral and ethical issues, some of which are extremely topical, and investigate and respond to some of the fundamental questions of life. Questions such as; Do we have the right to create life? How should we respond to social injustice? Is there life after death? Do we have a soul? When attempting to respond to these questions and others, students will learn the various religious responses as well as to construct powerful and reasoned arguments of their own. Students will develop their personal, social and cultural being and understand how they themselves relate to the world around them.

**The following four units will be studied in detail:**

- Philosophy 1 - Belief about Deity, End of Life.
- Philosophy 2 - Good and Evil, Religion and Science
- Ethics 1 - Religion and Human Relationships, Medical Ethics, Poverty and Wealth
- Ethics 2 - Religion, Peace and Justice, Equality and the Media

**Further details are available on the website**

## SUBJECT GROUP: TECHNOLOGY

### **PATHWAY 1 AND 3 ONLY**

Students on Pathway 1 or 3 must choose one subject from this group. This must be either a Design Technology subject, ICT or Music Technology.

### **Design Technology (AQA) (Coursework Element 60% Examination 40%)**

Design Technology is able to offer a wide selection of options for students to follow to full GCSE certification:

- Electronic Products
- Food Technology
- Graphic Products
- Resistant Materials Technology
- Textiles Technology

Design Technology is an exciting subject that spans the curriculum, drawing on and linking a range of other subjects. It is principally concerned with identifying needs, generating solutions in the form of designs, planning and making, testing and evaluating.

As of September 2010 Design Technology is delivered in 6 lessons per cycle, including at least one double lesson for practical work. During Year 10, the lessons will primarily focus on improving and widening students' skills bases and subject-specific knowledge through a mix of shorter design/make activities and theory sessions. During Year 11, students will tackle one brief set by the exam board, completing the entire Design Cycle in

college in the form of Controlled Assessment. Finally, students will sit a 2-hour paper in the summer, which will include a brief design activity.

**Electronic Products** Students will extend their knowledge of electronic components to solve design problems. Specific areas of study will include prototype circuit modelling with discrete components, the use of computer-aided design to enable printed circuit boards to be developed and constructed, fault finding and testing. Success at Key Stage 4 will rely on a thorough understanding of the design and make process.

**Food Technology** Food Technology involves learning about foods, ingredients, processes and techniques. By experimenting, testing and investigating products, students will have an insight into how products are made in industry, as well as in a test kitchen. The course gives students an opportunity to be creative when designing new products whilst at all times developing new skills which enable them to make high quality food products. There is a focus on understanding about diets and health and how to make choices as consumers. When completing their controlled assessment task in Year 11 the students follow the design process as they work on their design task. The final individual design portfolio is a reflection of the student's application and effort throughout the course and should clearly chart their progress throughout the whole design task.

**Graphic Products** Students opting for Graphic Products will build on the core graphical skills and the course will be focused on topics such as technical illustration (both by hand and using CAD); nets; paper and card engineering; smart materials; packaging; and printing. The course also studies a small number of key designers and students will be expected to know and understand their work and style. CAD/CAM is used heavily and students will use Photoshop and 2D Design extensively. During Year 10, students will work on one large project and several smaller ones, as well as studying theory. Project work will be undertaken individually, but research, presentations, and designing may sometimes be done in pairs or groups. In Year 11, students will choose one of the exam-set design briefs for their assessed major project. At the end of Year 11, the work is exhibited to the rest of the College.

**Resistant Materials Technology** Students will be able to develop graphical and practical skills, including CAD/CAM, more fully. During Year 10, students will complete up to 7 projects of varying lengths using the mediums of wood, metal and thermoplastics. For each project, relevant areas of knowledge are covered and suitable technical drawing techniques are taught. The course is predominantly practical and the projects have been designed so that every graphical technique, software package, hand tool and piece of machinery in the department is experienced before students choose one of the exam-set design briefs for their assessed major project in Year 11. At the end of Year 11 the work is exhibited to the rest of the College.

**Textiles Technology** Students are encouraged to consider technological advances in textiles as well as building up traditional skills, knowledge and understanding. Lessons involve a mixture of textiles theory and practical work. During year 10 students will experiment with dyes, fibres, threads, yarns, fabrics and components to add colour, pattern, shape and texture to design concepts. Students are encouraged to make creative and exciting pieces of textiles, before choosing one of the exam-set design briefs for their assessed major project in Year 11. At the end of the course the work is exhibited to the rest of the College.

**Full details are available on the website**

## **SUBJECT: INFORMATION COMMUNICATION TECHNOLOGY**

The qualification followed at Key Stage 4 is the Award in Digital Applications (AIDA). It is equivalent to one GCSE. It requires students to study some of the practical uses of computer technology in the modern world and to apply them in an integrated assignment (called a Project Brief by the awarding body) which they must plan and monitor themselves. An ability to organise workloads and to meet deadlines is central to success in this qualification.

AIDA is the single unit part of the DIDA qualification. The unit is "Using ICT". Students will improve their skills in operating two suites of software during this qualification. They will use Microsoft Office for word processing, spread sheet, database, publishing and presentation software. They will use Adobe Design Premium CS5 for graphics, animations, web authoring and document publishing.

More details of the qualification can be found on <http://www.edexcel.com/quals/dida/Pages/default.aspx>

**Full details are available on the website**

**SUBJECT: MUSIC TECHNOLOGY****(MUSIC GCSE FOLLOWED BY ADVANCED SUBSIDIARY GCE IN MUSIC TECHNOLOGY)***(By invitation only, following consultation with the Director of Music, Mr. P. Foulkes)***Why Music Technology?**

This course has been designed for the more able and dedicated musician as we are offering a rigorous two-year programme leading to GCSE in Music at the end of Year 10 followed by the AS-level in Music Technology in Year 11.

Please refer to the GCSE music course for details of the specification covered in year 10. (Subject Group: Arts below)

This Music Technology syllabus plays on the strengths of the Department, which is well equipped with 20 enhanced iMacs with the latest music production software and a high quality digital and analogue sound recording studio. The Edexcel Music Technology syllabus offers a course, which concentrates less on the academically rigorous side of music at this level, and more on the application of technology to music.

**Who takes Music Technology?**

Since a fairly high degree of musical literacy is needed, those taking the course will need to have successfully completed the GCSE Music course at the end of year 10. You will need to display a good level of proficiency on an instrument and some keyboard skills and to be comfortable and confident with computers, as most components use them as a tool to record and manipulate musical information. The qualification will be advantageous to those considering work in media or any aspect of the music industry.

**What will I learn on this course?**

You will complete two Areas of study. These are 'The History of Popular Music and Jazz' and 'The Development of music technology.' Through these Areas of Study you will learn:

- how to produce performances using sequencing software in a range of musical styles
- to develop the skills required to make high quality recordings of musical performances
- how to compose and arrange using technology
- to develop your knowledge of the principles and development of music technology
- how to control and interpret data

**Full details are available on the website**

**PATHWAY 2 AND 4 ONLY****SUBJECT: SHORT COURSE TECHNOLOGY**

A variety of Technology activities will be followed. Students will gain a broad experience of Technology activities from the MYP developing skills and techniques learned in Years 7-9. Activities and challenges will be tailored to the interests of the group.

**Full details are available on the website**

## SUBJECT GROUP: ARTS

### **PATHWAY 1 AND 3 ONLY**

Students on Pathway 1 or 3 must choose one subject from this group. This must be either Music, Art, Drama or Dance

### **SUBJECT: ART AND DESIGN (EDEXCEL)**

Students are encouraged to draw upon skills acquired during Key Stage 3 and extend them to create more complex and professional art work. Students develop an individual approach to their work within a broader programme of study, for example within the fields of photography, ceramics and printmaking. Projects involve varied and in-depth research relating art, craft and design to its social, cultural and historical context.

The Art and Design GCSE helps students to explore and extend their key skills such as communication and problem solving. For example, students are asked to create art work suitable for a wide variety of audiences using developing design skills.

**Full details are available on the website**

### **SUBJECT: DRAMA (EDEXCEL)**

GCSE Drama is about creating and responding to Drama and using it as an art-form to express ideas, situations and characters to an audience. You will play many parts in different situations, working to understand what it is like to put yourself into someone else's shoes. You will have the opportunity to create your own work as well as work with plays written by other people. You will develop your improvisation and acting skills to a higher level, as well as looking at plays in more detail and discovering different ways of bringing a script alive on stage. You will enjoy this course if you want to study a subject that is both practical and creative, and if you enjoy working as part of a team, as Drama involves a lot of group work. You will gain skills in working with others, problem-solving and communication. Drama helps you feel more self-confident and prepares you to deal with a range of situations and people.

The course works separately (but at the same time) toward three major goals:

- First, you will use Drama as a forum to express your feelings and ideas about a range of issues, creating your own work.
- Secondly, you will look at specific plays to see how a playwright has expressed their ideas and explore ways of making the play live on stage.
- The last section of the course gives you the choice of being involved in a performance of a play from an existing script or one you can create yourselves, as a final project.

**Full details are available on the website**

### **SUBJECT: MUSIC (EDEXCEL)**

#### **What kind of student can do GCSE music?**

- ANYONE who has not already opted for GCSE Music in the Technology block! – Throughout your Hockerill school life you have had music lessons which have equipped you with basic musical skills on which to build in Key Stage 4. Everyone listens to music. GCSE music is a natural progression from the work covered in the lower school. Students can obtain A\* without having played a musical instrument for the past 5 years. The GCSE aim is to give you the knowledge to understand and appreciate music to a high level.
- Students who are interested in music (not just one style!)
- Hard workers: Music is a thinking person's art. GCSE Music is consequently quite demanding: just being a competent performer will not guarantee you a top grade. Hard work, just like in any other subject, is needed if you want to achieve the best possible grade.

#### **You will learn:**

- how to improve your performing skills.
- how music is constructed from initial ideas through to the finished product.
- how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

60% of the mark is for coursework (completed by the end of Lent term) in which you can work to your own level of ability. You will learn many skills such as: Confidence, IT skills, teamwork or problem solving, which are transferable to many subjects.

### **How will I be assessed?**

**Performing (30%)** You will need to play one solo piece and one ensemble piece.

**Composing (30%)** You will need to create two compositions.

**Listening & Appraising (40%)** You will sit a 90-minute written paper with questions on your prescribed set works.

Questions such as these are asked:

- 'Name the instrument playing the solo'
- 'Give two musical reasons why you like or dislike this piece of music.'
- 'This theme is shared between two instrumental families? What are they?'

### **Full details are available on the website**

## **SUBJECT: GCSE DANCE AQA**

The course is available to all students in consultation with Miss Calcasola.

### **General Overview**

20% Theory

20% Performance of Set Dance

20% Performance in duo/group

40% Coursework

This course enables students to develop skills, knowledge and understanding of dance as choreographer, performer and critic through:

- applying and adapting a wide range of skills and techniques effectively in performing and choreographing dance, including the ability to improve
- creating dances for a range of purposes and in response to different stimuli
- developing the ability to analyse, evaluate and appreciate dance

Students will also appreciate the contribution of dance to their personal and social health, fitness and wellbeing and be aware of the range of opportunities and pathways available in dance.

### **Theory Unit**

The theory unit is assessed through a 1 hour written exam paper sat at the end of year 11. In the exam you will: Answer a short and concise written paper focusing on critical analysis and perceptive understanding of two professional works. Questions may also refer to the candidate's own performance and/or choreography.

describe, analyse, interpret and evaluate features of dance using appropriate terminology

compare and contrast different choreographers, dance works, styles and cultural influences

understand the relationship between choreography, performance and production including aural and physical settings, costume and dance for camera

understand the physical, aesthetic and artistic

The GCSE Dance course encourages pupils to appreciate a variety of different styles/genres of dance and regularly visit the theatre to experience these performed live.

### **Practical Units**

**Performance of Set Dance (20%)** - Students perform one solo dance of approximately 1–1½ minutes from a choice of two set by the exam board. The work is assessed externally.

**Performance in duo/group (20%)** - Students perform in a dance for 2, 3, 4 or 5 dancers, lasting 3–3½ minutes. Every student dances for at least 2 minutes within the piece. Assessment includes marks for demonstration of knowledge of safe practice. The dance is choreographed by the teacher.

### **Coursework**

The coursework will begin at the end of year 10 and is completed and assessed in year 11 and is worth 40% of the final grade. The coursework is practical and written based on the choreography from the student. Each student choreographs either a solo dance lasting 1½–2 minutes OR a group dance for 2, 3, 4 or 5 dancers, lasting 2½–3 minutes.

The dance may be in any style, in response to an outline stimulus from us. The student may dance in his/her own choreography. Work is assessed by school staff and marks are moderated by exam board.

### **PATHWAY 2 AND 4 ONLY**

Students on Pathway 2 or 4 must choose one subject from this group. This must be either Art or Music Theatre.

#### **SUBJECT: SHORT COURSE ARTS**

Students work follow an MYP course which allows them to make a decision during the early stages of year 11 about the possibility of gaining a full or short course GCSE qualification. The students follow the same programme as the 1a and 2a Art and Design students (see page 12) unless and until it is agreed that they are not entered for any of the GCSE Art and Design qualifications.

**Full details are available on the website**

#### **SUBJECT: SHORT COURSE MUSIC THEATRE**

This course is designed to allow students to gain a broad experience of music and drama through the idiom of Music Theatre, working towards a qualification from LAMDA at the end of year 10 and 11. During the course, activities and challenges will be tailored to the interests of the cohort in order to develop the skills necessary to communicate the dramatic content of a musical text within an ensemble. The emphasis is on performance and presentation rather than on the study of musical theatre as a whole.

Each year's work will culminate in a staged performance of extracts from a popular musical work. The students will be assessed on their interpretive (40%), technical (40%) and interactive (20%) skills.

**Full details are available on the website**

# SUBJECT GROUP: PHYSICAL EDUCATION

## PATHWAY 2 AND 4 ONLY

### SUBJECT: GCSE PE

#### General overview

40% theory

50% practical performance

10% coursework tasks

#### Theory Unit

The theory unit is assessed through two 1 hour exams. Both sat at the end of year 11. In the theory units you will study:

##### Year 10

- The Key Concepts in PE
- The 5 Key Processes in PE
- Opportunities, pathways and participation in PE

##### Year 11

- Developing skills, techniques and motivation
- Developing physical and mental capacity
- Informed decision making using the principles of training and safe exercise
- Opportunities, pathways and participation in PE.

The exams consist of multiple choice questions and short answer questions. The GCSE PE course encourages you to keep up to date with current issues in PE and sport which you would do by regularly reading newspapers and carrying out your own research.

#### Practical Units

You are assessed in four activities. They must come from at least two different activity groups from the following list.

- |                     |                                      |
|---------------------|--------------------------------------|
| • Invasion Games    | • Athletics                          |
| • Striking Games    | • Outdoor and adventurous activities |
| • Net/Wall games    | • Swimming                           |
| • Gymnastics        | • Coaching and leading               |
| • Combat activities | • Officiating                        |
| • Dance             |                                      |

For example, you may be assessed in 3 invasion games (rugby, football and basketball) and one striking game (cricket). The last 2 activity groups allow you to be assessed at coaching or officiating and you may do this in a sport that you have already been assessed in. For example, you could be assessed in Netball and Netball Umpiring.

#### Coursework

There are 2 short coursework tasks which account for 10% of your final grade (5% each). You will complete one in year 10 and one in year 11.

#### YEAR 10 – analysing lifestyle

You will collect data by working with a partner. You will conduct fitness tests, look at their diet, their everyday routines, and their level of exercise to analyse their lifestyle. In controlled conditions you will then have to write about your findings and present them. You will be expected to produce an action plan as to how they could improve their lifestyle in order to improve their fitness.

#### YEAR 11 – analysing performance

You will work with a partner and analyse their performance in Athletics. You will identify the skills required for their performance, strengths and weaknesses within it and you will identify a skill that you would aim to improve through an action plan. In controlled conditions you would then be expected to write up your findings and

produce the action plan to improve their performance of the identified skill.

## SUBJECT GROUP: PERSONAL EFFECTIVENESS

### **SUBJECT: PERSONAL EFFECTIVENESS**

Pathways 2 and 4 have been designed for those students for whom a second foreign language is not appropriate.

Students on Pathway 2 and 4 will only do five hours per cycle of languages rather than ten. This will free up five hours to develop their skills and to complete challenges or activities which will lead to the Certificate of Personal Effectiveness. This qualification is accredited by ASDAN and we will initially concentrate on Level 2 which mirrors the Gold/Further Education Level 2 Awards and is equivalent to GCSE Grade B.

This course is designed to stimulate students and support their work in all areas of the MYP.

Further details are available in a separate booklet for those who are interested in obtaining one. The booklet will also be issued to those students for whom Pathway 2 and 4 is strongly recommended.

**Further details on the Certificate of Personal Effectiveness are available @ [www.asdan.org.uk](http://www.asdan.org.uk)**

## SECTION 3

# LOOKING AHEAD TO YOUR POST-16 PROGRAMME OF STUDY

Having completed your GCSE programme of study at Hockerill, our expectation is that you will continue to study with us at post-16. To that end there follows a general overview of the International Baccalaureate Diploma Programme (DP) which provides a seamless transition from your GCSE studies to study at post-16.

Entry onto the programme requires a minimum of 3 Grade As at GCSE for subjects to be studied at Higher level and 3 Grade Bs at GCSE for subjects studies at Standard level. It is likely that HAEC students will also require a Hockerill MYP certificate

The DP is a comprehensive and rigorous two year curriculum, leading to examinations for students normally aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others. The general objectives of the DP are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience. In the forty years since its founding, the DP has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. Colleges and universities are well served by encouraging the enrolment of these able young scholars.

The DP candidates at Hockerill choose their programme of six subjects to be studied over two years from the following:

- Group 1**      **Language A1** (Literature) including the study of selections from world literature.
- Group 2**      **Language A1** (Language and Literature) provides a language / literature course for highly competent or bilingual speakers of the target language: English and French are offered.
- Or**              **Language B** (second language) provides a foreign language course for students with previous experience of learning the language. It is a communicative programme: French, German, Italian, Japanese and Spanish are offered.
- Or**              **Ab initio (Standard Level only)** provides a foreign language course for students with no previous experience of the chosen language: Italian, Japanese and Spanish are offered.
- Group 3**      **Individuals and Societies:** History, Business and Management, Geography, Social Anthropology.
- Group 4**      **Experimental Sciences:** Biology, Chemistry, Physics, Design Technology, Sports, Exercise and Health Science.
- Group 5**      **Mathematics:** Mathematics HL, Mathematics at the Standard Level (SL), Mathematical Studies
- Group 6**      **Arts and Electives:** Visual Arts, Theatre, Dance, Music and some choices from Groups 2, 3 or 4.

In addition

- submission of an Extended Essay
- satisfactory completion of the course entitled Theory of Knowledge (TOK)
- compulsory participation in the extra-curricular CAS programme.



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