



Hinchingsbrooke Year 8  
Options Booklet 2022  
KS4 Courses 2022-25



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## Introduction

This booklet is a key part of the options process at Hinchingsbrooke. This year, in response to the coronavirus pandemic, we will be running the options evening event as a series of pre-recorded videos. The deadline for returning option choices will be **21<sup>st</sup> March** (see the “Key dates” section later in this booklet).

### Why do we do options in Year 8?

Undertaking the options process in Year 8 provides students with a three-year Key Stage 4 in all of the non-core subjects. This means students have an extra year of learning time for a number of the GCSEs and other Key Stage 4 qualifications that they study. More learning time provides the opportunity for topics to be studied in greater depth, and regular opportunity for review and consolidation of learning too; hopefully, this leads to better outcomes for students at the end of their GCSE and other courses.

### What are “Pathways” and why do we use them?

A “Pathway” is a group of Key Stage 4 subjects that includes subjects that must be studied (such as English and Mathematics) and subjects from which students can choose (Art, Music and so on).

We use **Pathways** to guide our students towards studying an ambitious, broad, and balanced curriculum at Key Stage 4. We allocate each Year 8 student to a Pathway based on the data we have about their learning and progress in different subjects over time. In addition to providing everyone with a strong curriculum, we believe the Pathways support students to make good choices from the range of options available; the majority of options are available in each Pathway.

### The English Baccalaureate (EBacc)

The Government expects all secondary schools in England to offer the English Baccalaureate (EBacc) qualification to all or almost all young people at Key Stage 4, because it is their view that this provides the best foundation for further study, apprenticeship, and work. The EBacc consists of **ALL of** English, Mathematics, Science, Computer Science, a Humanity (which can be History or Geography) and a Foreign Language. Students on the Green, Orange, and Yellow Pathways will automatically meet the requirements for the EBacc.

### A broad and balanced curriculum

Several years ago, GCSEs and other qualifications were revised, and one of the key changes made at that time was to significantly reduce the amount of coursework that students do in most subjects, with a far greater emphasis instead on final exams. With that in mind, we encourage students to consider taking a creative or vocational (vocational is defined here as meaning not a GCSE, but rather a BTEC or a Cambridge National qualification) option. For these courses, there are fewer examinations to sit and most still include coursework. An added bonus is that the exams are often not in the summer season, which reduces the pressure at that time. Vocational and creative subject courses are just as academically challenging as GCSEs and are viewed as such by schools, colleges, and universities.

Please do not hesitate to ask a question at any time during the options process. We are here to help.

Kind regards

Mark Patterson  
Principal

## Key Dates

22 <sup>nd</sup> February	Options launch assembly
23 <sup>rd</sup> -25 <sup>th</sup> February	Tutorial Programme – Your Choices and Your Future
1 <sup>st</sup> -11 <sup>th</sup> March	Taster lessons
1 <sup>st</sup> March	Options assembly 2
1 <sup>st</sup> March	Option booklets and pathway information issued
2 <sup>nd</sup> March	Options booklets available on-line
3 <sup>rd</sup> March	Options evening (online)
4 <sup>th</sup> -17 <sup>th</sup> March	Opportunity for 1-1 options interviews
16 <sup>th</sup> March	Year 8 parents' evening
<b>21<sup>st</sup> March</b>	<b>Deadline for returning option choices</b>
27 <sup>th</sup> May	Confirmation letters sent home
July	Year half moves as required
October	Options change window

Link to the online options evening: <https://hbkportal.co.uk/year8options/>

## How Does the Options Process Work?

Your son or daughter will receive support from a range of sources to ensure that they feel able to make informed decisions about their option choices. As you can see from the key dates above, there is a careers programme, a chance to experience a mini lesson in some of the new subjects, the opportunity to have an interview with a senior member of staff to discuss their thoughts, as well as options evening videos to view.

Students will be told what Pathway they are on. This decision has been made by considering a combination of the data we have about both their potential and their current achievement, together with any recommendations from both subject teachers and form tutors. It is important that the Pathways are recognised as the school's professional judgement.

**If your child wants to study a specific subject which is not available on the Pathway allocated, then they should contact the Head of Department to discuss this further (see option pages for contact details). With Head of Department agreement, students can then opt for these courses.**

### Compulsory (Core) Subjects

All students need to study the following core subjects:

- ✓ English Language
- ✓ English Literature
- ✓ Mathematics
- ✓ French/Spanish/ASDAN Personal Development Programme\*
- ✓ Science (Combined or Triple - depending on Pathway)
- ✓ Religion, Philosophy, and Ethics (RPE)
- ✓ Core PE (non-examined)
- ✓ Personal, Health, Social, and Citizenship Education (PSHCE)

*\* Students will continue with the language they have studied in Years 7 and 8.*

*ASDAN is a flexible qualification which develops skills for learning, work and life and is for students who have not studied a language at Key Stage 3.*

### Restrictions

Students on all Pathways have some restricted subject choices as follows:

**Yellow Pathway** History **or** Geography **and** Triple Science

**Orange Pathway** History **or** Geography

**Green Pathway** History **or** Geography

**Blue Pathway** Additional English **or** Additional Maths and English (or let the school decide which is best)


For preferences, students select the subject they would prefer to study from the selection offered.

Students are reminded that they can only choose **ONE** Art subject.

Where there is both a vocational and a GCSE choice in a subject, they can only choose one of these (e.g., GCSE PE **OR** CNAT Sports Studies).



## Options

Students will make one or two free option choices from the selection for their Pathway. The coloured dots  in the bars show the option Pathways for which the subject is available. We recommend that one of these is either a vocational or creative subject, in order to maintain a broad balance of subjects and to reduce stress in the final summer examination period. The options map on page 9 indicates how many free option choices each Pathway has and gives a list of subjects from which to choose.

Students, you need to:



- Read through this booklet carefully
- Talk to your subject teachers
- Talk to your parents/carers.

**The deadline for choosing your options is 10 am on Monday 21<sup>st</sup> March.**

**This year option choices will be made using a paper form which each student will receive along with a copy of the options booklet. If you need another form for any reason, please contact Mrs Darbyshire at [ndarbyshire@hbk.acesmat.uk](mailto:ndarbyshire@hbk.acesmat.uk)**

We always do our very best to give as many students as possible their first choices and typically manage to do this for over 97% of students. This, however, cannot be guaranteed as the numbers choosing a particular course and the level of staffing available have to be taken into consideration. Any student who does not get their first choice will be spoken to, but it is important to understand that you must give due consideration to your reserve choices on your options form, as these will be used if we cannot give you your first choice.

### **How should you choose which options to take?**

 <b>Choices SHOULD be based on</b>	<b>Choices should NOT be based on</b> 
<ul style="list-style-type: none"><li>• Subjects you enjoy currently</li><li>• Subjects in which you are doing well</li><li>• Keeping options broad and balanced (not all similar subjects)</li><li>• Considering the content of the KS4 course to see if it is something you would like to study</li><li>• Considering how you will be assessed in a subject. For example, you may wish to choose a subject that has a coursework element.</li></ul>	<ul style="list-style-type: none"><li>• A teacher you currently have and like (There are no guarantees you will get that teacher next year)</li><li>• Subjects your friends are choosing. (There are no guarantees you will be in the same group or enjoy the same subjects)</li><li>• A subject you think you need for the future, but do not particularly enjoy (You may change your mind many times about future careers)</li><li>• What your parents/carers want you to take – although do consider your parents' advice!</li><li>• Choosing a subject just because it's new. Try it out in the mini taster lessons or speak to the Head of Department to get a real feel for what it involves.</li></ul>

## Frequently Asked Questions (FAQ)

### **Why do you recommend students take a creative or vocational course?**

GCSE courses generally have their exams at the end of the course. Creative and vocational courses allow students the chance to spread out their assessments across the three years and reduce pressure at the end of the course. If a student would prefer not to take a creative or vocational course as one of their options, then that is fine.

### **Can I take both History and Geography?**

Yes. Students must either take History or Geography as part of the balanced core curriculum. If students would like to take both subjects, then that is fine. Just select the second subject as one of the options choices.

### **Can I study two languages?**

If you wish to take both French and Spanish then this is possible with agreement from the Head of Department, Mrs Roberts at [aroberts@hbk.acesmat.uk](mailto:aroberts@hbk.acesmat.uk)

### **What is Triple Science?**

All students are required to study Combined Science as part of their core curriculum. This awards a double grade GCSE, for example, a 6-5. Combined Science is a combination of Physics, Chemistry and Biology. In Triple Science (also known as Single Sciences), students take three completely separate GCSEs in Physics, Chemistry and Biology and receive individual grades for each subject.

### **I am on the Yellow Pathway, do I have to take Triple Science?**

We strongly recommend Triple Science as a subject for students on this Pathway as they have the mathematical skills and understanding to excel in this area. The analytical and problem-solving skills developed in Triple Science are useful in a wide range of careers.

### **Do I have to take a Modern Foreign Language?**

In line with government expectations, a Modern Foreign Language is now part of our core curriculum and is compulsory for the vast majority of our students. Students who have not studied a Modern Foreign Language at Key Stage 3, or who require additional support in Mathematics and English will follow the Pathway where this is not required. The reason for this change from the Department for Education is because evidence supports studying the Ebacc. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Mathematics. French and Spanish form part of our core curriculum and cannot be dropped.

### **What does English Language and Literature mean?**

All students study English as part of their core curriculum. English consists of two separate GCSEs with separate grades, these are English Language and English Literature.

### **Why are Computer Science, Triple Science and Astronomy not available in all Pathways?**

These subjects require the ability to understand and apply more complex Mathematics as part of their content, including algebra, geometry, and trigonometry. Students who find Mathematics more challenging tend not to achieve their full potential in these subjects. Should a student wish to take one of these subjects and it is not on their Pathway, then they need to contact the Head of Department to discuss this (contact details are shown on the subject option pages). With the Head of Department agreement, students can opt for these courses.

### **Why do I need to choose a reserve?**

There are several reasons for this. Courses are offered subject to sufficient uptake (typically a minimum of 10 students) and availability of staffing (the number of groups for a subject is limited by the availability of staff). Options are all taught in blocks, with all lessons in each block taught at the same time. This means that there is a limit to the number of subject combinations which can be offered. After students make their choices, the subjects are grouped together to maximise the number of students gaining their preferred courses. However, this is not always possible and each year a small number of students will need to use their reserve choice (this typically affects 10 students).

### **What happens if I change my mind?**

We hope that the information provided will allow you to make suitable choices. However, we recognise that things can change. We offer an opportunity in October of Year 9 for students to apply to change courses. Changes will be subject to group capacity, option Pathway and timetabling. For example, if you decide that BTEC Dance is not for you, then you would be able to swap it for DT or Catering for example. If you decide that History is not for you, then your swap would be limited to Geography as this is a preference (unless you are already taking Geography of course). After October, Year 9 option choices are fixed and cannot be changed.

### **Will I keep the same English, Mathematics and Science groups?**

This is very unlikely; in order for the options to be accommodated, a number of students will change year sides and be in different groups from the start of Year 9. This could affect between 20 and 60 students. In addition, English, RPE, French/Spanish, and Science groups are set from Year 9 onwards and no longer taught in the same classes, so it is very likely that you will be in different classes with different students from Year 8.

### **Will I keep the same form group?**

Yes, you will keep the same form group no matter how your lessons are organised.

### **Who do I contact if I have any general queries?**

Please email the options team at [options@hbk.acesmat.uk](mailto:options@hbk.acesmat.uk) and a member of the team will get back to you within 48 hours.



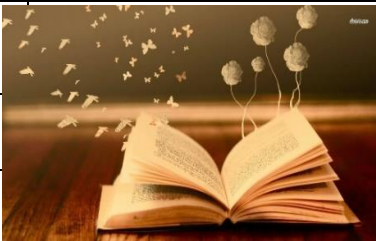
Year 8 Options – Pathways

	Blue Pathway	Green Pathway	Orange Pathway	Yellow Pathway
<b>Core Curriculum</b>	English Language and Literature Mathematics Combined Science ASDAN RPE Core PE	English Language and Literature Mathematics Combined Science Spanish/French* RPE Core PE	English Language and Literature Mathematics Combined Science Spanish/French* RPE Core PE	English Language and Literature Mathematics Triple Science Spanish/French* RPE Core PE
<b>Preference</b>	Additional English and Mathematics <b>OR</b> Additional English <b>OR</b> School Choice	History <b>OR</b> Geography	History <b>OR</b> Geography	History <b>OR</b> Geography
<b>Option 1</b>	<i>Choose from Options below</i>	<i>Choose from Options below</i>	<i>Choose from Options below</i>	Triple Science
<b>Option 2</b>	<i>Choose from Options below</i>	<i>Choose from Options below</i>	<i>Choose from Options below</i>	<i>Choose from Options below</i>
<b>Options</b>	<b>Pick <u>2</u> Options from this box</b>	<b>Pick <u>2</u> Options from this box</b>	<b>Pick <u>2</u> Options from this box</b>	<b>Pick <u>1</u> Option from this box</b>
	<ul style="list-style-type: none"> <li>GCSE Art Creative Textiles <b>OR</b> Fine Art <b>OR</b> Design Practice</li> <li>GCSE Business</li> <li>GCSE Design Technology</li> <li>GCSE Geography</li> <li>BTEC Health and Social Care</li> <li>GCSE History</li> <li>WJEC Hospitality and Catering</li> <li>BTEC Performing Arts - Dance</li> <li>BTEC Performing Arts - Drama</li> <li>CNAT Sports Studies</li> <li>Life and Living Skills</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Art Creative Textiles <b>OR</b> Fine Art <b>OR</b> Design Practice</li> <li>GCSE Business</li> <li>GCSE Design Technology</li> <li>GCSE French/Spanish# (dual linguists)</li> <li>GCSE Geography (if not chosen above)</li> <li>BTEC Health and Social Care</li> <li>GCSE History (if not chosen above)</li> <li>WJEC Hospitality and Catering</li> <li>GCSE Music</li> <li>CNAT Sports Studies <b>OR</b> GCSE PE</li> <li>BTEC Performing Arts - Dance</li> <li>BTEC Performing Arts - Drama</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Art Creative Textiles <b>OR</b> Fine Art <b>OR</b> Design Practice</li> <li>GCSE Astronomy</li> <li>GCSE Business</li> <li>GCSE Computer Science</li> <li>GCSE Design Technology</li> <li>GCSE French/Spanish# (dual linguists)</li> <li>GCSE Geography (if not chosen above)</li> <li>BTEC Health and Social Care</li> <li>GCSE History (If not chosen above)</li> <li>WJEC Hospitality and Catering</li> <li>GCSE Music</li> <li>CNAT Sports Studies <b>OR</b> GCSE PE</li> <li>BTEC Performing Arts - Dance</li> <li>BTEC Performing Arts - Drama</li> <li>GCSE Triple Science</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Art Creative Textiles <b>OR</b> Fine Art <b>OR</b> Design Practice</li> <li>GCSE Astronomy</li> <li>GCSE Business</li> <li>GCSE Computer Science</li> <li>GCSE Design Technology</li> <li>GCSE French/Spanish# (dual linguists)</li> <li>GCSE Geography (If not chosen above)</li> <li>BTEC Health and Social Care</li> <li>GCSE History (If not chosen above)</li> <li>WJEC Hospitality and Catering</li> <li>GCSE Music</li> <li>CNAT Sports Studies <b>OR</b> GCSE PE</li> <li>BTEC Performing Arts - Dance</li> <li>BTEC Performing Arts - Drama</li> </ul>
<b>Recommended</b>	a vocational/practical subject			

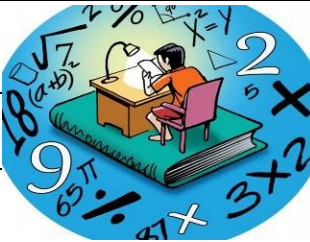
\* This will be the language currently studied unless agreed by the Head of MFL # Additional language subject to Head of MFL approval




<b>Subject</b>	<b>English Language</b>		
<b>Exam Board</b>	AQA		
<b>Qualification</b>	GCSE		
<b>Course Description</b>	<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 2: Writer's Viewpoint and Perspectives</b>	<b>Non-examination Assessment: Spoken Language</b>
	<b>What's assessed?</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>One literature fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>Descriptive or narrative writing</li> </ul>	<b>What's assessed?</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>One non-fiction text and one literary non-fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>Writing to present a viewpoint</li> </ul>	<b>What's assessed?</b> (AO7 – AO9) <ul style="list-style-type: none"> <li>Presenting</li> <li>Responding to questions and feedback</li> <li>Use of standard English</li> </ul>
	<b>Assessed</b> <ul style="list-style-type: none"> <li>Written exam 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>Written exam 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>Teacher set throughout course</li> <li>Marked by teacher</li> <li>Compulsory unit</li> </ul>
	<b>Questions</b> <b>Reading (40 marks – 25%)</b> One single text <ul style="list-style-type: none"> <li>1 short form question (4 marks)</li> <li>2 longer form questions (16 marks)</li> <li>1 extended question (20 marks)</li> </ul> <b>Writing (40 marks – 25%)</b> 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	<b>Questions</b> <b>Reading (40 marks – 25%)</b> Two linked texts <ul style="list-style-type: none"> <li>1 short for question (4 marks)</li> <li>2 longer form questions (16 marks)</li> <li>1 extended question (20 marks)</li> </ul> <b>Writing (40 marks – 25%)</b> 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	100% of the course is exam based Paper 1 is worth 50% of the GCSE Paper 2 is worth 50% of the GCSE Spoken language component will require students to present on a topic of their choice and will be awarded a grade of a Pass, Merit or Distinction.		
<b>Staff to Contact</b>	Miss S Spikesley, Head of English – <a href="mailto:sspikesley@hbk.acesmat.uk">sspikesley@hbk.acesmat.uk</a> Ms S Emery, English Leader – <a href="mailto:semery@hbk.acesmat.uk">semery@hbk.acesmat.uk</a>		
<b>Skills and Qualities</b>	Courses based on this specification will develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will also engage students in a creative text and inspire them to write creatively.		
<b>Further Education</b>	English Language can be taken as A2 at our Sixth Form Centre.		
<b>Careers</b>	The study of English Language will enable you to enter a whole host of careers such as: Marketing, Journalism, Teaching, Academia, Web Content Manager and much more. Visit the following website for further information on how to further your careers: <a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english">https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english</a>		
<b>COMPULSORY SUBJECT FOR <span style="display: inline-block; width: 15px; height: 15px; border-radius: 50%; background-color: #4a90e2; margin-right: 5px;"></span> <span style="display: inline-block; width: 15px; height: 15px; border-radius: 50%; background-color: #27ae60; margin-right: 5px;"></span> <span style="display: inline-block; width: 15px; height: 15px; border-radius: 50%; background-color: #f39c12; margin-right: 5px;"></span> <span style="display: inline-block; width: 15px; height: 15px; border-radius: 50%; background-color: #f1c40f; margin-right: 5px;"></span> PATHWAYS</b>			

<b>Subject</b>	<b>English Literature</b>		
<b>Exam Board</b>	AQA		
<b>Qualification</b>	GCSE		
<b>Course Description</b>	<p><b>Paper 1: Shakespeare and the 19<sup>th</sup> century novel</b></p> <p><b>What's assessed?</b></p> <ul style="list-style-type: none"> <li>• Shakespeare</li> <li>• The 19<sup>th</sup> century novel</li> </ul> <p><b>How it's Assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 64 marks</li> <li>• 40% of GCSE</li> </ul> <p><b>Questions</b></p> <p><b>Section A: Shakespeare:</b> students will answer one question of their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><b>Section B: The 19<sup>th</sup> century novel:</b> students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	+	<p><b>Paper 2: Modern texts and poetry</b></p> <p><b>What's assessed?</b></p> <ul style="list-style-type: none"> <li>• Modern texts</li> <li>• Poetry</li> <li>• Unseen poetry</li> </ul> <p><b>How it's Assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hour 15 minutes</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul> <p><b>Questions</b></p> <p><b>Section A: Modern Texts:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p><b>Section B: Poetry:</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p><b>Section C: Unseen Poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>100% of the course is exam based</p> <p>Paper 1 is worth 40% of the GCSE Paper 2 is worth 60% of the GCSE</p>		
<b>Staff to Contact</b>	<p>Miss S Spikesley, Head of English – <a href="mailto:sspikesley@hbk.acesmat.uk">sspikesley@hbk.acesmat.uk</a> Ms S Emery, English Leader – <a href="mailto:semery@hbk.acesmat.uk">semery@hbk.acesmat.uk</a></p>		
<b>Skills and Qualities</b>	<p>Courses based on this specification will encourage students to develop knowledge and skills in <b>reading, writing</b> and <b>critical thinking</b>. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature will encourage students to <b>read widely for pleasure</b>, and as a preparation for studying literature at a higher level.</p>		
<b>Further Education</b>	<p>English Literature can be taken as A2 at our Sixth Form Centre.</p>		
<b>Careers</b>	<p>The study of English Literature will enable you to enter a whole host of careers such as: Marketing, Journalism, Teaching, Academia, Web Content Manager and much more. Visit the following website for further information on how to further your careers: <a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english">https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english</a></p>		

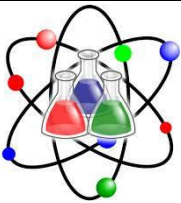


COMPULSORY SUBJECT FOR  PATHWAYS


<b>Subject</b>	<b>Mathematics</b>	
<b>Exam Board</b>	AQA	
<b>Qualification</b>	GCSE	
<b>Course Description</b>	<p>The Mathematics syllabus is now divided into 6 strands which are covered in the approximate ratios below for the 2 tiers of entry – Higher and Foundation. There is also a heavy emphasis on problem solving as opposed to recall or simple skills.</p> <p>Foundation is split into:</p> <ul style="list-style-type: none"> <li>• 25% Number, 20% Algebra, 25% Ratio and Proportion, 15% Geometry and 15% Statistics and Probability.</li> </ul> <p>Higher is split into:</p> <ul style="list-style-type: none"> <li>• 15% Number, 30% Algebra, 20% Ratio and Proportion, 20% Geometry and 15% Statistics and Probability.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>Performance in 3 papers makes up 100 % of the GCSE grade. Each paper is 1 hour 30 minutes long. There are two tiers of entry: Higher and Foundation</p> <ul style="list-style-type: none"> <li>• Higher – Grades 4 to 9 can be achieved</li> <li>• Foundation – Grades 1 to 5 can be achieved.</li> </ul>	
<b>Staff to Contact</b>	Mrs C Gratton, Head of Mathematics – <a href="mailto:cgratton@hbk.acesmat.uk">cgratton@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	Problem solving and real-life application have become a much larger part of the syllabus and so it is important that all students have mastered the core mathematical skills such as written arithmetic, fractions, decimals, percentages and proportionality.	
<b>Further Education</b>	Mathematics can be studied at A Level at two levels. Mathematics (single A Level) and Further Mathematics (Double A Level). Both courses build on GCSE material and a GCSE grade 7 or 8 is required respectively. Mathematics is also required for a number of other subjects at A Level, such as Physics, Biology, Chemistry, Computer Science and Economics.	
<b>Careers</b>	Mathematics is a core requirement and is very important on most employment applications. Specifically, it is also a fundamental requirement for roles in Engineering, Business, Finance, Science, and all of the Armed services. More information can be found at <a href="http://www.mathscareers.org.uk">www.mathscareers.org.uk</a>	

COMPULSORY SUBJECT FOR  PATHWAYS

<b>Subject</b>	<b>Combined Science</b>	
<b>Exam Board</b>	AQA	
<b>Qualification</b>	GCSE x 2	
<b>Course Description</b>	<p>There will be a mixture of practical and investigative work, as well as the more theoretical and research-based lessons. The amount of time spent on these activities will vary depending on the concepts and ideas covered in each topic. Students will complete modules in Biology, Chemistry and Physics for this qualification.</p> <p>Some of the topics covered include:</p> <p><u>Biology</u></p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> </ul> <p><u>Chemistry</u></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul> <p><u>Physics</u></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Energy</li> <li>• Waves</li> <li>• Electricity</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>The GCSE level achieved by each pupil for Combined Science is based upon the overall score in six exams (2 in Biology, 2 in Chemistry and 2 in Physics).</p> <p>Each exam lasts for 1 hour and 15 minutes and each exam is worth 70 marks.</p>	
<b>Staff to Contact</b>	Mrs C Olsen, Head of Science – <a href="mailto:colsen@hbk.acesmat.uk">colsen@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Remember key facts through consistent revision and learning</li> <li>• Apply knowledge learnt to new situations</li> <li>• Interpret, analyse and evaluate data</li> <li>• Use scientific terms to explain concepts and ideas</li> <li>• Plan investigations, make observations and record them accurately.</li> </ul>	
<b>Further Education</b>	<p>Biology, Chemistry and Physics can be taken at A2 in our Sixth Form. Level 3 Applied Science course is also offered.</p> <p>A Level Science builds on work you have met at GCSE and also involves new ideas, which you can relate to real-life situations – it is interesting and challenging.</p>	
<b>Careers</b>	Science can lead to numerous careers such as Medicine, Veterinary, Dentistry, Biotechnology and Environmental Control to name but a few.	

COMPULSORY SUBJECT FOR  PATHWAYS

<b>Subject</b>	<b>Triple Science</b>	
<b>Exam Board</b>	AQA	
<b>Qualification</b>	GCSE x 3 For each Science, the final grade is determined as follows: Examination – 100% of the final grade There are 6 papers, 2 per subject, at the end of the course. Each is 1 hour 45 minutes and contributes 50% of the final grade in that subject.	
<b>Course Description</b>	There will be a mixture of practical and investigative work as well as the more theoretical and research-based lessons. The amount of time spent on these activities will vary depending on the concepts and ideas covered in each topic. Some of the topics covered include: <u>Biology</u> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> </ul> <u>Chemistry</u> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul> <u>Physics</u> <ul style="list-style-type: none"> <li>• Forces and pressure</li> <li>• Energy</li> <li>• Waves and light</li> <li>• Electricity</li> <li>• Space</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	For each Science, the final grade is determined as follows: <b>Examination – 100 % of the final grade</b> There is one examination consisting of two papers at the end of the course. <b>Paper One – 50% (1 hour 45 minutes) 100 marks</b> <b>Paper Two – 50% (1 hour 45 minutes) 100 marks</b>	
<b>Staff to Contact</b>	Mrs C Olsen, Head of Science – <a href="mailto:colsen@hbk.acesmat.uk">colsen@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Remember key facts through consistent learning and revision</li> <li>• Apply knowledge to new situations</li> <li>• Interpret, analyse and evaluate data</li> <li>• Use scientific terms to explain concepts and ideas</li> <li>• Plan investigations, make observations and record them accurately.</li> </ul>	
<b>Further Education</b>	Biology, Chemistry and Physics can be taken at A2 in Hinchingsbrooke Sixth Form. Level 3 BTEC Applied Science course is also offered. A level Science builds on work you have met at GCSE and also involves new ideas, which you can relate to real-life situations – which is both interesting and challenging.	
<b>Careers</b>	Science can lead to numerous careers such as Medicine, Veterinary, Dentistry, Biotechnology and Environmental Control to name but a few.	
<b>COMPULSORY SUBJECT FOR  PATHWAY</b>		<b>OPTION SUBJECT FOR  PATHWAY</b>

<b>Subject</b>	<b>French</b> (for those currently studying this language)				
<b>Exam Board</b>	AQA <a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>				
<b>Qualification</b>	GCSE				
<b>Course Description</b>	<p>The main aims of the course for our students are:</p> <ul style="list-style-type: none"> <li>To deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts</li> <li>To listen to and understand clearly articulated standard speech at near normal speed</li> <li>To express and develop ideas and thoughts spontaneously and fluently</li> <li>To acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written materials</li> <li>To develop awareness and understanding of the culture and identity of the countries and communities where French is spoken</li> <li>To make links to other areas of the curriculum to enable deeper learning</li> <li>To become passionate about the benefits that learning a language can bring. French is a GCSE subject students should enjoy as well as find rewarding</li> <li>To develop language learning skills both for immediate use and prepare them for further study in school, higher education or improvement</li> <li>To develop language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence, conveying language with a high degree of accuracy</li> <li>To learn a skill for life</li> <li>To develop language strategies, including repair strategies.</li> </ul> <p>Students are required to study the following themes:</p> <p><b>Theme 1: Identity and Culture</b></p> <p><b>Theme 2: Local, National, International and Global Areas of Interest</b></p> <p><b>Theme 3: Current and Future Study and Employment</b></p>				
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)		Unit	Name	%	Assessment
		Unit 1	<b>Paper 1: LISTENING</b>	25%	35 minutes (Foundation) 45 minutes (Higher)
		Unit 2	<b>Paper 2: SPEAKING</b>	25%	7-9 minutes (Foundation) 10-12 minutes (Higher) Non exam assessment
		Unit 3	<b>Paper 3: READING</b>	25%	45 minutes (Foundation) 60 minutes (Higher)
		Unit 4	<b>Paper 4: WRITING</b>	25%	60 minutes (Foundation) 75 minutes (Higher)
<b>Staff to Contact</b>	Mrs A Roberts, Head of Modern Foreign Languages – <a href="mailto:aroberts@hbk.acesmat.uk">aroberts@hbk.acesmat.uk</a>				
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>To stimulate and develop an interest in other cultures</li> <li>To develop your communication skills</li> <li>To develop essential study skills such as identifying patterns, deducing rules, training your memory and developing creativity.</li> </ul>				
<b>Further Education</b>	French can be taken at A Level in our Sixth Form here at Hinchingsbrooke. Our subject can be combined with any other subject when studying at KS5 and combinations are available at university, for example French and Law giving students the advantage of seeking employment beyond the UK. Knowledge of a foreign language is now recognised as an asset by a number of universities.				
<b>Careers</b>	Lawyer, Banker, Civil Service, Foreign Office, Journalist, Translator, Interpreter, Teacher, Fashion, Doctor...to name but a few.				
<b>COMPULSORY SUBJECT FOR</b> <span style="display: inline-block; width: 15px; height: 15px; background-color: green; border-radius: 50%; margin: 0 5px;"></span> <span style="display: inline-block; width: 15px; height: 15px; background-color: orange; border-radius: 50%; margin: 0 5px;"></span> <span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border-radius: 50%; margin: 0 5px;"></span> <b>PATHWAY (if language currently studied)</b>					



<b>Subject</b>	<b>Spanish</b> (for those currently studying this language)					
<b>Exam Board</b>	AQA <a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a>					
<b>Qualification</b>	GCSE					
<b>Course Description</b>	<p>The main aims of the course for our students are:</p> <ul style="list-style-type: none"> <li>To deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts</li> <li>To listen to and understand clearly articulated standard speech at near normal speed</li> <li>To express and develop ideas and thoughts spontaneously and fluently</li> <li>To acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written materials</li> <li>To develop awareness and understanding of the culture and identity of the countries and communities where the Spanish is spoken</li> <li>To make links to other areas of the curriculum to enable deeper learning</li> <li>To become passionate about the benefits that learning a language can bring. Spanish is a GCSE subject that students should enjoy as well as find rewarding</li> <li>To develop language learning skills both for immediate use and prepare them for further study in school, higher education or improvement</li> <li>To develop language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence, conveying language with a high degree of accuracy</li> <li>To learn a skill for life</li> <li>To develop language strategies, including repair strategies.</li> </ul> <p>Students are required to study the following themes:</p> <p><b>Theme 1: Identity and Culture:</b></p> <p><b>Theme 2: Local, National, International and Global Areas of Interest</b></p> <p><b>Theme 3: Current and Future Study and Employment</b></p>					
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)		Unit	Name	%	Assessment	
		Unit 1	<b>Paper 1: LISTENING</b>	25%	35 minutes (Foundation) 45 minutes (Higher)	
		Unit 2	<b>Paper 2: SPEAKING</b>	25%	7-9 minutes (Foundation) 10-12 minutes (Higher) Non exam assessment	
		Unit 3	<b>Paper 3: READING</b>	25%	45 minutes (Foundation) 60 minutes (Higher)	
		Unit 4	<b>Paper 4: WRITING</b>	25%	60 minutes (Foundation) 75 minutes (Higher)	
<b>Staff to Contact</b>	Mrs A Roberts, Head of Modern Foreign Languages – <a href="mailto:aroberts@hbk.acesmat.uk">aroberts@hbk.acesmat.uk</a>					
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>To stimulate and develop an interest in other cultures</li> <li>To develop your communication skills</li> <li>To develop essential study skills such as identifying patterns, deducing rules, training your memory and developing creativity.</li> </ul>					
<b>Further Education</b>	Spanish can be taken at A level in our Sixth Form here at Hinchingsbrooke. Our subject can be combined with any other subject when studying at KS5 and combinations are available at university, for example Spanish and Law giving students the advantage of seeking employment beyond the UK. Knowledge of a foreign language is now recognised as an asset by a number of universities.					
<b>Careers</b>	Lawyer, Banker, Civil Service, Foreign Office, Journalist, Translator, Interpreter, Teacher, Fashion, Doctor...to name but a few.					
<b>COMPULSORY SUBJECT FOR</b> <span style="display: inline-block; width: 15px; height: 15px; background-color: green; border-radius: 50%; margin: 0 5px;"></span> <span style="display: inline-block; width: 15px; height: 15px; background-color: orange; border-radius: 50%; margin: 0 5px;"></span> <span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border-radius: 50%; margin: 0 5px;"></span> <b>PATHWAY (if language currently studied)</b>						



**Subject**

# Personal, Social, Health and Citizenship Education

**Course Description**

Lessons are timetabled once per fortnight for all students in Years 9-11 and is taught either by their Head of Year or the PSHCE Coordinator. This is not an examined course and is part of the core curriculum at Hinchingsbrooke.

Students have pages in their planners for each half term topic. On these pages they are invited to reflect on their own learning with a set of review questions or a quick self-evaluation.

The academic year is divided into six topic areas, one per half term: the curriculum within these topics is planned to meet the changing needs of students as they move through the school.

**This is the topic overview:**

Half Term Themes	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Respect: Ethos and Community</b>	Hinchingsbrooke Induction	British Values: democracy	British Values: Youth Justice	British Values: Human Rights	British Values: tolerance and diversity
<b>Health and wellbeing</b>	Feeling positive	Drugs and alcohol	Fitness, diet and health issues	Consequences of drugs and alcohol	Looking after your own health
<b>Relationships</b>	Friends and family	Good personal relationships	Safe relationships	Risky relationships	Family Life
<b>Relationships and Sex Education</b>	Puberty	Self-esteem	Contraception	Negotiation, pregnancy and abortion	Safer sex and STIs
<b>Careers and work related learning (CEIAG)</b>	My skills evaluation	Being a consumer	Youth employment	Finance: banking, debt, gambling	Being an Adult
<b>Taking risks</b>	Keeping safe: road, rail and water.	Online safety, Gangs and crime.	Personal safety	Personal safety	





**RSE Right to Withdraw.**

It is the duty of the school to inform all parents or carers that they have the right to withdraw their child from Sex Education up until the third term before their 16<sup>th</sup> birthday. Should a parent wish to do this they need to contact Mrs K Tandy, Vice Principal, in the first instance [ktandy@hbk.acesmat.uk](mailto:ktandy@hbk.acesmat.uk)



**Staff to Contact**

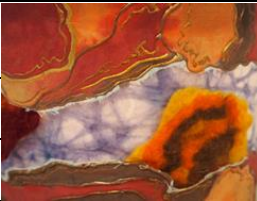

Miss B Palmer, PSCHE Coordinator – [rpalmer@hbk.acesmat.uk](mailto:rpalmer@hbk.acesmat.uk)



COMPULSORY SUBJECT FOR     PATHWAYS

<b>Subject</b>	<b>Religion, Philosophy and Ethics</b>	
<b>Exam Board</b>	AQA Specification A	
<b>Qualification</b>	GCSE	
<b>Course Description</b>	<p>The aim of the course is to ensure students are challenged with questions of belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.</p> <p>Students will study the beliefs, teachings and practices of two religions: Christianity and Buddhism.</p> <p>Students will also study four thematic topics:</p> <ul style="list-style-type: none"> <li>• Religion and life</li> <li>• Existence of God and revelation/relationships and families</li> <li>• Religion, crime and punishment</li> <li>• Religion, peace and conflict.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>Examinations make up 100% of the GCSE grade. Students will sit their RPE exam at the end of <b>Year 10</b>.</p> <p>Paper One: The Study of Religions - 50% (1 hour 45 minutes) Paper Two: Thematic Studies - 50% (1 hour 45 minutes)</p>	
<b>Staff to Contact</b>	Miss C Newman, Head of Religion, Philosophy and Ethics - <a href="mailto:cnewman@hbk.acesmat.uk">cnewman@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Analytical and critical thinking skills</li> <li>• The ability to work with abstract ideas</li> <li>• Leadership skills</li> <li>• Research skills.</li> </ul> <p>The skills developed at GCSE are invaluable for various subjects and work life.</p>	
<b>Further Education</b>	Religious Studies can be taken at A Level in our Sixth Form. It builds on the work undertaken at GCSE as well as exploring other interesting and challenging topics. These include thinking about whether God can be female and the idea of religion as a human invention. Many of our students go onto university to study Philosophy and/or Religious Studies, often in combination with other disciplines such as History, English, Law, Mathematics and even Biology.	
<b>Careers</b>	RPE is a valued qualification in careers such as Politics, Research, Journalism, Law, Charities, Social Services, Education, Civil Service, Publishing, Marketing, and Advertising.	
<b>COMPULSORY SUBJECT FOR</b>  <b>PATHWAYS</b>		



Subject	<b>Personal Development Programme</b>												
Qualification	ASDAN – Bronze, Silver or Gold award												
Course Description	<p>The <b>Personal and Social Development (PSD)</b> qualification allows pupils to develop and recognise a range of skills that will be invaluable when they start work and begin living independent lives. The <b>Personal and Social Development (PSD)</b> qualifications offer imaginative ways of supporting young people in:</p> <ul style="list-style-type: none"> <li>• Becoming confident individuals who are physically, emotionally and socially healthy</li> <li>• Being responsible citizens who make a positive contribution to society and embrace change</li> <li>• Managing risk together with their own wellbeing.</li> </ul> <p>This ASDAN programme provides pupils opportunities to work as a team, to work independently, and to develop their Mathematics, English, and IT skills. Pupils collect credits by creating a portfolio covering a series of topics. These topics include the following:</p> <table border="1" data-bbox="432 779 1461 1003"> <tr> <td><b>The Environment</b></td> <td><b>The Community</b></td> <td><b>Communication</b></td> <td><b>Science &amp; Tech</b></td> </tr> <tr> <td><b>The Wider World</b></td> <td><b>World of Work</b></td> <td><b>Home Management</b></td> <td><b>Expressive Arts</b></td> </tr> <tr> <td><b>Number Handling</b></td> <td><b>Health &amp; Well-being</b></td> <td><b>Sport and Leisure</b></td> <td><b>Beliefs &amp; Values</b></td> </tr> </table> <p>Pupils will evidence their progress with portfolios, completing a range of exciting activities, including arranging their own charity event, hosting a party celebrating a different culture and exploring Hinchingsbrooke Country Park. The key purpose of ASDAN is to provide pupils with employability as well as some fundamental life skills.</p> <p>This qualification is a Nationally recognised qualification. This qualification is <b>100%</b> coursework and is moderated externally.</p> <p><b>Bronze Award – 6 credits (approximately 60 hours)</b>  <b>Silver Award – 12 credits (approximately 120 hours)</b>  <b>Gold Award – 18 credits (approximately 180 hours)</b></p>	<b>The Environment</b>	<b>The Community</b>	<b>Communication</b>	<b>Science &amp; Tech</b>	<b>The Wider World</b>	<b>World of Work</b>	<b>Home Management</b>	<b>Expressive Arts</b>	<b>Number Handling</b>	<b>Health &amp; Well-being</b>	<b>Sport and Leisure</b>	<b>Beliefs &amp; Values</b>
<b>The Environment</b>	<b>The Community</b>	<b>Communication</b>	<b>Science &amp; Tech</b>										
<b>The Wider World</b>	<b>World of Work</b>	<b>Home Management</b>	<b>Expressive Arts</b>										
<b>Number Handling</b>	<b>Health &amp; Well-being</b>	<b>Sport and Leisure</b>	<b>Beliefs &amp; Values</b>										
Staff to Contact	Mrs T Shepherd – <a href="mailto:tshepherd@hbk.acesmat.uk">tshepherd@hbk.acesmat.uk</a>												
Skills and Qualities	<ul style="list-style-type: none"> <li>• To develop employability skills</li> <li>• Practice CV writing and completing job applications</li> <li>• Planning for the future by exploring possible careers</li> <li>• Developing citizenship skills by exploring how to be an active community member.</li> </ul>												




Subject	<b>Additional English and Mathematics/English Only</b> 
<b>Description</b>	<p>Students will have an extra lesson a week with their English and Mathematics teacher. This means that students will have more time to get through the GCSE syllabus in each subject area and to work on the foundations of each discipline.</p> <p>Some students may need more support with English than Mathematics. For these students, we are able to offer additional English only with 2 extra lessons per week in English.</p> <p>In the extra Mathematics lessons, students will work towards the AQA Unit Award Scheme. These are bespoke, relevant, every-day units of how maths is applied to real life and are also good consolidation of GCSE content. Examples include understanding utility bills, budgeting, designing rooms to scale and much more. Each unit is completed by continuous assessment, and there are no exams.</p> <p>In the extra English lessons, students will work towards the AQA Step Up to English qualification. This is an entry-level qualification from the same exam board as the GCSE. Students start at the Silver Level and progress to Gold, where they can achieve a Level 3 (equivalent to a Grade 3 at GCSE). The course provides a 'step up' to GCSE for students who may need more support to access the demands of the English GCSE, whilst allowing students to achieve an additional standalone English qualification in the process. Students cover a range of fiction and non-fiction topics, including heroism, gothic horror, music, and hobbies. Assessments are completed in Year 10, and the course has a 100% pass rate since its introduction to Hinchingsbrooke in 2018.</p>
<b>COMPULSORY SUBJECT FOR  PATHWAY</b>	






<b>Subject</b>	<b>Art and Design: Creative Textiles (8204)</b>	
<b>Exam Board</b>	AQA	
<b>Qualification</b>	GCSE	
<b>Course Description</b>	<p>This is a challenging course. We expect students to think independently whilst developing their individual skills. “Be brave, take risks, don’t be precious” is our ethos!</p> <ul style="list-style-type: none"> <li>• Materials and techniques may include weaving, felting, knitting, batik, tie dyeing, lino printing, collagraph printing, photo shop, bead making, construction techniques, appliqué, and embellishment</li> <li>• Previous outcomes have included: skirts, tops, dresses, bags, head wear, clothing, jewellery, lighting, chairs, cushions, sculptures, and wall hangings</li> <li>• You will develop ideas through investigations of artists and designers</li> <li>• Refine work by experimenting with materials, techniques and processes</li> <li>• You will record ideas and observations through drawing, photography, and annotation in sketchbooks</li> <li>• You will present a personal response using visual language</li> <li>• 4-5 trips across the course to galleries and museums.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p><b>Component 1: Portfolio</b> (Practical) 60% A practical portfolio of work marked by the Art Department and then moderated by AQA. Completed across Years 10 and 11.</p> <p><b>Component 2: Externally Set Assignment</b> (Practical) 40% Practical work responding to a starting point from an externally set assignment paper. Marked by the Art Department and moderated by AQA. 10 weeks preparatory period followed by 10 hours of supervised time, under exam conditions in Year 11.</p> <p><b>There is no written exam.</b></p>	
<b>Staff to Contact</b>	Mr D Reed, Head of Art – <a href="mailto:dreed@hbk.acesmat.uk">dreed@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	<p>Critical Creative Thinking Skills have been identified by all sectors of the economy (including IT and the Sciences) as essential for future employability. <a href="https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf">https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf</a></p> <ul style="list-style-type: none"> <li>• Curiosity: problem solving</li> <li>• Take risks; be brave</li> <li>• Celebrate failure: have a non-precious attitude</li> <li>• Self-motivation: responsibility</li> <li>• Individuality: no robots.</li> </ul>	
<b>Further Education</b>	A Level Contemporary Art and/or A Level Photography can be taken at Hinchingsbrooke Sixth Form. These can lead to a wide variety of Art and Design Degree Courses.	
<b>Careers</b>	Interior Designer, Fashion Designer, Accessory Designer, Textile Designer, Fibre Artist, Fashion Merchandising, Fashion Communication, Fashion Magazine Editor, Costume Designer, Rug Designer, Wallpaper Designer, Pattern Designer, Surface Designer, Fashion Photographer, Display and Exhibition Planner, Special Effects Makeup, Jeweller, Weaver, Art Therapist.	
<b>OPTION SUBJECT FOR</b>  <b>PATHWAYS</b>		




<b>Subject</b>	<b>Art and Design: Fine Art – Painting and Drawing (8202)</b>	
<b>Exam Board</b>	AQA	
<b>Qualification</b>	GCSE	
<b>Course Description</b>	<p>This is a challenging course. We expect students to think independently whilst developing their individual skills. “Be brave, take risks, don’t be precious” is our ethos!</p> <ul style="list-style-type: none"> <li>• Materials and techniques may include pencil, graphite, pen work, oil pastel, soft pastel, watercolour paint, acrylic paint, wax resist, brush work, palette knife, stencils, inks, mixed media</li> <li>• You will develop ideas through investigations of artists and designers</li> <li>• Refinement by experimenting with materials, techniques, and processes</li> <li>• You will record ideas and observations through drawing, photography, and annotation in sketchbooks</li> <li>• You will present a personal response using visual language.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p><b>Component 1: Portfolio</b> (Practical) 60% A practical portfolio of work marked by the Art Department and then moderated by AQA. Completed across Years 10 and 11.</p> <p><b>Component 2: Externally Set Assignment</b> (Practical) 40% Practical work responding to a starting point from an externally set assignment paper marked by the Art Department and moderated by AQA. 10 weeks preparatory period followed by 10 hours of supervised time, under exam conditions in Year 11. <b>There is no written exam.</b></p>	
<b>Staff to Contact</b>	Mr D Reed, Head of Art – <a href="mailto:dreed@hbk.acesmat.uk">dreed@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	<p>Critical Creative Thinking Skills have been identified by all sectors of the economy (including IT and the Sciences) as essential for future employability. <a href="https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf">https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf</a></p> <ul style="list-style-type: none"> <li>• Curiosity: problem solving</li> <li>• Take risks: be brave</li> <li>• Celebrate failure: non-precious attitude</li> <li>• Self-motivation: responsibility</li> <li>• Individuality: no robots.</li> </ul>	
<b>Further Education</b>	<p>A Level Fine Art, A Level Contemporary Art and/or A Level Photography can be taken at Hinchingsbrooke Sixth Form. These can lead onto a wide variety of Art and Design Degree Courses. Level 2/3 Art BTEC’s can also be taken following this GCSE.</p>	
<b>Careers</b>	<p>Architect, Landscape Designer, Urban Designer, Interior Designer, Stage and Set Designer, Animator, Concept Artist, Digital Illustrator, Film Maker, Graphic Novel Author, Advertising, Photographer, Photojournalist, Display and Exhibition Planner, Museum/Gallery, Curator, Architectural Illustrator, Book Illustrator, Graphic Designer, Painter, Art Conservationist, Art Historian, Mural Artist, Art Therapist, Art Dealer.</p>	
<b>OPTION SUBJECT FOR  PATHWAYS</b>		













<b>Subject</b>	<b>Art and Design Practice</b>	
<b>Exam Board</b>	Pearson	
<b>Qualification</b>	BTEC Tech Award Level 1/2	
<b>Course Description</b>	<p>This is an exciting NEW course. The qualification will build on applied and vocational art knowledge and skills within a range of art disciplines. “Be brave, take risks, don’t be precious” is our ethos!</p> <p>This is a modular skills-based course with projects in</p> <p><b>Graphic &amp; Visual Communication, 3D Studies, Printmaking, and Photography</b></p> <ul style="list-style-type: none"> <li>• You will develop skills across a range of art and design practices using a combination of practical exploration, experimentation, and vocational briefs</li> <li>• You will also develop personal skills, such as managing creative projects and documenting progress of skills and work</li> <li>• You will record ideas and developments through drawing, photography, and annotation in sketchbooks</li> <li>• You will respond to briefs and present work through a practical and skills-based approach to learning and assessment.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p><b>Component 1: Creative Practice in Art and Design 60%</b> You will investigate art and design practice to inform the generation and communication of ideas. You will develop practical skills through the exploration of specialist materials, techniques, and processes. Completed in Year 10.</p> <p><b>Component 2: Responding to a Brief 40%</b> You will develop and produce art and design work in response to an externally set creative brief. Completed in Year 11.</p> <p><b>There is no written exam.</b></p>	
<b>Staff to Contact</b>	Mr D Reed, Head of Art – <a href="mailto:dreed@hbk.acesmat.uk">dreed@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	<p>Critical creative thinking skills have been identified by all sectors of the economy (including IT and the Sciences) as essential for future employability. <a href="https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf">https://www.creativeindustriesfederation.com/sites/default/files/2018-03/Creativity%20and%20the%20future%20of%20work%201.0.pdf</a></p> <ul style="list-style-type: none"> <li>• Curiosity: problem solving</li> <li>• Take risks; be brave</li> <li>• Celebrate failure: have a non-precious attitude</li> <li>• Self-motivation: responsibility</li> <li>• Individuality: no robots.</li> </ul>	
<b>Further Education</b>	A Level Contemporary Art and/or A Level Photography can be taken at Hinchbrook Sixth Form. These can lead onto a wide variety of Art and Design Degree Courses. Level 3 Art BTEC’s can also be taken following this GCSE.	
<b>Careers</b>	Interior Designer, Stage and Set Designer, Animator, Digital Illustrator, Web Designer, Special Effects Designer, Game Designer, Surface Designer, Graphic Novel Author, Display and Exhibition Planner, Book Illustrator, Graphic Designer, Commercial Artist, Special Effects Makeup, Photographer, Printmaker, Prop Designer, Jeweller, Branding Designer, Packaging Designer, Magazine Layout Designer, Art Therapist.	
<b>OPTION SUBJECT FOR</b>  <b>PATHWAYS</b>		

<b>Subject</b>	<b>Astronomy</b>						
<b>Exam Board</b>	Pearson						
<b>Qualification</b>	GCSE						
<b>Course Description</b>	<p>The material in this course is divided into two sections:</p> <table border="1" data-bbox="438 443 1468 745"> <thead> <tr> <th data-bbox="438 443 976 483"><u>1. Naked-eye Astronomy</u></th> <th data-bbox="976 443 1468 483"><u>2. Telescopic Astronomy</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="438 483 976 745"> Topic 1 – Planet Earth  Topic 2 – The lunar disc  Topic 3 – The Earth-Moon-Sun system  Topic 4 – Time and the Earth-Moon-Sun cycles  Topic 5 – Solar System observation  Topic 6 – Celestial observation  Topic 7 – Early Models of the Solar System  Topic 8 – Planetary motion and gravity </td> <td data-bbox="976 483 1468 745"> Topic 9 – Exploring the Moon  Topic 10 – Solar astronomy  Topic 11 – Exploring the Solar System  Topic 12 – Formation of planetary systems  Topic 13 – Exploring starlight  Topic 14 – Stellar evolution  Topic 15 – Our place in the Galaxy  Topic 16 – Cosmology </td> </tr> </tbody> </table> <p><u>Observational Work</u></p> <p>All students must complete two formal pieces of observational work as part of the course. This will include one aided and one unaided observation. Students do not need to own a telescope to study GCSE Astronomy. For the aided observation, students have remote access to a robotic telescope on the island of La Palma, or they can use a telescope or binoculars in their own garden.</p>			<u>1. Naked-eye Astronomy</u>	<u>2. Telescopic Astronomy</u>	Topic 1 – Planet Earth Topic 2 – The lunar disc Topic 3 – The Earth-Moon-Sun system Topic 4 – Time and the Earth-Moon-Sun cycles Topic 5 – Solar System observation Topic 6 – Celestial observation Topic 7 – Early Models of the Solar System Topic 8 – Planetary motion and gravity	Topic 9 – Exploring the Moon Topic 10 – Solar astronomy Topic 11 – Exploring the Solar System Topic 12 – Formation of planetary systems Topic 13 – Exploring starlight Topic 14 – Stellar evolution Topic 15 – Our place in the Galaxy Topic 16 – Cosmology
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<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>Students will sit two exam papers at the end of Year 11.</p> <ul style="list-style-type: none"> <li>• Paper 1: Naked-eye Astronomy (1 hour 45 minutes)</li> <li>• Paper 2: Telescopic Astronomy (1 hour 45 minutes).</li> </ul>						
<b>Staff to Contact</b>	Mr M Pinder, Acting Head of Astronomy – <a href="mailto:mpinder@hbk.acesmat.uk">mpinder@hbk.acesmat.uk</a>						
<b>Skills and Qualities</b>	<p>The course will enable students to understand our position in the universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space. Students will follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurement to explore the universe in which we live.</p> <p>GCSE Astronomy is an academic course, and there is a need for a good grasp of Mathematics in order to be successful. It is recommended that students aim to achieve a step 3 at the end of Year 8 in Science and Mathematics in order to apply for this course.</p>						
<b>Further Education</b>	<p>By studying for GCSE Astronomy, you will be developing important scientific skills. It is an excellent accompaniment to any GCSE Science course, as well as linking closely with the astrophysics sections of the A-level Physics course. Along with the study of A-level Mathematics, these can form the foundation for studying Astronomy or Astrophysics at university.</p>						
<b>Careers</b>	<p>The UK space industry is vibrant and growing. Astronomy can lead to being an astronomer, astrophysicist, or aerospace engineer. It also supports careers in fields such as electrical, electronic, mechanical, communications, IT, systems engineering, and problem solving in general.</p>						
<b>OPTION SUBJECT IN   PATHWAYS</b>							



<b>Subject</b>	<b>Business</b>							
<b>Exam Board</b>	Pearson							
<b>Qualification</b>	GCSE							
<b>Course Description</b>	<p>In Year 9, you will engage in project style learning through which we will introduce key topics. You will then start the GCSE course and cover the following areas:</p> <table border="1"> <thead> <tr> <th>Theme</th> <th>Topics</th> </tr> </thead> <tbody> <tr> <td>1: Investigating Small Businesses</td> <td> <ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Spotting a business opportunity</li> <li>• Putting a business idea in to practise</li> <li>• Making the business effective</li> <li>• Understanding the external influences on business.</li> </ul> </td> </tr> <tr> <td>2: Building a Business</td> <td> <ul style="list-style-type: none"> <li>• Growing the business</li> <li>• Making marketing decisions</li> <li>• Making operational decisions</li> <li>• Making financial decisions</li> <li>• Making human resource decisions.</li> </ul> </td> </tr> </tbody> </table>		Theme	Topics	1: Investigating Small Businesses	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Spotting a business opportunity</li> <li>• Putting a business idea in to practise</li> <li>• Making the business effective</li> <li>• Understanding the external influences on business.</li> </ul>	2: Building a Business	<ul style="list-style-type: none"> <li>• Growing the business</li> <li>• Making marketing decisions</li> <li>• Making operational decisions</li> <li>• Making financial decisions</li> <li>• Making human resource decisions.</li> </ul>
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2: Building a Business	<ul style="list-style-type: none"> <li>• Growing the business</li> <li>• Making marketing decisions</li> <li>• Making operational decisions</li> <li>• Making financial decisions</li> <li>• Making human resource decisions.</li> </ul>							
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>The course is assessed via 2 exams at the end of Year 11.          Theme 1: Investigating Small Businesses, 1 hour and 30 minutes (50%)          Theme 2: Building a Business, 1 hour and 30 minutes (50%)</p> <p>Both papers will consist of calculations, multiple-choice, short-answer, and extended-writing questions.</p>							
<b>Staff to Contact</b>	Mrs C Gratton – <a href="mailto:cgratton@hbk.acesmat.uk">cgratton@hbk.acesmat.uk</a>							
<b>Skills and Qualities</b>	<p>In Business, you will learn to think on your feet, engaging in class discussions and presentations. You will develop cognitive skills of non-routine problem solving, expert thinking and critical thinking, analysing, synthesising and reasoning. In Business, it's not always what you decide, but how you decide that gets you the marks! You will develop interpersonal skills as you work in teams to develop and present solutions to business problems, with added opportunities to demonstrate leadership and self-management skills. You will also use your quantitative skills to analyse financial accounts and marketing data.</p>							
<b>Further Education</b>	<p>Business can lead-directly on to business related A Levels and college courses at KS5 such as Accountancy, Economics, Business and Marketing.</p>							
<b>Careers</b>	<p>A knowledge of Business will serve you well in whatever career choice you make. After all, wherever you work, you will be working in a business organisation of some kind. You may even want to set up and run your own business; background knowledge will be very helpful to you. GCSE Business provides a strong foundation for a wide range of careers, such as banking, accountancy, sales, product management, and general management.</p>							
<b>OPTION SUBJECT IN</b>     <b>PATHWAYS</b>								

<b>Subject</b>	<b>Computer Science</b>	
<b>Exam Board</b>	OCR	
<b>Qualification</b>	GCSE	
<b>Course Description</b>	<p>This exciting GCSE gives students an excellent opportunity to investigate how computers work and how they are used and develop their computer programming and problem-solving skills. GCSE Computer Science also counts towards the EBacc.</p> <p>The course will help students learn about critical thinking, analysis, and problem solving. Many of the skills developed can also be transferred to other subjects and even be applied in day-to-day life.</p> <p>Students will learn how to do the following:</p> <ul style="list-style-type: none"> <li>• Computer Science principles: understand and apply the fundamental principles and concepts of Computer Science, including Abstraction, Decomposition, Logic, Algorithms and Data Representation</li> <li>• Problem Solving: analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> <li>• Computational Thinking: think creatively, analytically, logically and critically.</li> <li>• Computer Systems: understand the components that make up systems, and how they communicate with one another and with other systems.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p><b>Component 1: Computer Systems:</b> assessed through a final 1½ hour written examination worth 50% of the final grade</p> <p><b>Component 2: Algorithms and Programming:</b> assessed through a final 1½ hour written examination worth 50% of the final grade</p>	
<b>Staff to Contact</b>	Mr D Bowen, Head of ICT – <a href="mailto:dbowen@hbk.acesmat.uk">dbowen@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Students ideally are taking English Language, Mathematics, and Triple-Science GCSE</li> <li>• Determination, strong Mathematical ability, problem-solving skills</li> <li>• Students need to be determined and regularly code assignments at home. This will require access to a PC or Laptop at home, that has the latest version of Python (or other software as required) installed.</li> </ul>	
<b>Further Education</b>	The GCSE in Computer Science provides the foundational knowledge and skills required to take Computer Science at A Level and beyond.	
<b>Careers</b>	<ul style="list-style-type: none"> <li>• Programmer/Software Developer</li> <li>• Analyst (Business/Systems)</li> <li>• Analyst Programmer</li> <li>• Development Team Leader</li> <li>• Project Manager</li> <li>• Solution Architect</li> <li>• Application/Software Architect.</li> </ul>	
<b>OPTION SUBJECT IN   PATHWAYS</b>		









<b>Subject</b>	<b>Design Technology (DT)</b>	
<b>Exam Board</b>	AQA	
<b>Qualification</b>	GCSE	
<b>Course Description</b>	<p>DT enables students to understand and apply interactive design processes through which they explore, create, and evaluate a range of outcomes. Students will develop a range of cross-transferable skills:</p> <ul style="list-style-type: none"> <li>• Creative thinking and problem-solving</li> <li>• Research and Analysis techniques</li> <li>• Knowledge of historic and current designers, engineers, and architects' work</li> <li>• Sketching and technical drawing techniques</li> <li>• Modelling techniques and processes</li> <li>• How to work to a brief and with a client and communicating ideas to an audience</li> <li>• How to solve real-world problems</li> <li>• An understanding of sustainability and environmental impact</li> <li>• Practical workshop skills including Computer Aided Design using industry software and manufacture, alongside the use of machinery and hand tools</li> <li>• Students will study the Core Principles, which look at a range of materials, processes, and concepts including card, wood, metal, and plastics, and a more in-depth study in the specialist area of "Timbers"</li> <li>• Students are encouraged to express their own interests in their coursework.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p><b>50% Non-examined Assessment (NEA)</b> This is one long project, started in June of Year 10, where students will explore a topic to produce a final outcome. Students will be required to independently research a given context as set by the exam board. They will need to analyse, research, design, and make this in great detail to produce a final outcome that solves a problem. Students will need to have a good understanding of technical terms and be able to articulate this in a written format.</p> <p><b>50% Written Exam at the end of Year 11 - 2 hours</b> The exam contains a mixture of different question styles, including multiple choice, open-response, graphical, calculation, and extended-open-response questions. 15% of the exam assesses Mathematics and 10% Science – KS3 and 4 Level Calculators may be used in the examination.</p>	
<b>Staff to Contact</b>	Mrs A Lombard, Head of Creativity – <a href="mailto:alombard@hbk.acesmat.uk">alombard@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	Problem solving, creativity, an enquiring mind, ability to communicate ideas effectively, analytical skills.	
<b>Further Education</b>	Hinchbrooke offers A Level Product Design. Students can then apply to university or college in a range of areas including Product Design, Graphic Communication, Architecture, Interior Design, Engineering and Advertising.	
<b>Careers</b>	In any of the following areas: Engineering, Architecture, Fashion Designer, Graphics, Interior Designer, Product Designer, Robotics, Automotive, Animation, Film and Media, Aerospace, Publishing.	
<b>OPTION SUBJECT FOR</b>  <b>PATHWAYS</b>		

<b>Subject</b>	<b>Geography</b>		
<b>Exam Board</b>	OCR		
<b>Qualification</b>	GCSE		
<b>Course Description</b>	<ul style="list-style-type: none"> <li>• <b>Global Hazards:</b> How can weather be hazardous? How do plate tectonics shape our world?</li> <li>• <b>Changing Climate:</b> What evidence is there to suggest climate change is a natural process? <b>Distinctive Landscapes:</b> What makes a landscape distinctive? What influences the landscapes of the UK? (rivers and coasts) <b>Sustaining Ecosystems:</b> Why are natural ecosystems important? Why should tropical rainforests matter to us? Is there more to polar environments than ice? <b>Urban Futures:</b> Why do more than half the world’s population live in cities? What are the challenges and opportunities for cities today?</li> <li>• <b>Dynamic Development:</b> Why are some countries richer than others? Are LIDCs likely to stay poor? <b>UK in the 21<sup>st</sup> Century:</b> How is the UK changing in the 21<sup>st</sup> Century? Is the UK losing its global significance?</li> <li>• <b>Resource Reliance:</b> Will we run out of natural resources? Can we feed nine billion people by 2050?</li> </ul>		
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>There are three exams, all taken at the end of Year 11:</p> <ul style="list-style-type: none"> <li>• <b>Our Natural World</b> - 1 hour 15 minutes worth 35% of the grade. This exam assesses the first component and physical Geography fieldwork</li> <li>• <b>People and Society</b> - 1 hour 15 minutes worth 35% of the grade. This exam assesses the second component and human Geography fieldwork</li> <li>• <b>Geographical Exploration</b> - 1 hour 30 minutes worth 30%. This exam assesses Geographical skills and includes a decision-making exercise.</li> </ul>		
<b>Staff to Contact</b>	Mr B Evans, Head of Geography – <a href="mailto:bevans@hbk.acesmat.uk">bevans@hbk.acesmat.uk</a>		
<b>Skills and Qualities</b>	<p>Geography appeals to people who:</p> <ul style="list-style-type: none"> <li>• Have an interest in the world around them and how it “works”</li> <li>• Want to investigate the ways in which humans use (and abuse) their environment</li> <li>• Are interested in how humans interact with each other around the world</li> <li>• Want to look at vital issues affecting us all, such as sustainability and the environment</li> <li>• Enjoy investigating and analysing information</li> <li>• Want to develop a wide range of skills</li> <li>• Enjoy fieldwork and investigating issues.</li> </ul>		
<b>Further Education</b>	Geography is offered at both AS and A Level at Hinchingsbrooke. It is a very broad subject, which helps students show the ability to synthesise their understanding. It fits well with all the other subjects, particularly the Sciences, Mathematics, English, and History.		
<b>Careers</b>	Careers in the following fields: environment/conservation, urban and rural planning, international development, GIS, climatologist, hazard management, demography, estate management, marketing, hydrology and water management, pollution analysis.		
<b>PREFERENCE SUBJECT FOR</b>    <b>PATHWAYS</b>		<b>OPTION SUBJECT FOR</b>     <b>PATHWAYS (if not chosen as a preference)</b>	




<b>Subject</b>	<b>Health and Social Care</b>	
<b>Exam Board</b>	Pearson/OCR (TBC)	
<b>Qualification</b>	Level 1 or 2	
<b>Course Description</b>	<p>There are 3 modules to complete:</p> <ul style="list-style-type: none"> <li>• <u>Human Lifespan Development</u>: involves an investigation of how and why individuals develop physically, emotionally, socially, and intellectually in different ways</li> <li>• <u>Health and Social Care Services and Values</u>: involves a study of the health and social care services that are available, why people use them, and the care values that protect those users</li> <li>• <u>Health and Well-Being</u>: involves learning about what 'being healthy' means, and what different factors affect our health.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>This qualification assesses learners through assignments and tasks.</p> <p>Modules 1 and 2 are internally assessed and count for 30% each. You will be given a series of tasks (as controlled coursework) throughout the duration of the course that will contribute to your overall level.</p> <p>Module 3 is externally assessed and worth 40% of the final grade. You will have to apply what you learn in class to a specific case study, which you are allocated three hours to complete under controlled conditions in a lesson on a specific week.</p>	
<b>Staff to Contact</b>	<p>Miss S Dearnaley, Head of Social Science - <a href="mailto:sdearnaley@hbk.acesmat.uk">sdearnaley@hbk.acesmat.uk</a>  Miss A O'Donoghue, Lead Teacher of Health and Social Care – <a href="mailto:aodonoghue@hbk.acesmat.uk">aodonoghue@hbk.acesmat.uk</a></p>	
<b>Skills and Qualities</b>	<p>Level 1 or 2 Health and Social Care is a vocational qualification that helps develop knowledge and understanding of Health and Social Care working environments. The aim is to help you gain skills that you can transfer into the workplace or into future studies.</p>	
<b>Further Education</b>	<p>You may want to carry on studying Health and Social Care at Level 3 in Sixth Form, alongside A Levels and other BTEC courses.</p>	
<b>Careers</b>	<p>It is a practical introduction to working in the Health and Social Care sector, so you can gain an idea of what it is like to be involved in a sector that employs over 3 million people in a range of roles such as midwifery, social work, and nursing.</p>	
<b>OPTION SUBJECT FOR</b>  <b>PATHWAYS</b>		










<b>Subject</b>	<b>History</b>											
<b>Exam Board</b>	Pearson/Edexcel											
<b>Qualification</b>	GCSE											
<b>Course Description</b>	<p>The GCSE course ensures geographical, chronological, and thematic breadth. The specification covers the following areas;</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Key Question</th> </tr> </thead> <tbody> <tr> <td><b>Anglo-Saxon and Norman England</b></td> <td> <ul style="list-style-type: none"> <li>• What was England like before the conquest?</li> <li>• How did the Normans conquer and subdue England?</li> <li>• How did the Normans change England?</li> </ul> </td> </tr> <tr> <td><b>Medicine Through Time, 1250-present</b> Including an evidential study into WWI treatments</td> <td> <ul style="list-style-type: none"> <li>• How have ideas about illness and treatment changed?</li> <li>• Why and how have developments in medicine taken place?</li> <li>• How have medical developments affected society?</li> <li>• What were medicines and treatments like on the Western Front in WWI?</li> </ul> </td> </tr> <tr> <td><b>Superpower Relations and the Cold War, 1941-1975</b></td> <td> <ul style="list-style-type: none"> <li>• How did relations change during WWII?</li> <li>• What was the Cold War like and who was to blame?</li> <li>• What were the major turning points of the Cold War?</li> </ul> </td> </tr> <tr> <td><b>Mao's China, 1946-1975</b></td> <td> <ul style="list-style-type: none"> <li>• How did Mao take over China?</li> <li>• How did Mao control China?</li> <li>• What was life like in Mao's China?</li> </ul> </td> </tr> </tbody> </table>		Topic	Key Question	<b>Anglo-Saxon and Norman England</b>	<ul style="list-style-type: none"> <li>• What was England like before the conquest?</li> <li>• How did the Normans conquer and subdue England?</li> <li>• How did the Normans change England?</li> </ul>	<b>Medicine Through Time, 1250-present</b> Including an evidential study into WWI treatments	<ul style="list-style-type: none"> <li>• How have ideas about illness and treatment changed?</li> <li>• Why and how have developments in medicine taken place?</li> <li>• How have medical developments affected society?</li> <li>• What were medicines and treatments like on the Western Front in WWI?</li> </ul>	<b>Superpower Relations and the Cold War, 1941-1975</b>	<ul style="list-style-type: none"> <li>• How did relations change during WWII?</li> <li>• What was the Cold War like and who was to blame?</li> <li>• What were the major turning points of the Cold War?</li> </ul>	<b>Mao's China, 1946-1975</b>	<ul style="list-style-type: none"> <li>• How did Mao take over China?</li> <li>• How did Mao control China?</li> <li>• What was life like in Mao's China?</li> </ul>
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<b>Anglo-Saxon and Norman England</b>	<ul style="list-style-type: none"> <li>• What was England like before the conquest?</li> <li>• How did the Normans conquer and subdue England?</li> <li>• How did the Normans change England?</li> </ul>											
<b>Medicine Through Time, 1250-present</b> Including an evidential study into WWI treatments	<ul style="list-style-type: none"> <li>• How have ideas about illness and treatment changed?</li> <li>• Why and how have developments in medicine taken place?</li> <li>• How have medical developments affected society?</li> <li>• What were medicines and treatments like on the Western Front in WWI?</li> </ul>											
<b>Superpower Relations and the Cold War, 1941-1975</b>	<ul style="list-style-type: none"> <li>• How did relations change during WWII?</li> <li>• What was the Cold War like and who was to blame?</li> <li>• What were the major turning points of the Cold War?</li> </ul>											
<b>Mao's China, 1946-1975</b>	<ul style="list-style-type: none"> <li>• How did Mao take over China?</li> <li>• How did Mao control China?</li> <li>• What was life like in Mao's China?</li> </ul>											
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>The course is assessed via 3 exams at the end of Year 11.</p> <p>Paper 1: Medicine Through Time (75 minutes; 30%)            Paper 2: Superpower Relations and the Cold War 1941 -1991/Anglo-Saxon and Norman England 1060-1077 (90 minutes; 40%)            Paper 3: Mao's China (75 minutes; 30%)</p> <p>NB: There is no coursework element.</p>											
<b>Staff to Contact</b>	Miss R Fender, Head of History – <a href="mailto:rfender@hbk.acesmat.uk">rfender@hbk.acesmat.uk</a>											
<b>Skills and Qualities</b>	<p>As an historian trying to make sense of the past, a bit like a detective investigating a crime, it is up to you to make sense of what happened and why. To analyse what the outcomes of an event were. To evaluate which factors were most important in creating change or continuity. Ultimately, History is about making and supporting judgements and, just like a detective, you need to develop special skills linked to research and communication. These include analysing sources, explanations, discussion, debate, evaluation, and selection so that you can argue points clearly and effectively.</p>											
<b>Further Education</b>	<p>History can directly lead on to A Level and University level study of History and associated fields such as archaeology and Ancient History. It also supports other subjects, such as Politics and English Literature.</p>											
<b>Careers</b>	<p>History can lead to being an Historian, Archivist, Museum Curator, Archaeologist or Researcher. It also supports many other associated fields and careers, such as Accountancy, Business, Journalism, Consultancy, Teaching and Law.</p>											
<p><b>PREFERENCE SUBJECT FOR</b>    <b>PATHWAYS</b></p>		<p><b>OPTION SUBJECT FOR</b>      <b>PATHWAYS (if not chosen as a preference)</b></p>										







<b>Subject</b>	<b>Hospitality and Catering</b>
<b>Exam Board</b>	WJEC
<b>Qualification</b>	Level 1 or 2 Award
<b>Course Description</b>	<p>Hospitality and Catering will provide opportunities to develop skills, imagination, innovative thinking, creativity and independence.</p> <p>It is an ideal qualification for those who want a broad background in this area and for those who wish to progress to further education for a career working with food. It will also offer valuable preparation for those entering the world of work.</p> <p>The subject encourages the investigation and study of food in a variety of contexts. In these contexts, you are given opportunities to acquire competence, capability, and critical skills through the creation, implementation, use, and evaluation of a range of resources.</p> <p>Hospitality and Catering will provide an ideal opportunity for you to build upon your cooking skills from earlier in Key Stage 3. By the end of this course, you should be able to cook for yourself in a healthy and cost-effective way for the rest of your life. You will also have the confidence to share, show and pass on these skills to others. The qualification is also a Pathway into the hospitality industry.</p> <p>The course will focus on developing your practical skills and experience throughout. This hands-on approach supports active learning. You will have a practical lesson every week, and you will be responsible for bringing in the ingredients for these lessons.</p> <p>You will study different aspects of planning, preparing, and delivering food:</p> <ul style="list-style-type: none"> <li>• Preparing, cooking and presenting a nutritious meal using basic ingredients</li> <li>• The industry – food and drink</li> <li>• Job roles, employment opportunities and relevant training</li> <li>• Health, safety and hygiene</li> <li>• Nutrition and menu planning</li> <li>• Costing and portion control</li> <li>• Specialist equipment</li> <li>• Environmental considerations.</li> </ul>
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p><b>Unit 1:</b> External Assessment (Examination) is 40% of the final grade (90 minutes)</p> <p><b>Unit 2:</b> Internal Assessment is 60% of final grade (9 hours)</p> <p>One assignment with 5 hours planning and a 4-hour practical.</p> <p>Students will be awarded one of the following grades: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*</p>
<b>Staff to Contact</b>	<p>Mrs G South, Head of Food – <a href="mailto:gsouth@hbk.acesmat.uk">gsouth@hbk.acesmat.uk</a></p> <p>Mrs J Sheehan – <a href="mailto:jsheehan@hbk.acesmat.uk">jsheehan@hbk.acesmat.uk</a></p>
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Have an interest in food</li> <li>• Like to have a practical element in their studies</li> <li>• Want to broaden their curriculum</li> <li>• Enjoy planning menus and preparing food</li> <li>• Like to research new ideas</li> <li>• Want to develop skills learnt at KS3</li> <li>• Would like to pursue a career in the hospitality and catering industry.</li> </ul>
<b>Further Education</b>	This specification offers opportunities for progression through a variety of routes in further education (e.g., Advanced Level GCE, Diplomas), Diplomas in Hospitality and/or Catering, Chef training, apprenticeships or employment.
<b>Careers</b>	Any food related career including – Chef, Food Marketing, Hotel Manager, Waiter, Events Management, Dietician, Environmental Health.
<b>OPTION SUBJECT FOR</b>  <b>PATHWAYS</b>	




<b>Subject</b>	<b>Music</b>
<b>Exam Board</b>	Pearson
<b>Qualification</b>	GCSE
<b>Course Description</b>	<p>This course is aimed at students who are keen to perform, compose and learn about how music works. The three components include performing, composing, and appraising. Throughout the course, you will listen to and understand the construction of a wide variety of musical styles. Students will study 8 set works, covering:</p> <ul style="list-style-type: none"> <li>● Instrumental Music 1700–1820</li> <li>● Vocal Music</li> <li>● Music for Stage and Screen</li> <li>● Fusions</li> </ul> <p>Students will also develop the skills to analyse unfamiliar music. There are opportunities to use music technology, such as sequencing, scoring and recording software.</p>
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p><u>Performing - 30%</u> You will perform two pieces in the final year of the course, one solo and one with a group. It is recommended that you take instrumental lessons and be aware of the Music “grades”. This can be arranged through the Music department or privately. By year 11, you should be aiming for grade 4.</p> <p><u>Composition – 30%</u> You will compose two pieces of music. They will last for a minimum of three minutes in total and will be assessed internally before being sent to an Edexcel marker for moderation. This work may be completed in a wide range of ways. One option is that you can complete the work using Music Technology, for example, using Garage Band or Sibelius.</p> <p><u>Appraising – 40%</u> There is one exam in the summer of the final year. You will listen to pieces of Music and answer questions on set works as well as unfamiliar listening. You will need to be able to write about these pieces, discussing how the composer has used elements such as rhythm, harmony, and structure in their music.</p>
<b>Staff to Contact</b>	Mr W Cooke, Head of Music – <a href="mailto:wcooke@hbk.acesmat.uk">wcooke@hbk.acesmat.uk</a>
<b>Skills and Qualities</b>	<p>Playing an instrument or singing is a key part of taking Music GCSE. It is not essential to be highly experienced at the start of Y9, but you will need to work towards performances on a chosen instrument and have a structured practise routine to gain experience. Taking grades such as Trinity or ABRSM which are widely recognised qualifications, will help you progress to grade 4, which is the “standard” for the final performances.</p> <p>Much of what is covered at KS3 will be a good start to your musical journey, but this is just the beginning! Throughout the course, there will be many opportunities to play for the class as well as in concerts. Learning a musical instrument is proven to help a wide range of skills across the curriculum.</p>
<b>Further Education</b>	A Level Music Technology/A Level Music/BTEC courses
<b>Careers</b>	<p>Music performance, Session Musician, Composer, Event’s Organiser, Music Therapist, Sound Technician/engineer.</p> <p><a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/music">https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/music</a></p>
<b>OPTION SUBJECT FOR</b>    <b>PATHWAYS</b>	






<b>Subject</b>	<b>GCSE Physical Education</b>	
<b>Exam Board</b>	Edexcel	
<b>Qualification</b>	GCSE	
<b>Course Description</b>	<p>Physical Education as a GCSE Course in Years 9, 10 and 11 will be assessed through both practical assessment and written examination on the following objectives:</p> <p>a) Perform effectively under applied conditions in your selected activities, using tactics or compositional techniques, and observing the rules and conventions of your activities</p> <p>b) Show knowledge and understanding of the topics of applied anatomy and physiology, movement analysis, physical training and use of data</p> <p>c) Show knowledge and understanding of topics of health, fitness and well-being, sport psychology and socio-cultural influences.</p> <p>Students will be taught through a combination of theory and practical lessons.</p>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<p>GCSE assessed through:</p> <p>60% Theory in two exams 40% Coursework including 3 practical sports (30%) and a written personal exercise programme (10%)</p> <p>Practical sport must be:</p> <ul style="list-style-type: none"> <li>• 1 individual sport</li> <li>• 1 team sport</li> <li>• 1 more from either category.</li> </ul> <p>Practical sports must be from the exam board's pre-approved list.</p>	
<b>Staff to Contact</b>	<p>Mr J Turnbull, Head of PE - <a href="mailto:jturnbull@hbk.acesmat.uk">jturnbull@hbk.acesmat.uk</a> Mrs T Jago, Second in PE - <a href="mailto:tjago@hbk.acesmat.uk">tjago@hbk.acesmat.uk</a></p>	
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Independent learner who is able to meet deadlines</li> <li>• Passion for physical education and sport</li> <li>• Competing and participating in at least 3 sports including 1 individual activity</li> <li>• Be able to plan and develop own training including an exercise plan</li> <li>• Inquisitive and scientific understanding and mind set.</li> </ul>	
<b>Further Education</b>	<p>A Level PE BTEC Level 3 Progress onto other higher education courses, including apprenticeships and vocational courses.</p>	
<b>Careers</b>	<ul style="list-style-type: none"> <li>• Sports Development and Coaching</li> <li>• Personal Fitness</li> <li>• Sports Science</li> <li>• Physiotherapy and Sports Therapy.</li> </ul>	
<b>OPTION SUBJECT FOR    PATHWAYS</b>		

<b>Subject</b>	<b>Performing Arts - Dance</b>	
<b>Exam Board</b>	Pearson	
<b>Qualification</b>	<b>BTEC Level 1/2 Tech Award in Performing Arts (with Dance approach)</b>	
<b>Course Description</b>	<p>The Pearson BTEC Tech Award in Performing Arts is for learners who wish to develop their dancing skills through a rigorous qualification which focuses on practical and theoretical skills. The qualification recognises the value of learning skills, knowledge and vocational attributes through the study of three units:</p> <ul style="list-style-type: none"> <li>• Component 1 – Learning what life is like for a dancer</li> <li>• Component 2 – Developing skills using the work of professional performers (creating various dance pieces)</li> <li>• Component 3 – Creating a performance based on a brief to a specific audience.</li> </ul> <p>The qualification is ideal for students who enjoy the practical elements of dance.</p>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<ul style="list-style-type: none"> <li>• Components 1 and 2 are assessed through internal assessment through a combination of filmed rehearsal, live performance and written or drawn reflections.</li> <li>• There is one external assessment, Component 3 which is a group performance piece.</li> </ul> <p> <span style="color: red;">➡</span> Distinction* is equivalent to an 8 at GCSE  <span style="color: red;">➡</span> Distinction is equivalent to a 7 at GCSE  <span style="color: red;">➡</span> Merit is equivalent to a 5/6 at GCSE  <span style="color: red;">➡</span> Pass is equivalent to a 4 at GCSE </p>	
<b>Staff to Contact</b>	Ms L Phillips - <a href="mailto:lphillips@hbk.acesmat.uk">lphillips@hbk.acesmat.uk</a>	
<b>Skills and Qualities</b>	The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the performing arts industry, as well as specialist skills and techniques in dancing. Throughout their learning, students will develop various dance skills and techniques in a variety of genres, confidence, collaborative skills, and will become passionate, independent learners.	
<b>Further Education</b>	Students might consider progression to A Levels, vocational qualifications at Level 3 (which is offered here), such as a BTEC in Performing Arts, and a range of technical routes designed to lead to work, to progress to employment, apprenticeships, or to further study at Level 3 or a degree.	
<b>Careers</b>	Any career in the performing arts sector or professions that require public performance, frequent collaboration with others, or regular interaction with customers. For more information, visit <a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/performing-arts-dance-drama">https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/performing-arts-dance-drama</a>	
<b>OPTION SUBJECT FOR</b>  <b>PATHWAYS</b>		

<b>Subject</b>	<b>Performing Arts - Drama</b>	
<b>Exam Board</b>	Pearson	
<b>Qualification</b>	<b>BTEC Level 2 Technical in Performing Arts (Acting Path)</b>	
<b>Course Description</b>	<p>The Pearson BTEC Tech Award in Performing Arts is for learners who wish to develop their acting skills through a rigorous qualification that focuses on practical skills. The qualification recognises the value of learning skills, knowledge, and vocational attributes through the study of <b>three units</b>:</p> <ul style="list-style-type: none"> <li>• Component 1 – Learning what life is like for an actor</li> <li>• Component 2 – Developing skills using the work of professional performers (create a monologue or group performance)</li> <li>• Component 3 – Creating a performance based on a brief to a specific audience.</li> </ul> <p>The qualification is ideal for students who enjoy the practical elements of drama and is equal to and as rigorous as a GCSE in every respect.</p>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<ul style="list-style-type: none"> <li>• Components 1 and 2 are assessed through internal assessment through a combination of filmed rehearsal, live performance, and written or drawn reflections</li> <li>• There is one external assessment, Component 3, which is a monologue or group performance piece.</li> </ul> <ul style="list-style-type: none"> <li>➡ Distinction* is equivalent to an 8 at GCSE</li> <li>➡ Distinction is equivalent to a 7 at GCSE</li> <li>➡ Merit is equivalent to a 5/6 at GCSE</li> <li>➡ Pass is equivalent to a 4 at GCSE</li> </ul>	
<b>Staff to Contact</b>	<p>Mrs N Akielan, Head of Drama - <a href="mailto:nakielan@hbk.acesmat.uk">nakielan@hbk.acesmat.uk</a>  Mrs E Alexander - <a href="mailto:ealexander@hbk.acesmat.uk">ealexander@hbk.acesmat.uk</a></p>	
<b>Skills and Qualities</b>	<p>The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the performing arts industry, as well as specialist skills and techniques in acting. Throughout their learning, students will develop confidence, collaborative skills and become passionate independent learners.</p>	
<b>Further Education</b>	<p>Students might consider progression to A Levels, vocational qualifications at Level 3, such as a BTEC in Performing Arts, and a range of technical routes designed to lead to work, to progression to employment, apprenticeships, or to further study at Level 3 or a degree.</p>	
<b>Careers</b>	<p>Any career in the performing arts sector or professions that require public speaking, frequent collaboration with others or regular interaction with customers. For more information, visit <a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/performing-arts-dance-drama">https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/performing-arts-dance-drama</a></p>	
<b>OPTION SUBJECT FOR</b>  <b>PATHWAYS</b>		

<b>Subject</b>	<b>French or Spanish as a Second Language Option</b>
<b>Exam Board</b>	AQA (French) <a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a> AQA (Spanish) <a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a>
<b>Qualification</b>	GCSE
<b>Course Description</b>	<p>If you are particularly keen on languages, you might like to take a second GCSE in a language you have not so far studied at Hinchingsbrooke. Perhaps you have family links with French or Spanish speakers but have not had the opportunity to study this language so far – or maybe you love languages and would like to learn another. Students taking it will join a group containing students who have already studied French or Spanish at KS3, and <b>they will be required to attend catch-up lessons at lunchtime or after school as required.</b></p> <p>The GCSE MFL course encourages learners to enjoy language learning by studying up-to-date topics of interest to young people today. It also provides them with a firm grounding in grammar for further study, and the practical use of a second language in speaking and listening contexts allows them to communicate effectively in the target language.</p> <p><b>Theme 1: identity and culture:</b></p> <ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Technology in everyday life</li> <li>• Free-time activities</li> <li>• Customs and festivals.</li> </ul> <p><b>Theme 2: local, national, international, and global areas of interest</b></p> <ul style="list-style-type: none"> <li>• Home, town, neighbourhood and region</li> <li>• Social issues</li> <li>• Global issues</li> <li>• Travel and tourism.</li> </ul> <p><b>Theme 3: current and future studies and employment</b></p> <ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school</li> <li>• Education post-16</li> <li>• Career choices and ambitions.</li> </ul> <p><b>If you are thinking of choosing two languages, please come and speak to Mrs Roberts before you attend your 1-1 interview. This option will run subject to numbers.</b></p>
<b>How Students will be Assessed</b>	Please see the individual subject pages for French and Spanish.
<b>Staff to Contact</b>	Mrs A Roberts, Head of Modern Foreign Languages – <a href="mailto:aroberts@hbk.acesmat.uk">aroberts@hbk.acesmat.uk</a>
<b>Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• To stimulate and develop an interest in other cultures</li> <li>• To develop your communication skills</li> <li>• To develop essential study skills such as identifying patterns, deducing rules, training your memory, and developing creativity.</li> </ul>
<b>Further Education and Careers</b>	Please see the individual subject pages for French and Spanish.
<b>OPTION SUBJECT FOR</b>  <b>PATHWAYS</b>	



<b>Subject</b>	<b>Sports Studies Level 1/Level 2</b>	
<b>Exam Board</b>	OCR	
<b>Qualification</b>	OCR Level 1/Level 2 Cambridge National Sports Studies	
<b>Course Description</b>	<p>This vocational course is the equivalent of one GCSE. The skills learnt in studying this course will aid progression to further education and help to prepare learners to enter the workplace in due course, or to pursue a career in sport.</p> <ul style="list-style-type: none"> <li>• It is a Level 2 qualification; it is graded at: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*</li> <li>• It is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)</li> <li>• There are 3 components to the course, 2 of which are assessed through non-exam internal assessment (coursework) and the other by a single external assessment (exam), taken at the end of the course</li> <li>• The learner will need knowledge and ability in 2 different sports that they compete in</li> <li>• This course is predominantly a theory-based course, but there will be practical elements also. Full participation in both areas (theory &amp; practical) is crucial.</li> </ul>	
<b>How Students will be Assessed</b> (Coursework, Exams, Controlled Assessment)	<ul style="list-style-type: none"> <li>• 60% of the course is coursework based. It is taught and assessed through a combination of practical and theory-based work.</li> <li>• 40% of the qualification is an externally assessed exam. OCR set and mark this exam.</li> </ul>	
<b>Staff to Contact</b>	Mr J Chilton – <a href="mailto:jchilton@hbk.acesmat.uk">jchilton@hbk.acesmat.uk</a> Mr O Styler – <a href="mailto:ostyler@hbk.acesmat.uk">ostyler@hbk.acesmat.uk</a>	
<b>Skills &amp; Qualities</b>	<ul style="list-style-type: none"> <li>• Competing and participating in a <b>minimum of one sport</b> outside of school</li> <li>• Passion for physical education and sport</li> <li>• Understand how to use Microsoft Word</li> <li>• Independent learner who is able to meet deadlines</li> <li>• Good work ethic</li> <li>• Excellent organisational skills</li> <li>• Dedication</li> <li>• Independent learner.</li> </ul>	
<b>Further Education</b>	Level 3 BTEC Sport and A Level PE are offered in Hinchingsbrooke Sixth Form. There are also other courses, including apprenticeships and vocational courses available. Studying this course gives you the opportunity to pursue a higher education course at university or equivalent.	
<b>Careers</b>	<ul style="list-style-type: none"> <li>• Sports Development and Coaching</li> <li>• Fitness Instructor/Personal Trainer</li> <li>• Leisure and Recreation Industry</li> <li>• PE Teacher</li> <li>• Sports Science.</li> </ul>	
<b>OPTION SUBJECT IN</b>     <b>PATHWAYS</b>		

<b>Subject</b>	<b>Life and Living Skills</b>
<b>Qualification</b>	In House Certification, ICDL Qualification
<b>Course Description</b>	<p>Life and Living Skills encompasses subjects to support the development of skills necessary (or desirable) for full participation in everyday life.</p> <p>The course is flexible and is designed to suit the individual needs of the students. The lessons will be a mixture of practical and computer-based sessions. The students will get the opportunity to take part in adventurous and exciting activities with the view of developing confidence and the ability to try new skills.</p> <p>During Life and Living Skills lessons, the students will be working towards the International Certificate of Digital Literacy, recognised by employers across the globe as the benchmark in digital and IT user skills. ICDL supports students at all levels, equipping them with the IT user skills they need for schoolwork, further education, and employment. It also encourages productivity, creativity, and soft skills like communication and problem-solving across the curriculum.</p>
<b>Staff to Contact</b>	Mrs T Shepherd – <a href="mailto:tshepherd@hbk.acesmat.uk">tshepherd@hbk.acesmat.uk</a>
<b>Skills and Qualities</b>	<p>The qualification aims to help pupils prepare for working and adult life by:</p> <ul style="list-style-type: none"> <li>• Allowing pupils, a progression route into employment and further learning</li> <li>• Providing pupils’ with “real world” experiences</li> <li>• Developing pupils’ employability, Maths, Literacy, and ICT skills</li> </ul> <p>Achieving an internationally recognised qualification.</p>





## - Information, Advice and Guidance (IAG)



### **Which GCSEs do you have to do to get into a particular career?**

At Hinchingsbrook School, students can choose subjects in areas where they feel they are particularly strong or interested. It is also possible to select a programme at Key Stage 4 with academic, vocational, and/or occupational elements. It may be possible to pick up some subjects at advanced level without having done them in years 9 to 11, but in other subject areas it is much harder to do so. If you have any concerns about this, it is best to discuss it with your specific subject teacher. You do not always have to take a particular subject to get into a particular career, so what are the exceptions you need to be aware of?

If there are any subjects that are important to take, it's your GCSEs in English, Mathematics, and (at least double award) Science – and you have to take these anyway! The other exceptions are if you are considering a career related to languages, or in art and design. Having the relevant GCSEs, a Modern Language, Art or Design Technology under your belt to pursue a career in these areas will really help.

If you are not sure what sort of career you want to go into, keep your options wide open by focusing on getting at least a GCSE grade 5 in English Language and Literature, Mathematics, and Science. <http://university.which.co.uk/advice/gcse-choices-university/which-gcse-do-you-have-to-do-to-get-into-a-particular-career>

### **Your GCSE choices matter**

Dig about a bit into the entry requirements of most university courses, and there, sitting quietly alongside the A Level or other advanced course grade you need, will probably be a section on specific GCSE requirements.

Do not panic, though. Mathematics and English are the GCSEs mentioned in the majority of cases, and you do not get the option of dropping these. So, whatever you choose, you will still have a broad range of universities to apply to (if you get the right GCSE grades, that is) and if this is the path you wish to follow.

### **GCSEs to keep your university options open**

While most universities require English and Mathematics GCSEs, some specific courses, involving Biology, Chemistry, Physics, History, Geography, Foreign Languages, Music, Art, and Design, may also ask for particular Advanced Level (A Level) choices. Work it backwards and you will realise how important your GCSE choices are because you will need the GCSE in order to take the A level, and then meet the university course requirements! If you are not sure what you want to take at university, or maybe you have a few ideas bubbling away, a list of subjects and typical A level requirements will help get you thinking. (<http://university.which.co.uk/advice/A-level-choices/what-A-levels-do-you-need-for-the-degree-you-want-to-study>)

### **Can I still study something if I didn't take it at GCSE?**

Yes, sometimes you can do an A level without having studied it at GCSE. In the same way, you do not necessarily need to take a subject at A level to study it at degree level. Examples include:

Business Studies, Film Studies, Media Studies, Photography, Economics, Psychology, Criminology and Sociology.

Opt for these subjects if you are interested in them and think you will do well, but you will not limit your options if you do not. You **do not** need to take Triple Science to study Science subjects at A Level.

## Thinking of an Apprenticeship?

Apprenticeships combine practical training in a job with study. As an apprentice you will:

- Work alongside experienced staff
- Gain job-specific skills
- Earn a wage and get holiday pay
- Study towards a related qualification (usually one day a week).

Apprenticeships usually take 1 to 4 years to complete, depending on their level.

## Who can apply?

You can apply for an apprenticeship whilst you are still at school. To start one, you will need to be:

- 16 years old or over
- Living in England
- Not in full-time education.

## Local Opportunities

Have a look at <https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

Not ready for an apprenticeship? Then a traineeship may be the best option for you. A traineeship is a course with work experience that gets you ready for work or an apprenticeship. It can last up to 6 months.

## Levels of Apprenticeship

Apprenticeships have equivalent educational levels:

Name	Level	Equivalent Educational Level
Intermediate	2	5 GCSE passes at grades 9-4
Advanced	3	2 A Level passes
Higher	4, 5, 6 and 7	Foundation Degree and above
Degree	6 and 7	Bachelor's and Master's Degree

## Entry Requirements

These will vary depending on the apprenticeship you are interested in, so have a look at:-

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

## What career suits you?

Try <https://www.plotr.co.uk/game> and <https://www.ucas.com/ucas/after-gcse> to help with some options or <https://www.careerpilot.org.uk/info/your-choices-at-14>. There is also advice on how choosing your options relates to career choices at <https://successatschool.org/advisedetails/508/What-are-my-GCSE-Options%3F> .

Good Luck.

Further details are available from Mr O'Shaughnessy on extension 5710. Alternatively, email at: [koshaughnessy@hbk.acesmat.uk](mailto:koshaughnessy@hbk.acesmat.uk). We also have a fabulous webpage with even more information, which can be found at: <https://www.hinchbingbrookeschool.net/page/?title=IAG+%2D+Careersandpid=170>



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