



# KEY STAGE 4 PATHWAYS GUIDE 2024 - 2026





# HESTONIAN VALUES

## KINDNESS

Kindness costs nothing but means everything

When words are both true and kind, they can change the world

The best portion of a good person's life is their little, nameless, unremembered acts of kindness and of love

## RESPECT

Respect yourself and others will respect you

One of the most sincere forms of respect is actually listening to what another has to say

Respect other people's feelings. It might mean nothing to you, but it could mean everything to them

## EQUALITY

If you want to see the true measure of a person, watch how they treat those less fortunate

Equality implies individuality

Injustice anywhere is a threat to justice everywhere

## RESILIENCE

Do not judge me by my success, judge me by how many times I fell down and got back up again

Persistence and resilience only come from having been given the chance to work through difficult problems

You may have to fight a battle more than once to win it

## AMBITION

Failure is only postponed success, as long as courage 'coaches' ambition

Ambition is the path to success. Persistence is the vehicle you arrive in

Ambition beats genius 99% of the time

## HONESTY

Win or lose, do it fairly

The ultimate tragedy is not oppression and cruelty by the bad people but the silence over that by the good people

Sometimes it is more difficult to be honest with yourself than to try to please other people by saying what they want to hear

## CONTENTS PAGE

KEY STAGE 4 PATHWAY AT HESTON COMMUNITY SCHOOL .....	6
GUIDING STUDENT CHOICES .....	7
CAREERS.....	8
KEY STAGE 4 CURRICULUM ALLOCATIONS .....	9
HOW TO USE THIS BOOKLET .....	10
GUIDANCE WHEN CHOOSING SUBJECTS TO STUDY IN KEY STAGE 4 .....	11
STUDENT PREPARATION GUIDE.....	12
GUIDANCE SHEET .....	13
HESTON COMMUNITY SCHOOL YEAR 9 OPTIONS FORM .....	14
KEY STAGE 4 CURRICULUM GUIDE.....	20
ENGLISH LANGUAGE AND LITERATURE.....	21
MATHEMATICS .....	22
COMBINED SCIENCE.....	23
SEPARATE SCIENCES .....	24
BIOLOGY .....	24
CHEMISTRY .....	24
PHYSICS .....	21
ART, CRAFT AND DESIGN .....	22
GRAPHIC COMMUNICATION.....	23
BUSINESS.....	27
COMPUTER SCIENCE .....	28
DESIGN TECHNOLOGY.....	29
DRAMA.....	30
FRENCH.....	31
FOOD PREPARATION & NUTRITION .....	32
GEOGRAPHY .....	33
HISTORY.....	34
MUSIC .....	35
RELIGIOUS STUDIES.....	35
SOCIOLOGY.....	37
OCR CAMBRIDGE NATIONAL IN SPORTS STUDIES .....	38
LITERACY SUPPORT [BAND 1 ONLY] .....	39
PHYSICAL EDUCATION CORE [COMPULSORY – NON-GCSE].....	40
RELIGIOUS EDUCATION [COMPULSORY – NON-GCSE] .....	41
PSHE [COMPULSORY – NON-GCSE].....	42
EXTRACURRICULAR ENRICHMENT OPPORTUNITIES .....	43



Dear Parent/ Carer

As your child reaches the end of Key Stage 3 there are important decisions to be made. Future pathways and courses on offer at Key Stage 4 now need to be considered very carefully. Appropriate choices should be made, which not only provide a broad and balanced education, but which respond to individual needs and the future aspirations of your child.

At Key Stage 4, the National Curriculum still applies and some areas remain compulsory. However, in others, there is an element of choice. Where students have a choice of options, it is important that they are informed and that students make their decisions by the deadlines set.

A range of support and advice opportunities will be available to help guide you through this process. I would urge you to read this booklet very carefully before any decisions are made. The content of each course offered in Years 10 -11 is outlined here, together with important information about the Pathways process.

It is important that a dialogue is maintained throughout the process and, in addition to the Year 9 Parents Evening on **Thursday 22 February 2024**, there will be an opportunity to meet with a senior member of staff on **Tuesday 12 March 2023** for further guidance and advice. Over the coming weeks, students can also consult with and receive guidance from Tutors, their Learning Coordinator, Curriculum Leaders, Heads of Subject and their teachers.

Students will need to confirm their option choices by **Friday 15 March 2024**.

Making sensible, appropriate and individual decisions is vital. Students' choice of courses needs to be balanced and reflect their ability and aptitude, along with their interests. Possible future careers also need to be considered and the skills and knowledge which will be acquired through studying different subjects.

All courses run for two years and there must be dedication and commitment to study from every student if they are to achieve their full potential and have a firm base on which to build from in their Post 16 studies.

I wish you every success both now and in the future and look forward to seeing this Year Group's excellent results in due course.

Yours faithfully

B Hart

Deputy Headteacher



## KEY STAGE 4 PATHWAY AT HESTON COMMUNITY SCHOOL

Heston Community School offers a broad, balanced and differentiated curriculum of which it is justifiably proud. At its heart is an options process that aims to ensure that students are placed on the most appropriate courses, given their particular ability and skills profile. The School supports every student to construct an individualised programme of study, ensuring breadth, challenge and a clear route of progression, best suited to their interests and career goals.

We provide three pathways, Band 1, 2 or 3, dependent on students Cognitive Ability Test [CAT] Scores and Data Harvest results. Students are able to make some choices within their band, as we promote the subjects that will provide your child with the best chance of success.

The following table shows the progression routes available to students in Key Stage 4 and Key Stage 5 programmes of study, at Heston Community School.

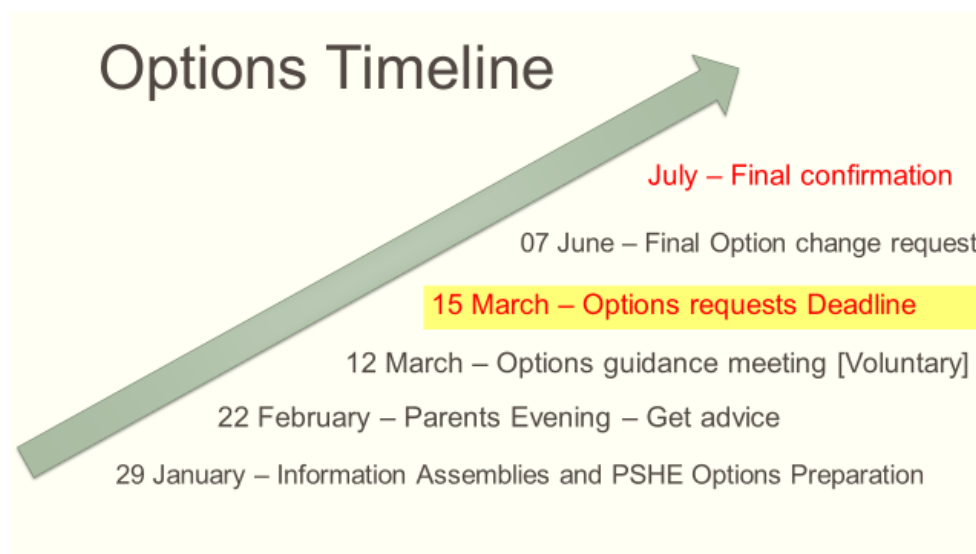
BAND	KEY STAGE 4 PROGRAMME	KEY STAGE 5 PROGRAMME
Band 1	GCSEs Literacy support Programme Study support Programme [7 or 8 Subjects]	Level 2 or Level 3 BTEC Programmes
Band 2	GCSEs Including History or Geography [9 Subjects]	Level 3 BTEC, T Level or A Level Programmes
Band 3	GCSEs Including History or Geography French [9 Subjects]	

## GUIDING STUDENT CHOICES

We believe that those students who take time to reflect on subject choices and who make informed decisions in Year 9 as part of the Pathways process, are those who go on to maximise their potential and achieve the strongest examination performance at the end of Year 11.

We wish all our students every success and encourage parents/carers to ensure that the subjects and pathways chosen are not only suitable and appropriate, but also ones to which students commit fully for the next two years.

TIMELINE FOR STUDENTS MAKING THEIR 'OPTIONS CHOICES'	
Assemblies and PSHE lessons with tutors to prepare students for making KS4 Option Choices	February 2024
Year 9 Parents' Evening	22 February 2024
Optional Guidance Meeting: Parents and student have the opportunity to 'virtually' meet with a senior member of staff to discuss chosen options, by appointment	12 March 2024
<b>Options Deadline for students</b>	<b>15 March 2024</b>
Meetings with students if first choices are not possible due to clashes, oversubscription or insufficient numbers to run courses	April 2024
Confirmation of KS4 Option Choices	May 2024
Final three-day window to switch if there are still places available on courses	5-7 June 2024
Student KS4 Option choices confirmed and locked in for the whole two-year duration of Year 10 and Year 11 - confirmatory letter	July 2024





## CAREERS

The Year 9-11 period is a crucial time for considering future career development. To achieve a successful transition from school to adult life, a student should be equipped with an understanding of the decisions involved in selecting a career. Students must also develop an understanding of him/herself so that positive steps are taken towards a responsible and mature approach to his or her future life.

In order to achieve these aims, Careers Education is taught as an important component of the PSHE programme that is compulsory for all students in all Years. Within this provision, all students have the opportunity to develop their knowledge and understanding of themselves and of the world of work.

Our Careers Advisor can offer advice, information, support and guidance throughout the process and is available at School. Students can approach the Careers Advisor themselves or through their Form Tutor or Learning Coordinator.

Students also have access to a number of links for careers advice, available on the School website and the Careers Newsletter, to support with careers guidance.





## KEY STAGE 4 CURRICULUM ALLOCATIONS

Resilience, honesty, ambition, respect and equality are the values that underpin our curriculum and all aspects of School life. These core values ensure that every young person has a firm foundation for the next stage of their academic career and develops the life skills to respond to the challenges of an increasingly complex world.

Our social, moral, spiritual and cultural syllabus celebrates diversity and promotes British Values.

COMPULSORY KEY STAGE 4 SUBJECTS	LESSONS PER WEEK
English Language & Literature [2 GCSEs]	Y10 5, Y11 6
Mathematics [1 GCSE]	Y10 5, Y11 4
Combined Science [2 GCSEs]	5
Physical Education	2
Religious Education	1
Four Option Subjects	12

	BAND 1	BAND 2	BAND 3
Compulsory GCSEs	English Literature, English Language, Mathematics, Science [2]		
Guided Options	1. Literacy support 2. Study Support [selected students]	1. Geography or History	1. French 2. Geography or History
	Any subject x 2/3	Any subject x 3	Any subject x 2
Free Options	History, Geography, French, Computer Science, Business, Separate Sciences, Sociology, Religious Studies, Sports Studies [Cambridge National]  Art, Craft & Design or Graphic Communication, Food Preparation & Nutrition, Design & Technology, Music, Drama		

# HOW TO USE THIS BOOKLET

## Your booklet is full of useful information including:

- Information about what is studied in each subject area and how the course is assessed or examined
- Tasks to complete supporting preparation for selecting option choices
- A course selection sheet to be completed before your interview

## What students should do now:

- Read through the booklet carefully paying particular attention to the sections describing the courses
- Establish which band you are located within
- Talk through your ideas, questions and interests with your parent or carer
- Work with your Tutor in PSHE [Personal, Social & Health Education] to look at your options
- Complete the Guidance Sheet in PSHE
- Review the information gained from the recent Parents' Evening and prepare any questions you want to ask your subject teachers
- You can book an additional guidance meeting with a Senior member of staff

While we will do everything to accommodate students' choices, staffing and group size must be viable. Decisions made by the Deputy Headteacher in charge of Curriculum are final.

By way of explanation, there are a variety of reasons why it may be impossible to accommodate a student's first choice and, in some rare cases, their next set of choices including:

- A clash in the subject blocks which makes the combination of choices impossible
- The numbers of students opting for a particular course are not sufficient to make the course viable and to offer value for money
- Too many students opting for a particular course and insufficient staffing expertise in the subject area being available.

In the event of a course running but students being unable to get all of their first choice subjects, a meeting there will be a meeting with the Deputy Headteacher in charge of Curriculum, to discuss the alternative options.

The following criteria will apply:

- Priority will be given to those who hand in the form by the final deadline
- On some occasions, the students' level, ability and suitability for the subject as well as attendance will be taken into account
- Where there is nothing to differentiate, courses will be randomly allocated
- Parents/Carers will be informed of decisions by letter in early July 2023.

A final opportunity to swap courses will be possible during a three-day window in June providing courses are not full and there are no clashes.

**After this date, students will be committed to their GCSE courses for the full two years.**



## **GUIDANCE WHEN CHOOSING SUBJECTS TO STUDY IN KEY STAGE 4**

The majority of students will choose to study the equivalent of four GCSE subjects in addition to the core subjects: a suite of nine subjects. It is advisable at this stage of a student's education to choose a broad and balanced curriculum so that they study a range of subjects and do not specialise too heavily in one particular area.

With their option choices, students must take into account their successes in the past and present. If a student is underperforming or not taking part fully in a lesson, for example, if a student consistently fails to bring ingredients to Food Preparation and Nutrition lessons or to participate in performances in Drama lessons, then these subjects are best avoided, as they are unlikely to be successful. School reports, sharing your Attitude to Learning and attainment data will help in the decision making process.

It is important to bear in mind that subjects chosen will be studied for two years. Students are advised to consider subjects that they have been successful in and enjoy studying.

The aim is for students to be studying courses where they have the best opportunity of getting a good set of GCSE grades. It is therefore important that time and careful consideration are given to this process.

### **When students are making choices, the following should be considered:**

- Which subjects do you enjoy?
- Which subjects do excel in?
- Which subjects may help you achieve your chosen career?
- Make sure it is your decision – not your friends
- Ask questions – particularly new subjects e.g. Sociology or Business



## STUDENT PREPARATION GUIDE

Please use this page to help you think about your option choices. Remember that all core subjects are compulsory and you must select your option subjects and place them in order of priority. The key thing to consider is which optional subjects you should choose.

To help you choose, you should check which band you are located within and evaluate your options. Remember your CAT Scores and your data harvest grades for the last year have been used as a guide.

- Read the descriptions of the different subjects given in this booklet and think about which subjects interest you
- Talk to your friends, tutor and parents/carers about your skills and interests and see which subjects you think would use your skills most effectively
- Talk to your subject teachers and ask them whether they think you would enjoy studying the subject at KS4
- Think about your career progression. Most people will be unsure at this stage but if you do have an idea about your desired career, choose subjects that will help you to prepare effectively for work
- Reflect on your teacher reports over the last few years and pay careful attention to what your teachers have told you
- Write down any questions you need answering in order to make the right decision
- Think about the subjects you enjoy
- Complete the sections overleaf to help you to focus your ideas.

## GUIDANCE SHEET

AREAS TO THINK ABOUT	WRITE YOUR IDEAS BELOW
What band have I been placed in:	
My favourite subjects this year are: [including the core subjects]	
I enjoy these subjects because:	
My best skills are: [e.g. art, writing, performing, researching, etc.]	
I am interested in a career in:	
Using my answers to the above, I am interested in choosing the following courses:	
I have discussed my options with the following people:	
When I think about next year, I am worried about:	
If you are booking an individual interview on 12 March - what questions do you have?	



## YEAR 9 OPTIONS FORM

**DEADLINE: FRIDAY 15 MARCH 2024**

Name:

Tutor Group:

**BAND: 3**

### Compulsory subjects

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• English Literature</li><li>• English Language</li><li>• French</li></ul> | <ul style="list-style-type: none"><li>• Maths</li><li>• Combined Science [2 GCSEs]</li></ul> |
|--|--|

You will do a minimum of **ONE Humanity** subject from these options:

- Geography
- History

--

You will do **TWO** subjects from any of these options:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>➤ Computer Science</li><li>➤ Separate Science</li><li>➤ History</li><li>➤ Geography</li><li>➤ Business</li><li>➤ Sociology</li><li>➤ Religious Studies</li></ul> | <ul style="list-style-type: none"><li>➤ Drama</li><li>➤ Art, Craft &amp; Design or Graphic Communication</li><li>➤ Food Preparation &amp; Nutrition</li><li>➤ Design &amp; Technology</li><li>➤ Music</li><li>➤ Sport Studies</li></ul> |
|--|---|

Confirm the subjects you would like to study in Years 10 & 11 by listing them in priority order, with the subject you want the most as Choice 1. **Your options will be allocated to subjects based on your priority order.** We will only select two of the listed subjects.

1.	3.
2.	4.

Signed: [Student]	Date:
Signed: [Parent/Carer]	Date:



## YEAR 9 OPTIONS FORM

**DEADLINE: FRIDAY 15 MARCH 2024**

Name:

Tutor Group:

BAND: 2

### Compulsory subjects

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>English Literature</li><li>English Language</li></ul> | <ul style="list-style-type: none"><li>Maths</li><li>Combined Science [2 GCSEs]</li></ul> |
|---|--|

You will do a minimum of **ONE Humanity** subject from these options:

- Geography
- History

--

You will do **THREE** subjects from any of these options:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>➤ Computer Science</li><li>➤ Separate Science</li><li>➤ History</li><li>➤ Geography</li><li>➤ Business</li><li>➤ Sociology</li><li>➤ Religious Studies</li></ul> | <ul style="list-style-type: none"><li>➤ Drama</li><li>➤ Art, Craft &amp; Design or Graphic Communication</li><li>➤ Food Preparation &amp; Nutrition</li><li>➤ Design &amp; Technology</li><li>➤ Music</li><li>➤ Sport Studies</li></ul> |
|--|---|

Confirm the subjects you would like to study in Years 10 & 11 by listing them in priority order, with the subject you want the most as Choice 1. **Your options will be allocated to subjects based on your priority order.** We will only select three of the listed subjects.

1.	4.
2.	5.
3.	

Signed: [Student]	Date:
Signed: [Parent/Carer]	Date:



## YEAR 9 OPTIONS FORM

**DEADLINE: FRIDAY 15 MARCH 2024**

**Name:**

**Tutor Group:**

**BAND: 1**

Compulsory subjects	Support Lessons
<ul style="list-style-type: none"><li>• English Literature</li><li>• English Language</li><li>• Maths</li><li>• Combined Science [2 GCSEs]</li></ul>	<ul style="list-style-type: none"><li>• Literacy</li></ul>

You will do **THREE** subjects from any of these options:

- Computer Science
- Separate Science
- History
- Geography
- Business
- Sociology
- Religious Studies
- Drama
- Art, Craft & Design or Graphic Communication
- Food Preparation & Nutrition
- Design & Technology
- Music
- Sport Studies

Confirm the subjects you would like to study in Years 10 & 11 by listing them in priority order, with the subject you want the most as Choice 1. **Your options will be allocated to subjects based on your priority order.** We will only select three of the listed subjects.

1.	4.
2.	5.
3.	

Signed: [Student]	Date:
Signed: [Parent/Carer]	Date:



## EXAMPLES

### BAND 1

COMPULSORY GCSEs [5]: English Literature, English Language, Mathematics, Science [2 GCSEs]

1. Sport Studies [1 <sup>st</sup> Choice]	4. History [4 <sup>th</sup> Choice]
2. Food [2 <sup>nd</sup> Choice]	5. Art, Craft and Design [5 <sup>th</sup> Choice]
3. DT [3 <sup>rd</sup> Choice]	

### BAND 2

COMPULSORY GCSEs [5]: English Literature, English Language, Mathematics, Science [2 GCSEs]

History
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1. Business [1 <sup>st</sup> Choice]	4. Art Craft and Design [4 <sup>th</sup> Choice]
2. Graphic Design [2 <sup>nd</sup> Choice]	5. Religious Studies [5 <sup>th</sup> Choice]
3. Sociology [3 <sup>rd</sup> Choice]	

### BAND 3

COMPULSORY GCSEs [6]: English Literature, English Language, Mathematics, Science [2 GCSEs]  
French

Geography
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1. Separate Science [1 <sup>st</sup> Choice]	3. Computer Science [3 <sup>rd</sup> Choice]
2. History [2 <sup>nd</sup> Choice]	4. Drama [4 <sup>th</sup> Choice]

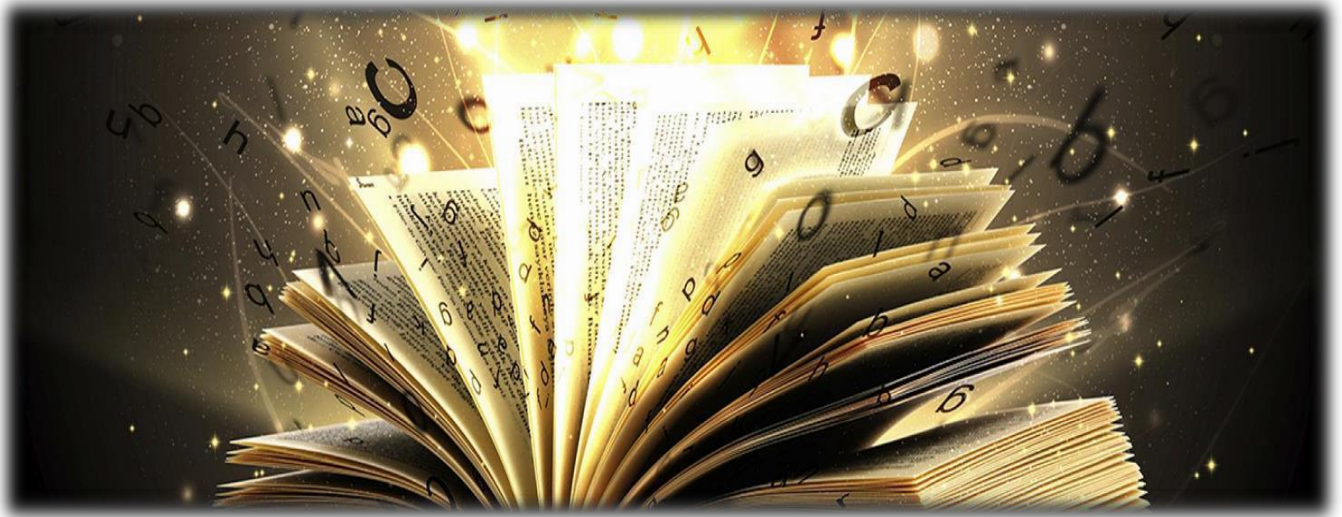




# **KEY STAGE 4**

## **CURRICULUM GUIDE 2024**





## ENGLISH LANGUAGE AND LITERATURE

### WHAT YOU WILL LEARN

All students study English Language and English Literature at GCSE.

In English Language, students develop their reading, writing, speaking and listening skills, evaluating writers' purposes in a range of fiction and non-fiction material and constructing their own written pieces.

In English Literature, students read a range of literature including a 19th century novel, a Shakespeare play, poetry and contemporary material. Students explore themes and ideas, writer's craft and intentions and contextual implications within each text.

YEAR	TERM 1	TERM 2	TERM 3
10	<p>Writing skills [Language Paper 1, Section B and Paper 2, Section B]</p> <p>'Love and Relationships' Poetry Anthology [Literature Paper 2, Section B]</p>	<p>Analysis of fiction extracts by Dickens and Hardy [Language Paper 1, Section A]</p> <p>'An Inspector Calls' [Literature Paper 2, Section A]</p>	<p>Analysis of non-fiction texts and literary non-fiction texts [Language Paper 2, Section A]</p> <p>'Macbeth' [Literature Paper 2, Section A]</p>
11	<p>'The Strange Case of Dr Jekyll and Mr Hyde' or 'Frankenstein' [Literature Paper 1, Section B]</p> <p>Revision of poetry, anthology and unseen [Literature Paper 2, Section B and C]</p>	<p>Literature revision – Papers 1 and 2</p> <p>Weekly Language lesson – examination skills</p>	<p>Final preparation for examinations.</p>

For more detailed information on the course and assessment, please visit <http://www.aqa.org.uk/subjects/english/gcse>



## MATHEMATICS

### WHAT YOU WILL LEARN

All students study Mathematics at GCSE.

Students will expand on their existing knowledge and learn about the various areas of mathematics, such as number, algebra, geometry, ratio and proportion, probability and statistics. Students will logically reason to draw conclusions from mathematical information and communicate their ideas using mathematical arguments and vocabulary. They will also develop their problem solving and the ability to make connections, interpret and evaluate. Students will also appreciate the extensive part that Mathematics plays in daily life, preparing them well for the future.

YEAR	TERM 1	TERM 2	TERM 3
10	Number Algebra Graphs, tables and charts Fractions and percentages Equations, inequalities and sequences	Angles Averages and range Perimeter, area and volume 1 Graphs Transformations	Ratio and proportion Right-angled triangles Probability Multiplicative reasoning Constructions, loci and bearings
11	Quadratic equations and graphs Perimeter, area and volume 2 Fractions, indices and standard form	Congruence and similarity Vectors More algebra	Final exam preparation

For more detailed information on the course and assessment, please visit <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



## COMBINED SCIENCE

### WHAT YOU WILL LEARN

All students study Science at GCSE.

GCSE Combined Science students will build on their understanding of key scientific phenomena and theories in Biology, Chemistry and Physics, learning how these theories have changed and developed over time. They will learn how Science contributes to every aspect of our lives, from understanding how drugs trials are conducted and sewage is cleaned, to how metal is extracted and fibre optics work. GCSE Combined Science encourages students to evaluate controversial scientific scenarios and form balanced opinions, on topics such as the use of genetic modification, stem cell research and the use of nuclear power. Students will continue to develop their scientific skills through challenging and extensive practical investigations and learn to critically analyse experimental practice and data.

YEAR	TERM 1	TERM 2	TERM 3
10	Atoms, bonding and moles Energy Cells and organisation	Sustainability Electricity Diseases and bioenergetics	Chemical analysis Radioactivity The nervous system
11	Genetics and Evolution Classification and Ecology Chemical analysis	Rates and Motion Waves and EM Spectrum Magnetism	Practical Skills and Numeracy development Revision

For more detailed information on the course and assessment, please visit <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>



## SEPARATE SCIENCES

### BIOLOGY

#### WHAT YOU WILL LEARN

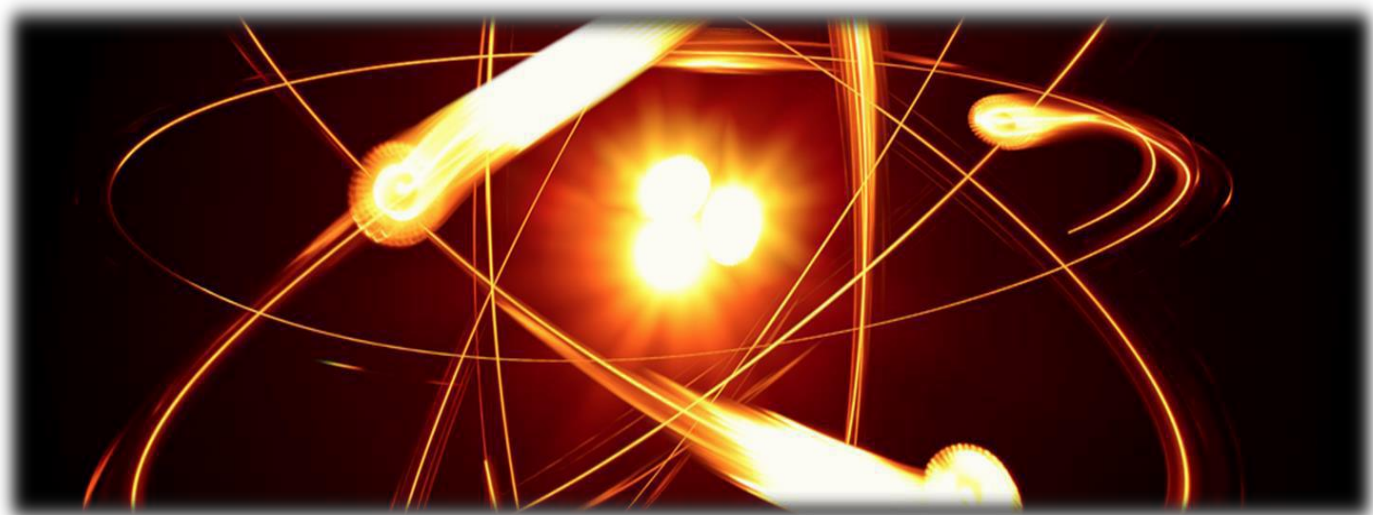
GCSE Biology students follow a broad curriculum ranging from human physiology of the heart, lungs, kidneys, brain and eyes to genetics and cloning. GCSE Biology encourages students to evaluate controversial scientific scenarios and form balanced opinions on such topics as the use of genetic modification, stem cell research, cloning and sustainable food production. Students will continue to develop their scientific skills through challenging and extensive practical investigations, learning to critically analyse experimental practice and data.



### CHEMISTRY

#### WHAT YOU WILL LEARN

GCSE Chemistry students will develop a deep understanding of the periodic table and the rules of mass and reactivity that govern it. They will learn how to conduct a range of experiments including electrolysis and titrations and apply Chemical theories to real life contexts such as how to make plastics, fertilisers and batteries, how to extract metals and the detrimental effect of fossil fuel combustion. Students will continue to develop their scientific skills through challenging and extensive practical investigations, learning to analyse critically experimental practice and data.



## PHYSICS

### WHAT YOU WILL LEARN

GCSE Physics students will learn how Physics affects every aspect of our lives, from using radiation for cancer treatment, the use of ultrasound to detect enemy submarines to the use of electromagnets in motors. GCSE Physics students will build on their understanding of a broad range of key Physics phenomena including electricity, waves, energy, forces and space. Students will continue to develop their scientific skills through challenging and extensive practical investigations and learn to analyse critically, experimental practice and data.

YEAR 10	BIOLOGY	CHEMISTRY	PHYSICS
Term 1	Diseases and bioenergetics	Sustainability	Energy and Electricity
Term 2	Hormonal coordination	Chemical reactions Polymerisation	Particle model of matter Radiation
Term 3	Evolution Speciation Classification	Electrolysis and Energy	Waves and Forces

YEAR 11	BIOLOGY	CHEMISTRY	PHYSICS
Term 1	Reproduction	Rates and equilibrium	Forces and Magnetism
Term 2	Biomass energy transfers Practical Skills and Numeracy development	Practical Skills and Numeracy development	Space Practical Skills and Numeracy development
Term 3	Revision and final exam preparation	Revision and final exam preparation	Revision and final exam preparation

For more detailed information on the course and assessment, please visit  
<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>  
<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>  
<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>





## ART, CRAFT AND DESIGN

### WHAT YOU WILL LEARN

On this new and exciting course, students will experience working in a number of different Art disciplines before choosing which area they wish to focus on. This allows them to work to their strengths and own areas of interest, including Fine Art, Photography, 3D Design or Textile Design. Students will develop many transferable skills that will help them in other subjects too, such as visual literacy, analysis, research and problem solving. They will discover inspirational Artists and Designers and learn the techniques that they use and how this makes an impact on the world around us. Students will explore Art and Design in ways that inspire and bring out the best in them, whilst equipping them with the skills to continue creative subjects with confidence at A-level and beyond.

Areas of study:

- Drawing, painting and illustration
- Photography and Photoshop [digital & darkroom]
- 3D Design and sculpture
- Textiles
- Portraits
- Printing & collage

YEAR	TERM 1	TERM 2	TERM 3
10	Foundation skills in a number of Art disciplines	Coursework [60% of GCSE grade]: Extended project 1	Coursework Extended project 2
11	Coursework Extended project 2 or 3	Exam Unit [40% of GCSE grade]: Explore the externally set theme	Exam Unit: Develop and make your final piece

For more detailed information on the course and assessment, please visit <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design>



## GRAPHIC COMMUNICATION

### WHAT YOU WILL LEARN

For those who enjoy being creative, want to increase your practical skills and improve analytical, communication and research abilities, Graphic Communication is a great subject choice. Throughout the course, students learn how to design visual materials to convey information including personal, commercial and political messages, ideas, meaning and emotions in response to a given or self-defined brief. The skills they gain make it a great complement to other subjects giving them a different way of seeing things and making sense of the world around them. It can help students with further study and prepare them for the world of work. Students will look at different approaches and use lots of different art techniques, so it is important to have an open mind about exploring their creative skills.

Areas of study include:

- Communication graphics
- Advertising & branding
- Message, symbol & meaning
- Book making
- Packaging design & logos
- Typography & text
- Motion graphics - animation
- Adobe software including Photoshop

YEAR	TERM 1	TERM 2	TERM 3
10	Foundation skills in Graphic techniques	Coursework [60% of GCSE grade]: Extended project 1	Coursework Extended project 1-2
11	Coursework Extended project 2-3	Exam Unit [40% of GCSE grade]: Explore the externally set theme	Exam Unit: Develop and make your final piece

For more detailed information on the course and assessment, please visit <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/graphic-communication>



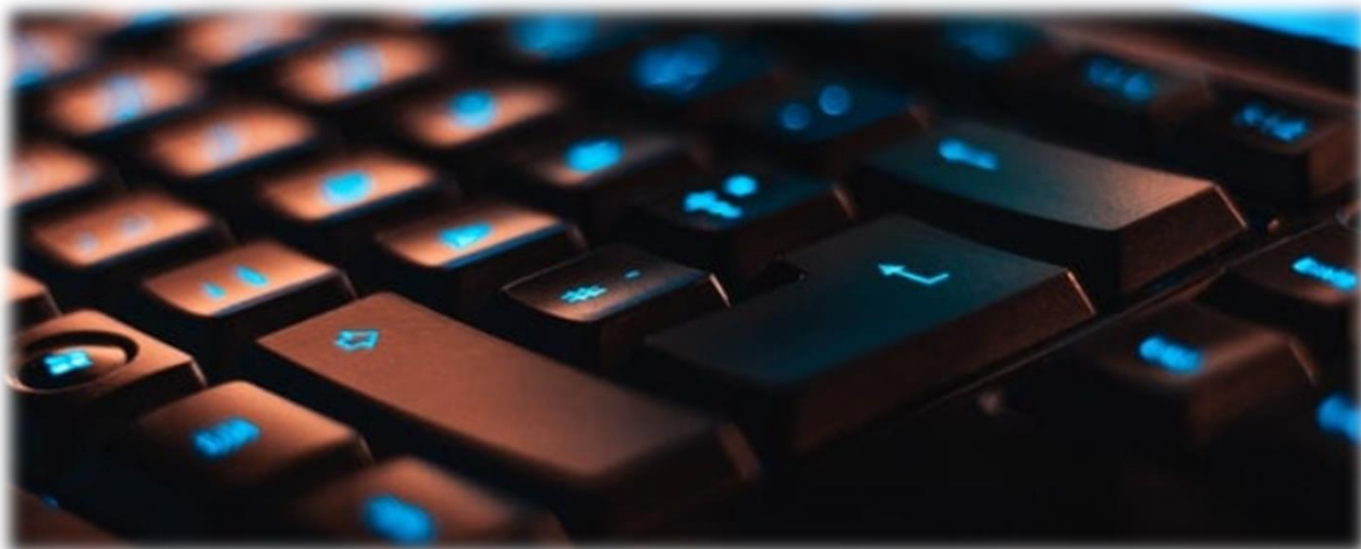
## BUSINESS

### WHAT YOU WILL LEARN

Whilst studying GCSE Business, students will learn key business terminology linked to business operations. They will explore the integrated nature of business activity and the impact businesses can have on individuals and the wider world. Students will learn about the dynamic nature of business activity, in relation to how and why business ideas come about. They will also explore how businesses meet the needs of their customers, while achieving their objectives, for e.g. profit.

YEAR	TERM 1	TERM 2	TERM 3
10	Enterprise and entrepreneurship Putting a business idea into practice	Making the business effective Understanding the external influences on businesses	Growing the business
11	Making marketing decisions Making financial decisions	Making human resource decisions Making operational decisions	Final exam Preparation

For more detailed information on the course and assessment, please visit <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>



## COMPUTER SCIENCE

### WHAT YOU WILL LEARN

GCSE Computer Science gives students a real, in-depth understanding of how computer technology works. It is an engaging and practical subject, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on ‘behind the scenes’, including computer programming. Students will need to show a good aptitude for Mathematics.

YEAR	TERM 1	TERM 2	TERM 3
10	Component 1: Computer systems	Component 1: Computer systems	Component 2: Computational thinking, algorithms and programming
11	Component 02: Computational thinking, algorithms and programming	Component 02: Computational thinking, algorithms and programming	Revision

For more detailed information on the course and assessment, please visit [GCSE - Computer Science \[9-1\] - J277 \[from 2020\] - OCR](#)



## DESIGN TECHNOLOGY

### WHAT YOU WILL LEARN

Students will learn practical making and designing skills. They study a broad range of Design Technology subject areas before specialising in Resistant Materials. Students will research different products and the people who use them, before creating their own unique designs. The process will involve drafting and evaluating design images to communicate their design's concepts. Students will gain an understanding of the working characteristics and properties of many different materials and textiles; they will handle a broad range of specialist tools, machinery and equipment as well as specialist ICT such as 2D Design and CAD/CAM.

YEAR	TERM 1	TERM 2	TERM 3
10	Introduction to the course and the study of key areas including the properties of resistant materials, using tools, health and safety	Practical and theoretical activities Further study of key areas including designing on computers - CAD/CAM and 2D Design programs	The controlled assessment period begins - both practical and theoretical Further study of key areas including isometric drawing and rendering
11	Controlled assessment including practical and theoretical activities	Controlled assessment including practical and theoretical activities	Final examination preparation

For more detailed information on the course and assessment, please visit [http://www.aqa.org.uk/subjects/design-and-technology/\\_gcse/design-and-technology-8552](http://www.aqa.org.uk/subjects/design-and-technology/_gcse/design-and-technology-8552)



## DRAMA

### WHAT YOU WILL LEARN

GCSE Drama students will build on their previous knowledge by developing different ways of devising and performing script-work using more advanced dramatic techniques and subject terminology. Students study scripts from a variety of time-periods and contexts with a range of structures. There is a significant written component in which students must write from the point of view of a performer, director or designer.

YEAR	TERM 1	TERM 2	TERM 3
10	The formal study of Drama Component 1 - Devising Drama	Component 3 - 'Blood Brothers' set text Component 2 - Presenting and performing texts	Component 3 - 'Blood Brothers' set text Component 3 - Performance and Response
11	Component 1 - Devising Drama formally assessed performance	Component 2 - Presenting and performing texts formally assessed performance	Component 3 - Performance and response final examination preparation

For more detailed information on the course and assessment, please visit <http://www.ocr.org.uk/qualifications/gcse/gcse-drama-j316-from-2016/>



## FRENCH

### WHAT YOU WILL LEARN

By following the Edexcel Studio GCSE French programme of study, students will learn to use all four language skills [reading, writing, speaking and listening] in different contexts. They will explore key themes within Britain, France and other French-speaking countries and communities and develop their vocabulary and grammar to build their fluency and confidence.

YEAR	TERM 1	TERM 2	TERM 3
10	Module 4: De la ville à la campagne The town and the country	Module 5: Le grand large... My holidays	Module 6: Au collège School life
11	Module 7: Bon travail! My future aspirations	Module 8: Un œil sur le monde Bringing the world together - Environment	Revision and exam preparation

For more detailed information on the course and assessment, please visit <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>



## FOOD PREPARATION & NUTRITION

### WHAT YOU WILL LEARN

At GCSE, students will learn practical cooking skills as well as develop a thorough understanding of nutrition, where foods come from and the working characteristics of food materials. Students will gain an understanding of the working characteristics of food and the functional and chemical properties of ingredients; they will contextualise this learning through trips to restaurants, meeting highly successful chefs and food retailers. Students will have the opportunity to undertake practical work in the kitchen and create their own menus and food plans as well as learning about food theory.

YEAR	TERM 1	TERM 2	TERM 3
10	Introduction to the course and study of key areas including food hygiene, carbohydrates, fats and proteins	Continued investigations into key areas including emulsions and adapting recipes	Research and planning for practical food preparation work including adapting recipes and evaluating
11	Further study of key areas including food theory, health and safety and food manufacturing	Controlled assessment including practical and theoretical activities	Final examination preparation

For more detailed information on the course and assessment, please visit <http://www.aqa.org.uk/subjects/food/gcse>





## GEOGRAPHY

### WHAT YOU WILL LEARN

GCSE Geography students build on their previous knowledge, revisiting some topics in greater depth as well as covering new ones. This includes the investigation of contemporary challenges, both in the UK and internationally, and the evaluation of sustainable solutions to overcome these challenges. In addition, students develop the ability to interpret, analyse and evaluate data and evidence in order to construct a well-reasoned conclusion. Students will also develop their statistical and graphical skills; Mathematics is an important component of the course.

YEAR	TERM 1	TERM 2	TERM 3
10	Coasts and Fieldwork Economic challenges	Urban development	Human fieldwork Rivers
11	Natural hazards	Challenge of Resource management  Revision and examination technique	Revision and examination technique

For more detailed information on the course and assessment, please visit  
<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



## HISTORY

### WHAT YOU WILL LEARN

GCSE History students build on their previous knowledge, refining and developing the key skills of analysis and evaluation. Students develop a sense of enquiry by exploring how significant different historical events were, analysing factors leading to and surrounding these events. Students evaluate the usefulness of primary sources and assess historian's interpretations of the past. Students will learn how to structure extended answers effectively in order to reach independent, well-justified conclusions.

YEAR	TERM 1	TERM 2	TERM 3
10	<p>Anglo-Saxon and Norman England</p> <p>The American West, c1835 - 1895</p>	<p>The American West, c1835 - 1895</p> <p>What life was like on the British sector of the Western Front, 1914-18: injuries, treatment and the trenches</p>	<p>What life was like on the British sector of the Western Front, 1914-18: injuries, treatment and the trenches</p> <p>The Development of Medicine in Britain 1250-present day</p>
11	<p>The Development of Medicine in Britain 1250-present day</p> <p>Weimar and Nazi Germany, 1918 - 1939</p>	<p>Weimar and Nazi Germany, 1918 - 1939</p>	<p>Final exam preparation</p>

For more detailed information on the course and assessment, please visit <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



# MUSIC

## WHAT YOU WILL LEARN

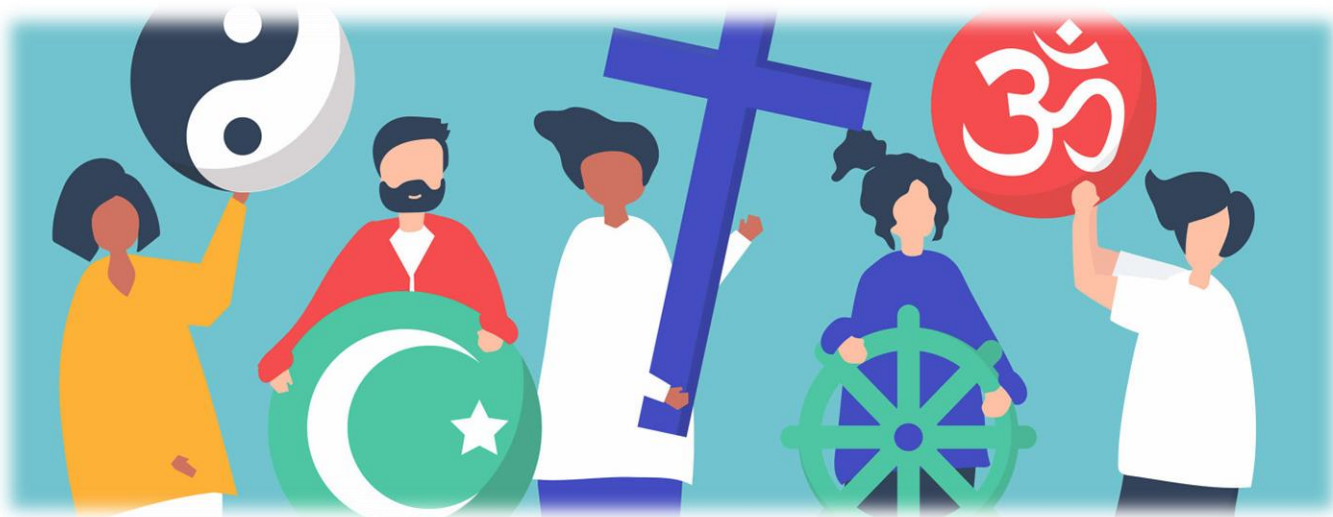
The Music GCSE course encourages an integrated approach to the three distinct musical disciplines of performing, composing and listening & appraising. These disciplines are developed and assessed through the proficiency of the student’s ability on their chosen instrument or through their ability to use technology/non scored production. Pupils will also develop their musical knowledge by studying a variety of genres and styles. This course builds on the musical knowledge and understanding which the students have been taught at key stage 3 and provides a foundation for the study A-level Music and A-Level Music Technology.

Students should be able to demonstrate proficiency in their chosen instrument to study this course, performing at a minimum of a Music Grade 3 standard by the end of Year 11 [Associated Board of the Royal Schools of Music].

Year	Term 1	Term 2	Term 3
10	AoS1: Musical Forms and Devices AoS2: Music for Ensemble Free Composition & Sibelius Training	AoS3: Film Music Free Composition Solo Performance Practice	AoS4: Popular Music Free Composition Ensemble Performance Practice
11	Listening Paper Exam Preparation & Review – Mock Tests Brief Composition Ensemble Performance	Listening Paper Exam Preparation & Review Brief and Free Composition Review Solo & Ensemble Performance Rehearsals and Recordings	Listening Paper Exam Preparation & Review

For more detailed information on the course and assessment, please visit

[https://www.eduqas.co.uk/qualifications/music-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments)



## RELIGIOUS STUDIES

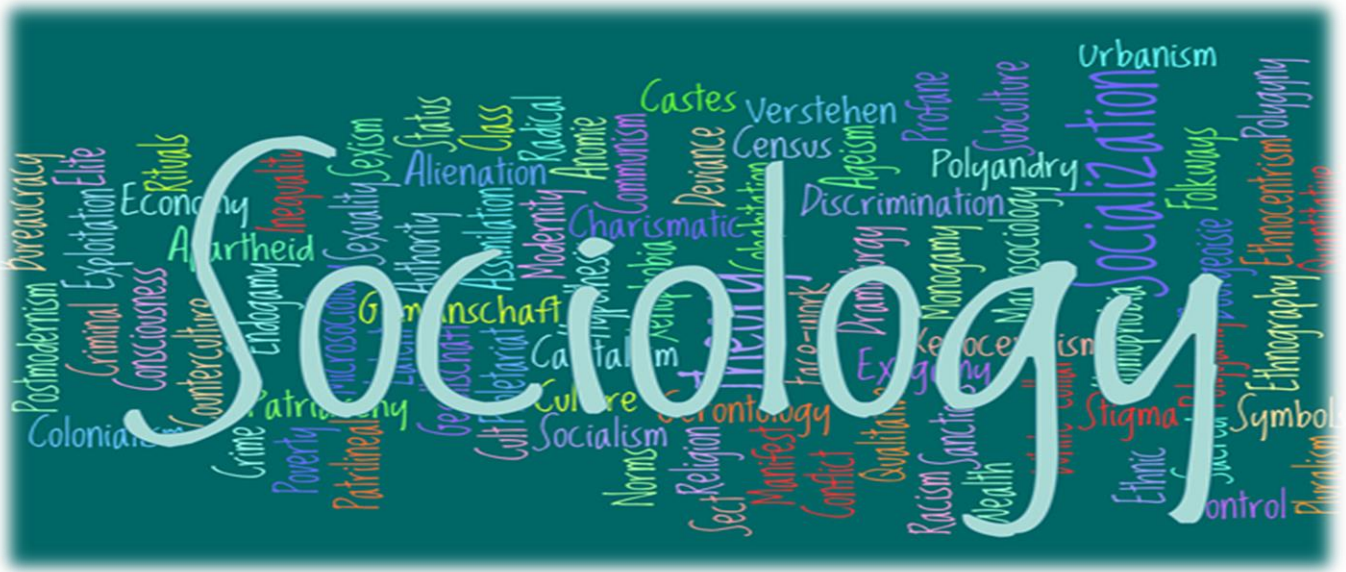
### WHAT YOU WILL LEARN

Students will study two religions in depth which are, Christianity and Islam. For each faith they will explore the following topics: beliefs, marriage and the family, living the religious life, matters of life and death, crime and punishment and finally peace and conflict.

The aim of the course is to enable students to develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. It will offer them the opportunity to reflect on and develop their own beliefs to prepare them for adult life in a global community. Students will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. They will also engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

Year	Term 1	Term 2	Term 3
10	Christian beliefs Muslim beliefs	Marriage and the family Crime and punishment	Living the Christian life
11	Living the Muslim life Matters of life and death	Peace and conflict	Final preparations for examinations.

For more detailed information on the course and assessment, please visit <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.htm>



## SOCIOLOGY

### WHAT YOU WILL LEARN

GCSE Sociology is the study of society and human behaviour. In the Families and Households module, we study family diversity in the UK, changes in relationships within family structures, changes in cohabitation and divorce. In the Education unit we investigate the purpose or role of the British education system, which groups are successful [i.e. in terms of class, gender and ethnicity], and the impact of government policies such as university tuition fees and the league tables. The Sociological Methods unit includes the study of the main types of research techniques such as questionnaires, interviews, observation and secondary data such as newspapers, books, letters and the usefulness of these methods. In Crime and Deviance there is the opportunity to examine why people commit crime, what can be done to prevent crime and the relationship between class, gender and ethnicity and patterns of offending and victimhood. Underpinning all areas is the concept of social stratification where we examine how class, age, gender and ethnicity have an impact on our life chances.

YEAR	TERM 1	TERM 2	TERM 3
10	Families and Household, The Education System	The Education System & Relevant areas of social theory and methodology	Relevant areas of social theory and methodology
11	The sociology of crime and deviance The sociology of social stratification Relevant areas of social theory and methodology	The sociology of social stratification Relevant areas of social theory and methodology	Final exam preparation

For more detailed information on the course and assessment, please visit <https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>



## OCR CAMBRIDGE NATIONAL IN SPORTS STUDIES

### WHAT YOU WILL LEARN

Cambridge National in Sport Studies is a vocational qualification. Where students are assessed via exam, coursework and practical tasks.

#### Key Themes:

- Perform and participate in a range of different team and individual sports.
- Develop as a leader, delivering a self-planned sport session to a group of students.
- Understand the connection between sport and media.
- Investigate participation trends in sport and barriers that stop people from taking part.
- Explore the how technology is used in sport.
- Understand the world of sport including drugs in sport and the Olympics.

Students are assessed in three different units throughout Year 10 and Year 11.

Contemporary Issues in Sport	40%	Assessed via a 75 minute exam:  In this unit, students will learn about contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.
Performance and leadership in sports activities	40%	<b>Assessed via practical and coursework:</b>  In this unit, students will learn how to develop their skills as a performer, in two different sporting activities, and as a leader in one activity. As a leader they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions.
Sport and the Media	20%	<b>Assessed via coursework:</b>  In this unit, students will learn to explore media sources and apply real life examples to demonstrate the nature of the relationship between media and sport.
<b>Additional Qualifications:</b> Sports Leaders Award, Young Officials Award		

For more detailed information on the course and assessment, please visit <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>



## LITERACY SUPPORT [BAND 1 ONLY]

### WHAT YOU WILL LEARN

Where appropriate, targeted students will receive three additional Literacy lessons per week, enabling them to master essential reading and writing skills and develop their fluency and confidence with English. Lessons are designed to advance students' written and verbal communication and to expose students to texts with a variety of purposes, audiences and genres.

YEAR	TERM 1	TERM 2	TERM 3
10	Vocabulary Sentence structure Punctuation	Comprehension Genre, audience, purpose	Examination skills
11	Comprehension Genre, audience, purpose	Spoken Language skills	GCSE English Language revision GCSE English Literature revision



## PHYSICAL EDUCATION CORE [COMPULSORY: Non-Examined]

### WHAT YOU WILL LEARN

Students continue to have a weekly Core PE lesson to promote a healthy and balanced lifestyle and to ensure a good understanding of the impact of regular exercise on long-term health and fitness. Students rotate between each of the teaching spaces completing a 4-6 week block on a set sport or sporting theme. Students will have the opportunity to take on leadership and refereeing roles within their lessons in a variety of sporting activities.

YEAR	TERM 1	TERM 2	TERM 3
10	Health fitness and Wellbeing Netball, Football & Rugby	Badminton, Benchball, Dodgeball Orienteering and Team building	Athletics, Cricket, Rounders
11	Team Sports [E.g. Football, Netball, Handball] Alternative Sports [E.g. Dodgeball, Benchball]	World Sports [E.g. Gaelic Football, Lacrosse] Netwall [E.g. Badminton, Table tennis]	Traditional Summer Sports [E.g. Rounders, Cricket] OAA and Wellbeing [E.g. Orienteering, Yoga, Weights room]





## RELIGIOUS EDUCATION [COMPULSORY – Non-Examined]

### WHAT YOU WILL LEARN

Students explore a wide range of ethical and moral issues, considering what various faiths believe in relation to the topic and presenting and justifying their own personal opinions. Topics covered are complex and challenging, reflecting students’ growing maturity and the huge range of contemporary moral issues they will face in later life. These include: homosexuality, contraception and IVF, abortion, marriage, euthanasia and the media.

YEAR	TERM 1	TERM 2	TERM 3
10	<p>Different religious views on the family</p> <p>Different religious views on abortion</p>	<p>Different religious views on contraception and IVF</p> <p>Different religious views on Homosexuality</p>	<p>Different religious views on gender roles</p> <p>Analysis of how faith is portrayed in the media</p>
11	<p>Is there a God?</p> <p>Different religious and non-religious views on life after death</p>	<p>Different religious and non-religious views on Euthanasia</p> <p>The challenges of living in multi-cultural society</p>	<p>Skills consolidation</p>



## PSHE [COMPULSORY – Non-Examined]

### WHAT YOU WILL LEARN

Students will continue to build on topics covered at Key Stage 3 whilst meeting the more specific requirements of a Key Stage 4 cohort. Citizenship enables students understand the political, legal and economic functions of society, have the social and moral awareness to make informed decisions and become active members of their local, national and global community. The focus on maintaining good Mental Health and developing study skills is particularly useful in helping students prepare for their GCSE.

YEAR	TERM 1	TERM 2	TERM 3
10	<p>Health and Wellbeing: Mental health</p> <p>Living in the Wider World: Financial decision making</p>	<p>Relationships: Healthy Relationships</p> <p>Health and Wellbeing: Exploring Influence – the impact of drugs, gangs and role models in the media</p>	<p>Relationships: Addressing Extremism and radicalization</p> <p>Living in the Wider World: Work Experience Readiness for work</p>
11	<p>Health and Wellbeing: Building for the future – stress management and future opportunities</p> <p>Living in the Wider World: Next steps – Application processes and skills for education, employment and career progression</p>	<p>Relationships: Communication in Relationships</p> <p>Health and Wellbeing: Independence - Responsible health choices, and safety in independent contexts</p>	<p>Relationships: Families</p>

# EXTRACURRICULAR ENRICHMENT OPPORTUNITIES

The School believes strongly that learning extends well beyond the classroom and that an outstanding education should offer all students an extensive range of enrichment activities, which will support them to be successful in life. Alongside an academically rigorous, challenging and thought-provoking curriculum, extra-curricular activities are on offer at lunchtime and after school. These activities provide opportunities for students to learn new skills, make new friends and develop their confidence, teamwork and communication skills.

Some of our most popular extra-curricular activities include Super Learning Days, the Duke of Edinburgh Award, STEM Crest Award, student journalism through the Heston Voice and Heston Times, Jack Petchey Speak Out Challenge, Winter and Summer Music Concerts and a broad range of sporting and music clubs. We would like every child to participate in as many of these opportunities as possible.

Our current [Spring Key Stage 4 Enrichment Timetable](#) includes:

## KS4 ENRICHMENT SPRING 2024

Lunchtime Clubs 12:55 – 1:25				PM After School Clubs 3:15 – 4:15				Monday 15 <sup>th</sup> January – Friday 9 <sup>th</sup> February 2024			
Monday Lunchtime	Monday PM	Tuesday Lunchtime	Tuesday PM	Wednesday Lunchtime	Wednesday PM	Thursday Lunchtime	Thursday PM	Friday Lunchtime	Friday PM		
All Years Girls Basketball (Mon & Fri) SMC Sports Hall	Rainbow Project SSA SG03 (Invitation Only)	All Years Boys Basketball SHO Sports Hall (Spring Half Term 1)	All Years Boys Basketball SHO Sports Hall (Spring Half Term 1)	Chess Club AAN / ABU SG40	All Years Girls Football ERE / ASE Courts/ 3G	KS4 Badminton SHO Sports Hall	Heston School Choir NLO OG03	All Years Girls Basketball (Mon & Fri) SMC Sports Hall	Advanced Girls Basketball SMC Sports Hall (Invitation Only) 3pm – 4.30pm		
Debates & Discussion SSA SG03	Mixed Martial Arts UMMA Gym	Social Club SSA SG03	All Years Netball ERE Courts	Electronics DT Club BDH HG05	A Capella Choir NLO OG03	Film Club SSA SG03	Girls Club SSA SG03	Art Attack SSA SG03	Advanced Boys Football Conquest Academy 3G (Invitation Only)		
Homework Club Inclusion SG13	Skateboard Club Team Rubicon Courts (Spring Half Term 1) 3pm – 4.30pm	D of E Award RGR SG01 (Invitation Only)	Boys Club SSA SG03	Homework Club Inclusion SG13	All Years Boxing Club WLBBA Boxing Gym	Music Practice Room NLO Music	Volleyball Club Conquest Academy Sports Hall	Music Practice Room NLO Music	Y10 Friday Gym Club RBE Weights Room		
Quiet Club SG11	Sports Leaders Sports Hall (Invitation Only)	Challenging Reads Club DGH OF02	Heston Band & Rehearsals PAN OG03 (Invitation Only)	Quiet Club SG11	Y10 GCSE Art Club RWA HG04	Homework Club Inclusion SG13	History Club JSC / AVE OG17	Art Club SIR HF03			
Games Club SG05		Homework Club Inclusion SG13	Y10 Tuesday Gym Club MCL / MOH Weights Room	Games Club SG05	D of E Award RGR SG01 / Field (Invitation Only)	Quiet Club SG11	Debate Club DGH OF18	Homework Club Inclusion SG13			
		Quiet Club SG11				Games Club SG05		Quiet Club SG11			
		Games Club SG05						Games Club SG05			

## SOCIETIES

Criminology Society RGR / DNA SG01		Economics Society RKY HF11		Writers Society JMA HS15		Law Society DGH OF02		Biology Society DGH OF02	
Medics Society MFO HS01		Engineering Society DGH OF02				Literary Society PKA HS17			





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