



**HEATHFIELD  
COMMUNITY SCHOOL**



**YEAR 9  
CURRICULUM CHOICES  
2022 - 2024**



*"Stacked Books" by Ethan Clifton Jones*

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# Introduction

## Dear Year 9 Students

Over the coming weeks you will be making some decisions about the courses that you will follow in Years 10 and 11. These decisions will affect your school life and, possibly, future career. This is an exciting time and you will have some important decisions to make but before you make those decisions, you must:

- Read (and make certain that you understand) the information in this booklet.
- In particular, make certain that you understand the subject information.
- Talk to your parents/guardians about the courses and your suitability for them.
- Talk to your teachers about what the courses involve.
- Talk to students in Years 10 & 11 where possible about their experience of the courses (but remember that your courses may be quite different).
- **Ask questions** that will help you to make the right decisions.
- Consider all of the courses carefully and ensure that you have made the right decisions for **you**.
- Look at the Careers section in the Learning Resource Centre and the school website: <http://www.heathfield.somerset.sch.uk>
- A number of useful websites for general careers information can be found covering many popular areas of careers interest such as :

[www.icould.com](http://www.icould.com) & [www.careersbox.co.uk](http://www.careersbox.co.uk) - videos of actual people talking about their career

<https://nationalcareersservice.direct.gov.uk> - official listing of careers information and other advice for people

[www.futuremorph.org](http://www.futuremorph.org) - information on STEM (Science, Technology, Engineering & Maths) Careers

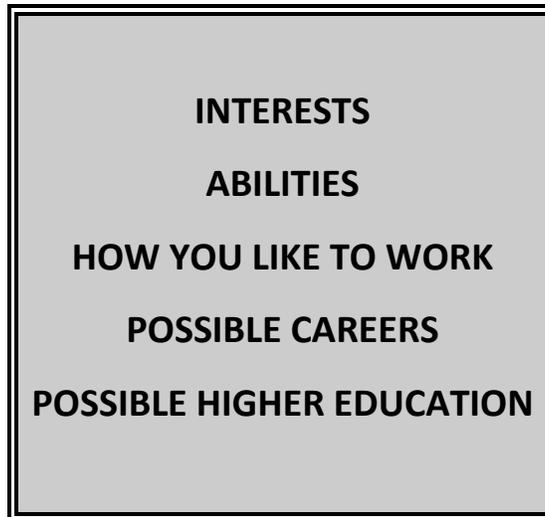
[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk) - The latest news and information on apprenticeships and schemes, including types of apprenticeship, apprentice employers and tips on how to apply for vacancies.

- Please ensure you do select reserve choices on your options form. Don't leave this blank.

**REMEMBER, IF YOU HAVE ANY CONCERNS OR QUESTIONS PLEASE ASK!**

# Making your Choice

In making your choice you should think carefully about your:



- **Interests** - You will tend to do better in a subject that interests you.
- **Abilities** - Look honestly at yourself and assess where your strengths really lie.
- **How you like to work** - Study the routes and the descriptions of the individual subjects carefully to see what best suits your needs.
- **Possible Careers** - Keep doors open - make certain that you use all of the careers information available. Make sure you choose a good balance of subjects.
- **Possible Higher Education** - Again, keep doors open for as long as you can.

## **AND REMEMBER . . . . .**

- do not choose a subject because your friend is choosing it - even close friends have different abilities and interests!
- that teachers change, subjects don't - choose the subject and not the teacher!

## KS4 CURRICULUM ROUTES

KS4 CURRICULUM ROUTES							
	CORE				OPTIONS		
Route	English (2 GCSEs)	Maths (1 GCSE)	Science (Double) (2 GCSEs)	Arts ♦ (1 GCSE)	1	2	3
<b>Route 1</b> (9 GCSEs)	✓	✓	✓	✓	One from the 'Blue Box' list of subjects	Free Choice One from the 'Green Box' list of subjects	Free Choice One from the 'Green Box' list of subjects
<b>Route 2</b> (7 GCSEs)	✓	✓	✓	✓	Free Choice One from the 'Green Box' list of subjects	Prince's Trust Award	
					Anyone choosing Spanish will need to commit to one extra after school session per week		

♦ = Arts subject choice

Orange = Arts subjects

Blue = EBacc

Green = Other accredited course

Pink = Non-accredited course

Free choice subjects = See the list overleaf

## ROUTES : there are two routes that you can follow at KS4 :

### Route 1

- Study for **9** GCSEs.
- Choose **ONE** subject from the Orange 'Arts' Box subjects.
- Choose **ONE** subject from the Blue Box subjects.
- Choose **TWO** subjects from the Green 'Free Choice' Box subjects.

### Route 2

- Study for **7** GCSEs.
- Choose **ONE** subject from the Orange 'Arts' Box subjects.
- Choose **ONE** subject from the Green 'Free Choice' Box subjects.
- Have Work Related Learning opportunities.
- Do tasks/assignments leading to the Prince's Trust Award.

#### SUBJECT CHOICES :

<b>ORANGE BOX SUBJECTS : 'ARTS'</b>	<ul style="list-style-type: none"><li>• Art, Craft &amp; Design</li><li>• Art &amp; Design (Textiles)</li><li>• Dance - GCSE</li><li>• RSL Level 2 Certificate in Creative &amp; Performing Arts (Dance, Acting or Musical Theatre Pathway)</li><li>• Music - GCSE</li><li>• Music – BTEC Tech Award in Music Practice</li></ul>
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<b>BLUE BOX SUBJECTS :</b>	<ul style="list-style-type: none"><li>• Computer Science</li><li>• Geography</li><li>• History</li><li>• Modern Languages - French</li><li>• Modern Languages - Spanish *</li><li>• Triple Science</li></ul>
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<b>GREEN BOX SUBJECTS : 'FREE CHOICE'</b>	<ul style="list-style-type: none"><li>• Art, Craft &amp; Design</li><li>• Art &amp; Design (Textiles)</li><li>• Business Studies - GCSE</li><li>• Computer Science - GCSE</li><li>• Dance - GCSE</li><li>• RSL Level 2 Certificate in Creative &amp; Performing Arts (Dance, Acting or Musical Theatre Pathway)</li><li>• Design &amp; Technology - GCSE</li><li>• Food Preparation &amp; Nutrition</li><li>• Geography</li><li>• History</li><li>• Modern Languages - French</li><li>• Modern Languages - Spanish *</li><li>• Music - GCSE</li><li>• Music – BTEC Tech Award in Music Practice</li><li>• PE - Sports Science - GCSE</li><li>• PE - Sports Studies</li><li>• Psychology - GCSE</li><li>• Religious Studies</li><li>• Triple Science</li></ul>
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\* Any student opting for Spanish must be prepared to commit to one extra After School session per week.

## Some examples :

### ROUTE 1

Like every other student Omer knows that he will be studying English Language and English Literature; Maths and Science. After that he has decided to opt for Route 1 with Music as his Arts choice. Triple Science is his Blue Box choice, whilst from the Green Box he has chosen RSL Certificate in Creative & Performing Arts and GCSE P.E. **He will be taking a total of 9 GCSEs or equivalent.**

\* \* \* \* \*

### ROUTE 2

After a lot of thought and discussion Freya has decided to go for Route 2 which means that **she will be taking 7 GCSEs or equivalent.** In addition to the common core of subjects, Freya has opted for Art, Craft & Design as her Arts subject and Computer Science as her other GCSE.

She will then be having a range of practical experiences leading to the Prince's Trust Award. This route would be suitable for a very small number of students each year.

## The EBacc

You may have heard in the press or within the world of education, the phrase EBacc. We hope the following information is useful in answering some of the frequently asked questions regarding it.

### **What is it?**

The English Baccalaureate (EBacc) is a term used to describe a combination of subjects at GCSE. The EBacc is:

- English Language and Literature
- Maths
- Sciences
- Geography or History
- A Foreign Language

If a student studies all of these GCSEs within their choices, they are said to have studied the EBacc.

### **Is it a qualification?**

No, The EBacc is not a qualification as such, and is not 'awarded' to students. It is a phrase which notes that they have studied a certain combination of GCSEs.

### **Why is it talked about?**

The Department for Education (DfE) has an ambition that 75% of students should study the EBacc suite of subjects at GCSE by 2022. The following is taken from the DfE website.

*'The EBacc is made up of the subjects which are considered essential to many degrees and opens up lots of doors.'*

*Research shows that a student's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.*

*A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.'*

### **Should my child study the EBacc subjects?**

Through your child's curriculum choices, it is certainly possible to study the EBacc subjects, and many students will achieve the EBacc without much conscious thought to the EBacc itself. The Maths, English and Science elements of the EBacc are already included in the core curriculum, so to be eligible for an EBacc 'entry' students would need to study either Geography or History in addition to a foreign language.

You may prefer that your child makes alternative subject choices which means that they are not following the full EBacc combination of subjects within their Year 10 and 11 curriculum. We will support your choice whether you decide for or against the EBacc pathway.

## **Year 9 Information from Careers South West**

### **Your Future - Helping you Plan - Options available Post 16**

#### **Raising the Participation Age (RPA)**

Young people who leave Year 11 in the Summer or later must continue in learning (education or training) until at least their 18<sup>th</sup> birthday. Staying in learning doesn't mean you have to stay in school; there are a number of options you can choose :

- Full-time education e.g. at a college or sixth form;
- An apprenticeship or traineeship.

#### **Full-time Education**

Further education courses can be studied at a college or a sixth form. There are a wide range of courses available, these can be studied at different levels, each course will have a specific entry requirement. Typical qualifications offered at colleges and sixth forms include : A Levels only available at Level 3, BTEC Diplomas available in Levels 1, 2 and 3 and Foundation Learning. All further education establishments offer open days and evenings and many offer taster sessions. **T-Levels** are new qualifications which are vocational in a number of areas e.g. Health and Social Care, Engineering where students are in college 4 days a week and one day a week on an industry placement.

#### **Apprenticeships**

An apprenticeship is where you are learning through hands on experience of a job and gaining a nationally recognised qualification (NVQ). You can apply for an apprenticeship while you're still at school. To start one, you'll need to be 16 or over. They consist of working towards a range of qualifications within the apprenticeship framework. They can take between one and four years to complete depending on the level studied. As an apprentice you will :

- Work alongside experienced staff;
- Gain job-specific skills;
- Earn a wage;
- Study towards a related qualification (usually one day a week).

If you feel you're not ready for an apprenticeship, a traineeship can help to prepare you for one.

#### **Degree Level Apprenticeships**

Degree apprenticeships are a new type of programme offered by some universities. Students can achieve a full bachelor's or master's degree as part of their apprenticeship. These programmes are being developed by employers, universities and professional bodies working in partnership. Degree apprenticeships combine working with studying part-time at a university and the rest with their employer. This can be on a day-to-day basis or in blocks of time, depending on the programme and requirements of the employer. They can take between three to six years to complete, depending on the course level. Currently, the scheme is only available in England and Wales, although applications may be made from all parts of the UK. Degree apprenticeships are still quite new, so there are a limited number of vacancies. It's anticipated that the number of vacancies will grow over the next year or two.

## **Foundation Learning/Entry Level programmes/pre-apprenticeship options**

There are a variety of courses available for young people not yet ready for one of the options above or for those with additional needs. These courses are individually tailored to learning needs and aim to improve skills so that goals can be achieved and progression to one of the above options, or employment can take place. These programmes are offered at further education establishments as well as some training providers.

## **Useful Careers Information**

Consider subjects you think you will be good at and will enjoy. You may wish to explore possible careers, however a balanced range of subjects will ensure as many options as possible are open to you. Ask yourself :

- Which subjects interest me?
- Which subjects do I like and why do I like them?
- Which are my best subjects and how do I know?
- What do my teachers say my strengths are?
- Would I prefer a course with exams or coursework?

Few employers expect specific GCSE passes with the exception of : English, Maths and Science.

Your GCSE subject choices and the grades you achieve can affect your ability to study some subjects at College and Sixth Form or an Apprenticeship.

In some subjects like History and Geography, it may be possible to study these at A Level without having first taken them at GCSE. However, this does not apply to all subjects, for example, Sciences or Languages.

Speak to friends, family and teachers about your plans. Listen to their advice.

Our website has lots of useful information and is a good starting point to help you make decisions about your next steps and future. For further personalised services and support an appointment can be made with our independent Careers Advisor, Jackie Martin.

Please also use the following websites for extra support and information :

- Careers South West : [www.cswgroup.co.uk](http://www.cswgroup.co.uk)
- [www.careerpilot.org.uk](http://www.careerpilot.org.uk)
- [www.careersbox.co.uk](http://www.careersbox.co.uk)

For Post-16 information, these websites are particularly useful :

- The SPACE : [www.thespacesomerset.co.uk](http://www.thespacesomerset.co.uk)
- Richard Huish College : [www.huish.ac.uk](http://www.huish.ac.uk)
- Taunton & Bridgwater College : [www.btc.ac.uk](http://www.btc.ac.uk)

# **Curriculum Choice Subjects**

## **2022-2024**

**The following pages give brief descriptions of the various subjects on offer. It is a really good idea to read them thoroughly! Teacher contact details for further subject based questions are at the back of this booklet.**

**Good reading and good luck!**

## English (GCSE)

In Year 10, you begin the study of two GCSEs: English Language and English Literature. You will get the chance to argue and debate, make presentations and develop dramatic techniques. There will also be the opportunity to develop your creative writing, study plays (including those of the great bard himself), poetry and novels. The emphasis will be on reading widely at a high and challenging level and your lessons will be both rigorous and imaginative.

### What do I have to do?

**English Language** - You will be following the AQA 9-1 GCSE. This is assessed by exam at the end of the course. The exams test reading and writing, and will cover:

1. Unseen reading tests on texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. The texts will include fiction and literary non-fiction, and you will be expected to develop a critical understanding of how they work.
2. Imaginative and non-fiction writing.

Speaking and listening is examined, but is reported by separate endorsement alongside your grade (so it is not part of the 9 - 1 grade).

You will develop the skills to explore unseen texts throughout the course, and it is expected that you will develop these skills by reading widely. You can prepare for this yourself by exploring both fiction and non-fiction (for example quality newspapers and magazines, travel writing and autobiographies) will be useful.

**English Literature** – You will be following the AQA 9-1 GCSE. This is assessed by exam at the end of the course. All exams are ‘closed book’, which means you will not have access to the texts in the exam. You will need to know them well, so we advise buying your own copies to allow you to revise properly outside of school. The actual texts will be chosen by your English teacher, but will cover:

- a Shakespeare text;
- a 20<sup>th</sup> Century British novel or play;
- a 19<sup>th</sup> Century novel;
- a poetry anthology.

As part of the poetry exam, you will also explore ‘unseen’ poetry.

There are no tiers for English exams. All students of all abilities will sit the same papers. This is in line with GCSE reform.

ASSESSMENT		
Tiers	Coursework	Final Exam
No tiers	No Coursework	English Language = 2 papers Paper 1 (1 hour 45mins) = 50% Paper 2 (1 hour 45 mins) = 50%  English Literature = 2 papers Paper 1 (1 hour 45mins) = 40% Paper 2 (2 hours 15mins) = 60%

Helen Harper - Head of English

## Mathematics (GCSE)

All students have to study Mathematics and yet many of you will only use a fraction of this Mathematics in your adult life - or so it might seem. Yes, you may not have a career that involves algebra or trigonometry, but you will have to think and Mathematics is the art of clear logical thinking. It trains you to deal with abstract ideas, to define concepts clearly and to reason logically. Many of us don't realise it but mathematics plays a very important part in our everyday lives. How often each day do we meet and use numbers?!

Think of Mathematics as your regular mental keep fit!

Your GCSE examination consists of three timed written papers, each paper is out of 80 marks and are 90 minutes long. There are two tiers of entry at GCSE catering for different levels of ability.

Foundation GCSE Grades will be levelled from 1 to 5 and Higher from 3 to 9. As well as class assessments, you will sit three mock examinations, one in Year 10 and two in Year 11.

You will need to have a scientific calculator for your GCSE and a full Maths exam kit.

ASSESSMENT		
Tiers	Coursework	Final Exam
Two : Foundation (5 - 1) Higher (9 - 4)	None	100% three timed written papers - two calculator and one non-calculator

**Ben Palmer – Joint Deputy Head of Maths**  
**Michael Thompson – Joint Deputy Head of Maths**

## Science (GCSE) – CHOICES AT KEY STAGE 4

All students will study science at KS4 and will have lessons in all three disciplines : Biology, Chemistry and Physics. Science will allow you to understand the world and how it works, develop your critical thinking skills and undertake exciting practical enquiries to form conclusions.

You can choose between two different study routes in Years 10 and 11 :

### 1.) Combined Science (Double Award – 2 GCSEs)

This course will lead to the award of a Combined Science GCSE, which is worth two GCSEs.

ASSESSMENT		
Assessed	Coursework	Final Exam
You will be assessed by <u>six</u> examinations at the end of the course in the summer of Year 11 (two Biology, two Physics and two Chemistry exams)	No coursework element	100% Exam based A percentage of the exam questions will be an assessment of Mathematical skills (30% Physics, 20% Chemistry, 10% Biology) 15% of the exam questions will be an assessment of practical knowledge of Science experiments.

### Future study

GCSE Combined Science is the minimum qualification required for the study of A levels in Biology, Chemistry and Physics.

### 2.) Triple Science – GCSE Biology, Chemistry & Physics (3 separate GCSEs)

This course follows a similar pattern to the Double Award although you will use up one more option choice. You will study each individual science as a separate subject. This will lead you to a full GCSE qualification in each of Chemistry, Biology and Physics. Studying Triple Science allows you the opportunity to study a **broader** range of Science topics and in greater **depth**. Students will also develop a greater range of practical skills by engaging in an increased number of practical investigations.

Triple Science is a rewarding but challenging science routeway. If you need any further support in which option is correct for you speak to your Science teacher or Miss Smith, Head of Science.

ASSESSMENT		
Assessed	Coursework	Final Exam
In each GCSE (Chemistry, Physics and Biology) you will be assessed by two examinations at the end of the course (a total of <u>six</u> exams).	No coursework element	100% Exam based A percentage of the exam questions will be an assessment of Mathematical skills (30% Physics, 20% Chemistry, 10% Biology) 15% of the exam questions will be an assessment of practical knowledge of Science experiments.

### Future study

This is the best preparation if you are thinking about studying any science subjects at college and particularly if you are considering a career in medicine, health care, engineering, technology or any other science related career - such as those where science is applied in a vocational context.

Becky Smith – Head of Science

## Art, Craft and Design (GCSE)

What is art, craft and design?

Covering a vast range of skills and talents, art, craft and design is a diverse subject that will help you turn your creative passion into a qualification. Whether you want to be the next Damien Hirst or Frida Kahlo, this subject will help you improve your talents and pursue your dream.

Art and design students are highly self-motivated, qualities that you learn on your journey to becoming an artist. A qualification in art, craft and design isn't just about pencils and paint, you'll also develop your skills in digital photography, sculpture and print making.

For students there is a chance to show work at the CICCIC, Taunton live and exhibiting at the Tacchi-Morris Arts Centre. The big finale of the whole course is the Year 11 GCSE Art Exhibition in which you get the opportunity to showcase your work.

Trips are also offered to you during the course, and you may get the opportunity to visit Art Galleries in London and New York. When relevant, other outings to exhibitions and stimulus visits will become available to individual classes.

### COURSE STRUCTURE

ASSESSMENT		
	One Tier	Percentage
<b>COURSEWORK</b>	Unit 1 – September to April (Year 10) = 30% Unit 2 – May to December (Year 10/11) = 30%	60%
<b>EXAM</b>	Jan – April (Year 11) = 40% Lesson preparation = 20+ lessons Exam Outcome = 10 hours (2 days) May	40%

To ensure you have access to materials the Art Department run a studio session on Tuesday, Wednesday and Thursday at lunchtimes and selected after school (until 4.30pm). 1 hour of independent study per week is a minimum requirement.

It is our aim that you complete an exceptional Art and Design Portfolio, which is essential if you are planning to take the subject in further education.

Listen out for the Year 9 "Art and Design - is it for me?" presentations happening in your lesson time. See your Art Teacher for further advice or to arrange for you to chat to a current GCSE Art Student. Don't take our word for it - listen to the students.

**Heather Essadiq - Head of Art and Design**

## Art & Design - Textiles Design (GCSE)

### Why Textiles Design?

Our new GCSE in Textiles Design is ideally suited to those who want to explore working with fabric and create brilliantly creative items using this medium. You will explore all aspects of working with fabric, purely as a form of decorative art, to more practical functions such as clothing and soft furnishings.

If you want to develop your core skills in making Textiles products, whilst creating thought provoking and imaginative items from fabric then this course is for you. It will enable you to work in a hands-on situation to develop skills and make high-quality and creative products.

### What will you study?

You will explore and experiment with a wide range of media and processes which may include: Constructed Textiles (weaving/knitting/felting etc.), Dyed Textiles, Printed Textiles, Fine Art Textiles and Fashion Textiles. You will learn to investigate a theme thoroughly using sketchbook practice and analyse the work of relevant artists to inform creative decisions. You will develop a range of ideas based upon a set theme, experiment with appropriate techniques and evaluate the creative process throughout.

### In summary:

Is this course for me? If you are creative, enjoy making, like to work with your hands and have an interest in Textiles and Art, then yes it is!

### COURSE STRUCTURE

ASSESSMENT		
	One Tier	Percentage
<b>COURSEWORK</b>	Unit 1 – September to April (Year 10) = 30% Unit 2 – May to December (Year 10/11) = 30%	60%
<b>EXAM</b>	Jan – April (Year 11) = 40% Lesson preparation = 20+ Exam Outcome = 10 hours (2 days) May	40%

To ensure you have access to materials the Art (Textiles) Department run a studio session on Tuesday, Wednesday and Thursday at lunchtimes and selected after school sessions (until 4.30pm). 1 hour of homework per week is a minimum requirement.

It is our aim that you complete an exceptional Art and Design: Textiles Portfolio, which is essential if you are planning to take the subject in further education.

**Deborah Smith - Head of Food Preparation, Nutrition and DT**  
**Heather Essadiq – Head of Art**

## **Business Studies (GCSE)**

At Heathfield we follow the OCR GCSE course. The aim of the course is to enable students to have an understanding of the Business world. It is a very well recognised GCSE and is a good preparation for further study at college through either the BTEC or A-Level route.

**The course is split into two components :**

### **(1) Business Activity, marketing and people**

You will learn about what makes an entrepreneur and risk taking. What are the different types of Business ownership and Business Planning. How Businesses grow and the role of stakeholders.

You will learn about the role of marketing and the importance of market research to Businesses. Also the importance of market segmentation and the marketing mix - how products are marketed.

How do Businesses recruit and motivate people and train and develop people? What is employment law?

### **(2) Operations, finance, influences on business and the interdependent nature of business**

You will learn about how goods are produced. What is the sales process and the importance of customer service? What is consumer law and how important is Business location?

You will learn about the importance of finance within a business and the concepts of revenue, profit and loss. You will also learn about the impact of the global economy and the environment on Business.

#### **ASSESSMENT**

Students are assessed by two one and a half hour exams, one for each component of the course. Questions will range from multiple choice to long and detailed evaluation style essays.

No prior knowledge is expected for this course. Just an interest and positive attitude to learn.

For further information please contact Mr Caddy.

**Ian Caddy – Head of Business Studies**

## Computer Science (GCSE)

This GCSE (OCR Computer Science J277) gives you an excellent opportunity to investigate how computer systems work and how they are used. You will also develop programming and problem-solving skills whilst undertaking a fascinating in-depth research task.

This course is aimed at students who have a real desire to go into a computing-based career, perhaps to become a computer programmer or a system engineer. This course requires keen attention to detail and a lot of independent motivation.

Students who achieve higher grades in Maths and who may already have started to learn a programming language such as Python, Visual Basic or JavaScript are best suited to this course.

### Through this qualification:

- You will develop your understanding of current and emerging technologies and how they work.
- Look at the use of algorithms in computer programs.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

### There are three core units in the course:

- **Paper 1.** This unit focuses on **Computer systems** : systems architecture, memory, storage, wired and wireless networks, network topologies/protocols/layers, system security, system software, ethical/legal/cultural/environmental concerns.
- **Paper 2.** This unit focuses on **Algorithms and problem solving** : algorithms, programming techniques, producing robust programs, computational logic, Data representation, translators and facilities of languages.

ASSESSMENT	
Paper 1	Paper 2
Computer Systems (50%)	Computational Thinking, Algorithms and Programming (50%)

**Ed Ryan - Computer Science Lead**

## Dance – Choice of two courses (GCSE & RSL)

### Dance (GCSE)

**Increase your confidence when presenting, develop your skills when working in a team and be more assured when performing and communicating to people.**

Dance is about learning to express yourself in terms of movement, ideas and feeling. It is about responding to music, sound and silence. It is about switching yourself on to life in general. It is about pushing yourself physically and emotionally and working with others to create original, skilful work.

There will be many opportunities for you to work with leading professional dancers and use the state-of-the-art performance facilities to put on shows.

Dance GCSE is a well-established qualification at Heathfield and continues to grow in popularity. The course is an excellent opportunity for you to extend your experience of the performing arts into a new area. Importantly the course will tie in with existing courses at The SPACE, Richard Huish College, Bridgwater & Taunton College and leaving scope for further development and qualifications if desired.

The course ideally suits students who attend dance lessons outside of school.

**Student Advice :** *“If you’ve enjoyed any of the various Dance sessions we’ve had this year then you should consider taking dance either as a first or second arts option. Dance goes well with any other arts option and will help improve your skills in these areas. You do not need to consider yourself to be ‘good’ at doing ‘dance’ in order to do this subject. What you do need is a willingness to have a go and lots of enthusiasm. To succeed and get the most from this subject, you need to be committed, self-disciplined and be a team player.”*

ASSESSMENT	
Coursework	Final Exam
Performance & Choreography = 60%	Written Paper = 40% based on students’ own practice in performance and choreography

**Jess Gwilliam - Acting Head of Dance**

**Please Note: If you choose Dance GCSE – you cannot also study RSL Level 2 Certificate in Creative & Performing Arts (Dance, Acting or Musical Theatre Pathway). However, you can choose any other additional Arts Subject if you would like to study more than one arts subject.**

## RSL Level 2 Certificate in Creative & Performing Arts (Dance, Acting or Musical Theatre Pathway)

This RSL level 2 certificate in Performing Arts provides learners skills, knowledge and understanding of the sphere of the Creative Arts Industries. The qualification aims to offer learners the ability to experience the Performing Arts Industry in a practical way with a focus on their chosen area (Dance, Acting or Musical Theatre). The qualification recognises the value of learning valuable transferable skills that will complement your other subjects and the variety of progressions routes you will take.

The course is divided into three units (two are marked internally and the final unit is marked externally by the RSL exam board).

**30% Performing Arts Knowledge** - This unit aims to build learners' knowledge and understanding of the performing arts and to develop their ability to discuss existing genres and works using appropriate terminology. Learners will study performance genres with a focus on the context, features and practitioners of the genres and undertake a review of a performance, applying their contextual understanding to their own discussion. Learners will also utilise their understanding of a specific genre in a short performance piece or demonstration.

**30% Skill Development** - This unit aims to enhance learners' capacity to understand how to maximise their development as a performing arts practitioner, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment. Learners will develop their ability to plan and carry out a proactive and structured skill development process in an area relevant to their discipline, based around their own goals and objectives. The ability to undertake such a process in a systematic and focused manner is a key skill for any performing arts practitioner, as processes like these can be applied in any areas of skill acquisition and development.

**40% Live Performance (externally assessed core unit)** - This unit aims to further develop the skills and knowledge learnt in the previous two units. Learners will apply their skills and contextual understanding to develop their own work for a live performance in their chosen discipline, allowing them to explore how what they have learnt so far works in practice.

ASSESSMENT	
Tiers	Assessment
Level 2 Creative & Performing Arts	For two units, assessment is continuous via rehearsals, performances, logbook and coursework.  The externally marked unit is carried out in controlled conditions within lessons and marked by RSL examiners.

Melissa Coomer – Head of Drama

**Please Note:** If you choose RSL Level 2 Certificate in Creative & Performing Arts you cannot also study Dance GCSE. However, you can choose any other additional Arts Subject if you would like to study more than one arts subject.

## Design and Technology (GCSE)

### What will you study?

During this 2 year course you will study wood, metal and plastic as well as how to design and make imaginative products. You will gain knowledge of a wide range of materials and also learn from the wider influences on the subject including historical, social, cultural, and environmental factors.

In the first two terms of Year 10 you will cover core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment through a series of designing and making tasks. At the end of Year 10 you will undertake a project called the non-examined assessment (coursework), this will make up 50% of your final award. This extended making project that takes you up to Easter in Year 11 will showcase your skills and knowledge through investigating, designing, developing, making, and evaluating a project of your choice. The other 50% of the GCSE will be assessed in a more formal end of course examination that will be 2 hours in length. This course is more focused on creative designing than the GCSE in Engineering and would suit more artistically minded students who like designing.

### In summary:

If you are excited about the technological world that you live in, if you are creative, imaginative, and like to design and make things then this is for you!

ASSESSMENT		
TIERS	(NEA) COURSEWORK	EXAM
Single Tier	Completed during Year 10 and Year 11 50%	One paper at end of course 50%

**Scott Ellwood – Head of DT**

## Food Preparation and Nutrition (GCSE)

This exciting GCSE Food Preparation and Nutrition course will equip you with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

### About the course:

Over the 2 year course you will learn about the importance of nutrition as well as cook a selection of exciting dishes that support your understanding of food and ingredients. You need to have a real interest in learning about nutrition and how it makes your body work as well as an enjoyment of cooking! Practical work will cover a wide range of dishes that support your understanding of how ingredients work and you will be expected to supply ingredients to cook once a week. We also have a number of exciting visits and workshops during the course to ensure that the 'real world' experiences of careers in the food industry can be enjoyed.

### How it's assessed:

At the end of year 11 you will sit one written exam which is 1 hour 45 minutes and worth 50% of the GCSE. In addition to this you will do two controlled assessment tasks which will include preparing, cooking and presenting a final menu within a set time. These tasks will make up the additional 50% of the GCSE final grade.

### In summary:

Food Preparation and Nutrition is a particularly valuable course if you are interested in healthy eating and the importance of having the correct diet. A qualification in this course could lead you to a career in any aspect of the food industry. You will also acquire many transferable skills that are relevant in a range of different careers and life situations.

ASSESSMENT		
Tiers	Coursework	Final Exam
Single Tier	Completed during Year 11 50%	One paper at end of course 50%

**Deborah Smith - Head of Food Preparation, Nutrition and DT**

# Geography (GCSE)

*“Geography students hold the key to the world’s problems” - Michael Palin*

## Why choose Geography?

- Geography is a subject that is very much about the world we live in. It is a subject that is more than just colouring in or labelling places on a map. We study people (Human Geography) and landscapes (Physical Geography) and their interactions, both positive and negative, with an eye for the future.

## Do you have a curiosity for....?

- **Knowing how** our world has been **created**?
- **Knowing how** our world is **changing** and what **impact** we have on it?
- **Learning** about **people** and their societies, economies and cultures?

## By:

- **Discussing** current issues that are happening now – both locally and globally?
- **Putting forward** your **own** ideas and **problem solving**?
- Learning and developing **new skills**?
- Using **ICT** to research and present findings of your own?
- **Working** with **others** and being flexible?
- Being outside **“in the field”**, seeing **real life** Geography?

## Opportunities in Geography beyond GCSE

- You could go on to study AS and A Level Geography at college.
- Geography is one of the most employable degree subjects, second to psychology, due to the transferable skills above.
- Specific Geography related job sectors include: Weather, town / transport planning, demographics, GIS, Renewable energy, flood risk and coastal management, to name a few.

If you have any further questions, don't hesitate to ask your Geography Teacher.

<b>ASSESSMENT</b>	
<b>Paper 1 : Living with the Physical Environment</b>	<b>Exam</b> (One paper for all – no Higher and Foundation Paper)
<ul style="list-style-type: none"> <li>• The Challenge of Natural Hazards.</li> <li>• Physical Landscapes in the UK.</li> <li>• The Living World.</li> <li>• Geographical Skills.</li> </ul>	End of Year 11 1 hour 30mins 35% of GCSE 88 raw Marks (incl. SPGST)
<b>Paper 2 : Challenges in the Human Environment</b>	<b>Exam</b> (One paper for all – no Higher and Foundation Paper)
<ul style="list-style-type: none"> <li>• Urban Issues and Challenges.</li> <li>• The Changing Economic World.</li> <li>• The Challenge of Resource Management.</li> <li>• Geographical Skills.</li> </ul>	End of Year 11 1 hour 30mins 35% of GCSE 88 raw Marks (incl. SPGST)
<b>Paper 3 : Geographical Applications</b>	<b>Exam</b> (One paper for all – no Higher and Foundation Paper)
<ul style="list-style-type: none"> <li>• Two field trips to encompass both Human and Physical aspects of Geography.</li> <li>• A portion of the exam to be on “The Fieldwork Process.”</li> <li>• The other portion : Issue Evaluation with a pre-release to analyse before the exam.</li> </ul>	End of Year 11 1 hour 15mins 30% of GCSE 76 Marks (6 SPGST)

**Heather Sperring - Head of Geography**

# History (GCSE)

Why should I study History as an option?

## What is History?

History is a challenging academic subject that explores the people of the past and seeks to explain the world around us today. We cover a rich and varied curriculum that incorporates many views of history. We seek to try to explain the origins of the British Isles and how it has changed over centuries. We also extend our horizons to consider history in a global context. As a department, we seek to instil a passion for learning about the past.

## History will test the skills of...

- Application of knowledge and evidence.
- Critical analysis of evidence from the past and modern presentations of history.
- Developing convincing arguments and explanations.
- Identifying big themes and explaining why events happen and their impact.

We also offer two trips at KS4. Firstly, the annual trip to the former battlefields of Belgium, where we explore the First World War memorial graves that conveys the tragic human cost of one of the most important conflicts in world history. Secondly, the biennial visit to Poland where we visit the former concentration camps of Auschwitz and Berkenau.

## What would I study on the course?

KS4 Overview	
Year 10	Year 11
<b>Topic 1 : Wider world depth studies</b> <b>Conflict and tension in Asia, 1950-1975</b> <ul style="list-style-type: none"> <li>- The Cold War between the USA and USSR. Why lay behind the superpower rivalry?</li> <li>- The origins and impacts of the Korean War.</li> <li>- The origins and impacts of the Vietnam War.</li> </ul>	<b>Topic 3 : Specific period study</b> <b>Germany, 1890–1945: Democracy and dictatorship</b> <ul style="list-style-type: none"> <li>- How did an emperor rule Germany?</li> <li>- Why was Germany in crisis after the First World War?</li> <li>- Why did the German people turn to Hitler and the Nazis?</li> <li>- How did a dictator rule Germany?</li> </ul>
<b>Topic 2 : Thematic Study</b> <b>Britain: Health and the People c1000-present.</b> <ul style="list-style-type: none"> <li>- How have beliefs and explanations about the cause of disease developed over time?</li> <li>- How have methods of treating the sick developed over time?</li> <li>- How has surgery transformed over time?</li> <li>- What are the current challenges to people's health and wellbeing?</li> </ul>	<b>Topic 4 : British Depth Studies</b> <b>Elizabethan England c1066-1100</b> <ul style="list-style-type: none"> <li>- What was it like being a queen in a man's world?</li> <li>- What challenges did Elizabeth face?</li> <li>- What did the Elizabethan world look like?</li> <li>- How did Elizabeth grapple with God?</li> <li>- How close we were to being defeated by the Spanish?</li> <li>- What is the legacy of the Elizabethans?</li> </ul>

## How will I be assessed?

ASSESSMENT	
Paper 1	Paper 2
International : Germany & Cold War in Asia	Britain : Elizabethan England
50% - May / June exam, Year 11	50% - May / June exam, Year 11

Jonathan Barter - Head of History

## Modern Languages (GCSE) – French and Spanish

By taking a GCSE in a Modern Foreign Language not only do you study the language itself but you also learn to appreciate other cultures, people and communities. Language learning is very rewarding, and gives you an enormous sense of achievement as your confidence grows.

Knowledge of a foreign language is also a highly sought after skill - we live in an increasingly global society, and having at least one language at GCSE is looked on very favourably by both employers and universities.

At GCSE, we develop your skills in listening, speaking, reading and writing, as well as building your grammatical knowledge. The GCSE is a continuation of your French and Spanish studies at Key Stage 3. We will revisit many topics covered in Key Stage 3, but this time in more depth and extending our opinions. You will have the possibility of having a French/Spanish pen pal and you will also learn about the culture and traditions of your chosen language.

ASSESSMENT	
Tiers	Final Exam
Higher 4 - 9 Foundation 1 - 5	<p>You will sit four exams, each worth 25% of your final grade – listening, speaking, reading and writing. They all cover the same themes:</p> <p><b>Theme 1: Identity and culture</b></p> <ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Technology in everyday life</li> <li>• Free-time activities</li> <li>• Customs and festivals</li> </ul> <p><b>Theme 2: Local, national, international and global areas of interest</b></p> <ul style="list-style-type: none"> <li>• Home, town, neighbourhood and region</li> <li>• Social issues</li> <li>• Global issues</li> <li>• Travel and tourism</li> </ul> <p><b>Theme 3: Current and future study and employment</b></p> <ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school/college</li> <li>• Education post-16</li> <li>• Jobs, career choices and ambitions</li> </ul>

Sarah Wood - Head of Modern Languages

## Music (two qualifications)

The study of music in Years 10 and 11 gives you an excellent opportunity to develop your interest in music. We have two qualifications for you to choose from. These are two creative courses that are perfect for anyone who loves music.

### MUSIC (GCSE)

The Eduqas Music GCSE course encourages an integrated approach to the three disciplines of performing, composing and appraising through four interrelated areas of study.

The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1). Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

This is a course for students who can play and sing confidently. If you love understanding music, find enjoyment creating original compositions and are confident at performing you will love this course.

Here is the outline of the GCSE course. This course provides a strong foundation to further your love of music at A Level standard.

COMPONENTS
Listening Exam = 40%
Composing Coursework = 30%
Performing Coursework = 30%

### BTEC TECH AWARD in MUSIC PRACTICE

This is a coursework-based qualification for students who want to build technical knowledge and technical skills through project based work. All Components are linked to a Music Industry brief that students will respond to. This course is taught through a range of workshops with Music technology as well as traditional performance/composition.

This qualification consists of three units:

- COMPONENT 1 – Exploring musical products and styles
- COMPONENT 2 – Music skills development
- COMPONENT 3 – Responding to a commercial brief

#### **Have Questions?**

*Please email me, Sarah Hall on [shall@heathfieldcommunityschool.co.uk](mailto:shall@heathfieldcommunityschool.co.uk)*

**Sarah-Jane Hall - Head of Music**

# Physical Education - Sports Science (GCSE)

## Is this the right subject for me?

The GCSE Physical Education course will appeal to you if you :

- Have a keen interest in sport and recreation and always look forward to your PE lessons.
- Take part in sport outside of class time.
- Want to follow a course that develops knowledge and understanding through practical involvement.
- Want to know more about the benefits of sport and exercise.
- Want to understand some of the science of sport in more detail.
- Want to study a course that is active and that you will enjoy.
- Are considering a sports-related career or an A Level/higher education course.
- Are committed to taking part and improving performance in a wide range of sports.

## What do I need to know, or be able to do, before taking this course?

- The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. You should have an interest in PE and sport, enjoy being active and appreciate the benefits of keeping fit and healthy. You must commit to doing at least one school club a year – preferably more.
- Examined units include sports psychology, anatomy and body systems, socio-cultural influences, movement analysis and health & fitness.

## What will I learn?

You will :

- Covered in school, Badminton, Basketball, Handball, Athletics, Table Tennis and Hockey in GCSE P.E. lessons. Other sports - Netball, Rugby, Football, Tennis and maybe Volleyball - will be assessed as well. You may also be assessed in sports you play outside of school, if they are included on the syllabus.
- Develop your knowledge and practical skills in a range of physical activities.
- Examine the effects of exercise and how training can improve performance.
- Identify ways to develop and maintain a healthy and active lifestyle and gain an understanding of sport at performance level
- Appreciate the benefits of using sport science to improve performance.

## How will I be assessed?

The GCSE course is assessed over 3 units.

ASSESSMENT	
COMPONENT	EXAM
<b>Component 1 :</b> <b>The Human Body and Movement in physical activity and sport.</b>	Is externally assessed through a written examination paper of 1 hour and 15 minutes. This will contribute a maximum of 30% towards your total marks.
<b>Component 2 :</b> <b>Socio-Cultural Influences and well-being in physical activity in sport.</b>	Is externally assessed through a written examination paper of 1 hour and 15 minutes. This will contribute a maximum of 30% towards your total marks.
<b>Component 3 :</b> <b>Section 1 - Practical Performances</b>	3 practical performances in the role of a performer. You can achieve 30% of the marks from your 3 performances. At least 1 must be an individual sport and at least 1 must be a team sport.
<b>Section 2 - Analysis of Performance</b>	This will be worth 10% of the marks and should include analysis and evaluation of your own performance in one of your practical elements.

**Please note : you can only take either Sports Science or Sports Studies, not both.**

**Mel Pattemore - Head of Physical Education**

# Physical Education - Sports Studies (Cambridge Nationals)

## Is this the right subject for me?

The Cambridge Nationals Sport Studies course will appeal to you if you:

- Have a keen interest in sport and recreation and always look forward to your PE lessons.
- Want to follow a course that develops knowledge and understanding through practical involvement.
- Have an interest in current issues in the world of sport and the role sport plays in society.
- Would like to improve your confidence, develop practical and leadership skills.
- Enjoy being in a teaching/coaching environment.
- Want to study a course that is active and that you will enjoy.
- Are considering a career in the sports industry.
- Are committed to taking part in various skills based and leadership activities.

## What do I need to know, or be able to do, before taking this course?

- The course aims to provide a sports qualification (GCSE equivalent) by developing your applied knowledge of leading a healthy, active lifestyle and how the sports industry plays a role in this.
- Examined units include contemporary issues in sport, developing sports skills, sports leadership and sports media and industry.

## What will I learn?

You will :

- Cover a range of sports on offer to develop your practical skills.
- Use some of these sports to improve your leadership and coaching skills.
- Improve your understanding of a 'healthy, active lifestyle' and the role of sport in society.
- Gain an insight into potential career options in the sports industry.
- Appreciate the benefits of promoting 'sport for all.'

## How will I be assessed?

The Cambridge Nationals course is assessed over 4 units.

ASSESSMENT	
COMPONENT	EXAM
<b>Component 1 : Contemporary issues in Sport</b>	Externally assessed through a written examination paper of 1 hour and makes up 25% towards your total marks. Content includes promoting values, ethical issues, barriers to physical activity and the role of sport in society.
<b>Component 2 : Developing sports skills</b>	Externally assessed through 10 hours of recorded practical performance, including a demonstration of knowledge and tactics, and officiating roles within the sports chosen. This will contribute 25% to the final grade.
<b>Component 3 : Sports leadership</b>	Externally assessed through 10 hours of recorded leadership performance, where they will plan and deliver safe and effective sporting activity sessions, followed by a self-reflection. This will contribute 25% to the final grade.
<b>Component 4 : Sport and the media OR Working in the sports industry</b>	Both of these optional modules are externally assessed in a coursework style, and will make up 25% of the final grade.

**Please note : you can only take either Sports Science or Sports Studies, not both.**

**Mel Pattemore - Head of Physical Education**

# Psychology (GCSE)

## About the course

How did you develop? How does your memory work? How would psychological problems affect you? Is your behaviour controlled by your situation or your personality? Why do some people become criminals? What makes you who you are?

Selecting Psychology as a GCSE option will enable you acquire knowledge and an understanding of psychology, develop an understanding of the self and others, and understand how psychological research can help to explain everyday social phenomena. You will also understand how psychological research is conducted, including the role of scientific method and statistical data analysis. We will be doing the OCR specification.

## How it's assessed

The course is 100% exam assessed, of that 20% must be research methods. Maths skills make up 10% of the qualification (50% of research methods).

<b>ASSESSMENT</b>	
<b>Paper 1</b>	<b>Exam</b>
Topic 1 : Development – How did you develop? Topic 2 : Criminal psychology – Why do people become criminals? Topic 3 : Psychological problems – How would psychological problems affect you?	End of Year 11 1 hour 30mins 55% of GCSE 90 raw Marks
<b>Paper 2</b>	<b>Exam</b>
In Year 11 we study : Topic 4: Social influence – How do others affect you? Topic 5 : Memory – How does your memory work? Topic 6 : Sleep and dreaming – Why do you need to sleep and dream?	End of Year 11 1 hour 30mins 50% of GCSE 90 raw Marks

**Wayne Davies – Teacher of Psychology**

## Religious Studies (GCSE)

Why should you take GCSE Religious Studies? Here is what Year 11's said was their favourite thing about the subject in response to this question:

"You can share your views and see what other people think"

"It's about opinions not facts"

"We have lots of discussions"

If you like the sound of this, then you will love RS at GCSE. You will be **thinking, questioning** and **exploring** ideas that are important to people around the world. It is a **challenging** course where you will be able to develop your skills of **evaluation** and **analysis**. You will also be able to **empathise** and **reflect** on the issues we look at. If you think you might want to work in job where working with people is important, for example the Police, Law, Teaching or Social Work, then a GCSE in Religious Studies would be really useful as it shows you have an ability to evaluate issues, concepts and ideas.

We will be following the AQA A GCSE course which includes Philosophy and Ethics topics as well as an in-depth study of the teachings and practices of two religions - Buddhism and Christianity. This means you will be able to explore some of the big questions in life from different perspectives. The kind of questions you will be looking at in the course include:

- Why do people believe in God?
- Should the death penalty be legalised?
- Does science disprove religion?
- What happens when we die?
- Is an embryo a human being?
- Is it ever right to go to war?
- Should we be able to choose when we die?

This course is designed to be relevant for all students, whether you are from a religious background or not, and whether you have a personal belief or none. You are encouraged to offer your own opinion and all responses are valued.

We live in a multi-cultural country in an ever changing world where the role of religion is changing and the debate about ethics, values and what is important to people continues. If you want to explore these ideas, then you should consider taking Religious Studies GCSE.

ASSESSMENT	
GCSE	100% exam consisting of two papers of 1 hour 45 minutes each taken at the end of Year 11.

Mary Lockwood - Head of Religious Studies

## **The Prince's Trust Award**

This course will be built very much around your needs as an individual student, but your activities will be centred around the Prince's Trust Award and will focus on the following areas:

- Personal, Interpersonal & Team Skills
- Active Citizenship
- Entrepreneurship
- Preparation for Work
- Enrichment Projects – like growing vegetables, bag packing in Tesco 3 times a year, running 3 Bingo events, etc

The Prince's Trust Award aims to :

- Enable you to investigate your own potential.
- Encourage you to take responsibility for your own learning and development.
- Improve your motivation and self-esteem.
- Improve your attitudes and attendance.
- Recognise your achievement.

At the end of the course you will receive the Entry 3 Award or Level 1.

Please see Mr Edmunds for further details.

**Brian Edmunds - Alternative Provision Teacher**

## **The Choice is Yours!**

Now the choice is yours! You will indicate your choice on the **Curriculum Choices Online Form**.

**Key date :**

**Friday 4 March 2022 - Deadline for the submission of the online Curriculum Choices Form.**

Please don't rush through the process - take your time and arrive at a carefully considered decision.

**Please be aware that the option choices made by students will inform the creation of teaching groups and staffing levels, recruitment of additional teachers etc in each subject area and as such it may not be possible to change your choices once the process is complete.**

Please research your choices carefully before submitting your form by Friday 4 March 2022. After this date the groups will be checked and forms submitted after may have reduced chance to secure their first choices.

**LOUISE HUSBAND**  
Assistant Head

[LHusband@Heathfieldcommunityschool.co.uk](mailto:LHusband@Heathfieldcommunityschool.co.uk)

**Luke Scott**  
Head of Year 9 (WEALS)

[LScott@Heathfieldcommunityschool.co.uk](mailto:LScott@Heathfieldcommunityschool.co.uk)

**Joe Draper**  
Head of Year 9 (THYR)

[JDraper@heathfieldcommunityschool.co.uk](mailto:JDraper@heathfieldcommunityschool.co.uk)

## Subject Leader Contacts

Subject	Name of Lead Staff	Contact Email
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<b>Prince's Trust</b>	Brian Edmunds	<a href="mailto:BEdmunds@heathfieldcommunityschool.co.uk">BEdmunds@heathfieldcommunityschool.co.uk</a>

# NOTES

