



Our Guide to Key Stage 4 Curriculum

Developing tomorrow's leaders **today**





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01 Introduction

At Hungerhill School, we have a clear commitment to excellence, and we pride ourselves on the provision of a broad and balanced curriculum designed to meet the needs of all our students.

We state within our Curriculum Intent that 'we want to prepare our students academically, socially and personally for the opportunities, challenges and responsibilities of life in the 21st Century and to enable this the Hungerhill curriculum is designed to be ambitious, progressive and knowledge-rich with a focus on conceptual learning.' Therefore, we provide highly structured support to ensure all students follow a curriculum which provides a clear route to appropriate levels of study and preparation for future education, employment or training. We want every child to be prepared for the future by developing the belief that ability can be developed through dedication and hard work.

Our Curriculum model allows students to build the depth of knowledge and skills that are required to be successful in the new, ever more demanding, examinations. Year 9 is used as a bridging year, laying the foundations for Key Stage 4 whilst allowing students to continue to follow the Key Stage 3 National Curriculum. Additionally, this time allows students to specialise and deepen their study of subjects that they will go onto complete

qualifications in years 10 and 11. The core curriculum consists of English (Literature and

Language), mathematics, combined science, citizenship, humanities and PE. Within humanities all students study both history and geography but make the decision as they enter year 9 to specialise in one of these areas. A large proportion of students study a modern foreign language. More details on this can be found later in this brochure.

This brochure contains information about your child's Key Stage 4 curriculum, the content and assessment structure of each Level 2 qualification and possible future progression routes. It is important that careful consideration is given to each course and, where there is an option to select subjects, decisions are well informed and made carefully. It is important that you take the time with your child to read through the information and guidance ensuring they make choices which will maximise their future education and career prospects.

Mrs L Pond
Headteacher



02 Our Key Stage 4 Curriculum

We strongly believe that our Key Stage 4 curriculum provides a sound basis for a variety of careers beyond the age of 16, providing a broad general knowledge that will enable them to participate in and contribute to society. A recent study found that students studying the English Baccalaureate suite of subjects were more likely to achieve good English and mathematics GCSEs, more likely to take an A level or an equivalent level 3 qualification, and more likely to stay in post-16 education.

We have carefully designed our curriculum to provide breadth and balance and meet the needs of our students, as we know this has a positive impact on attendance, behaviour and outcomes. All students will therefore have the opportunity to choose subjects that enable them to achieve the English Baccalaureate which will enhance the probability of post 16 progression in the future.

What your child will study:

All students will study English (Language and Literature), mathematics, science (minimum

double award), geography, history, citizenship, physical education and two additional pathway subjects, for the majority of students this will include either French or Spanish.

As part of the core curriculum offer, all students will continue their study of geography and history throughout year 9. Students will go on to make a further option choice as they go in to year 10. Further information regarding both subjects can be found on pages 13 and 14 respectively.

SUBJECT	NUMBER OF PERIODS (fortnightly)
English	8
Maths	8
Science	10
Citizenship	4
Humanities	8
Physical Education	4
Pathway subject 1*	4
Pathway subject 2*	4*

* More details related to pathway choices can be found in the Curriculum Pathways Form.

03 The English Baccalaureate (EBacc)–What the DfE says...

What is the English Baccalaureate (EBacc)?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

While your child may not have decided on their future career path yet, the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities. The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open. The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors:

- **English language and English literature**
- **Maths**
- **Science** Combined Science or 3 single Sciences from Biology, Chemistry, Physics, and Computer Science
- **History or Geography**
- **A language** Ancient or modern

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.



EBacc impact

Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time

education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.

Search EBacc on Gov.uk for more information.

04 EBacc future proofs your child's prospects

Languages give young people a competitive edge.

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden students' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy,
Senior Vice President and Managing Director, UK and Ireland, Hilton

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall,
Director General of the British Chambers of Commerce

"The Russell Group has named languages as subjects that open doors to more degrees at universities."

The Russell Group
is a group of 24 universities with a shared focus on research and a reputation for academic achievement

05 GCSE English (AQA)

Mrs Ryan – Curriculum Leader

What to expect

In English, students will develop their reading skills to identify specific information, evidence and reason the meaning of the text, analyse the decisions that writers make and evaluate the consequence of these actions. Alongside this, students will plan and write fiction and non-fiction texts, for a range of audiences, in different styles, to show that they can consistently expand their ideas with creativity and detail.

Skills developed

Students will focus on:

- Speaking, listening and communication
- Reading
- Writing

Subject content

Students will:

- Engage in a variety of texts, from different time periods
- Develop analytical skills
- Be creative
- Improve written and spoken communication

Post 16

This course supports A-level option choices of English Language and Literature, Media, Drama, History and Geography.

Future careers

Writing, Teaching, Media, Law, Journalism, Publishing and Editing, Advertising, Human Resources and Civil Service.



06 GCSE Mathematics (Edexcel)

Mrs Susca – Curriculum Leader

What to expect

In Mathematics, students combine numeracy and problem-solving skills across a variety of mathematical areas whilst focusing on the use of mathematics in real life situations.

Skills developed

Students will learn knowledge and mathematical skills, they will gain the confidence and develop competency to apply this knowledge effectively in problem solving situations.

Subject content

Students will study:

- Algebra
- Ratio and Proportion
- Geometry and Measures
- Probability
- Statistics

Post 16

This course supports A-level Mathematics, Further Mathematics and contributes to Sciences and Psychology.

Future careers

Engineering, Finance, Accountancy, Scientist, Medicine, Dentistry, Teaching, Data Analyst, Logistics and many more.



07 GCSE Combined Science (Trilogy AQA)

Mrs Ryan – Curriculum Leader

What to expect

In Science, students combine laboratory based practical techniques with data interpretation skills and core scientific concepts to learn the important elements of the environment and life systems, an understanding of the materials around us and the way things work.

Students who study Combined Science are awarded two GCSEs.

Skills developed

Students will look at a broad spectrum of the key concepts of Science. Trilogy allows students to study the key principles that underlie current technological and research developments in Biology, Chemistry and Physics. These topics include how our bodies work, materials, their properties and the microscopic world of atoms. Students will complete 16 practicals and learn how to apply these to problem solving of real scientific issues.

Subject content

Biology

- Biology Cell biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance and Variation
- Ecology

Chemistry

- Atomic Structure
- Bonding and Structure
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- Rates of Reaction
- Organic Chemistry
- Chemical Analyse

Physics

- Energy
- Electricity
- Particle Model of Matter
- Atomic Structure
- Forces
- Waves
- Magnetism
- Elect
- Romagnetism

This course supports A-level Biology, Chemistry, Physics and also level 3 Applied Science.

Future careers

Doctor, Veterinary Surgeon, Engineering, Materials Science, Scientist, Marine Biologist, Geneticist, Pharmacist, Ecologist, Sports Scientist, Astronaut, Meteorologist, Microbiologist, Zoologist and many more.



08 GCSE Triple Science (AQA)

Mr Turner – Curriculum Leader

What to expect

In Science, students combine laboratory based practical techniques with data interpretation skills and core scientific concepts to learn the important elements of the environment and life systems, an understanding of the materials around us and the way things work.

Students who study Combined Science are awarded two GCSEs.

Skills developed

A more detailed look at key scientific concepts than Combined Science. Separate Science allows students to study the key principles that underlie current technological and research developments in Biology, Chemistry and Physics. These topics include how our bodies work, materials, their properties and the microscopic world of atoms. Students will complete 21 practicals and learn how to apply these to problem solving of real scientific issues.

Subject content

Biology

- Biology Cell biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance and Variation
- Ecology

Chemistry

- Atomic Structure
- Bonding and Structure
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- Rates of Reaction
- Organic Chemistry
- Chemical Analyse
- Chemistry of the Atmosphere

Physics

- Energy
- Electricity
- Particle Model of Matter
- Atomic Structure
- Forces
- Waves
- Magnetism
- Elect
- Romagnetism

This course supports A-level Biology, Chemistry, Physics and also level 3 Applied Science.



Future careers

Doctor, Veterinary Surgeon, Engineering, Materials Science, Scientist, Marine Biologist, Geneticist, Pharmacist, Ecologist, Sports Scientist, Astronaut, Meteorologist, Microbiologist, Zoologist and many more.

09 GCSE Modern Foreign Languages (AQA)

Mrs Turner – Curriculum Leader

What to expect

In GCSE Modern Foreign Languages, students will develop skills in the 4 key areas of:

Listening, Reading, Speaking and Writing. Important note: students will continue the language they have studied at KS3.

Skills developed

Students will:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing
- Be able to listen to and understand language, deepen their knowledge about how language works and enrich their vocabulary
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Expand their language learning skills both for immediate use and to prepare them for further language study to use in school, higher education, employment or socially

Subject content

Students will study:

Listening - will require students to respond to questions and demonstrate an understanding of clear standard speech, noting details, opinions, past, present and future tenses and deducing meaning from a variety of short passages.

Speaking - involves communicating and interacting effectively in speech using accurate pronunciation and intonation to be understood by a native speaker.

Reading - requires students to understand and respond to different types of written language to identify the overall message, key points, details and opinions.

Writing - involves writing texts up to a maximum of 150 words, using at least 3 tenses and justified opinions accurately to convey meaning and exchange information presenting facts, ideas and opinions appropriately for different purposes.

Post 16

This course supports progression to post-16, in particular the study of Languages at A-level.

Future careers

Interpreter, Translation, International Business, International Law, Travel and Tourism, Journalism, Sales and Marketing, International Finance, Politics and more.



10 OCR National in Engineering Design

Mr Korobka – Curriculum Leader

What to expect

Learners must achieve a grade in 3 units to be successful on this course: one externally assessed and two Non-Examined Assessments (NEA) units. In Engineering Design learners will experience:

1. Principles of Engineering Design

This is assessed by an exam, and you will learn about the design process and all the stages involved. This includes learning how to design for a client, communicating design outcomes and evaluating the success of design ideas.

2. Communicating Designs

This is assessed by a set assignment. You will learn how to draw and sketch in 3D, use Computer Aided Design (CAD) to design products in 3D. Discover what an orthographic drawing is and learn how to produce one manually and by using CAD.



3. Design, Evaluation and Modelling

This is assessed by a set assignment. You will learn how to create and test models of your design. Evaluate successes and areas for development and understand manufacturing processes.

Skills developed

You will develop numerous skills throughout the engineering design course. Focused practical tasks will develop drawing, computer modelling, model making as well as communicating design ideas effectively. Critical thinking, creativity and practical skills will also be developed through carefully planned learning activities.

Subject content

This qualification will enable you to learn about the process of engineering design and understand how it can be used to design effective solutions for a given design brief. You will develop the ability to communicate your design ideas through sketches, engineering drawings and computer-aided design. You will evaluate the design of a product through the disassembly of

existing products or the use of modelling for innovative designs.

Post 16

This qualification will provide a solid foundation for learners to:

- Study a Science, Technology, Engineering and Math (STEM) Pathway
- Study A-Levels

Future careers

Enroll on an apprenticeship

- Study engineering courses at college at Level 3

Numerous career routes can be followed on completion of engineering design. The following list gives an idea of routes:

- Product Design
- Mechanical, electrical, or structural engineering.
- Graphic Design
- Architecture



11 GCSE Food Prep and Nutrition (AQA)

Mrs Stones – Curriculum Leader

What to expect

In GCSE Food Preparation and Nutrition, students study a range of topics including food nutrition and health, food science, food safety, food choice and food provenance. The course is weighted 50% from a final examination and 50% from coursework. The coursework element is broken into 15% from a food science investigation and 35% from a food preparation task where students design and make their own meals based on a set task from the exam board.

Skills developed

Students will learn practical cooking skills, understand nutrition, food provenance, and the working characteristics of food materials. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Subject content

Students will study:

Food, Nutrition and Health

– macronutrients and micronutrients

Food Science – cooking of food, heat transfer and the functional and chemical properties of food.

Food Safety – food spoilage, contamination and the principles of food safety.

Food Choice – factors affecting food choice, British and international cuisines, sensory evaluation, food labelling and marketing.

Food Provenance – environmental impact and sustainability of food, food processing and production.

Post 16

This course could lead on to an Apprenticeship in Catering or further education in Food Prep and Nutrition.

Future careers

Chef, Food Product Developer, Nutritionist, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, Working in Food Magazines, Radio and Television and more



12 BTEC Health and Social Care (Pearson)

Miss Mack – Curriculum Leader

What to expect

In BTEC Health and Social Care, students will gain an understanding of health, social, and early years care within our society and have the opportunity to develop their skills and knowledge in a practical and realistic manner with a view to a career in health and social care. It will particularly appeal to learners who are looking for a course that is practical in nature. This course is suitable for those who are interested in understanding how health and social care works.

Skills developed

Students will use data, learn to communicate findings and develop links between different parts of the subject. They will master self-reflection, communication, teamwork and problem solving during your studies.

Subject content

Students will study:

The stages and patterns of human growth and development, life events, sources of support/ services for life events, health and social care services, essential values of care, roles of professionals from the sectors who are involved in supporting life events, factors influencing health and well-being.

Post 16

This course could lead to higher level courses at either 6th Form or College.

Future careers

Physiotherapy, Nursing, Nursery and Pre-school Assistant, Teaching, Social Work and Care Work.



13 OCR Creative IT and Multimedia

Mrs Bamford – Curriculum Leader

What to expect

In OCR Creative IT and Multimedia, students will learn about the world of creative digital media. They will learn how to use Photoshop to create, edit and combine graphics, how to use digital photography equipment to take photographs and record videos and about working in different media sectors, such as film and television, games design, web design and broadcasting.

Skills developed

- Digital photo editing
- Combining graphics to create digital artwork
- How digital cameras and film equipment work
- How to take technically and compositionally sound photographs
- How to create a digital online portfolio
- Creative thinking, problem solving and planning techniques

Subject content

Exam: Creative iMedia in the media industry

In this unit, you will learn about the sectors, products and job roles that form the media industry. From film and TV to games design, you'll learn about the roles and responsibilities and how to plan and develop media products.

Coursework: Digital graphics

In this unit, you will learn how to plan and develop digital graphics for a specific audience and purpose. You'll learn about how graphics are used to convey meaning and will use industry standard software, such as Photoshop, to create your own graphics.

Coursework: Visual imaging

In this unit, you will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. You'll learn how to use a range of cameras, lenses and other photography and videography equipment to create a digital portfolio of your artwork.



Post 16

There is a level 3 iMedia qualification that can be studied post 16. This also leads into graphic design, photography or film and media studies. Creative IT and Multimedia gives you a broad insight into the creative media world which opens up a wide range of post 16 options.

Future careers

Graphic Design, Photography, Film and TV Broadcasting, Concept Artist, 3D/Games Designer.



14 Film Studies

What to expect

In GCSE Film Studies, students will begin the course by learning how to break down and assess films including looking at: Mise-en-scene, cinematography and sound. We will use this to assess relevant films before looking at the course specific films.

In component 1 we look at how filmmaking has developed over the years.

This will include Watching and Assessing of two films from the same genre, one from 1930-1960 and the other from 1961 to 1990.

In Component 2 we will study films made outside of Hollywood. Each film chosen will be studied in relation to an additional focus area: Narrative (global English language film), Representation (global non-English language film) & The aesthetic qualities of film (contemporary UK film).

You will also complete a NEA project where you will have the opportunity to write a screenplay.

Skills developed

You will learn to analyse both films and TV shows, understanding the

choices made by the film makers to develop a particular emotion from the spectator. You will develop an understanding of the production process of how films are made

You will also develop skills in screenwriting through the NEA project.

Subject content

Film studies deals with various theoretical, historical, and critical approaches to cinema as an art form and a medium. Film studies is less concerned with advancing proficiency in film production than it is with exploring the narrative, artistic, cultural, economic, and political implications of the cinema.

Post 16

This course can lead on to AS/A Level Film Studies, the course also



compliments well with Creative Media & English Literature/ Language.

Future careers

Film and TV Production, Critic, Scriptwriter, Marketing and Events Manager

15 GCSE Art, Craft and Design (AQA)

Miss John-Lewis – Curriculum Leader

What to expect

In GCSE Art, Craft and Design, students will learn more about themselves, their ideas and opinions, likes and dislikes. They will become more independent and have the chance to really study a theme in depth. Students will also have the opportunity to express themselves through varied projects e.g. still-life, figure studies, portraiture, 3D and ceramics, print making, graphic design, architecture and textiles.

Skills developed

Students will develop the skills needed to specialise in their preferred media to showcase their interests and strengths for the final course work project in Year 11.

Subject content

Students will have the opportunity to express themselves through varied projects e.g. still-life, figure studies, portraiture, 3D and ceramics, print making, graphic design. Improve ICT skills using Photoshop and graphics tablets.

Post 16

This course can lead on to AS/A-level Art and many other Art, Design and Creative Courses.

Future careers

Graphic design, Advertising, Marketing, Publishing, Media, Film or Games Animation, Illustration, Packaging Design.



16 Music

Miss Crowder – Curriculum

What to expect

In Music, students will be provided with opportunities to develop their musical skills in performing and composing. Even if students choose not to continue to study music post-16 or pursue it as a career, it will still provide them with a life-long skill and creative outlet as well as developing many transferable skills that are held in high value amongst employers and colleges/universities.

Skills developed

Students will develop specific performing skills including singing, acting and/or dancing and must be prepared to combine at least 2 of these.

They will also develop a wide range of transferable skills: Communication, Confidence, Independence, Organisation, Problem-solving, Research, Self-discipline, Stamina,

Resilience, Taking on responsibility, Time Management

Subject content

Throughout this vocational course students will study:

Unit 1: Performing (30% internal assessment)

Students will learn the skills and techniques needed to produce a successful performance of existing pieces of music.

Unit 2: Creating (30% internal assessment)

Students will learn how to create and refine their own original music. If a GCSE qualification is followed students will also study:

Unit 3: Performing Arts in Practice (40% external assessment)

Students will learn about areas of the performing arts industry that need to be considered when

responding to a commission and will consider these when coming up with and pitching their own idea.

Post 16

This course could lead onto Level 3 BTEC Music courses or A/ AS Level Music

Future careers

Musician, Composer, Private Music Teacher, Sound Designer, Sound Engineer, Sound Technician in Film or Broadcasting,



17 GCSE Physical Education (AQA)

Mr Moorwood – Curriculum Leader

What to expect

The GCSE PE course provides an insight into performance in sport, sports analysis as well as several theoretical topics that are assessed in an exam. Students will also develop an understanding of basic anatomy and physiology and how our body works when exercising. Playing sport outside of the school curriculum is important to succeed in these courses, as some assessments will involve conducting an analysis of student's practical performance.

Skills developed

Students will develop a variety of core skills such as communication, ICT, independent learning, teamwork, cooperation and leadership. They will also develop their technical ability in practical areas such as understanding a working sports environment.

Subject content

Students will study:

- Health, fitness and physical activity
- Training methods
- Health and safety and well-being
- Factors affecting participation in sport
- Nutrition/diet/performance enhancing drugs
- Anatomy and physiology
- Sports psychology
- The media, funding, role models and science/ICT in sport

Post 16

This course could lead on to A-level PE or sports related level 3 qualifications.

Future careers

Teaching, Coaching, Physiotherapy, Medical Services, Journalism and the Leisure Industry.



18 Citizenship (AQA)

Miss Mack – Curriculum Leader

What to expect

Citizenship is at the heart of everyday debates about the kind of society we are striving to build and our role in the process. During this GCSE course, you will learn about your rights, roles and responsibilities as a young citizen in Britain and in the wider world.

You will develop your knowledge and understanding of how different communities and society work, the role of the media and how society is governed. Citizenship education will equip you with the skills you need to participate as a responsible and active citizen of our democracy and of wider society.

Skills developed

Studying topical Citizenship issues will allow you to develop your debating skills, critical thinking skills and skills of enquiry to gain an understanding of local,

national and global issues. You will be encouraged to share opinions, build arguments and make informed judgments when addressing citizenship issues in the local community.

Subject content

During GCSE Citizenship, you will cover 4 units of work:

Life in Modern Britain Rights and Responsibilities Politics and Participation Active Citizenship.

Post 16

You may choose to pursue A-levels in Citizenship, Law, Politics and related subjects. This GCSE course will however be welcomed by any further education option and the knowledge, understanding and skills developed throughout Citizenship will be fundamental in your future progression in education.

Future careers

The GCSE is highly regarded as a subject that stretches students in the skills of knowledge, analysis, and debate in the context of modern Britain. Advocacy and the ability to represent the viewpoints of others is key and lends itself to numerous professional careers such as law, the police, journalism and politics.



19 Sports Science (AQA)

Mr Moorwood – Curriculum Leader

What to expect

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students that wish to further develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

Skills developed

Students will develop a variety of core skills such as communication, ICT, independent learning, teamwork, cooperation and leadership. They will also develop their technical ability in practical areas such as understanding a working sports environment.

Subject content

The level 1/2 Cambridge National Certificate in Sports Studies requires students to complete 3 units of study.

Students will study:

- Cotemporary issues in Sport
- Performance and leadership in sport activities
- Increasing awareness of Outdoor and Adventurous Activities (OAA)

Post 16

This course could lead on to A-level PE or a L3 Extended Diploma in Sport.

Future careers

Teaching, Coaching, Instructing, Journalism, Leisure Industry.



20 Drama

Miss Crowder – Curriculum Leader

What to expect

In Drama, students will be provided with opportunities to develop their acting skills. Even if students choose not to continue to study Drama or pursue it as a career, it will still provide them with a life-long skill and creative outlet as well as developing many transferable skills that are held in high value amongst employers and colleges/ universities.

Skills developed

Students will develop specific performing skills including effective use of voice, movement, and gestures.

They will also develop a wide range of transferable skills: Communication, Confidence, Independence, Organisation, Problem-solving, Research, Self-discipline, Stamina,

Resilience, Taking on responsibility, Time Management

Subject content

Throughout this vocational course students will study:

Unit 1: Performing (30% internal assessment)

Students will learn the skills and techniques needed to produce a successful performance of an extract from a play. This includes how to prepare for and evaluate their performance.

Unit 2: Creating (30% internal assessment)

Students will learn how to create and refine their own original drama work.

Unit 3: Performing Arts in Practice (40% external assessment)

Students will learn about areas of the performing arts industry

that need to be considered when responding to a commission and will consider these when coming up with and pitching their own idea.

Post 16

This course could lead onto further study at Level 3 (A-Level, BTECs, etc).

Future careers

Actor, Theatre Director, Teacher of Drama/Performing arts, Stage Manager, Drama Therapist, Arts Administrator or Community Arts Worker.



21 Photography

For further information about the course, see Miss John-Lewis and Mrs Bamford.

What to expect

In GCSE Photography, students will begin the course by completing a series of skills-based projects which includes camera and Photoshop techniques. Projects such as: My community/town, Architecture, Portraiture and Still Life, with a focus on the Formal Elements, serve to equip students with a basic toolbox of skills which they can use, develop and refine in subsequent projects. Within these projects, students will learn how to explore and respond to the work of other artists and photographers, take and edit photographs and learn how to annotate and present their work.

Students will then choose a theme for their major personal project taking them through into Year 11, when they start their Externally Set Task (exam) in January of Year 11.

Skills developed

Within the context of the Photography course, students will develop the use of photographic techniques and processes using a DSLR camera. Skills such as shutter speed, focal point,

exposure, movement, use of lighting and setting up a Still Life studio are the fundamental skills developed through this course. Skills around final exhibitions and expanding artistic pathways are also explored.

Subject content

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film or digital methods of development and production to create static or multiple areas of photography such as studio, experimental and photo-journalism.

Post 16

This course can lead on to AS/A Level Photography, Graphics, Art, Fine Art, Art, Craft and Design and many more.

Future careers

Specialist photographer in the following areas; Social media content creator, Photojournalist, Wedding, Graphic Designer, Events, Food, Pets, Landscape, Wildlife, Sports, Still Life, Fashion plus many more.



22 Performing Arts

Miss Crowder – Curriculum Leader

What to expect

In Performing Arts, students will be provided with opportunities to develop their Musical Theatre skills: acting, singing, and dancing. Even if students choose not to continue to study performing arts or pursue it as a career, it will still provide them with a life-long skill and creative outlet as well as developing many transferable skills that are held in high value amongst employers and colleges/universities.

Skills developed

Students will develop specific performing skills including singing, acting and/or dancing and must be prepared to combine at least 2 of these.

They will also develop a wide range of transferable skills:

Communication, Confidence, Independence, Organisation, Problem-solving, Research, Self-discipline, Stamina, Resilience, Taking on responsibility, Time Management.

Subject content

Throughout this vocational course students will study:

Unit 1: Performing (30% internal assessment)

Students will learn the skills and techniques needed to produce a successful performance of an existing piece of musical theatre work. This includes how to prepare for and evaluate their performance.

Unit 2: Creating (30% internal assessment)

Students will learn how to create and refine their own original work in drama, choreography, or music composition.

Unit 3: Performing Arts in Practice (40% external assessment)

Students will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching their own idea.

Post 16

This course could lead onto further study at Level 3 (A-Level, BTECs, etc).

Future careers

Actor, Musical Theatre Performer, Dancer, Choreographer, Theatre Director, Music Producer, Teacher of Performing arts, Stage Manager, Drama/Music Therapist, Arts administrator or Community arts worker.



23 GCSE History (AQA)

Mr Rhodes – Curriculum Leader

What to expect

In GCSE History, the course comprises an interesting mix of a wide variety of subject areas from medieval to modern history. Students will use a wide range of evidence including written and visual sources, with potential for fieldwork visits.

Skills developed

Students will gain skills such as analytical and critical reasoning, oral and written communication and research. History involves learning about people, countries, societies and cultures, learning to locate and sift facts and presenting what is learned in a way that makes sense to others.

Subject content

Students will study:

Thematic study and Historic Environment – The medicine paper will develop ideas about the causes of illness, approaches to prevention and treatment, and case studies through a range of time periods.

Period study and British Depth Study

In the Superpower Relations and the Cold War unit, students will learn about ideological struggle between communism and capitalism and the development of the nuclear bomb. The Anglo-Saxon and Norman study will explore early medieval society, government and religion in the context of the Norman Conquest of England in the 11th century.

Modern Depth Study – Weimar and Nazi Germany, 1918–39. This study will explore the Weimar Republic, Hitler's rise to power, Nazi control and dictatorship, and life in Nazi Germany, focusing on Nazi policies and their impacts

Post 16

This course leads on to A-level History. The skills learned also support any other academic subject.

Future careers

Journalism, Law, Public Sector, Business Management and Finance, History related careers: Archaeology, Museum Curation Teaching and Lecturing.



24 GCSE Geography (AQA)

Mr Booth – Curriculum Leader

Mr Spruce – Assistant Trust Director of Geography

What to expect

In GCSE Geography students study hazards, the living world, physical landscapes, urban issues, physical and human geography, fieldwork and applications. Students also consider the changing economic world, management and geographical skills. Fieldwork is likely

to focus on changing coastal landscapes and the challenges associated with a changing urban area.

Skills developed

Students will learn to communicate clearly in a variety of different ways.

Subject content

Students will study:

- The challenges of natural hazards including climate change
- The living world, ecosystems – focus on tropical rainforests and hot desert environments
- Physical landscapes in the UK, with a focus on rivers and coasts
- Urban issues including Urban Sustainability
- Global development including UK economy and employment patterns
- Resource management – food, water and energy

Post 16

This course leads to many A-levels including: Geography, Geology, Economics, Politics.

Future careers

Policy and Government, Environmental Quality and Environmental Technology, GIS/GPS – Analysis, Defense, Mapping, Planning and Surveying – Urban Planning, Travel, Tourism and Leisure, Corporate Responsibility and Ethics, Fundraising and Aid, Risk Analysis and Disaster Planning and many more.



25 Making the right choice

Deciding which additional subject(s) to study

In addition to the 'core' subjects, students will have an opportunity to select subjects from our menu of courses offered. Various events and sessions are scheduled to help support students in making these decisions. These include class talks, assemblies and a virtual key stage 4 presentation. Information will also be available via the school website.

We also hope that before making final decisions, the following are considered:

- It is difficult to predict what the future holds but young people will need a wide range of skills, experiences and qualifications to cope with life in a rapidly changing world.
- Employers and Further/Higher Education Institutions nearly always want evidence of a good general education, by which they mean qualifications in a broad range of subjects.
- It is important, however, to be aware that the choice of subjects may have implications for future jobs and car

How to get advice

Students are encouraged to seek as much advice and guidance as possible. In school our dedicated

Careers team, Form Tutors, Student Support team and subject teachers are all on hand to answer any questions. It is important that students discuss their options with parents, carers and where applicable siblings and relatives who have recently undertaken this process.

What happens next?

Students and parents/carers should read this booklet carefully and discuss together future decisions. A Curriculum Pathways Form will be circulated in due course that will guide parents and students through the choices process. Once the Curriculum Pathways Form has been submitted, school will then begin the complex process of sorting students' timetables.

Our curriculum system allows our students to have a high chance of being allocated their preferred subjects, however, it is restrained by certain factors: numbers of students selecting a subject, timetabling and staffing requirements, resources within school etc. Sometimes a combination of subjects selected within these sets of restraints cannot operate and school will ultimately make the decision about what is or is not workable. A small percentage of students may have to re-negotiate and



change their subjects and it is for this reason we request students to identify 'reserve' choices. Should any student not be able to take their preferred choice of subject then the school will liaise with the students and parents/carers to help find a suitable solution. We anticipate letting parents and students know the Curriculum Pathway that they will study in Year 9 during the Summer Term.

26 What can I do as a parent/carers?

Parents may find the following guide helpful in discussing ideas and curriculum decisions for your son/daughter in Key Stage 4. It may help you and your son/daughter to select their courses for Key Stage 4 and also in starting to consider what they will do after Year 11. Remember, the important thing is to keep options open by studying a broad and balanced range of subjects. You may wish to go through these questions and make brief notes before you complete the curriculum subjects form:

1. What subjects does your son/daughter enjoy and what are they good at? Could any of the subjects give a fresh challenge?

Notes:

2. How does your son/daughter learn best? What type of course might suit them best? Do they prefer exams or coursework? Do they prefer writing essays or making things?

Notes:

3. What kind of person is your son/daughter? What are their interests? Do they like writing projects, helping people, being outdoors or indoors?

Notes:

4. Have they a career in mind? If so, what qualifications do they need? What career pathways do they wish to pursue post 16? Which qualifications feed into these pathways?

Notes:

5. What learning route will this mean after Year 11? (tick the relevant box)

- ☐ Continuing full-time education
- ☐ Employment with training and work-based learning
- ☐ Don't know? A broad mix of subjects would be a good idea to keep options open.

Notes:



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