



# The Howard School

## Key Stage 4 Curriculum Guide (2025-2028)



# Table of Contents

Message to Parents	Page 2
Message to Students	Page 3
Important Dates & Deadlines	Page 4
Your Timetable	Page 5
Types of Qualification	Page 6
The Option Process	Page 7
The Howard Sixth Form	Page 10
<b><u>Core Subjects</u></b>	
English Language & English Literature (GCSE)	Page 11
Mathematics (GCSE)	Page 13
Science (GCSE)	Page 15
Geography (GCSE)	Page 17
History (GCSE)	Page 19
<b><u>Optional Choices</u></b>	
Fine Art (GCSE)	Page 21
Enterprise (BTEC)	Page 23
Business Studies (GCSE)	Page 25
Computer Science (GCSE)	Page 27
Drama (GCSE)	Page 29
French (GCSE)	Page 31
Spanish (GCSE)	Page 33
3D Design (GCSE)	Page 35
Photography (GCSE)	Page 37
Religious Studies (GCSE)	Page 39
Food Preparation & Nutrition (GCSE)	Page 41
Creative iMedia (OCR Cambridge Nationals)	Page 43
Music (GCSE)	Page 45
Sport (OCR)	Page 47

# Message to Parents

Dear Parents/Carers,

We are now at that important time in your son's school career when a choice has to be made about the subjects he is to study throughout Key Stage 4.

This booklet is designed to help you and your son make an informed decision about the nature of the courses he will follow.

We are committed to providing a curriculum which will:

- meet individual needs and aspirations
- be broad, challenging and motivating
- offer progression to study Post 16
- prepare students for a positive role in the future

Some considerations to discuss with your son:

- Some students say they like a subject when they are really motivated by a belief that it won't involve much work. However, your son will have to work hard in all subjects to achieve his potential and gain a good grade.
- Some students choose a subject to stay in the same class as their friends. Timetabling to meet everyone's needs is a complex process, and your son may find himself in a different class from friends.
- Some students think they like a subject because they like the teachers. Again, timetabling (and the possibility of staff changes) can place them with a different teacher. Students should be confident that they will enjoy the subject no matter who teaches it.

We will endeavour to ensure that each student can access the option subjects they choose.

## Top Tip

Whilst all students are welcome to a free choice of the subjects listed in the following pages, we strongly urge students to consider choosing at least one course which contains coursework based elements, such as Creative iMedia, Fine Art, Photography, Music, 3D Design and Sport. Students have historically done very well in these subjects, as they are able to work on their assessments outside of a traditional exam room, often over much longer periods of time. This also provides the benefit of securing a percentage of the grade ahead of examinations. We find that for many students, this can help to relieve some of the worries heading into the exam season.

The information in this booklet is correct at the time of going to print and we are committed to the structure and courses described. However, if after analysing the information from students, we find that some courses are not viable due to small numbers or problems with staffing, we may have to offer students their reserve choice. If this happens, you will be fully informed.



# Message to Students

Dear Student,

In your first two years at The Howard School, you have followed a general course of education covering all the National Curriculum subjects. The curriculum you have followed has hopefully provided you with a broad and interesting range of subjects and provided a solid foundation for Key Stage 4 studies.

In September 2025 you will start your Key Stage 4 courses which last until June 2028. These will end in either taking GCSE examinations or vocational qualifications and lead on to courses you will take in the Sixth Form. Students stay in the Sixth Form for two years. During your remaining time at The Howard School, you will be able to gain a vast range of qualifications, including GCSEs, A-Levels and vocational qualifications.

Your success at Key Stage 4 will depend, more than anything else, on how much work you put into your studies. We will provide the opportunities, but you must produce the results. We hope you enjoy your new courses and wish you every success with your Key Stage 4 studies.

## Getting What You Want

We will endeavour to ensure that each student can access the option subjects they choose. The information in this booklet is correct at the time of going to print and we are committed to the structure and courses described. However, if after analysing the information from students, we find that some courses are not viable due to small numbers or problems with staffing, we may have to offer students their reserve choice. If this happens, you will be fully informed.

## How to make your choices:

For each choice carefully consider, in this order:

1. How good are you at a subject?
2. What future career might you want to follow?
3. What subjects do you most enjoy?
4. Does the assessment method best suit how you learn and achieve well?

## Plan Ahead

**DON'T** just choose a course because you like the teacher! That teacher may not be teaching you next year.

**DON'T** just follow your friend's choice. You may not have the same interests or needs and you may not be in the same classes next year anyway.

# Important Dates and Deadlines

Month / Year	Event
Thursday 16th January 2025	Y8 Parents' Evening
Monday 20th January 2025	Option booklet and option subject videos posted on THS website. Hard copy to follow.
Thursday 6th February 2025	Options Evening <i>This will be held at the school in person.</i>
Tuesday 11th February 2025	Additional Guidance ( <i>Optional</i> ) Virtual appointments available with key staff for students/parents who are undecided about their option choices and need further guidance.
Friday 21st February 2025	Deadline for submission of options on 'TOOLS'.
During Terms 4 & 5	The curriculum will be arranged using the choices you have given us. Some students may be informed that it is necessary to study their reserve choice. Once the curriculum is completed, parents and students will be given confirmation of their choices.

# What To Do

- Read this booklet carefully. Look at the content of each course, for example is the era of History covered of interest to you?
- What future careers and post sixteen education might the course link to?
- Ask subject teachers for more information about specific courses when they present their subject video to you during lessons.
- Ask your teachers if they think you would cope well with the course content and assessment methods.
- If you have a particular career in mind are there any specific subjects you must have studied at GCSE or A-Level?
- Attend the virtual Options Evening with your parents if you want further advice.
- Discuss your choices with your parents and family members.

# Your Timetable

## Core Subjects - These must be studied

Core Subjects	Notes
GCSE English	The English course leads to two GCSEs, English Language and English Literature. English Literature will be examined in the summer of Year 10. English Language will be examined in the summer of Year 11.
GCSE Maths	All students complete the three year course and are examined in the summer of Year 11.
GCSE Science	All students complete GCSE Combined Science (2 GCSEs). Selected students may be <i>invited</i> to study separate Sciences.
Games	Practical games lessons.
GCSE Geography or GCSE History	Students must choose at least one of these subjects. <i>If you wish to take both, you can add the other subject to Choice 1, 2 or 3 below.</i>

## Your Option Choices - These should be made in preference order

Choice 1	You can choose any other subjects from the booklet. You can only choose a subject once.
Choice 2	You can choose any other subjects from the booklet. You can only choose a subject once.
Choice 3	You can choose any other subjects from the booklet. You can only choose a subject once.

*You will also be asked to select a first reserve and a second reserve, in case we are unable to accommodate your top three choices.*

# Types of Qualification

All the subjects you study lead to level two qualifications, but there are different types of courses available to you. When choosing subjects, you should also consider how the course is assessed. Some students are happy to study courses where all the assessment takes place at the end of Year 11 via written examination. Other students may prefer courses where there is an opportunity to complete coursework/written examinations that count towards your final grade, during the three years of study.

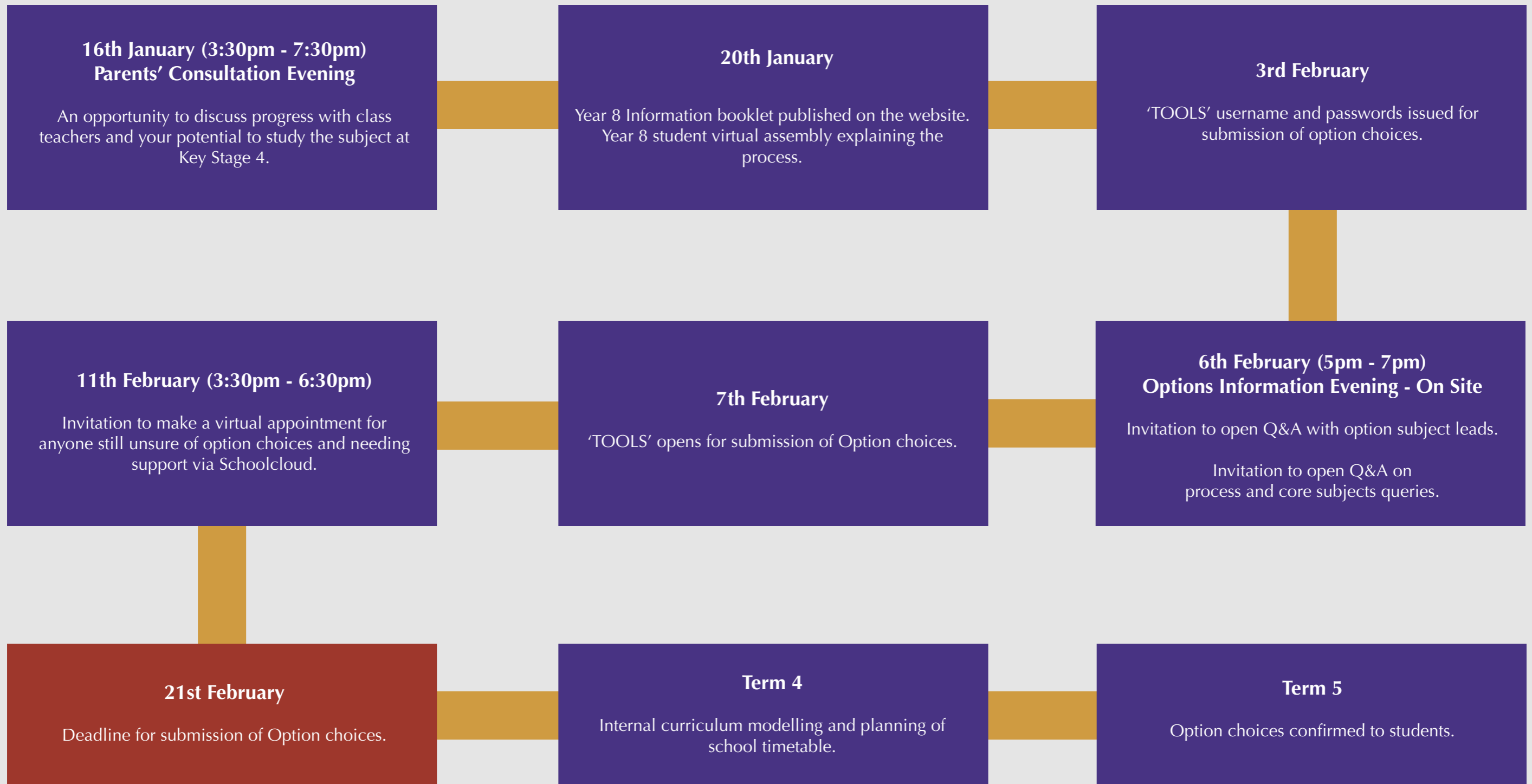
Course Type	Subject	Assessment Arrangements
GCSE	English Language English Literature Mathematics Sciences (all) Computer Science Business Studies French Geography History Religious Studies Spanish	Multiple written examination papers all at the end of Year 11  <i>(English Literature assessed in Year 10)</i>
GCSE	Fine Art 3D Design Photography	Mainly coursework Practical examination at the end of Year 11
GCSE	Drama	An element of coursework Practical examination (performance) Written examination at the end of Year 11
OCR	Creative iMedia Sport	Mainly coursework 1 external assessment (1 resit available)
BTEC	Enterprise Music	Combination of assessed practical/written work and external assessment

### Top Tip

Whilst you are welcome to a free choice of the subjects listed in the following pages, we strongly urge you to consider choosing at least one course which contains coursework based elements, such as Creative iMedia, Fine Art, Photography, Music, 3D Design and Sport. Students have historically done very well in these subjects, as they are able to work on their assessments outside of a traditional exam room, often over much longer periods of time. This also provides the benefit of securing a percentage of the grade ahead of examinations. We find that for many students, this can help to relieve some of the worries heading into the exam season.



# The Option Process



# The Howard

## Sixth Form

It may seem bizarre that you are being asked to think about Sixth Form courses as you select your GCSE options, but it's important to remember that your secondary education is a seven year journey, not just to the end of GCSEs. You will have to stay in some form of education until you are 18 years of age and we hope that destination is The Howard School Sixth Form. The subjects that you choose at GCSE may have an impact on the options that are available to you post 16, whether that be staying on at The Howard School to study A-Levels, attending college or applying for an apprenticeship, so it's important to spend time selecting the right GCSEs for you.

If you are lucky enough to have a career in mind already, then choosing those subjects you wish to study will be more straightforward. For the majority, this will not be the case and it's important to select subjects that you enjoy, those which you are good at and which will teach you skills that employers see as most valuable (Team Work, Problem Solving, Communication, Initiative, Strong Work Ethic and ICT Skills). It's no easy decision, but as a school we are on hand to support you with any advice you require. To assist you in your choices at GCSE, the table below highlights the current entry requirements for courses at Post 16 (A-Level / Level 3 BTEC).



A-Level Courses	Course Entry Requirements (GCSE)
Art & Design – Fine Art	Grade 4 Fine Art or Art & Design
Business Studies	Grade 6 Business & Grade 5 Maths & English
English Language/ English Literature & Language	Grade 6 and Grade 5 in GCSE English Language and English Literature (in either order)
French	Grade 5 in French
Geography	Grade 6 Geography & Grade 5 English & Maths
Graphic Communication/ Photography	Grade 5 Photography, Art & Design or Fine Art <i>*Students that have not studied the above courses may still be considered. They will be required to submit a portfolio.</i>
History	Grade 5 History & Grade 4 English
Mathematics	Grade 7 Maths
Media Studies	Grade 4 English Language or Literature
Philosophy & Ethics	Grade 4 English
Science	Grade 6 in chosen Science or Grade 6-6 Combined Science, Grade 5 Maths (4 for Biology) & Grade 4 English (preferable)
Sociology	Grade 5 English
Spanish	Grade 5 Spanish

Applied General Courses	Course Entry Requirements (GCSE)
Criminology	Grade 4 English Language
ICT – OCR Level 3	Grade 4 Computer Science or Level 2 Merit Cambridge Nationals Creative iMedia
Law – BTEC Level 3	Grade 4 English Language or Literature
Performing Arts - BTEC National Extended Certificate (Single/ Double)	Grade 4 Drama or Merit Level 2 BTEC Performing Arts <i>*If students have not previously studied Drama or Performing Arts, entry is via an audition and interview.</i>
Psychology BTEC	Grade 5 English Language or Literature, Grade 5-5 Combined Science
Science – Applied Science with Forensics – BTEC Foundation Diploma	Grade 4-4 Combined Science Grade 4 English & Maths
Sport (Diploma - BTEC Double Award)	Grade 4 Science & Grade 4 English, Merit CNAT Sport Studies
Uniformed Protective Services	Grade 4 English Language or Literature





# English GCSEs

[https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_overview)

[https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_overview)

Course Title	Exam Board	Specification Code	Head of Department
GCSE English Literature	Eduqas	601/5246/1	Miss A Martin
GCSE English Language	Eduqas	601/4505/5	Miss A Martin

**Course Information** In the English Department, we have a saying that is, ‘English is information – obtaining it and bequeathing it’ and that ‘English is communication’. We communicate all the time, to so many people through so many different mediums: for that very reason, everything we do in English must be vital for life!

**Skills/Aptitude Required** The skills you have already gained in reading for meaning; explaining meaning; analysing and evaluating texts plus the ability to produce texts for different audiences, purposes and genres.  
**Plus**  
 An open mind; a willingness to give everything a go; the ability to take on constructive advice and criticism to become ever better readers and writers.

**Next Steps** The chance to read a wide variety of texts for meaning; explore the world from past to present and to use language to express one’s own opinion and ideas is invaluable to both the A-Levels we offer in English at The Howard School – 1. A-Level Language and 2. A-Level Literature & Language.

The skills of communication, analysis and evaluation at GCSE will aid all subjects at A-Level.

**Future Careers** As English is communication, the subject will aid any future career where you will be communicating with people through speech or through writing.

More specifically, English can lead to careers in advertising, media, retail and marketing, proof-reading & editing, policing and law, education, social care, web content, research and interpreting - to name just a few...

## The Courses in Depth

**Year 9 Topics Covered**

- Poems from our ‘Poetry Anthology’
- ‘Lord of the Flies’
- A 19th Century text – ‘A Christmas Carol’ or ‘The Strange Case of Dr Jekyll & Mr Hyde’
- A range of unseen poems

**Year 10 Topics Covered**

- Shakespeare’s ‘Macbeth’
- Poems from our ‘Poetry Anthology’
- Revision of all the texts studied

**Year 11 Topics Covered** This 1 year course focuses on the core skills of reading and writing. We will study a range of short stories and learn how to effectively explain, analyse and evaluate meaning within them and we will do the same with a range of non-fiction texts.

We will also further develop our skills in writing – focusing on producing our own engaging fictional anecdotes and composing a range of biased, often persuasive non-fiction texts.

**Internal Assessment** GCSE English Language is 100% exam PLUS there is a separate component (Spoken Language) which is internally examined and receives its own certificate.

**External Assessment GCSE English Literature (taken at the end of Year 10)** GCSE English Literature is 100% exam  
 Component 1: Shakespeare and Poetry Anthology – 40% (2 hours)

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry – 60% (2 hours 30 minutes)

### GCSE English Language (taken at the end of Year 11)

Component 1: 20th Century Fiction Reading and Creative Prose - 40% (1 hour 45 minutes)

Component 2: 19th and 21st Century Non-fiction Reading and Transactional/Persuasive Writing – 60% (2 hours)

Component 3: Spoken Language

*“English is Communication and we communicate all the time.”*



# Maths GCSE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Course Title	Exam Board	Specification Code	Head of Department
GCSE Mathematics	Edexcel	1MA1	Mr B Harman

**Course Information** Mathematics has its place in many industries and subjects. It may be unlikely that you will need to use trigonometry if you plan to become a chef, but learning basic maths skills at GCSE level helps to build up other essential skills that are used on a daily basis.

Skills such as problem solving, data analysis, communication, logical thinking, attention to detail and accuracy. Simple maths skills are used every single day in the form of shopping, budgeting, baking, planning and driving.

- Skills/Aptitude Required**
- Strong number foundations
  - Problem analysis and available solutions
  - Data, statistics and presentations skills
  - Logical thinking and realistic evaluation
  - Time management skills

**Next Steps** A-Level Maths (Grade 7 minimum requirement)  
A-Level Physics, Chemistry and Biology  
A-Level Business or Computing

- Future Careers**
- Teaching
  - Science
  - Medicine
  - Statistics
  - Finance

## The Course in Depth

### Year 9 Topics

**Numbers**  
**Covered** Factors, primes, multiples, squares, cubes and index notation.

### Algebra

Simplifying, substitution, expanding and factorising.

### Graphs

Reading and representing data, tables, times series, pie charts and line of best fit.

### Year 10 Topics

**Angles**  
**Covered** How to find interior and exterior angles.

### Averages

Mean, median, mode and range.

### Ratio

Using, writing and comparing ratios.

### Trigonometry

Pythagoras' theorem, sine and cosine.

### Year 11 Topics

- Covered**
- Constructions, loci and bearings.
  - Quadratics – Graphs and equations.
  - Perimeter, area and volume – Circles.
  - Fractions, indices and standard form.

### Internal Assessment

An end of unit assessment is done when each unit has been completed. These assessments let both teachers and students know which areas need to be revised and revisited so that progress and mastery can be your focus.

There are also mock examinations carried out throughout the GCSE course to let students and parents know what grade they are currently working at.

### External Assessment

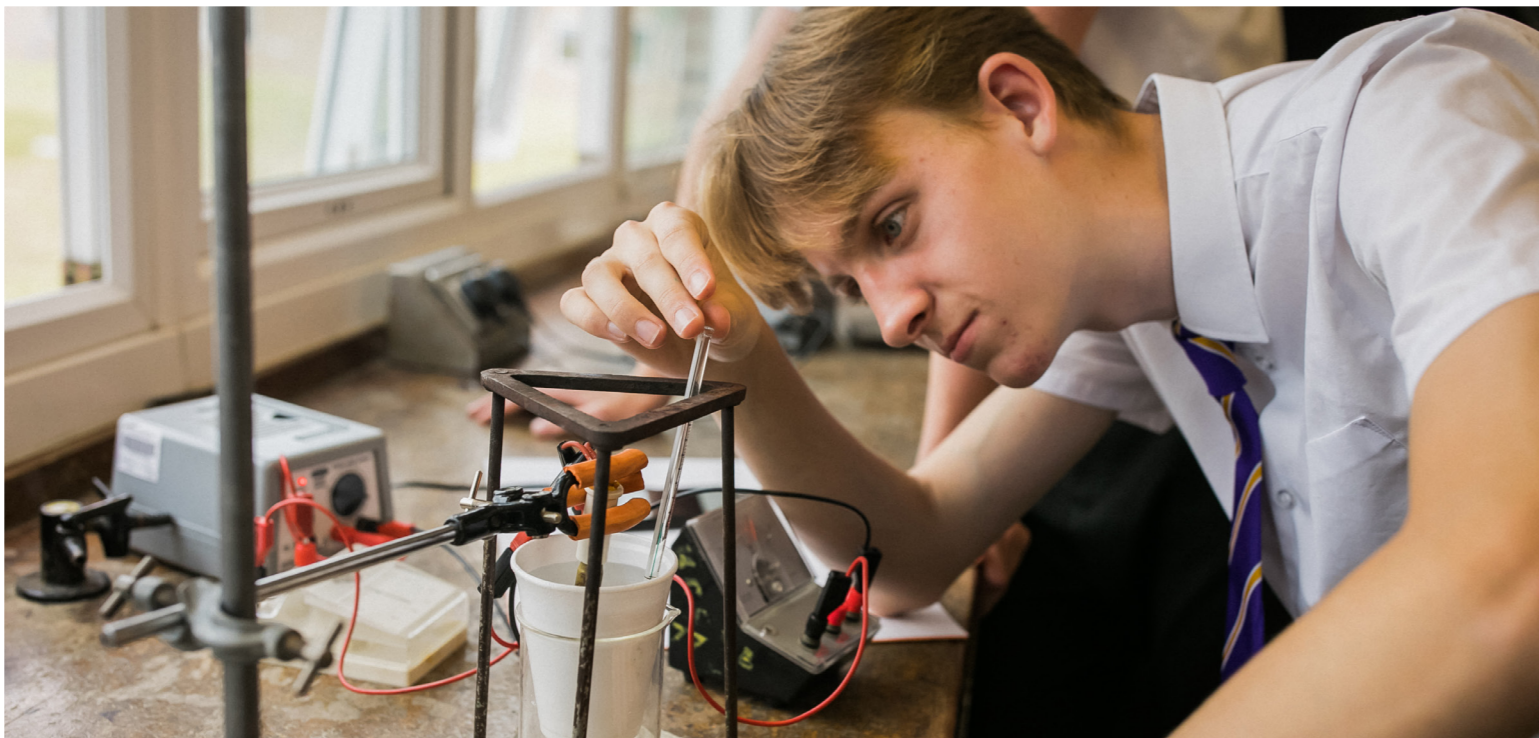
The entire mathematics curriculum is externally assessed at the end of Year 11. There are three exam papers, each 90 minutes long:

- Paper 1 – Non Calculator
- Paper 2 – Calculator
- Paper 3 – Calculator

*“Pure mathematics is, in its own way, the poetry of logical ideas.”*

Albert Einstein





# Science GCSE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

Course Title	Exam Board	Specification Code	Head of Department
Combined Science 9-1	Edexcel	1SC0	Mr N Scott

**Course Information** If there was a time where the understanding of Science has never been more important it would be now. Our understanding of vaccines, disease transmission, ecology, pollution, and the respiratory system to name a few have been tested continuously throughout the year.

An understanding of the mechanics of the world we live in is a vital skill for any citizen in any part of the world if they are looking to be successful.

**Skills/Aptitude Required** Science demonstrates a wide variety of skills that are highly sought after by employers in industries you probably wouldn't expect. It requires organisation, logical problem solving, analytical skills, and dealing with lots of information at once.

**Next Steps** This course has good links with other subjects such as Maths, Geography, PE and Computing. We offer all three individual science at A-Level as well as a Level 3 Applied Science with Forensics.

**Future Careers** As well as obvious careers such as pharmaceuticals, environmentalism, engineers etc, Science is often sought after as a qualification in areas that are less obvious such as HR, Law, Statistics, and recruitment to name a few.

*"Science knows no country, because knowledge belongs to humanity."*

Louis Pasteur

## The Course in Depth

**Year 9 Topics Covered** **Biology** Cells and Systems, Health and Disease, Ecosystems, and Enzymes and Transport.

**Chemistry** Acids, Trends and Rates, Elements and Compounds, and Fuels.

**Physics** Forces, Energy, Electricity, and Materials.

**Year 10 Topics Covered** **Biology** Health and Disease, Genetics, Natural Selection, Cell Biology, Control, Exchange and Transport.

**Chemistry** States and Separation, Atomic Structure, Fuels, Atmosphere, Groups, Bonding, Quantitative Chemistry.

**Physics** Motion, Waves, EM Spectrum, Energy, Electricity.

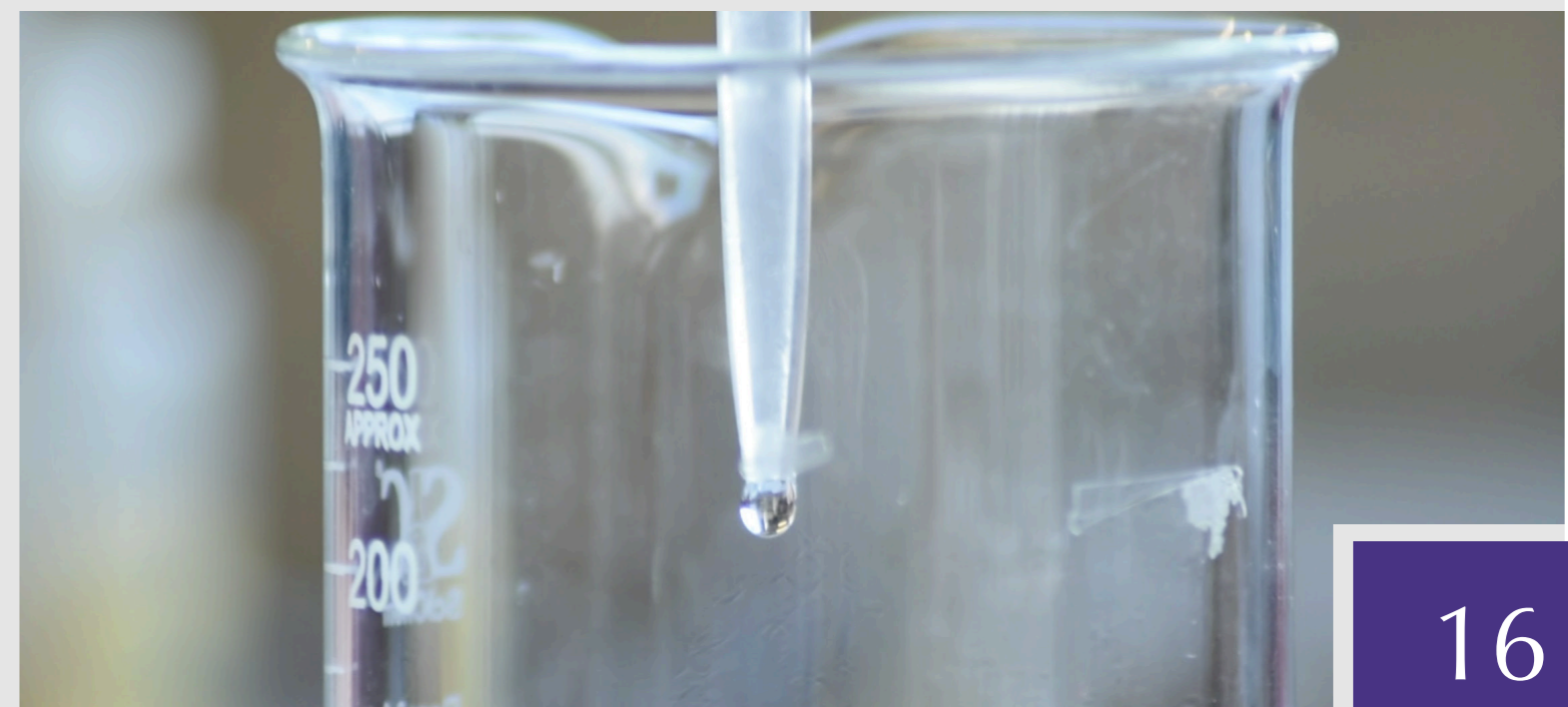
**Year 11 Topics Covered** **Biology** Plants, Hormones, Ecosystems, Genetics and Natural Selection.

**Chemistry** Acids, Electrolysis, Metals, Bonding.

**Physics** Waves, Radioactivity, Magnetism, Particle Theory, Forces.

**Internal Assessment** End of topic tests roughly one per discipline per term.  
End of Year 9 and 10 exams.  
Year 11 mocks at Christmas (Paper 1s) and Easter (Paper 2s).

**External Assessment** 6 x 70 minute (60 mark) exams – 2 x Biology, 2 x Chemistry, and 2 x Physics.  
For Separate (triple) Scientists – each exam is 120 minutes and worth 100 marks.







# Geography GCSE

<https://www.eduqas.co.uk/qualifications/geography-gcse-a/>

Course Title	Exam Board	Specification Code	Head of Department
Geography	Eduqas A	601/8152/7	Mrs C Stone

**Course Information** Geography is an extremely popular GCSE at the Howard School. Our course looks at Geography through a unique balance of physical and human topics. Students will learn in an enquiry-based approach which encourages questioning, investigation and critical thinking about issues affecting our planet. This course aims to instil a thirst for knowledge and a desire to understand, prompting questions about our complex and dynamic world. They will enhance their knowledge and develop their understanding of specialised geographical concepts and current geographical issues. Students will gain an appreciation of the importance of location of places and environments from local to global scales.

- Skills/Aptitude Required**
- Communication
  - Teamwork
  - Debate and social skills
  - Fieldwork
  - Questioning and critical thinking
  - Map skills
  - Problem solving
  - Data analysis and statistical analysis
  - Empathy
  - Research and report writing

**Next Steps** Geography is a facilitating subject and works well with most subjects! Physical Geography goes well with the Sciences and Maths whilst Human Geography goes well with English, Business and other Humanities. Geography is required at GCSE to study A-Level Geography and it is commonly studied with subjects like English, Business and Biology at A-Level.

- Future Career**
- Specific careers (volcanologist, meteorologist, etc.)
  - Law and politics
  - Journalism and marketing
  - Town planning
  - Travel and tourism
  - Teaching

## The Course in Depth

**Year 9 Topics Covered** We start our GCSE by looking at the physical and human landscapes that exist on our planet. Topics studied includes:

- River landscapes and flooding
- Coastal landscapes
- UK population and rural change
- UK population and urban change
- Global cities
- Tectonic processes

**Year 10 Topics Covered** Year 10 introduces students to the environmental challenges we are currently facing. Students also complete their compulsory fieldwork in two contrasting locations. Topics studied include:

- Tectonic hazards
- Climate change
- Weather and weather hazards
- Ecosystems
- Fieldwork

**Year 11 Topics Covered** Students complete the course by looking at the development issues we face now and in the future. Topics include:

- Global inequality
- Global tourism
- Regional inequality
- Water resources
- Social development issues

**Internal Assessment** Students are assessed formatively:

- Daily (lesson by lesson) through retrieval quizzes
- Weekly with exam question walk-throughs and homework
- Termly with knowledge quizzes

Students are tested summatively:

- End of Theme Assessments
- Mock exams

**External Assessment Component 1: Changing Physical and Human Landscapes**  
Written examination: 1 hour 30 minutes, 35% of qualification

**Component 2: Environmental and Development Issues**  
Written examination: 1 hour 30 minutes, 35% of qualification

**Component 3: Applied Fieldwork Enquiry**  
Written examination: 1 hour 30 minutes, 30% of qualification

*“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”*

Michael Palin





# History GCSE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Course Title	Exam Board	Specification Code	Head of Department
GCSE History	Edexcel	1HI0/11, 1HI0/2B4, 1HI0/2P3, 1HI0/31	Ms J Turney

**Course Information** Our GCSE course will cover a range of different parts of the past, from Elizabethan England to Weimar and Nazi Germany. This course offers pupils with a breadth of knowledge about different parts of History from across the world and how they have shaped the lives we have today. Pupils will develop key skills such as explanation, evaluation and analysis throughout their GCSE which will aid them to think in a more complex way. Pupils will also build on their knowledge and desire to learn about the past. Learning about the past and individuals who have influenced history helps us to understand how, and why, the world got to the point it's at now. Not only does it aid our understanding of the present, but it also better prepares us for the future, as we continue to adapt to the changing situations of society.

**Skills/Aptitude Required** Studying history enables you to develop a wide range of valuable skills such as:

- Analysis of sources
- Analysis of Historic Interpretations
- Research and problem solving skills
- Explanation of events/causes/consequences
- Evaluation of the importance of events/factors
- Communication and Essay Writing skills

**Next Steps** A GCSE in History is essential to study History at A-Level. The skills developed when studying GCSE History has good links to other A-Levels such as English, Law, Sociology and Philosophy and Ethics.

**Future Careers** Studying History can lead to a large range of career options such as:

- Armed forces/police (£22k+)
- Journalist (£25K+)
- Lawyer (£50k+)
- Business Manager (£37k+)
- Politician (£32k+)
- Archaeologist (£20k+)
- Marketing (£34k+)
- Teaching (£24k+)

## The Course in Depth

**Year 9 Topics Covered** Students will spend the first half of Year 9 studying The American West (1835-1890). In this section of the course students will look at the ever-changing lives of Plains Indians, the impact the development of America had on them and the conflict it caused. This will include the growing tension between Plains Indians and White Americans which resulted in numerous conflicts.

Pupils will then spend the second half of Year 9 learning about Early Elizabethan England (1558-1588). Students will study the key events and challenges Elizabeth faced such as the plots and revolts against Elizabeth as well as the attempted invasion of the Spanish Armada.

**Year 10 Topics Covered** Throughout Year 10, students will learn about the development of medicine in Britain from the Middle Ages (1250) up to present day. Pupils will investigate the roles that factors such as war, science, technology and individuals played in the development of medical breakthroughs. Students will learn about the Black Death (1348), the discovery of germs, medical treatment during the First World War and the discovery of DNA. This is then followed with a case study, in which students will learn about medicine on the Western Front during World War One. The case study will enable pupils to get a wider understanding of illness, injuries and the battles of the First World War which led to later medical discoveries.

**Year 11 Topics Covered** Students will continue to develop their historic skills as well as study Germany from 1918 to 1939. For the start of Year 11, pupils will have the opportunity to study the political and economic impact of the First World War in Germany, focusing on the Treaty of Versailles, Hyperinflation and the Wall Street Crash. This is followed by the events that led to Hitler and the Nazi Party's rise to power, with pupils looking in detail at how Hitler was able to turn a democratic country into a dictatorship so quickly. Continuing to build on their knowledge, pupils will then study life inside Nazi Germany, by assessing the use of propaganda and fear as a means of control. This will lead pupils to their final area of study; the treatment and persecution of Jews and other ethnic groups inside Germany.

**Internal Assessment** Students will practice exam answers throughout their History GCSE within lessons to enable opportunities for staff to give feedback, enabling pupils to make good progress and be fully prepared for their exams in Year 11. Pupils will also have an assessment at the end of every topic. This will inform students and staff where improvements can be made to ensure they continue to make good progress. The internal assessment does not contribute to your final grade.

**External Assessment Paper 1: Medicine in Britain, 1250–present and The British sector of the Western Front, 1914–1918: Injuries, Treatment and the Trenches.**  
Written examination: 1 hour 20 minutes

**Paper 2: Early Elizabethan England, 1558-1588 and The American West, 1830-1890.**  
Written examination: 1 hour 50 minutes

**Paper 3: Weimar and Nazi Germany, 1918-1939.**  
Written examination: 1 hour 30 minutes

*“We are not the makers of History. We are made by History.”*

Martin Luther King Jr.





# Fine Art GCSE

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art>

Course Title	Exam Board	Specification Code	Department Teachers
Fine Art	AQA	8202	<b>Heads of Department:</b> L. Bassant & S. Williams

**Course Information** Fine Art is a very popular choice at GCSE; with our students being extremely successful in the subject and consistently out-performing national averages. Fine Art is always in demand because as well as being counted as an ‘academic’ GCSE, it is coursework based and is the foundation for all careers in the creative industries and specialist degrees ranging from Set Design Theatre & Film including prosthetics, make up, lighting and costume and props, Fashion or Architecture and even computer game graphics. On the course, you will experience a range of disciplines used in the Creative Industries and quickly develop your skills to become adept at manipulating a variety of media under the guidance of highly skilled professionals.

**Skills/Aptitude Required** If you are considering a career in one of the very many Creative Industries in the UK or simply enjoy Art and you are a creative individual, this is the option for you.

**Next Steps** Howard School Art students are in the top 10% of the Country year on year. If you opt for Fine Art GCSE, you can continue to develop any of the Creative Pathway options in the Sixth Form. Choose from: Fine Art, Photography or Graphic communication.

**Future Careers** There are many and varied careers in the Creative Industries which begin with studying Fine Art. Careers such as:

- Fashion/textile design
  - Branding
  - Computer game designer
  - Packaging design
  - Font design
  - Editorial interactive design
  - Muralist
  - Skatepark/play design
- Advertising
  - 3D design
  - Product design
  - Film/ animator
  - Art therapist
  - Model making
  - Graphic designer
- Architect
  - Illustrator
  - Multimedia artist
  - Town planner
  - TV/Film/Theatre set design
  - Interior architect
  - Museum/gallery curator
  - Web & app developer

## The Course in Depth

**Year 9 Topics Covered** In Year 9 we cover a range of topics and techniques. You will plan and develop personal and creative ideas from conception to realisation; develop technical skills; manipulate a wide range of media (from wet, dry, printmaking & digital) using many different tools and techniques; develop creative thinking and observational skills, drawing accurately in a variety of styles.

Fine Art entitles you to be expressive and independent and you will have the opportunity to produce large scale pieces using different techniques such as etching, mono-printing and use of photography.

- Drawing systems - Still life
- Painting - Abstract
- Photography/Collage - Landscape
- Printmaking - Portraiture

**Year 10 Topics Covered** This will depend on your teacher but might be based on portraiture/still life or landscape. Coursework is produced every lesson throughout Key Stage 4 with classwork and independent study work included in each submission. The course is taught in a thematic way, with sustained projects allowing students to plan thoroughly and to produce high-quality outcomes. There is an integrated approach to the critical, practical and theoretical study of Artists, Craftsman & Designers. The great majority of the course is practical with an element of written analysis and annotation.

**Year 11 Topics Covered** In Year 11 you complete the coursework or NEA (Non-Exam Assessment) and in January you will receive your exam paper. You will get to choose ONE of the questions and develop your ideas culminating in a 10-hour exam. Don't panic - this is done over several days.

**Internal Assessment** Coursework is 60% and the Exam is 40% of the marks for the final grade. The exam and coursework will measure how students have achieved the following assessment objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**External Assessment** In Year 11 you will have a 10-hour timed assessment.

The Exam paper is issued to students well in advance of the examination to allow students to prepare their ideas fully and this preparation work is a considerable part of the final examination grade.

*“The Creative Industries sector is growing more than five times faster than the national economy.”*

Department for Digital, Culture, Media & Sport





# Enterprise BTEC

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html>

Course Title	Exam Board	Specification Code	Head of Department
Tech Award Level 1/2 in Enterprise	Pearson	7063	Ms E Ashbee

**Course Information** This option is an alternative to GCSE Business, giving students a more practical approach to setting up and running a business.

During Year 9, we focus on learning key skills and terminology. At the end of this, students will have the basic knowledge they need to study the more complex topics of Business.

**Skills/Aptitude Required** Students will need to have a passion for business and the enthusiasm to develop new and innovative ideas. Students will need to have the desire to work hard and apply their learned knowledge to business in the real world.

Students will need to be able to complete written assignments based on a business of their choices, applying their learnt knowledge to this. In addition to this, they need to be comfortable in pitching and presenting a business idea.

**Next Steps** There is an opportunity for students to take A-Level Business Studies. This builds on from the skills developed at this level, and looks at studied topics at a more in-depth level.

**Future Careers** Business Administration, Business Management, Entrepreneur, Human Resources, Marketing Assistant/Manager

## The Course in Depth

### Year 9 Topics Covered

Exploring Enterprises  
 Size and features of business  
 Aims and objectives  
 Skills and characteristics of entrepreneurs  
 Market research  
 SWOT and PEST

### Year 10 Topics Covered

Planning & Presenting a Micro Enterprise Idea  
 Choose an idea and produce a plan for a micro enterprise idea  
 Present a plan for your enterprise  
 Review your performance

### Year 11 Topics Covered

Marketing & Finance for Enterprise  
 Targeting & segmenting the market  
 4P's of marketing  
 Financial documents  
 Revenue & costs  
 Financial planning and forecasts

**Internal Assessment** Students will complete assignments set by Pearson that will be marked by us, but moderated by Pearson.

**External Assessment** Students will complete one external assessment for the qualification. This is Component 3, and builds on Components 1 & 2.



*"The way to get started is to quit talking and begin doing."*

Walt Disney





# Business Studies GCSE

<https://www.aqa.org.uk/subjects/business/gcse/business-8132>

Course Title	Exam Board	Specification Code	Head of Department
GCSE 9-1 Business Studies	AQA	8132	Ms E Ashbee

**Course Information** Business Studies is a popular option at this level; it gives students an insight into how a business is run on a daily basis and all of the skills and qualities needed to be successful in business.

During Year 9 we focus on learning key skills and terminology. At the end of this, students will have the basic knowledge they need to study the more complex topics of Business.

**Skills/Aptitude Required** Students will need to have a passion for business and the enthusiasm to develop new and innovative ideas. Students will need to have the desire to work hard and apply their learned knowledge to business in the real world. They will need to be able to analyse and evaluate business decisions and the effects on these along with constructing reports/essays.

**Next Steps** There is an opportunity for students to take A-Level Business Studies. This builds on from the skills developed at GCSE and looks at studied topics at a more in-depth level. We also offer Financial Studies at Level 3 which also links to some business concepts studied during GCSE.

**Future Careers** Business Administration, Business Management, Entrepreneur, Human Resources, Marketing Assistant/Manager

**Entry** Entry to this course is subject to an entry exam, testing your suitability through skill, knowledge and writing, and making sure students are in the right courses to achieve the best outcomes possible.

*"The way to get started is to quit talking and begin doing."*

Walt Disney

## The Course in Depth

**Year 9 Topics Covered** **Business in the Real World**  
Business Planning, Ownership, Location, Stakeholders and Expansion.

**Human Resources**  
Motivation, Recruitment, Training and Organisation Structure.

**Projects**  
Levi Roots Project, Monopoly Board Creation and Dragon's Den Challenge.

**Year 10 Topics Covered** **Influences on Business**  
Globalisation, Technology, Economic Climate, Ethics and the Environmental Climate.

**Marketing**  
Market Research, Marketing Mix and Segmentation.

**Projects**  
Coca Cola Flavour Creation and Lego Segmenting.

**Year 11 Topics Covered** **Operations**  
Production Methods, Logistics and Procurement.

**Finance**  
Sources of Finance, Financial Calculations and Ratios.

**Projects**  
Paper Aeroplane Production.

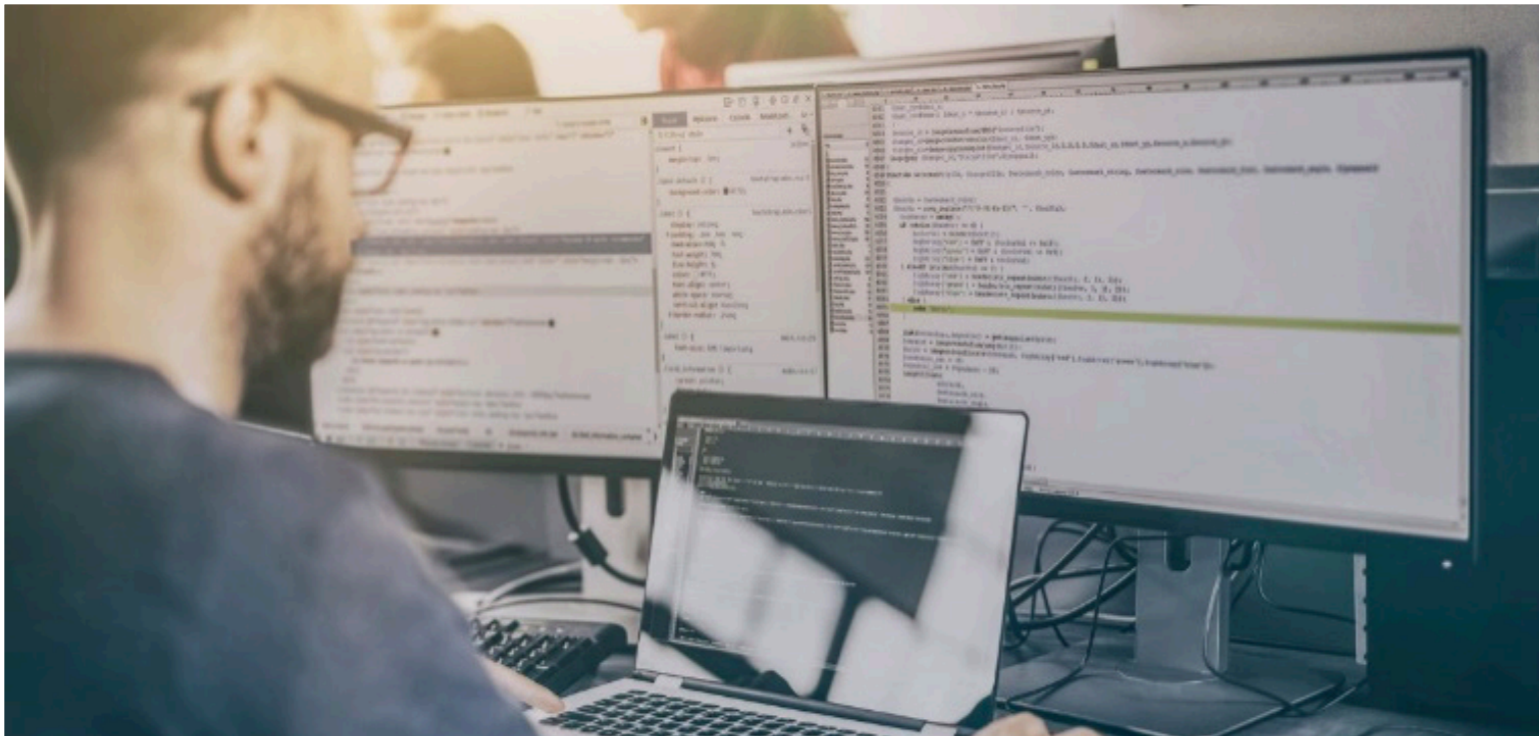
**Internal Assessment** Students will be continually assessed throughout this course. This will take place through case studies and questions at the end of each topic to ensure that knowledge has been learned and understood.

At the end of each term, there is also a summative assessment which will test all of the topics students have learned in that term.

**External Assessment** There will be two externally assessed exams taken at the end of Year 11 focusing on different functional areas. Each paper is worth 50% of the GCSE.







# Computer Science GCSE

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Course Title	Exam Board	Specification Code	Head of Department
GCSE Computer Science	OCR	J277	Mr Freeman-Jones

**Course Information** The GCSE in Computer Science encourages learners to be inspired, moved and challenged in the rigorous subject of Computer Science. Topics covered include: Systems Architecture, Memory, Storage, Wired and Wireless Networks, Network Topologies, Protocols and Layers, and System Security. There has never been a better time to study this subject; cyber security is a growth area and commands high salaries.

- Skills/Aptitude Required**
- Understand and apply the fundamental principles and concepts, including abstraction, decomposition, logic, algorithms, and data representation.
  - Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
  - Think creatively, innovatively, analytically, logically and critically.
  - Understand the components that make up digital systems, and how they communicate with one another and with other systems.
  - Understand the impacts of digital technology to the individual and to wider society.
  - Apply mathematical skills relevant to Computer Science.

**Next Steps** At The Howard School you can progress to OCR Level 3 Cambridge Technical in IT, but this qualification also has links with A-Level Computer Science.

**Entry** Entry to this course is subject to an entry exam, testing your suitability through skill, and making sure students are in the right courses to achieve the best outcomes possible.

- Future Careers**
- Computer Scientist (Research): £25k – £70k
  - Teacher: £25k – 32K
  - Cyber Security Expert: £35k – £70K+
  - Network Security: £57k
  - Software Engineer: £25k – £50k

## The Course in Depth

**Year 9 Topics Covered** We start by gaining some practical programming skills including string and file manipulation and handling, SQL and databases etc. All of this is linked to the theory, which includes Defensive design methods, Identify syntax and logic errors and Languages & IDE.

**Year 10 Topics Covered** At this stage, we look into the foundation concepts including looking at how data is stored in computer systems including, units of storage, binary and hexadecimal numbers, images, sound, characters and compression. We also cover Boolean logic. We cover computational thinking terms such as abstraction, decomposition and algorithmic thinking.

We then learn about the architecture of the CPU including the Von Neumann architecture and the Fetch-Decode-Execute cycle.

**Year 11 Topics Covered** The main focus of this year will be on networks ranging form Networks and topologies, Networks, protocols and layers, Networks threats and prevention methods. We will finish with looking at different types of software and the ethical and legal implication of computer use.

**Internal Assessment** *Internal assessment does not contribute to final grade.*

Students have a test at the end of every topic within each unit.

The tests inform students and staff where improvements can be made to ensure they continue to make good progress.

**External Assessment** *All components are externally assessed at the end of Year 11.*

### Paper 1: Computer Systems

Written paper: 1 hour and 30 minutes  
50% of total GCSE  
80 marks

### Paper 2: Computational Thinking, Algorithms and Programming

Written paper: 1 hour and 30 minutes  
50% of total GCSE  
80 marks

*“Everyone should learn how to code, it teaches you how to think.”*

Steve Jobs



# Drama GCSE

[www.aqa.co.uk/subjects/drama](http://www.aqa.co.uk/subjects/drama)

Course Title	Exam Board	Specification Code	Head of Department
GCSE Drama	AQA	8261	Miss Cordell

**Course Information** Drama GCSE is an academic subject but includes plenty of practical work, making it a great option. 60% of the GCSE grade is based on practical performances and written coursework which really eases the pressure of those last few terms of Year 11.

Drama is a great subject for developing essential study and life skills which can be used across your school career – and beyond!

**Skills/Aptitude Required** We're looking for pupils who are willing to explore new ideas, are creative, good team players and keen to develop performance skills. There is a fair amount of writing involved (including a 2 hour written exam) so a good level of literacy is important.

**Internal Assessment Component 3 (40%)**  
A devised piece performed & recorded in school with a written portfolio of coursework.

**External Assessment Component 1 (40%)**  
Written Exam (1 hour 45 mins) taken at the end of Year 11.

**Component 2 (20%)**  
Scripted scenes. Performed to a visiting AQA examiner.

## The Course in Depth

**Year 9 Topics Covered** Year 9 builds skills and knowledge through two very practical projects:  
1. A whole class production performed to an invited audience of family and friends.  
2. A group Devising Theatre project, creating an original performance.

**Year 10 Topics Covered** Year 10 begins with an introduction to 3 styles of theatre:  
• Naturalism  
• Epic  
• Physical Theatre

These are taught through a series of practical workshops. In the second half of the year we work on our first exam component – Devising Theatre worth 40% of the GCSE.

**Year 11 Topics Covered** There are 2 exam components to cover in Year 11:

**2 Scripted Scenes**  
Performed to a visiting examiner.

**The Written Exam**  
This is based on exploration of a set text (currently Blood Brothers) and a live theatre production we have watched.

**Next Steps** Drama GCSE is the perfect preparation for further study on our BTEC National Diploma programme, but is also a good basis for any subject or pathway requiring research, essay writing or 'real life' skills.

**Future Careers** "The UK's Creative Industries contribute almost £13 million to the UK economy every hour" Gov.uk (Feb 2020).

Studying Drama isn't just about wanting to be an actor or director, it prepares students for a whole host of career opportunities by equipping them with the skills and aptitude to succeed. Past students have gone on to successful careers in:

- Teaching
- Law
- Journalism
- Film
- Media Design
- PR
- Retail
- Museums
- Photography
- Therapy
- Psychology
- Events Management
- Theatre

*"Arts education isn't something we add on after we've achieved other priorities, it's actually critical for achieving those priorities in the first place."*

First Lady Michelle Obama





# French GCSE

<http://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

Course Title	Exam Board	Specification Code	Head of Department
GCSE French	AQA	8652	Mrs N Johal

**Course Information** This course is designed to foster your son's/your curiosity and deepen your understanding of the world and of the Francophone culture, but also to enable him/you to become a global citizen. This will equip your son/you with the tools to communicate for practical purpose in all four skills.

**Skills/Aptitude Required** The course is designed to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Successful linguists are good problem solvers and coders with a thirst for traveling.

**Next Steps** This course will provide you/your son with the foundation for learning further languages and language study. It will also equip you/your son to study and work in other countries and appreciate and celebrate different cultures

**Future Careers** The world is your oyster! From CEO of a worldwide company (think of Facebook, Google, WhatsApp, L'Oréal), to football manager or elite sport man; or even famous actors or writers. All speak more than one language.

Interested in politics? Journalism? Marketing? Public Relation? Law? Game content creator? Environmental researcher? Teacher?

All these future careers will have some employers who will look for someone with language skills!

## The Course in Depth

- Year 9 Topics Covered** **Theme 1: People and lifestyle**
- Topic 1: Identity and relationships with others
  - Topic 2: Healthy living and lifestyle
  - Topic 3: Education and work

- Year 10 Topics Covered** **Theme 2: Popular culture**
- Topic 1: Free-time activities
  - Topic 2: Customs, festivals and celebrations
  - Topic 3: Celebrity culture
- Theme 3: Communication and the world around us**
- Topic 1: Travel and tourism, including places of interest

- Year 11 Topics Covered** **Theme 3: Communication and the world around us**
- Topic 2: Media and technology
  - Topic 3: The environment and where people live
  - GCSE Listening, Speaking, Reading & Writing preparation through targeted revision

**Internal Assessment** Students have an assessment at the end of every two terms alongside mini-assessments every term to assess their progress and fill any gap in their learning.

Each skill is tested and graded twice a year, except Speaking.

**External Assessment** All components are externally assessed at the end of Year 11.

**Paper 1: Listening (25%)**  
Section A: Understanding and responding to different types of spoken language in English  
Section B: Dictation. Students to write 4 to 5 sentences in French.

**Paper 2: Speaking (25%)**  
Task 1: Role Play - Short exchange prescribed exchange  
Task 2: Read aloud and short conversation  
Task 3: Photocard and conversation

**Paper 3: Reading (25%)**  
Section A: Understanding and responding to different types of written language in English  
Section B: Translation from French into English

**Paper 4: Writing (25%)**  
A range of short to longer written tasks, including a Photo card description for Foundation.  
One translation from English to French.

*“Les talents viennent de partout, et la culture est un voyage.”*  
(“Talent comes from everywhere, and culture is a journey.”)

Remy (Ratatouille)





# Spanish GCSE

<https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

Course Title	Exam Board	Specification Code	Head of Department
GCSE Spanish	AQA	8692	Mrs N Johal

**Course Information** This course is designed to foster your son's/your curiosity and deepen your understanding of the world and of the Hispanic culture, but also to enable him/you to become a global citizen. This will equip your son/you with the tools to communicate for practical purpose in all four skills.

**Skills/Aptitude Required** The course is designed to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Successful linguists are good problem solvers and coders with a thirst for traveling.

**Next Steps** This course will provide you/your son with the foundation for learning further languages and language study. It will also equip you/your son to study and work in other countries and appreciate and celebrate different cultures.

**Future Careers** The world is your oyster! From CEO of a worldwide company (think of Facebook, Google, WhatsApp, L'Oréal), to football manager or elite sport man; or even famous actors or writers. All speak more than one language.

Interested in politics? Journalism? Marketing? Public Relation? Law? Game content creator? Environmental researcher? Teacher?

All these future careers will have some employers who will look for someone with language skills!

## The Course in Depth

- Year 9 Topics Covered** **Theme 1: People and lifestyle**
- Topic 1: Identity and relationships with others
  - Topic 2: Healthy living and lifestyle
  - Topic 3: Education and work

- Year 10 Topics Covered** **Theme 2: Popular culture**
- Topic 1: Free-time activities
  - Topic 2: Customs, festivals and celebrations
  - Topic 3: Celebrity culture
- Theme 3: Communication and the world around us**
- Topic 1: Travel and tourism, including places of interest

- Year 11 Topics Covered** **Theme 3: Communication and the world around us**
- Topic 2: Media and technology
  - Topic 3: The environment and where people live
  - GCSE Listening, Speaking, Reading & Writing preparation through targeted revision

**Internal Assessment** Students have an assessment at the end of every two terms alongside mini-assessments every term to assess their progress and fill any gap in their learning.

Each skill is tested and graded twice a year, except Speaking.

**External Assessment** All components are externally assessed at the end of Year 11.

**Paper 1: Listening (25%)**

Section A: Understanding and responding to different types of spoken language in English  
Section B: Dictation. Students to write 4 to 5 sentences in Spanish.

**Paper 2: Speaking (25%)**

Task 1: Role Play -Short exchange prescribed exchange  
Task 2: Read aloud and short conversation  
Task 3: Photo card and conversation

**Paper 3: Reading (25%)**

Section A: Understanding and responding to different types of written language in English  
Section B: Translation from Spanish into English

**Paper 4: Writing (25%)**

A range of short to longer written tasks, including a Photo card description for Foundation.  
One translation from English to Spanish.

*“Puedo ser lo que yo quiera. Yo soy como soy, y mi familia también. Somos quienes somos.”*

*(“I can be whatever I want. I am who I am, and my family is too. We are who we are.”)*

Miguel (Coco)





# 3D Design GCSE

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>

Course Title	Exam Board	Specification Code	Heads of Department
Three Dimensional Design	AQA	8205	Ms S Williams/Ms Bassant

**Course Information** 3D Design is a very popular choice at GCSE; with many of our students enjoying creative and practical work. On the course, you will gain experience of a range of practical skills under the guidance of highly skilled professionals. You will learn how to draw and design ideas in order to make exciting 3D outcomes. This course is predominantly course work based, culminating in a 10 hour controlled practical test at the end of the course. There is no formal written exam.

**Skills/Aptitude Required** You should have an interest in learning manual skills and an aesthetic eye. You need to be practically minded and interested in:

- Design and research
- Developing ideas and drawing
- How things work and are put together
- Building and making

You need to be hardworking and committed to your work with a flare for innovative and contemporary products.

**Next Steps** If you are practical and enjoy drawing, designing and making or are considering a career in the creative or construction industry as a craftsman or artisan furniture/object designer maker this is the option for you!

## The Course in Depth

**Year 9 Topics Covered** Year 9 topics create a strong foundation of practical skills and knowledge in order for students to develop high quality coursework in Years 10 & 11.

- Drawing for Design
- Designing for making
- Manipulating paper and card to create maquettes and models
- Woodworking skills for the construction of simple joints etc
- Workshop machines and hand tools
- Casting methods
- Plastics and metal

**Year 10 Topics Covered** Year 10 builds on previous skills and develops further skills in:

- Drawing for Design
- Designing for making
- CAD
- Plastics and related machinery including laser and vinyl cutting
- 2D Design computer programmes
- Casting methods including:
  - Concrete and plaster
  - Mold making
  - Vacuum forming

**Year 11 Topics Covered** Year 11 students will develop three-dimensional pieces and further explore ideas and skills from their previous learning. They will develop proficiency in a variety of materials and will use a range of drawing, collaging, printmaking and modelmaking skills to design their 3D maquettes, ready to make final outcomes.

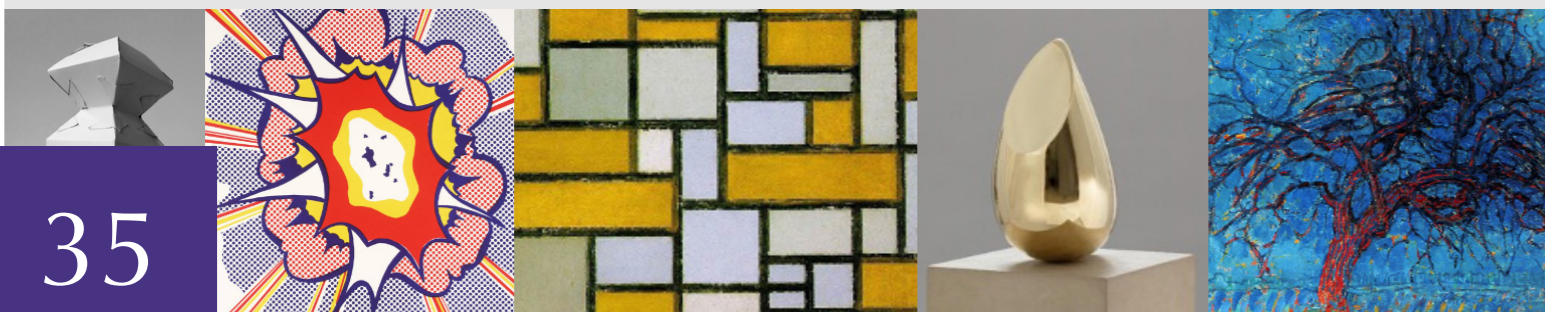
**Internal Assessment** Coursework is 60% and the Exam is 40% of the marks for the final grade. The exam and coursework will measure how students have achieved the following assessment objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**External Assessment** In Year 11, you complete the coursework or NEA (Non-Exam Assessment) and in January you will receive your exam paper. You will get to choose ONE of the questions and develop your ideas, culminating in a 10-hour exam. Don't panic, this is done over several days.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

*Note: The images on the left relate to past and current projects. However, some projects may change, to allow the students to have an even broader experience.*







# Photography GCSE

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography>

Course Title	Exam Board	Specification Code	Heads of Department
GCSE Photography	AQA	8206	L. Bassant and S. Williams

**Course Information** Photography is a very popular choice at GCSE, with our students being extremely successful in the subject. If you are considering a career in the Creative Industries, or simply enjoy the idea of taking photographs and manipulating them on Photoshop or by hand, this is the option for you.

On the course, you will experience a range of disciplines used in the Creative Industries, and quickly develop your skills to become confident at manipulating a variety of media under the guidance of highly skilled professionals. Students have access to digital SLR cameras, a photographic studio, backdrops and professional lighting. Students also have access to Photoshop which is an editing software used in the Creative Industries.

**Skills/Aptitude Required** Photography is not just about taking photographs. If you are creative and enjoy working on the computer then this is the course for you!

- You will learn skills that you will use in industry!
- Work to a brief like a professional photographer.
- Students will learn to interpret and create images using Adobe Photoshop.
- Over time, you will critically reflect upon your creative journey encouraging you to have independent views and opinions.

**Next Steps** Excellent step for any computer aided course at Level 3 including Photography and Graphic Communication.

**Future Careers** Animation, commercial photography, fashion photographer, filmmaker, fine art photographer, forensic photographer, industrial photographer, medical photographer, nature photographer, photographic illustrator, photographic technician, teacher, photojournalist, picture editor, researcher, social photographer, sports photographer, digital media, fashion photography, film and television, film and visual culture, forensic photography, graphics with photography, medical photography, visual communication, creative and editorial photography.

## The Course in Depth

*Note: These are the projects that we are currently delivering. However, the Photography team likes to keep up with modern trends, and some projects may change to allow the students to have an even broader experience.*

**Year 9 Topics Covered** Year 9 is a very important year as you expand and develop your knowledge in Photography. You will complete an introduction project and you will be learning how to use a digital SLR camera. You will have the opportunity to build your skills using Photoshop, which is an editing software program used in industry.

The Photography briefs are:

- **Alphabet Project:** By looking for letters, you'll train your observation skills to seek out unusual subjects; an invaluable skill for any photographer!
- **Abstract Project:** We study this genre of photography because it gives us scope to further explore the principle of composition: close-up and cropping. It also encourages us to record elements of visual language including pattern, texture and tone.
- **Travelling Cars Project:** Builds upon your knowledge of composition and teaches you to use the more advanced compositional methods of using the 'rule of thirds' and 'leading lines'.
- **Ordinary to Extraordinary Project:** Photography is an art of observation. It's about creating something extraordinary out of the ordinary. This project will challenge and further your observation skills.

**Year 10/11 Topics Covered** This is your sustained coursework project. You will be developing your knowledge of digital manipulation using some effective tools in Photoshop considering the concept 'Conceal & Reveal'.

- Photographing and revealing interesting textures around us.
- Developing ideas by investigating Kaleidoscope Photography.
- Developing surreal landscapes.

You will explore more advanced Photoshop tools and techniques including; layers, quick selection tool, rectangular marquee tool, elliptical marquee tool, polygonal lasso tool, transform, brightness and contrast, vibrance, colour balance, blend modes.

You will also have the opportunity to broaden your knowledge by taking photographs using props to conceal a person's identity. Props you will use are mirrors, smashed mirrors, glasses, fluted glass, etc. You will start becoming more independent by selecting processes and techniques that interest you.

**Internal Assessment** Coursework is 60% and the Exam is 40% of the marks for the final grade. The exam and coursework will measure how students have achieved the following assessment objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**External Assessment** In Year 11, you complete the coursework or NEA (Non-Exam Assessment) and in January you will receive your exam paper. You will get to choose ONE of the questions and develop your ideas culminating in a 10-hour exam. Don't panic, this is done over several days. The Exam paper is issued to students well in advance of the examination to allow students to prepare their ideas fully and this preparation work is a considerable part of the final examination grade.





# Religious Studies GCSE

[www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/specification/specification-at-a-glance](http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/specification/specification-at-a-glance)

Course Title	Exam Board	Specification Code	Head of Department
GCSE Religious Studies A	AQA	8062	Mrs Cleall

**Course Information** GCSE RS is about the everyday. We carefully consider what motivates people and why they behave the way they do in moral dilemmas and different life situations. We **DEBATE** and **DISCUSS** life's **BIG QUESTIONS** - where there is no right answer! Students learn to articulate themselves coherently, be critical and challenge the world around them.

**Skills/Aptitude Required** Students who take RS should:

- Be open minded
- Enjoy debates
- Like discussing issues
- Accept different views and challenge them!
- Be willing to develop literacy skills

**Next Steps**

- A-Level Religious Studies
- A-Level English Literature
- A-Level Sociology
- Law/Criminology
- Psychology

**Future Careers**

- Law
- Police
- Medical
- Teacher
- Youth Work
- Social Work
- Human Resources
- Armed Services

## The Course in Depth

### Year 9 Topics

**Morality Covered** What it means to be good and how we make moral decisions.

#### Crime and Punishment

Why we punish people, death penalty, corporal punishment, prison, community service etc and concept of forgiveness and justice.

#### Buddhist Beliefs

Key beliefs on suffering, enlightenment, karma, schools of Buddhism etc.

#### Existence of God

Arguments for and against God's existence, religion vs science, revelation, miracles, evil and suffering.

### Year 10 Topics

**Christian Beliefs Covered** Key beliefs on God, nature of God, Jesus and salvation, death.

#### War and Peace

Causes and consequences of war, weapons of mass destruction, pacifism, terrorism, holy war, protest, victims of war etc.

#### Buddhist Practices

Worship, meditation, and festivals, Buddhist ethics of metta and karuna.

### Year 11 Topics

**Christian Practices Covered** Types of worship, sacraments, pilgrimage, festivals, role of the church.

#### Religion and Life

Animal rights and abuses, environmental issues, abortion, euthanasia, death, origins of the universe, the value of life.

**Internal Assessment** At the end of every unit students will sit a test specific to the unit covered. These are always exam specific so students can build their confidence in their knowledge, and become used to the time constraints and exam conditions.

**External Assessment** There are two exams of 1 hour 45 min. Each is weighted as 50% of the GCSE. These are externally examined at the end of Year 11.  
Exam 1: Religious beliefs and practices  
Exam 2: Thematic Studies

*“Religious Education is probably the GCSE I’ve used most since leaving school....it was about the way in which different people live.”*

Freddie Flintoff MBE



# Food Preparation & Nutrition GCSE

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Course Title	Exam Board	Specification Code	Head of Department
GCSE Food Preparation & Nutrition	AQA	8585	Ms R McDonald

**Course Information** Food Preparation & Nutrition is a very popular subject at GCSE. On the course, you will experience a range of cooking methods and techniques as well as learning the science behind cooking, how to prepare food safely and how our bodies use the food we eat. You will also learn how to cater for, and modify food for a wide variety of different diets.

**Skills/Aptitude Required** You will need an interest in science and a passion for food. An analytical mind and a creative flair would be an advantage - this is an ideal course for anyone looking to work in the food industries or within nutrition. This is also a good choice for anyone who would like to learn how to create nutritious and healthy meals for those with a variety of diets.

**Next Steps** This course provides an excellent step towards further study in food and nutrition, culinary arts and a variety of sports/medical nutrition courses.

**Entry** Entry to this course is subject to suitability, due to the required use of meats, animal products and allergens.

**Future Careers** This course supports anyone seeking a career in nutrition, catering, culinary arts, food technology, product development, catering, hospitality or food industries.

It would also support those seeking to work in sports sciences, healthcare, medicine, education and international development.

## The Course in Depth

**Year 9 Topics Covered** In Year 9, you will have three theory lessons a fortnight to learn all about nutrition and diet, food safety, properties of ingredients, provenance, food choices and food intolerances.

You will also have a double lesson every fortnight for practical cooking lessons where you will develop a range of cooking skills and create a wide range of dishes including a variety of ingredients. These will include dishes for those with a variety of special diets.

There are 12 different practical skills to learn - including knife skills, sauce making and use of different equipment. All your practical lessons will be linked to the theory work.

**Year 10 Topics Covered** Year 10 will focus on the more technical elements of the course including a range of more technical dishes and skills - such as how to portion a whole chicken - and will follow on from what you learn in Year 9.

In your theory lessons you will learn about food ethics and provenance, the science processes used in food (such as denaturation), how diet can affect health and how different cooking methods are used.

**Year 11 Topics Covered** In Year 11, you will revisit key theory topics and prepare to complete the NEA (Non-Exam Assessment) which will be in two parts.

### An investigation (15% of total grade)

This will allow students to carry out practical experiments on food - much like a science experiment and will be recorded as a written or typed report of approximately 1500-2000 words.

### A practical assessment (35% of total grade)

Students will be required to make and present a range of dishes which demonstrate their understanding of nutrition and their technical ability (including knife skills). There will also be a written exam based on what you have learned in theory lessons over the last two years.

**Internal Assessment** The non-exam assessment (NEA) is in two parts - the investigation and the practical assessment - and will measure how students have achieved the following assessment objectives;

- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

**External Assessment** The written exam accounts for 50% of the overall grade and will test your knowledge and understanding of all the theory work covered in Years 9 and 10 related to assessment objectives;

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.





# Creative iMedia

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

Course Title	Exam Board	Specification Code	Head of Department
OCR Level 1/2 Cambridge National Certificate in Creative iMedia	OCR	J834	Mr Freeman-Jones

**Course Information** Creative iMedia is a media sector-focused qualification, including film, television, web development, gaming and animation but has IT at its heart. The qualification focuses on a number of key areas in this field: digital animation, game design, graphics and creating interactive multimedia products. The gaming and creative industries are a growth area. This year, the gaming industry made more money than the global movie and sports industry combined.

- Skills/Aptitude Required**
- Become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society.
  - Acquire and apply creative and technical skills, as well as knowledge and understanding of ICT in a range of contexts.
  - Develop ICT based solutions to solve problems.
  - Explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.
  - Gain ‘hands on’ experience in the way young people use the technology required in creative media.

**Next Steps** At The Howard, you can progress to OCR Level 3 Cambridge Technical in IT, but this qualification also has links with A-Level Graphics, Photography and Media.

- Future Careers**
- Website Designer: £17K - £26K
  - Games Designer: £19K - £25K
  - Teacher: £25k – £32K
  - Video Editor/Producer: £25K
  - Graphic Designer :£15K - £19K

## The Course in Depth

**Year 9 Topics Covered** The first unit is **R093 Creative iMedia in the media industry** - this is a compulsory unit and the only exam in this qualification. In this unit you will learn about: the media industry factors influencing product design, pre-production planning and distribution consideration.

We will then continue on to a practice task when they will use Photoshop or any other appropriate imaging software to create a graphic for an imaginary client. Upon completion of the practice task, we shall move on to the next mandatory **Unit R094: Visual identity and digital graphics**. In this, you will be doing the following topics: develop visual identity, plan digital graphics for products and create visual identity and digital graphics. This unit is an NEA (Non-Examined Assessment) that is marked by the teacher and then externally moderated by the exam board.

**Year 10 Topics Covered** In this year, we first focus on **Unit R098: Visual imaging**. This unit will be assessed by completing a set assignment. This unit will follow through the development process of planning, creating and reviewing a visual imaging portfolio.

Second unit focus is **Unit R099: Digital games**. Again students will work on a set assignment to plan, create and review a digital game for a predetermined fictional client.

**Year 11 Topics Covered** Students consolidate their learning by reviewing **R093**. They will have two attempts at sitting the R093 exam in the January and summer sessions.

**Internal Assessment** **Unit R094: Visual identity and digital graphics – Mandatory**

Internally assessed and externally moderated by exam board - 50 marks.

**Unit R098: Visual imaging**

Internally assessed and externally moderated by exam board - 70 marks.

**Unit R099: Digital games**

Internally assessed and externally moderated by exam board - 70 marks.

**External Assessment** There are two opportunities to sit the exam in January and the summer of Year 11.

**R093 Creative iMedia in the media industry**

25% of qualification - Exam (1 hour 30 minutes). The exam will be in two parts. Part A will include closed response, multiple choice and short answer questions. Part B will include closed response, short answer and three extended response questions.

*“Every child is an artist.”*

Pablo Picasso





# Music BTEC

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html>

Course Title	Exam Board	Specification Code	Taught By
BTEC Tech Award Level 1/2 Music Practice	Pearson	603/7055/5	Mr Coveney & Mrs D'Amiral

**Course Information** This course is perfect for students with an interest in any form of music, regardless of prior experience. The qualification enables learners to develop their skills such as; using musical elements, music creation, performance, and music production. Learners will work on their own and as part of an ensemble and study a wide range of music.

**Skills/Aptitude Required** Students should be committed to continuing or starting private lessons on an instrument/voice. Students will continue to develop:

- Performance Skills
- Composing Skills
- Listening and Analytical Skills
- Music Theory

Students should expect to receive weekly homework/independent study tasks to support their learning in the classroom. You will need a love of music, an enthusiasm in broadening musical experiences and commitment to the subject. Students should immerse themselves in the daily life of the department including participating in clubs and performances.

**Next Steps** This course leads into Level 3 vocational qualifications at KS5.

**Future Careers** There is a vast array of careers linked directly to music and many other jobs within the music industry. Just some of these include teacher, administrator, song writer, conductor, composer, sound engineer, manager, promoter, music publisher, music therapy and marketing.

## The Course in Depth

**Year 9 Topics Covered** Students will develop their music theory knowledge through practical activities focusing on performance and composition. Students will also study a range of music styles through listening tasks and research including music for film, classical music, popular music and world music.

**Year 10 Topics Covered** Students will work towards Component 1 and 2 through practical workshops in performance, production and composition. A focus will also be made on learning about and listening to specific genres of music in detail. Students will complete the assessment for Component 2.

**Year 11 Topics Covered** Students will look into industry standard software and practices. This will include using programs like Logic or Garageband, using recording equipment, samples, loops and creating arrangements.

Students will focus on learning and practising production techniques. These skills, along with those learnt in Year 10, will enable them to complete the assessments for Component 1 and 3.

### Internal Assessment Component 1: Exploring Music Products and Style

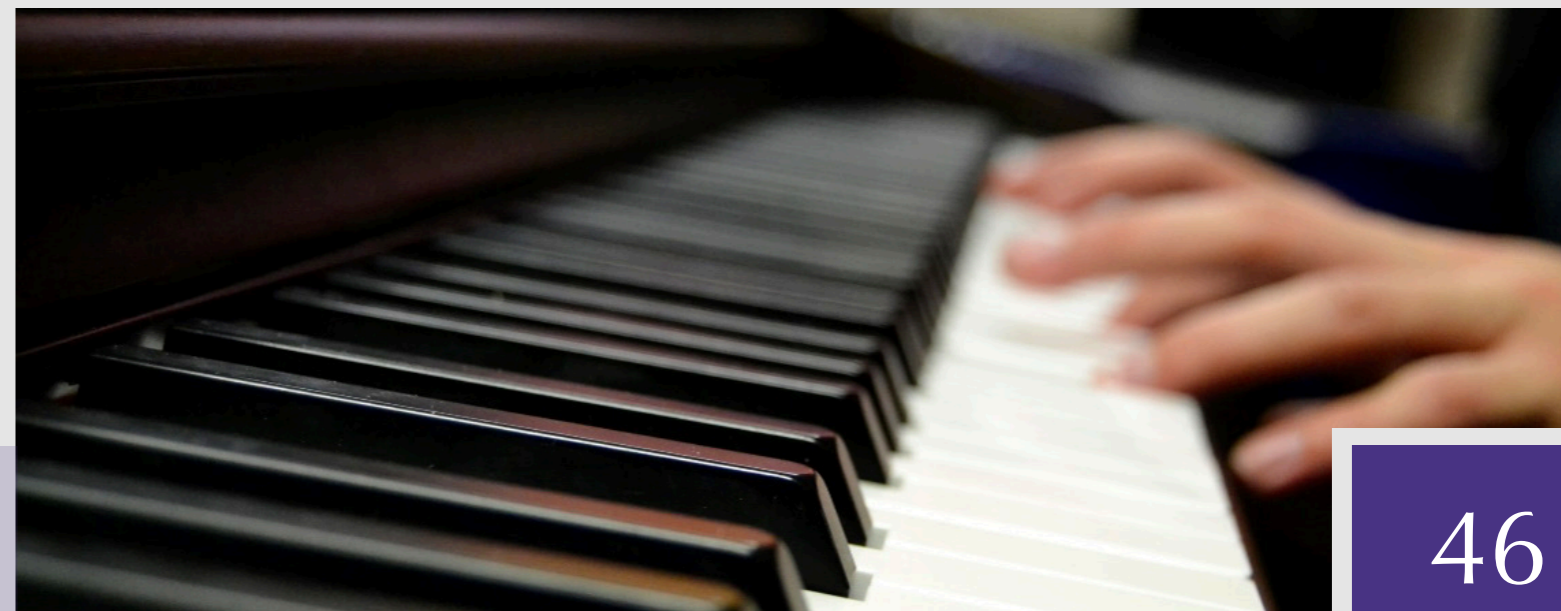
Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. Learners will compile a portfolio of evidence demonstrating their understanding of four different styles of music and create three 30-60 second examples of ideas for music products related to a theme.

### Component 2: Music Skills Development

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks while documenting their progress and planning for future improvement. Learners will plan and create two musical outcomes in different music areas in response to a theme that will develop professional and musical skills

### External Assessment Component 3: Responding to a Music Brief

Learners will be given the opportunity to develop and present music in response to a given music brief. Learners will respond to a brief either as music creator and producer or as a music creator and performer. Learners are given a set time to produce an overall product, whilst documenting their process of development.







# OCR Sport

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>

Course Title	Exam Board	Specification Code	Head of Department
Cambridge Nationals in Sport Studies	OCR	J829	Mr Cooper

**Course Information** The importance of a healthy and active lifestyle has never been more important. This course will challenge your body and mind, and give you an insight to a wide range of topics from leadership and OAA, to practical skill performance and contemporary issues in sport.

- Skills/Aptitude Required**
- Hard working
  - Knowledge and passion for sport
  - ICT and language skills
  - Practical performance in sport and exercise is vital

**Next Steps** This is the perfect course to prepare to study Sport at BTEC Level 3, A-Level or College.

**Future Careers** Sports Science, Sports coach/leader, PE teacher, Nutritionist, Physiotherapy, Strength and conditioning.

**Year 9 Topics Covered** First coursework unit: Outdoor Adventurous Activities. You will investigate a range of OAA, from the provisions available to the clothing, equipment, technological advancements and safety aspects. You'll then plan, carry out a session and review your performance in one OAA.

**Year 10 Topics Covered** You will be practically assessed in 2 sports. You will review your performance in detail & identify methods for improvement. Then you will plan, lead and review a coaching session to other students.

**Year 11 Topics Covered** This year, you will work towards completing the external assessment - a written exam broken up in to 5 units, which include: participation and promoting values in sport, hosting major events, role of NGBs and the use of technology in sport.

**Internal Assessment** 2 coursework units are internally assessed prior to moderation. OAA which is worth 20% and Practical performance and leadership which is worth 40%

**External Assessment** In year 11, there is one external assessment which is worth 40% of your overall grade. This will include a mock examination in January and the final exam in the June exam series.

*If you have any questions at all, or would like to discuss your options further, please do not hesitate to contact us.*



**Notes**

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## Contact Us

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