

# SUBJECT PATHWAYS



2022



HENLEY-IN-ARDEN  
SCHOOL



# A Welcome From The Headteacher

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Dear Parents, Carers and Students,

Welcome to your Pathways choices 2022.

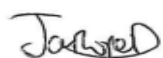
There is a lot of information to digest and think about in the next few weeks. We call our options choices pathways, as these choices form the beginnings of the pathway that our students choose in life, leading to further education, future careers and beyond! The process that we recommend you undertake as part of this process is as follows:

- 1) Tuesday April 26th. Please join us for our Pathways Evening presentation. This will also be available online to watch afterwards, along with subject presentations.
  - 2) Wednesday 27th April: When you receive your pathways form, please read the information, and complete the choices form by Wednesday 4th May.
  - 3) If you have any questions about specific courses, please contact the member of staff on our contact page between the 30th April and 4th May.
  - 4) Our choices letter, confirming your child's choices will come out a few weeks later following this process. As you embark on your pathway, our aim is for you to leave Henley prepared for whatever next step you take. We will support you to be kind, hardworking, resilient and dedicated to what ever you wish to achieve. To support your journey there, you will be armed with qualifications in a range of subjects that demonstrate the potential you have. Very few further education institutions restrict courses based on subject choice, but some do based on results and our pathways are designed to ensure that you have opportunities to demonstrate what you are capable of.
- Although you will start your pathway choices in Year 9, this year is about developing a depth and range of understanding for your subjects and to gain a love of learning within each subject, and it is about just preparing for your assessments and exams that take place in year 11.
- There is a lot of information to digest, so please take time to read, watch, discuss and think.

We will be with you every step of the way.

Yours faithfully,

Mr J Roper



**Associate Headteacher**

## Progress 8 and GCSE Grading

If you have older brothers or sisters, their GCSE qualifications may have been graded on a scale from A\*-G. In order to ensure that England's qualifications are comparable to the best in the world, the government introduced a new grading system where 1 is the lowest and 9 is the highest grade that can be attained. On average 3% of the population only gain a grade 9, and we are proud to have a significant number awarded at Henley each year. The examination system that you take part in is consistent with those awarded internationally, opening up more opportunities than ever for your future working life.

The table below shows broadly how the new grading system compares to the old one, to help it make more contextual sense.

9	8	7	6	5	4	3	2	1	U	
<div><div><div><div><div></div><div>4</div><div>and above</div></div><div>=</div><div><div></div><div>C</div><div>and above</div></div></div><div><div></div><div></div><div></div></div></div><div><ul style="list-style-type: none"><li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li><li>■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</li><li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li></ul></div></div>										
A*			A	B	C	D	E	F	G	U

CURRENT GCSE GRADING STRUCTURE

# Our Curriculum

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Regardless of your pathway choices, you will take part in a rigorous, academic, and varied curriculum at Henley.

## Core PE

Students will continue to participate in PE following the National Curriculum in order to support healthy lifestyles and mental wellbeing.

## Character Curriculum

All students will have a Character lesson every two weeks as part of their timetable. This will include our statutory RE and PSHE content; careers support and guidance on learning styles, mental wellbeing and character development.

## Core Subjects

All students continue to study English Literature, English Language, Maths and Science (more information about each of these are available in our booklet)

## Humanities

Students will choose either History or Geography as one of their option choices, following the Government's KS4 curriculum requirements.

## Pathways

There are three pathways our students take. Our supportive video provides more information about this and you will be informed which pathway you/your child is on following our presentation. Pathway 1 and 3 are by invitation only.

- Pathway 1: Literacy Support Pathway
- Pathway 2: General Pathway
- Pathway 3: Separate Sciences Pathway

## Option Blocks

**Please note students are only able to chose one option from each block. Please note unless otherwise notified, students must choose History or Geography. Highlighted blocks represent EBacc subjects.**

Option Block A	Option Block B	Option Block C	Option Block D
Geography	Spanish	French	History
Spanish	History	CNAT Business Enterprise and Marketing	Triple Science (Invite Only)
Product Design	Geography	PE	RS
BTEC Drama	iMedia	Film Studies	Fine Art
Fine Art	Music	Food preparation and Nutrition	Design Technology
	BTEC Health and Social Care	BTEC Dance	Product Design
	Design Technology		Literacy (invite only)



# What is the English Baccalaureate?

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The English Baccalaureate (also referred to as EBacc) is obtained by students who achieve qualifications in the subjects below:

- English Language and English Literature
- Mathematics
- At least two Sciences
- A Modern Foreign Language
- Either History or Geography

The government actively promote the Ebacc, their long term aim is for as many pupils across the country to study these subjects as possible. The reason it is so valued is because these subjects provide a fundamental grounding in the key areas needed in most aspects of life. The EBacc subjects provide a breadth of learning that prevents students specialising too early, restricting their later options. By studying these subjects you keep every door open for post 16 study. Some of the best UK universities also look for this breadth of study at GCSE.

The core curriculum at Henley-in-Arden, and most other secondary schools, includes English, Maths, two Sciences (three if you do triple science) and Geography or History. The decision is therefore, should you choose a MFL as one of your options? We would like as many of our students to select a language for the benefits it offers and **the potential it unlocks for our pupils.**

Taking a language improves your understanding of linguistic structure, syntax and grammar which supports progression in subjects that include extended writing such as English, History, Geography and many other subjects.

Learning a language encourages brain development in a way that no other subject can, and there is even growing evidence that second language acquisition can improve mental health and agility throughout life. **Interpreting a means of communication from a different linguistic culture helps us to build connections and express ourselves in a clear and authentic manner.**

Yes, there are rules and structures to learn but also many an opportunity to develop skills in pattern recognition, and problem solving which are transferable to many of the most in-demand career paths, from engineering and coding to graphic design and the law. It is a subject that can meet the needs of every type of learner.

As Britain tries to forge new alliances and trading partnerships with countries all over the world, languages skills have never been more in demand from employers and the government alike.

**By exposing our pupils to an authentic use of language real-life contexts, we counteract the threat of xenophobia and instead promote a culture of empathy and mutual understanding.**

Studying a MFL subject provides opportunities to develop further cultural capital through a variety of events. Cultural Capital **empowers our pupils.** It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. In other words, we equip our pupils with the desire to aspire and achieve social mobility, whatever their starting point. We are committed to supporting every Henley-in-Arden student who opts for a language at GCSE.

Studying either French or Spanish at GCSE will provide pupils with clear longevity, as they will have been learning them since Year 7.

# English Language

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## Course Description

Our words make us what we are. Using language enables us to understand and communicate with each other and to make sense of our world. By developing our skills in English - reading, writing and spoken language - we become better equipped to make the most of our lives and opportunities.

## What will I study?

Students will study English Language alongside the English Literature qualification:

- Spoken language - students will learn how to communicate clearly, confidently and imaginatively in a variety of situations using Standard English appropriately.
- Reading: Students will learn to read a range of high quality, challenging literature and non-fiction texts from a range of genres and types (from the C19th, C20th and C21st) with insight and evaluate writers' use of language and presentation.
- Writing - Students will learn to write for different readers and purposes using accurate punctuation and spelling and a range of structural and linguistic features.

## How will I be assessed

GCSE English Language is assessed by end of course examinations in Year 11 - this leads to a qualification graded 9-1. Spoken Language is assessed by teachers, filmed, and moderated by the examination board (AQA). This is graded Fail/Pass/Merit/Distinction and is endorsed separately on students' certificates.

**For further information, please contact Mrs Hart or Miss Robbins**



# English Literature

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## Course Description

Students will study English Literature alongside their English Language course. Studying English Literature opens up the past, the present and the future. Imaginative writing by the best writers not only shows us how people 'work' - their thoughts, feelings, ambitions, motives and actions - but also helps us to explore how language itself 'works' - how the choice of word or phrase change a meaning or change a life!

## What will I study?

Students will study English Literature alongside the Language course. This subject will encourage students to read a wide range of classic literature fluently, with the assessment of the following texts:

- A C19th novel (The Strange Case of Dr Jekyll and Mr Hyde or Sign of Four);
- A Shakespeare play (Romeo and Juliet);
- A selection of poetry since 1789, including representative romantic poems;
- British fiction or drama from 1914 onwards (An Inspector Calls or Blood Brothers).

## How will I be assessed

GCSE English Literature is assessed by closed book, end of course examinations at the end of Year 11; this leads to a qualification graded 9-1.

**For further information, please contact Mrs Hart or Miss Robbins**



# Mathematics

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## Course Description

This course in mathematics will provide a broad, coherent, satisfying and worthwhile course of study. We encourage students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. We will also provide a strong mathematical foundation for students who go on to study mathematics at a higher level post-16. All pupils study mathematics. The subject content of this specification matches that set out in the Department for Education's Mathematics GCSE subject content and assessment objectives document.

## What will I study?

There are 22 units of learning in the course which cover the following topic areas: number; ratio and proportion; algebra; geometry and measure; statistics and probability. Pupils will be encouraged to:

1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. Acquire, select and apply mathematical techniques to solve problems
3. Reason mathematically, make deductions and inferences and draw conclusions
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## How will I be assessed?

Students will sit three examinations; two calculator and one non-calculator.

Each exam last 1 hour 30 minutes and content from any part of the specification is examinable in each exam. There are two tiers of entry Foundation (Grades 1-5) and Higher (Grades 3-9).

**For further information, please contact Mrs Evans**

# Science

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## Course Description

Science is a core subject and all students are required to study science at KS4. Students will follow the AQA “Trilogy” suite of GCSEs. Depending on the curriculum route the pupils’ follow, they will take either 3 GCSEs in the Separate Sciences (Biology, Chemistry and Physics) or a Combined Science GCSE worth the equivalent of 2 GCSEs.

Both the separate science pupils and the combined science pupils follow the same broad curriculum areas as outlined below. However the separate science students will cover each topic in more detail. There will be one group of our most able scientists who will follow the Separate Science course and the majority will follow the Combined Science course. Science GCSEs will retain the Higher or Foundation tier structure for examinations.

## What will I study?

Biology: 1. Cell biology 2. Organisation 3. Infection & response 4. Bioenergetics 5. Homeostasis & response 6. Inheritance, variation & evolution.

Chemistry: 1. Atomic structure and the periodic table 2. Bonding, structure, & the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate & extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources.

Physics: Forces

2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics (physics GCSE only) .

## How will I be assessed?

**Assessment for combined science will be by taking six papers: two biology, two chemistry and two physics.**

**Assessment for separate sciences will be by two exam papers for each science.**

**For further information, please contact Ms L Pigott**

# History

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## Course Description

The GCSE history specification covers a thousand years of history. From Medieval Times up until the end of the Cold War in 1991. Henley History department has seen outstanding results for many years including many pupils going on to study History and Law at Russell Group Universities. The course builds on the topics studied at KS3 such as the study of Crime and Punishment and World War One. It also provides a stepping stone to further study at 'A' level, which many pupils enjoy and flourish. The study of history involves the reading and interpretation of historical resources and does require pupils to complete an examination which is extended writing. GCSE History develops many skills and develops historical understanding which is why History is a well-respected GCSE that sees high graduate employment into a multitude of professions such as Law and Journalism amongst many others.

## What will I study?

**You will study four different topics: Paper One: British thematic study with historic environment: The History of Medicine from 1200 and Medicine in World War One (30%)**

**Paper Two: British depth study and period study British depth study (20%)- Early Elizabethan England 1558-1603 Period Study (20%) Superpower Relations and the Cold War 1941-1991**

**Paper Three: Modern depth study: Weimar and Nazi Germany 1918-1939 (30%)**

## How will I be assessed?

**The new specification does not include any controlled assessments (coursework) and is 100% assessed via three written examinations.**

**Paper 1 - 1 hour 15 mins**

**Paper 2 - 1 hour 45 mins**

**Paper 3 - 1 hour 20 mins**

**For further information, please contact Mrs Shipley**



# MFL - Spanish

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## Course Description

The ability to communicate should not be underestimated in the modern world and what better way is there to improve communication skills than to learn a new language? And as if that were not enough the course also opens hearts and minds to the immense richness that can be found in another culture. Whilst pupils may go on to continue their language learning at 'A' level, there is a long record of those who have used their languages in a vocational course, for example, in conjunction with a Business course, with Travel and Tourism, the Hotel and Catering Industry, Health and Beauty, Sport and Leisure, Engineering and many more. Our aim is to enable students to communicate with confidence in a variety of practical situations by the end of their GCSE course and we hope that they continue to reap the many benefits of learning a second language long after they leave Henley. Whatever happens, we hope that without exception, our pupils will be able to cope in practical situations at the end of their GCSE course, able to appreciate the advantages of learning a foreign language and are true citizens of the World.

## What will I study?

**Students will study a wide range of topics in Spanish, including:**

- 1) Identity and culture**
- 2) Local, national, and international areas of interest**
- 3) Current and future study and employment**

## How will I be assessed?

**Pupils are assessed in an end of course exam in the four skills of Speaking, Reading, Listening and Writing, with each skill having an equal weighting of 25%.**

**There are 2 Tiers of entry: Foundation (grades 1-5) and Higher (grades 3-9).**

**For further information, please contact Mr Lunn**





# MFL - French

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## Course Description

The ability to communicate should not be underestimated in the modern world and what better way is there to improve communication skills than to learn a new language? And as if that were not enough the course also opens hearts and minds to the immense richness that can be found in another culture. Whilst pupils may go on to continue their language learning at 'A' level, there is a long record of those who have used their languages in a vocational course, for example, in conjunction with a Business course, with Travel and Tourism, the Hotel and Catering Industry, Health and Beauty, Sport and Leisure, Engineering and many more. Our aim is to enable students to communicate with confidence in a variety of practical situations by the end of their GCSE course and we hope that they continue to reap the many benefits of learning a second language long after they leave Henley. Whatever happens, we hope that without exception, our pupils will be able to cope in practical situations at the end of their GCSE course, able to appreciate the advantages of learning a foreign language and are true citizens of the World.

## What will I study?

**Students will study a wide range of topics in French, including:**

- 1) Identity and culture**
- 2) Local, national, and international areas of interest**
- 3) Current and future study and employment**

## How will I be assessed?

**Pupils are assessed in an end of course exam in the four skills of Speaking, Reading, Listening and Writing, with each skill having an equal weighting of 25%.**

**There are 2 Tiers of entry: Foundation (grades 1-5) and Higher (grades 3-9).**

**For further information, please contact Mr Lunn**

# Geography

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## Course Description

Geography is a popular GCSE option at Henley, with students gaining excellent results. Students are able to build on the knowledge, understanding and skills gained at Key Stage 3 which aids their transition and progression in Key Stage 4.

Geography compliments a range of the core and optional subjects as it allows students to collect and present their data to make informed decisions and using analytical and evaluative skills to suggest solutions. Many students go on to study Geography at AS and A level. Geography is a broad based academic subject which is well respected by employers and currently Geography graduates have one the highest rates of graduate employment.

## What will I study?

You will study the AQA Geography specification due to the breadth and depth of topics. The flexibility enables the staff to choose topics suited to the cohort's interests and therefore some topics listed below are subject to change. The GCSE course will investigate a number of key ideas divided into 3 subtopics: Living with the physical environment, Challenges in the human environment and Geographical applications. The course is structured to allow you to explore and research a range of contemporary issues and examples from around the world. There are numerous opportunities to analyse numerical and other data sources in both everyday lessons as well as fieldwork events.

## How will I be assessed?

**There are 3 exams, which will take place at the end of Year 11.**

**Paper 1: Living with the physical environment is 1 hour 30 minutes and worth 35%.**

**Paper 2: Challenges in the human environment is 1 hour 30 minutes and worth 35% .**

**Paper 3: Geographical applications is 1 hour 15 minutes and is worth 30% Within this exam there is a pre-release booklet made available 12 weeks before and will be based on an issue studied in the course. The second element of Paper 3 is based around two fieldwork episodes, students will be expected to discuss these and apply them to other unfamiliar fieldwork contexts.**

**For further information, please contact Mr Hosseini**



# CNAT Enterprise and Marketing

## Course Description

As one of the most popular option choices, this is a course based around both theoretical and practical aspects of understanding Business. As part of this course students will learn about the fundamentals of business and business marketing. They will complete practical elements which take a business idea all the way from initial planning, to designing, marketing, budgeting and finally pitching it.

This enterprise and marketing course is comprised of 3 Units of work

## The Course

### Unit 1 - R067 - Enterprise and Marketing concepts

In this unit students will learn how market research gives the entrepreneur an insight into the wants and needs of its customers so that products and services can be developed to meet these needs. Students will learn about the types of business ownership and how this can impact how the business operates, as well as the marketing mix and financial aspects of running a successful business. It will be assessed through a written exam in their Year 11 exam summer series.

### Unit 2 - Unit R068 - Design a business proposal

In this unit students will learn how to develop market research tools and use these to complete market research. Students will create a design mix and produce product ideas that will be reviewed by peers to help structure a final design. Evidence that is generated will then decide whether the new product that has been designed will be financially viable.

### Unit 3 - Unit R069 - Market and pitch a business proposal

In this unit students will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Creating a presentation suitable for the target audience and pitching this, for real, to them.

## How will I be assessed?

### Unit 1 - R067 - Enterprise and marketing concepts

Written paper

1 hour and 30 minutes – 70 marks - (120 UMS)

Learners answer all questions

### Unit 2 - R068 - Design a business proposal

Non-Examination Assessment

60 Marks (60 UMS)

### Unit 3 - R069 - Market and pitch a business proposal

Non-Examination Assessment

60 Marks (60 UMS)

**This course will be of interest to you if you enjoy learning about the world of business and marketing. Looking at both a practical and theoretical knowledge of building a business, marketing a product and pitching this to a real audience.**

**For more information about this course, please contact Mr J Insley**

# CNAT - iMedia

## Course Description

iMedia is an exciting new course with a clear focus on mixing practical media skills with the theory underpinning all learning. Students will get to experience practical and written assignments to demonstrate their understanding and creative ideas.

This iMedia course is comprised of 3 Units of work

This course will be of interest to you if you would like to engage in practical, real life situations as well as develop the learning and understanding of what skills are used throughout the media industry and why. Including learning and becoming competent in a range of different software which will require resilience and determination to master.

### Unit R093 - Creative iMedia in the media industry

The first unit underpins all of the other learning in this qualification. All students will learn the essential knowledge and understanding for iMedia, including the pre-production materials that would be needed when creating content for; photoshoots, film, TV and social media. It will be assessed through a written exam in their Year 11 exam summer series.

### Unit R094 - Visual Identity and digital graphics

In this unit students will learn how to develop visual identities for clients. Students will learn how to apply the concepts of graphics which use a visual identity to engage a target audience. This unit will be assessed through controlled assessment that is externally moderated.

### Unit R095 - Characters and Comics

In this unit students will learn to design and create original characters that convey emotion and personality. They will also learn how to set these characters within stories of their own, using conventions of comics

**OR**

### Unit R096 - Animation with audio

In this unit students will learn how to plan animations with sound tracks based on a client brief. Using a range of tools and techniques to create, edit and combine audio and animation, with a review of the whole project

## How will I be assessed?

### Unit R093 - Creative iMedia in the media industry

Written paper

1 hour and 30 minutes – 70 marks - (120 UMS)

Learners answer all questions

### Unit R094 - Visual Identity and digital graphics

Non-Examination Assessment

Approx. 7-10 hours – 50 marks (50 UMS)

### Unit R095 - Characters and comics OR R096 Animation with Audio

Non-Examination Assessment

Approx. 10-12 hours – 70 marks (70 UMS)

**For more information about this course, please contact Mr J Insley**



# Music - RSL Music Practitioner

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## Course Description

The RSL Music Practitioner course is accessible for those students who enjoy practical music making activities, including work on their instruments as well as developing music technology skills on computers to help with the composing coursework. **The ability to play an instrument or sing is an essential requirement. As this is a performance subject you will be expected to perform your work on a variety of different occasions throughout the course.** You will also need to be well organised and have good time management skills. This is an enjoyable course which gives excellent preparation for both music and music technology at AS/A2 level as well as Vocational Level 3 Performance, Composition and Production courses.

## What will I study?

The course is divided into three main activities: performing, composing and listening skills. You will learn about a wide range of musical styles and genres and will complete weekly written logs to keep a track of your ongoing coursework progress. You will learn more about playing your instrument including rehearsal techniques as well as how to compose live and recorded music.

## How will I be assessed?

**The qualification contains one externally assessed core unit of work and we will do three internally assessed units of work. The majority of the course is an ongoing assessment of your practical work. The Live Performance Unit is assessed under controlled conditions with milestone recordings that are externally assessed by the examiner.**

**For further information, please contact Miss Blyth**



A background image showing several dancers in a studio. In the foreground, a male dancer in a black tank top and a female dancer in a white dress are in a dynamic pose. Behind them, other dancers in various costumes (pink, blue, black) are also in motion. The studio has wooden floors and ballet barres.

# BTEC Tech Award Performing Arts - Dance

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## Course Description

The BTEC Level 2 Tech Award in Performing Arts (dance approach) allows you to explore and apply skills in dance appreciation, performance and choreography. The BTEC Level 2 Tech Award is equivalent to one GCSE.

You will explore a range of professional performances that use different dance styles.

The course is a practical course involving you developing dance skills. You will be expected to take part in weekly practical lessons and perform on a regular basis to live audiences. You must be prepared to commit to independent rehearsal time and after school rehearsals in order to complete the demands of performance work.

It is recommended that if you choose this subject that you take dance classes in addition to school lessons for example at a local dance school or being a member of one of Henley's extra-curricular dance clubs.

## What will I study?

### Component 1 Exploring the Performing Arts

**You will investigate the works of three practitioners to understand how historical, political and cultural contexts have influenced their creative intentions and themes.**

### Component 2 Developing Skills and Techniques in Performing Arts

**You will understand the role of a performer and develop and apply physical, technical and expressive skills for a recorded performance in a selected dance style.**

### Component 3 Responding to a Brief

**You will understand how to interpret and respond to a stimulus for a group performance. You will be expected to review and reflect the effectiveness of the creative process.**

## How will I be assessed?

### Component 1 Exploring the Performing Arts

**Component 2 Developing are worth 30% each. Component 3 Responding to a Brief is worth 40%. For this Component there is a total of 60 marks to achieve.**

**You will be marked with either Pass, Merit or Distinction**

**For further information, please contact Mrs Monk**



# BTEC Performing Arts - Acting

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## Course Description

This course will enhance your acting skills and your appreciation of theatre as an art form. You will be expected to take part in practical sessions, performances and workshops almost every lesson. You will be given the opportunity to develop by contributing to these sessions by exploring specific acting techniques. You must be able to work effectively with other people and attend rehearsals after school in order to meet the requirements of this course. You must also be a student who enjoys the collaborative nature of drama, enjoys in the creative process and thrives on a challenge.

## What will I study?

The course is split into three, distinct components that lead to the qualifications:

**Component 1: Exploring the Performing Arts:**

**Aim:** To get a taste of what it's like to be a professional actor as a performer.

**Assessment:** Internally assessed assignments that are externally verified (30% of total course).

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

**Aim:** To develop skills and techniques in the chosen discipline(s) of acting.

**Assessment:** internally assessed assignments that are externally verified (30% total of course).

**Component 3 Performing to a Brief:**

**Aim:** To consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. **Assessment:** Externally assessed task, where students work in groups of between 3 and 7 members to create a

## How will I be assessed?

BTEC Acting should attract students who are prepared to take part in challenging practical workshops. It is therefore important that students on the course have a keen interest in developing their acting skills and a willingness to show these skills to an audience and their peers on a regular basis.

For further information, please contact Mr Eagles



# GCSE Design and Technology

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## Course Description

The AQA GCSE Design and Technology course gives exciting opportunities to explore and develop your creative problem solving skills through the processes in investigating design possibilities, practicing drawing techniques including computer aided design, and making prototypes using a range of tools and materials.

## What will I study?

In Year 9 and 10 you will explore how to develop design ideas and experiment with different ways to communicate them, working both independently and as part of a team. You will also learn to problem solve and extend your practical skills in the work shop. At the end of Year 10 you will begin work on an NEA portfolio where you will have the opportunity to demonstrate these skills.

You will undergo a range of mini projects that incorporate the theory side of the course preparing you for the exam at the end of year 11. You will specialise in and understand more about Timber, Plastics and Manufactured boards whilst also learning about other materials, and new and emerging technologies.

Design Technology provides you with skills that can lead you to a multitude of further education and career possibilities such as Architecture, Engineering, Carpentry, Theatre design, Animation, Model making, CAM/CNC Technician, Construction, Landscape design, Aerodynamics, Fashion and Textiles, Drafting and Pattern making.

The course also provides a great foundation for organisation, analytical processes, business and project management and a great discipline for working through processes independently.

## How will I be assessed?

**A piece of Non Exam Assessment (NEA) work that consists of a folder containing research, designing, planning and evaluating as well as prototypes of your product. (50%)**

**A 2 hour written exam that will test your subject knowledge. (50%)**

**For further information, please contact Mrs Munro**



# Fine Art

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## Course Description

This course primarily develops your creative thinking and visual communication skills. It is especially useful if you are considering a career within the arts, crafts or design field, such as architecture, engineering, landscape/interior design, fashion/textiles, product design, advertising, food/cooking, computer games/web design, etc. Creative industries are in abundance: almost everything around you has been designed by someone, from a biro to a handbag to an aircraft! Art and Design equips you with the ability to express your ideas in a visual way.

## What will I study?

Visual language: line, shape, form, colour, tone, texture, pattern, perspective, proportion, rhythm and structure. You will learn about artists, designers and crafts people from different times and cultures, using their ideas to inform the development of your own work. You will learn to generate new and original ideas and how to express them. You will learn to communicate your ideas visually by developing practical skills in drawing and painting, following the 'fine art' option. You will also learn to 'see' in a new way and respond positively when things don't turn out how you expected – an important lesson for life in general! Much of your learning is achieved through practical work, although you are required to make notes and annotate your drawings and paintings. This involves analysing and evaluating your own work and that of others. You need to become an independent learner and not be afraid to take risks.

Experimental work and review play a huge part in this subject.

## How will I be assessed?

There are four criteria for assessment: critical understanding and development of ideas, refinement of ideas, recording of ideas (practical skills), and presentation of ideas (final pieces). All four criteria have equal weighting. Both coursework and the exam project are marked using the same criteria. Coursework component: 60% - a portfolio of work, including at least one department set project. This work demonstrates the journey of learning and includes practical experimentation, written analysis and evaluations and resolved final pieces. Examination component: 40%: a practical project set by the exam board. Students can select from approximately 5 starting points. The choices are issued at the beginning of January in year 11. Students must complete the preparation work before the end of April, when they sit the 10 hour exam to complete the final masterpiece for this short project.

For further information, please contact Mrs Gadd

# GCSE Film Studies

## Course Description

Film is an important part of many people's lives. Students characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel. Our course is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.

## What will I study?

Production is an important part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screen writing. This is intended to support learners in producing creative films and screenplays as well as

enable their production work to provide an informed filmmaker's perspective on their own study of film. The academic study of film is now well established and the frameworks for its study are broadly similar whether at GCSE, AS, A level or at higher education institutions. We aim to develop knowledge and understanding of: the ways in which meanings and responses are generated through film; a contrasting, culturally diverse range of films from different national contexts; film as an aesthetic medium; how films reflect the social, cultural and political contexts in which they are made; the relationship between film and film technology over time. In addition, the specification aims to enable learners to apply their knowledge and understanding of film to filmmaking or screen writing.

## How will I be assessed?

<b>Component 1 – Key Developments in US Film (1.5 hours)</b>	35% (70 marks)
Section A: US Film Comparative Study (2 films)	50 marks
Section B: Key Developments in film and film technology	5 marks
Section C: US independent film	15 marks
<b>Component 2 – European Film (1.5 hours)</b>	35% (70 marks)
Section A: Global English Language film	20 marks
Section B: Global Non-English Language film	25 marks
Section C: Contemporary UK Film	25 marks
<b>Component 3 – Production</b>	30% (60 marks)
Non-exam assessment	
Option 1: Film extract (filmmaking) <b>OR</b>	40 marks
Option 2: Screenplay extract (and 1 page shooting script)	
Evaluative Analysis (750-850 words)	20 marks

**For further information, please contact Mrs Grantham**

# GCSE Food Preparation and Nutrition

## Course Description

The GCSE Food Preparation and Nutrition course equips students with an array of culinary techniques, as well as a knowledge of nutrition and healthy eating, food science, food traditions and kitchen safety. This is an exciting and creative course with a strong focus on practical skills, and upon completion students will be qualified to move on to a wide variety of courses or apprenticeships in the areas of Food, Science and Nutrition.

## What will I study?

Subject content is grouped under 5 categories, and is taught through a range of practical and theory based activities;

1. Food nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

## How will I be assessed?

Written exam paper 50% of the GCSE

- 1 hour 45 minute exam paper split into two sections
- 100 marks

Section A (20 marks): Multiple choice questions structured to reflect the sections of the specification.  
Section B (80 marks): contains five questions varying in styles of approach and content.

NEA (non-exam assessment) 50% of the GCSE

Food investigation (15%)

Students write a report (1500-2000 words) on their understanding of the scientific principles that underpin the preparation and cooking of food.

Food preparation assessment (35%)

Students will plan, prepare, cook and present three complete dishes within 3 hours. They will produce a concise portfolio that demonstrates: their nutritional knowledge, application of technical skills, planning and time management, as well as presentation skills applied to their three final dishes.

**For further information, please contact Mrs Munro**



# GCSE Sports Studies

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## Course Description

Have you ever wanted to know what makes Roger Federer's serve so powerful, what makes Mo Farah so quick on his feet or even how Cristiano Ronaldo is able to kick the ball so accurately? Discover the Science behind sport and develop an understanding of how your body works during exercise. The course is divided between practical and theory elements. During the practical sessions students will develop their existing skills in a range of sports as well as concentrating on the tactical aspects of their activities. The theoretical element of the course will delve into the human body and the effect that exercise has upon it. Lessons will be delivered both in the classroom and practically to embed the theory behind sport.

## What will I study?

Students cover all the topics for the two exams through both classroom and practical theory lessons. They will have regular tests and students need to be ready to revise regularly to gain a thorough understanding of the theory topics introduced throughout the course, as this makes up the majority of their final grade. Students will also cover a variety of sports during practical lessons, which will prepare them for their final practical assessments in Year 11; students will find it an advantage to take part in extra-curricular sports or teams on a regular basis. Any student considering choosing Sport Studies as an option should speak to their PE teacher to discuss their suitability before they make a final decision.

## How will I be assessed?

Component 1 - 36%:

Fitness & Body Systems Exam – (1 hour 45 minutes)

TOPIC 1: Applied anatomy and physiology

TOPIC 2: Movement Analysis

TOPIC 3: Physical training

TOPIC 4: Use of data

Component 2 - 24%: Health & Performance Exam – (1 hour 15 minutes)

TOPIC 1: Health, Fitness and well-being

TOPIC 2: Sport psychology

TOPIC 3: Socio-cultural influences

TOPIC 4: Use of data

Component 3 - 30%: Practical Performance – (from a set list of sports)

SPORT 1: Individual activity

SPORT 2: Team activity

SPORT 3: Individual or team activity

Component 4 - 10%: Personal Exercise Programme

For further information, please contact Mr McDowell



# Product Design (Level 2)

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## Course Description

This level 2 qualification is aimed at learners who wish to student the process involved in designing new products and the requirements of a design specification. The course will allow students to develop their creative skills and work with a range of different media. It is a great introduction for post 16 courses such as A Level Design Technology and Product Design

## What will I study?

### Qualification overview

- Identify and experiment with graphic design components.
- Learn about graphic designers, their work and working in the industry.
- Work to graphic design briefs, refining and selecting ideas.
- Form a graphic design portfolio and explore creative direction.

## How will I be assessed?

Students will produce portfolios of evidence across a range of topics such as product analysis, working to design briefs, presenting design ideas and prototyping.

There will be a written exam at the end of Year 11.

**For further information, please contact Mrs Munro**

# BTEC Health and Social Care

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## Course Description

This exciting and challenging course will introduce you to the health and social care sector. By studying for your Award you will gain the important knowledge, understanding and skills that are the foundations for working in this area. This will include many of the skills that are used by health care professionals on a day-to-day basis such as assessing people's health and wellbeing and designing individualised health care plans. You will also learn about health care services and the importance of care values, with the opportunity to apply these in realistic scenario.

## What will I study?

What will I study and how will it be assessed?

The course is split into three, distinct components that lead to the qualification:

**Component 1: Human Life-span Development**

**Aims:** To explore human growth and development across life stages; to investigate factors that affect human growth and development and how they are interrelated.

**Component 2: Health and Social Care Services and Values**

**Aims:** To explore the care values that underpin current practice in health and social care; to investigate ways of empowering individuals who use health and social care services.

**Aims:** To investigate different forms of communication; to investigate barriers to communication in health and social care; to communicate effectively in health and social care.

## How will I be assessed?

**Component 1:**

**Assessment:** Explore -Internally assessed assignments that are externally verified (30% of total qualification)

**Component 2:**

**Assessment:** Develop-Internally assessed assignments that are externally verified (30% of total qualification) **Component 3: Health and Wellbeing**

**Assessment:** Apply – Externally assessed task set by the exam board (40% of total qualification).

For further information, please contact Mrs Munro

# GCSE Religious Studies

## Course Description

Overall, religion is powerful and persistent, and it shows no sign of disappearing. It provokes heartfelt commitment, eloquent expression, forthright action and intense debate. Religious Studies GCSE is a course for everyone who wants to be informed about the world around them; religion is an intensely curious phenomenon that calls out for better understanding.

- The course is modern and engaging and very different to the 'religious instruction' that children may have received within schools in the past. Students will gain a greater understanding of the two religions we will be studying (Christianity and Judaism) and explore philosophy and ethical studies in the modern world.
- The content is also designed to inspire. The specification includes exciting content that explores relationships and families, peace and conflict, belief in God and non-religious beliefs.
- Skills for today's world are a big part of what you will learn. Religious Studies can open up the possibility of in-depth debate, which leads to critical evaluation and analysis.

## What will I study?

You will study AQA Religious Studies GCSE; Christianity and Judaism. **Component 1: Beliefs, teachings and practices (Christianity & Judaism)** **Component 2: Religion, philosophy and ethics in the modern world from a religious perspective (Christianity & Judaism).** Students apply the knowledge they have learnt about Christianity & Judaism and their own beliefs and opinions to four philosophical and ethical themes (see below).

Four themes to be studied (subject to change):

- **Relationships and families: Marriage, sexuality and gender**

## How will I be assessed?

There are two written exams:

**Component 1 - 50% of the GCSE: The studies of religions: beliefs, teachings and practices (Christianity & Judaism) 1 hour & 45 minutes**

**Component 2 - 50% of the GCSE: Religion, philosophy and ethics in the modern world from a religious perspective (Christianity & Judaism) 1 hour & 45 minutes**

For further information please contact Mr Pearson



## Staff Contacts

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