



Key Stage 4 Guide to Subjects The Hundred of Hoo Academy



September 2021

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OUR PLEDGE

We believe in the huge potential of our pupils and focus relentlessly on high aspirations and high achievement. Every child must be challenged, every gap to be closed and every learning opportunity is to be taken. The Hundred of Hoo Academy is committed to providing a world class education that covers a broad range of experiences, giving our pupils the tools to be successful in whatever they aspire to. Our aim is that every pupil will go on to the best university or a career of their choice.

We provide excellent teaching, backed up with regular and robust assessment. We make sure we know every pupil well, so that we understand their needs and provide realistic and stretching goals. We are a disciplined Academy, where pupils thrive in a culture defined by mutual respect and exceptional behaviour. We see parents as our partners and work closely with families to secure the best possible outcomes for their children.

We have an uncompromising culture of no excuses, and we insist on high standards for staff and pupils. We mean this, we follow it and we refer to it every day because we believe in it. We make no excuses and we expect none from pupils, parents or staff. At the same time, The Hundred of Hoo Academy offers a caring and supportive learning environment that nurtures pupils' development into positive, well rounded members of society. We strongly believe in aspiring to provide a world class education and we are proud of our pupils. Every pupil matters; every pupil can achieve; every lesson counts.

We ensure that the best guidance is given across each of our institutions. We strongly believe that the advice and guidance given to our pupils throughout their academic career is vital to ensuring their success in the future, whether that be further and higher education, apprenticeships or employment. Independent advice and guidance is given to all pupils prior to them choosing their subjects during transition phases; ensuring that they have the knowledge and vision to be able to make those difficult decisions about their future. Our belief is that no child should lack motivation and ambition to succeed, aiming to tackle permanent exclusion and increase employment opportunities because pupils understand the need to be educationally successful and have the desire to meet that need.

The Hundred of Hoo Academy combines the traditional values of strong discipline, smart uniform and good manners with the best of modern teaching. We believe passionately that education transforms lives, that there is no ceiling to achievement and we are extremely proud of the academic progress that our pupils make.

SUPPORTING CHOICES AS A PARENT/CARER

Dear Parent/Carer

At the Hundred of Hoo Academy it is our duty to ensure that every pupil has the opportunity to succeed academically, economically and socially; a duty that is shared by you, the parent/carers. Working together, we will provide our young people with the appropriate pathway to the future they deserve.

We recognise that making subject choices is a life-altering decision and, as such, the Academy ensures that the best guidance is given. We strongly believe that the advice and guidance given to our pupils throughout their academic career is vital to ensuring their success in the future, whether that be further and higher education, apprenticeships or employment. Independent advice and guidance is given to all pupils prior to them choosing their subjects for next year, ensuring that they have the knowledge and vision to be able to make those difficult decisions. Pupils will need to make their own choices from option blocks selected to suit them.

When supporting your child in the selection process, please ensure previous attainment and progress, future planning and enjoyment are considered. At this vital stage in your child's education, it is imperative that the correct personal choices are made.

This process is one that will ensure that every pupil will aspire to greatness, achieve their goals and excel in all that they do. Thank you for your continued support in ensuring that this Academy and its pupils move from strength to strength.

Yours sincerely



Mr C Guerrin-Hassett

Principal

THE KEY STAGE 4 CURRICULUM

The options process is a crucial time for all our pupils, with them starting to consider what their next steps in both education and employment will be. It is a time for careful consideration and a time in which the Academy will support pupils in maintaining breadth within their Key Stage 4 curriculum, and to study subjects that enable them move onto their next stages of education.

The Curriculum

All pupils will have to study and take examinations in English, Mathematics and Science (although the type of course and tier may differ).

Subject	Curriculum Time (Across the fortnight)
Core (Compulsory) Subjects	
English	9 Hours
Maths	8 hours
Science	9 hours
Physical Education	2 hours
PSHRE	1 hour
Option subjects	
1 Choice from the Ebacc Subjects	5 hours
3 Free choices	15 hours

Choosing Options

- The option subjects that pupils choose must be selected from the subjects studied in year 9.
- Please note that all subjects offered are subject to staffing and could change prior to the start of the academic year; therefore students will be asked to select more options than they will take (in order of preference).
- So that pupils can make the best possible choices, they will need to find out as much as they can

CHOOSING A COURSE

Pupils **should** choose courses because;

- They enjoy the subject
- They have performed well or are making good progress in the subject
- It will help them with their future, their Post 16 education or when they leave The Hundred of Hoo Academy
- It will give them a good balance of subjects so they have a breadth of options at Post 16.

Pupils **should not** choose courses because;

- Their friends have chosen it
- They like the teacher - they may have a different teacher next year
- They dislike the teacher who is teaching them at the moment - they may have a different teacher next year
- They have never studied it before and it sounds exciting and different, they may not have the background knowledge to have a real interest.



THE ENGLISH BACCALAUREATE SUBJECTS



The core subjects, English, Maths, Science, History, Geography, a Modern Foreign Language, PSHE and Physical Education, all follow a 5 year curriculum that builds towards the formal start of GCSE in Year 10. The following pages give you the information and guidance on each core subject from the start of year 10.

SUBJECT: ENGLISH

Exam Board: Eduqas (WJEC)



Vision Statement

The English curriculum at the Hundred of Hoo Academy is one which prepares pupils for success at GCSE and beyond. The curriculum has been designed to embed fundamental writing, reading and verbal skills that not only prepare pupils for Post 16 English courses, but also for adult life.

We promote a love for our subject through a rich variety of novels, poetry and drama. Our pupils have a varied and engaging diet which will encourage them to pursue English as a Post-16 option.

The English Department firmly believes that there is no ceiling to what our pupils can achieve. Every pupil will leave Key Stage Four with the necessary skills to ensure they are successful as they move to the next stages of their academic career, training or employment.

Course Outline/Assessment Methods

English Language:

Component 1:

Section A: Reading (20%)

This section, through structured questions will test reading skills of a 20th Century fictional, unseen extract.

Section B: Writing (20%)

This section will test creative writing skills through a 45 minute timed task.

Component 2:

Section A: Reading 30%

This section presented pupils with two non-fiction, unseen texts (one from the 19th Century and one from the 21st) and tests reading skills.

Section B: Writing 30%

This section will test pupils ability to write more formally. They have to produce two discursive/persuasive pieces of writing based on the guidelines given by the examination paper.

English Literature:

Component 1:

Section A: Shakespeare(20%)

Pupils will either study *Othello* or *Much Ado about Nothing*.

Section B: Poetry (20%)

Pupils have 2 questions based on a poetry anthology. Poems range from 1789 to the present day.

Component 2:

Section A: Post 1914 Drama (20%)

All pupils will study *Blood Brothers*.

Section B: 19th Century Prose (20%)

Pupils will either read *A Christmas Carol* or *The Strange case of Dr Jekyll and Mr Hyde*.

Section C: Unseen Poetry (20%)

Pupils compare two modern, unseen poems.



SKILLS FOR SUCCESS

The Key Stage Four curriculum now boasts a wide range of objectives that are increasingly related to the wider context of real life and relative application. Pupils will develop;

- Understanding of our literary heritage
- Key writing skills
- Debating and persuasion skills
- Reading for meaning skills

SUCCESSSES

With a successfully embedded skills-based curriculum, the Academy's English GCSE results have continued to improve year on year. For the second consecutive year English Language attainment at GCSE level has been above National Average. We are now one of the highest performing English departments of all non-selective schools in Medway. 2020 saw 72% of pupils securing 9-4, consolidating the 72% of the cohort achieving 9-4 grades (A*-C) in 2017.

IN THE FUTURE

There are many opportunities for those that are successful in English; almost every job and every Post 16 opportunity will require pupils to have a high quality English grade. Additionally, almost every job will require pupils to have high quality written skills. Specialised jobs such as Journalism, Media, Advertising, Politics, Teaching and Law all require English skills and qualifications. Employers and Post 16 institutions generally require pupils to have an English GCSE with a Grade five or above in order to secure their place.

ADDITIONAL INFORMATION

Additional information can be obtained from the Eduqas website:

Language:

<http://www.eduqas.co.uk/qualifications/english-language/gcse/wjec-eduqas-gcse-english-lang-spec.pdf>

Literature:

<http://www.eduqas.co.uk/qualifications/english-literature/gcse/eduqas-gcse-english-literature-spec-from-2015.pdf>

SUBJECT: MATHEMATICS

Exam Board: Edexcel (Pearson)



Vision Statement

The Mathematics curriculum at the Hundred of Hoo Academy is one which prepares pupils for success at GCSE and beyond. The curriculum has been designed to support the development and mastery of fundamental and functional mathematical skills that not only prepares pupils for post 16 Mathematics courses, but also for adult life.

The key stage 4 curriculum boasts a wide range of objectives on both the higher and foundation tier that are related to the wider context of real life and relative application. Alongside pupils developing their mathematical skills, developing their mathematical fluency, ability to problem solve, reason and communicate mathematically, has become a core focus within the curriculum content. One of the key assessment objectives in the Mathematics examinations is the ability to communicate, reason and justify mathematical understanding and conclusions. To support the development of these skills, specifically designed tasks are used that encourage pupils to engage with more complex scenarios and develop their problem solving skills.

Course Outline/Assessment Methods

Assessment

3 Papers that are equally weighted:

Paper 1—Calculator (80 marks)

Paper 2—Calculator (80 marks)

Paper 3—Non calculator (80 marks)

Across the 3 papers, pupils will be assessed on the six core strands of the mathematics curriculum and the emphasis on each of these concepts differ by tier.

Foundation Tier

- | | |
|---------------------------------------|-----|
| • Number | 25% |
| • Algebra | 20% |
| • Ratio, Proportion & Rates of Change | 25% |
| • Geometry and Measures | 15% |
| • Statistics and Probability | 15% |

Within the core mathematical concepts pupils will be assessed on how they:

- | | |
|---|-----|
| • Use and apply standard techniques | 50% |
| • Reason, interpret and communicate | 25% |
| • Problem solve within mathematics and other contexts | 25% |

Higher Tier

- | | |
|---------------------------------------|-----|
| • Number | 15% |
| • Algebra | 30% |
| • Ratio, Proportion & Rates of Change | 20% |
| • Geometry and Measures | 20% |
| • Statistics and Probability | 15% |

Within the core mathematical concepts pupils will be assessed on how they:

- | | |
|---|-----|
| • Use and apply standard techniques | 40% |
| • Reason, interpret and communicate | 30% |
| • Problem solve within mathematics and other contexts | 30% |



SKILLS FOR SUCCESS

The Key Stage Four curriculum now boasts a wide range of objectives that are increasingly related to the wider context of real life and relative application. Pupils develop;

- Mathematical skills
- Mathematical fluency
- Problem solving skills
- Reasoning and communicating mathematically using mathematical finding

To support the development of these skills, specifically designed tasks are used that encourage pupils to engage with more complex scenarios and problems that require them to think mathematically. Pupils need to develop their mathematical understanding of key concept to a great depth that allows them to prove, evaluate, communicate and reason their mathematical findings. With this becoming a key assessment objective in the GCSE examinations pupils need to have a natural curiosity and resilience when studying Mathematics.

Mathematics GCSE is mainly theoretical in its delivery, but some theoretical concepts will be delivered through practical lessons. Pupils will be encouraged to be independent and use a range of resources to assist their learning, in particular when revising for examinations.

SUCCESSSES

With a successfully embedded curriculum, the Academy's Maths GCSE outcomes have continued to improve year on year. In 2020 71% of pupils achieved Grades 9-4 and 42% achieved grades 9-5.

Mathematics GCSE outcomes at the Academy continue to be one of the highest in local non-selective schools and also in line with National Averages. In addition, an increasing number of pupils continue to achieve the grades of 7, 8 and 9.

IN THE FUTURE

There are many opportunities for those that are successful in Mathematics; almost every job will require pupils to have a high quality Mathematics grade. Specialised jobs such as the financial sector, accountancy, engineering, computer science, politics, health and even aerospace all require mathematical skills and qualifications. Employers and post 16 institutions generally require pupils to have Mathematics GCSE with a Grade 5 or above in order to offer them places on courses at Level 3.

Mathematics is one of the best subjects to develop analytical, research and problem solving skills. Not only will studying Mathematics help give pupils the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help to develop logic to tackle everyday issues such as planning projects, managing budgets and even debating effectively.

SUBJECT: SCIENCE (COMBINED)

Exam Board: AQA



Vision Statement

The Science department works hard to provide every pupil with the opportunity to be successful in completing their Science GCSE's. In Combined Science pupils will receive two Science GCSE's (a combination of Biology, Chemistry and Physics).

In Science we have developed a bespoke GCSE course designed to challenge our pupils thinking and expose them to a variety of scientific and real world contexts. Pupils will develop essential scientific skills such as collecting and manipulating data, planning and completing practical investigations, as well as deep thinking and evaluating scientific theories.

We expect all pupils to fully apply themselves in class and take a proactive role in lessons. Pupils will build resilience, enabling them to confidently ask for support to make outstanding progress. We want pupils to be as enthusiastic about science as our teachers are, and to pursue further study and careers within this subject.

Course Outline/Assessment Methods

Biology - Cell Biology, Organisation, Infections, Bioenergetics, Homeostasis, Inheritance, Variation, Evolution and Ecology

Chemistry - Atomic Structure, Bonding, Properties of Matter, Chemical & Energy Change, Organic Chemistry and the Atmosphere

Physics - Forces, Energy, Waves, Electricity, Magnetism, Particles, Atomic Structure and Space

Pupils will be assessed in May and June of Year 11 with two examinations in each of the three Sciences

These examinations consist of short, structured multiple choice and open response questions, which be based around subject knowledge and practical skills

Combined Science

- Six written examinations - one hour and fifteen minutes each.

Examination Board:

AQA

Skills for Success:

- Enquiry
- Problem solving
- Recall skills.
- Strong literacy and numeracy skills in all three Sciences.

Future Course/Career

Opportunities:

Achieving at least two good GCSEs in Science or preferably three from triple prepares pupils to access A Levels in the Sciences, enabling them to follow a whole range of careers:

- Engineering
- Medicinal Sciences
- Pharmaceuticals.

Departmental Performance:

2019/20:

Combined Science: 9-4—82%

SUBJECT: GEOGRAPHY



Vision Statement

Our ever-changing, communication and trade driven world has changed how we live; every day we read newspaper articles, watch television programmes and hear stories of how the world is changing or the impacts of climate both physical and economic. Studying Geography will enable pupils to acquire and apply knowledge and understanding of physical and human processes; also interactions and outcomes over space and time through the study of places and environments.

Development of higher order skills including critical understanding of how the physical environments interact with human activities to produce unique dynamic patterns from a very local area to global scales, will challenge and stimulate. In a rapidly changing world, Geography will ensure that all pupils have a greater understanding of their place within it and the skills to evaluate global situations. This will broaden their knowledge to make them an exceptional member of society.

The department is passionate about fulfilling the Academy's ethos of promoting and developing holistic learners that understand the world around them. We want to develop modern British citizens that have an understanding and appreciation of the wider-world around them.

Course Outline/Assessment Methods

Paper 1: The Physical Environment

Written examination: 1 hour and 30 minutes (37.5% of the qualification)

- Topic 1: The changing landscapes of the UK – 1A: Coastal landscapes and processes, 1B: River landscapes and processes and
- Topic 2: Weather hazards and climate change
- Topic 3: Ecosystems, biodiversity and management

Paper 2: The Human Environment

Written examination: 1 hour and 30 minutes (37.5% of the qualification)

- Topic 4: Changing cities – London and Mexico City
- Topic 5: Global development
- Topic 6: Resource management –Energy resource management and/or Water resource management

Paper 3: Geographical Investigations: Fieldwork and UK Challenges –

Pupils must carry out at least 2 days fieldwork in two contrasting locations. This will include collecting data, analysing trends and investigating patterns of the world around us.

Examination Board:

Edexcel (Pearson)

Skills for Success:

- The ability to communicate effectively both orally and in writing
- To complete research, data analysis and fieldwork enquiry
- The ability to analyse and process information from a range of sources
- Project management skills, including effective time management
- Cultural awareness and current debates

Future Course/Career

Opportunities:

- Conservationist
- Market Researcher
- Teacher
- Surveyor
- Estate Manager
- Cartographer
- Pollution Analyst
- Hydrologist
- Geologist
- Architect

Departmental Performance:

2019/20: 9-4—52%

2018/19: 9-4—51%

2017/18: 9-4 - 54%

SUBJECT: HISTORY



Vision Statement

At the Hundred of Hoo Academy we believe that History is not just the study of the past but an essential subject in helping us to understand what is happening in the world today and how our future will develop. Even though we live in an ever-changing world our future is clearly connected to events in the past and in particular the events of the Twentieth Century which are still shaping our world today. Our aim is to ensure that pupils are well prepared for the future and our exciting new course now covers a wide range of historical periods by ensuring that they understand the journey that the world has taken in the past 1000 years. A focus on British History will ensure that pupils fully understand the way our country has developed and the impact history has had on our National identity, culture and beliefs. Our enthusiastic team provide the support and challenge to pupils and the resources to excel in leading their learning of the past and its impact on today.

Course Outline/Assessment Methods

Paper 1 - Medicine Through Time and WW1 - 30% 1hr15

WW1 Case Study—10%

- Describe two features of... (4 marks)
- How useful are sources A and B for an enquiry into... (8 marks) *COP*
- How could you follow up Source A/B to find out more about..? (4 Marks)

Medicine Through Time—20%

- Explain one way in which X was [similar/different] to Y... (4 marks)
- Explain why... (12 marks)
- '[Statement]' How far do you agree? Explain your answer. (16 marks + 4 spag).

Paper 2 - Cold War (Part 1) and Anglo-Saxon/Norman England (Part 2) - 40% 1hr45

Cold War—20%

- Explain two consequences of... (8 marks)
2 paragraphs
- Write a narrative account analysing... (8 marks) *Flow chart with connectives.*
- Explain two of the following... [choice of 3 bullet points] (16 marks). *2 PEEL paragraphs*

Anglo-Saxon and Norman England—20%

- Describe two features of... (4 marks)
- Explain why... (12 marks) *3 paragraphs*
- '[Statement.]' How far do you agree? Explain your answer. (16 marks) *3 paragraphs + judgement.*

Paper 3 – Weimar and Nazi Germany – 30% - 1hr 20

- Give two things you can infer from Source A about... (4 marks)
- Explain why... (12 marks)
- How useful are sources B and C for an enquiry into...? (8 marks) *COP*
 - What is the main difference between the views? (4 marks) *How are the interpretations different.*

Suggest one reason why Interpretations 1 and 2 give different views about... (4 marks) *Why are the interpretations different, support with sources.*

- How far do you agree with Interpretation [1/2] about...? (16 marks + 4 spag).

A+S+O, D+S+O,

Examination Board:

Edexcel (Pearson)

Skills for Success:

- Revision and knowledge retention techniques
- Practice question structure
- Short, sharp revision sessions
- Evaluation of sources
- Ability to interpret
- Can identify the obvious and infer

Future Course/Career

Opportunities:

- Government
- Education
- Researcher
- Journalism

Departmental Performance:

2019/20: 9-4 –60%

2018/19: 9-4—58%

2017/18: 9-4—56%

SUBJECT: MFL (FRENCH/SPANISH)



Vision Statement

At The Hundred of Hoo Academy, pupils will have an exciting opportunity to study French or Spanish or perhaps even two languages. French or Spanish is a course which opens doors to a wide range of career choices, and we actively encourage every pupil at Hoo to opt for at least one language.

This exciting new GCSE course is designed to build upon the programme of study that pupils have already followed in Year 7 and 8.

Pupils will study in a stimulating, interactive, fun environment, and will be supported throughout by highly motivated and dedicated staff who are passionate about their subject. In order to facilitate learning, pupils will be offered at least one major trip each year, which might be Barcelona or perhaps Costa Rica for Spanish or Marrakech in Morocco or Quebec in Canada for French. These educational trips will allow pupils to practise their language skills, as well as allowing them to see language in real-life context, its usage and its value in

Course Outline/Assessment Methods

The Edexcel course is comprised of four examinations:

1 – Listening and understanding – 25%

- Foundation – 35 minutes
- Higher – 45 minutes

2 – Speaking – 25%

- Foundation – 7-9 minute conversation
- Higher – 10-12 minute conversation

3 – Reading and understanding – 25%

- Foundation – 45 minutes
- Higher – 1 hour

4 – Writing – 25%

- Foundation – 1 hour 10 minutes
- Higher – 1 hour 20 minutes

Examination Board:

Edexcel

Skills for Success:

- Learning and understanding for further study
- Ability to understand and communicate effectively
- Grammar and the ability to apply it
- Understanding of language in its cultural context
- Enjoyment and intellectual stimulation

Future Course/Career

Opportunities:

- Tour Operators
- Lawyers
- Doctors
- Personal Assistants
- Au Pairs
- Engineering or Building Industries

Departmental Performance:

French

2019/20: 9-4—55%

Spanish

2019/20: 9-4—48%



GCSE

OPTION

SUBJECTS

SUBJECT: ART



Vision Statement

At the Hundred of Hoo, we nurture talent and ensure that pupils' creativity knows no limits. The Art department offers a range of courses that enables pupils to explore a range of different media, processes and techniques ensuring that pupils gain valuable opportunities to develop and display thought-processes that lead to incredible artistic results. One opportunity is to produce a portfolio of work that can support progression to higher education. The course provides pupils with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in Art. Pupils develop their ability to actively engage in the processes of Art, to build creative skills through learning and practical workshops, to develop imaginative and intuitive ways of working and developing knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Course Outline/Assessment Methods

GCSE ART: The AQA GCSE Art course has the following two units.

Component 1: Coursework portfolio (60% of the course). *Internally assessed and moderated by examiner visit to centre.*

All students complete and develop a range of skills based work in Term 1 prior to starting a project.

Students have the choice between the following projects; Natural Forms, Identity, Food or Insects. This unit develops a broad range of skills both 2D and 3D. Students will focus on observational drawing skills using a range of materials and media. 3D work will be explored through clay and relief work.

Students will research a broad range of Artists based on their chosen topic and develop their own skills within this using a variety of materials, media and techniques.

Component 2: Externally set Assignment (40% of the course). *Internally assessed and moderated by examiner visit to centre. Supervised time: 10 hours.*

Students will choose a project from a list of options and complete an independent study of the topic with a 10 hour exam focussing on a final outcome

Examination Board:

AQA

Skills for Success:

- Develop observational drawing and tonal skills
- Develop an artistic vocabulary
- Analyse and evaluate contextual studies
- Develop skills using a range of materials and media
- Engage in artistic discussions and debates

Future Course/Career

Opportunities:

- Graphic designer
- Architects
- Illustrators
- Painters
- Sculptors
- Visual Merchandiser

Departmental Performance:

2019/20: 9-4— 82%
2018/19: 9-4— 67%
2017/18: 9-4— 70%
2016/17: 9-4— 96%

SUBJECT: COMPUTER SCIENCE



Vision Statement

The ICT department is an inspirational department with high expectations to ensure that you achieve/ exceed your potential. Our vision is to provide a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The course entails a number of Units that will prepare you for the ever evolving technological world and ensure you have the tools needed to for the changing workforce, we value and praise hard work and encourage you to explore new concepts.

The course enables the learners to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation– this will develop skills such as thinking creatively, innovatively, analytically, logically and critically.

Course Outline/Assessment Methods

J277/01: Computer systems . This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming. This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

This course is 100% externally assessed examinations.

Paper 1- J277/01: Computer systems (50%)

Paper 2- J277/02: Computational thinking, algorithms and programming. (50%)

Examination Board:

OCR

Skills for Success:

- Determination
- Highly motivated
- A strong interest in Mathematics and problem solving
- A passion for computers and how they work.

In order for you to gain a place on this course you will be required to undertake a Computer Programming Project to develop your skills and get an understanding of problem solving within a given solution.

Future Course/Career

Opportunities:

- IT consultant.
- Cyber security consultant.
- Information systems manager.
- Database administrator.
- Systems analyst.
- Games developer.
- Technical writer.

Departmental Performance:

First results expected August 2023

SUBJECT: FOOD



Vision Statement

In a world that, for many, revolves around food, it is a vital skill for pupils to be able to prepare meals and cook to provide for both themselves and those around them. We strongly believe that being able to determine the appropriate foods, and combinations of foods, within a diet are essential to our health and development. Being able to prepare food gives us joy and good health; it is an essential life skill. As well as being an essential life skill, Food preparation, as well as knowledge of diet can be a career choice. The hospitality and food industry are the biggest economically in the UK. One only has to look at the successes of celebrity chefs, like Jamie Oliver and Nigella Lawson, and diet and lifestyle coaches like Joe Wicks and Amanda Hamilton, to see that there is such great value in cooking to look after our bodies and to support the health of wider society as a whole.

Course Outline/Assessment Methods

Pupils will cook approximately 20 times each year along with completing a series of modules involving written work and food experiments.

In Year 11 pupils will concentrate on completing two Non Examination Assessments (NEA) using a variety of research and investigation methods. Pupils will respond to one of three specified tasks set by the examination board.

Pupils will enjoy Food Preparation and Nutrition if they are organised and enjoy experimenting with food. It is more important for pupils choosing the course to enjoy a large variety of foods than have a natural flair for cooking; we will teach them how to cook!

How will the course be assessed?

All assessments take place in Year 11

September – December. NEA Task 1 – Food Science Investigation (10 hours) = 15% of the course

December – February. NEA Task 2 – Food Preparation Assessment (20 hours including a 3 hour assessment) = 35% of the course

May – June. 1 hour 45 minute examination = 50% of the course

Examination Board:

AQA

Skills for Success:

- understanding of nutrition,
- the science behind food as a material
- wider environmental aspects associated with food.
- Ingredients shopping

Future Course/Career

Opportunities:

- Dietician / Nutritionist
- Food Sales and Promotion
- Product Development
- Consumer Technologist (Sensory Analysis and Product Tasting)
- Chef / Baker / Caterer
- Food Journalist / Food Critic
- Environmental Health Officer
- Health & Safety Inspector
- Food Service Management
- Delicatessen / Restaurateur
- Food Wholesaler

Departmental Performance:

2019-20: 9-4—60%

SUBJECT: GRAPHIC DESIGN



Vision Statement

Pupils will have knowledge and experience of graphic design that they never knew they had; we are subjected to graphic design every day. It is the start of a process that can lead some of the most inspiring, innovative and satisfying images and products that society will view and use. Pupils will produce a portfolio of work that will show their development and can support progression higher education. Pupils develop their ability to actively engage in the processes of Graphic Design to build creative skills through learning and practical workshops, to develop imaginative and intuitive ways of working and developing knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Graphics are ingrained within our society, whether it be through film and television, graphic fiction, garden design or machinery production. There are plenty of opportunities to enhance your design skills and move into a creative and fulfilling field that could change society.

Course Outline/Assessment Methods

GCSE Graphic Design

Component 1: Coursework portfolio (60% of GCSE). *Internally assessed and moderated by examiner visit to centre.*

All students complete and develop a range of skills based work in Term 1 prior to starting a project.

Students produce two projects; Food Packaging and Logo's and an independent project of their choice. This component develops a broad range of skills including 2D drawing skills using a range of resources, media and processes and the use of a variety of IT programs and media including Photoshop, font design programs and Graphics tablets.

Students will research a broad range of Artists based on their topic and develop their own skills within this using a variety of materials, media and techniques.

Component 2: Externally set Assignment (40% OF GCSE). *Internally assessed and moderated by examiner visit to centre. Supervised time:10 hours.*

Students will choose a project from a list of options and complete an independent study of the topic with a 10 hour exam focussing on a final outcome.

Examination Board:

AQA

Skills for Success:

- Develop observational drawing and tonal skills
- Develop skills using a range of media and resources.
- Develop a specialist vocabulary
- Analyse and evaluate contextual studies
- Develop skills using a range of ma-

Future Course/Career Opportunities:

- Graphic designer
- Advertising
- Publisher
- Illustrator
- Interior and Spatial Designer
- Animator
- Creative Director

Departmental Performance:

First results expected August 2023

SUBJECT: MEDIA STUDIES



Vision Statement

Media has become intrinsically linked with our everyday lives and it is difficult to imagine a world where we could live without phones, television or the internet. Consider a world where Facebook could not be checked or being unable to view the latest Hollywood blockbuster. Media Studies is an exciting subject where pupils can begin to understand their favourite media texts, why they have been created and the impact these have on audiences. The subject will provide pupils with the ability to question texts and the choices made by producers to critically analyse the impact of these. Pupils will have the opportunity to study a range of texts for varied mediums and analyse the technical and symbolic ideologies conveyed through these. The course develops both written and verbal skills and there is plenty of room for discussion and lively debate around the media texts accessed. Through teaching and learning and the coursework and examination components pupils are encouraged to be autonomous, fully preparing them for their futures, wherever that may lead them.

Course Outline/Assessment Methods

Component One: Exploring Media Language and Representation. 30% - 60 marks

For this component, pupils will study examples of media products from the following media forms: Newspapers and radio news or current affairs programmes; Advertising and video games; Magazines and music videos.

Component Two: Understanding Media Forms and products. 40% - 80 marks

In this component learners will explore particular media forms in depth through both of the following topics: Television Genres: Crime Drama or Sitcom; Film Marketing: Star Wars or Bond

The examination consists of two sections where pupils will be required to answer two extended questions of 40 marks each.

Component Three: Creating Media Products. 30% - 50 marks

Pupils will be required to make their own Media product that follows a brief set by the awarding body. This will require them to make products for specific target audiences. Pupils will choose from one of the following Mediums: Television, Advertising and Marketing: Music, Advertising and Marketing: Film, Magazines. The course is structured into three components with two written examinations and one coursework element. The course involves the study of a range of media texts and the representations, genres and narratives within these. As well as this, pupils will have the opportunity to explore audiences and how the texts are constructed to appeal to these. The pupils will have the opportunity to question who created the text and why it was constructed in that way. At the end of the course the pupils will have a wider understanding of media texts, producers and audiences. Pupils will consider all aspects of media texts, from popular and well known media to areas they may have not encountered. This is developed through analysis, written work and practical tasks.

Examination Board:
Eduqas (WJEC)

Skills for Success:

- Essay writing skills
- Analyses Texts
- Creative skills

Future Course/Career Opportunities:

- University
- Media and Film Production
- Journalism
- Teaching
- Media Sales
- Communications
- Marketing

Departmental Performance:

2019/20: 9-4—52%

2018/19: 9-4—69%

2017/18: 9-4—55%

SUBJECT: PHOTOGRAPHY



Vision Statement

The subject of photography is one that is stimulating both academically and visually. Visual stimulus can change how we experience our day to day life. It helps us understand ourselves, our surroundings and our interactions. We learn about processes and techniques ensuring that pupils gain valuable opportunities to develop and display thought processes that lead to incredible artistic and photographic results. The new dark room provides a welcome addition to the current digital photography course and provides students with an understanding of the core techniques and processes that were used before the digital era. Many students have not experienced the use of film or use of a darkroom, and it will provide a valuable insight into a range of techniques and process.

Understanding concepts and techniques behind photographic choices, composition and development can lead to a deeper understanding of the human mind and perceptions of the human form, wildlife and inanimate objects.

Pupils develop their ability to actively engage in the processes of photography, to build technical skills through learning and practical workshops, to develop imaginative and intuitive ways of working and developing knowledge and understanding of cameras, editing techniques and technologies in historical and contemporary contexts, societies and cultures.

Course Outline/Assessment Methods

Component 1: Coursework portfolio (60% of the course). *Internally assessed and moderated by examiner visit to centre.*

Still Life & Independent Project:

Students begin with a project focusing on the topic 'Still Life' researching Photographers and taking photographs using a range of techniques and processes. Once completed students move on to the Independent project. This unit is based on a personal response to a chosen theme. Students will research a broad range of Photographers who focus on their chosen topic and develop their own skills within photography using a variety of camera and editing techniques.

Component 2: Externally set Assignment (40% of the course). *Internally assessed and moderated by examiner visit to centre. Supervised time: 10 hours.*

Students will choose a project from a list of options and complete an independent study of the topic with a 10 hour exam focussing on a final outcome.

Examination Board:

AQA

Skills for Success:

- Develop advanced skills in photography techniques and processes
- Develop an in -depth photographic vocabulary
- Analyse and evaluate contextual studies
- Develop skills producing high quality photographs using a range of editing techniques
- Engage in discussions and debates

Future Course/Career

Opportunities:

- Fashion Photography
- Forensic Photography
- Journalist
- Teaching
- Photojournalist
- Studio Photography
- Freelance Photography

Departmental Performance:

2091-20: 9-4—91%

2018-19: 9-4—92%

SUBJECT: RELIGIOUS STUDIES



Vision Statement

Religious Education offers a fantastic opportunity to compare contrasting religious attitudes towards a number of topics and walks of modern day life. PSHRE at Key Stage Three will have embedded solid foundations towards being successful in Religious Studies. With the global community being more diverse than ever before in terms of religion, the subject will offer an interesting insight into current affairs and the vast and wide-ranging impact of religion on them. Rather than simply learning about a religion and their traditions, the Eduqas course gives pupils the opportunity to compare their own views to those of various religious groups.

Through studying the Religious Studies, pupils will be empowered to break down pre-conceptions and stereotypes of religious groups, allowing them to both challenge and embrace various views and beliefs. This will put them in an extremely strong position with regards to careers that involve working with the public, understanding motives for actions and behaviours.

Course Outline/Assessment Methods

Eduqas Religious Studies (Route A)

The specification is examined through 3 externally marked papers.

Component 1: Religious, Philosophical and Ethical Studies in the Modern World (Written examination: 2 hours, 50% of qualification) focusing on four themes; 'Issues of relationships', 'Issues of life and death', 'Issues of good and evil' and 'issues of human rights.'

Component 2: Study of Christianity (Written examination: 1 hour, 25% of qualification) focusing on the Christian faith through exploration of teachings and beliefs.

Component 3: Study of a World Faith (Written examination: 1 hour, 25% of qualification) focusing on Buddhism, through exploration of the key teachings and beliefs.

Examination Board:

Eduqas (WJEC)

Skills for Success:

- Use your SOC writing structure for extended answers to compare religious views (S - Some..., O - Others..., C -in Conclusion...)
- Use religious quotation to support your points
- Ensure you explain why you think what you are trying to argue
- Use key terms and religious terminology as much as possible when writing your answers

Future Course/Career

Opportunities:

- Social anthropology
- Teaching
- Public services
- Social work

Departmental Performance:

2019/20: 9-4—94%

2018/19: 9-4—100%

SUBJECT: SCIENCE (TRIPLE)

Exam Board: AQA



Vision Statement

The Science department works hard to provide every pupil with the opportunity to be successful in completing their Science GCSE's. In Triple Science pupils receive three GCSE's, one each for Biology, Chemistry and Physics.

Studying Triple Science will provide you with a greater breadth of knowledge and skills in the three sciences. This course is perfect for pupils who have a keen interest in Science, or for those who are considering taking science based subjects at KS5 and beyond.

Pupils will develop essential scientific skills such as collecting and manipulating data, planning and completing practical investigations, as well as deep thinking and evaluating scientific theories. We expect all pupils to fully apply themselves in class and take a proactive role in lessons. Pupils will build resilience, enabling them to confidently ask for support to make outstanding progress.

Course Outline/Assessment Methods

Biology - Cell Biology, Organisation, Infections, Bioenergetics, Homeostasis, Inheritance, Variation, Evolution and Ecology

Chemistry - Atomic Structure, Bonding, Properties of Matter, Chemical & Energy Change, Organic Chemistry and the Atmosphere

Physics - Forces, Energy, Waves, Electricity, Magnetism, Particles, Atomic Structure and Space

Pupils will be assessed in May and June of Year 11 with two examinations in each of the three Sciences

These examinations consist of short, structured multiple choice and open response questions, which be based around subject knowledge and practical skills

- Six written examinations - one hour and forty five minutes each.

Examination Board:

AQA

Skills for Success:

- Enquiry
- Problem solving
- Recall skills.
- Strong literacy and numeracy skills in all three Sciences.

Future Course/Career

Opportunities:

Achieving at least two good GCSEs in Science or preferably three from triple prepares pupils to access A Levels in the Sciences, enabling them to follow a whole range of careers:

- Engineering
- Medicinal Sciences
- Pharmaceuticals.

Departmental Performance:

2019/20:

Biology 100% grade 4+
Chemistry 100% grade 4+
Physics 100% grade 4+

SUBJECT: SOCIOLOGY



Vision Statement

At the Hundred of Hoo Academy, we place great emphasis on offering a broad curriculum that encompasses the academic and the social development of our pupils. Sociology is a subject that develops both the academic and social understanding of those that study it.

Sociology is the study of the social part of us, the pattern of interaction with other people which is necessary to our very existence. It has been described as 'the scientific study of human group behaviour' and 'the application of scientific methods of inquiry to the puzzles of social life'. Whilst others believe that we are too complex and the impacts of our thoughts, feelings and emotions are too impactful for us to be studied in the same ways as science.

We all participate in any number of social groups, many of which overlap. Sociologists study how and why these groups interact with each other and how the interactions affect their members. Such analyses not only yields a clearer understanding of society and its components, but also allow sociologists to see both the causes and the possible remedies for our social problems. The department is looking for inquisitive young minds with a keen interest in how society works and the view of others regarding how and why we interact.

Course Outline/Assessment Methods

The course is comprised of 2 components, both of which must be completed

Component 1

- Key concepts and processes of cultural transmission
- Families
- Education
- Research Methods

Component 2

- Social differentiation and stratification
- Crime and Deviance
- Applied methods of sociological enquiry

Both components will be examined through two external examinations.

Examination Board:

Eduqas (WJEC)

Skills for Success:

- Knowledge retention skills
- Critical analysis
- Evaluation
- The ability to apply external knowledge to sociological concepts

Future Course/Career

Opportunities:

- Journalism
- Teaching
- Anthropologist
- Politics
- Social Work
- Health Care sector

Departmental Performance:

First results to be received August 2021.

SUBJECT: STATISTICS



Vision Statement

The Mathematics department at the Hundred of Hoo Academy strongly believes in preparing pupils for the future, developing skills, knowledge and a mind-set that will secure exceptional outcomes and highly-skilled individuals prepared for the world of work. Statistics asks pupils to take real-life statistical data and establish patterns, trends and useful outcomes from the use of that data.

Alongside this, pupils developing their mathematical skills, developing their mathematical fluency, ability to problem solve, reason and communicate mathematically. To support the development of these skills, specifically designed tasks are used that encourage pupils to engage with more complex scenarios and develop their problem solving skills.

We want every child to have the opportunity to be successful in maths; our teaching methods and focus on practice give pupils those opportunities.

Course Outline/Assessment Methods

Aims and Objectives: To enable students to develop statistical fluency and understanding through:

- the use of statistical techniques in a variety of authentic investigations.
- identifying trends through carrying out appropriate calculations and data visualisation techniques
- the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life

Paper 1 (*Paper code: 1ST0/1F and 1ST0/1H)

Written examination:	Content overview
1 hour and 30 minutes 50% of the qualification 80 marks	1. The collection of data 2. Processing, representing and analysing data 3. Probability Assessment overview

Paper 2 (*Paper code: 1ST0/2F and 1ST0/2H)

Written examination:	Content overview
1 hour 30 minutes 50% of the qualification 80 marks	1. The collection of data 2. Processing, representing and analysing data 3. Probability

Examination Board:

Eduqas (WJEC)

Skills for Success:

- Mathematical skills
- Mathematical fluency
- Problem solving skills
- Reasoning and communicating mathematically using mathematical finding

Future Course/Career

Opportunities:

Statistics can help in the following fields:

- Science
- Engineering
- Accountancy
- Journalism
- Sport Science
- Medicine

Departmental Performance:

First results to be received August 2022.

SUBJECT: TEXTILES



Vision Statement

There are so many benefits of having knowledge of textiles and the techniques that are used to create garments, décor and artwork using textiles. Fashion continues to be an important part of modern society, whether that be clothing or interior design; people are more and more inspired and stimulated by their surroundings. The profile of textile and needlework has further increased with programs like the Great British Sewing Bee making it a popular pastime and career choice.

Pupils will develop their knowledge and skills of fabric, stitching, knitting, dying and designing. This will, in turn, develop transferrable skills such as hand-eye-coordination and composition development as well as developing the creative element of the brain.

Pupils will share our passion for creativity, design and the use of material to produce incredible products.

Course Outline/Assessment Methods

Component 1: Coursework portfolio (60% of the course). *Internally assessed and moderated by examiner visit to centre.*

All students complete and develop a range of skills based work in Term 1 prior to starting a project.

Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

In Component 1 students are required to work in **one or more** area(s) of textile design. These can include dress making and printed and dyed fabrics. They may explore overlapping areas and combinations of areas. Knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to textile design.

Component 2: Externally set Assignment (40% of the course). *Internally assessed and moderated by examiner visit to centre. Supervised time: 10 hours.*

Students will choose a project from a list of options and complete an independent study of the topic with a 10 hour exam focussing on a final outcome.

Examination Board:

AQA

Skills for Success:

- Use design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching,
- Use media and materials, as appropriate to students' personal intentions, for example: inks, yarns, threads, fibers, fabrics, textile materials and digital imagery.
- Develop an artistic vocabulary
- Analyse and evaluate contextual studies
- Develop skills using a range of materials and media
- Engage in artistic discussions and debates

Future Course/Career

Opportunities:

- Textile Designer
- Fashion Buyer
- Print maker
- Visual Merchandiser
- Textile / Fashion Designer
- Colour Technologist
- Interior and Spatial Designer

Departmental Performance:

2019-20: 9-4— 72%

2018-19: 9-4— 70%

2017-18: 9-4— 100%



VOCATIONAL SUBJECTS

SUBJECT: BUSINESS STUDIES



Vision Statement

The Business Studies Department has exceptionally high standards and aims to provide pupils with the skills and knowledge required in an ever-changing economic society. With a focus on unlocking the potential of what could be the most exceptional business minds in the country, we provide a challenging and stimulating curriculum that will develop and support the next Richard Branson or Karen Brady.

With strong links to Enterprise across the Academy, the Business Department gives all pupils the opportunity to work with others to develop ideas, and challenge themselves both logically and creatively. Universities and employers are not simply interested in academic performance, they are interested in those that have demonstrated a wide-ranging engagement in community life and activities outside of the classroom. This is something that Business and Enterprise will certainly ensure.

We strongly believe that the fundamental aspects of Business underpin any work place, be it in financial, education or manual occupations such as Plumbers or Electricians. We give every pupil a strong footing and ensure that they have the vital skills to be successful in the future.

Course Outline/Assessment Methods

As with most vocational courses, the OCR Enterprise and Marketing requires pupils to complete a combination of internal controlled assessment and externally assessed examinations.

This qualification provides an engaging, practical and relevant introduction to the world of business. It encourages pupils to explore the range of business types and understand the factors that influence success through analysing business models. It enables pupils to develop, enhance and apply their research, practical, communication and technical skills through creating and presenting a business plan for a realistic business start-up in their local area. Pupils will study finance and analyse key financial statements (e.g. profit and loss accounts, and balance sheets), reviewing their importance in the successful financial management of a business.

R064 - Enterprise and marketing concepts (Examination 50%)

R065 - Design a business proposal (Controlled assessment 25%)

R066 - Market and pitch a business proposal (Controlled assessment 25%)

Examination Board:

OCR (Cambridge Nationals)

Skills for Success:

- A keen interest in current economic affairs
- Problem solve in practical and creative ways
- Work independently and within teams
- To be able to interpret financial data, interview skills, effective communication, creative and critical thinking

Future Course/Career

Opportunities:

- Accounting,
- Banking,
- Financial Advising,
- Stockbroking
- Teaching

Departmental Performance:

2019/20: D*-P2—87%

2018/19: D*-P2—80%

SUBJECT: CREATIVE IMEDIA (ICT)



Vision Statement

In a world that revolves around technology the Hundred of Hoo Academy gives pupils an exciting opportunity to study ICT through a course that will provide them with practical and employment based context to ensure they are well prepared for the world and it's technological growth. We provide an exciting and innovative curriculum which is regularly reviewed to ensure that all our pupils develop up to date knowledge and skills that fit with the 21st century workplace. The iMedia course, designed to build upon the programme of study that pupils have already followed in Key Stage 3.

This is a creative course centred around the ICT and media industries. You will develop conceptual ideas, and visualise these all the way through the production cycle; from planning and pre-production right through to editing, post-production and presentation of products. The course enables development of how to analyse target audience requirements, research market demand and bring a media concept alive working in line with legal and regulatory requirements, in a safe and effective way, protecting yourselves and those you're working with from injury or harm. Pupils will also gain an understanding of how different businesses and organisations in the media and ICT sectors work.

Pupils will also develop transferable skills such as planning, communication, adaptability and leadership. The optional units provide pupils with the opportunity to broaden your knowledge, understanding and skills in areas such as planning and delivering a pitch, advertising and digital graphics, video editing or web design.

Course Outline/Assessment Methods

The Examination – R081 Pre-production Skills Examination

Sat in year 11 Worth 25% of the final grade	LO1 – The purpose and content of pre-production documents (scripts, storyboards, mind maps, visualisation diagrams and mood boards)
	LO2 - Plan pre-production
	LO3 – Create the pre-production documents
	LO4 – Review pre-production documents

The Coursework

R082 Digital Graphics:	R092 Digital Games:	R087 Multimedia:
Worth 25%	Worth 25%	Worth 25%
Completed in year 10	Completed in year 9/10	Completed in year 11

Examination Board:

OCR (Cambridge Nationals)

Skills for Success:

- Create mind-maps and flashcards on key topics to revise for the exam.
- Complete past papers and check with the answers to practice and learn what the mark schemes contain for the examination
- Make sure your presentation is neat and tidy in the questions where you have to draw/create documents and that these are fully labelled (drawing in pencil and labels in pen)

Future Course/Career

Opportunities:

- Programming
- Systems analysis,
- Communications,
- Software systems,
- Project management
- Hardware applications.

Departmental Performance:

2019/20: D*-P2—79%

2018/19: D*-P2— 67%

2017/18: D*-P2— 91%



SUBJECT: DANCE



Vision Statement

Dance is a powerful and expressive subject which encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Dance is an empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

This specification recognises the role of dance in young people's lives and pupils will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

We realise most GCSE Dance pupils choose dance for the practical rather than theoretical focus. That's why our written assessment is clear, well-structured and easy for pupils to understand. Pupils will enjoy the variety of question styles, which include multiple choice, short and extended answer.

This course is set to inspire, challenge and motivate every pupil, no matter what their level of ability, while supporting them in developing creative and engaging lessons.

Course Outline/Assessment Methods

Pupils will study a range of compulsory and selected units focussing on the following areas:

- Live Performance
- Choreography
- Dance Technique and Performance
- Ensemble Dance Performance
- Global Dance Styles

There are no written examinations, all assessment is based upon practical and/or technical skills and knowledge applicable to the performance industry.

Examination Board:

RSL

Skills for Success:

- Develop their creative skills
- Enhance their performance quality
- Broaden their dance knowledge
- Be able to critically appraise professional and own work
- Understand the choreographic process
- Experience and fuse together different dance styles

Future Course/Career

Opportunities:

- Professional Dancing
- Teaching
- Physiotherapy
- Performance

Departmental Performance:

First results expected August 2022.

SUBJECT: HEALTH & SOCIAL CARE



Vision Statement

We come into contact with people everyday, facing situations and challenges that naturally occur through social systems and regarding physical well-being and our own development. If pupils have a desire to work with others, communicating in ways that will ignite the solution to a problem or aspirations to work within the health or social care system, Health and Social Care is an essential choice for them.

Stimulating activities help pupils to develop greater understanding of the systems that make our society what it is today. Project-based learning, along with work experience and challenging written assignments ensure that pupils that study with us leave as well-rounded skilled members of society.

Pupils will have the opportunity to learn about how humans develop, the impact of decision making and the support structures that allow the diverse communities and individuals within our society to interact and live successful healthy lives. We are looking for pupils with a keen interest in developing understanding of individuals and their needs, institutions that support our society and with the ability to think critically about a number of different situations.

Course Outline/Assessment Methods

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

- Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and well-being
- Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care Units:

1. Human Lifespan Development—Internal Coursework
2. Health and Social Care Services and Values—Internal Coursework
3. Health and Wellbeing—Synoptic External

Examination Board: Edexcel (Pearson)

Skills for Success:

- Analyse issues and problems in care and needs
- Identify, gather and record relevant information and evidence for tasks
- Analyse and evaluate evidence and make reasoned judgements and present conclusions
- Make reasoned judgements and present conclusions

Future Course/Career

Opportunities:

- Nursing
- Childcare
- Paramedic
- Probation officer
- Counsellor
- Dietician
- Psychiatrist
- Midwife

Departmental Performance:

2019/20: D*-P2—95%

2018/19: D*-P2—93%

2017/18: D*-P2- 92%

SUBJECT: PERFORMING ARTS



Vision Statement

At the Hundred of Hoo Academy we believe that all pupils should have the opportunity to develop their creative talents alongside their academic interests. In the Performing Arts department we are proud of our ability to nurture and develop these two skill sets side-by-side and of our ability to instill a love of learning, and a passion for the subject, that extends far beyond the classroom.

The course provides many opportunities for pupils to explore a range of texts practitioners and performance styles, as well as multiple chances to perform in front of an audience.

Pupils develop their ability to work under pressure to meet deadlines, to work with a range of different people and learn about the social and historical context of texts that will open doors to even greater learning opportunities.

Course Outline/Assessment Methods

The Level 2 BTEC Tech Award comprises of three components.

Component 1: Exploring the Performing Arts:

In this component, pupils will study a range of different theatre practitioners in order to compare and contrast their working methods and processes. Pupils will present their findings and draw conclusions about the methods used by the various practitioners.

Component 2: Developing Skills and Techniques in the Performing Arts:

This component is an introduction to the skills required in order to build a successful career as a performer and is taught via a series of rehearsals, performances, and an actor's log, where pupils identify their strengths and areas for development.

Component 3: Performing to a Brief:

In this component pupils will take part in workshops to allow them to practise the skills of devising material for performance, including the selection and rejection of material in response to the requirements of the brief provided.

Component 1

Internally assessed presentation—30% of overall grade.

Component 2

Internally assessed performance—30% of overall grade.

Component 3

Externally assessed performance to a set brief—40% of overall grade.

Examination Board:

Edexcel (Pearson)

Skills for Success:

- Acting skills (vocal and physical)
- Willingness to take risks and face challenges with a positive attitude
- Using self reflection and constructive criticism to make positive changes and improve practice
- Research and presentation skills
- Ability to analyse and apply research findings to develop practice.

Future Course/Career Opportunities:

- Performer
- Presenter
- Journalist
- Critic
- Playwright
- Screenwriter
- Stage manager
- Director
- Sound and lighting designer
- Teaching
- Law

Further to careers and qualifications in drama and performance.

This qualification is also desirable for pupils wishing to go on to study qualifications in English, Media, Hospitality and Tourism.

Departmental Performance:

2019/20: D*-P2—81%

2018/19: D*-P2—100%

2017/18: D*-P2—100%



SUBJECT: SPORT, EXERCISE & FITNESS



Vision Statement

Sport is one of the driving forces in modern society, whether it be the social and economic successes of hosting sporting events such as the Olympics or the scandals of drug in sport, such as Lance Armstrong, sport has a huge impact on every aspect of modern life. The Sports team provides all pupils with the knowledge, skills and understanding of Sport and Fitness so that they can make informed choices of activities that they will participate in during, and following, their time within the Academy. We believe that physical activity plays a crucial role in the development of young people, and the positive impacts that a healthy lifestyle can have on an individual are not to be underestimated.

With a curriculum that both challenges and stimulates, all pupils that choose to undertake Sport at Level 2 will enjoy both the academic and practical elements, developing them as well-rounded individuals. We want every child in the local community to be enthused by sport and want to see them all live happier, healthier and longer lives full of success.

Course Outline/Assessment Methods

The main aim of the course is to allow pupils to:

- enter employment in the sport, leisure and fitness sector, or to progress into higher/further education, or the NCFE Level 3 Sport qualifications and others
- gain and develop essential skills that are valued by employers and higher and further education institutions.
- develop knowledge and understanding of the sport, leisure and fitness vocational sector.

Our pupils will complete the Sport, Exercise and Fitness pathway, which includes the following units:

- Participating in sport (M/505/9936)
- Anatomy and physiology for exercise (R/505/9959)
- Introduction to healthy exercise and nutrition (M/505/9970)

Pupils will be assessed on their portfolio of evidence which must demonstrate that they have achieved 100% of the learning outcomes using the assessment criteria.

Examination Board:

NCFE

Skills for Success:

- Actively involved in a range of physical activities
- Player/ participant, leader and official
- Engage independently and successfully in the processes of different types of physical activity
- Involvement in physical activity as part of a healthy active lifestyle

Future Course/Career Opportunities:

- University
- Psychology
- Physiotherapy
- Media
- Coaching

Departmental Performance:

First results for the Health and Fitness qualification expected in August 2021.

SUBJECT: TRAVEL & TOURISM



Vision Statement

If pupils have ever wondered about the world we live in, dreamt about countries in far flung places and thought about how they can travel the world, Travel and Tourism is the option for you. With the travel industry being one of the fastest growing in modern Britain, an understanding of the concept of travel and tourism, the economic benefits and the impact on local and international communities is vital. When selected in conjunction with other courses such as Business or Languages, Travel and Tourism will create experts in the field and support any pupil that wishes to follow a pathway to the travel industry.

With transferable skills that will improve any learner, we prepare pupils to be confident in exploring different cultures and promoting travel to different destinations around the world. Our enthusiastic team provide the support and challenge to pupils and the resources to excel in leading their learning of the world around them.

Course Outline/Assessment Methods

The Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism qualification totals 300 National Learning Hours (NLH). Learners must achieve the mandatory unit(s) and optional units for a combined total value of 30 to achieve the qualification. This qualification is not designed to allow units to be imported from other Pearson qualifications.

Mandatory Units

The Travel and Tourism Sector

Understanding Customer Service in Travel and Tourism

Understanding the Nature and Effects of World Travel

A further 2-3 units are then completed to fulfil the 30 hours.

This could include:

- International Travel and Tourism Destinations
- UK Travel and Tourism Destinations

Examination Board:

Edexcel (Pearson)

Skills for Success:

- Interest in different countries and cultures
- Literacy and presentation skills throughout the course as written explanations and presentations tasks are essential.
- Ability to work individually and as part of a team and to be able to effectively carry out research.

Future Course/Career

Opportunities:

- Air Cabin Crew
- Hotel manager
- Tour office manager
- Tour Manager
- Tourist information Centre Manager

Departmental Performance:

First results expected August 2023



Additional Information

THE DIFFERENT QUALIFICATIONS EXPLAINED

There are a wide variety of qualifications available to pupils and it is important that you and your child understand the difference between the qualifications so that they are able to make informed decisions about which style of learning is best for them.

The table below outlines the different qualifications offered:

Qualification type	Description
GCSE	This stands for General Certificate of Secondary Education. GCSEs generally have a mixture of controlled assessment and examination. Controlled assessments have to be completed during lesson time in school under conditions which are controlled by the teacher. Awards will be granted as 1-9 or ungraded.
BTEC	This stands for Business and Technology Council qualification. These can be studied at different levels, but the only level we deliver is a Level 2 programme. Awards are granted as Pass, Merit or Distinction. Pass is equivalent to 4-5 grade at GCSE, Merit is equivalent to 6-7 grade at GCSE and Distinction is equivalent to a grade 8 at GCSE. A Distinction* would be a grade 9.
Cambridge Nationals	These are equivalent to a GCSE and are mainly made up of three pieces of coursework and one examination at the end of Year 11. It is graded from Distinction* to Pass (5-9) equivalent at GCSE).

Terms Used

Controlled Assessment: The weighting of controlled assessment varies from subject to subject, but will be organised similarly across all subjects. They consist of tasks/activities that will happen at certain points throughout the three year course. They are completed in class, but some subjects are allowed to use homework time for preparation. They have to be completed under controlled conditions which means that pupils are only allowed to have a certain amount of time to complete them and they are generally carried out under examination conditions. This is marked by teachers, but then moderated by the Examining Body (see moderation below). Please note that controlled assessment marks given to pupils by teachers are subject to moderation and may go down.

External Examination: These are examinations that are set by the Examining Body. The dates and times of these examinations are outside of our control. This means that if your child is absent on that day a medical note must be provided as there may not be another opportunity for your child to sit this examination again. These examinations will contribute towards GCSE awards.

Moderation: This is a way of checking that a controlled assessment (which is marked by teachers in each school) is to an agreed standard. This means that marking of a controlled assessment is standard across all schools in England and Wales.

Module: This is a unit of work in a subject area. Modules last for several weeks.

National Curriculum: The Government dictates what pupils are expected to learn and the National Curriculum describes what schools are expected to teach from age five to sixteen. Key Stage 3 is from Year 7 to Year 9 and Key Stage 4 is Year 10 and Year 11.

Tiers: Some subjects have examination tiers. This means that pupils can be entered for Higher tier (usually GCSE grades 9-5) or Foundation tier (usually GCSE grades 4-1). Some subjects have only one tier which allows pupils to gain GCSE grades 9-1. Tiers are selected by teachers according to each individual pupil's ability and performance.

Specification: Each subject has a specification written by the Examining Body. This details the knowledge, skills and understanding that pupils are expected to develop in order to gain a qualification for that subject.

