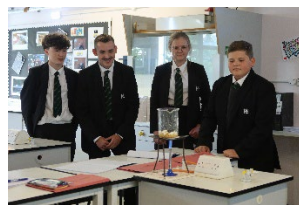




# Year 9 Options Booklet

GCSE and Vocational subjects at Hailsham Academy

Syllabus content and assessment information for  
students starting Year 10 in September 2026



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**A MARK Education Trust School**



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# Year 9 Options Information

## Compulsory subjects

In Years 10 and 11 students will study the following compulsory subjects:

- All students will study GCSE English Language, GCSE English Literature and GCSE Mathematics.
- Unless students opt for Triple Science, students will study GCSE Combined Science which is worth two GCSEs.
- If a student chooses Triple Science as one of their Options they will receive a separate GCSE grade in all three Science disciplines - Biology, Chemistry and Physics.

Everyone will also study non-examined courses in PE and PSHE.

## Option Subjects

You will choose four option subjects that you study for the next two years.

## Humanities

You will need to select one of the two subjects offered, **History** or **Geography** (question 4 of the options form). Everyone will be allocated **one** of these two subjects. You can choose to study both History and Geography through your additional choices, though this is an academically challenging choice.

## Additional options

The 'Ebacc' is made up of a group of subjects that are highly regarded by post-16 providers and universities. **Students who wish to study the EBacc have to study a language and will need to choose either French or Spanish** as one of their additional choices. Choosing a language is not compulsory but is recommended for students who have aspirations to progress to post-16 education. You can read more about the EBacc here: [English Baccalaureate \(EBacc\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/english-baccalaureate-ebacc)

You will select **three** subjects you would like to study from the list of additional options from question 5 of the options form. Then choose two subjects as your reserve choices in question 6.

**Please note**, whilst we endeavour to cater to everyone's choices, this is not always possible and should your preferred choices not be available then your reserve choices will be considered.

You will be able to choose from the subjects you would like to study on the next page.

Choose <b>one</b> from the following 2 subjects:	QUALIFICATION
Geography	GCSE
History	GCSE

Choose <b>three</b> subjects and then choose <b>two reserve</b> subjects.	
Art & Design	GCSE
Business	BTEC - L2
Child Development	NCFE
Citizenship	GCSE
Computer Science	GCSE
Dance	BTEC - L2
Design Technology	GCSE
Drama	GCSE
Food Preparation & Nutrition	GCSE
French	GCSE
Geography	GCSE
History	GCSE
Media Studies	GCSE
Music	GCSE
Photography	GCSE
Religious Education	GCSE
Sociology	GCSE
Spanish	GCSE
Sport	BTEC - L2
Travel & tourism	BTEC – L2
Triple Science	GCSE

## English Language

- **Qualification:** GCSE
- **Board:** EDUQAS
- **Duration:** Two Years

The GCSE in English Language will ensure that students can read fluently and write effectively. In this qualification:

- Reading and writing are equally weighted in this qualification. All texts in the examinations will be 'unseen.' Students will be expected to analyse high quality, challenging literature and non-fiction texts from a range of genres and types (from the 19th, 20th and 21st centuries).
- Students will read a range of texts, both fiction and non-fiction, with a focus on developing fluency and good understanding of how writers convey characters, themes and viewpoints.
- Students will be required to demonstrate that they are able to write clearly and accurately, using grammar and punctuation correctly as well as be able to spell accurately.
- Students will be encouraged and supported to acquire and apply a wide vocabulary, alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Spoken Language Non-Exam Assessment (speaking and listening) is a requirement for the GCSE grade to be awarded, but will not contribute to the result of the English Language qualification. This component is reported on separately as a Pass, Merit, Distinction or Not Classified.

**Students will take GCSE English Language and GCSE English Literature as separate subjects.**

### How will I learn?

You will develop your spoken language, analysis and writing skills in wide-ranging and interesting ways, with many opportunities to practice developing your ideas and reading and responding to texts in a range of different contexts. You will develop your reading fluency skills and ways of understanding and responding to other writing in a critical and thoughtful way, both non-fiction and fiction.

### How will I be assessed?

- Assessment is linear with all examinations taken at the end of the course.
- Students will be awarded a grade from 1 to 9, with 9 being the highest. Students will get a U where performance is below the minimum required to pass the GCSE.
- All students take the same GCSE exam; there are no higher or foundation tiers for English Language.
- Assessment is through externally assessed examinations only.

### Where will it lead?

GCSE English Language is a major qualification and is required by almost all further education establishments and often by prospective employers as well.

### How can Parents/Carers help?

Encourage your son/daughter to read regularly and widely – both fiction and non-fiction texts - and discuss with them how they think the writers convey characters, themes and viewpoints. Discussing key news, sporting or entertainment events (or any topic that your son/daughter is interested in) is an excellent support in helping them to develop opinions and think about how writers use persuasive techniques to convey ideas. We have a series of revision guides for GCSE which students find useful – you could work through these with them. In particular, encourage your son/daughter to use the English Revision Website and to attend after-college sessions and revision clubs run by teachers in the department. Check Arbor to see what homework is set for your son/daughter – ask them to show you what they have to do and how they can get a good grade.

**For more information, contact Mrs D Wakeling, Head of English [wakelingd@hccat.net](mailto:wakelingd@hccat.net)**

## English Literature

- **Qualification: GCSE**
- **Board: EDUQAS**
- **Duration: Two Years**

The GCSE in English Literature will encourage students to read, write and think critically. Students will be assessed on the following:

- A 19th century novel.
- A Shakespeare play.
- A selection of poetry from 1789 to the 21st century, including Romantic poems.
- British fiction or drama from 1914 onwards.
- Two unseen poems.

**Students will take GCSE English Language and GCSE English Literature as separate subjects.**

### How will I learn?

Students are taught how to comment on the language, structure and form of texts and how to support their commentaries with appropriate quotations. They are taught how to explore characterisation and how to recognise and appreciate the stylistic and linguistic features of texts. They are encouraged to make their own independent and critical responses to texts.

### How will I be assessed?

- Assessment is linear with all examinations taken at the end of the course.
- Students will be awarded a grade from 1 to 9, with 9 being the highest. Students will get a U where performance is below the minimum required to pass the GCSE.
- All students take the same GCSE exam; there are no higher or foundation tiers for English Literature.
- Assessment is through externally assessed examinations only.

### Where will it lead?

Some students will wish to continue their study of English Literature to Advanced Level and Degree Level. The subject enhances ones understanding of people and of the world that we inhabit, building empathy, knowledge, critical thinking, imagination and creativity. As such, it complements study in many disciplines and is helpful to those contemplating careers in the arts, sports professions, social workers, carers, the social sciences, as well as those careers that are usually connected with English Literature such as publishing, law, education, politics, communication and media.

### How can Parents/Carers help?

Encourage your son/daughter to read regularly and widely – both fiction and non-fiction texts and discuss with them how they think writers convey characters, themes and viewpoints. For the set Literature texts, it would be helpful if you support your son/daughter to learn and remember the main plot, character and thematic developments of each text. We have a series of revision guides for GCSE which students find useful – you could work through these with them. There are also range of film adaptations and online resources that you could watch with your son/daughter to support discussion of characters, plot, key themes and ideas. In particular, encourage your son/daughter to use the English Revision Website and to attend after-college sessions and revision clubs run by teachers in the department. Check Arbor to see what homework is set for your son/daughter – ask them to show you what they have to do and how they can get a good grade.

**For more information, contact Mrs D Wakeling, Head of English [wakelingd@hccat.net](mailto:wakelingd@hccat.net)**

## Mathematics

- **Qualification: GCSE**
- **Board: Edexcel (higher tier) or OCR (foundation tier)**
- **Duration: Two Years**

Students sit Maths GCSE. They will receive a grade from 1 (low) to 9 (high). There are two tiers according to ability and exams are both with and without a calculator. There are three papers taken at the end of Year 11, each of 1½ hours. One of the three papers is non-calculator. There is no coursework in GCSE Mathematics. The final tier of entry is determined for each student by the teacher and the Head of Maths during Year 11.

### How will I learn?

A variety of learning methods are used throughout Years 10 and 11. These include individual work, pair and group work, open-ended investigation, textbook work and games. The department uses interactive whiteboards extensively to support learning. We also use the latest software and online material. Students are encouraged to take an active role in their studies. One of the key principles of teaching in the department is to use group/paired work, which encourages student dialogue and ultimately leads to better understanding.

Problem-solving features extensively in the GCSE. We give students many opportunities to practise applying the techniques and skills they learn in class. Additionally, problem-solving questions feature in homework, as regular practice is necessary for success.

Homework is given every week through the online platform Dr Frost, lasting approximately 30 – 45 minutes related to class specific topics. Towards the exams, students are expected to revise using past papers and revision guides and appropriate websites or apps.

### How will I be assessed?

Students are encouraged to take ownership of their learning and self-assess and peer-assess work on a regular basis. Each week there is a Skills Check, focusing on 10 topics for each term. We also assess progress towards indicator grades with three exam-style assessments during Year 10, as well as the Year 11 mock exams.

### Where will it lead?

GCSE Mathematics is a highly regarded qualification that demonstrates that you have logical ways of thinking and are very good at problem solving.

These skills are crucial for all types of work e.g., Lawyers, Doctors & Medicine, Engineers, Social Scientists and Computing to name a few. A high grade (6 or above) in Mathematics is required at GCSE for further study in Mathematics and the Sciences.

### How can Parents/Carers help?

We encourage you to monitor your son/daughter's homework regularly on Arbor as the website provides an up-to-date record of work that is due. Students need to have the correct equipment for their lessons i.e., pen, pencil, ruler, rubber and a scientific calculator if possible.

**For more information, contact Ms I Mepham, Head of Mathematics [mephami@hccat.net](mailto:mephami@hccat.net)**

## Combined Science

- **Qualification: GCSE**
- **Board: AQA**
- **Duration: Two Years**

Everyone must study some Science. If you do not opt for Triple Science then you will study GCSE Combined Science, which will be worth two GCSE grades and will cover some Physics, Chemistry and Biology. Science will help you understand the world around you and explain the wonder of nature. It will also give you a pathway to some of the most exciting careers out there.

### **How will I learn?**

You will do practical work in pairs, groups and individually. There will be teacher demonstrations, opportunities to use ICT and whiteboards to bring 'real life science' into the classroom. There will be group discussions and debates, individual study time, group study tasks and much more. We hope to bring the subject to life in as many ways as possible.

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

You will have exams at the end of the two-year course and these will assess your recall of facts, the ability to apply these and your problem-solving skills. They will also test your practical work skills.

### **Where will it lead?**

Science is a necessary qualification for many important careers for example vets, doctors, physiotherapists, engineers, pilots, architects. There are thousands of exciting courses for further study Post 16 which will use your science knowledge. Scientists and engineers are vital for the future development of the country and will help find new and exciting solutions to problems facing us today. You can't afford to be left out!

### **How can Parents/Carers help?**

Pointing out science in the news would be brilliant – discussing television or newspaper articles with students is very useful. Watch television programmes together, like 'Stargazing Live' or nature documentaries. We have a series of revision guides for GCSE which students find useful – you could work through these with them. BBC Bite Size and physicsandmathstutor.com have some good electronic revision resources for Science. The BBC website is fantastic for learning about science. We set homework weekly using the online Educake system. Check Arbor to see what homework is set for your son/daughter – ask them to show you what they have to do and how they can get a good grade.

**For more information, contact Mr G Dann, Head of Science [danng@hccat.net](mailto:danng@hccat.net)**

# Computer Science

- **Qualification: GCSE**
- **Board: OCR**
- **Duration: Two Years**

Computer Science is the study of how computers work and how to make them work. It is a fantastic subject which aims to develop a wide range of logical, mathematical and problem-solving skills which can be applied to any discipline. It also supports students who are excited by the possibility of working in any one of a variety of IT fields in the future. A note of caution: this is not an ICT course, and students will not cover subjects such as presentations or multimedia.

## What will I learn?

- How computers use machine language to facilitate the interaction between a wide range of hardware and software.
- How to create computer games and gain an understanding of the fundamental concepts around creating software applications.
- Be able to create mobile applications to gain additional functionality from mobile devices, such as mobile phones or tablets, rather than being restricted to the applications available from other sources.
- Be able to create interactive web-based applications as opposed to just being end users of these. In the context of gaming, candidates will be able to create their own simple games instead of being restricted to those produced for them by others.
- The software development models that professional programmers use to develop coded software solutions.

## How will I be assessed?

**Paper 1: Computer Systems** (written exam 50% of GCSE) This covers 1.1 Systems architecture, 1.2 Memory and storage, 1.3 Computer networks, connections and protocols, 1.4 Network security, 1.5 Systems software, 1.6 Ethical, legal, cultural and environmental impacts of digital technology.

**Paper 2: Computational Thinking, Algorithms and Programming** (written exam 50% of GCSE) This covers 2.1 Algorithms, 2.2 Programming fundamentals, 2.3 Producing robust programs, 2.4 Boolean logic, 2.5 Programming languages and Integrated Development Environments.

## Where will it lead?

This course will provide a sound preparatory basis of study for industry standard IT qualifications in the future. In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding. If you choose not to pursue computing further, you will have a highly regarded GCSE qualification that will support understanding in a wide number of areas such as Design, Maths, Engineering or Physics.

## How can parents/carers support?

The following programs and online resources are used extensively and can be downloaded or accessed completely free for home use:

Scratch, Python, PyGame, <http://www.codecademy.com/dashboard>,  
<http://armorgames.com/play/2205/>, <http://www.codingclub.co.uk/>

**For students who have demonstrated a high ability in Maths or Science** this course is both challenging and rigorous. It requires a high level of problem-solving skills, analysis and logical thinking, and includes a large amount of content that will be entirely new to students. As such, we feel it only fair to inform students of this before choosing a course that could be unsuitable. That said, because of its rigor, Computer Science is an exciting prospect and one which has high regard and many opportunities for the future.

**For more information, contact Mr P Jones, Head of Computer Science, ICT and MFL.**  
[jonesp@hccat.net](mailto:jonesp@hccat.net)

## **Sport - BTEC Technical Award**

- **Qualification: BTEC Award**
- **Board: Pearson**
- **Duration: Two Years**

### **What will I learn?**

Developed from the popular BTEC First Award in Sport, this Tech Award (which is a GCSE equivalent) gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Students will explore the different types and providers of sport and physical activity, as well as the equipment and technology available. Building on this, they will look at individuals' differing needs, to gain an understanding of how to increase participation in sport while further developing knowledge and understanding of anatomy and physiology in a contextualised way.

Students will then apply their knowledge and skills to planning and delivering sports activity sessions for participants in practical sessions. In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The internally assessed components are task-based and largely practical, allowing learners to demonstrate their skills and ability and their understanding of the theoretical content, in a way that suits them.

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

BTEC Tech Awards feature a combination of internal and external knowledge and skills-based assessment giving learners opportunities to demonstrate knowledge and understanding. Each assessment draws on vocational scenarios so learners can:

- Demonstrate the knowledge, skills and best practice behaviours they have developed throughout the course
- Apply these knowledge, skills and behaviours in context
- Components 1 and 2 are generally internally assessed and externally moderated, while Component 3 is an externally assessed written exam.
- Component 1 and 2 require learners to be recorded performing and leading sports activity sessions as a requirement of the course.

### **Where will it lead?**

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above and developed through studying this qualification, will give you a strong foundation for academic or vocational study at Level 3, including apprenticeships.

### **How can Parents/Carers help?**

Encouraging learners to watch or read up-to-date sports news is a great help. To have a good knowledge of sports leadership, sports exercise and training and practical sports performance.

**For more information, contact Mr M Dyer, Head of Physical Education [dyerm@hccat.net](mailto:dyerm@hccat.net)**

## **Personal, Social, Health and Economic (PSHE) Education**

- **Qualification: Non-Examined**
- **Board: n/a**
- **Duration: Two Years**

This is a non-examined yet compulsory subject throughout Key Stage 4. Personal Social and Health Education (PSHE) is the school subject that deals with real-life issues affecting our children, families and communities. It's concerned with the relationships, social, health and economic realities of their lives, experiences and attitudes. It supports students to be healthy (mentally and physically), safe (online and offline) and equipped to thrive in their relationships and careers.

Like other subjects, discrete Personal, Social and Health Education lessons gradually build key concepts and skills through topics that are relevant to children and young people's age and stage of development. In lessons, students are supported in exploring their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs. Personal, Social and Health Education lessons cover a wide range of topics and curriculum areas based on the three core themes of:

- Health and wellbeing
- Relationships
- Living in the wider world

At Key Stage 4, PSHE students will develop values, attitudes, knowledge, skills and understanding in order to become:

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

The PSHE lessons contribute to the reinforcement of our values and ethos as laid out in the Hailsham Way (Being ready, being respectful, working and being safe). The programme also provides opportunities to ensure students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The curriculum plays a key role in supporting young persons with developing vital study and employability skills for the future. As part of our careers programme, students take part in distinct careers lessons on topics such as the future jobs market and how to successfully apply for education, employment and training opportunities. They are also provided the opportunity to explore their careers and wants and how they can pursue these. Lastly, students investigate the prevalence, impact of, and importance of challenging careers stereotypes. The Department for Education advises that careers learning at school is critical in supporting young persons to progress into successful and fulfilling careers

### **How will I learn?**

PSHE is taught in a variety of ways including discussion, individual work, paired and group work, case studies, film, news articles, role play, direct teacher instruction, visiting speakers and visiting theatres.

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

This subject is not formally examined but students will be assessed by comparing their baseline knowledge and skills for a new area with their knowledge and skills at the end of the unit/course, including their attitude towards learning. Assessments can take many forms, for example, quizzes and scenario work.

## **../PSHE Continued**

### **How can Parents/Carers help?**

As parents and carers, you are a key role model to your child. How you connect with others including friends and family will influence your young person and how they develop their own friendships and relationships, develop healthy habits and keep safe in the wider world. We want to work closely with parents when planning and delivering the PSHE topics. We will aim to be transparent in our communication to ensure that parents know what will be taught and when, so that important conversations can be followed up at home and to support what you may already be teaching at home.

**For more information, contact Mr M Fry, Head of Personal Development [frym@hccat.net](mailto:frym@hccat.net)**

## History

- **Qualification: GCSE**
- **Board: Edexcel**
- **Duration: Two Years**

History is an enormously enjoyable subject with a lot to offer students throughout their school careers and beyond, into all areas of adult life. It is respected by employers because if students are successful in history this is an indication that they can understand ideas, handle information and assess evidence. It remains a trusted and valued qualification.

### How will I learn?

A variety of media is used from books, documentaries and films, as well as primary sources such as letters, newspapers, official papers and photographs. Much of the learning involves discussions and debate. During the course students find out information about key events, placing them in an historical context to help develop a wider understanding of the world. The course investigates a variety of areas of history so that the students develop both a range and depth of understanding of past events.

- **Paper 1**

*Medicine in Britain through Time c.1250 to the present (20%)*

This unit looks at the developments made in medical treatments across the period and examines how changes in different areas of society have influenced the pace of change in medical breakthroughs.

*Historic environment – The British sector of the Western Front 1914-1918: surgery and treatment (10%)*

This unit looks at the environment and conditions on the Western Front, the treatment of the wounded as well as the developments made in medicine and surgery during the First World War.

- **Paper 2**

*Early Elizabethan England 1558-1588 (20%)*

This unit focuses on the problems of marriage, religion and threats that Elizabeth I faced in the first thirty years of her reign.

*Superpower relations and the Cold War, 1941 - 1991 (20%)*

This unit examines the ideological differences between the superpowers at the end of the Second World War, leading to a study of the increased tensions and crises, through to the collapse of the Soviet Union and its control in Eastern Europe.

- **Paper 3**

*Weimar and Nazi Germany 1918-1939 (30%)*

This unit involves the study of modern political history set in Germany between World Wars 1 and 2, with a focus on the problems caused by the First World War and the rise and control of the Nazi Party.

### How will I be assessed?

All of the units are assessed at the end of Year 11 through examinations.

### Where will it lead?

History develops essential skills which are valued in a wide range of jobs and in further education. History enables students to understand the world we live in and how and why people behave in the way they do. Students are also required to sort, analyse and organise information. These skills are important in all jobs which use information of any kind, from the law and journalism to the Civil Service and business.

## ../History Continued

### How can Parents/Carers help?

There are three main areas where help can be given:

**1. Preparation:** Background reading, visiting museums or sites of interest, watching and discussing relevant TV programmes as well as encouraging students to watch films or read books that are linked to the topics. These can all encourage students to take a wider view and develop interests in different aspects of the course.

**2. Homework:** Supporting your child in completing their homework; the tasks will be set on Arbor on a weekly basis.

**3. Revision:** The best revision is that which takes place over a long period of time. There are books and websites (e.g., BBC Bitesize) which offer revision materials as well as the school Arbor site which will help support the student's understanding and they should be encouraged to use these. Revision books are available for students through ParentPay. Finding out and using methods which suit them for revision is essential and can be a case of trial and error. Assistance in time management will be useful. Help at home is invaluable.

For more information, contact Mrs J Leahy, Head of History [leahyj@hccat.net](mailto:leahyj@hccat.net)

# Geography

- **Qualification: GCSE**
- **Board: AQA**
- **Duration: Two Years**

Real places, real people, real issues. Geography is a very demanding but enjoyable subject; the study of which widens horizons and helps students to understand the world in which they live. Our course includes both physical and human aspects of the subject and there is a wide range of case studies to learn.

The GCSE Geography course modules studied are:

- **Unit 1: Living with the physical environment (1 hour 30 min/35%)**  
Natural Hazards, Physical Landscapes in the UK, The Living World, Geographical Skills.
- **Unit 2: Challenges in the human environment (1 hour 30 mins/35%)**  
Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical Skills.
- **Unit 3: Geographical applications (1 hour 30mins /30%)**  
Issue evaluation based on a pre-release booklet, Questions based on Fieldwork, Geographical Skills.

## How will I learn?

Geography is taught in a variety of ways including direct teacher instruction, group work, discussion and fieldwork. Students will use maps, photographs and satellite images as well as more conventional resources. They will use a range of literacy, mathematical, graphical and mapwork skills. The presentation of their work will take many forms, however, there is a need to be able to write short and long answers in readiness for the three GCSE Geography exams, thus, strong literacy skills are very important. The preparation for paper 3 will involve fieldwork; possibly a visit to the River Cuckmere and the city of Brighton.

## How will I be assessed?

There are three modules; all assessed in exams.

## Where will it lead?

It is well documented that students with Geography qualifications become some of the most employable people in our society. They can deal with real world issues, can identify trends, see links, give solutions to problems and appreciate their role as global citizens. Just look at the range of jobs open to you if you study Geography:

- *Education and Professional Services* (e.g., Teaching, Fire, Police, Social and Community work).
- *Information Services* (e.g., Journalism, Publishing, Statistics, Television).
- *Business and Finance* (e.g., Banking, Advertising, Marketing, Insurance).
- *Scientific Services* (e.g., Armed Forces, Computing, Surveying, Meteorology).
- *Management and Administration* (e.g., Building Societies, Estate Agents, Personnel Management, Public Relations, Civil Service).
- *Environmental Management* (e.g., Architecture, Environmental Health, Town Planner, National Trust).
- *Leisure, Travel and Tourism* (e.g., Air Crew, Hotel Management, Tour Operator, Sports Management, Tourist Board).

## How can Parents/Carers help?

Provide the revision guides recommended by teachers and check Arbor for revision materials and homework to support students.

For more information, contact Mrs A Franks, Head of Geography [franksa@hccat.net](mailto:franksa@hccat.net)

## Art & Design

- **Qualification: GCSE**
- **Board: AQA**
- **Duration: Two Years**

If you are creative, enjoy making Art and want to develop your technical skills to a high standard then join us at the HCC Art Department. We create a relaxed atmosphere in which to make Art. You will be studying with other like-minded students, so the lessons are focused and fun.

The course is very structured with lots of help to build your confidence. As you progress your work will become more personal. Because Art has such breadth, we can accommodate your interests into your projects allowing you to work more individually. **We want you to develop your own artistic voice!**

### How will I learn?

Art is a practical subject so you will learn most by making things. You will experience using a lot of different art materials. You will get the most out of the course by having an interest in art (we will explore the work of artists, illustrators and designers), being keen and giving things a go. You will also be taught to create digital art using Photoshop. You will be expected to complete regular homework; this will develop your artistic skills and imagination.

### How will I be assessed?

**60% Coursework Portfolio.** You will need to put together a folder that shows off your best work and includes an Extended Project. This will be worth 60% of the final mark. As a new GCSE student, you may touch on the following themes:

#### Year 1

- Introductory skills and drawing using lots of art materials and ending in a Photoshop piece. The focus here will be on lots of different approaches to drawing and using materials, with a focus on Food Art and Illustration.
- An Extended Portrait Project with lots of scope to explore using different materials and processes, and to develop your own ideas. This project is based around an icon, hero, celebrity, musician, actor, or sports person of your choice. The project expands so that you can include your own interests and personalise your work.

#### Year 2

- Completion of Extended Project.
- Other Portfolio work, such as short, themed projects or skills workshops.
- From January onwards, students work on preparation for the Exam.

**40% Exam.** Complete a creative task set by the exam board. This is like a short project and is **not** a written test. You will have lots of time to produce work for this and it will be worth 40% of your final grade. You will make a final piece in a ten-hour session.

### Where will it lead?

Once you have completed the GCSE you can use your Portfolio to progress onto any Level 3 Art, Illustration, Graphic Design or art-related courses in our local colleges. Our focus on illustration, fine art and digital work at GCSE will give you a broader background for more art-based career or further education options.

### What subjects go well with Art?

As a creative subject, Art complements other creative areas like Photography and the Performing Arts. A lot of students also choose Art as a change from their other, more academic subjects.

## **../ Art & Design Continued**

### **How can Parents/Carers help?**

Parents/Carers can help students the most by showing an interest in their work. Buying a selection of art materials will allow students to complete art homework effectively. Students will be encouraged to purchase an A2 plastic Art folder from the department to protect their art work and allow them to transport it to and from school.

For more information, contact Mr M Lawrence, Head of Art. [lawrencem@hccat.net](mailto:lawrencem@hccat.net)

## **Business**

- **Qualification: BTEC Award**
- **Board: Edexcel**
- **Duration: Two Years**

The BTEC Tech Award in Enterprise is made up of three units and is equal to one GCSE. The focus is on how small and medium sized businesses exist, decide what to sell and how to sell it, how they deal with their finances and recruit staff. Not only does the course give an excellent understanding of business but it builds on essential personal business skills too.

We have chosen the BTEC Tech Award because the units allow us to really investigate different businesses and give students a real life understanding beyond their school experience. The units cover a whole range of business topics giving students excellent exposure to the spectrum of business.

### **How will I learn?**

Lessons will take a variety of formats and will always be current and up to date. The business world changes quickly and so we pledge that lessons reflect the most recent developments. Therefore, the subject has a high degree of relevance. Variety is key for learning and lessons will include a variety of engaging activities.

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

There are three units on the course. One unit is exam based and counts for 40%. Students take the external exam in Year 11. For two of the three units studied (60%), students are given assignments to meet the assessment criteria for that particular unit of work. Each assignment for a unit is marked out of Pass, Merit and Distinction. The unit is then awarded the lowest mark achieved over the different tasks. It is essential that students keep up to date with deadlines for assignments. Business lessons are taken in rooms with computers and students complete their assignment work on PCs. If you take the course, then please be aware that two out of three of the units are coursework based and you will need to write up coursework throughout the year.

### **Where will it lead?**

The course will help students to develop the following skills wanted by employers/universities:

- An understanding of the business world and how businesses exist and operate.
- Enhance self-confidence in students taking the subject – though these skills are developed in class activities too.
- Opens up the students to alternative aspects of employment and roles within businesses.
- Creative thinking – students are taught how to develop their creative thinking for problem solving.
- Students will visit businesses to reinforce their classroom learning.
- Assignment work enables students to develop their coursework writing ability and how to analyse and evaluate.

Business is a very useful subject to have because whatever job or role a student goes into they will benefit from business understanding. From understanding how to run a budget to how to promote a product or service or manage an employee – the course content is relevant. It is, however, a challenging subject and students will need an interest in current affairs. Students will need to use maths in the finance exam.

## **../Business Contined**

### **Requirements**

- A positive, can-do attitude to find out more about business.
- A genuine interest in business,
- 60% of the grade is coursework based so writing coursework and keeping up to date with it is key. This means good consistent effort. In Year 10 and 11 students will always have an assignment on the go. Each assignment contributes towards a unit grade and these in turn the overall course grade.
- You should be expected to achieve a level 4 in maths.

### **How can Parents/Carers help?**

- Encourage students to watch or discuss the news – especially with business issues.
- Reflect on business happenings in TV programmes from the Apprentice to soaps to current affairs programmes and beyond.

**For more information, contact Mr R Martin, Head of Business & Enterprise [martinr@hccat.net](mailto:martinr@hccat.net)**

## Child Development

- **Qualification: NCFE Level ½ Technical Award**
- **Board: NCFE**
- **Duration: Two Years**

You'll study children from birth to five years, building a practical understanding of holistic development (physical, cognitive, language, social and emotional), and what influences it. Content includes: care routines and play; early years provision; legislation, policies and procedures; expectations of the early years practitioner; roles and responsibilities in settings; the importance of observation; and child centred planning. There are nine mandatory content areas spanning these themes.

### How will I learn?

Through applied tasks, short investigations and case studies. You'll practise observation techniques, plan activities to meet children's needs, and evaluate how transitions (expected and unexpected) affect development. The qualification is designed to be taught over two years and complements GCSEs with a vocational, project based approach.

- Content area 1: Child development
- Content area 2: Factors that effect a child's development
- Content area 3: Care routines, play, and activities
- Content area 4: Early years provision
- Content area 5: Legislation
- Content area 6: Expectations of an early years practitioner
- Content area 7: Roles and responsibilities
- Content area 8: The importance of observations
- Content area 9: Mock NEA

### How will I be assessed?

Assessment is externally set by NCFE and consists of:

- **Non Exam Assessment (NEA)** – 50%: a synoptic project, 14 hours completion time plus 2 hours open book preparation/research, internally marked and externally moderated (92 marks).
- **Examined Assessment (EA)** – 50%: a written exam (1 hour 30 minutes), externally marked (80 marks), assessing knowledge and understanding across all content areas. Only one attempt is permitted for each assessment.

### Where will it lead?

Successful learners can progress to Level 2 or Level 3 qualifications (Applied Generals, Technical Levels, T Levels in Education & Childcare), apprenticeships, or employment pathways such as early years practitioner/educator and teaching assistant roles. The specification outlines clear progression routes and skills development relevant to the early years sector.

### How can Parents/Carers help?

Discuss child health, routines and play at home; encourage learners to reflect on observations (where appropriate); and watch short documentaries on early years practice. Help with organising deadlines for the NEA and support sensible independent research habits in the 2 hour preparation window.

**For more information, contact Ms D Smith, Head of Social Studies — [smithd@hccat.net](mailto:smithd@hccat.net)**

## Citizenship

- **Qualification: GCSE**
- **Board: AQA**
- **Duration: Two Years**

Citizenship develops your understanding of democracy, government and law in the UK and the wider world, and how citizens can make a difference. You'll study:

- Life in modern Britain (identity and diversity, media and free press, the UK's role internationally)
- Rights and responsibilities (laws, justice system, human rights in national and international contexts)
- Politics and participation (power and decision making, local and devolved government, elections, parties, and ways citizens influence change).

You'll also plan and evaluate Active Citizenship — practical actions aimed at delivering a benefit or change for others.

### How will I learn?

Through discussion, debate, case studies and source analysis. You'll develop the ability to construct reasoned arguments, evaluate evidence, recognise bias, and apply citizenship skills and processes to real issues — culminating in an investigation/write up of citizenship action.

### How will I be assessed?

Assessment is linear with two written papers at the end of Year 11:

- Paper 1 (1 hour 45 minutes, 80 marks, 50%)
  - Section A: Active citizenship (questions on others' actions and your investigation)
  - Section B: Politics and participation
- Paper 2 (1 hour 45 minutes, 80 marks, 50%)
  - Section A: Life in modern Britain
  - Section B: Rights and responsibilities

Question types include multiple choice, short answers, source based items and extended responses.

### How is Citizenship different from Sociology?

Citizenship is all about understanding how society works today and learning the practical skills needed to take part in your community. You'll explore rights, responsibilities, politics and real issues that affect everyday life, with lots of opportunities for active participation. This course is well suited to students who prefer clear, structured learning and hands-on tasks. Sociology, by comparison, is more academic and theory-based, asking students to analyse research and write in greater depth about how and why society works. If you enjoy real-world learning and want to develop confidence as an active citizen, Citizenship could be the ideal choice.

### Where will it lead?

Citizenship builds critical thinking, communication and project skills valued in law, public services, politics, journalism, social work and a wide range of careers. It supports progression to A Level Politics, Sociology, Law, and related pathways in further and higher education.

### How can Parents/Carers help?

Regularly discuss current affairs and civic issues, encourage balanced media reading, and support students in planning and reflecting on their Active Citizenship project, including evidence gathering and evaluation.

For more information, contact Ms D Smith, Head of Social Studies — [smithd@hccat.net](mailto:smithd@hccat.net)

## Design & Technology

- **Qualification: GCSE**
- **Board: Eduqas**
- **Duration: Two Years**

This GCSE is a design and make based course where students are encouraged to design and manufacture innovative products using a wide variety of materials, including wood, metal, plastics, paper and card, textiles, and smart materials.

Design and Technology requires students to work using the full breadth of the design process, from initial investigation and research of a concept, to designing and testing ideas, developing a plan for manufacture, improving their practical making skills and constructively evaluating their work throughout to consider how they can improve.

### How will I learn?

Design and Technology lessons consist of a mix of project-based learning where students will develop their skills in research, drawing and presenting ideas, planning for manufacture and learning new practical making skills. Within each project, lessons will be dedicated to theory-based learning, allowing students to better understand the sources and production of the core materials they work with and the wider issues surrounding the design and manufacture of products in the modern world.

### How will I be assessed?

Throughout Year 10, students will be assessed both on their ongoing project work and with End of Unit assessments conducted at the end of each project or unit of study. This reflects the assessment of the final GCSE assessment which is assessed as a combination of a controlled NEA project and a final written exam.

- **Component 1: Design and Technology in the 21st Century - Exam.** 2 hours, worth 50% of qualification.

The D&T written exam consists of a range of questions assessing candidates' technical materials knowledge and their understanding of designing and making principles, along with their ability to analyse and evaluate products and discuss wider issues in design and technology.

- **Component 2: Design and Make Task.** 35 hours, completed in lessons, worth 50% of qualification. The NEA coursework is a sustained design and make task based on a contextual challenge set by the exam board. The NEA is assessed on five different objectives: Research and Investigation, Writing a Design Brief and Specification, Generating and Developing Design Ideas, Manufacturing a Prototype and Evaluating.

### Where will it lead?

The course opens many doors to many exciting opportunities to our students. We encourage students to continue studying the subject at A-Level and further into Higher Education so that the professions of Architecture, Engineering, Product design, Set Design for films and stage, Design Consultancy and Fashion can be future career aspirations, as well as the traditional areas of mechanics, carpentry and engineering. So, if you enjoy the challenges of resolving basic and complex problems through the application of practical skills, this course is for you.

### How can Parents/Carers help?

Occasionally students find it difficult to organise large projects and are uncertain of what to do at home. Parents can support their son/daughter by requesting and understanding the assessment criteria, referring to it and checking when sections are complete. There are regular catch up sessions after school to provide extra time to work on project based work. Always contact the teacher if unsure or worried about your child's progress. It would be useful if students have their own set of drawing equipment, including pencils and coloured pencils to complete some tasks at home.

**\*As this is a practical course, families are asked to contribute £20 each year for materials and resources used to make products and components that can then be taken home.**

For more information contact Miss E Andrews, Assistant Head of D.T [andrewse@hccat.net](mailto:andrewse@hccat.net)

## Food Preparation & Nutrition

- **Qualification:** GCSE
- **Board:** Eduqas
- **Duration:** Two Years

The specification focuses on food preparation and issues relating to nutrition, diet and health throughout life; factors affecting consumer choice; properties of foods in storage, preparation, and cooking; food hygiene, safety and skills used in food storage, preparation and cooking.

### How will I learn?

The specification requires candidates to plan and carry out scientific food investigations. Candidates produce tasks in which they analyse issues and problems and identify, gather and record relevant information and evidence. Candidates will develop knowledge and understanding of human needs within a diverse society, relevant technological and scientific developments in food. The specification will challenge the most able students as high theoretical knowledge underpins all the practical work.

### How will I be assessed?

- **Component 1: Principles of Food Preparation and Nutrition Exam.** Written examination: 1 hour 45 minutes, worth 50% of qualification.  
**Component 2: Food Preparation and Nutrition in Action.** Non-examination assessment: internally assessed, externally moderated, worth 50% of qualification.
- **Assessment 1: The Food Investigation Assessment:** A scientific food investigation which will assess the learner's knowledge, skills and understanding of scientific principles underlying the properties and function of ingredients during the preparation and cooking of food.
- **Assessment 2: The Food Preparation Assessment:** Students respond and research a given brief then plan, prepare, cook and present three dishes plus accompaniments, to show a range of skills which assesses their knowledge, skills and understanding in relation to the food.

### Where will it lead?

The course is suitable for students who wish to follow a career in nutrition, food development, food science, childcare, nursing, dietetics, teaching, etc. Students may progress to a relevant Level 3 course and on to university. This is a great course for learning new practical skills and techniques but it is also academically rigorous in the theory behind the functions of ingredients, nutrition and how and why we cook food.

### How can Parents/Carers help?

Parents/Carers can help by monitoring the progress of students to ensure targets are met with individual coursework.

Students who choose this subject will need to provide ingredients and containers for dishes that are cooked, which they should then take home. Basic bulk ingredients are provided by the school; a list of these is available.

**\*As this is a practical course, families are asked to contribute £20 each year towards the ingredients that the school provides.** It would be useful for students to practice their practical skills of cooking and washing up at home.

For more information, contact Miss E Hall, Head of Design Technology [halle@hccat.net](mailto:halle@hccat.net)

## French

- **Qualification: GCSE**
- **Board: Edexcel**
- **Duration: Two Years**

**Please note that this course is only suitable for students who are studying French in Year 9.**

Do you want to become a more effective communicator? Do you enjoy puzzling things out? Would you like to broaden your horizons and find out more about foreign cultures? Then GCSE French is for you!

### **How will I learn?**

The GCSE course builds on what you learned in Years 7, 8 and 9. You will continue to learn how to talk about yourself, your friends and family; you will be able to describe hobbies, the environment in which you live; you will also learn plenty of vocabulary which will help, should you find yourself in a French-speaking country!

There are five main themes which are explored in the course:

- My personal world
- Lifestyle and well being
- My neighbourhood
- Media and technology
- Studying in the future
- Travel and tourism

You will learn about these topics in the context of Hailsham but also in a more international context.

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

The course is assessed entirely by exam. You will enter at either Higher or Foundation level – this tier of entry will be the same for all your French exams.

Paper 1 – Listening and Understanding in French (25%)

Paper 2 – Speaking in French (25%)

Paper 3 – Reading and Understanding in French (25%)

Paper 4 – Writing in French (25%)

The reading and writing papers involve some translation work at both Foundation and Higher tiers.

Throughout the course you will be given feedback on your progress via homework tasks and mini assessments.

### **Where will it lead?**

People who can speak more than one language are very highly regarded across the globe. If you go on holiday to a French-speaking country you will be able to communicate effectively with local people – and they love it when people make the effort to do this! In addition, taking GCSE French will:

- add an extra dimension to your personal skills profile which will impress anyone who reads your CV.
- put you in a stronger position to get a job in companies with international links or to work abroad.
- enable you to access university courses that require you to have a Language GCSE qualification – not just a Languages degree. Some universities prefer you to have a GCSE in a modern foreign language if you want to pursue an English Literature or Language degree.
- enable you to study AS and A2 courses in French.

## **../French Continued**

### **How can Parents/Carers help?**

Encourage your son/daughter to teach you some key phrases in French. Explore the local library to see if you can borrow books which are written in French – even young children’s picture books can be really helpful in developing an understanding of grammar structure. Take out a subscription to a French student magazine – the Mary Glasgow website is a great starting point. The free app Duolingo is also really good for encouraging daily practice in French. In addition, we ask for your support in ensuring that homework is completed to a good standard, and we encourage all students to invest in a French-English dictionary to support their home learning. Encourage your son/daughter to use the revision sections on Arbor to support them.

**For more information, contact Mrs D Guyton, MFL Lead [guytond@hccat.net](mailto:guytond@hccat.net)**

## Media Studies

- **Qualification:** GCSE
- **Board:** Eduqas
- **Duration:** Two Years

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are watching television, streaming films, scrolling through social media, playing video games, reading the news, or listening to a podcast, you are consuming media.

### How will I learn?

As a GCSE Media Studies student you will analyse how media products like TV programmes and music videos use images, sounds, language and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently and why. You will study lots of different media forms such as: television, magazines, online media, radio, video games, social and participatory media, advertising etc.

You will be required to put your knowledge and understanding of media products into practice by creating your own media product, whether this be audio, visual, print, or online media forms.

### How will I be assessed?

Assessment will consist of a mixture of examinations and non-examined assessment.

**Component 1:** Written examination - 1 hour 30mins, 40% of qualification

**Component 2:** Written examination - 1 hour 30mins, 30% of qualification

**Component 3:** Non-exam assessment - Media Production, 30% of qualification

### Where will it lead?

During the GCSE Media course you will develop and practise a range of skills which will equip you for progression to A-Level study. They will also help you hugely in other areas such as Film, English, Humanities and Social Sciences. Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. An A-Level qualification in Media Studies, informed by study at GCSE level, helps you to move towards these courses, as well as to those in a range of other areas. If university isn't for you, there is a huge array of career opportunities in the media and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start. There has never been a better time to become a Media Studies student.

For more information contact Mr E Townsend [townsende@hccat.net](mailto:townsende@hccat.net)

## Dance

- **Qualification: BTEC Award**
- **Board: Edexcel**
- **Duration: Two Years**

### **What does the course include?**

The course allows you to explore aspects of performance through technique and performance skills in different dance styles. The course will develop your skills through ballet, contemporary, street and jazz whilst developing your reflective skills as a practitioner. You will also be analysing different professional practitioners within performing arts, completing workshops to give you an insight into their stylistic features, background and their choreographic processes. In your final year you will put all the skills you have learnt over the two years into a group choreography performance where you take complete ownership over all aspects of the process.

### **How will I learn?**

The BTEC is taught through choreographic workshops, technique classes, reflective tasks and logbooks. There is opportunity for solo performance as well as group ensemble pieces to expand your performance and choreographic experiences. Through the workshops and classes you will learn the fundamental elements of technique, performance and choreography. The reflection and logbooks support your practice and understanding of yourself as a dancer. You will also participate in written work to expand your knowledge of dance skills and technique as well as completing coursework on the practitioners you will learn about.

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

You will be assessed through a variety of live performances. Rehearsals will be documented through video and written records; your progress and engagement will be videoed and supported by written reflections about your work. You will also have to complete an exam involving a practical performance and a controlled written assessment.

### **Where will it lead?**

Dance provides you with experiences in Choreography, Performance and Appreciation which can lead onto other courses in Performing Arts, but it also provides you with other skills. Through the course you develop creativity, teamwork, discipline, co-operative working and directive skills that can be applied to other courses and jobs outside of Performing Arts. The nature of the written work develops your letter writing and literacy skills which are crucial for interviews and auditions.

### **How can Parents/Carers help?**

As dance is an art form, a commitment is required from students to interest themselves in extra-curricular practices. Students will be expected to attend extra-curricular rehearsals in preparation for their practical performances throughout the year and be self-directed in their organisation and attendance to these rehearsals.

**For more information, contact Miss C Southall, Dance Teacher [southallc@hccat.net](mailto:southallc@hccat.net) or Miss O Cull, Dance Teacher [cullo@hccat.net](mailto:cullo@hccat.net)**

## Drama

- **Qualification: GCSE**
- **Board: AQA**
- **Duration: Two Years**

GCSE Drama is a creative, practical and academic course that allows students to explore a wide range of ideas, issues, and texts through performance. Following the AQA GCSE Drama specification, students will develop their skills as performers, designers and theatre-makers while gaining a deeper understanding of how drama and theatre are created. Lessons combine practical workshops, discussion, rehearsal and written reflection, enabling students to work both independently and collaboratively.

Throughout the course, students will explore scripted and devised work, analyse professional theatre and learn how to communicate ideas effectively to an audience. They will develop confidence, creativity, resilience and empathy, alongside strong communication and teamwork skills that are highly valued across many subjects and careers.

To succeed in GCSE Drama, students should be willing to participate actively in practical work, rehearse regularly and reflect thoughtfully on their own progress. Strong organisation, a positive attitude to collaboration and a commitment to meeting rehearsal and coursework deadlines are essential. Developing written skills through clear analysis and evaluation will also help students achieve their full potential.

### How will I learn?

Students learn through a mixture of practical drama workshops, group and individual rehearsals, performance opportunities, class discussion and written tasks. They will explore different theatrical techniques and styles, study our set text (Blood Brothers) and analyse live theatre productions. Learning is hands-on and collaborative, with regular opportunities to perform, create and reflect on work in progress.

### How will I be assessed?

#### Component 1: Understanding Drama (40%)

A written exam that assesses knowledge of a set play, analysis of performance and design, and evaluation of a live theatre production.

#### Component 2: Devising Drama (40%)

Practical coursework where students create and perform a devised piece of drama from a given stimulus, supported by a written 2500-word devising log.

#### Component 3: Texts in Practice (20%)

A performance of two extracts from a scripted play, assessed by a visiting examiner.

### Where will it lead?

GCSE Drama provides a strong foundation for further study at post-16 level, including A Level Drama and Theatre, Performing Arts BTEC courses, or other creative and academic pathways. The skills developed through Drama are highly transferable and valued in many careers.

For students interested in the performing arts, Drama can lead towards careers in acting, directing, stage management, technical theatre, lighting, sound, costume, set design, and arts administration. Beyond the arts, the confidence, communication, teamwork, and problem-solving skills gained

through Drama are beneficial for careers in education, law, media, marketing, business, healthcare, and any role involving leadership, collaboration, or public communication.

## **../Drama Continued**

### **How can Parents/Carers help?**

Parents and carers can support students by encouraging regular rehearsal, helping them manage their time effectively, and discussing ideas explored in lessons. Attending school performances, supporting visits to see live theatre, and encouraging students to read and write thoughtfully about drama will all contribute positively to their success. Ensuring students meet deadlines and maintain a positive commitment to group work is also key.

**For more information, contact Mr D Waghorne, Teacher of Performing Arts [waghorned@hccat.net](mailto:waghorned@hccat.net) or Mr S Dipple, Head of Performing Arts. [dipples@hccat.net](mailto:dipples@hccat.net)**

## Music - GCSE

- **Qualification: GCSE**
- **Board: WJEC Eduqas**
- **Duration: Two Years**

The Eduqas GCSE in Music focuses on three different aspects of Music: Performing, Composing and Appraising. GCSE Music offers a more academic pathway for learners and requires students to develop as a musician in many different ways including learning the basics of music theory.

Those choosing GCSE Music rather than the Vocational Performing Arts Award, should ideally already have some level of skill as an instrumental and/or vocal performer.

### How will I learn?

Learners will be able to present their work in a variety of ways, including:

- Recorded performances.
- Recordings and written scores of own compositions.
- A written exam, testing listening and appraisal skills learnt throughout the course.

### How will I be assessed?

#### Component 1 – Performing (30%)

Internally assessed through performing a minimum of two pieces, one of which must be an ensemble performance. Total duration of performances: 4-6 minutes.

#### Component 2 – Composing (30%)

Internally assessed through recordings and written scores of two compositions, one of which must be in response to a brief set by the exam board.

#### Component 3 – Appraising (40%)

Externally assessed through a 1 hour and 15-minute listening examination covering the following areas of study:

- Area of Study 1: Musical Forms and Devices
- Area of Study 2: Music for Ensemble
- Area of Study 3: Film Music
- Area of Study 4: Popular Music

### Where will it lead?

GCSE Music provides an excellent foundation to go on and study Level 3 Music and Performing Arts courses, such as A-Level and BTEC, in Sixth Form or university. It also helps to establish many of the skills required to be successful in a range of careers in music and the creative industries.

The course will also help students to develop the following skills wanted by employers:

- Self-confidence and good presentation skills.
- The ability to work well with others.
- The ability to create and develop ideas.
- The ability to make decisions and work independently.
- A qualification recognised by colleges and universities.

### Requirements

Students who wish to take this course should be willing to learn in detail about Music from a wide range of styles and periods of time. They must be willing to practise their instrument/singing regularly and be committed to learning to perform as part of an ensemble, which means with at least one other person.

## ../Music Continued

### How can Parents/Carers help?

- Ensure that learners practise their instrument, or singing, at home to consistently improve as a musician.
- Explore whether it is possible for your son/daughter to begin group or individual instrumental/vocal lessons.
- Encourage learners to take up one of the many extra-curricular opportunities that we offer as a department.
- Encourage learners to watch and listen to music performances as much as possible is a great help. To experience all sorts of music will extend a learner's experience and knowledge of how effective live performance can be.

For more information, contact Mr S Dipple, Head of Performing Arts [dipples@hccat.net](mailto:dipples@hccat.net) or Mrs M Radley, Assistant Head of Performing Arts [radley@hccat.net](mailto:radley@hccat.net)

# Photography

- **Qualification: GCSE**
- **Board: AQA**
- **Duration: Two Years**

Are you hardworking, creative and full of ideas? Do you have an eye for detail and keen desire to learn how to compose and create exciting and artistic photography? Then GCSE Photography could be for you.

We will help you with technical camera and editing skills. As you progress there is more opportunity for you to experiment and bring your own interests into your work. We want you to drive your work and be excited about taking photographs.

## How will I learn?

You will begin the course by learning some of the many technical aspects of digital photography: depth of field, shutter speed, lighting, composition and ways of editing your images creatively in Photoshop. You will explore the work of artists and photographers and respond to their work visually and in writing to create your own portfolio of work. You should be prepared to try a variety of techniques from portraits, landscape and still life at home, as well as in school. **You must be self-motivated to work independently and take photographs outside of school hours.**

## How will I be assessed?

60% coursework. You will need to put together a folder that shows off your best work. This will be worth 60% of the final mark. As a new GCSE student, you may touch on the following projects/ themes:

### Year 1

#### Starting Photography

- Introductory camera and editing skills (For example: Depth of Field, Composition, editing in Photoshop).
- Multicolour Still Life Work (using colour theory to make exciting photos of objects).
- School based photo shoots with a focus on Formal Elements and Camera Angles.
- Basic Photoshop skills

### Year 1

#### Extended Project: Fantastic & Strange

- You will explore a range of techniques and photographic processes that relate to the theme of Fantastic & Strange. For instance: distorting photographs, shutter speed, text & image, the bizarre!
- Creating more individual ideas inspired by the work of photographers.

### Year 2

- Developing your ideas with an emphasis on experimentation.
- Creating a powerful Final Piece for the Fantastic & Strange project.
- If time, a short project or mini mock exam.

### Year 2 Exam

The exam is worth 40% of your mark. Complete a task set by the exam board. This is a project and is not a written test. You will have lots of time to produce work for this and it will be worth 40% of your final award. You will make a final piece in a ten-hour session.

## **../ Photography Continued**

### **Where will it lead?**

Photography can lead to or support a range of careers in the arts. You might go on to do photojournalism, magazine work, fashion, animation, web design, film making, film editing, wedding or portrait photography, graphic design, fine art, printmaking or illustration. The possibilities are endless!

### **How can Parents/Carers help?**

- Students must have their own digital camera (preferred) or mobile device to complete photographic work outside of school hours.
- Parents/Carers can help students the most by showing an interest in their work and encouraging them to complete homework. Students will be encouraged to purchase an A2 plastic Art folder from the department to protect their photographic work and allow them to transport it to and from school.

**For more information, contact Mr M Lawrence, Head of Art & Design [lawrencem@hccat.net](mailto:lawrencem@hccat.net)**

## Religious Studies

- **Qualification: GCSE**
- **Board: AQA**
- **Duration: Two Years**

The Social Studies department offers the AQA GCSE syllabus in Religious Studies. You will find out what Buddhists and Christians believe in and how these beliefs influence their lives. You will have the opportunity to explore and discuss questions about our culture, traditions and heritage as well as our values and purpose in life, and you can form and defend your own opinion on a whole variety of contemporary issues.

You will be able to evaluate how different people tackle issues regarding life and death, war and peace, human and animal rights, environmental issues and many more challenges we face on a daily basis. At the same time, you will develop your critical thinking, your research skills and your ability to evaluate current affairs, which are invaluable skills for your further study in a huge variety of subjects.

The topics studied are:

### **Component 1 – Beliefs, Teachings & Practices of Buddhism and Christianity**

### **Component 2 – Four Religious, Philosophical and Ethical Studies Themes**

- Theme B: Religion and life
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice

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

The final assessment will be two written examinations at the end of Year 11. Component 1: The study of religions, beliefs, teachings and practices. Component 2: Thematic studies. Each examination is 1 hour 45 minutes in length, worth 96 marks plus 6 marks for punctuation and grammar and makes up 50% of the GCSE.

### **Students will be asked to show the following skills:**

- Demonstrate knowledge and understanding of religions and beliefs including how they influence individuals, communities and societies, similarities and differences between different religious and secular approaches to contemporary issues.
- Analyse and evaluate aspects of religion and society, including their significance and influence on personal beliefs and cultural issues.

### **Where will it lead?**

Religious Studies is a way of broadening your understanding of the world and of people. In society you will meet people from all walks of life and a huge range of cultural backgrounds. A qualification in Religious Studies could provide roles in a range of employment sectors such as national and local government, education, social services and other caring professions, financial and legal firms, NHS, PR and marketing companies.

### **How can Parents/Carers help?**

Discussing religious topics, events in the news is a brilliant way of engaging students in what's going on in society.

**For more information, contact Ms D Smith, Head of Social Studies [smithd@hccat.net](mailto:smithd@hccat.net)**

## Sociology

- **Qualification: GCSE**
- **Board: Eduqas**
- **Duration: Two Years**

The Social Studies department offers the Eduqas (WJEC) GCSE syllabus in Sociology. The course is a way for inquisitive students to study the society around them and helps to explain why we behave in certain ways and how a society works. There will be many discussions and students are often required to write at length using some of the tier 3 terms (there are 500+ specialist terms) and key theories that sociologists have researched that need to be applied.

The topics studied are:

### **Component 1 – Understanding Social Processes**

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

### **Component 2 – Understanding Social Structures**

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

These topics can focus on key areas such as different types of families in society, why boys and girls perform differently at school, which social factors encourage people to commit crimes and why poverty still exists in society today.

### **How will I learn?**

Students will explore sociological issues through discussion and debate. Booklets are used to help students understand the tier 3 terms and sociological explanations. Information technology is also used to explore sociology in practise and collect current information on contemporary issues, for example 'You tube' clips may be relevant. Students will experience a range of teaching and learning strategies to further explore topical sociological issues.

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

The final assessment will be two written examinations at the end of Year 11. Each examination is 1 hour 45 minutes in length, is worth 100 marks and makes up 50% of the GCSE. The examinations mainly focus on short, medium and long answer responses and so students will need to be interested in developing their knowledge/understanding, analysis and evaluation skills to be successful. In class, assessments and home-learning will use examination questions (where appropriate) as well as other tasks.

### **Students will be asked to show the following skills:**

- Show awareness of, and an ability to explain information and evidence from different sources (knowledge and understanding).
- break down and look for strengths/weakness of different research methods used in sociological investigations and assess, critically, the appropriateness of their use (analysis and evaluation).
- break down and look for strengths/weakness information and evidence presented in different written, visual and number forms (evaluation).
- link understanding to explore and debate current sociological issues in each topic area (application).
- use sociological theories and evidence to compare/contrast social issues, construct reasoned arguments and debates, make informed judgements and draw conclusions (analysis and evaluation).
- make connections between the different topic areas studied (synthesise).

## **../Sociology Continued**

### **How is Sociology different from Citizenship?**

Both subjects explore how society works, but Sociology looks a little more closely at people, groups and everyday life. You'll learn about families, education, crime, inequality and how researchers study these topics. It's a good choice if you enjoy discussion, asking questions and finding out why things happen the way they do. Citizenship focuses more on practical knowledge such as rights, laws and making a difference in the community. If you're curious about people and enjoy thinking about different viewpoints, Sociology could be a great fit.

### **Where will it lead?**

Any student that is aware of the society in which they live is likely to impress a potential employer. In particular, a qualification in Sociology provides a suitable basis for going on to specialise in many of the public service occupations such as the Police, Fire Service, Healthcare (Nurse/Doctor), Social Work, Teaching, Law, Politics/Civil Service, Research and Criminology amongst others. The subject allows young people to develop a grasp of why things happen in the society around them and choose an acceptable way of dealing with these situations.

### **How can Parents/Carers help?**

Discussing daily topics, events in the news is a brilliant way of engaging students in what's going on in society.

**For more information, contact Ms D Smith, Head of Social Studies [smithd@hccat.net](mailto:smithd@hccat.net)**

## Spanish

- **Qualification: GCSE**
- **Board: Edexcel**
- **Duration: Two Years**

**Please note that this course is only suitable for students who are studying Spanish in Year 9.**

Do you want to become a more effective communicator? Do you enjoy puzzling things out? Would you like to broaden your horizons and find out more about foreign cultures? Then GCSE Spanish is for you!

### **How will I learn?**

The GCSE course builds on what you learned in Years 7, 8 and 9. You will continue to learn how to talk about yourself, your friends and family; you will be able to describe hobbies, the environment in which you live; you will also learn plenty of vocabulary which will help you should you find yourself in a Spanish-speaking country!

There are five main themes which are explored in the course:

- My personal world
- Lifestyle and well being
- My neighbourhood
- Media and technology
- Studying in the future
- Travel and tourism

You will learn about these topics in the context of Hailsham, but also in a more international context.

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

The course is assessed entirely by exam. You will enter at either Higher or Foundation level – this tier of entry will be the same for all your Spanish exams.

Paper 1 – Listening and Understanding in Spanish (25%)

Paper 2 – Speaking in Spanish (25%)

Paper 3 – Reading and Understanding in Spanish (25%)

Paper 4 – Writing in Spanish (25%)

The reading and writing papers involve some translation work at both Foundation and Higher tiers.

Throughout the course, you will be given feedback on your progress via homework tasks and mini assessments.

### **Where will it lead?**

People who can speak more than one language are very highly regarded across the globe. If you go on holiday to a Spanish-speaking country, you will be able to communicate effectively with local people – and they love it when people make the effort to do this! In addition to this, taking GCSE Spanish will:

- add an extra dimension to your personal skills profile which will impress anyone who reads your CV.
- put you in a stronger position to get a job in companies with international links or to work abroad.
- enable you to access university courses that require you to have a Language GCSE qualification – not just a Language degree. Some universities prefer you to have a GCSE in a modern foreign language if you want to pursue an English Literature or Language degree.
- enable you to study AS and A2 courses in Spanish.

## **../Spanish Continued**

### **How can Parents/Carers help?**

Encourage your son/daughter to teach you some key phrases in Spanish. Explore the local library to see if you can borrow books which are written in Spanish – even young children’s picture books can be really helpful in developing an understanding of grammar structure. Take out a subscription to a Spanish student magazine – the Mary Glasgow website is a great starting point. The free app Duolingo is also really good for encouraging daily practice in Spanish.

In addition, we ask for your support in ensuring that homework is completed to a good standard, and we encourage all students to invest in a Spanish-English dictionary to support their home learning. Encourage your son/daughter to use the revision sections on Arbor to support them.

**For more information, contact Mrs D Guyton, MFL Lead [guytond@hccat.net](mailto:guytond@hccat.net) or Mrs M Amigo-Sariego, Languages Teacher [amigosariegom@hccat.net](mailto:amigosariegom@hccat.net)**

## Travel & Tourism

- **Qualification: BTEC Award**
- **Board: Pearson**
- **Duration: Two Years**

You will explore how the travel and tourism industry works in the UK and worldwide, the organisations involved (e.g., airlines, tour operators, visitor attractions), and the destinations that appeal to different visitor types. You'll examine customer needs and preferences, how products and services are selected and combined to plan holidays, and the factors that influence global travel (economic, political, environmental, health and safety). You'll also consider impacts of tourism and strategies for sustainable tourism.

### How will I learn?

Learning mixes case studies, destination research, and practical tasks. You'll investigate named organisations, compare how they work together, and design itineraries to meet specific customer profiles. Expect group work, presentations, and analysis of real industry data and scenarios supported by Pearson teaching resources for the 2022 Tech Award.

### How will I be assessed?

The 2022 BTEC Tech Award has three components:

- **Component 1: Travel and Tourism Organisations and Destinations** — internal assignment (coursework). You'll demonstrate understanding of UK industry structure, how organisations collaborate, and features of popular destinations.
- **Component 2: Customer Needs in Travel and Tourism** — internal assignment (coursework). You'll apply market research to identify trends and plan a holiday that meets a customer's needs and preferences.
- **Component 3: Influences on Global Travel and Tourism** — external written exam (2 hours), typically taken at the end of Year 11, focusing on global factors, destination responses, and managing tourism impacts. (Overall structure: two internal components plus one external exam.)

### Where will it lead?

This qualification builds applied knowledge and skills valued by employers and post 16 providers in travel agencies, airlines, hospitality, events, and destination management. It supports progression to Level 3 (e.g., BTEC Nationals in Travel and Tourism), apprenticeships, and later to higher education in related fields.

### How can Parents/Carers help?

Encourage learners to explore UK and international destinations, watch travel documentaries, compare itineraries and pricing online, and follow travel sector news (e.g., sustainability and consumer technology trends). Discuss trips you've taken and the booking process to help students connect theory with real experiences.

**For more information, contact Mr M Dyer, Head of PE [dyerm@hccat.net](mailto:dyerm@hccat.net)**

## Triple Science

- **Qualification:** GCSE
- **Board:** AQA
- **Duration:** Two Years

### GCSE Physics, Chemistry and Biology

If you are really interested and able in Science, then you can choose to do three GCSEs. This will give you time to look at each subject in a bit more depth and really prepare you well should you want to go on and study Sciences in Sixth Form/college. You will have three different teachers and get an additional five hours per fortnight compared to studying combined science. You will learn about how to build a telescope, how to make perfumes and how the human body works, amongst other things.

#### How will I learn?

You will do lots of practical work in pairs, groups and individually. There will be teacher demonstrations, opportunities to use ICT and whiteboards to bring 'real life Science' into the classroom. There will be group discussions and debates, individual study time, group study tasks and much more. We hope to bring the subject to life in as many ways possible.

#### How will I be assessed?

There will be exams at the end of the two-year course; there is no coursework in GCSE Science. You will be tested on recalling information, applying it and problem solving. You will also be tested on practical skills.

#### Where will it lead?

Science is a necessary qualification for many important careers, for example vet, physiotherapist, engineer, pilot and architect. There are thousands of exciting courses for further study in Sixth Form/college which will use your science knowledge. Scientists and engineers are vital for the future development of the country and will help find new and exciting solutions to problems facing us today. You cannot afford to be left out!

We develop some of the most valued skills for the future: you'll improve at problem-solving, evaluating data and communicating, amongst other things.

#### How can Parents/Carers help?

Pointing out Science in the news would be brilliant; discussing television or newspaper articles with students is very useful. Watch TV programmes together such as 'Stargazing Live' or nature documentaries. We have a series of revision guides for GCSE which students find useful – you could work through these with them. BBC Bite Size and physicsandmathstutor.com have some good electronic revision resources for Science. The BBC website is fantastic for learning about Science. We set homework regularly, using the online Educake system; check Arbor to see what homework is set for your son/daughter - ask them to show you what they have to do and how they can get a good grade.

For more information, contact Mr G Dann, Head of Science [danng@hccat.net](mailto:danng@hccat.net)

## **Post-16 choices**

Although the idea of going to Sixth Form might seem a long way off, it really is worth spending a little time now thinking about your future. With our advice and guidance, and supported by your parents/carers, you will choose a balanced range of GCSE and non-GCSE subjects that you are interested in and keen to work hard at over the next two years. The key thing to consider now is that whether you are planning to work, enter Further or Higher Education, or find an apprenticeship – the choices you make will certainly impact on your future.

There are lots of different courses to choose from, with a wide range of courses offered.

It is worth remembering that certain Key Stage 4 subjects do act as a stepping stone to their corresponding A-Level course and that achieving good grades in them is often required. Speaking to your teachers now is a good way of finding out details for individual subjects. Choices about what you want to study in the Sixth Form/Further Education do not have to be finalised until the March of Year 11.