



Our Guide to Key Stage 4 Curriculum

Developing tomorrow's leaders **today**





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01 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 our students 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, physical education and three additional pathway subjects, for the majority of students this will include either French or Spanish.

If you have any queries about any of the subjects on offer at Key Stage 4, please don't hesitate to speak to your child's current teachers or our Curriculum Leaders for additional information. We will only be too happy to help!



02 GCSE English Language and GCSE English Literature (AQA)

Mrs K Scarth – Curriculum Leader

What to expect

In English, students will develop their reading skills to identify specific information, evidence and reason the meaning of the texts they are exposed to. They will analyse the decisions that writers make and evaluate the consequences of these actions. Alongside this, students will plan and write fiction and non-fiction texts for a range of audiences and 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

- Study in depth key texts including a Shakespearean play, a 19th century novel, an anthology of poems and a 20th century play
- Develop analytical skills
- Be creative
- Improve and refine their written and spoken communication

Post 16

Both courses support A Level choices of Language, Literature and a combined course. In addition, their studies will also support Media, Drama, History and Geography at Key Stage 5.

Future Careers

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



03 GCSE Mathematics (OCR)

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.



04 GCSE Combined Science (Trilogy 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

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
- Romagnetism
- Space

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.



05 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 Triple Science are awarded three 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
- Romagnetism
- Space

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.

06 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.



07 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

Enrol 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

08 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 to an Apprenticeship in Catering or further education in Food 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.



09 BTEC Health and Social Care (Pearson)

Miss Adams – 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 their 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.



10 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

- Photoshop skills for creative work
- Illustrator skills for creative work
- Pre-production planning techniques
- Post-production evaluation techniques
- Comic book page planning skills
- Compositional understanding
- Overall PC usage skills
- File formatting and appropriateness
- Creative thinking and problem solving

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: Characters and Comics

In this unit, you will create a comic strip design for a set brief. You will investigate character types, comic strip layouts, narrative design and understand the common features of comic book story telling. You will design your ideas through a series of planning documents and use resources such as DSLR cameras, Photoshop, Illustrator and graphics drawing tablets to bring your ideas to life.



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.

11 Film Studies

For information about Film Studies please see Miss Griffiths and Mr Rookledge

What to expect

In GCSE Film Studies, students will learn how to break down and assess films, building their skills and confidence before looking at the course specific films.

Throughout Key Stage 4, students will study:

Component 1: How film making has developed over the years, watching and assessing two films of the same genre but from different time periods.

Component 2: Students will study a range of global films, English speaking and non-English speaking.

Finally, students will complete a project where they will write their own screenplay as an assessment unit towards the GCSE.

Skills developed

- Analysis of films and TV shows
- Evaluate the choices made by film makers in relation to how they evoke a particular response from their audience
- Develop an understanding of the production process how films are made



- Screen writing skills through the project

Subject content

Film studies deals with various theoretical, historical and cultural approaches to cinema as an art form. Students will be exposed to the narrative, artistic, cultural, economic and political implications of the cinema.

Post 16

The course can lead on to an A-Level Film Studies; it also complements well with Creative Media, English Language and English Literature.

Future careers

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

12 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, photography 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 coursework project in Year 11.

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.

How you are assessed

Art, Craft and Design has no written exam. Instead, your grade is based on two parts:

1. Coursework Portfolio – 60% of your final grade

Throughout the course you will produce a body of work showing your skills, ideas and creativity. This includes sketchbook work, experiments with materials, artist research, and final outcomes.

Your portfolio is assessed against four objectives:

- AO1: Developing ideas
- AO2: Experimenting with materials
- AO3: Recording observations
- AO4: Presenting a personal, meaningful outcome

Your coursework is completed during lessons and contributes the largest part of your GCSE grade.

2. Externally Set Assignment (Practical Exam) – 40% of your final grade

In Year 11, the exam board gives a selection of themes. You choose one and create a project based on your personal response.

At the end of this project, you complete a 10-hour practical exam which is split over a number of days, where you produce your final piece.

This is still all practical work – there is no written exam in Art, Craft and Design.



13 BTEC Graphic Design

Mrs Bamford – Curriculum Leader

What to expect

In BTEC Graphic Design, students will develop practical, computer-based skills in graphic design, publishing and photography. Students do not have to have skills in drawing or 3D product design but they should be creative thinkers, interested in art and be imaginative. The units are designed to give students a starting point but they should be able to work independently enough to create their own unique products that reflect their own interests and personalities. PC usage in this course is essential and so a willingness to use computers for a majority of creative work is essential.

Skills developed

- Be able to analyse work by looking at colour, images and composition
- To use the PC as a creative tool to plan, design and make graphic design pieces
- Study the art of photography, take photographs and learn photo editing skills

- To use specialist equipment such as digital draw boards, light boxes and DSLR cameras
- To use a variety of ICT programs including Photoshop and Illustrator creatively
- Investigate artists linked to Graphic Design such as Aarin Draplin and Stephen Millership

Subject content

Print media – we will explore how print media is still heavily used in advertising and students will get the opportunity to create their own film and advertising posters.

Photography – we will look at the work of some of the most famous photographers currently producing work and learn to look at the aesthetics, as well as the practical aspect, of photography. Students will be able to participate in mini projects and even submit work to be included in our annual Arts Festival gallery!

Graphic Design – students will have the opportunity to use graphic design skill such as image creation and typography to create their own brand identities for projects such as chocolate bars and festival work.

External Assessment – Students do not have to sit an exam in this course, instead we are given a design brief by the exam board and the assessment takes place within class whilst students work independently. Across Y10 and 11, 2 compulsory units of work will be completed that will use this wide range of skills to complete 2 design briefs set by the exam board.

Post 16

This course could lead on to Level 3 BTEC Graphic Design, Level 3 Creative Media Studies, A/ AS level Media Studies or Graphic Design, A/ AS Level Photography and Level 2/3 Game Design.

Future careers

Broadcasting, Graphic Design, Photography, Publishing, Film, Video and TV Production and Journalism.

14 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. **Final pathway allocation may differ from initial choices. The PE department will guide students towards the course that best matches their strengths, ensuring they can access the content and achieve their best possible outcomes.**

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
- AQA GCSE PE

Students will study:

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). 30% of the qualification
- Analysis and evaluation of performance to bring about improvement in one activity (10% of the qualification)

- The human body and movement in physical activity and sport (Paper 1: 30% of qualification)
- Socio-cultural influences and well-being in physical activity and sport (Paper 2: 30% of qualification)

Post 16

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

Future careers

Sport science: Physiotherapy in Sport, Sports Nutrition, Sports Therapy and teaching.



15 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.

16 CNAT Sport Studies (OCR)

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

Develop learning and practical skills that can be applied to real-life contexts and work situations:

- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely.

Subject content

Y11 exam (40%): Contemporary issues in Sport.

Understand topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values,

the roles of National Governing Bodies and high profile events have in sport, as well as how technology is used within sport.

Y10 project work (60%): Increasing awareness of Outdoor and Adventurous Activities (OAA) and continuation of Performance and leadership in sport activities.

Take part in outdoor and adventurous activities in natural settings, learning how to do this safely as well as understanding the benefits that these activities offer to people.

Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions.

Y9 project work (40%): Performance and leadership in sport activities.

Develop skills as a performer in two different sporting activities and learn how to lead sporting



activity sessions • Create a plan, write and evaluate an activity session, to further develop leadership skills • Analyse their own performance to help improve themselves and their skills in sport.

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.

Final pathway allocation may differ from initial choices. The PE department will guide students towards the course that best matches their strengths, ensuring they can access the content and achieve their best possible outcomes.



17 Music

Miss Crowder – Curriculum Leader

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 instrumental or vocal skills (instrument/voice of their choice), supported through a free 1-1 lesson each week.

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

Students will follow either a GCSE or vocational qualification. In both courses students will study:

Performing (30% internal assessment)

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

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:

Listening (40% examination)

Students will learn in detail 2 set works: Badinerie by J.S.Bach and Africa by Toto. They will answer

further questions around the elements of music.

If a vocational qualification is followed students will also study:

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,



18 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.



19 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.

20 GCSE Photography

For further information about the course, see Miss John-Lewis

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.

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.

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.

Assessment: How the Course Works

No written exam - GCSE Photography is assessed entirely through practical and creative work using cameras, digital editing and visual research.

Coursework Portfolio - 60%

Across the course, you will produce a portfolio that shows your ability to take photographs, edit images and develop creative ideas

Your portfolio includes:

- Contact sheets and photo shoots
- Editing experiments (Photoshop/digital manipulation)

- Artist/photographer research
- Sketchbook or digital journal work
- Final photographic outcomes

Coursework is marked against the four Assessment Objectives:

- AO1: Develop ideas inspired by photographers and themes
- AO2: Experiment with camera settings, composition and editing techniques
- AO3: Record observations through photography and written/visual annotation
- AO4: Present a final, well-resolved photographic outcome

This section makes up 60% of your final grade. Externally Set Assignment - 40%

40% of your final grade In Year 11, the exam board gives a selection of themes. You choose one and create a project based on your personal response. At the end of this project, you will complete a 10-hour practical exam which is split over a number of days, where you will produce your final piece.

This assessment is practical and creative – there is no written exam in GCSE Photography.



21 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.



22 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, Defence, 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.



23 OCR – Child Development Level 1/Level 2 – J809

Miss Adams – Curriculum Leader

What to expect

Topics covered during the course and how they are assessed:

Unit R057: Health and well-being for child development [exam]

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years [NEA]

Unit R059: Understand the development of a child from one to five years [NEA]

Assessment series in January and June, students must complete three units:

- One externally assessed unit (exam)
- Two centre-assessed units (NEA)

Students can resit the exam, however the terminal assessment rule means that the resit result will be used towards the student's final qualification grade and not the best result.

Skills developed

This qualification will help students to develop knowledge, understanding and skills that will allow them to help and support those in care, starting from preconception through to children aged birth to five years.

It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop. This qualification will allow students to gain knowledge and skills to help provide such an environment for children in care. The knowledge and skills students develop will help them to progress onto further study in the care sector.

Subject content

Child Development is perfect for students who want an engaging qualification where their focus is on learning in practical, real-life situations, such as: preparing a feed or meal for a child, choosing suitable equipment to use in a childcare setting, planning suitable play activities, helping to prevent accidents in a childcare

setting. This will help students to develop independence and confidence in using skills that would be relevant to the Childcare sector.

Post 16

This may complement other vocational qualifications, such as the Level 2 or Level 3 OCR Cambridge Technicals in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship. The qualification also helps to develop other transferable skills, such as research and communication skills that will be valuable in other life and work situations.

Future careers

Students who study this can progress onto the following careers: nursery assistant, early years practitioner, classroom assistant [teaching assistant], playworker, childcare assistant, babysitter, nanny.



24 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.

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/ carer 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.

25 What can I do as a parent/carer?

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:





Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY

Tel 01302 885811

Email admin@hungerhillschool.com

www.hungerhillschool.com

