

Preferences Booklet 2023



Use this Booklet to help you navigate
through the Preferences process

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The Process

Use this booklet along with the preference evening to research which subjects you would like to do.

Read carefully through each section of this booklet including each of the subject overviews.

Even if you think you are sure you want to pick certain subjects spend time really considering the suitability of each subject and combinations of subjects. Once you are fully satisfied that you know which subjects you wish to pick fill in the **'Preferences Form'** and hand to Mr Hardy by 28 February.

The Preference Form (example shown) requires you to rank your subjects from 1– 5 after you have chosen which science and Humanities you prefer with 1 being your most favoured and 5 being your least favoured.

You **must** put 5 subjects down. Although we try to ensure that you get your top 3 there are some occasions we cannot secure this.

Preferences Form

Please indicate what preferences you would like to take as your GCSE studies and hand this form back to Mr Hardy by **28 February**

Name: _____

Form: _____

Pick the following by circling the Science you would prefer to study

Double Science	Triple Science
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Pick the following by circling the Humanities you would prefer to study

History	Geography
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Now select 5 subjects from the following list. Do this in order of preference. Number 1 is your most preferred subject and 6 is your least.

GCSE Art, Craft and Design	
BTEC Dance	
BTEC Drama	
BTEC Production Arts	
BTEC Sport	
BTEC Business	
BTEC Music	
GCSE Computer Science	
GCSE Design and Technology	
GCSE Film Studies	
GCSE Geography	
GCSE History	
Hospitality—Technical award	
GCSE PE	
GCSE Religious Studies "Philosophy, Religion and Ethics"	
GCSE Spanish	

Signed Student: _____

Signed Parent/ carer: _____

Introduction

Students in Year 9 have reached the stage where they will be choosing their preferences for GCSE or BTEC courses which they will follow for the next two years. Making the right choices for Key Stage 4 are important for your child as they work towards achieving the grades that will improve their life chances when they leave Astley Cooper and enable them to reach their full potential. These preferences therefore, represent an important milestone.

This preference booklet contains important information about each of the courses GCSE and BTEC courses that we offer.

Compulsory	
Pathway 1	Pathway 2
English, Maths, Double Science Relationships and Sex Education Core Philosophy Ethics and Religion Core Physical Education History OR Geography*	English, Maths, Triple Science Relationships and Sex Education Core Philosophy Ethics and Religion Core Physical Education History OR Geography*
Preferences	
Then 3 subjects from GCSE Art, Craft and Design BTEC Dance BTEC Drama BTEC Production Arts BTEC Sport BTEC Music BTEC Business GCSE Computer Science GCSE Design and Technology GCSE Film Studies GCSE Geography GCSE History Hospitality—Technical award GCSE PE GCSE Triple Science GCSE Spanish GCSE Religious Studies “Philosophy, Ethics and Religion”	Then 2 subjects options from GCSE Art, Craft and Design BTEC Dance BTEC Drama BTEC Production Arts BTEC Sport BTEC Music BTEC Business GCSE Computer Science GCSE Design and Technology GCSE Film Studies GCSE Geography GCSE History Hospitality—Technical award GCSE PE GCSE Triple Science GCSE Spanish GCSE Religious Studies “Philosophy, Ethics and Religion

Frequently Asked Questions

Question 1: How should I choose my subjects?

Answer: You should choose your subjects based upon the following criteria:

- 1) What do you enjoy
- 2) What are you good at
- 3) What you think you might like to do after Year 11?

Use this guide plus discussions with subject teachers and your form tutors to make an informed decision.

Question 2: What is the difference between GCSE, BTEC and Technical qualifications?

Answer: GCSE are as the name suggests a General certificate whereas BTEC and Technical qualifications are more vocational in their approach to study and assessment. Generally BTEC involve more independent project work assessed throughout the two years in comparison to GCSE where you are assessed at the end of the course.

Question 3: How will I be assessed?

Answer: Read each of the subject overviews to find out how you will be assessed. However, throughout the two years you will be involved in a number of mock examinations to prepare for your finals.

Question 4: Will I get exactly what I pick?

Answer: Whilst we do the best we can to give all students their preferred options there are sometimes timetable constraints that means you will not get all of your preferences.

Question 5: Can I change my subjects once I have started?

Answer: Generally speaking no. However if in the first three weeks you think a subject that you have picked really isn't for you please speak to Mr Hardy or Mr Tilbury.

Question 6: How many hours a week will I study these subjects?

Answer: All lessons that you choose will be taught 5 times over a 2 week period.

Question 7: What if I'm really not sure which subjects to pick?

Answer: use the criteria outlined in question 1 and if you still can't make up your mind speak to your tutor, Mr Hardy or Mr Tilbury

Subject overviews

Read each of the subject overviews to help you with your preferences.

Physics GCSE - AQA

Reasons for studying the subject

The Triple Science course allows you to explore key scientific concepts in more detail than the Combined Science route, developing the skills required to succeed later at A-level. If you enjoy learning about scientific issues in depth and investigating theories through practical work, then this course will give you a rich and satisfying experience.

Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. It helps us to understand the laws and rules that govern the physical world. Topics covered include - forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure.

What the course entails

Triple Science is made up of three GCSE's; Biology, Chemistry, and Physics. Each GCSE is assessed through two written papers consisting of multiple choice, structured, closed short answer and extended writing questions.

Physics GCSE units:

Paper 1	Energy Electricity Particle model of matter Atomic structure	100 marks 1 hour 45 minutes 50%
Paper 2	Forces; Waves; Magnetism and electromagnetism, Space	100 marks 1 hour 45 minutes 50%

Examination requirements

Each Physics written paper is worth 100 marks, lasting one hour and 45 minutes and accounts for 50% of the qualification. Practical skills are assessed through the written examination papers. All units are externally examined and taken at the end of Year 11. Foundation and higher tier papers are available.

Homework

Homework will be set on a weekly basis and will relate to work carried out during the course. Homework aims to encourage you to be an independent learner and to consolidate your understanding of in school lessons. Spellings, research tasks and worksheets are examples of work that could be set as well as practice exam questions and revision to help you develop your examination skills.

Opportunities for further study

If you are seeking to further your study of Biology, Chemistry or Physics at A-level, this option is recommended. This course also helps form an essential basis when looking for jobs in this field such as astronomy, clinical scientist, medical physicist, lecturer, nanotechnologist, radiation protection practitioner and sound engineer.

Miss L White, Subject Leader: Science
L.white@astleycooper.herts.sch.uk

Chemistry GCSE - AQA

Reasons for studying the subject

The Triple Science course allows you to explore key scientific concepts in more detail than the Combined Science route, developing the skills required to succeed later at A-level. If you enjoy learning about scientific issues in depth and investigating theories through practical work, then this course will give you a rich and satisfying experience.

Chemistry is so fundamental to our world and plays a role in everyone's lives. Chemistry is essential for meeting our basic needs of food, clothing, shelter, health, energy, and clean air and water. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials, and energy use. Topics covered include – atomic structure and bonding, structure and properties of matter, quantitative chemistry, chemical changes, energy changes, the rate of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

What the course entails

Triple Science is made up of three GCSE's; Biology, Chemistry, and Physics. Each GCSE is assessed through two written papers consisting of multiple choice, structured, closed short answer and extended writing questions.

Chemistry GCSE units:

Chemistry Paper 1	Atomic structure & the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes	100 marks 1 hour 45 minutes 50%
Chemistry Paper 2	The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources	100 marks 1 hour 45 minutes 50%

Examination requirements

Each Chemistry written paper is worth 100 marks, lasting one hour and 45 minutes and accounts for 50% of the qualification. Practical skills are assessed through the written examination papers. All units are externally examined and taken at the end of Year 11. Foundation and higher tier papers are available.

Homework

Homework will be set on a weekly basis and will relate to work carried out during the course. Homework aims to encourage you to be an independent learner and to consolidate your understanding of in school lessons. Spellings, research tasks and worksheets are examples of work that could be set as well as practice exam questions and revision to help you develop your examination skills.

Opportunities for further study

If you are seeking to further your study of Biology, Chemistry or Physics at A-level, this option is recommended. This course also helps form an essential basis when looking for jobs in this field such as medicine, accountant/ auditor, chemical engineer, chemical development engineer, environmental chemist, forensic researcher and forensic scientist.

Miss L White, Subject Leader: Science
L.white@astleycooper.herts.sch.uk

Biology GCSE - AQA

Reasons for studying the subject

The Triple Science course allows you to explore key scientific concepts in more detail than the Combined Science route, developing the skills required to succeed later at A-level. If you enjoy learning about scientific issues in depth and investigating theories through practical work, then this course will give you a rich and satisfying experience.

Biology helps us understand the living world and the ways its many species function, evolve, and interact. Advances in medicine, agriculture, biotechnology, and many other areas of biology have brought improvements in the quality of life. Topics covered include— cells and organs, infection and response, bioenergetics, homeostasis, inheritance and evolution and ecology.

What the course entails

Triple Science is made up of three GCSE's; Biology, Chemistry, and Physics. Each GCSE is assessed through two written papers consisting of multiple choice, structured, closed short answer and extended writing questions.

Biology GCSE units:

Biology Paper 1	Cell Biology; Organisation; Infection and Response; Bioenergetics.	100 marks 1 hour 45 minutes 50%
Biology Paper 2	Homeostasis and response; Inheritance, Variation & Evolution; Ecology.	100 marks 1 hour 45 minutes

Examination requirements

Each Biology written paper is worth 100 marks, lasting one hour and 45 minutes and accounts for 50% of the qualification. Practical skills are assessed through the written examination papers.

All units are externally examined and taken at the end of Year 11. Foundation and higher tier papers are available.

Homework

Homework will be set on a weekly basis and will relate to work carried out during the course. Homework aims to encourage you to be an independent learner and to consolidate your understanding of in school lessons. Spellings, research tasks and worksheets are examples of work that could be set as well as practice exam questions and revision to help you develop your examination skills.

Opportunities for further study

If you are seeking to further your study of Biology, Chemistry or Physics at A-level, this option is recommended. This course also helps form an essential basis when looking for jobs in this field such as research scientist, pharmacologist, biologist, ecologist, nature conservation officer, biotechnologist, forensic scientist and government agency roles.

Miss L White, Subject Leader: Science

L.white@astleycooper.herts.sch.uk

Art, Craft & Design GCSE - Edexcel

Reasons for studying the subject

You may wish to study Art because you enjoy drawing, making things, and playing with ideas and materials to create imaginative art objects. The practical and creative skills you develop in this course could lead to a future career in areas such as fine art, architecture, graphic design and illustration, fashion and textile design, games design, film production and more. Whichever you choose, it has immense value as a GCSE subject where you develop transferable skills that you can take into any career or job.

What the course entails

You will carry out projects with broad themes that allow you to develop your own interests and artistic strengths. Using a variety of two-dimensional and three-dimensional materials, techniques and processes, you will learn to apply a creative approach to problem solving. You will investigate how artists and designers from different times, cultures and societies have communicated meanings in their work. Drawing is at the heart of art, craft and design and, therefore, is a core element of the course. All project work will lead to final pieces that may take the form of painting, printed works, digital media or sculpture.

Coursework requirements

The course consists of two components: the Personal Portfolio (component 1), worth 60%, and an Externally Set Assignment (component 2), worth 40%.

The Personal Portfolio is the body of work you produce in Year 10 and in a mock exam project in year 11. This will show the results of activities designed to encourage you to:

- generate and develop ideas informed by primary and contextual sources
- refine your ideas through experimenting with media, developing and applying skills
- research, record, analyse and review your own and others' work select, create, realise and present personally developed final pieces

Examination requirements

The Externally Set Assignment is undertaken in January during Year 11. You will be required to develop your own project in response to a broad theme. For example, 'Fragments' or 'Event', which will be set by the exam board. You will be provided with suggestions for possible starting points to help you develop your response and ideas for research. You will have approximately eight weeks to explore the theme, develop your practical work and plan a final piece. You will be expected to work more independently under the guidance of your teacher.

Homework requirements

Homework is timetabled once every two weeks. You will be expected to spend a minimum of one hour completing homework. Typical tasks include observational drawing, research, developing ideas or experimenting with different techniques.

Opportunities for further study

There are many things you can go on to do with a GCSE in Art and Design. At The Astley Cooper School, we offer courses in A Level photography and Art & Design.

Miss R Padam, Subject Leader: Art
R.padam@astleycooper.herts.sch.uk

Dance - BTEC Level 1/2 Technical Award in Performing Arts - Edexcel

Reasons for studying the subject

This subject is ideal for those of you who have some background or interest in dance. It is designed to provide an engaging and stimulating introduction into the world of performing arts. The course is mainly practical and covers a range of dance styles. We use class assessment as well as assessment in performances and written coursework. The course will build up your confidence as a dancer and as a performer, as well as developing your knowledge of dance within the industry.

What the course entails

This is a three component qualification:

Component 1: Exploring the Performing Arts

You will look at the industry and explore professional dance repertoire, styles, roles and how practitioners create their own work. You will create a blog, journal, written or PowerPoint presentation on your research findings. (30%).

Component 2: Developing Skills and Techniques in the Performing Arts

You will study a range of styles such as Contemporary, Jazz and Street Dance, review your development, and showcase a performance piece in the Dance Show (30%).

The above components will be studied and assessed internally (60%).

Component 3: Performing to a Brief

You will work as part of a group to create a dance performance in response to a brief and stimulus, which is externally assessed (40%).

Coursework requirements

Each unit consists of practical work which is supported by written assignments. Practical work is assessed internally through either class assessment or performance based assessment. Assessment is individual but candidates will be assessed performing in groups. 40% of the course is externally assessed and this consists of a group choreography lasting 7-10 minutes, and a choreographic log book. Written work and performances will be completed in controlled conditions before being externally assessed.

Examination requirements

There are three written controlled assessments in Year 11.

Homework requirements

Homework will consist of completing written assignments for the logbooks and rehearsing practical work. Students will be expected to catch up on work that has been missed due to absences. As this course relies heavily on coursework it is vital that you have excellent attendance to lessons and hand in work on time.

Opportunities for further study

This course prepares you for further education in the subject either with BTEC level 3 Extended Certificate in Performing Arts or with A level study in our Sixth Form. It can also provide a basic knowledge before commencing in vocational training at Performing Arts College.

Mrs H Harley, Dance and Lead Teacher of Performing Arts

h.harley@astleycooper.herts.sch.uk

Spanish GCSE – AQA

Reasons for studying the subject

It is a compulsory course for the English Baccalaureate. In addition, you may wish to work in a sector where languages are useful e.g. the travel industry, in law or business or working in an international company. Alternatively, you may wish to use your linguistic skills whilst on holiday, not only in Spain, but also in Central and South America. Spanish is the second most spoken language in the world.

What the course entails

There are four disciplines: Listening, Reading, Speaking and Writing.

They are taught through three areas of study. These are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Examination requirements

This course is linear and culminates in a terminal examination assessing all four skill areas: Listening, Reading, Speaking and Writing at either Foundation tier (grades 5 - 1) or Higher tier (grades 9 - 4). All skills will be equally weighted at 25%. Students must take all four question papers at the same tier and in the same year.

Homework requirements:

Homework will be set at least once a week. It may be to learn vocabulary and grammar, complete a comprehension exercise, compose a descriptive writing piece or prepare and practise a speaking task.

Miss T Babouri, Subject Leader: MFL
t.babouri@astleycooper.herts.sch.uk

GCSE Religious Studies Philosophy Ethics and Religion – AQA

Reasons for studying the subject

The GCSE Religious Studies specification offers a range of faith-specific options and a variety of relevant and contemporary themes, ensuring you have a diverse choice of intriguing subjects to explore and discuss. You will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare you for further study. Included in this specification are familiar topics that you will have engaged with at KS3 as well as inspiring new ones, meaning that the subject is enjoyable to teach and engaging for students of all abilities.

What the course entails

This is an exciting and interesting course which will help you develop and extend your knowledge of different world faiths and ethical issues which have an impact on society. The course will help you to develop as an independent learner and as a critical and reflective thinker. It will enable you to develop the ability to ask relevant questions about society, to investigate issues critically and to give developed opinions on ethical and religious issues.

The GCSE consists of two units:

Unit	Focus	Unit Content
1	Beliefs, teachings and practices of two world religions	Buddhism and Christianity
2	Four ethical studies themes	Theme A: Relationships and families. Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment. Theme F: Religion and life

Assessment requirements

There are two written examinations, one on each unit. Each examination is one hour and 45 minutes long and is worth 50% of your GCSE. There is no coursework to complete.

Opportunities for further Study

This GCSE provides the knowledge base to move on to an A level in Philosophy and Ethics, a course you can study in our Sixth Form.

Mr A Burnaby, Subject Leader PRE
a.burnaby@astleycooper.herts.sch.uk

Drama - BTEC Level 1/2 Technical Award in Performing Arts - Edexcel

Reasons for studying the subject

You will enjoy this course if you are interested in Drama as it is designed to provide an engaging and stimulating introduction into the world of performing arts. You will gather the subject knowledge to know how the magic of theatre is created and gain the opportunity to utilise the school's specialist professional equipment as a major part of your units of work. You will gain an understanding of different career paths and roles within the Performing Arts industry. The course is highly practical and offers you the opportunity to regularly demonstrate your skills in live situations.

What the course entails

This is a three component qualification:

Component 1: *Exploring the Performing Arts*

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

Component 2: *Developing Skills and Techniques in the Performing Arts*

You will develop your performing arts skills and techniques through the reproduction of acting discipline.

Component 3: *Performing to a Brief*

You will work as part of a group to create a workshop performance in response to a brief and stimulus.

Coursework requirements

For each component you will have to submit some written work in relation to the skills you develop. For component 3, the brief and stimulus is set and assessed by the exam board. For the other two components, a portfolio of work must be completed.

Assessment also relies on the practical roles you have performed and therefore you must be prepared to support rehearsals and performances of productions in the evenings.

Examination requirements

There are three written controlled assessments in Year 11 for Component 3.

Homework requirements

Homework will be mainly based around the development of practical skills and knowledge such as logging new information learned and having evidence of practical work for tasks you have completed. Each unit will require project based work such as research, design, planning and technical performance evaluations.

Opportunities for further study

This course is excellent preparation for BTEC Performing Arts Level 3 or A Level Drama/Theatre Studies which are offered in our Sixth Form or a career in the theatre or television industry. It can also provide basic knowledge before commencing vocational training.

Mrs H Harley, Dance and Lead Teacher of Performing Arts

h.harley@astleycooper.herts.sch.uk

Production Arts - BTEC Level 1/2 Technical Award in Performing Arts - Edexcel

Reasons for studying the subject

You will enjoy this course if you are interested in the technical aspect of performances, as it is designed to provide an engaging and stimulating introduction into the world of performing arts backstage. You will gather the subject knowledge to know how the magic of theatre is created and gain the opportunity to utilise the school's specialist professional equipment as a major part of your units of work. You will gain an understanding of different career paths and roles within the Performing Arts industry. The course is highly practical and offers you the opportunity to regularly demonstrate your skills in live situations.

What the course entails

This is a three component qualification:

Component 1: Exploring the Performing Arts

You will develop your understanding of the performing arts by examining designers across a range of performances and performance styles.

Component 2: Developing Skills and Techniques in the Performing Arts

You will develop your design skills and techniques through the reproduction of a design role.

Component 3: Performing to a Brief

You will work as part of a group to create a design for a workshop performance in response to a brief and stimulus. **Coursework requirements**

For each component, you will have to submit some written work in relation to the design skills you develop. For component 3, the brief & stimulus is set by the exam board and they assess a presentation of design ideas externally. For the other two components, a portfolio of work must be completed and this is assessed internally.

Assessment also relies on the practical roles you have worked on and therefore you must be prepared to support rehearsals and performances of productions in the evenings.

Examination requirements

There are three written controlled assessments in Year 11.

Homework requirements

Homework will be mainly based around the development of practical skills and knowledge such as logging new information learned and having evidence of practical work for tasks you have completed. Each component will require project based work such as research, design, planning and technical performance evaluations.

Opportunities for further study

This course is excellent preparation for BTEC Performing Arts Level 3 Production Arts, which is offered in our Sixth Form or a career in the theatre or television industry. It can also provide basic knowledge before commencing vocational training.

Mrs H Harley, Dance and Lead Teacher of Performing Arts
h.harley@astleycooper.herts.sch.uk

Physical Education GCSE

Reasons for studying the subject

This course is designed for students who have a passion for Physical Education and are considering continuing it during further education or as a career.

- You will understand the benefits of living a healthy and active lifestyle
- You will learn how the body works and responds to exercise
- You will learn how to analyse and evaluate performance
- You will develop your practical sports ability

What the course entails:

Developing your skills across a range of practical team and individual sports

- Social – cultural influence Health, fitness and well-being Introduction to anatomy and physiology
- Anatomy & Physiology
- Movement analysis
- Physical Training
- Analysis of performance (10% of GCSE)

Examination requirements

Paper 1 - Applied Anatomy & Physiology, movement analysis, physical training, use of data – one hour and 15 minutes (30% of GCSE)

Paper 2 - Sports Psychology, socio cultural influences, health, fitness and well-being, use of data – one hour and 15 minutes (30% of GCSE)

Opportunities for further study

This course would enable you to go on and study any of the following:

A Level Physical Education. BTEC National Certificate in Sport. Various National Governing Body Coaching Awards. We currently offer BTEC Sport in our Sixth Form, studied as either a double (two A level) or triple award (three A level equivalent).

Mr M Gatenby, Subject Leader: PE

m.gatenby@astleycooper.herts.sch.uk

Hospitality and Catering Technical Award

Reasons for studying this subject

You will use a variety of practical cooking techniques to prepare and cook food healthily, while gaining an understanding of the hospitality and catering industry. The course allows you to release your creative flair by modification of recipes to improve their nutritional profile and sensory properties. It also allows you to develop vital life skills that enable you to feed yourself and others affordably and nutritiously, now and later in life. It promotes independent thinking, forward planning and organisational skills.

Catering students will be expected to bring their own ingredients and products for practical based lessons, usually weekly and therefore must be well organised.

What the course entails

A great deal of the course will be taught through practical sessions (approximately four out of every five hours) to ensure a greater understanding of the working characteristics of food materials. You will develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drink. Using current media information and various media techniques, you will investigate and debate the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. You will enjoy exploring food through its sensory qualities whilst at the same time using food safety and hygiene considerations to manage your environment.

Assessment requirements

The course is examined as follows:

One on-screen examination – 40% of final grade

One controlled assessment task – 60% of final grade

The grades available in this course are Pass, Merit, Distinction and Distinction *

Opportunities for further study

Students taking Hospitality and Catering are able to develop their skills further in the Sixth Form environment. The course provides an ideal foundation if you wish to study Food Science and Nutrition at Level 3. It also prepares you for study towards degrees with a focus on Food and Nutrition Science, Food Manufacturing, Food Biotechnology and links in well with Sports Science degrees. Of course, this Technical Award also prepares you if you are looking for apprenticeships in the catering industry and qualifies you for a range of catering courses very well, due to its practical nature.

The Food Industry and the area of Health and Nutrition are at the forefront of our society today. Opportunities in this field are continually growing, as is the need to address the issue of obesity and other diet related medical issues. Career opportunities can include: Dietician, Midwife, General Practice Nurse, Nutritionist, and Paediatrician.

In addition, should creativity be your strength, your career path may include Food Journalism and Photography; Food Demonstration; Retail Sales and Marketing or a rewarding career in Food Product Development (Food Technologist). Other possibilities include Social work, Teaching or Environmental Health Officer. You could also combine catering with science, media or psychology for some interesting career paths.

Miss G Hodges, Subject Leader: Food Studies
g.hodges@astleycooper.herts.sch.uk

Pearson BTEC Level 1/Level 2 Tech Award in Sport

Reasons for studying the subject

This course is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation.

They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity.

Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership.

What the course entails

Components 1 and 2 are assessed through non-exam internal assessment. The components focus on: the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up, the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport.

Examination requirements

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3 uses theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise

informed strategies for improving their own practical performance. This will be taken at the end of Year 11.

Homework

Students will be set homework every two weeks. This will build on their classroom knowledge. If students do not complete classwork, the expectation will be that this will be completed at home. All work will be on google classroom.

Opportunities for further study:

This course will enable you to study any of the following:

BTEC National Diploma In Sport, A Level Physical Education, Various national coaching awards

Mr M Gatenby, Subject Leader: PE
m.gatenby@astleycooper.herts.sch.uk

Business (Enterprise) BTEC Tech Award

Reasons for studying the subject

This qualification is for those who want to learn about the world of business. This qualification teaches students how to research, plan and pitch a business idea and then review the process. The course looks at what makes a successful entrepreneur and students will explore the different businesses that entrepreneurs have set up. Students will then create an idea for a business and then plan and pitch this idea for their business.

Examination Requirements

The course is split into three units. Two of these are coursework based and one unit is an externally marked exam.

Unit 1: Exploring Enterprises (30%)

In this unit, students will:

- Examine the characteristics of enterprises
- Explore how market research helps enterprises to meet customer needs and understand competitor behaviour
- Investigate the factors that contribute to the success of an enterprise

This unit is coursework assessed.

Unit 2: Planning for and Pitching an Enterprise (30%)

In this unit, students will:

- Explore ideas and plan for a micro-enterprise activity
- Pitch a micro-enterprise activity
- Review own pitch for a micro-enterprise activity

This unit is coursework assessed.

Unit 3: Promotion and Finance for Enterprise (40%)

In this unit, students will:

- Demonstrate knowledge and understanding of elements
- of promotion and financial records Interpret and use promotional and financial information in relation to a given enterprise Make connections between different factors influencing a given enterprise
- Be able to advise and provide recommendations to a given enterprise on ways to improve its performance

Unit 3 is a two hour external assessment under supervised conditions.

Homework requirements

Homework will be set throughout the course, usually between one to two hours per two-week cycle. Opportunities for further study

Mr Mahmood, Subject Leader: Business
z.mahmood@astleycooper.herts.sch.uk

History GCSE – Edexcel

Reasons to study the subject

History is a qualification which is highly valued by employers and universities. Analytical skills are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. You will learn to develop your own opinions, which helps you to respect others and keep an open mind. You can make sense of current affairs and why the world is the way it is today. It is an investment in your future – research shows that those who study History tend to have higher job prospects than those who do not. It encourages you to be independent, to think critically, to develop and express your opinions and develop skills in argument and debate.

You will develop cultural awareness by enabling you to understand different cultures and societies and why people act in the way they do. Most importantly, it enables you to recognise, challenge and stand up against things which aren't right in today's society, such as discrimination, hatred, oppression and prejudice. George Santayana famously said: 'those who do not learn history are doomed to repeat it.' Sadly, this is still true in today's world.

What the course entails

This is an exciting and interesting course which will help you develop and extend your knowledge of different events, periods and societies. The course will help you to develop as an independent learner and as a critical and reflective thinker. It will enable you to develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Skills will be developed in historical interpretations, significance and reaching supported judgements.

The GCSE consists of three units:

Unit	Focus	Unit Content	Examinations
1	Thematic study and historic environmental	Medicine in Britain, c1250 – present The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.	One hour 30 mins (30% of course)
2	Period Study and British Depth Study	Early Elizabethan England, 1558–88 Superpower relations and the Cold War 1941–91	One hour 45 mins (40% of course)
3	Modern Depth Study	Weimar and Nazi Germany, 1918–39	One hour 20 mins (30% of course)

Homework Requirements

History is a literacy-based subject; homework focuses mainly on written work, research and the completion of practice exam questions. In addition, you will need to develop your source skills and an emphasis is placed upon this in homework.

Opportunities for further Study

Studying GCSE History leads on to both A Level History, and A Level Politics, which you can study in our Sixth Form.

Mr J Bowsher, Subject Leader History
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Geography GCSE – Edexcel A

Reasons for studying the subject

Geography excites and stimulates by enabling you to understand the world we live in, and investigate the issues facing human beings at a local, national and global level. In studying Geography, you also acquire skills essential for the workplace such as, the ability to analyse different sources of information (e.g. graphs, maps and satellite imagery) investigative and reporting skills through fieldwork on a topical, local issue using independent research, ICT skills and statistical analysis the development of both literacy and numeracy skills

What this course entails

	Unit Title	Unit Content
1	The Physical Environment	Topic 1: The changing landscapes of the UK (geology, coastal and river processes) Topic 2: Weather hazards and climate change Topic 3: Ecosystems, biodiversity and management
2	The Human Environment	Topic 4: Changing cities Topic 5: Global development Topic 6: Resource management
3	Geographical Investigations: Fieldwork and UK Challenges	Topic 7: Geographical investigations – fieldwork Topic 8: Geographical investigations – UK challenges

Examination requirements

Each unit is assessed with a written examination of one and a half hours.

Units 1 and 2 are each worth 37.5% of the GCSE and unit 3 the remaining 25%

Homework requirements

Homework is an integral part of the course and is set at least once a week. Homework aims to encourage you to be an independent learner and to make use of the wealth of information available to you via libraries, local and national organisations and the internet. Practice exam questions and revision are also given as homework to help you develop your examination skills.

Opportunities for further study

You can continue from GCSE to the successful A level Geography course in our Sixth Form.

Mrs R Waters Subject Leader, Humanities
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Computer Science GCSE - OCR

Reasons for studying the subject

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding, but to engage learners and get them thinking about real world application. Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone.

Examination Requirements

Two written papers (50% each of the overall course):

- J277/01: Computer systems

This is assessed by a one hour and 30 minutes written paper, which has a mixture of short and long answer questions.

This component covers:

Systems Architecture; Memory; Storage; Wired and wireless networks; Network topologies, protocols and layers; System security; System software; Ethical, legal, cultural and environmental concerns

- J277/02: Computational thinking, algorithms and programming

This is assessed by a one hour and 30 minutes written paper, which has a mixture of short and long answer questions, some of which require students to write program code.

This component covers:

Algorithms; Programming Fundamentals; Producing Robust Programs; Boolean Logic; Programming Languages and Integrated Development Environments

Homework requirements

Throughout the course, homework will be set between one to two hours per two-week cycle.

Opportunities for further study

The OCR GCSE Computing qualification is the ideal foundation for the AS and A Level Computer Science courses that the school also runs.

Dr M Ryde Associate Assistant Headteacher/Computer Science Lead
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GCSE Design and Technology - AQA

Reasons for studying this subject

GCSE Design and Technology is a perfect starting block for those who enjoy design and make activities. During the course you will gain the knowledge and understanding of problem solving, developing ideas and producing solutions. The course will give you many experiences in using modern day methods of production as well as building general workshop skills. These skills not only form the foundations for progressing on to higher education and careers in designing, but can be used to build on general life skills.

What the course entails

A design folder - During Year 10, you will learn how to record and present research material, design ideas, development solutions, technical drawing techniques and evaluations of your work. This will be through mini projects with set outcomes and time scales to prepare you for your final major project.

A 3D outcome - Alongside the design folder you will learn about a variety of machinery and practices used within a workshop environment. Again, this is to embed the skills and knowledge to produce a quality item made from your chosen materials.

Coursework requirements

In Year 11 you will begin your NEA (Non Exam Assessment). This would need to be approximately 20 pages of A3 to showcase the research, designing, testing and evaluation skills developed during year 10. Your final 3D outcome will be made from wood, metal, plastic or a combination of materials using traditional and modern methods of manufacturing. This will make up 50% of your final grade.

You will require a plastic wallet to keep your work in (available from the D&T department for £3.50) and a contribution towards the cost of materials (amount dependent on your project size).

Examination requirements

There will be a two hour written exam in the summer of Year 11. This exam counts for 50% of your overall grade.

Homework requirements

You will be expected to do about one hour of homework per week. This is focused on increasing drawing, rendering, research techniques and the work of inspirational designers.

Mr S Elliott, Subject Leader: Design & Technology
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Film Studies - GCSE

Reasons for studying the subject

Students will develop their knowledge of mainstream films by studying one film from the 1950s and one film from the 1970s and 1980s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films; a US independent film as well as films from South Africa, Australia and Europe, including the UK.

Students will also have the opportunity to apply their knowledge and understanding of how films are constructed by learning filmmaking and screenwriting.

The course is split into three units. Two of these are a written exam and one unit is coursework.

Component 1: Key Developments in US Film (35%)

In this unit, students will study: a pair of mainstream genre films (from a choice of five pairs). Each pair of films includes one film produced between 1930 and 1960 and one film produced between 1961 and 1990 and one independently produced film, from a choice of five recent films. Component 1 is a one and a half hour written exam.

Component 2: Global Film: Narrative, Representation and Film Style (35%)

In this unit, students will study: one global English language film, from a choice of three, produced outside the US one global non-English language film, from a choice of three, and one UK film, from a choice of three, produced since 2010

Component 3: Production (30%)

In this unit, students will produce either:

A filmed extract from a genre film (two to two and a half minutes)

An extract from a screenplay for a genre film (800 to 1000 words)

Students will then have to provide an evaluative analysis of the production (750 to 850 words).

Unit 3 is coursework based and is a non-exam assessment.

Opportunities for further study

Students can use this qualification to study Media or Film Studies at Sixth Form.

Miss H Myers, Film Studies Teacher
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GCSE Music

GCSE Music is about making and listening to music. Students will be introduced to a wide variety of musical styles, from popular music to jazz, and film music to western classical music. They will also be given opportunities to use music technology such as sequencing, mixing and recording.

Course Outline

Component 1: Performing (30%)

Two performances; one solo performance and one ensemble performance
Together, both performances must last for a total minimum of 4 minutes and be at grade 3 standard

Component 2: Composing (30%)

Two compositions; one set to a brief and one free composition. Together, both compositions must last for a total of 3 minutes

Component 3: Appraising (40%)

Four areas of study are explored with two set works. This component is assessed in an exam (1hr 15mins)

Areas of Study

The GCSE Music course is broken down into 4 areas of study, with 2 set works.
Musical forms and devices, (*Badinerie* by J.S.Bach for Flute and String Orchestra with Harpsichord. Final movement, *Orchestral Suite No.2 in B minor*, BWV 1067)

Music for ensemble

Film Music

Popular Music (Africa Toto)

Assessment

The course is 100% externally assessed, and consists of one written paper and two non-examined assessment components (1 and 2). Students must submit their non-examined assessment (NEA) and complete the exam in May/June of Year 11.

Career Progression

The music industry is a big business and offers a huge range of opportunities in many different careers. GCSE Music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study as well as to future career development. These include literacy, critical thinking, social skills and team working, leadership and communication, and time management and organisational skills.

Homework

Homework will be set once a week to learn vocabulary, to learn music theory, to practice writing essay style questions, practice pieces, and practice writing compositions.

Mr. A.O'Grady, Subject Leader: Music
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