

HAMMERSMITH

Academy



# OPTIONS BOOKLET

Academic Year 2023-2024

# YEAR 8 OPTIONS



Entry into the Hammersmith Academy upper school will be a significant stage in your academic career. In addition to the pursuit of academic excellence you will be expected to develop a more mature attitude to people and work.

In past years most of the major decisions facing you in life have been taken for you – by parents, teachers and other adults. Now probably for the first time, the choice is yours.

## Options Policy

It is the aim of the Academy to make as many subjects as possible available to all students. Students are guided onto the most appropriate courses through our pathways process so that they have the best opportunities to succeed. We will always try to offer students their first choices however on some occasions we may not be able to provide a student's first choice due to for example; not enough students choosing a course or timetable clashes.

# KEY STAGE 4 CURRICULUM

OUR AIM IS TO ENSURE THAT EVERY STUDENT FOLLOWS A BROAD, BALANCED AND RIGOROUSLY ACADEMIC CURRICULUM. ALL STUDENTS WILL FOLLOW THE CURRICULUM MODEL SHOWN BELOW.

Timetable Periods																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ENGLISH				MATHS			SCIENCE			RE	PE	Spanish		OPTION Geog or His		OPTION 1		OPTION 2	

Each timetable period lasts for 1 hour and 20 minutes.

## Our Core Curriculum:

Every student must take English Language, English Literature, Maths, Combined Science, RE, and PE (Core, not GCSE) as well as three other subjects:

OPTION CHOICES		
Geography – Pathway 1& 2	Economics	Art
History – Pathway 1&2	Triple Science	Drama
Spanish –Pathway 1	Music	Design Technology
Media	Computer Science	PE
Enrichment		

However

- **Pathway one** students **MUST** choose Spanish and at least one Humanities\* subject.
- **Pathway two** students **MUST** choose at least one Humanities subject. (Pathway 2 students may also choose a language as part of their option choice)

This means that **the majority of students** will study the broad **core of traditional academic subjects** (known as the **EBacc**) which we believe will fully prepare them for entry into higher education and eventually the competitive world of work.

\*Humanities subjects are either Geography or History.

## Option Choices

\*\* Some students will be guided to choose Enrichment in order to provide additional support in English or Maths or to gain an additional qualification.

Students **may not choose** both DT and Art together.

# ART AND DESIGN

<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	GCSE Art and Design
<b>Assessment GCSE:</b>	Coursework: 60% Controlled Assessments: 40%
<b>Possible pathway from this course</b>	Students gaining at least a 6 will be able to opt for A-Level Art and Design.

## Why choose Art and Design?

Studying Art & Design is a great way to engage with the environment around you in a visual way. This course allows you to explore a range of wet, dry, digital and new medias; through the exploration of exciting themes and issues relevant to the world we live in. Through this course you'll develop transferable skills, such as problem solving, communication and critical thinking skills, which will prepare you for further study or the world of work, regardless of the subjects or career you wish to pursue.

## Course Content:

The GCSE course covers the skills of exploring, developing, evaluating and refining the creative process. This is done through a range of 2D, 3D and digital processes. You will also need to articulate and annotate your ideas through critical writing alongside your artistic practice. The first year of study will involve the building of a technical skills portfolio which will allow you to engage in the wider art world and learn the skills needed moving into your second and third year of GCSE study.

## Component 1: Personal Portfolio

60% - The personal portfolio consists of two theme-based projects, which cover the four Assessment Objectives: develop, refine, record, present. The portfolio will be a combination of sketchbooks and final pieces.

## Component 2: Externally Set Assignment

40% - 10 hours of sustained focused study

A personal project will be developed by students in response to an externally set theme. Preparation work will show an accumulation of skills developed from Component 1 and end with a 10 hours supervised exam piece. A response to all four assessment objectives is required. Work presented is marked by the centre and moderated by Edexcel.

Structure of Assessment	
<b>40% of the final GCSE grade</b>	Controlled assessment
<b>60% of the final GCSE grade</b>	Portfolio of work

For more information please speak to:

- Ms Samuels, Head of Art ([esamuels@hammersmithacademy.org](mailto:esamuels@hammersmithacademy.org))
- Instagram: HA\_Artists

# COMPUTER SCIENCE

<b>Exam Board</b>	OCR
<b>Qualification</b>	1 GCSE equivalent
<b>Assessment GCSE:</b>	There are two components which will be two external exams, Components 01 and 02, weighted at 50% each.
<b>Possible pathway from this course</b>	Students will gain sufficient knowledge and programming skills to progress onto A Level Computer Science or BTEC Level 3 Information Technology if they attain a level 6 or above.

## Why choose Computer Science?

Technology is used by everyone. The development and evolution of smart phones, tablet computers and other devices have become everyday communication items giving instant access to the internet and various applications. The course has been designed to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. The programming project provides an opportunity for students to apply the knowledge and skills gained through the course to solve a problem.

## Course Content:

All students will complete 2 Components in total. Component 1 focuses on Computer Systems and the theoretical side of the subject, Component 2 focuses on Computational thinking, algorithms and Programming aspects.

### Course Summary: Paper 1 – Computer Systems

- Architecture of the CPU
- Common CPU components and their functions
- Embedded Systems
- Primary Storage & Secondary Storage
- Units of Data Storage (Binary, Denary conversation, adding binary integers, hexadecimal, Binary shifts, images, sound and compression)
- Networks, Network Hardware, topologies
- The Internet, Connecting wired and wireless networks, Encryption and IP and MAC addressing
- Operating Systems, Utility Software
- Ethical, Legal, Cultural and Environmental impact of technology

### Course Summary: Paper 2 – Computational thinking, algorithms and programming

- Algorithms
- Programming Fundamentals
- Producing Robust programs
- Boolean Logic
- Practical Programming in Java and Python

The course also contains some advanced mathematical concepts including an understanding of the use of number bases, e.g. binary and hexadecimal notation. Students will need to be able to understand the concepts behind binary arithmetic and base number conversions, and to manipulate and link various programming concepts such as data types, string manipulation, program flow control, functions, procedures and error handling.

### What other skills will I learn?

There is a strong mathematics component which goes into some topics not always covered in the maths GCSE, for example binary and hexadecimal number systems. Research skills are practiced in sourcing reliable information from a variety of different sources. Your creative side will be explored in the solutions you create for given problems.

### What careers could this lead me to?

A vast range of careers would benefit from an enhanced knowledge of computers and employers and education providers expect young people to be skilled with technology to some extent. Careers directly related to the Computer Science include Computer Programmer, Games Designer, Network Technician, Web Designer and Data Analyst. Major international companies are present in the UK and looking for bright new talent:

- Google
- Microsoft
- Apple
- Samsung
- Facebook

Structure of Assessment	
50% (Component 1)	External Exam (Computer systems). Duration: 1 hr 30 minutes
50% (Component 2)	External Exam (Computational thinking, algorithms and programming) Duration: 1hr 30 minutes

For more information please speak to:

- Dr Curtis, Head of Computer Science
- [acurtis@hammersmithacademy.org](mailto:acurtis@hammersmithacademy.org)

# DRAMA

<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	GCSE Drama
<b>Assessment GCSE:</b>	<ul style="list-style-type: none"><li>• Devised performance and portfolio: 40%</li><li>• Performance Exam: 20%</li><li>• Written Exam: 40%</li></ul>
<b>Possible pathway from this course</b>	Students with at least a grade 6 will be able to opt for A-Level Drama and Theatre Studies. This qualification will also support English Literature A-Level.

## Why choose Drama?

This course will build upon the skills and styles of theatre that students have learnt about in Year 7 and 8. Year 9 will be a foundation year that further equips all students to achieve at KS4. This year will be used to build confidence in performance, especially in front of external audiences and develop key acting and analytical skills.

Drama allows students the opportunity to explore their own feelings and beliefs in relation to the world around them. Students work imaginatively and creatively in collaborative contexts, generating, developing and communicating their ideas. Students will develop independent learning skills to become critical and reflective thinkers.

The core skills of teamwork, communication, confidence and creative thinking learnt on this course will allow students to achieve in whatever field they choose to pursue.

## Course Content:

### Component 1: Devising (40% of final mark)

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece.

Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills.

**PERFORMANCE: 15 marks PORTFOLIO: 45 marks**

### Component 2: Performance from a text (Performance Exam 20% of final mark)

Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

### Component 3: Theatre Makers in Practice (Written Exam – 40% of final mark)

There are two parts to the written exam, Section A is based on DNA by Dennis Kelly, a play text you will practically explore in class and Section B is the evaluation of a Live Theatre Performance. The exam is 1 hour and 45 minutes long and assessed at the end of Year 11.

To be successful in GCSE Drama, Students should be able to work collaboratively with others, have a passion for performance and be interested in seeing live theatre.

## For more information please speak to:

- Ms L Williams, Lead Teacher of Drama
- luwilliams@hammersmithacademy.org

# DESIGN TECHNOLOGY

<b>Exam Board</b>	AQA
<b>Qualification</b>	GCSE Design Technology
<b>Assessment GCSE:</b>	<ul style="list-style-type: none"><li>• Written Examination: 50%</li><li>• Non-Examined Assessment: 50%</li></ul>
<b>Possible pathway from this course</b>	Students gaining at least a grade 6 will be able to opt for A-Level Product Design.

## Why choose Design Technology?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will learn about wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Design and technology pupils learn about electronics, computing, engineering, CAD, CAM, robotics, traditional and new materials and lots more. They will also develop business critical skills in problem-solving, innovation and team-work. The course is designed to develop core STEM skills, ultimately leading learners into either a design or engineering pathway for further education and beyond.

## Course Content:

Throughout the course, pupils will get the opportunity to take risks and work creatively using ICT and the workshop, when designing and making. They will learn to apply technical and practical expertise to solve real –life design problems.

The course is a combination of written theory and practical application. Students will be required to apply their knowledge, to complete a final Non-Examined Assessment task. This involves a single design and make project, in response to a design context, set by AQA Exam board in June of Year 10.

The design and make project consists of an in depth investigation, leading to the development of a physical outcome all evidenced in a concise digital design folder. The remaining proportion of student's GCSE grade will be examined in a 2 hour written paper which consists of multiple choice, short answer and extended response questions.

Structure of Assessment	
<b>50% of GCSE grade 100 marks</b>	Written Paper (2 hours) <ul style="list-style-type: none"><li>• Section A: Core Technical Principles</li><li>• Section B: Specialist Technical Principles</li><li>• Section C: Designing and Making Principles</li></ul>
<b>50% of GCSE grade 100 marks</b>	Non-Exam Assessment (Approximately 35 hours)

**For more information please speak to:**

- Ms Ferrell, Head of Design Technology
- LFerrell@hammersmithacademy.org



# ECONOMICS

<b>Exam Board</b>	OCR
<b>Qualification</b>	GCSE Economics
<b>Assessment GCSE:</b>	Examination: 100% (2 written examinations)
<b>Possible pathway from this course</b>	Students gaining at least a grade 6 will be able to opt for A-Level Economics or Business Studies. Students who achieve a grade 5 will be able to opt for a BTEC Level 3 in Business.

## Why choose Economics?

Economics is the study of how individuals, businesses and governments make decisions. It explains how businesses operate, why some have more money than others, how countries become wealthy and how resources are allocated. As well as being a fascinating subject which can explain the world around you, pupils who study economics at school and university on average earn more than almost any other subject, showing how valued it is by employers.

## Course Content:

The subject consists of two distinct units which cover different aspects of Economics.

### Paper 1: How markets work

This unit will give students an introduction to Economics, equip them with the basic tools of the economist and help them understand their place in and contribution to the economy as consumers, workers and citizens. Students will be able to investigate a range of contemporary issues, analysing the evidence from different perspectives so as to make reasoned judgements and informed decisions.

### Paper 2: How the economy works

In the study of this unit, students will further develop their understanding of economic concepts and theories. Students will apply these to a range of economic issues locally, nationally and globally.

Structure of Assessment	
<b>50% of the final GCSE grade</b>	How markets work
<b>50% of the final GCSE grade</b>	How the economy works
Both units are assessed via a written examination.	

For more information please speak to:

- Ms Erdmann, Head of Economics and Business
- [jerdmann@hammersmithacademy.org](mailto:jerdmann@hammersmithacademy.org)

# ENGLISH LANGUAGE AND ENGLISH LITERATURE

<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	GCSE English Language and English Literature
<b>Assessment GCSE:</b>	<ul style="list-style-type: none"> <li>• Language - Examination 100%</li> <li>• Literature - Examination 100%</li> </ul>
<b>Possible pathway from this course</b>	Students achieving at least a grade 6 in both Language and Literature will be able to opt for A-Level English Language and Literature.

## Course Content:

This course prepares students for two GCSEs in Language and Literature. It follows the requirements of the National Curriculum for Key Stage 4. The objectives of the course are:

- To read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
- Read in depth, critically and evaluative, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often.
- Appreciate the depth and power of the English literary heritage.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

### Structure of Assessment: Language

<b>100% of the final GCSE grade</b>	<ul style="list-style-type: none"> <li>• Fiction and imaginative writing (40%): examination</li> <li>• Non-fiction and transactional writing (60%): examination</li> </ul>
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### Structure of Assessment: Literature

<b>100% of the final GCSE grade</b>	<ul style="list-style-type: none"> <li>• Shakespeare and post-1914 literature (50%): examination</li> <li>• 19th Century novel and poetry since 1789 (50%): examination</li> </ul>
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For more information please speak to:

- Mr T Smith, Head of English
- [tsmith@hammersmithacademy.org](mailto:tsmith@hammersmithacademy.org)

# GEOGRAPHY

<b>Exam Board</b>	AQA
<b>Qualification</b>	GCSE Geography
<b>Assessment GCSE:</b>	Examination: 100%
<b>Possible pathway from this course</b>	A-Level Geography, History, Sociology, Psychology

Geography is all about learning where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. Geography builds on pupils' own experiences to investigate places at all scales, from the local to the global, and allows students to investigate issues in current affairs. Beyond this, the English Baccalaureate increases the importance of studying Geography at GCSE. The Geography curriculum develops skills in map work, data presentation, research and investigation, interpretation and analysis. In Geography you will learn to write balanced accounts, express your opinions on geographical issues and draw reasoned conclusions.

## Course Content:

AQA offers a range of engaging and interesting topics, many of which you will be familiar with after studying geography in Years 7 and 8 at Hammersmith Academy.

Unit	What will I learn?
<b>Paper 1: Living with the physical environment</b>	<p>This unit is all about physical geography – the dynamic nature of physical processes and systems and how humans interact with them.</p> <p><b>Section A:</b> The challenge of natural hazards – earthquakes, volcanoes, tropical storms, climate change and extreme weather events in the UK.</p> <p><b>Section B:</b> The living world – ecosystems, tropical rainforests, deserts or cold environments.</p> <p><b>Section C:</b> Physical landscapes in the UK – rivers and coasts.</p>
<b>Paper 2: Challenges in the human environment</b>	<p>This unit is all about human geography – how humans are affected by, and impact, the physical environment.</p> <p><b>Section A:</b> Urban issues and challenges – urban change in Brazil and the UK.</p> <p><b>Section B:</b> The changing economic world – economic development and employment changes in the UK and Nigeria.</p> <p><b>Section C:</b> The challenge of resource management – managing water, energy and food supplies.</p>
<b>Paper 3: Geographical applications</b>	<p>This unit is all about using your geographical skills to investigate geographical issues.</p> <p><b>Section A:</b> Issue evaluation – use critical-thinking and problem-solving skills to evaluate a particular geographical issue using secondary sources.</p> <p><b>Section B:</b> Fieldwork – undertake two geographical enquiries which includes collecting primary data on two field trips.</p>

Structure of Assessment	
<b>35% of the final GCSE grade</b>	Paper 1 – written exam at the end of Year 11
<b>35% of the final GCSE grade</b>	Paper 2 – written exam at the end of Year 11
<b>30% of the final GCSE grade</b>	Paper 3 – written exam at the end of Year 11

For more information please speak to:

- Mr P O'Brien, Head of Geography [pobrien@hammersmithacademy.org](mailto:pobrien@hammersmithacademy.org)

# HISTORY

<b>Exam Board</b>	AQA
<b>Qualification</b>	GCSE History
<b>Assessment GCSE:</b>	Examination: 100%
<b>Possible pathway from this course</b>	GCSE History is highly respected and opens up many pathways from Apprenticeship to A-Levels such as History, Politics, Geography, Psychology, Sociology, English and many others.

Studying History at GCSE can be very challenging and will broaden your skill base to make you a more successful all-round candidate for A-Levels. You have to combine learning a great amount of information with complex skills of analysis and interpretation. However, these are skills that are not just useful for GCSE but also will give you the tools to approach decisions in life with critical reasoning skills. Most importantly, History helps us to understand the world today.

- In Conflict and Tension we see how the build up to WW1 is being repeated in Ukraine, Taiwan and Ethiopia.
- In Germany – Democracy to Dictatorship we can see how indoctrination and propaganda can manipulate our worst fears and turn people against one another as we see today in Britain, North Korea and China.
- In Elizabethan England we look to how Britain once was to understand how we got to where we are today.
- In Health through time, we can see how far we have gotten through the hard work of individuals, technology and government but equally how little we have grown from Medieval times as we are all desperate to stay healthy.

<b>What will I learn?</b>
<b>Paper 1:</b> <ul style="list-style-type: none"><li>• <b>2 hours</b></li><li>• <b>84 marks (including SPAG)</b></li><li>• <b>50% overall mark</b></li><li>• <b>Section A: Germany 1890-1945 Democracy and dictatorship</b></li><li>• <b>Section B: Conflict and Tension 1918-1939</b></li></ul>
<b>Paper 2:</b> <ul style="list-style-type: none"><li>• <b>2 hours</b></li><li>• <b>84 marks (including SPAG)</b></li><li>• <b>50% overall mark</b></li><li>• <b>Section A: Thematic Study: Britain Health and the people</b></li><li>• <b>Section B: British depth Study: Elizabethan England</b></li></ul>

<b>Structure of Assessment</b>	
<b>50% of the final GCSE grade</b>	Paper 1 – written exam at the end of Year 11
<b>50% of the final GCSE grade</b>	Paper 2 – written exam at the end of Year 11

For more information please speak to:

- Mr Glavanis, Head of History
- [aglavanis@hammersmithacademy.org](mailto:aglavanis@hammersmithacademy.org)

# MATHEMATICS

<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	GCSE Mathematics
<b>Assessment GCSE:</b>	Examination: 100%
<b>Possible pathway from this course</b>	Students achieving a GCSE Grade 7 or above will be able to opt for A-Level Mathematics; those achieving Grade 8 or above will be able to opt for A-Level Further Mathematics

## Course Content:

The broad areas of GCSE study are:

**Number:** Including the ability to use a range of methods of computation and to use a calculator.

**Algebra:** The expression of relationships, their algebraic manipulation and the use of algebra to solve problems.

**Shape, Space and Measures:** Exploration of shape and space through drawing, theoretical and practical work, e.g. area, volume, angles etc.

**Handling Data:** Use of statistical methods, the representation of data and problems involving probability.

### Using and Applying Maths (Functional Skills)

Through practical problem solving and mathematical investigations.

### Ratio and Proportion

Using relationships between length, area, volume and other quantities such as currency to solve problems in a real-life context.

Structure of Assessment	
<b>100% of the final GCSE grade</b>	3 Papers at the end of Year 11 (all papers will be 1 hour 30mins) <ul style="list-style-type: none"> <li>• 1 Non-calculator Exam</li> <li>• 2 Calculator Exams</li> <li>• Final decisions regarding tier of entry will be made following mock exams which take place in Year 11</li> </ul>

In addition to the GCSE Mathematics qualification, students who are consistently achieving above the expectations of the course will be invited to work towards the Further Mathematics GCSE qualification. This is run as a Session 3 in Year 10 and Year 11, as well as opportunities in lesson time to practise the key skills. This qualification assesses students' higher order mathematical skills at GCSE level, but also introduces them to key topics in A Level Mathematics and Further Mathematics.

### For more information please speak to:

- Ms Suganthakumaran, Head of Mathematics
- [ssuganthakumaran@hammersmithacademy.org](mailto:ssuganthakumaran@hammersmithacademy.org)
- Twitter: @HA\_Maths

# MEDIA STUDIES

<b>Exam Board</b>	Eduqas
<b>Qualification</b>	GCSE Media Studies
<b>Assessment GCSE:</b>	<b>Exam 70% (two exams: 40% for Component 1 and 30% for Component 2) and Controlled assessment 30%</b>
<b>Possible pathway from this course</b>	Students achieving at least a grade 5 in this subject will be able to choose to take an A Level in Media Studies or A Level Film Studies

## Why choose Media Studies

We are bombarded with Media every day of our lives. From advertisements, radio, television, music videos, film marketing, video games, newspapers, magazines, online media and all the technological devices that support this media output, it's everywhere. So, in a society that relies on mass communication for anything from entertainment to politics, it becomes more important than ever to have the tools to deconstruct the methods and intentions of media productions; to be an active critic rather than a passive consumer with media bombardment. Beyond the grades that students receive, if they have the tools to decode the media that is presented to them, they have a profoundly valuable skill in an ever-changing society.

This creative course will allow learners to study the media in an academic context and apply the knowledge and understanding gained in the process of creating their own media production. The course is academically rigorous and akin to English in its approach. We also will ensure that you use a range of industry standard software in your practical assignments including HD DV video cameras, SLR digital cameras and a fully functioning Mac editing suite equipped with the full range of Adobe software programmes such as Photoshop. We plan trips so that learners can experience the diversity of media, and tentative plans for 2022 include: Museum of Media in Bradford, Disneyland Paris, and ambitious ideas to travel to LA to experience the film industry on a bigger scale.

## Is it for me?

GCSE Media is a well-subscribed subject that will appeal to consumers who use or are interested in:

- Social media platforms such as Twitter, Instagram, TikTok, Discord, Snapchat and Twitch
- Video games on PlayStation, Xbox, Nintendo and PC (even video-game streaming channels such as Twitch or YouTube)
- Stream films/TV programmes on Netflix, Amazon Prime, hulu, Disney+; who have cable/satellite such as Sky or Freeview with terrestrial and cable channels, and pay their license fee for BBC iPlayer
- DAB radio such as Radio 1, CAPITAL or even Radio 4 and Classic FM
- Magazines such as Vogue, GQ, Pride in print and online
- Representations in advertising campaigns and careers in film marketing
- Creating short TV programmes, music videos, magazine covers or film posters; and those who want to explore the messages and values that underpin the media products that they consume.

<b>Structure of Assessment</b>	
<b>Component 1: Exploring The Media (40%)</b> <b>Written exam</b> <b>1 hour 30 minutes</b>	Learners are assessed on media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.
<b>Component 2: Understanding Media Forms and Products (30%)</b> <b>Written examination</b> <b>1 hour 30 minutes</b>	Learners are assessed all areas of the theoretical framework and contexts of the media in relation to television and music.
<b>Component 3: Creating Media Products (30%)</b> <b>Non-exam assessment</b> <b>Choice of 4 Briefs</b>	Learners are assessed on an individual media production for an intended audience in response to a choice of briefs set by WJEC (either TV Production, Magazines, Film Marketing or Music Videos), applying knowledge and understanding of media language and representation.

**For more information please speak to:**

- Mr Cole, Head of Media    [scole@hammersmithacademy.org](mailto:scole@hammersmithacademy.org)

# MUSIC

<b>Exam Board</b>	OCR
<b>Qualification</b>	GCSE Music
<b>Assessment GCSE:</b>	<ul style="list-style-type: none"><li>• Listening Examination: 40%</li><li>• Performance: 30%</li><li>• Composition: 30%</li></ul>
<b>Possible pathway from this course</b>	Students achieving a grade 6 or above and working at or above grade 5 in their instrument will be able to opt for Music A-Level or BTEC.

## Why choose Music?

Music provides students the opportunity to perform and compose developing creative and collaborative skills. Many universities value music highly, even when applying for non-music courses like medicine or law, because of the transferable and soft skills it exhibits.

## Course Content:

Students will study a variety of styles through the 5 areas of study outlined below:

1. **My Music** - students study their instrument composing and performing in their chosen genre.
2. **Concerto Through Time** - understanding the development of classical music including iconic composers Mozart, Bach and Beethoven.
3. **Rhythms of the World** - learning about various World Music styles including Punjabi Bhangra, Palestinian Folk Music, African Drumming and Salsa.
4. **Film Music** - looking at music which helps tell a story including film and video game music such as Pirates of the Caribbean, Jaws, Assassin's Creed and Halo.
5. **Conventions of Pop** - understanding the history of pop, from Elvis to the Rock Anthems of the 70s and 80s, to Michael Jackson and Adele.

## Coursework Elements:

- **2 Compositions** - one a free choice, the other in the style of one of the areas of study.
- **Solo Performance** - students are expected to work on these independently.
- **Group performance** - rehearsal time given in lessons.

## Career Options:

Music Journalist, Sound Technician, Stage Rigger, Promoter, Event Manager, Audio Engineer, Music Therapist, Sound Designer, Orchestrator, Conductor, Songwriter, Jingle Writer, Music Producer, Composer, Session Musician, Performer, Manager, Tour Manager, Tour Co-ordinator, Music Director, Music Publisher, Music Journalist, Booking Agent, Music Marketing, Disk Jockey, Music Teacher, Music Co-ordinator, Instrument Maker, Instrument Repairer, Foley Artist.

**To be successful in GCSE Music:** Students will need enthusiasm for making and performing music. They need to be open minded to different musical styles and interested in learning more about music. The ability to read music notation will be useful although **not** essential and students **MUST** be able to play an instrument and/or sing. Students are strongly recommended to have instrumental/vocal lessons as the ability to perform is an essential requirement of the course (financial assistance may be available if needed). Students should also take part in extra-curricular opportunities provided by the music department to improve their musicality, such as choirs, band etc.

For more information please speak to:

- Mr De Carolis, Lead Teacher of Music [ldecarolis@hammersmithacademy.org](mailto:ldecarolis@hammersmithacademy.org)



# PHYSICAL EDUCATION

<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	GCSE Physical Education
<b>Assessment GCSE:</b>	<ul style="list-style-type: none"> <li>• 60% theory exam (2x exam papers)</li> <li>• 30% practical assessment (3x sports)</li> <li>• 10% coursework</li> </ul>
<b>Possible pathway from this course</b>	Students achieving a grade 5 or above in this course and across all three sciences will be able to opt for BTEC Sport.

## Why choose GCSE PE?

If you love sport and physical activity and are interested in how the body works, then this course is for you! GCSE PE is a great way to develop your theoretical knowledge and understanding of human anatomy and physiology. You will be able to investigate fascinating topics such as health, wellbeing, diseases, drugs in sport, movement analysis, psychology in sport, sport development – and you'll be able to apply your learning to different scenarios in both elite and community sport.

Structure of Course	
<b>Component 1 theory exam (30%)</b>	Topics include: anatomy and physiology, movement analysis, physical training, data analysis
<b>Component 2 theory exam (30%)</b>	Topics include: health, fitness, wellbeing, sport psychology, socio-cultural influences in sport, data analysis.
<b>Practical Sport (30%)</b>	<p>You will have the opportunity to try lots of different sports over the 3 years. You will take part in fitness testing and you will end up being assessed in one team sport, one individual sport and one more team or individual sport (option to choose). We expect all GCSE PE students to be committed to their sport outside of school and encourage all students to do their best to be a part of a club of some kind. If you do a sport outside of school to a high standard, you can be assessed in that sport too!</p> <ul style="list-style-type: none"> <li>• <b>Team sports include:</b> football, basketball, cricket, handball, netball, rowing, rugby, volleyball.</li> <li>• <b>Individual sports include:</b> badminton, dance, table tennis, tennis, boxing, athletics, swimming, cycling, golf, gymnastics, equestrian, kayaking, rock climbing, trampolining.</li> </ul>
<b>Coursework (10%)</b>	You get to design and carry out your own 6 week training programme that will help you to improve your performance in a sport of your choice. You will learn how to evaluate your own sporting performance and you will develop key skills to plan and carry out your own fitness programme and you will also analyse your own data.
<b>Career Options</b>	Professional sports person, sports coach, personal trainer, dietitian, nutritionist, PE teacher, sport scientist, data analyst, physiotherapist, sport psychologist, outdoor activities instructor, sports agent, lifeguard, leisure centre manager, health trainer, events manager, therapist, sports commentator, sports journalist, sports development officer...so many avenues to explore!

*Continues on next page*

To be successful in GCSE PE: you will need to be willing to do your best, work hard and enjoy a range of sports and physical activities. A commitment to developing your own fitness is important as well as playing sport in your spare time.

**For more information please speak to:**

- Mr Wood [jwood@hammersmithacademy.org](mailto:jwood@hammersmithacademy.org)
- Instagram: [@hasport1](#)

# CORE PHYSICAL EDUCATION

## Course Content

Physical Education forms a compulsory part of the core curriculum. The KS4 core PE programme serves to reinforce the benefits of living a healthy lifestyle and to empower every student with the knowledge and ability to live a healthy and active lifestyle.

Students get autonomy over their curriculum in KS4 core PE and have choices of pathways and activities. The pathways to choose are Competitive ME, Social ME and healthy ME. For each pathway, at the start of each half term, teachers and students will discuss what sporting activity they would like to cover. Over the year, the activities covered meets the needs of the national curriculum and therefore the activities needs to be broad and balanced over the year (i.e. We can't just play the same sport all year).

### Competitive ME:

- Our competitive lessons are for students who are constantly striving to improve both individual and team performance. This block is designed for you if you are passionate about sport and you're willing to work hard and develop all aspects of your sporting ability.
- Competition is at the heart of this programme, so if you love competing against others, then this block is for you! i.e. elite sports mentality.
- There will be an element of analysing performance during this strand in order to improve your own and peers performance.

### Social ME:

- This option block is for you if you want to play sport for fun, you enjoy leading activities and can work with your friends in a range of sporting activities.
- If you enjoy playing sports but not quite as competitively as others – this is the block for you! You enjoy playing sports and exercising with friends and working in teams.
- Competition is also built in by how well you work/play as a team. You will get points based on your role within your team and your teamwork/leadership skills.
- You will still focus on developing skills and performances yet there will also be emphasis on teamwork, leadership and communication.

### Healthy ME:

- This option block will help you to understand your body better and it will give you some simple action plans to help you become healthier/stay active.
- There will be less (potentially no) focus on competition and less focus on how good you are at a sport with more focus on staying active and still enjoying physical activity.
- Team games, if used, will have less focus on how good you are at that sport with more emphasis on taking part and being active.
- Whatever your fitness goals, experience or level of ability, there will be something for everyone in our wide range of activities designed to help you to become healthier, fitter and stronger!

To make students aware of the sporting and leisure opportunities available in the local area we hold many lessons off-site at Kings House School Sports Ground, Fulham Reach Rowing Club and BMX opportunities at Wormwood Scrubs BMX track which all provide outstanding facilities for our students to enjoy.

### For more information please speak to:

- Mr Beattie, Head of PE ([sbeattie@hammersmithacademy.org](mailto:sbeattie@hammersmithacademy.org))
- Instagram: [hasport1](#)

# RELIGIOUS STUDIES

<b>Exam Board</b>	AQA
<b>Qualification</b>	GCSE Religious Studies
<b>Assessment GCSE:</b>	Examination: 100%
<b>Possible pathway from this course</b>	A-Level Philosophy, Politics, Religious Studies & Theology

In RE students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Paper one focus on the core beliefs and teachings of two religions; Islam and Christianity. Students will gain an understanding of the underpinning concepts of both religions and how they impact followers on a day-to-day basis. Students will need to learn quotes from the Qur'an and the bible to support the arguments they make.

Paper two focus on ethical issues that are pertinent to modern society. Students explore the variety of religious views on these topics and use this to reach their own independent conclusions.

## Course Content

Link to the course specification:

<https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>

Unit	What will I learn?
<b>Component 1: The study of religions: beliefs, teachings and practices</b>	Beliefs, teachings and practices of two key world religions: <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> </ul>
<b>Component 2: Thematic Studies</b>	Four religious, philosophical and ethical studies themes: <ul style="list-style-type: none"> <li>• Theme A: Relationships and families</li> <li>• Theme B: Religion and life</li> <li>• Theme E: Religion, crime and punishment</li> <li>• Theme F: Religion, human rights and social justice</li> </ul>

Structure of Assessment	
<b>Component 1</b>	Written exam: 1 hour 45 minutes. 50% of GCSE
<b>Component 2</b>	Written exam: 1 hour 45 minutes. 50% of GCSE

For more information please speak to:

- Mr D O'Hana-James, Head of Humanities
- DOHana-James@hammersmithacademy.org

# SCIENCE

<b>Exam Board</b>	AQA
<b>Qualification (Core)</b>	Combined Science (Double Award)
<b>Assessment</b>	Combined Science: Six terminal examinations of 1hr 15mins minutes each
<b>Qualification (Triple Sciences)</b>	3 Single Sciences: GCSE Biology, GCSE Chemistry, and GCSE Physics.
<b>Assessment</b>	3 Single Sciences: Six terminal examinations of 1hr 45mins each
<b>Possible pathway from this course</b>	<p>A Levels in science (Biology, Chemistry or Physics) require 2 6s in GCSE Combined Science or a 6 in GCSE Biology, Chemistry or Physics, as relevant.</p> <p>These A Levels also require grades 6 in English and 7 in Mathematics.</p> <p>Curriculum changes mean that the Combined Science course is more challenging than the previous 'Double Science' course. This means that the Combined Science route will act as an appropriate route into science A Levels and higher education.</p>

## Course Content:

Students following the Combined Science route will study biology, chemistry, and physics throughout Years 9-11. They will carry out a range of practical activities during the course. This route leads to six examinations taken at the end of Year 11.

Students following the Single Sciences route will study all three sciences in parallel across Years 9, 10, and 11, with a range of practical activities for each GCSE to be carried out during the course. This route will lead to six examinations taken at the end of Year 11.

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Cell Biology	Atomic Structure and the Periodic Table	Energy
Organisation	Structure, Bonding, and the Properties of Matter	Electricity
Infection and Response	Chemical Changes	Particle Model of Matter
Bioenergetics	Energy Changes	Atomic Structure
Homeostasis and Response	The Rate and Extent of Chemical Change	Forces
Inheritance, Variation, and Evolution	Organic Chemistry	Waves
Ecology	Chemical Analysis	Magnetism and Electromagnetism
	Chemistry of the Atmosphere	Space Physics (Triple Sciences Only)
	Using Resources	

## For more information please speak to:

- Mr T Bridle, Head of Science
- [tbridle@hammersmithacademy.org](mailto:tbridle@hammersmithacademy.org)

# SPANISH

<b>Exam Board</b>	AQA
<b>Qualification</b>	GCSE Spanish
<b>Assessment GCSE:</b>	Four equally weighted (25%) final exams as a 3-year linear course. Listening, Reading, Writing and Speaking examinations
<b>Possible pathway from this course</b>	Students gaining at least a grade 7 in Spanish will be able to opt for A Level Spanish.

## Why choose Spanish?

Spanish is a compulsory subject here at Hammersmith Academy.

If you enjoy communicating with other people, learning about different countries and cultures and want to be able to use these skills in your life, studies or working environment, studying a GCSE in Spanish is an excellent subject for you!

Our classes are mixed ability, there are not tiers, and our students work together, supporting and motivating each other at all times.

Students will learn many skills that are transferable, useful for other subjects, and necessary for a range of future careers, such as the ability to analyse, to reflect or being confident about speaking in public.

Students will develop language skills in a variety of contexts building on from their KS3 study and prepares students for further study, eg GCSE to AS; AS to A Level etc.

Our languages students will add an international dimension to their choice of GCSE subjects, a characteristic that many colleges, universities and future employers will look for.

<b>Structure of Assessment</b>	
<b>100% of the final GCSE grade</b>	Listening, Reading, Writing and Speaking examinations (25% each)

Spanish GCSE is now 100% examination based as there are no controlled assessment components to this GCSE.

- Listening, Speaking, Reading and Writing exams will be set and marked by the exam board (Speaking tests will be conducted by the teacher)
- Exams in all four skills will be tiered; students must sit exams in all four skills at the same tier
- Translation (English into target language in the Writing exam and target language into English in the Reading exam) - will be in sentences or short passages, depending on the tier
- Some target language questions in the Listening and Reading exams
- Literature as part of a range of stimulus texts in the Reading exam
- The Speaking test will consist of 3 parts
- Content and skills build on KS 2/3 and give excellent progress to AS and A-level

## Course Content

Three themes (Identity and Culture, Local and International issues, Studies and Future careers) cover the following GCSE topics:

1. Family and relationships
2. Technology
3. Free time
4. Festivals and Hispanic culture
5. House and town
6. Global issues
7. Social issues
8. Holidays
9. School and education
10. Future plans and work

## Native Speakers and Community Languages

If you are a native speaker in any of the following languages, you need to get in touch with Miss Torre to start discussing the requirements to enter you for this extra GCSE once in Year 10:

- Arabic,
- Bengali,
- Biblical Hebrew,
- Chinese (Spoken Mandarin), Chinese (Spoken Cantonese),
- Classical Greek,
- French,
- German,
- Greek,
- Gujarati,
- Italian,
- Japanese,
- Latin,
- Modern Hebrew,
- Panjabi,
- Persian,
- Polish,
- Portuguese,
- Russian,
- Turkish,
- Urdu

Parents and carers, please note that we do not process any GCSE entries in Year 8 or Year 9.

**For more information please speak to:**

- Ms De La Torre, Head of MFL
- [sdelatorre@hammersmithacademy.org](mailto:sdelatorre@hammersmithacademy.org)

## Hammersmith Academy


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