



Year 9 into 10 Options Choices 2022-2024

Key Stage 4: Course Choices 2021-2023

Your child has already selected two options to study in Years 9-11, which were selected last year. We are now asking students to select their final two options choices for Years 10 and 11, via Options online.

Note: If you have already opted to study GCSE PE, you will only be able to pick one additional option.

Please ensure that you have watched the video presentation here: https://youtu.be/IYGv_YsLcfE

Important Dates in the Options Process:

Date	Event	Key information
Tuesday 15 th February	Year 9 into 10 options e-mail to students and parents	Video presentation https://youtu.be/IYGv_YsLcfE , options information booklet and Options Online guide e-mailed to all parents and students
Thursday 3rd March	Year 9 parents' evening	A chance to discuss current progress with subject teachers before making options decisions.
Friday 11 th March	Options online form deadline	The deadline for all options forms to be completed via Options Online

This booklet gives information about the courses available for study in Years 10 and 11.

The core Curriculum

All students will continue to study:-

- English Language
- English Literature
- Mathematics
- Science
- History or Geography
- A Modern Foreign Language
- Core PE
- PSHCE

Students study Combined (double) Science unless Triple Science and Statistics is selected as a guided option choice. Acceptance onto this course will be determined by prior attainment in Science.

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*Only select this if you want to study both humanities at GCSE. All students will continue with their humanities choice automatically as part of the core curriculum.

Disclaimer – please note:

- Courses will only run if there is sufficient student demand and the course is economically viable
- The number of classes and students in classes may have to be limited for practical or economic reasons meaning that some courses may have limited places
- Unfortunately we cannot guarantee you will be allocated all of your choices
- The final decision must, of course, rest with the school
- Opting for a course does not necessarily guarantee entry for a particular examination at the end of that course
- Examination entries will depend upon student progress over two years
- All information is correct at the time of publishing this document but is subject to change as necessary.

Options Subject: Separate (Triple) Science and Statistics

Curriculum Leader for Science: Mr P Caden

Curriculum Leader for Statistics: Mr. C. Johnson

Video presentation: <https://youtu.be/I26TuOUB8ac>

This is a guided choice option. Acceptance onto the course is based on prior attainment in Science.

Students selecting this option will study for a GCSE in Statistics in Year 10 alongside their science GCSEs.

This route provides excellent preparation for A Levels in biology, chemistry, physics or maths and should be seriously considered by students wishing to go onto a career in medicine, veterinary science, dentistry, engineering or computer programming. Students will study statistics GCSE in year 10 alongside their science GCSEs. They will then have extra time in year 11 in order to cover the additional science content. This option is suitable for students with a high aptitude for science and maths. Due to the high academic demands of the course this will be made available to students who have a strong record of achievement. By following this pathway, students will obtain four GCSEs (2 more than the route of taking double science) in each of the scientific disciplines of biology, chemistry and physics and an additional mathematics statistics GCSE.

Separate (Triple Science)

The difference between separate sciences and the double science pathway is that more depth is covered with a much greater emphasis on scientific theory to explore new concepts and develop their understanding to a much higher level. Students will develop and apply their observational, practical, modelling, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments. This includes the critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively. Compared to double science, students study extra scientific knowledge content. In biology, the nervous system (studying the brain and the eye), homeostasis (studying the kidney), as well as inheritance (studying DNA structure and gene expression), cloning, genetics and evolution. In chemistry, students will do additional practicals such as ion identification and titrations which form the basis for many A level investigations, and extend their knowledge of mole calculations to include gases and solutions. Physics studies look at the formation of the solar system and the life cycle of a star. Light and magnetism are studied in more detail looking at lenses and the motor effect. Practical competency is assessed through the use of eight required experiments per GCSE which are completed over the two years. Exams are taken at the end of the course, with two papers required per GCSE each lasting 1 hour 45 mins.

Grades available: 9 to 1 for each of the different subjects, with grades being separate and distinct.

Awarding Body: AQA

Options Subject: Separate (Triple) Science and Statistics

Curriculum Leader for Science: Mr P Caden

Curriculum Leader for Statistics: Mr. C. Johnson

Why GCSE Statistics?

For those students with an enthusiasm and interest in maths and the sciences, this course offers the opportunity to further explore the statistics element of maths whilst also developing knowledge, skills and techniques needed to support the increased mathematical content of the separate science GCSEs. Real-life scenarios will capture interest and give an insight into the importance of statistics in the real world, whilst also supporting progression to the A-Levels in both maths and the sciences..

Course content:

- The collection of data
- Processing, developing and analysing data
- Probability

How will I be assessed?

2 papers worth 80 marks each, both lasting 90 minutes. Papers are evenly weighted with the same assessment objectives, and a calculator can be used for both papers. One overall final GCSE grade is obtained across both papers. Students take these examinations at the end of Year 10.

Grades available: 9-1

Awarding Body: Edexcel

Note: If students do not make the required progress to follow the separate science and statistics course, then they will be asked to study for one of their reserve option choices instead.

Options Subject: GCSE Computer Science

Curriculum Leader: Mr R Emmett

Video presentation: <https://youtu.be/ZdlylwFBbDw>

Why choose GCSE Computer Science?

This is a course that has real relevance in our modern world. While students will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming. Relevant to the modern, changing world of computing, the course is designed to boost computing skills essential for 21st century. If students would like further guidance on the different course contents, please see Mr Hood, Leader of Learning for Computing.

What will I do?

There are three different areas of focus within the course, an outline is detailed below:

- Component 01: Computer Systems
- Component 02: Computational Thinking, Algorithms and Programming
- Component 03: Programming Project (non-exam assessment)

Aims and Learning Outcomes

The GCSE specification in computing will enable students to:

- Develop their understanding of current and emerging technologies, an understanding of how they work and their application in a range of contexts
- Acquire and apply knowledge, thinking and technical skills and an understanding of algorithms in computer programs
- Become independent and discerning Computer Scientists, able to make informed decisions and be aware of technological implications
- Design and write computer programs to solve problems.

How will I be assessed?

There is one controlled assessment which is set by the examination board. The students will prepare for assessments, the tasks will then be timed and this section counts towards 20% of their overall mark. There are two written examinations which are worth 40% each.

Grades Available: GCSE results are awarded on the scale of 9 – 1

Awarding Body: OCR

Options Subject: GCSE Art

Curriculum Leader: Mrs S Mayo

Subject Leader: Mr D Questa

Video presentation: <https://youtu.be/hcwNCsVyQbE>

Why GCSE Art & Design?

This course offers the opportunity to learn about visual communication and artistic expression. Students will develop the skills to creatively express their ideas and observations through drawing, painting, ICT and 3D.

The course lays the foundation for the study of Art & Design at AS and A Level and prepares for courses and careers in the creative field, such as fine art, illustration, fashion, graphic design and animation.

What will I do?

Students will learn to:

- develop imaginative and creative ideas based on both visual and written investigations into the world of art from various times and cultures
- experiment with and refine their skills and techniques in both traditional and new media
- record ideas and observations through drawing, painting and photography
- present their own personal responses taking inspiration from the work of other artists.

How will I be assessed?

The course is assessed by an examination of a portfolio of coursework (60%) and a 10 hour set task (40%) in response to themes set by the examination board.

Students will be expected to develop work in a sketchbook each week for homework. The provision of basic art materials at home is helpful.

Grades available: 9-1

Awarding Body: AQA

Options Subject: BTEC Tech Award in Business Enterprise

Curriculum Leader: Mr J Green

Video presentation: <https://youtu.be/8tUR00w3tm4>

Why study BTEC Tech Award in Business Enterprise?

Business Enterprise is a course for people who want to make things happen!

This course enables you to develop your technical skills, such as:

- Market research skills,
- Business planning,
- Promotional and financial skills
- Problem solving and Entrepreneurial skills

It's about learning to spot a great business opportunity and what makes some businesses succeed while others fail. It's about understanding where the money comes from in a business, and where it goes. It's an ideal course for people who think that they might like to start their own business one day. You'll learn the knowledge and develop the skills that you'll need to be a great entrepreneur.

Is it the right subject for me?

This course is suitable for people who prefer to be assessed as they progress through a course, rather than having everything hang on exams at the end. Over 60% of the qualification is assessed by internal projects and coursework. Your good work throughout the course will count towards your final grade.

What will I learn and how will I be assessed? There are three components to the course:

Component 1: You will investigate the local business environment in the Horsforth Area, assessing what makes small and medium sized businesses succeed. You will examine the characteristics of two local enterprises of your choice. You will explore how market research helps enterprises to meet customer needs and understand competitor behaviour. You will then investigate the factors that contribute to the success of an enterprise.

Component 2: You will individually select an idea for a small business to plan and pitch. You will individually pitch your business plan for an audience and then use the feedback to review your plan and pitch. This component is about using all the knowledge you have gained in Component 1. And create your own business idea and opportunity.

Component 3 (External Exam) : You will explore the different promotional methods used by businesses and the factors that influence how they identify and target their market. You will also explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Grades Available: The grades awarded range from a Level 2 Pass, Merit, Distinction and Distinction*. You can also be awarded with a Level 1.

Awarding Body: Edexcel (Pearson)

Options Subject: GCSE Design and Technology

Curriculum Leader: Mrs S Mayo

Subject Leader: Mrs K Carrara

Video presentation: <https://youtu.be/-kIvI4PwckM>

Why GCSE Design and Technology?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and will apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Within this course emphasis is placed on the development of practical skills and students are encouraged to be creative and innovative when working with a wide variety of materials, such as woods, metals, textiles, plastics and electronics.

The course may be a stepping stone to a career in design, construction or engineering, but even if not, it will provide students with practical skills, knowledge and understanding in design and manufacture.

What will I do?

You will learn about:

- New and emerging technologies
- Energy generation and storage
- Properties of existing and new materials
- Mechanical devices / Forces and stresses
- Specialist equipment and processes
- Designing and work of designers

How will I be assessed?

One examination paper (50%) testing the knowledge of the above areas.

Coursework: (50%)

Substantial design and make task:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing and evaluating
- Contextual challenges to be released annually by AQA on 1 June in the year prior
- Students will produce a prototype and a portfolio of evidence

Grades available: 9-1

Awarding Body: AQA

Options Subject: GCSE Drama

Curriculum Leader: Mrs S Kendal

Video presentation: <https://youtu.be/6qibkK0hsJo>

Why GCSE Drama?

For those students with an enthusiasm and interest in drama, the course offers the opportunity to explore improvised and scripted drama. The ability to perform, working both inside and outside friendship groups, and learning lines are all basic requirements. Students will be expected to rehearse after school when required to prepare for their final practical exam.

What will I do?

Investigating and creating drama is a vital part of the course. The study of a full-length play provides the basis for Year 11, followed by scripted work in small groups. The ability to work with others and develop ideas is essential as they are examined on their ability to create and devise their own original drama piece. The course also requires students to visit the theatre at least once during the course and there are many other theatrical experiences offered including a trip to Blood Brothers, workshops from visiting practitioners and our annual weekend visit to London.

How will I be assessed?

Year 10:	Paper 1: Devising	
	Students will create their own devised performance	40%
Year 11:	Paper 2: Script practical	
	Students will take part in a scripted performance	20%
Year 11:	Paper 3	
	Written exam on a live theatre performance	40%

Grades available: 9-1

Awarding Body: AQA

Options Subject: BTEC Tech Award in Engineering

Curriculum Leader: Mrs S Mayo

Awarding Body: Edexcel

Video presentation: <https://youtu.be/JbvcrpZcofl>

Why study Engineering?

The BTEC Tech in Engineering is an exciting qualification which has been designed and developed by employers and universities. The approach of this BTEC Tech is fresh and original. By immersing young people in the excitement and potential of working in the real world of engineering, it will blend together the best of academic and applied learning.

This is an exciting time for Horsforth School to introduce a new qualification to the curriculum. As well as classroom based learning, there will be some opportunities to visit local and national companies. These visits are essential to be able to learn and discover the real engineering world through applied learning.

The BTEC Tech in Engineering encapsulates a broad spectrum of Engineering Sectors. We have developed the whole course around “Micro Scooters” and “Dyson Vacuum Cleaners”.

- > Explore a range of different materials; testing them in such a way to learn their properties and characteristics
- > Disassemble a range of products to discover how they work
- > Learn to Design, draw and sketch like an engineer would
- > Potential visits to various companies to see what Engineering looks like in the real world.

How will I be assessed?

Overall there are 3 components to be completed over the two years. Two components are internally assessed and the final component is an external examination. Internally assessed components will be completed through coursework, reports and some practical activities.

Where can the qualification take me?

After you have finished the obvious progression would be to study the BTEC Level 3 Engineering Diploma in the Sixth Form centre. The Level 3 units build on Level 2 and would put you in an ideal position for either a degree in engineering or an apprenticeship with a local or national engineering firm. It is becoming more common for apprenticeships to begin following Level 3 qualifications.

Options Subject: GCSE Food Preparation and Nutrition

Curriculum Leader: Mrs S Mayo

Video presentation: <https://youtu.be/7x3BbLJ0QIc>

Why GCSE Food Preparation and Nutrition?

The GCSE Food Preparation and Nutrition course will provide students with the opportunity to learn important concepts relating to food, from the current principles of healthy eating to food hygiene. Students will also consider environmental and sustainability, cultural, moral and economic issues. As a practical subject the GCSE course requires students to master a wide range of food preparation skills.

Within this course emphasis is placed on the development of practical skills and students are encouraged to be creative and innovative when working with food.

The course may be a stepping stone to a career related to food, but even if not, it will provide students with the practical skills, knowledge and understanding to make informed decisions relating to food choices which are important life skills. There are also many career opportunities relating to this subject.

What will I do?

In addition to practical skills students will study five areas:

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

How will I be assessed?

Coursework: (50%)

- Task 1: Food Investigation. Written report (1,500-2,000 words)
Understanding the working characteristics, functional and chemical properties of food.
- Task 2: Food Preparation assessment.
- Electronic portfolio + 3 hour Practical Exam
- Planning, preparation, cooking, presentation of food and application of nutrition to a chosen task.

Written Examination: 1 hour 45 minutes

Theoretical knowledge of food preparation and nutrition from all 5 sections.

Grades available: 9-1

Awarding Body: AQA

Options Subject: BTEC Tech Award in Health and Social Care

Curriculum Leader: Mrs V Kennedy

Who is the qualification for?

Health and Social Care is for learners who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

What does the qualification cover?

The Technical Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- attitudes, namely care values that are vitally important in the sector, opportunities to apply them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting health and wellbeing.

This course builds on and uses the knowledge and skills you learn in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology by allowing you to apply your knowledge and skills practically in a vocational context.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Some learners may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.

Grades available: Level 1 Pass, Level 2 Pass, Merit, Distinction and Distinction* (P/M/D/D*).

Awarding Body: Pearson BTEC

Options subject: Information Technology Level 2(Cambridge National)

Curriculum Leader: Mr R Emmett

Video presentation: <https://youtu.be/NK2VFIsftw>

This course is exciting, futuristic and fun and will set you up for working life and beyond. It is the first time we have run a course that utilises Augmented Reality and this showcases the cutting edge nature of the subject.

You need to prepare for your Digital Future and this qualification will offer you the opportunity to develop knowledge and skills which will ensure you are digitally literate and able to enter the next stage of your life with the confidence of knowing you are well equipped to deal with the opportunities and risks which lie ahead. The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. Many digital companies are based in Leeds itself.

Common Misconceptions: This course CAN complement Computer Science GCSE but the two courses are completely different in content, structure and nature. If Computer Science is not the qualification for you yet you still want to ensure you are digitally literate, then choose this course. If you enjoy Computer Science you can choose both courses as you will learn transferable skills.

Component 1 – Understand the tools and techniques that can be used to initiate and plan solutions – written paper

Students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Students will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels. **Assessment:** Written paper, OCR set and marked

Component 2 – Data manipulation using spreadsheets

Students will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. They will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which they will test. Students will be able to evaluate their solution based on the user requirements **Assessment:** Centre-assessed tasks, OCR moderated

Component 3 – Using augmented reality to present information

Aim: In this unit, students will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Students will also be able to test and review their AR model prototype. **Assessment:** Centre-assessed tasks, OCR moderated

Grades available: Level 1 Pass, Level 2 Pass, Merit, Distinction and Distinction *

Where the course can lead: A Levels - Vocational Qualification at Level 3, such as a Cambridge Technicals in IT - Prepares you to enter employment or apprenticeships

Options Subject: GCSE Media Studies

Curriculum Leader: Mrs N Hazell

Awarding Body: AQA

Video presentation: <https://youtu.be/xmNCLh0Nnyw>

We are surrounded by media products and it is important to be media literate so that we are able to make sense of the sounds, images and opinions that we are confronted with. If you would like to develop valuable skills and techniques in different media disciplines, produce a practical media product in response to a brief such as a music video, a magazine article or a film trailer and explore potential careers in the industry then this may be the choice for you. The skills you learn will help you in other subjects such as English as some of the core activities include analysing media texts, communicating findings and being imaginative and creative.

You will study four core units:

1. Media Language
2. Media Representation
3. Media Audiences
4. Media Industries

You will be assessed with two exams with a range of short and extended questions based on the study of a selection of close study media products. Each exam is one and half hours in duration and makes up a total of 70% of your final grade. The non-exam assessment is made up of a practical brief that is released by the exam board and you produce a media product for an intended audience and a statement of intent.

The GCSE Media Studies is a linear course and this means that you will sit the two exams and complete the Non-Exam Assessment in Year 11.

Where the course can lead:

With a GCSE in Media Studies you can continue on to further level 2 and 3 vocational and academic study, as well as apprenticeships and traineeships.

Grades available: GCSE Grades 9-1

Options Subject: GCSE Music

Curriculum Leader: Ms P Cairns/ Ms A Botham

Video presentation: https://youtu.be/tct3_92eSto

Why GCSE Music?

This course offers students with varying musical backgrounds the opportunity to study, perform and compose music from many contrasting genres. Both experienced musicians and complete beginners can access this course, with free instrumental lessons offered throughout Year 10 and 11.

What will I do?

Three contrasting sections:

- a) Performing Music: playing an instrument and/or singing both individually and as part of a group
- b) Composing Music: composing two compositions of any genre, using state-of-the-art software
- c) Understanding Music: improving general music theory and listening skills while also studying set study works which will be a mixture of pop/musical theatre and classical.

How will I be assessed?

- a) Internal assessment of two recorded performances (External Moderation). One as a solo (April Year 11), one as a member of a group (October Year 11)
- b) Internal assessment of two compositions (End of Year 10 to April Year 11- External Moderation)
- c) 1 ½ hour exam paper with listening exercises and written questions using excerpts of music (End of Year 11-Externally assessed).

Grades available: 9-1

Awarding Body: AQA

Options Subject: GCSE Photography

Curriculum Leader: Mrs S Mayo

Subject Leader: Mr D Questa

Video presentation: <https://youtu.be/WWItucuczG8>

Why GCSE Photography?

The course encourages a creative approach to photography, offering opportunities for artistic expression which does not rely on drawing and painting ability.

What will I do?

Students will learn the technical processes involved in producing high quality photographs, including the operation of cameras, development of films, and the use of specialist equipment required for printing in the darkroom. Students will also work with a digital camera and explore a variety of ways of manipulating digital images using computer software.

As students progress in this course, they will be expected to work independently on the selection and taking of original photographs taking inspiration from other artists and photographers. There will also be a 'Theory and History of Photography' component to the course, with regular written and practical homework expected.

How will I be assessed?

The course is assessed by an examination of a portfolio of coursework (60%) and a 10 hour set task (40%) in response to themes set by the examination board.

Please note: It will be necessary for students to have a good working 35mm film camera, preferably a manual or dual manual/automatic SLR. While basic materials are provided there will be a one off payment of £18 at the beginning of each academic year to support the digital component of the course.

Grades available: 9-1

Awarding Body: AQA

Options Subject: GCSE Religious Studies

Curriculum Leader: Mrs E Gledhill

Video presentation: <https://youtu.be/DLEuD1jldVk>

Why GCSE RS?

Students will study in depth world faiths to broaden their understanding of the diverse world we live in. They will develop their ability to critical evaluate a range of religious and non- religious beliefs and practices through topical debates. The course will open student's eyes to ethical issues that individuals, religious groups and the human race as a whole face and must engage with regarding the protection of the planet, medical ethics and the justice system. The course is suitable for students who enjoy debates and written work. It will prepare students with knowledge and skills for future careers that involve working with different social groups and the ability to debate and empathise.

How will I be assessed?

The students' first examination covers worship and beliefs within Christianity and Buddhism. The second examination, explores religious approaches to morality and life issues.

Paper 1: Christianity and Buddhism (50%)

Areas of study are Religious Beliefs and Religious Practices.

Paper 2: Ethics : Themes (50%)

Students explore the ethical and religious attitudes towards 4 themes: Crime, Social Justice, Origins of life and the Sanctity of life and Peace and Conflict.

Grades available: 9-1

Awarding Body: AQA Religious Studies Spec A

***Options Subject:** History

Curriculum Leader: Mr R Miles

Video presentation: <https://youtu.be/sGeKQ-UcJHM>

Why History?

“The more you know about the past, the better prepared you are for the future” Theodore Roosevelt

A basic part of human nature is to tell and hear stories and in history we tell the story of the past to help students to acquire a better understanding of the present. History can help students to learn how to think about important problems and give them ‘a learning for life.’

History also provides a great range of skills that are transferable to many situations – the ability to argue, analyse and present information in a coherent form. These are particularly valuable skills for employers today, making a history qualification especially prized. History is a great qualification for many careers and academic pathways. It is invaluable for students wishing to become involved in law, journalism, business and study at university.

More importantly, perhaps, in a world of uncertainties, history allows us to ask and answer the question ‘Why?’

What will I study?

A period study: Superpower relations and the Cold War, 1941–91

Students study a short time period in great detail. This topic looks at the development of international rivalry between the USA and USSR, all within the context of nuclear weapons and the genuine threat of truly destructive war.

Wider World Depth Study: The USA, 1954–75: conflict at home and abroad.

This topic allows us to look at America post WW2 with a focus on the campaign for equal rights for Africa-Americans. Internationally, the topic also covers America’s involvement and defeat in the Vietnam war.

Thematic Study: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Students will be able to study the development of medical knowledge from the middle-ages to the present day and look at the ideas of change and continuity. By studying medicine we are actually able to look at the history of lots of different time-periods; from the medieval period to the present day.

British Depth Study: Anglo-Saxon and Norman England, c1060–88

This topic offers the chance to study one of the most significant moments in British history – the Norman Conquest. The topic allows students to consider important turning points like the Battle of Hastings, but also has significance for those of us living in the North through horrific actions like the Harrying of the North.

How will I be assessed?

There are 3 exams at the end of Year 11

Grades available: 9-1

Awarding Body: Edexcel