



Year 9

Pathways



## Pathways

At Hodge Hill College pupils will study at least 9 GCSE subjects which provides all pupils with a broad and balanced curriculum at Key Stage 4. This is important as it prepares pupils for their next step into Sixth form, College or employment.

Our core curriculum for all pupils includes English Language, English Literature, Maths, Science (Trilogy or Separate Science) and BTEC Sport.

Pupils choose up to 3 further subjects.

When choosing your subjects consider the following:

- You are going to study these courses for the next two years so you need to choose subjects that you enjoy.
- It is in your best interest to choose subjects that you will be successful in. Talk to your teachers about course requirements and how the course is assessed.
- Studying a variety of subjects that you will be successful in is the best way to prepare yourself for any future career.
- The top 24 Universities in the country require applicants to have a qualification in a Modern Foreign Language (MFL). This is also the case for degrees in Dentistry, Law and Medicine. Pupils here can study French. If pupils already read, speak and write an alternative MFL then they can be entered for this qualification.

Pupils will be on one of two pathways: **Mastered** or **Secure**

Mastered Pathway		Secure Pathway			
1	GCSE English Language	1	GCSE English Language	1	GCSE English Language
2	GCSE English Literature	2	GCSE English Literature	2	GCSE English Literature
3	GCSE Maths	3	GCSE Maths	3	GCSE Maths
4 & 5	GCSE Science: Trilogy (2 GCSEs) Or Separate Science (3 GCSEs)	4, 5 & 6	Separate Science (3 GCSEs)	4 & 5	GCSE Science: Trilogy (2 GCSEs)
6	BTEC Sport	7	BTEC Sport	6	BTEC Sport
7	GCSE French	8	Pupil Choice	7	Pupil Choice
8	Pupil Choice	9	Pupil Choice	8	Pupil Choice
9	Pupil Choice			9	Pupil Choice

You have time to consider your choices. You will make the final selection at the Year 9 Parents' Evening on Wednesday 4<sup>th</sup> February.

## GCSE Maths & BTEC Tech Award (Sport) 2022

All pupils will study for qualifications in the following subjects;

### GCSE Maths

<b>Exam board</b>	Edexcel— <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>	<b>Course Code</b>	MA1
<b>Examined by</b>	Three exam papers at the end of year 11, each 1 hour 30 minutes in duration; Paper 1: Non-calculator Paper 2 and Paper 3: Calculator Two tiers of entry available, Higher (grades 9-4) and Foundation (grades 5-1)		
<b>Key topics taught</b>	<ul style="list-style-type: none"><li>• Number skills and calculations</li><li>• Algebra and problem solving</li><li>• Ratio, proportion and rates of change</li><li>• Geometry and measure</li><li>• Data handling and statistics</li><li>• Probability</li></ul>		

### BTEC Tech Award (Sport) 2022

<b>Exam board</b>	Edexcel— <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html</a>
<b>Examined by</b>	Two controlled assessment which are internally assessed and moderated by the exam board and one external exam.
<b>Key topics taught</b>	<ul style="list-style-type: none"><li>• Component 1 – Preparing Participants to Take Part in Sport and Physical Activity.</li><li>• Component 2 – Taking Part and Improving Other Participants Sporting Performance</li><li>• Component 3 – External Exam – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.</li></ul>

## GCSE English Language & GCSE English Literature

All pupils will study for qualifications in the following subjects;

### GCSE English Language

<b>Exam board</b>	AQA— <a href="https://www.aqa.org.uk/subjects/english/gcse/english-language-8700">https://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>	<b>Course code</b>	8700
<b>Examined by</b>	Two exam papers at the end of Year 11; one focusses on fiction and the other on non-fiction. Each paper is split evenly between reading and writing. Each exam is 1 hour 45 minutes. Speaking and Listening separate endorsement carried out during Year 10 and 11		
<b>Key topics taught</b>	<ul style="list-style-type: none"><li>• Language and structure analysis</li><li>• Creative writing</li><li>• Transactional Writing (speech, letter, news article)</li><li>• Summaries</li><li>• Inference and deduction</li><li>• Presenting</li></ul>		

### GCSE English Literature

<b>Exam board</b>	AQA— <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>	<b>Course code</b>	8702
<b>Examined by</b>	Two exam papers at the end of Year 10; all are closed book. The first exam is 1 hour and 45 minutes and focusses on Shakespeare and a 19 <sup>th</sup> century novel. The second exam is 2 hours and 15 minutes and focusses on poetry, both seen and unseen, and the modern text.		
<b>Key topics taught</b>	<ul style="list-style-type: none"><li>• Shakespeare – Romeo and Juliet</li><li>• 19th century novel - Jekyll and Hyde by Robert Louis Stevenson</li><li>• Modern text – Pigeon English by Stephen Kelman</li><li>• Poetry – AQA Anthology: Love and Relationships</li><li>• Unseen poetry</li><li>• Comparative writing</li><li>• Structuring an essay</li></ul>		

# GCSE Combined Trilogy Science

Pupils who do not choose Separate Science as a GCSE will study GCSE Combined Trilogy Science (Double Award)

## GCSE Combined Trilogy Science

<b>Exam board</b>	AQA— <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>	<b>Course code</b>	8464
<b>Examined by</b>	6x 1hr 15mins worth 16.7% each (2 x Chemistry exams, 2x Physics exams, 2x Biology exams)		
<b>Key topics taught</b>	<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Topic 1 – Earth’s Atmosphere</li> <li>• Topic 2 – Using resources (extraction of metals, alloys, recycling etc)</li> <li>• Topic 3 – Atomic structure (elements, periodic table, separation techniques)</li> <li>• Topic 4 – Bonding (ionic, covalent, metallic)</li> <li>• Topic 5 – Energy changes (exothermic, endothermic)</li> <li>• Topic 6 – Quantitative chemistry (calculations)</li> <li>• Topic 7 – Chemical changes (Acid and Alkalis, making salts,)</li> <li>• Topic 8 – Electrolysis</li> <li>• Topic 9 – Organic Chemistry (Crude oil and Alkanes and Alkenes)</li> <li>• Topic 10 – Rate of Reaction (Collision theory)</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Topic 1 - Cell Biology</li> <li>• Topic 3 – Organisation (enzymes, organ systems, plant systems)</li> <li>• Topic3 – Infection and Response</li> <li>• Topic 4 – Bioenergetics (photosynthesis and respiration)</li> <li>• Topic 5 – Homeostasis and response (the nervous system, hormones)</li> <li>• Topic 6 - Inheritance, variation and evolution (DNA, inherited disorders, natural selection)</li> <li>• Topic 7 – Ecology (adaptation, environmental changes)</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Topic 1 – Forces (introduction)</li> <li>• Topic 2 – Forces B (distance/time graphs, stopping distance, momentum)</li> <li>• Topic 3 – Energy (energy transfers, efficiency)</li> <li>• Topic 4 – Energy Resources (renewable, non-renewable)</li> <li>• Topic 5 – Waves (properties of waves, EM)</li> <li>• Topic 6 – Atomic Structure (models of the atom, radioactivity)</li> <li>• Topic 7- Electricity</li> <li>• Topic 8- Magnetism (magnetism, electromagnetism, motors)</li> <li>• Topic 9- Particle Model of Matter (states of matter, density, specific latent heat)</li> </ul>		

## GCSE Biology, GCSE Chemistry & GCSE Physics

Pupils who choose the Separate Science option will get three GCSE's in these subjects.

### GCSE Biology

<b>Exam board</b>	AQA— <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-846">https://www.aqa.org.uk/subjects/science/gcse/biology-846</a>	<b>Course code</b>	8461
<b>Examined by</b>	2 x 1hr 45mins exams worth 50% each.		
<b>Key topics taught</b>	<b>Biology</b> <ul style="list-style-type: none"> <li>• Topic 1 – Cell Biology</li> <li>• Topic 2 – Organisation (enzymes, organ systems, plant systems)</li> <li>• Topic 3 – Infection and Response</li> <li>• Topic 4 – Bioenergetics (photosynthesis and respiration)</li> <li>• Topic 5 – Homeostasis and response (the nervous system, hormones)</li> <li>• Topic 6 - Inheritance, variation and evolution (DNA, inherited disorders, natural selection)</li> <li>• Topic 7 – Ecology (adaptation, environmental changes)</li> </ul>		

### GCSE Chemistry

<b>Exam board</b>	AQA— <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>	<b>Course code</b>	8462
<b>Examined by</b>	2 x 1hr 45mins exams worth 50% each.		
<b>Key topics taught</b>	<ul style="list-style-type: none"> <li>• Topic 1 – Earth's Atmosphere</li> <li>• Topic 2 – Using resources (extraction of metals, alloys, recycling etc.)</li> <li>• Topic 3 – Atomic structure (elements, periodic table, separation techniques)</li> <li>• Topic 4 – Bonding (ionic, covalent, metallic)</li> <li>• Topic 5 – Energy changes (exothermic, endothermic)</li> <li>• Topic 6 – Quantitative chemistry (calculations)</li> <li>• Topic 7 – Chemical changes (Acid and Alkalis, making salts, and titration)</li> <li>• Topic 8 – Electrolysis</li> <li>• Topic 9 – Organic Chemistry (Crude oil and Alkanes and Alkenes)</li> <li>• Topic 10 – Rate of Reaction (Collision theory)</li> </ul>		

### GCSE Physics

<b>Exam board</b>	AQA— <a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>	<b>Course code</b>	8463
<b>Examined by</b>	2 x 1hr 45mins exams worth 50% each.		
<b>Key topics taught</b>	<ul style="list-style-type: none"> <li>• Topic 1 – Forces (introduction)</li> <li>• Topic 2 – Forces B (distance/time graphs, stopping distance, momentum)</li> <li>• Topic 3 – Energy (energy transfers, efficiency)</li> <li>• Topic 4 – Energy Resources (renewable, non-renewable)</li> <li>• Topic 5 – Waves (properties of waves, EM)</li> <li>• Topic 6 – Atomic Structure (models of the atom, radioactivity)</li> <li>• Topic 7- Electricity</li> <li>• Topic 8- Magnetism (magnetism, electromagnetism, motors)</li> <li>• Topic 9- Particle Model of Matter (states of matter, density, specific latent heat)</li> </ul>		

## GCSE French, GCSE Geography & GCSE History

Based on pathway and the preferences pupils express they will study a number of subjects from the following list.

### GCSE French

<b>Exam board</b>	Edexcel— <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html</a>	<b>Course code</b>	1FRO
<b>Examined by</b>	4 exams at the end of Year 11: Two tiers of entry available, Higher (H) (Grades 9-4) and Foundation (F) (Grades 5-1)		
	<ul style="list-style-type: none"> <li>Listening (F) 35 / (H) 45 minutes</li> <li>Speaking (F) 9 / (H) 12 minutes, plus 12 minutes preparation time</li> <li>Reading 45 minutes/1 hour</li> <li>Writing (F) 1 hour 10/ (H) 1 hour 20 minutes.</li> </ul>		
<b>Key topics taught</b>	<ul style="list-style-type: none"> <li>Identity and culture</li> <li>Local area, holiday and travel</li> <li>School</li> <li>Future aspirations, study and work</li> <li>International and global dimension.</li> </ul>		

### GCSE Geography

<b>Exam board</b>	AQA— <a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>	<b>Course code</b>	8035
<b>Examined by</b>	3 Exam Papers: Living with the Physical Environment – 90 minutes Challenges in the Human Environment – 90 minutes Geographical Applications – 75 minutes		
<b>Key topics taught</b>	<p><b>Paper 1:</b></p> <ul style="list-style-type: none"> <li>Natural Hazards (Tectonics, Weather, Climate Change)</li> <li>The Living World (Ecosystems, Tropical Rainforests, Hot Deserts)</li> <li>UK Landscapes (UK Coasts, UK Rivers)</li> </ul> <p><b>Paper 2:</b></p> <ul style="list-style-type: none"> <li>Urban Futures (Rio de Janeiro, Birmingham, Sustainable Cities)</li> <li>Changing Economic World (Global Development, Brazil, UK Economies)</li> <li>The Challenge of Resource Management (Global Resources, UK Resources, Energy)</li> </ul> <p><b>Paper 3:</b></p> <ul style="list-style-type: none"> <li>Fieldwork (River and Urban Change studies)</li> <li>Issue Evaluation (Study a pre-release, answer questions)</li> </ul>		

### GCSE History

<b>Exam board</b>	AQA— <a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145">https://www.aqa.org.uk/subjects/history/gcse/history-8145</a>	<b>Course code</b>	8145
<b>Examined by</b>	Two exam papers at the end of year 11. Paper 1 has a duration of 2 hours and Paper 2 has a duration of 2 hours. There is one tier of paper for all levels (9-1).		
<b>Four topics taught across the two papers. Topics in teaching order.</b>	<ul style="list-style-type: none"> <li>Britain: Health and the people: c1000- to the present day (Paper 2)</li> <li>Germany, 1890-1945: Democracy and Dictatorship (Paper 1)</li> <li>Elizabethan England, c1568-1603 (Paper 2)</li> <li>Conflict and tension, 1918-1939 (Paper 1)</li> </ul>		

## GCSE Religious Education & GCSE Computer Science

Based on pathway and the preferences pupils express they will study a number of subjects from the following list.

### GCSE RE

<b>Exam board</b>	Edexcel <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html</a>	<b>Course code</b>	1RB0
<b>Examined by</b>	Two exams; each 1 hour and 45 minutes		
<b>Key topics taught</b>	<p><b>Paper 1: Area of Study 1 - Religion and Ethics (Islam)</b></p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Marriage and the Family</li> <li>• Living the Muslim Life</li> <li>• Matters of Life and Death</li> </ul> <p><b>Paper 2: Area of Study 2 - Religion, Peace and Conflict (Christianity)</b></p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Crime and Punishment</li> <li>• Living the Christian Life</li> <li>• Peace and Conflict</li> </ul>		

### GCSE Computer Science

<b>Exam board</b>	Edexcel— <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html</a>	<b>Course code</b>	1CP2
<b>Examined by</b>	<p>One written exam worth 50% of the total marks. The paper is 1 hour 30 minutes in length and is out of 75 marks. It is to be taken at the end of year 11.</p> <p>One Onscreen examination worth 50% of the total marks. This Onscreen examination is 2 hours in length. It is taken in year 11.</p>		
<b>Key topics taught</b>	<p>Principles of Computer Science:</p> <ul style="list-style-type: none"> <li>• Data <ul style="list-style-type: none"> <li>* Binary</li> <li>* Data representation</li> <li>* Data storage</li> <li>* Compression</li> </ul> </li> <li>• Computers <ul style="list-style-type: none"> <li>* Hardware</li> <li>* Software</li> <li>* Programming languages</li> </ul> </li> <li>• Networks <ul style="list-style-type: none"> <li>* Networks</li> <li>* Security</li> </ul> </li> <li>• Issues and Impacts <ul style="list-style-type: none"> <li>* Emerging trends</li> <li>* Individual impacts</li> <li>* Society impacts</li> <li>* Environmental impacts</li> </ul> </li> </ul>		

## GCSE Art & GCSE 3D Design

### GCSE Art

<b>Exam board</b>	Edexcel— <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html</a>	<b>Course code</b>	<b>1AD0</b>
<b>Examined by</b>	Two folders are created throughout the course, a coursework folder and an examination folder. The coursework folder is developed throughout year 10 and one term of year 11 and constitutes 60% of the overall grade. The examination folder is started in the Spring term of year 11 and follows a theme given by the examination board, the folder constitutes 40% of the final grade and culminates in a ten hour practical examination. Both folders contain investigation of the artwork by established artists and artwork produced by the student. Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project.		
<b>Key topics taught</b>	<ul style="list-style-type: none"> <li>• Drawing from first hand and second hand sources using a range of mark making techniques.</li> <li>• Experimentation with a range of materials and techniques.</li> <li>• Development of painting skills with an emphasis on using materials to produce large pieces of work to a high standard.</li> <li>• The study of key themes in Art, for example, portraiture and landscape, exploring these themes within the contexts of culture, history and contemporary practice.</li> </ul>		

### GCSE 3D Design

<b>Exam board</b>	Edexcel— <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html</a>	<b>Course code</b>	<b>1TD0</b>
<b>Examined by</b>	Two folders are created throughout the course, a coursework folder and an examination folder. The coursework folder is developed throughout year 10 and one term of year 11 and constitutes 60% of the overall grade. The examination folder is started in the Spring term of year 11 and follows a theme given by the examination board, the folder constitutes 40% of the final grade and culminates in a ten hour practical examination. Both folders contain investigation of the artwork by established artists and artwork produced by the student. Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project.		
<b>Key topics taught</b>	<ul style="list-style-type: none"> <li>• Drawing from first hand and second hand sources using a range of mark making techniques.</li> <li>• Experimentation with a wide range of 3D materials and techniques, including clay, cardboard, Modroc and glass.</li> <li>• Development of planning and construction skills with an emphasis upon use of materials and an understanding of structure.</li> <li>• The study of key themes in Art, for example, portraiture and architecture exploring these themes within the contexts of culture, history and contemporary practice.</li> </ul>		

# GCSE Photography, & Technical Award in Food and Cookery

## GCSE Photography

<b>Exam board</b>	Edexcel <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html</a>	<b>Course code</b>	<b>1PY0</b>
<b>Examined by</b>	Two folders are created throughout the course, a coursework folder and an examination folder. The coursework folder is developed throughout year 10 and one term of year 11 and constitutes 60% of the overall grade. The examination folder is started in the Spring term of year 11 and follows a theme given by the examination board, the folder constitutes 40% of the final grade and culminates in a ten hour practical examination. Both folders contain investigation of the artwork by established artists and artwork produced by the student. Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project.		
<b>Key topics taught</b>	<ul style="list-style-type: none"> <li>• The use of SLR cameras with studio lighting and natural lighting.</li> <li>• Experimentation with a range of photographic techniques.</li> <li>• Creation and enhancement of images using Photoshop.</li> <li>• Development of photographic skills with an emphasis upon use of materials with the aim of producing large final outcomes of a high standard.</li> <li>• The study of key themes in Art, for example, portraiture and still life exploring these themes within the contexts of culture, history and contemporary practice.</li> </ul>		

## Technical Award in Food and Cookery

<b>Exam board</b>	NCFE - <a href="https://www.ncfe.org.uk/technical-education/schools-14-16/v-certs/food-cookery/">https://www.ncfe.org.uk/technical-education/schools-14-16/v-certs/food-cookery/</a>
<b>Examined by</b>	Two externally set assessments. <ul style="list-style-type: none"> <li>• One written exam .</li> <li>• One non-exam assessment.</li> </ul>
<b>Key topics taught</b>	<ul style="list-style-type: none"> <li>• Food health and safety</li> <li>• Information on key food groups and key nutrients</li> <li>• Recipe development, amendment and evaluation.</li> <li>• Food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management and planning.</li> </ul>

# BTEC Performing Arts, BTEC Health & Social Care & BTEC Tech in Digital Information Technology

## BTEC Performing Arts

<b>Exam board</b>	Pearson — <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html</a>
<b>Examined by</b>	Three components: Two internally assessed and externally moderated by the exam board & One externally assessed and moderated
<b>Key topics taught</b>	<p><b>Component 1: Exploring the Performing Arts (Internally assessed)</b></p> <ul style="list-style-type: none"> <li>Learners develop their understanding of the Performing Arts by examining practitioner's work and the processes used to create performance</li> </ul> <p><b>Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed)</b></p> <ul style="list-style-type: none"> <li>Learners develop their Performing Arts skills and techniques through a series of acting workshops and performances of existing plays.</li> </ul> <p><b>Component 3: Responding to a Brief (externally assessed)</b></p> <ul style="list-style-type: none"> <li>Learners will work as part of a group applying performance skills and techniques, to create a workshop performance in response to a given brief and stimulus from the exam board.</li> </ul>

## BTEC Health & Social Care

<b>Exam board</b>	Edexcel - <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html</a>
<b>Examined by</b>	<ul style="list-style-type: none"> <li>Human Lifespan Development - Internal</li> <li>Health and Social Care Services and Values – Internal</li> <li>Health and Wellbeing - External Synoptic</li> </ul>
<b>Key topics taught</b>	<ul style="list-style-type: none"> <li>The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.</li> <li>Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available</li> <li>The barriers and obstacles an individual may encounter and how these can be overcome.</li> </ul>

## BTEC Tech in Digital Information Technology

<b>Exam board</b>	Pearson — <a href="#">Specification - Pearson BTEC Tech Award Level 1/2 in Digital Information Technology</a>
<b>Examined by</b>	Three components: Two internally assessed and externally moderated by the exam board & One External, synoptic assessment set and marked by the awarding organisation (Pearson). This assessment is taken under supervised exam conditions.
<b>Key topics taught</b>	<p><b>Component 1 — Exploring User Interface Design Principles &amp; Project Planning Techniques</b></p> <ul style="list-style-type: none"> <li>Non-exam, internally assessed. Learners complete a set task (a "Pearson-set Assignment") under supervised conditions.</li> </ul> <p><b>Component 2 — Collecting, Presenting and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>Same as Component 1: non-exam internal assessment via a Pearson-set Assignment.</li> </ul> <p><b>Component 3 — Effective Digital Working Practices</b></p> <ul style="list-style-type: none"> <li>External, synoptic assessment set and marked by the awarding organisation (Pearson). This assessment is taken under supervised exam conditions.</li> </ul>

# GCSE Business Studies & BTEC Music

## GCSE Business Studies

<b>Exam board</b>	Pearson's Edexcel <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html</a>	<b>Course code</b>	1BS0
<b>Examined by</b>	Two externally examined papers		
<b>Key topics taught</b>	<p>The specification is structured into two themes:</p> <p><b>Theme 1: Investigating small business</b></p> <p>Topic 1.1 Enterprise and entrepreneurship            Topic 1.2 Spotting a business opportunity            Topic 1.3 Putting a business idea into practice            Topic 1.4 Making the business effective            Topic 1.5 Understanding external influences on business</p> <p><b>Theme 2: Building a Business</b></p> <p>Topic 2.1 Growing the business            Topic 2.2 Making marketing decisions            Topic 2.3 Making product decisions            Topic 2.4 Making financial decisions            Topic 2.5 Making human resource decisions</p> <p>There are two equally weighted exam papers, focusing on each specification theme</p>		

## BTEC Music

<b>Exam board</b>	Edexcel— <a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html</a>
<b>Examined by</b>	Three Components: Two internal assessments and one External Synoptic assessment.
<b>Key topics taught</b>	<p><b>Component 1: Exploring Music Products and Styles (Internally Assessed)</b></p> <ul style="list-style-type: none"> <li>Learners develop their appreciation and understanding of many various styles and genres within music. Students will learn how certain genres came to be and when characteristics define them.</li> </ul> <p><b>Component 2: Music Skills Development (Internally Assessed)</b></p> <ul style="list-style-type: none"> <li>Learners will develop and refine their skills on their chosen instrument, selecting a number of pieces to challenge themselves. Students will need to show their ability to work and progress independently through assessing their ability and filling out a practise booklet.</li> </ul> <p><b>Component 3: Responding to a Commercial Music Brief (External Synoptic)</b></p> <ul style="list-style-type: none"> <li>Learners will be given the opportunity to develop and present music in response to a given commercial music brief.</li> </ul>

## Homework

# SAM Learning

### Homework in Year 10

- Homework in Year 10 is used for retrieval practice so that pupils know more and remember more. It is directly linked to the curriculum and is designed to help pupils prepare for and progress in their internal assessments and their external examinations.
- Completion of homework is compulsory and must be executed to a high standard. There is a very direct correlation between the independent completion of these activities and success in subject assessments.



# Secure Curriculum

## The Secure Curriculum: Your five year journey to flourish in our society

The Secure Curriculum encompasses all elements of personal development at Hodge Hill College. Our pupils always strive for excellence in everything they do; we want them to leave us with qualifications that open doors but also with happy memories and wider experiences beyond the curriculum that will stay with them for life.

We work hard to get the best out of everyone, whether on the sports pitch, performing in one of our musical and drama productions, producing stunning artworks, or participating in the Duke of Edinburgh Award. At Hodge Hill College, we want pupils to know more, do more and go further.

### ***Secure your voice***

Your place in the school, the communities and the world

Expressing opinions, ideas, beliefs and personal views

### ***Secure your passions***

Develop your interests, attend extra-curricular clubs and experience something new

### ***Secure your future***

What are your next steps? We will help you take them

### ***Secure your well-being***

Your mental and physical health and learning to support these

### ***Secure your relationships***

How you connect with others, making relationships safe and meaningful

Formal 'taught' elements	Planned and mapped opportunities across all year groups	'Soft' opportunities delivered across the full curriculum
Tutor time Personal development lessons	CEIAG Pupil Leadership Extra-curricular Activities Enrichment	Cultural capital, Creative capital

## Duke of Edinburgh Award

There are four sections to the D of E Award which is nationally recognised and enhances pupils CV, helping support college, university and job applications.

**Physical** – Pupils are to take up a sport and show development in it. Time commitment - 1 hour a week for 3-6 months

**Skill** – Pupils are to learn a new skill such as learning to play a musical instrument and commit to it for 1 hour a week for 3-6 months

**Volunteering** – Pupils are to volunteer within the community helping others for 1 hour a week for 3-6 months

We have access to a self-taught First Aid Course through St. John's Ambulance to help with the skill section and a remote fundraising programme to help with the volunteering section.

**Expedition** – 1 weekend expedition where pupils carry all of the kit they need in a rucksack, walk following a route they have planned on the map and camp overnight in tents.



## Career information

### Careers Information Advice and Guidance (CEIAG)



All pupils in year 10 follow a detailed programme of CEIAG to prepare them for work experience at the end of the year.

- Subject teachers deliver CEIAG as per their scheme of work.
- CEIAG assemblies delivered by guest speakers. Previous speakers have included the CEO of HSBC and a Bank of England Business Analyst.
- Mock interview day in Spring Term - feedback and assessed by a number of our business partners including ISS Facility Services, HS2, Capgemini & Deloitte.
- Completion of full C.Vs and personal statements - assessed by our business partners in collaboration with the Mock Interview Day.
- Selected pupils visit Universities as part of our Raising Attainment Programme.
- A number of workshops throughout the year hosted by Further Education Institutes in Birmingham.
- Participation in Post-16 Taster Days as hosted by local Further Education Institutes.
- A host of information about the various Post-16 pathways found on the careers section of the Hodge Hill College website.

# Pupil Leadership & Prefects

## Prefects

The Prefect team is continuously working to coordinate with teachers and the senior leadership team to ensure that the school environment is kept safe and secure for everybody. They assist at lunchtimes; managing queues and helping younger students around the building. Prefects wear identification such as a badge and a coloured school tie that ensures their presence is highlighted and that they uphold a harmonic environment.

Senior Prefects oversee the prefect programme and ensure it is running smoothly; they assist in making decisions regarding charity events, future goals and improvements regarding the school's overall development. They ensure that fellow Prefects are always at their absolute best in terms of the image that they portray to their younger peers, and are performing efficiently at all times.

Senior Prefects are appointed following an application and a short interview, in which they are asked about their previous experiences of leading and their vision of the school's increasing improvement. Being a Senior Prefect requires high levels of responsibility and maturity in order to set an example to peers and younger students.

## Work Hard, Get Rewarded



### Work Hard, Get Rewarded

Praise and rewards are one of the fundamental ways we demonstrate our CARE brand. Pupils **Work Hard**, and they **Get Rewarded**. We acknowledge the importance of praise and rewards and seek to promote and reinforce our expectations of students at any given opportunity.

Members of staff log positive referrals for pupils and these are monitored by the pastoral team to identify those that have earned their reward. Pupils are rewarded for having excellent attendance, achieving the greatest number of positive referrals and for completing homework. Pupils are also presented with subject specific rewards for excelling in their studies.

Examples of some of the rewards pupils can receive include texts home, special seats in assembly, queue jump pass for canteens, badges, praise post cards sent home, and invites to events such as social clubs, tea parties or pizza and film events.

### Hodge Hill All Stars

Throughout the year teachers will provide effort scores for their pupils, A to D, with A being the highest and D the lowest. Achievement coordinators monitor and track this data to identify the **Hodge Hill All Stars** in each year group.

**Hodge Hill All Stars** are those who achieve at least one A for effort and no C or D grades. **All Stars** receive a badge and certificate and are invited to attend reward events.



**care** | courtesy  
achievement  
respect  
empathy

**secure** | your voice  
your passions  
your well-being  
your future  
your relationships

# Work Experience



## Work Experience

All pupils take part in work experience in the July of Year 10 and they are encouraged to organise their own placements. Those who manage to do this are shown to obtain greater job satisfaction whilst on Work Experience. Parents can also play a part with finding their child's work experience place, particularly if they have friends and family who can help. Help is given to students who cannot organise their own placement in order to provide suitable Work Experience.

Work Experience represents an opportunity for students to explore the 'World of Work'. They can find out how work differs from school, how they might improve their chances of achieving their goals and develop their personal skills. Students gain a great deal from the experience of a different environment, working with people of different ages and having to form new relationships quickly.

The school provides a number of initiatives in the build up to July to teach the pupils about appropriate work place conduct and depending on the topic these sessions are completed either in small groups or presented to the whole cohort during assemblies.

Parents have a very important part to play in Work Experience helping their child to adjust to the changes required for these two weeks; e.g. longer working hours, the need to travel, dress according to the hosts requirements and complete assignments. Happily, the vast majority of students respond very well to Work Experience but the school reserves the right to exclude a pupil if it feels a placement would cause problems for the hosts and reflect badly on the school.

While on Work Experience students have a member of staff who will visit and supervise their programme, and a debriefing session is organised for immediately after the experience.

A summary of work done and a record of the host's comments form an important part of the pupils overall achievement and this helps with applications for college, apprenticeships and with interviews and applications for higher education later in the student's academic career.

Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives - choice, not chance, determines your destiny.”

Aristotle