



THE
BARCLAY
SCHOOL

YEAR 9

OPTIONS BOOKLET 2017



THE BARCLAY SCHOOL

Dear Year Nine

Over the next few weeks, you will be making important decisions in your education and beginning to plan for your future career. A lot of help, guidance and support will be available to you from the Senior Leadership Team, your subject teachers and form tutors. The choices you make now are very important as they will form the basis of your future career options, so take the time to ask questions and use the resources available to you. All of you will take nine or ten subjects and these will include English Language, English Literature, Mathematics, and Sciences.

GCSE exams over the last couple of years have been changing, the main features of the new GCSEs are:

- A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
- Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- There will be new, more demanding content, which has been developed by government and the exam boards.
- Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
- Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities.

It is important, in a rapidly changing world, that your curriculum reflects breadth as well as depth. In addition, your thoughts on your career choices may well change over the coming months and years. We also advise that you consider carefully before taking more than one practical subject because of the work load that these subjects will entail during the course. It is also important for you to study an Humanities subject (History, Geography) at GCSE level. Universities value this because it demonstrates your essay writing skills and ability to interpret information. We will try to accommodate your choices, but it is not always possible. There needs to be a minimum number for courses to run.

Over the two years of the GCSE courses, all subjects will make demands on your time and energy. Teachers will expect you to work more independently and to meet deadlines so it is important when making your choices to consider the content of the courses. Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.

Remember that you have a great many strengths and skills, play to these and you will achieve a good set of results and enjoy the process too! We are looking forward to you progressing to Year 10 and Year 11 and enjoying a new range of opportunities.

Yours Faithfully

Mark Allchorn
Acting Headteacher

Students at Barclay will be guided towards a pathway. The pathway will best support students in ensuring that they are studying the right combination and level of subjects. At Barclay there are two pathways:

The Open Pathway

The Open Pathway is a programme of GCSE and vocational qualifications designed for students working at Level 2, who are on track to achieve GCSE grade **4-9** in most subjects by the time they finish Year 11. You will be expecting to study A-Levels, BTECs or other Level 3 vocational pathways at post 16. You may choose to go on to university after this, or into a career with further training. Your opportunities are open and will depend on how successful you are at GCSE along with your personal choices.

The Vocational Pathway

This pathway would suit students working at Level 1, who are on track to achieve GCSE grade **1 to 4** in some subjects. These courses would suit you if you wish to progress to a training course with employment such as an apprenticeship or to a full Level 2 vocational programme (e.g. mechanics) at college.

Frequently Asked Questions - FAQs

1. What are the new subjects like?

You are familiar with many of the subjects on offer, but probably know very little about the ones you have not studied in Key Stage 3. Before you choose, you need to find out more about these subjects. Some information is given in this booklet. You will also receive a talk from a specialist teacher during one of your lessons or year assemblies. The people who teach these subjects will be very pleased to talk to you and answer any questions you may have. There is a staff contact at the bottom of each subject entry.

2. What is involved in each subject?

You are likely to do well in subjects that you **enjoy** and find **interesting**. Please make sure that you know exactly what is involved in each subject. Don't assume that a subject you have studied in Key Stage 3 will be the same in Key Stage 4.

- **Read** the information in the booklet carefully
- **Listen** closely to what your subject teachers tell you
- **Ask** as many questions as you need to

3. How do I make my choices? A calendar of events:

Tuesday 31st January - Year 9 Options Booklet issued

Tuesday 31st January - Year 9 Options' Evening – 5pm-7pm

Thursday 9th February – Options Assembly

Monday 20th February - Deadline for returning Option choices

Subject: Art & Design

Course Content:

UNIT 1

Controlled Assessment 60%

Personal Portfolio – teacher-set assignments, working in the disciplines of painting and drawing, ceramics and printmaking.

UNIT 2

Examination: 40%

Externally set assignment. The examination paper issued by AQA. Unlimited preparation time to explore ideas and a 10 hour test undertaken over 3 days to complete a major outcome of a given examination theme.

Assessment Components:

- Coursework – Personal Portfolio = 60%
- Externally Set Assignment = 40%

Examination Board: AQA

Progress into Careers / Sixth Form / Higher Education:

Sixth Form: A level Art & Design, BTEC Diploma Art & Design, Degrees

Higher Education: Foundation Diploma in Art & Design, Orientation to Art & Design, MRes Art, Exhibition Studies, Moving Image

Careers: Graphic Designer, Textile Designer, Jeweller & Silversmith, Illustrator, Interior Designer, Fine Artist, Fashion Designer, Printmaker, Advertising Account Executive, Secondary School Teacher

Additional Information:

You should choose Art because:

- You enjoy it
- You are good at it
- You enjoy being given the chance to work independently
- You are considering a career in fashion, graphic design, animation or any of the creative arts

Golden Curriculum/Enrichment Opportunities:

Gallery Visits, Exhibitions

Subject Leader: Mrs H Dodds
(doddsh@barclay.herts.sch.uk)

Subject: Business Studies

Course Content:

GCSE in Business Studies

Unit 1 – Investigating Small Business (1BS0/01)

Unit 2 – Building a Business (1BS0/02)

Assessment Components:

Unit 1 - Introduction to Small Business

Weighting – 50% 90 Marks.

The paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

The paper will consist of calculations, multiple-choice, and short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

Unit 2 – Building a Business

Weighting - 50% 90 Marks

The paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

The paper will consist of calculations, multiple-choice, and short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

Examination Board: Edexcel

Progress into Careers / Sixth Form / Higher Education:

Careers and Higher Education Courses– Law, Accounting, Finance, Banking, Marketing, Insurance, Customer service, setting up your own business, International Marketing or Business, Business Management, Events Management.

Business Studies is one of the most popular subjects in the world and is relevant to what you need to know about the economy and how to set up a business of your own.

Sixth Form – We offer Business Studies at Key Stage 5

Advanced Business Studies – 2 year course

BTEC Business Studies – 2 year course

Additional Information:

Wider curriculum issues covered in the course are: spiritual, moral, ethical, cultural, citizenship, environmental, European initiatives and health and safety.

Enrichment Opportunities:

In order to make the course as relevant to real business as possible, opportunities to engage with businesses beyond the school environment are developed throughout the course. Outside speakers come into Barclay to share their own experiences in the business world and some visits may be arranged. In school you have opportunities to watch BBC programmes like The Apprentice and Dragons' Den.

Subject Leader: Mrs J Borchers
(borcherdsj@barclay.herts.sch.uk)

Subject: CIDA (Certificate in Digital Applications)

Course Content:

The qualification enables pupils to:

CiDA promotes the creative use of digital applications. Learners that enjoy using digital products will enjoy this qualification. Its real-life, outcome-driven approach inspires and challenges learners to demonstrate what they know and are able to do in real-world contexts.

The course is made up of 2 units:

Unit 1 – Developing Web Products

Unit 2 – Creative Multimedia (75%)

This unit gives learners the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products.

Grading - A*, A, B and C

Examination Board: Edexcel

Progress into Careers / Sixth Form / Higher Education:

Following this course, students can go on and study creative media courses, encompassing animation and graphic design.

Assessment Components:

Unit 1 – Developing Web Products (2.5 hour exam worth 25%)

When surfing the web, what captures your attention?

Acting as a starting point for the rest of the qualification, this unit gives learners the knowledge and skills they need to produce attention-grabbing and interactive web products using web authoring software, multimedia assets and navigation features. The assessment, set by Edexcel, is a practical computer-based examination to develop a prototype website.

Additional Information:

Skills required

- Logic and problem solving skills
- A love for animation and design
- Perseverance
- Team working
- Independence - You will be expected to refine and improve your knowledge and skills outside of lessons

Enrichment Opportunities:

Lunch and after school clubs for students to further develop their creative skills.

Subject Leader: Mr A Kalra
(kalraa@barclay.herts.sch.uk)

Subject: Computing

Course Content:

The qualification enables pupils to:

- Look at the use of algorithms in computer programmes
- Develop their understanding of current and emerging technologies and how they work
- Become independent and discerning users of IT
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programmes to solve problems

Units covered include:

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

Assessment Components:

Exam:

- Computer Systems; 1 hour 30 minute exam; 40% of final mark
- Computational thinking, algorithms and programming; 1 hour 30 minute exam, 40% of the final mark
- Programming project, controlled assessment, 20% of the final mark

Examination Board: OCR

Progress into Careers / Sixth Form / Higher Education:

Many pupils successful in this subject have gone on to study the following Level 3 courses:

A Level Computing, BTEC Level 3 Certificate/Diploma or Extended Diploma IT

Computing can lead on to a wide range of degree options in:

Computing BSc (Hons), Computer Science BSc (Hons), Computer Systems Engineering BSc (Hons), Information Technology BSc (Hons)

Additional Information:

Skills required:

- Logic and problem solving skills
- A love for how things work – You will be exploring how computers do the things they do
- Perseverance
- Team working
- Independence - You will need to refine and improve your knowledge and skills outside of lessons
- Read and write a lot of code

Enrichment Opportunities:

After school and lunch clubs for students wanting to take advantage of the department facilities.

Subject Leader: Mr A Kalra
(kalraa@barclay.herts.sch.uk)

Subject: Design Technology: Graphic Products

Course Content:

Graphic Design enables students to design and make products with creativity and originality, using a range of modelling materials.

In Year One, students will follow 3-4 mini projects that will allow them to build up their skills, knowledge and confidence within Design Technology. The mini projects will be a mix of disciplines giving students the opportunity to work with a range of materials, including paper, card and plastic. Students will also have access to the latest technology, the department's laser cutter, CNC machine and vinyl cutter.

In the second year, students will begin their Controlled Assessment element of the course. This is worth 60% of the student's overall GCSE and is presented electronically. Students will work on one final project that will take them through the design process and allow them to develop and produce a final product.

Course Elements:

- Design Skills
- Drawing Skills
- Making Skills
- Materials and Components
- Process and Manufacture
- Industrial and Commercial Practice
- Use of ICT
- CAD/CAM
- Product Marketing
- Packaging
- Marketing
- Problem Solving

At the end of the course, students will sit an examination accounting for 40% of the overall GCSE.

Examination Board: AQA

Progress into Careers / Sixth Form / Higher Education:

Sixth Form: A level Graphic Communication, A level Product Design

Higher Education: Computer Graphics, Vision and Game and Graphic Design

Careers: Graphic Designer, Product Designer, Architect, Sign Writer, Web Designer, Packaging Designer, Logo Creator, Broadcast Designer, Web Designer, Visual Journalist, Illustrator, Set Designer, Signwriter, Surveying Technician, Teacher – Secondary School – Art and Design, Town Planning Technician, Web Developer, Animator, Architect, Architectural Technologist, Building Control Officer, Building Services Engineer, Building Technician, CAD Technician

Assessment Components:

Unit 1: 2 hour written paper, 40% of final mark

Unit 2: Controlled Assessment, 60% of final mark

Golden Curriculum/Enrichment Opportunities:

What we offer as a department:

- After school and lunch clubs for students wanting to take advantage of the department facilities (computer and workshop)
- Trips – Design Museum
- Exhibition of work

Subject Leader: Mr L Singh
(singhl@barclay.herts.sch.uk)

Subject: Design Technology: Product Design

Course Content:

Product Design enables students to design and make products with creativity and originality, using a range of modelling materials.

In Year One, students will follow 3-4 mini projects that will allow them to build up their skills, knowledge and confidence within Design Technology. The mini projects will be a mix of disciplines giving students the opportunity to work with a range of materials, including wood, metal and plastics. Students will also have access to the latest technology in the department, including the laser cutter, CNC machine and vinyl cutter.

In the second year, students will begin their Controlled Assessment element of the course. This is worth 60% of the student's overall GCSE and is presented electronically. Students will work on one final project that will take them through the design process and allow them to develop and produce a final product.

Course Elements:

- Design Skills
- Drawing Skills
- Making Skills
- Materials and Components
- Process and Manufacture
- Industrial and Commercial Practice
- Use of ICT
- CAD/CAM
- Product Marketing
- Packaging
- Marketing
- Problem Solving

At the end of the course, students will sit an examination accounting for 40% of the overall GCSE.

Examination Board: AQA

Progress into Careers / Sixth Form / Higher Education:

Sixth Form: A level Product Design (3D), A level Graphic Communication

Higher Education: Secondary Design and Technology Education with QTS and Resistant Materials related degrees

Careers: Engineering, Carpentry, Graphics Designing, Architecture, Construction, Product Designer, Interior Designer, Architect, Blacksmith, Engineering Craft Machinist, Engineering Machine Operator, Fabricator, Materials Engineer, Mechanical Engineer, Mechanical Engineering Technician, Product Designer, Scrap Dealer, Sheet Metal Worker, Toolmaker, Track Maintenance Operative, Vehicle Body Repairer, Welder

Assessment Components:

Unit 1: 2 hour written paper, 40% of final mark

Unit 2: Controlled Assessment, 60% of final mark

Golden Curriculum/Enrichment Opportunities:

What we offer as a department:

- After school and lunch clubs for students wanting to take advantage of the department facilities (computer and workshop)
- Trips – Design Museum
- Exhibition of work

Subject Leader: Mr L Singh
(singhl@barclay.herts.sch.uk)

Subject: Drama

Course Content:

Component 1: Devising

Coursework: 40% of the qualification – 60 marks

- Create and develop a devised piece from stimulus
- Performance of this devised piece or design realisation for this performance
- Analyse and evaluate the devising process and performance

Component 2: Performance from Text

Coursework: 20% of the qualification – 48 marks

- Students will either perform in and/or design for two key extracts from a performance text

Component 3: Theatre Makers in Practice

Written examination: 1 hour 30 minutes

40% of the qualification – 60 marks

- Practical exploration and study of one complete performance text
- Live theatre evaluation

Assessment Components:

Component 1 is internally assessed and externally moderated, there are two parts to the assessment:

- 1) A portfolio containing evidence of creating and developing the group devised performance/design realisation, analysing and evaluating this creation and development and analysing and evaluating the group devised performance/design realisation;
- 2) A recording of the group devised final performance.

Component 2 is externally assessed by a visiting examiner.

Component 3 is the written exam:

Section A – Bringing texts to life – **one** question in **five** parts based on an unseen extract from chosen text;

Section B - Live Theatre Evaluation - **two** questions on the live theatre performance they have seen.

Examination Board: Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Drama (1DR0)

Progress into Careers / Sixth Form / Higher Education:

Students can progress from this qualification to:

- The Edexcel AS and A Level in Drama and Theatre
- related vocational qualifications such as BTEC Level 3 Performing Arts
- Extended Project Level 3 Unit 3 Performance.

Drama Studies develops transferable skills for progression to AS and A Level – students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to the next level of study which will enable young people to face the demands of further and higher education, as well as the demands of the workplace.

Additional Information:

GCSE Drama encourages students to develop critical thinking skills and become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, GCSE Drama provides a solid foundation for further Drama studies and vocational opportunities.

Enrichment Opportunities:

Throughout the GCSE Drama programme, students are encouraged to collaborate with others, engaging in stimulating and creative activities with confidence. These fundamental cooperative, collaborative and social skills are useful across all kinds of disciplines, careers and life experiences in general.

Subject Leader: Miss B McBryde
(mcbrydeb@barclay.herts.sch.uk)

Subject: English Language (8700)

Course Content:

This is a new course that started in September 2015, and will be first examined in May/ June 2017.

There are three elements for this examination:

1. Explorations in creative reading and writing
2. Writers' viewpoints and perspectives
3. Non-exam assessments (Speaking and Listening)

On completion of all three elements, examinations will be graded 1-9.

Examination Board: AQA

Progress into Careers / Sixth Form / Higher Education:

English Language is now an expected qualification for all BTEC courses, A levels and apprenticeships. You may be accepted onto courses in Year 12 but you will be expected to continue your English Language until you achieve a satisfactory pass grade – this is thought to be a grade 7.

All universities will require a good pass for entry to their degrees.

Assessment Components:

Paper 1 – 1 hour 45 minutes (50% GCSE)

Exploration in Creative Reading and Writing

Section A: Reading

One literature fiction text

Section B: Writing

Descriptive or narrative writing

Paper 2 – 1 hour 45 mins (50% GCSE)

Section A: Reading

One non-fiction text and one literary non-fiction text

Section B: Writing

Writing to present a viewpoint

Non examination assessment – Speaking and Listening

A presentation is to be made to a group of students and teacher; there will be a question and answer session in response to the topic you have presented.

Additional Information:

This is a compulsory subject for all students. There is only one entry tier.

There is no coursework, instead there are two final examinations at the end of Year 11.

The compulsory non-exam assessment of Speaking and Listening will be filmed for the exam board, and you will receive a separate certificate for this stating Distinction/ Merit/ Pass/ Fail.

Enrichment Opportunities:

Speak Out Challenge; Debating society; Poetry by Heart; creative writing competitions.

Subject Leader: Ms L Phillips
(phillipsl@barclay.herts.sch.uk)

Subject: English Literature (8702)

Course Content:

This is a new course that started in September 2015, and will be first examined in May/ June 2017.

The course covers Shakespeare, poetry, pre-1900 texts, and a modern prose or drama. Texts will be selected as appropriate to the class that you are in.

After the two years of study you will have two examinations. There is no coursework component to these examinations. Examinations will be graded 1-9.

Assessment Components:

Paper 1 – 1 hour 45 minutes (40% GCSE)

Shakespeare's plays and the 19th Century novel

Section A: Shakespeare: students will answer one question on 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.

Section B: The 19th-century novel: 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.

Paper 2 – 2 hours 15 mins (60% GCSE)

Modern prose, or drama text; poetry anthology; unseen poetry

Section A: Modern texts

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Examination Board: AQA

Progress into Careers / Sixth Form / Higher Education:

English Literature is an excellent qualification to demonstrate your ability to understand and explain the meaning of language and the writer's craft. It also now covers the contextual understanding of a wide range of texts, so there is some history and geography involved too.

All A levels welcome a good grade in English Literature, as do many BTEC courses and apprenticeships.

Additional Information:

This is a compulsory subject for all students. There is only one entry tier.

Although we recommend that students buy their own copies of text, as it is a closed book examination, this is not compulsory.

There is no coursework, instead there are two final examinations at the end of Year 11.

Enrichment Opportunities:

Visits to the Globe Theatre; Dickens World; Poetry Live; any theatre performance of texts being studied.

Subject Leader: Ms L Phillips
(phillipsl@barclay.herts.sch.uk)

Subject: Film Studies

Component 1: Key Developments in US Film (Written examination 1 hr 30 minutes – 35% of qualification)

This component assesses knowledge and understanding of three US films.

Section A: US film comparative study

- **one** stepped question on the first of the chosen pair of films (produced between 1930 and 1960)
- **one** stepped question on the second of the chosen pair of films (produced between 1961 and 1990)
- **one** question requiring a comparison of the chosen pair of films

Section B: Key developments in film and film technology

- **one** multi-part question on developments in film and film technology

Section C: US independent film

- **one** question on one US independent film.

Component 2: Global Film: Narrative, Representation and Film Style (Written examination 1 hr 30 minutes – 35% of qualification)

This component assesses knowledge and understanding of three global films produced outside the US.

Section A: one stepped question on one global English language film

Section B: one stepped question on one global non-English language film

Section C: one stepped question on one contemporary UK film.

Component 3: Production Non Exam Assessment (30%)

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Learners produce: one genre-based film extract (either from a film or from a screenplay) one evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.

Examination Board: WJEC Eduqas GCSE in Film Studies

Progress into Careers / Sixth Form / Higher Education:

Students who have chosen Film Studies will gain the necessary knowledge, understanding and skills needed to progress either to the more demanding AS/A Level in Film Studies or other equivalent level qualifications, including applied qualifications.

Additional Information:

Opportunities for Use of Technology

There are many opportunities to use ICT in Film Studies.

In Film Studies students will have opportunities to develop their knowledge and understanding of film through their use of information retrieval systems and to become independent learners and work creatively with film through their use of ICT.

Students will use ICT to produce a range of film products in print, moving image and electronic media and use the new technologies to share these products with a range of audiences at local, national and international levels using the worldwide web. Film is widely acknowledged as the major art form of the 20th century and today film continues to be an important part of most people's cultural experience. GCSE Film Studies is designed to build upon students' own experience of film – as consumers and creators – and to encourage a recognition of the complexity of this experience within an increasingly globalised, interconnected environment.

Enrichment Opportunities:

In GCSE Film Studies students will have opportunities to become active participants in modern society through producing film texts for audiences and to explore the vital role that film plays in the spiritual, moral, ethical, social and cultural development of individuals and communities.

Subject Leader: Mrs L Norman
(normanl@barclay.herts.sch.uk)

Subject: Food Preparation and Nutrition

Course Content:

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Examination Board: AQA

Progress into Careers / Sixth Form / Higher Education:

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Assessment Components:

EXAM ASSESSMENT

Paper 1: Food preparation and nutrition

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above

How it's assessed?

• Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE

Questions?

• Multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks)

NON EXAM ASSESSMENT (NEA)

Task 1: Food investigation Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment.

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Additional Information:

Trips
Visits
Cooking competitions

Enrichment Opportunities:

After School catch up sessions
After School cooking clubs

Subject Leader: Ms. P. Bhullarr
(bhullarp@barclay.herts.sch.uk)

Subject: French

Course Content:

Theme: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- Holidays: preferences, experiences and destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips, events and exchanges

Theme: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs, careers and professions

Theme: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

Assessment Components:

Listening 25% – understand and respond to different types of spoken language

Speaking 25% – communicate and interact effectively in speech

Reading 25% – understand and respond to different types of written language

Writing 25% – communicate in writing

100% externally assessed

Examination Board: Edexcel

Progress into Sixth Form / Higher Education / Careers:

Sixth Form: A level French

Higher Education: French, French Studies, French Studies and Linguistics, French and French Law, Business Management with French, French and Politics, Art History with French, Chemistry with French for Science, Drama and French, Economics and French, English Language and French Studies, English Literature and French, Film Studies with French, Film and Media and French, French Studies and History, French and Education, French and Geography, French and German, French and Management, French and Philosophy, French and Russian Studies, French and Spanish, French and TEFL, Languages with Tourism.

Careers: Teaching, Translating, Interpreting, Finance, Law, Sales and Marketing, Transport, Tourism and Leisure, Civil Service, Diplomatic Service, UN, EU, Airline Pilot, Airport Passenger Service Assistant, Cruise Ship worker, Broadcast Journalist, Literary Agent, Journalist or Reporter, Marketing Executive, International Aid Worker, Patent Examiner, Library or Information Professional, International Lawyer, and many more.

Additional Information:

Edexcel GCSE (9-1) is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

There are many additional resources to support learning with revision guides and websites such as Linguascope.

Enrichment Opportunities:

There will be opportunities for linguistic and cultural enrichment throughout the course.

Subject Leader: Mrs M Charlwood
charlwoodm@barclay.herts.sch.uk)

Subject: Geography

Course Content:

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Subject Content:

Paper 1

- Challenge of Natural Hazards
- Physical Landscapes in the UK
- The living world

Paper 2

- Urban Issues and Challenges
- The changing economic world
- The challenge of resource management

Paper 3

- Geographical Skills

Assessment Components:

Paper 1 – Living with the Physical Environment

1 hour 30 mins – 88 marks – 35% of GCSE

Paper 2 – Challenges in the Human Environment

1 hour 30 mins – 88 marks – 35% of GCSE

Paper 3 – Geographical Applications

1 hour – 76 marks – 30% of GCSE

Examination Board: AQA

Progress into Careers / Sixth Form / Higher Education:

Sixth Form: Geography is a highly respected academic subject, which supports many varied careers.

Higher Education: Geography, International Development, Economics, Environmental Earth Science and Climate Change.

Careers: Engineering, Environmental consultancies, International Development agencies, Geology, GIS technician, Renewable Energy, Digital Mapping, Surveying, Teaching, Tourism, Town Planning and Urban Development.

Additional Information:

GCSE Geography will form the foundations for further in-depth study of topical subjects at A Level. Residential Fieldtrips will be a requirement for this course.

The exam is linear, meaning no controlled assessment will take place.

Enrichment Opportunities:

There will be various opportunities to engage in fieldwork – allowing students to realise the applicability of the subject in real life.

Subject Leader: Mr G Corrigan
(O'Beirneg@barclay.herts.sch.uk)

Subject: Health and Social Care

Unit 1 - Human Lifespan Development

You will research how people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships and life events affect your growth and development? This unit provides you with the opportunity to explore how we grow and develop throughout our lives and to investigate the factors that affect this growth and development. You will go on to consider how these factors are interrelated.

Unit 2 - Health and Social Care Values

You will consider what is good practice in health and social care? What ensures that good practice is applied to support individuals who use health and social care services? Health and social care values underpin good practice within the sector.

Unit 4 - Social Influence on Health and Wellbeing

You will investigate how people develop their views about the difference between right and wrong? Why do people hold the beliefs and attitudes they do? How can an individual's relationships, income or education affect their health and wellbeing?

Unit 5 - Promoting Health and Wellbeing

This unit will explore how we improve the health and wellbeing of the nation? What are the benefits of doing so? Being healthy can mean different things to different people. Many injuries and diseases can be prevented if people make healthy lifestyle choices and know how to reduce risks to their health.

Assessment Components:

There are three components which are assessed by coursework:

- Health and Social Care Values
- Promoting Health and Wellbeing
- Social Influence on Health and Wellbeing

One component is assessment by examination.

- Human Life Span Development

Examination Board: Edexcel

Progress into Careers / Sixth Form / Higher Education:

We offer progress onto the Level 3 programme in Post 16.

Potential careers will include work with Early years, elderly, disabled or children in a variety of capacities:

- Post-natal health visitor
- Social worker
- Hospital nurse
- Nurse in a residential home
- Nursery nurse
- Self-employed child carer
- Mental health nurse
- Dementia support worker
- Home visit carer
- District health care manager
- Physiotherapy
- Occupational health therapist
- Play therapist
- Hospital porter
- Security officer

Enrichment Opportunities:

- Hosting a party for local elderly residents
- Visit to hospital
- Visit to Hertfordshire's Health and social Care Careers Expo

Subject Leader: Mrs S Eckersall
(eckersalls@barclay.herts.sch.uk)

Subject: History

Course Content:

Paper 1: Thematic study and historic environment

Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

Paper 2: Period study and British depth study

Henry VIII and his ministers, 1509–40

Superpower relations and the Cold War, 1941–91

Paper 3: Modern depth study

Weimar and Nazi Germany, 1918–39

Examination Board: Edexcel

Progress into Careers / Sixth Form / Higher Education:

Sixth Form: History is a highly respected academic subject to study at A Level, which supports varied careers and interests.

Higher Education: History, Politics, Law, Social Sciences, International Relations, Economics and many more!

Careers: If you enjoy History, it can lead you to a great future! Look at Dermott Murnaghan (journalist), David Sainsbury, (Chairman of Sainsbury's), Diane Abbott, (MP and broadcaster). You can also count the likes of Melvin Bragg, Anita Roddick, (founder of the Body Shop), Monty Python's Michael Palin, Louis Theroux, Jonathan Ross, Gordon Brown, Al Murray and Cold Play's Chris Martin among other History graduates!

Additional Information:

GCSE History will form the foundations for further development of historical skills at A Level.

There is no coursework requirement.

History GCSE is not tiered into Foundation/Higher papers. There is one exam for everyone.

Assessment Component

Paper 1: Thematic study and historic environment
Written examination: 1 hour and 15 minutes. 30%* of the qualification.

Paper 2: Period study and British depth study
Written examination: 1 hour and 45 minutes. 40%* of the qualification.

Paper 3: Modern depth study
Written examination: 1 hour and 20 minutes. 30%* of the qualification.

Enrichment Opportunities:

Opportunities for non-compulsory visits to UK sites & Berlin are possible.

Subject Leader: Ms E Blows
(blowse@barclay.herts.sch.uk)

Subject: Mathematics

Course Content:

GCSE Mathematics will consist of the following main areas:

- Number
- Algebra
- Ratio, Proportion & Rates of Change
- Geometry & Measures
- Probability
- Statistics

The aims of the course are:

- Develop fluent knowledge skills & understanding of Mathematical methods & concepts.
- Acquire, select and apply Mathematical techniques to solve problems.
- Reason Mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate Mathematical information in a variety of forms appropriate to the information and context.

Assessment Components:

Edexcel GCSE (1 to 9) in Mathematics is a tiered qualification. There are two tiers:

Edexcel GCSE (1 to 9) in Mathematics is a tiered qualification. There are two tiers:

Foundation Tier - Grades 1 to 5 available.

Higher Tier - Grades 4 to 9 available.

The assessment for each tier of entry consists of three externally examined papers, all three must be from the same tier of entry. Students must complete all three papers in the same assessment series.

One of the three papers is non-calculator, the other two are calculator papers.

Examination Board: Edexcel

Progress into Careers / Sixth Form / Higher Education:

Any student that does not achieve a good pass at in year 11 **must** continue to study maths towards GCSE at college or in the sixth form. Currently a "good pass" is set at grade 4 but it is expected that this will become grade 5 at some point after 2019.

Similarly, all universities require a good pass for entry onto degree courses.

Success at grade 7 or above prepares students for further study of Mathematics and Further Mathematics at AS and A level. These level 3 qualifications can lead to a variety of further progression routes such as Mathematics, Science, Engineering, Accountancy and Computing.

Additional Information:

A key to success in Mathematics is regular practice to become fluent with mathematical methods. Students need to develop their problem-solving skills to enable them to apply their Mathematical knowledge in unfamiliar contexts.

Students must appreciate that Mathematics is a richly connected subject. An appreciation of the connections between topics enables the depth of understanding which is essential for success.

All students need a scientific calculator. A suitable model can be purchased at school.

Enrichment Opportunities:

Mathematics support is available after school throughout the year and both MyMaths and MathsWatch can support independent study.

Subject Leader: Mrs J Borcherdts
(borcherdsj@barclay.herts.sch.uk)

Subject: Music

Course Content:

GCSE Music is a subject which involves practical music making understanding different genres and styles of music from samba to pop and rock music. As part of the course students develop their performance skills, learn to compose and develop their knowledge of four areas of study (2, 3, 4 and 5 below). For example students will study film music and then could go on to compose for a short clip of film themselves as part of their coursework; or learn about pop and rock music and then compose their own song. The course also offers students the opportunity to style music technology instead of performing on an instrument.

60% of the course is assessed through coursework.

AREA OF STUDY 1 – My Music

Students study an instrument of their choice.

AREA OF STUDY 2 – The Concerto through time

A study of The Concerto (Music for a solo instrument and orchestra) from 1650 – 1910.

AREA OF STUDY 3 – Rhythms of the World

Students will learn about the traditional rhythmic roots from four regions of the world – India and Punjab, Eastern Mediterranean and Middle East, Africa and Central and South America.

AREA OF STUDY 4 – Film Music

A study of a range of music used for films and video games.

AREA OF STUDY 5 – Conventions of Pop

A study of Pop Music from the 1950s to the present day, focusing on, Rock 'n' Roll, Rock Anthems, Pop ballads and Solo Artists.

Assessment Components:

60% of the course is assessed through coursework and 40% through a listening exam.

- 1) Performance on the learner's chosen instrument, a composition and a brief set by the student. (30%)
- 2) An ensemble performance and a composition based on a brief set by OCR. (30%)
- 3) Listening and appraising skills shown by completing a written paper, with questions focusing on the above areas of study.

Examination Board: OCR (Course code J536)

Progress into Careers / Sixth Form / Higher Education:

Music is a subject which offers students the opportunity to develop a number of skills which are attractive to many employers or high education provider. For example, self-confidence and the ability to work independently. Studying Music does not limit students to only study Music in the future and links to other fields, for example working in the media or designing video games. The Music industry is one of the wealthiest industries in the UK and there is a great range of jobs this includes from performance to composition to music production and journalism.

Additional Information:

The school will consider all applications carefully and decide the final course appropriate for the pupils who have opted. A BTEC course may be offered.

As part of this course, students will learn how to use music technology to compose music using a range of music programmes such as Logic Pro.

This course requires students to perform on their chosen instrument. This can be any instrument, including voice. Students can also choose to use Music Technology, as an instrument. It would be an advantage to students if had some instrumental skills when starting the course but most importantly students need to commit to practising their chosen instrument regularly.

Financial assistance may be available for students to have instrumental lessons on their chosen instrument as part of the GCSE Music course. Please check with the school.

Enrichment Opportunities:

Taking part in extra-curricular activities within the department. This also leads to opportunities to perform in regular concerts both in school and in the local community.

Subject Leader: Ms S Dearn
(dearns@barclay.herts.sch.uk)

Subject: Physical Education

Course Content:

Students have 6 lessons over 2 weeks. At least 5 lessons are classroom based to learn the theory and 1 is practical.

Final marks:

60% is theory (2 x examinations)

40% is practical ability (3 x sports, coursework and verbal analysis of performance)

The qualification is 120 credits (Unit 4= 60 credits)

Unit 2 = 30 credits, Unit 1 = 30 credits

Course Requirements:

Students taking this course should have firm interest in the theory of Sport and Science. Students are assessed on their practical ability in 3 sports. At least one has to be an individual sport and one a team sport. Students should have a competent level of ability already in three sports.

Assessment Components:

Exam 1: Fitness and Body Systems

This is 1 hour 45 minutes written examination that will test the students' knowledge and understanding of general fitness and the functions of specific body systems. The paper begins with multiple choice questions but then extends into structured essay style questions. The major body systems such as the Circulatory, Respiratory, Skeletal and Muscular System will all be examined in scientific depth.

Exam 2: Health and Physical Performance

This is 1 hour 15 minutes written examination which is based on the fundamentals of the concept of Physical Health and Performance which also includes the concepts of Health and Skill-related fitness.

Examination Board: Edexcel

Progress into Careers / Sixth Form / Higher Education:

Sixth Form: Level 3 BTEC Sport

Higher Education: BA/BED/PGCE in Sport/Physical Education.

Careers: Broadcasting, Community Sports Coach, Children's Sport Coach, Competition Manager, Dance Instructor, Disability Sports Development Manager, Events Management, Fitness Professional, Football Coach, Football Development Management, Groundsman/Greenkeeper, Gym Instructor, Health Promotion Officer, Journalist, Water Sports Instructor, Marketing, Nutritionist, Outdoor Adventure Leader, Performance Analyst, Personal Trainer, PE Teacher, Photographer, Physiotherapist, Referee, Ski Instructor, Sports Development Manager, Sports Massage Therapist, Strength and Conditioning Coach, Swim Teacher, Talent Project Coordinator, Travel and Tourism Manager.

Additional Information:

This is a demanding academic course. Whilst practical performance is vital to a strong grade, the theoretical component of the course is advanced in its content. This is a fantastic opportunity for candidates looking for a career in the sports and leisure industry and also for those looking at any career in sport such as physiotherapy.

Enrichment Opportunities:

Clubs are run both at lunchtimes and after school every day. Students have an opportunity to train, lead and compete in a wide range of physical activities. Sports include Netball, Hockey, Football, Basketball, Dance, Table Tennis, Rounders, Athletics, Cricket and Trampolining.

Subject Leader: Mr L Falanga
(Falangal@barclay.herts.sch.uk)

Subject: Religious Studies

Course Content:

(Relationships and families), Religion and life, Religion, peace and conflict, Religion, crime and punishment, The existence of God and revelation, Christianity, Buddhism

Assessment Components: Two exams

Component 1: The study of religions: beliefs, teachings and practices

What's assessed:

- Beliefs, teachings and practices of two from the following religions:
 - Buddhism
 - Christianity*
 - Catholic Christianity*
 - Hinduism
 - Islam
 - Judaism
 - Sikhism

** Christianity and Catholic Christianity is a prohibited combination.

How it's assessed:

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions:

- The questions within each religion have a common structure of two five-part questions of 1, 2, 4,
- 5 and 6 marks plus one 12 mark question

Each religion is marked out of 48.

Component 2: Thematic studies

What's assessed:

- Either **four** religious, philosophical and ethical studies themes, or,
- Religious, philosophical and ethical studies themes:
 - Theme A: Relationships and families
 - Theme B: Religion and life
 - Theme C: The existence of God and revelation
 - Theme D: Religion, peace and conflict.
 - Theme E: Religion, crime and punishment
 - Theme F: Religion, human rights and social justice

How it's assessed:

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions:

- Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks
- Each theme is marked out of 24

Examination Board: AQA

Sixth Form:

At A-Level, we offer a course in Philosophy and Ethics. The course taken at GCSE level will link into the A- Level course content smoothly.

Higher Education:

Studying at A-Level can lead to a wide range of courses including Religious Studies, Theology, Philosophy, Law, Sociology and the Social Sciences.

Careers

- Barrister
- Civil Service Fast streamer
- Health service manager
- Local government officer
- Marketing executive
- Newspaper journalist
- Psychotherapist
- Recruitment consultant
- Solicitor

Additional Information: Skills for CV

Studying Religious Studies helps you:

- analyse and construct sound arguments
- distinguish fine differences between views and find common ground
- present ideas convincingly through well-constructed, systematic arguments
- write clearly and persuasively
- generate ideas and come up with solutions to problems
- be open to new ideas and ways of thinking
- generate ideas and come up with solutions to problems
- be open to new ideas and ways of thinking.

Enrichment Opportunities:

Many opportunities, including educational visits to Whipsnade Zoo, visits to places of worship, as well as educational talks from experts on the theme or religion studied.

Subject Leader: Miss C Kenny
(kennyc@barclay.herts.sch.uk)

Subject: Science

Combined Science (2 science GCSE qualifications)

Triple Science (3 separate GCSE qualifications in Biology, Chemistry and Physics)

Course Content:

Biology GCSE and the Biology component of Combined Science cover:

- cells and their organisation into organs and systems
- interactions between organisms
- interactions between organisms and their surroundings
- Ecosystems
- Genetics
- Environmental studies

Chemistry GCSE and the Chemistry component of Combined Science cover:

- Particle theory
- Bonding
- Chemical reactions
- Control of chemical reactions
- Organic chemistry
- Equilibria

Physics GCSE and the Physics component of Combined Science cover:

- Matter
- Forces
- Electricity and magnetism
- Radioactivity
- Energy

Assessment Components:

Both Triple and Combined Science pathways involve 6 exams and a practical endorsement to be completed in school.

The triple Science exams are longer and cover a broader content than those for the Combined Science award.

Examination Board: OCR Gateway specification (this is a new specification)

Progress into Careers/Sixth Form/Higher Education:

A level courses in Biology, Chemistry and Physics
Level 3 BTEC in Applied Science.

Post 16 Science course entry requirements are currently: 2B's in Science GCSEs for A levels in Biology, Chemistry or Physics and grade C's/merit at Level 2 BTEC for the Level 3 BTEC Applied Science course.

Additional Information:

Applicants for the Triple Science pathway will need to be approved by CNE in consultation with current class teachers.

Enrichment Opportunities:

Competitions, trips to venues such as the Natural History Museum.

Subject Leader: Dr C Newstead
(newsteadc@barclay.herts.sch.uk)

Subject: Spanish

Course Content:

Theme: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- Holidays: preferences, experiences and destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips, events and exchanges

Theme: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs, careers and professions

Theme: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

Assessment Components:

Listening 25% – understand and respond to different types of spoken language

Speaking 25% – communicate and interact effectively in speech

Reading 25% – understand and respond to different types of written language

Writing 25% – communicate in writing

100% externally assessed

Examination Board: Edexcel

Progress into Sixth Form /Higher Education /Careers:

Sixth Form: A level Spanish

Higher Education: Spanish, Spanish Studies, Hispanic Studies, Art History and Hispanic Studies, Biological Sciences with Spanish for Science, Business Management with Spanish, Celtic and Anglo Saxon Studies and Hispanic Studies, Classical Studies with Spanish, Creative Writing with Spanish, Economics with Hispanic Studies, Economics with Spanish, English Literature and Spanish, English and Hispanic Studies, English and Spanish, European Management (Spanish), Film Media and Spanish, Film and Spanish, Global Studies and Spanish, History and Spanish, International Relations with Spanish, International Tourism Management (Spanish), Law and Spanish, Linguistics/Spanish.

Careers: Teacher, College Professor, International Relations Consultant, Foreign Exchange Trader, Publishing Specialist, Foreign Correspondent, Proof-reader, Importer/Exporter, Translator/Interpreter, International Account Manager, International Banking Officer, Bilingual customer support, Cultural Events Coordinator, Travel Agent, Translator/Interpreter, National Security Agent, Immigration Officer, Cultural Attaché, UNESCO Official, Foreign Diplomat, and more.

Additional Information:

Edexcel GCSE (9-1) is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

There are many additional resources to support learning with revision guides and websites such as Linguascope.

Enrichment Opportunities:

Opportunity for a trip to Spain and letter exchange programme with students in Spain.

Subject Leader: Mr B Brown
(brownb@barclay.herts.sch.uk)