



THE
BARCLAY
SCHOOL

YEAR 9

OPTIONS BOOKLET 2018



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

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:

Thursday 18th January - Year 9 Options Evening – 6pm-7pm and Options Booklet issued

Thursday 8th February - Year 9 Parents Evening

Friday 9th February - Options Forms issued

Monday 19th February - Deadline for returning Option choices

Do:

- Choose subjects that you enjoy. If you enjoy the subject, you are more likely to put time and effort into it. The more time and effort you put into it, the more successful you will become.
- Choose subjects that you are good at. You need to gain as many high grades as possible.
- Aim to achieve the Ebacc if you are capable of achieving it. Many colleges and universities will look for a language and a Humanities subject along with English, Maths and Science when choosing which students to offer places to. However, you should avoid choosing subjects that you think you will struggle to achieve well in.
- Choose subjects that will support your career route, if you have a definite career in mind. However, do remember that you may possibly change your mind regarding a career route before you leave school. Many people also change career during their working life. That is why it is important to opt for choices that are broad and balanced.
- If you have no definite career in mind choose subjects that you are good at, that you like doing and that give you a broad and balanced range of subjects. Many subjects can be picked up at A Level or beyond without earlier study.

Listen to the advice given to you in subject talks over the next few weeks.

Don't:

- Don't try to get into the same groups or classes as your friend; it probably won't happen.
- Don't choose a subject just because you like the teacher, teachers change.
- Don't just go by your experiences in KS3, look at what each subject has to offer in KS4, it may be different.
- Don't narrow down your options too much; you may change your mind about what you'd like to do in the future.

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.

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

Assessment Components:

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

Golden Curriculum/Enrichment Opportunities:

Gallery Visits, Exhibitions

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

Subject: Business Studies

Course Content:

Business Studies covers various topics in the following areas:

Marketing
Accounting
Human resources
Operations Management
Finance
Global Business

Assessment Components:

Theme 1 – Investigating Small Business

Theme 1 Includes the following topics:

- Enterprise
- Spotting an Opportunity
- Putting Ideas into Practice
- How to make a Business Effective
- External influences on Business

Theme 2 – Building a business

Theme 2 Includes the following topics:

- Growing a Business
- Marketing
- Operations
- Finance
- Human Resources

Assessment:

Assessment takes the form of two written exams:

- Paper 1 covers topics from Theme 1
- Paper 2 covers the topics from Theme 2

Each paper is worth 50% of the total marks and lasts for 1 hour 30 minutes.

Students may use a calculator in assessments for this qualification.

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. It incorporates many skills and is a good basis to enter any employment.

Sixth Form:

We offer Business Studies at Key Stage 5:
Pearson Edexcel Level 3 Advanced GCE in Business (9BS0)

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.

In year 12, Barclay's run the Dragon's Apprentice challenge where students are asked to turn £100 into £1000 which is donated to a local charity and is a chance to apply learning to real world situations.

In school you have opportunities to watch BBC programmes like The Apprentice and Dragons' Den.

Subject Leader: Mr L Gillion
(Gillionl@barclay.herts.sch.uk)

Subject: CIDA (Certificate in Digital Applications)

Course Content:

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 (25%)
- 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 such as web site, banner and digital graphics.

Grading - A*, A, B and C

Examination Board: Edexcel

Progress into Careers / Sixth Form / Higher Education:

Following this course, students will have a foundation of skills that provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media.

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

Assessment Components:

Unit 1 – Developing Web Products (2.5 hour practical 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.

Enrichment Opportunities:

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

Subject Leader: Mr L Gillion
(Gillionl@barclay.herts.sch.uk)

Subject: Computer Science

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: Non-exam Assessment (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 L Gillion
(Gillionl@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 50% of the student's overall GCSE. 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 50% 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:

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

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 was 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.

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 minutes (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.

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.

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 was 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

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.

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.

Additional Information:

Trips
Visits
Cooking competitions

Enrichment Opportunities:

After School catch up sessions
After School cooking clubs

Subject Leader: Mrs Panchal
(panchaln@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: AQA

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:

AQA 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: Mr. B Brown
(brownb@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 30mins – 88 marks – 35% of GCSE

Paper 2 – Challenges in the Human Environment

1 hour 30mins – 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 explore how individuals develop physically, emotionally, socially and intellectually over time
- investigate how various factors, events and choices impact individuals' growth and development
- discover how people adapt to life events and cope with making changes.

Unit 2 - Health and Social Care Services and Values

During Component 2, you will:

- learn which health and social care services are available
- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need.

Unit 3 - Health and Wellbeing

To achieve this aim, your students will:

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess an individual's health using what they've learned
- create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

Assessment Components:

The course is made up of three components: two internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.

Examination Board: BTEC Tech Award

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

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.

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.

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:

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 Borchers
(borcherdsj@barclay.herts.sch.uk)

Subject: Music

Course Content:

This music course is a practical course, for students who enjoy music making and relates to the current music industry practice. As part of the course, students will be very 'hands on' in lessons, developing performance and composition skills as well as learning about the music industry.

The BTEC course consists of four units, two of which are core units.

Unit 1: The Music Industry

As part of this unit students will learn about the context of the music industry, looking at the roles and organisations which exist in the music industry. For example, looking at the role of the musician or recording studio manager.

Unit 2: Managing a Music Product

You will plan, develop and deliver a music product. This could be putting on a concert, creating a radio show or CD. You will then promote a music product and then review the management of a music product. You work in small groups (production teams) for this unit.

Unit 3: Introducing Music Performance

In this unit you will develop your music performance skills and review your own practice. As part of this unit students will rehearse on an instrument of their choice in class, developing their musical skills either as a soloist or as part of an ensemble.

Unit 4: Introducing Music Composition

In this unit you will explore creative stimuli to meet a brief, develop, extend and shape music for performances, present compositions appropriately. This will involve composing in a range of styles from film music to writing for a solo instrument to song writing. Music technology software will be used to enhanced the composition process such as using the recording studio.

There is the opportunity as part of this course, for students to look at further unit options such as music recording and sequencing.

Assessment Components:

75% of the course is assessed through continuous coursework throughout the two years of study. There is a written exam which is worth 25%.

Examination Board: Edexcel

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 higher education providers. 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. This course allows progression onto 6th form studies, either in Music or Performing Arts.

Additional Information:

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. It would be an advantage to students if they have some instrumental skills when starting the course, however the course is based around developing instrumental skills as part of the assessments, so it does not matter what your starting point is.

Financial assistance is available for KS4 students taking Music to have instrumental lessons on their chosen instrument as part of the course.

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: Performing Arts

Level 1/2 Certificate in Performance Arts Skills

Course Content:

This is a practical course which looks at developing performance skills across a number of Arts based subjects including Music and Drama. This course also offers students the opportunity to look at the back stage roles and wider context of the Performing Arts industry.

Students will study:

Mandatory units

Preparing Performing Arts Work: this unit is about the process of preparing work as part of a group for presentation to an audience. This could be preparing as showcase, concert or play. Students will look at what it takes to prepare for an Arts Event.

Developing Performing Skills: Students will develop practical skills required for their chosen art form such as music or drama.

Presenting Performing Arts work: This unit will give students an insight to what it is like to perform or work backstage.

Students then choose from the following optional units:

Promoting a performing arts event- learning how to put on a show, event or concert.

Working in the performing arts.

Exploring design skills for performing arts

Exploring technical support for stage performance

Introduction to the performing arts

Working in the arts industry

Developing performance skills

Tasks could include for example, working as a band or working as a group to put on a play or musical where students can take on a number of roles such as acting, playing the music or backstage support.

Assessment Components:

This qualification is assessed through continuous coursework throughout the course with external and internal briefs set. Students will need to perform as part of the course for some examinations. There is no formal written exam.

Examination Board: NCFE VCert

Progress into Careers / Sixth Form / Higher Education:

Performing Arts is a subject which offers students the opportunity to develop a number of skills which are attractive to many employers or higher education provider. For example, self-confidence and the ability to work independently. Studying Performing Arts does not limit students to only study Performing Arts in the future and links to other fields, for example working in the media or designing video games.

Students can progress to any Level 3 course including BTEC Level 3 Performing Arts.

Additional Information:

This is a really exciting course for students who love performing or want to develop a practical skill over a number of different disciplines such as acting and singing. It also offers students the option to develop their knowledge and understanding back stage roles within the arts industry such as lighting and sound.

Students will be expected to be committed inside and outside of the lessons.

Financial assistance may be available for students taking this course, to have instrumental lessons on their chosen instrument. Please check with the school for details.

Enrichment Opportunities:

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

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

Subject: Physical Education (GCSE)

Students can choose either GCSE PE or BTEC Sport but not both courses.

Course Content:

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

Course Breakdown:

60% is Theoretical content (2 x examinations)

30% is Practical ability (3 x sports)

10% is Personal Exercise Programme (controlled assessment).

Course Requirements:

Students taking this course should have a 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 these three sports.

Assessment Components:

Exam 1: Fitness and Body Systems

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

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

Extended certificate – 1 A-level equivalent

National Diploma – 2 A-level equivalent

Higher Education: BSc/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, Athletics and Cricket.

Subject Leader: Mr Buckley
(buckleym@barclay.herts.sch.uk)

Subject: Religious Studies

Course Content:

Christianity, Buddhism, Relationships and families, Religion and life, peace and conflict, crime and punishment.

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 3 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 R.S, with 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 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 9-1

Progress into Careers/Sixth Form/Higher Education:

A level courses in Biology, Chemistry and Physics.

Post 16 Science course entry requirements are currently:

Grade 6 in Science GCSEs and grade 5 for English & Maths GCSEs for A levels in Biology or Chemistry.

Grade 6 in Science GCSEs and grade 5 in English GCSE and grade 7 in Maths GCSE for A level in Physics.

Additional Information:

Applicants for the Triple Science pathway will need to be approved by the Head of Science, Miss Broderick, in consultation with current class teachers.

Enrichment Opportunities:

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

Opportunity to take GCSE in Astronomy in year 9 & year 10.

Subject Leader: Ms K Broderick
(broderickK@barclay.herts.sch.uk)

Subject: Sociology

Course Content:

-Sociology is a fascinating subject which encourages students to think about different areas of the society they live in and challenge the taken for granted assumptions about the life they lead.

-Sociology seeks to explain how we form our identity and it considers the role our culture plays in shaping our lives.

-Sociology looks at a variety of viewpoints and encourages students to think critically about how we view the world around us.

-Students learn to consider how factors such as gender, ethnicity and social class impact on our life experiences and investigate how we can overcome problems such as crime and poverty.

Units include:

Families

-How relationships within families have changed over time e.g. children and parents and the roles of men and women in the home.

- Examine changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for families and society.

Crime and Deviance

-Explanations of why people commit crimes.

-Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate on punishment and rehabilitation.

Social Stratification

-Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief.

- Consider different interpretations of poverty as a social issue and how best to address the problem politically.

-Identify different types of power and authority in society and look at how power is exercised on the people for good and bad means.

Assessment Components:

You will have 2 written exams. Both are 1 hour 45 minutes long making up 50% of the GCSE each.

Exam 1 units:

Families, Education, Social Theory and Methods.

Exam 2 units:

Crime and Deviance, Social Stratification, Theory and Methods.

Examination Board: AQA

Progress into Careers / Sixth Form / Higher Education:

We offer A-Level Sociology at our Sixth Form.

Careers can include:

- Social Services
- Counselling
- Police Services
- Child care
- Social Research
- Journalism
- Teaching
- Civil Servant - implementing government social policy.
- Local Government – Community Services

Additional Information:

The subject offers cross-curricular links with Health and Social Care, Psychology, Geography and History. To be successful in sociology students should have a keen interest in what is going on in our society and debating current affairs in the news. Students will also need to demonstrate strong written skills and be able to weigh up different viewpoints to present a clear line of argument and reach distinct conclusions.

Enrichment Opportunities:

Students will be encouraged to argue and debate their views on the work that we do and develop a 'world view' of their own.

Subject Leader: Gavin Ward
wardg@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: AQA

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:

AQA 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)

Subject: BTEC SPORT

Students can choose either BTEC Sport or GCSE PE but not both courses.

Course Content:

Students have 6 lessons over 2 weeks. These will be a mixture of practical and theoretical classroom lessons.

Course Breakdown:

Unit 1: Fitness for Sport and Exercise – on-line test.

Unit 2: Practical Sports Performance.

Unit 3: The Mind and Sports Performance.

Unit 6: Leading Sports Activities.

Course Requirements:

Pupils are assessed via a point system, below details the amount of points needed for each grade.

Unqualified / fail – 0 points – Equivalent to Fail at GCSE

Level 1 Pass – 6 points – Equivalent to D at GCSE

Level 2 Pass – 12 points – Equivalent to C at GCSE

Level 2 Merit – 18 points – Equivalent to B at GCSE

Level 2 Distinction – 24 points – Equivalent to A at GCSE

Assessment Components:

This course covers four units over two years. Two of which are core and must be completed, two are optional and chosen by the classroom teacher.

(CORE) Unit 1: Fitness for Sport and Exercise:

In this unit you will:

- **A** Know about the components of fitness and the principles of training
- **B** Explore different fitness training methods
- **C** Investigate fitness testing to determine fitness levels.

(CORE) Unit 2: Practical Sports Performance:

In this unit you will:

- **A** Understand the rules, regulations and scoring systems for selected sports
- **B** Practically demonstrate skills, techniques and tactics in selected sports
- **C** Be able to review sports performance.

Unit 3: The Mind and Sports Performance:

In this unit you will:

- **A** Investigate personality and its effect on sports performance
- **B** Explore the influence that motivation and self-confidence have on sports performance
- **C** Know about arousal and anxiety, and the effects they have on sports performance.

Unit 6: Leading Sports Activities:

In this unit you will:

- **A** Know the attributes associated with successful sports leadership
- **B** Undertake the planning and leading of sports activities
- **C** Review the planning and leading of sports activities.

Examination Board: Edexcel

Progress into Careers / Sixth Form / Higher Education:

Sixth Form:

Level 3 BTEC Sport

Extended certificate – 1 A-level equivalent

National Diploma – 2 A-level equivalent

Higher Education:

BSc/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 course. Whilst practical performance is vital to a strong grade, the theoretical component of the course is essential.

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, Athletics and Cricket.

Subject Leader: Miss Read

reada@barclay.herts.sch.uk