



Hautlieu

14+

2023





Our school is a place where:

We strive to excel in
our learning.

We act to make a positive
difference in everything we do.

We treat each other with
fairness, respect and care.

We believe in our own
capabilities to build a
better world.

And we are proud of it.





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Welcome 14+ Prospectus

We are pleased that you have decided to find out more about the opportunities and GCSE courses available to students who join Hautlieu through the 14+ transfer system. We hope that you find this prospectus interesting and that it answers your questions about our Key Stage Four curriculum.

We are committed to providing the highest standard of education for our students within a supportive environment to ensure that they achieve excellent levels of academic success.

We have high expectations of our students, not only academically but also socially and we are proud of our record and our standing in the community we serve. Visitors to Hautlieu frequently comment on the calm, purposeful atmosphere of the school and the conduct and attitude of our students.

The positive and focused approach of our students is reflected in the strong academic results achieved in 2022 where over 97% of our students achieved 5 grades 9 – 4. Most students continue their education through to A Level or the International Baccalaureate Programme and university entrance. All of our examination results can be viewed on our website www.hautlieu.co.uk

Thinking to the future and your post-16 choices?

We have a number of students studying the International Baccalaureate programme and have been offering the course for the past 12 years. It is a world-recognised qualification which is highly regarded by universities and employers and we are confident this diploma course is providing our students with a challenging and interesting programme.

The Financial Times recently concluded that the IB Diploma, which has been available in the UK for nearly thirty years, will “put you significantly ahead in the global race for the best universities.”

In addition, from September 2023 we will continue to offer the IB Careers related programme in Business, as part of which, students will study the ACCA Diploma in Financial and Management Accounting in partnership with Deloitte. This is an exciting new venture and will be a world first for the IB as no other school is currently offering this bespoke curriculum designed for Hautlieu students.

We see both post-16 courses as providing a coherent four-year programme from 14–18.

Parents are required to apply to Hautlieu directly for a place at Key Stage Four using the application form at the rear of this prospectus.

If you require any further information about the school, the 14+ transfer process or our post-16 courses, please contact Jackie Fromage, Admissions Administrator, by telephone on 736242 or by email j.fromage@hautlieu.sch.je. You can also visit the school website www.hautlieu.co.uk

The application Process and Entry Criteria to join Hautlieu School as a Year 10 student in 2023

We very much hope that you will make a decision to apply for a place for your son or daughter to join Hautlieu. The section below outlines our entry criteria. Please see page 43 for the timeline for applying to join Hautlieu. It is important to remember, that although there is an entry criteria to join Hautlieu at 14; there is also an independent appeals process, and every year we accept a number of students through this process.

- + You must apply for your son or daughter, who should currently be in Year 9, to join Hautlieu School as a Year 10 student by Wednesday 07 December 2022. The application form can be found at the back of this prospectus.
- + A Mean Cognitive Ability Test (CAT) score of 109 or more is required as the first criteria to join the school in Year 10. All students in Year 9 in island schools undertake this test and the Department for Children, Young People, Education and Skills provide the results directly to Hautlieu. Eligible off-island applicants should contact Hautlieu directly so that arrangements can be made to sit the Cognitive Ability Test.
- + The second criteria for Hautlieu entry is for students to obtain a score of at least 103 in both the English and Mathematics progress assessments taken by all Year 9 students in Government of Jersey schools. Students from other schools and eligible off-island applicants should contact Hautlieu directly so that arrangements can be made to sit these progress assessments.

Appeals for students who do not meet the entry criteria

Students who do not meet the entry criteria, for example have a CAT score below 109, but wish to be considered for entry, must still apply by the deadline of 07 December 2022. This will then enable you to make an appeal for entry should you so wish, by 10 February 2023. The appeals process is managed by the Department for Children, Young People, Education and Skills via an online application form. We will provide details of the online appeals process after applications have been received.

Our programme of core (compulsory) and optional subjects is designed to ensure a breadth of opportunity for all students while maximising achievement. Students choose three optional subjects alongside the core subjects of Mathematics, Science (a minimum of two from Biology, Chemistry and Physics), English Language, English Literature, a Modern Foreign Language (French, Spanish or Mandarin), Physical Education and Personal Social and Health Education/Citizenship. The total number of GCSE subjects studied will be a minimum of 9. We will not finalise the option blocks until we have received the choices of Year 10 students. We take this individual approach in order to provide the “best fit” for each student. We have found that this is the most successful way of meeting students’ individual needs.

The Hautlieu programme

Extension Opportunities in Years 10 & 11

Where students demonstrate high levels of ability in a particular subject there will be opportunities provided to stretch, challenge and extend students to achieve the highest levels.

Trident Opportunities

All students will complete two weeks Trident work experience during the Spring Term of Year 10. This will involve students working with local organisations.

The School Council

The council features representatives from all year groups as well as the Student Leadership Team. In addition to meeting as a general forum with a senior member of staff the council divides into a number of sub-committees focusing on areas such as charity, conservation, the school building and learning. The School Council has a long and proud history of achievement and has been closely involved in organising some of our most important projects including the ever-popular annual charity and awareness raising ‘Chique Week’.


We aspire to involve all students in the work of the council, be it through standing for election as a year or mentor group representative, voting or passing on ideas. Students who have involved themselves in the work of the council report that it is a rewarding experience in terms of strengthening their attachment to the Hautlieu community and in the development of qualities such as being active communicators, being caring, committed, principled and reflective.

Sports Facilities

Opened in summer 2006, these facilities are shared between Hautlieu, Highlands College, as well as for community use bookings.

- + Sports hall with equipment for a range of indoor sports.
- + Fully equipped fitness centre
- + Dance studio area
- + 4 Outdoor tennis and netball courts
- + +3G Football pitch





Our school motto is
'Summa Petamus' which
means 'Aim for the Highest'.

Hautlieu high expectations

We believe that all Hautlieu students should aspire to these qualities.

Conscientious

You should be dedicated to achieving the best you possibly can. Our school motto is 'Summa Petamus' which means 'Aim for the Highest'.

Hard workers

You should attend regularly, meet deadlines and be committed to the learner profile.

Committed

You should undertake up to five hours of study per subject in addition to taught lessons.

Inquirers

You should acquire the skills necessary to conduct inquiry and research and show independence in learning.

Knowledgeable

You should explore concepts, ideas and issues that have local and global significance, acquire in-depth knowledge and develop understanding.

Thinkers

You should exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

You should understand and express ideas and information confidently and creatively and work effectively and willingly in collaboration with others.

Principled

You should act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. Take responsibility for your own actions and the consequences that accompany them.

Open-minded

You should understand and appreciate your own culture and history and be open to the perspectives, values and traditions of other individuals and communities. You should become accustomed to seeing and evaluating a range of points of view and be willing to grow from the experience.

Caring

You should show empathy, compassion and respect towards the needs and feelings of others, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

You should approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies.

Balanced

You should understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing for yourself and others.

Reflective

You should give thoughtful consideration to your own learning and experience and be able to assess and understand your strengths and limitations in order to support your learning and personal development.

Hautlieu's Learner Profile is based on an IB learner profile.

Safeguarding

At Hautlieu we are committed to ensuring that all students are safe in their environment and are not at risk from harm. Any concerns in relations to the safeguarding of students and staff should be reported to our Temporary Designated Safeguarding Lead, Mrs Louise Kedge or Deputy Head Teacher, Miss Claire Jackson.

Student Support

We have a very strong student support system at Hautlieu. This includes support from mentors (form tutors), Academic Heads of Year and Education Welfare Officer, School Counsellor, SEND Team, Assistant Head Teacher, Miss Ros Martin and Miss Claire Jackson, Deputy Head Teacher, responsible for Student Support.

Student wellbeing

Counselling

School counselling is the opportunity to talk about things that are of concern to a student, in confidence, with a qualified counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change, loss and distressing or traumatic events. Counsellors are trained for this special type of work and are professionally managed and supervised. They work closely with school staff and other agencies. Counsellors work within a recognised code of ethics and practice such as that of the British Association of Counsellors and Psychotherapists (BACP). All counsellors receive supervision of their practice with young people to ensure the quality of their practice and this is also confidential.

Why have a school counsellor?

A school-based service brings counselling to students in a place that is familiar, safe and secure. If students are able to receive emotional support from a qualified professional, they will have greater opportunity to fulfil their potential.

Is it confidential?

A key feature of our service at Hautlieu School is that information discussed in the counselling session is treated confidentially. This includes not discussing the work with parents, unless the child or young person requests or gives consent for this. This can be hard for parents to accept at times but ensuring the confidentiality of our work is crucial for establishing trust so that young people feel confident to speak openly and freely about what is concerning them. However, if a pupil appears to be at risk of significant harm it may be appropriate to seek help from other agencies to keep them safe. The counsellor would aim to discuss this with the student concerned.

What if I don't want my child to receive counselling?

If a student requests counselling and is able to understand what is involved in the process, then they have the right to access counselling. Parents and carers may not deny them this right. We would, however, prefer that we have your support for the work, and we are always happy to talk with you about any concerns that you may have about the idea of counselling.

What if the student refuses to have counselling?

The decision about whether or not to take up the offer of counselling is entirely voluntary for students, just as it would be for an adult.

How does it work?

Seeing a counsellor might be the student's idea, or a parent or teacher might suggest it. Students can meet the counsellor first, to ask questions and find out more. Counselling is voluntary - it's the student's choice. Sessions with the counsellor take place during the school day and are booked in advance.

Will anything be written down?

The counsellor will make some notes about what has been talked about in each session, and these are kept privately and securely. All information written and discussed is private and confidential unless there is an agreed or overriding need to share this information in the student's best interests.

Rights Respecting Schools



Hautlieu is currently a Silver Award Rights Respecting School and is working towards its Gold Award. This involves teaching our students about their rights as an under 18, how rights are protected in Jersey and the global context of children's rights. As part of this, students spend a mentor session each week discussing issues such as the age of criminal responsibility in Jersey, BBC Jersey headlines like 'Children could be denied their right to life', and psychological explanations for discrimination. In addition, students have been trained to deliver PSHE sessions on rights to Year 10s, encouraging them to become ambassadors for the UNCRC (United Nations Convention for the Rights of the Child).

Our students are expected to participate in their community through the school council, student head team, feedback surveys and sports captaincy in order to voice their ideas on making our school more inclusive and achieve the goals of education: environmental awareness, citizenship, employability, access to media, multi-culturalism, respect for their own culture and personal development.

We encourage students to work for children's rights locally and globally. Year groups are encouraged to select their own charities and organise charity days to raise awareness and funds in addition to our annual 'Chique Week' which culminates in the annual teacher gunging. Many of our students are very environmentally conscious and have worked to protect the environment, supporting charities like World Land Trust by organising obstacle courses, non-school uniform events, and cake sales. They are also globally aware: IB students have been instrumental in collecting clothes and raising money for refugees in Ukraine, as just one example.

Hautlieu School Charter

ARTICLE 29: GOALS OF EDUCATION

Tolerance

Non-violence

Environmental awareness

ARTICLE 16: RIGHT TO PRIVACY

Data protection

Private space

ARTICLE 19: PROTECTION FROM HARM

Safety

Anti-bullying

Preventing abuse

ARTICLE 14: FREEDOM OF THOUGHT

Political views

Different beliefs

Religious clothing

Belief-based practices

Religious views

ARTICLE 13: FREEDOM OF EXPRESSION

Sharing ideas

Accessible information



Subject choices

Core subjects (compulsory)

English

- + English Language
- + English Literature

Languages

- + French
- + Mandarin
- + Spanish

Mathematics

- + Physical Education – core

Science

- + Biology
- + Chemistry
- + Physics

- + Personal, Social & Health Education (PSHE) & Citizenship

Optional subjects

- + Art – Fine Art and Critical & Contextual Studies
- + Art – Graphic Communication
- + Business
- + Design Technology
- + Design Engineer Construct!
- + Drama
- + Geography
- + History
- + Computer Science
- + ICT
- + Music
- + Physical Education
- + Religious Studies
- + Extra-Curricular Activities

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Choosing your science options

Students follow a two science core programme. However, if you are hoping to pursue a science-related career, such as Medicine, Veterinary Science or Dentistry, then choosing to study three science GCSEs is the more appropriate option. The Science Department are an enthusiastic, motivated and committed team who are passionate about science and would like to see many students joining the school choose the three Science GCSE option.

Both routes will allow you to access the A level and IB Diploma science courses that have been studied to GCSE level. You will, however, need to achieve a minimum of a grade 6 in the particular science subject you want to study at A/IB level. In addition, to study Chemistry or Physics at A level or IB Diploma level you will also need a minimum of a grade 6 in GCSE Maths.

We aim to promote the study of the sciences in ways that help you to develop curiosity about the natural world, give you an insight into how science works and enable you to appreciate its relevance to your everyday lives. The scope and nature of the study will be broad, coherent, practical and satisfying. It should encourage you to be inspired, motivated and challenged by the subject and its achievements.

Art_Fine Art

Are you interested in: Creative and innovative drawing, painting and making, history and theory of art and design, art curating, architecture?

Head of subject: Mr Cole

Exam board: OCR

Exam code/s: J171

Entry requirements for GCSE:

None

Introduction to your subject

Our courses focus on developing core skills with knowledge and understanding of contemporary practice, art theory, history and more. All students will be encouraged to embrace a range of disciplines and challenge their appreciation of art with the production of sketchbooks, and final works of art.

Course content

Component 01: Portfolio – 120 marks (60%)

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. This can include sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.

The portfolio must provide evidence that the student has met all four assessment objectives.

Examinations

Component 02: Externally set task – 80 marks (40%)

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.



Art_Graphic Communication

Are you interested in: Graphic design, typography, marketing, advertising, branding?

Head of subject: Mrs Rive

Exam board: OCR

Exam code/s: J172

Entry requirements for GCSE:

None

Introduction to your subject

The Graphics GCSE offers an exciting opportunity for students to explore traditional techniques such as collage and printing with contemporary practices using digital media (e.g. Adobe Illustrator, InDesign and Photoshop). Students will explore what communication is through a variety of practitioners and projects, including working on real briefs set by external agencies. We will investigate how imagery can be used to tell a story and convey information without using words and the importance of formal elements such as colour and line in Graphics. In Year 10, we will be working with a variety of themes, including local history, the environment and typography before moving onto the coursework and exam projects in Year 11. Students will be encouraged to find their own graphical style, drawing inspiration from the world around them as well as contemporary designers.

Course content

Component 01 Portfolio – 120 marks (60%)

Students should produce a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.

Examinations

Component 02: Externally Set Task – 80 marks (40%)

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

All students
will be encouraged
to embrace a range
of disciplines and
challenge their
appreciation of art



Biology_Core Subject

Are you interested in: Learning about the living world and how your body works, as well as developing your analytical and problem-solving skills through practical work?

Head of subject: Mr Swanwick

Exam board: Pearson Edexcel

Exam code/s: 1BIO

Entry requirements for GCSE:

None

Introduction to your subject

In GCSE Biology you will learn how:

- + life processes depend on molecules whose structure is related to their function
- + cells, tissues, organs and organ systems enable living processes to be performed effectively
- + living organisms form populations, communities and ecosystems, which interact with each other, with the environment and with humans in many different ways
- + living organisms are interdependent and show adaptations to their environment
- + life on Earth is dependent on photosynthesis in which light energy is trapped to fix carbon dioxide and combined with hydrogen from water to make organic compounds and oxygen
- + organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life
- + the chemicals in ecosystems are continually cycling through the natural world
- + the characteristics of a living organism are influenced by its genome and by its environment
- + evolution occurs by natural selection and accounts for biodiversity and how organisms are all related

Course content

- + Topic 1 – Key concepts in biology
- + Topic 2 – Cells and control
- + Topic 3 – Genetics
- + Topic 4 – Natural selection and genetic modification
- + Topic 5 – Health, disease and the development of medicines
- + Topic 6 – Plant structures and their functions
- + Topic 7 – Animal coordination, control and homeostasis
- + Topic 8 – Exchange and transport in animals
- + Topic 9 – Ecosystems and material cycles

Examinations

There are two externally-examined papers:

Paper 1: Written examination lasting 1hr 45min. Worth 50% of the qualification. 100 marks. Topics 1-5 are assessed.

Paper 2: Written examination lasting 1hr 45min. Worth 50% of the qualification. 100 marks. Topics 1, 6-9 are assessed.

Both papers are a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.



Business

Are you interested in: How businesses operate and function? Researching and learning about a range of real-world business examples from many different business sectors? The skills required to effectively manage and run businesses?

Head of subject: Miss Carroll

Exam board: AQA

Exam code/s: 8132

Entry requirements for GCSE:

None

Introduction to your subject

GCSE Business Studies allows students to understand more about the business world. Pupils will learn about the key functions in business including marketing, finance, HR and operations. Pupils will also gain an understanding of the different types of ownership and how different companies can be impacted by external factors.

Course content

Students will gain an understanding into business activity and throughout the 2 years will study the following units:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

Examinations

Paper 1: 1 hour 45 minutes - 90 marks (50%)

Influences of operations and human resources on business activity. Covers units: 1, 2, 3 and 4.

Paper 2: 1 hour 45 minutes - 90 marks (50%)

Influences of marketing and finance on business activity. Covers units 1, 2, 5 and 6.

Both examination papers contain a range of multiple choice, short answer and calculation questions as well as longer essay questions based around case study and data response stimuli.

Learn about the
key functions
in business, including
marketing, finance
HR and operations



Chemistry_Core Subject

Are you interested in: Explaining a variety of phenomena using attractive and repulsive forces between matter?
Using properties of matter and chemical reactions to solve climate change or provide sustainable fuels?
Designing new materials such as plastics, medicines, catalysts or cosmetics?
Solving complex problems using numerical and practical logic?

Head of subject: Mrs Hale

Exam board: Pearson Edexcel

Exam code/s: 1CHO

Entry requirements for GCSE:
None

Introduction to your subject

Chemistry is divided into 3 subsections:

Physical chemistry deals with states of matter and energy changes. It gives a tour through solids, liquids, gases and solutions in terms of energy, behaviour and particle arrangement. It investigates the physical transitions between different states. It covers rates of reaction and equilibria. It explores whether energy is released or used by a reaction and how we can measure and compare this.

Organic chemistry focuses on the carbon-based molecules that make up living tissue, starting with alkanes and alkenes and developing into larger and more complex molecules such as the amino acids that make up proteins.

Inorganic chemistry involves using the periodic table to establish and explain trends in reactivity. At GCSE we focus on the extremely reactive groups 1 and 7 and the very unreactive group 8. Atomic structure, especially electron arrangement can be used to predict reactivity and the formulae of compounds. We also learn how to test for and identify certain gases and ions.

Chemistry GCSE is a great option if you plan to study any science in greater depth beyond GCSE.

Course content

States of matter and separation of mixtures

Atomic structure

The periodic table and reactions of groups 1, 7 and 0

Ionic, covalent, metallic bonding and properties of nanoparticles

Acids, alkalis and salts

Chemical calculations for masses, gases, solutions and yields

Electrolysis, extraction of metals, transition metals and recycling

Reversible reactions, equilibria and the Haber process

Rates of reaction and energy changes in reactions

Hydrocarbons, fuels and atmospheric chemistry

Alcohols, carboxylic acids and polymers

Testing for ions

Examinations

Paper 1: Chemistry 1 – 100 marks (50%)

Paper 2: Chemistry 2 – 100 marks (50%)

Both Chemistry papers are 1 hour 45 minutes



Chemistry GCSE is a great
option if you plan to study
any science in greater depth
beyond GCSE.



Computer Science

*Are you interested in: Developing your knowledge of programming?
Enjoy solving problems? Inquisitive about how technology works?*

Head of subject: Mr Shea

Exam board: OCR

Exam code/s: J277

Entry requirements for GCSE:

None

Introduction to your subject

Our computer science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for learners who want to go on to study computer science at A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Course content

- + Systems architecture
- + Memory and storage
- + Computer networks
- + Network security
- + Systems software
- + Ethical, legal, cultural and environmental impacts of digital technology
- + Common sorting & searching Algorithms
- + Programming fundamentals
- + Producing robust programs
- + Boolean logic
- + Programming languages and Integrated Development Environments

Examinations

Two written examinations both worth 50% each towards the final grade. Each exam is 90 minutes long.

Design Technology

Are you interested in: Sketching, making, CAD, problem solving, CAM, 3D printing, designing, the environment, understand products?

Head of subject: Mr Staveley

Exam board: AQA

Exam code/s: 8552

Entry requirements for GCSE:

None but an interest in designing

Introduction to your subject

Everyone should do design technology. Not everyone goes on to be a designer, but we all buy products and we all have problems to solve. Design technology will help you understand the products you buy and assess their environmental credentials and if they are good value. Then there is your opportunity to make a difference to the world by creating a concept design. (Think about designing something that makes a difference which you could take to *dragon's den* to get some sponsorship for!)

Course content

The course is 50% assessed project (NEA) and 50% examination. The theory covers a wide range of materials and topics including woods, metals, plastics, papers and cardboards, textiles and electronics. It also includes theory that supports understanding, ranging from where materials come from to the source of labour to make products.

Examinations

Component 1: Non examined assessment (project): 30-35 hours approximately, 100 marks, 50% of GCSE

Component 2: written exam: 2 hour, 100 marks, 50% of GCSE



Design technology will help you understand the products you buy and assess 'their environmental credentials and if they are good value.

Design Engineer Construct!

Are you interested in: The built environment? Taking a blank piece of land and building on it?
Taking a rundown building and giving it new life? A career in the construction industry?

Head of subject:

Mr Staveley / Mr Forestiero

Exam board: TQUK

Exam code/s: Level 2 Certificate

Entry requirements for GCSE:

None but an interest in construction, architecture, engineering or surveying

Introduction to your subject

Not so long ago there were architects, project managers and engineers, but building is so much more complex than that; and so the DEC! course was formulated to introduce you to all the facets of designing, engineering and constructing builds. This is done alongside live projects, meeting industry professionals and using industry standard building management and 3D modelling software.

Course content

The course is made up of a two-year portfolio project covering all aspects of designing and building, followed by an examination. The project has four units with units 1 & 2 defining the building you will design and 3 & 4 delivering and evaluating it. The examination is based on what you will learn by completing the project.

Examinations

Assessed project (over the two-year course) (50%)

Written examination (50%) based on the knowledge learnt during the project.

The DEC! course was formulated to introduce you to all the facets of designing, engineering and constructing builds.

Drama

Are you interested in: Performing, working creatively and cooperatively with others, finding new and dynamic ways to communicate?

Head of subject: Mrs O'Prey

Exam board: Cambridge IGCSE

Exam code/s: 0994

Entry requirements for GCSE:

Creativity, self-motivation, a sense of fun

Introduction to your subject

GCSE Drama is a fun but challenging course covering a range of performance skills and texts. You will be assessed as an actor in 3 pieces of coursework including making up your own piece with a group. You will need to be reliable, self-motivated, keen to challenge yourself, enjoy performing and working with others.

Course content

Solo Acting assessment – A 3-minute character monologue taken from a published play, performed to an audience and filmed for the exam board.

Group Acting Assessment – An extract from a published play, performed to an audience and filmed for the exam board.

Devised Acting Assessment – A group piece of devised theatre, performed to an audience and filmed for the exam board*.

Written Exam - Study of TWO set text extracts. Exam questions will about design, acting and directing ideas as appropriate to the given texts. Explanation and evaluation of the Devised piece that was completed for coursework (see * above).

Examinations

One written paper towards the end of Year 11.
3 coursework assessments undertaken during the course.



English Language_Core Subject

Are you interested in: Reading fiction and non-fiction, analysing language, form and structure, writing creatively, seeing how writers position you to respond to their writing?

Head of subject: Mrs Smith

Exam board: AQA

Exam code/s: 8700

Entry requirements for GCSE:

See Hautlieu entry criteria.

Introduction to your subject

This exciting and challenging course offers you the opportunity to evaluate the impact of writers' techniques and then have a go at using them yourself! Although this is a compulsory aspect of your study, your writing will develop in its maturity and you will be able to analyse, evaluate and promote your point of view. Preparation for your working life, both written and spoken, is covered on this challenging course.

Course content

Component 1:

Explorations in creative reading and writing –

What's assessed:

Section A: Reading one literature fiction extract.

Section B: Writing descriptively or narratively.

Component 2:

Writers' viewpoints and perspectives –

What's assessed:

Section A: Reading one non-fiction text and one literary non-fiction text

Section B: Writing to present a viewpoint

Component 3:

Non-Examined assessment,

Spoken Language presenting,

Responding to questions and feedback.

Use of Standard English.

Examinations

Component 1:

Written exam: 1 hour 45 minutes.

80 marks (50% of GCSE)

Component 2:

Written exam: 1 hour 45 minutes.

80 marks (50% of GCSE)

Component 3:

Teacher set throughout course.

Marked by teacher.

Separate endorsement (0% weighting of GCSE).

Preparation for your

working life, both written

and spoken, is covered on

this challenging course.

International English Literature__Core Subject

Are you interested in: The world of drama and fiction? Despite this being a compulsory element of your studies, you will be exposed to the genres of fiction and invited to engage with characters, themes and writers' methods at KS4 in order to evaluate the impact of their techniques upon their audience/readers.

Head of subject: Mrs Smith

Exam board: Pearson Edexcel

Exam code/s: 4ET1

Entry requirements for GCSE:

See Hautlieu general entry requirements

Introduction to your subject

Welcome to the world of fiction where life events are used to encourage debate about society, to explore societal challenges and their impact on characters. The timeless discussion about issues presented in texts will help to shape your view of our world and your role in it. Students are expected to take part in whole class discussion of the range of poetry, prose and drama that this International course offers.

Course content

Component 1:

Poetry and modern prose. Closed book exam.

Exam structure:

- + Unseen poetry response.
- + Poetry anthology response.
- + Modern prose text: Of Mice and Men.

Skills:

- + Develop skills to analyse unseen poetry.
- + Develop skills to maintain a critical style and informed personal response.
- + Develop skills to analyse language, form and structure and their links to contextual factors in order to create meanings and effects
- + Quotation skills.

Component 2:

One modern drama text – An Inspector Calls and one literary heritage text – Macbeth. This is an open book exam.

Exam structure:

- + Essay Response: An Inspector Calls
- + Essay response: Macbeth

Skills:

- + Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect.
- + Develop skills to maintain a critical style and informed personal response.

Examinations

Component 1:

Externally assessed in January of year 11. 60% of the total International GCSE.

Component 2:

Externally assessed in January of year 11. 40% of the total International GCSE.



French

Are you interested in: Studying a language that will broaden your horizons, develop cultural knowledge and foster transferable skills such as communication, problem solving and creativity? The GCSE in French is based on a conviction that learners studying a modern foreign language will develop their desire and ability to communicate with and understand French speakers in a variety of contexts and for a variety of purposes. The course also aims to provide learners with a solid foundation to be successful in future language study.

Head of subject: Mrs Kelleher

Exam board: WJEC EDUQAS

Exam code/s:

C800QS

C800PF Foundation Tier

C800PH Higher Tier

Entry requirements for GCSE:

None

Introduction to your subject

GCSE in French will enable learners to:

- + develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- + express and develop thoughts and ideas spontaneously and fluently
- + listen to and understand clearly articulated, standard speech at near normal speed
- + deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- + acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- + develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- + be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- + develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- + develop language strategies, including repair strategies.

Course content

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other

people, including people in countries/communities where French is spoken.

- + Identity and culture
- + Local, national, international and global areas of interest
- + Current and future study and employment

Examinations

Component 1: Speaking Oral test: 12 minutes preparation time 7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) – 25% of qualification 60 marks. This component requires learners to respond in French to a role play, a photo card and a conversation. Assessment of this component will also take account of knowledge of, and accurate application of, grammar and structures.

Component 2: Listening Written examination: 35 minutes (Foundation tier) including 5 minutes reading time 45 minutes (Higher tier) including 5 minutes reading time – 25% of qualification 45 marks. This component requires learners to respond to a range of questions in English and also in French. Question types will include multiple choice with non-verbal and written responses; gap-fill one-word answers; selecting correct/false statements; and short answer responses.

Component 3: Reading Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) – 25% of qualification 60 marks. This component requires learners to respond to a range of questions in English and also in French. Question types will include multiple choice with non-verbal responses; match-up responses; gap-fill one-word answers; selecting correct/false statements; short answer responses; completing information in a table; and longer responses.

Component 4: Writing Written examination: 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier) – 25% of qualification 60 marks. This component requires learners to respond in French to a range of written tasks. Assessment in this component will also take account of knowledge of, and accurate application of, grammar and structures.

The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding, and foster transferable skills.



Geography

Are you interested in: Human and physical patterns and processes?

Head of subject: Mr McSherry

Exam board: Pearson Edexcel

Exam code/s: 1GB0

Entry requirements for GCSE:

Level 4 at KS3

Introduction to your subject

Geography is about understanding natural processes on the earth's surface such as earthquakes, floods and hurricanes and the way in which human activities are influenced by these processes. Additionally, the subject also shows how people attempt to manage these natural processes to limit the destruction and disruption they cause. The subject also looks at human focussed issues such as the management of population, urban areas, wealth and resources.

Course content

Paper 1 Global Geographical Issues:

- + Hazardous Earth
- + Development Dynamics
- + Challenges of an urbanising World

Paper 2 UK Geographical Issues:

- + The UK's Evolving Physical Landscapes including rivers and coasts
- + The UK's Evolving Human Landscapes including urban and rural areas

Paper 3: People and Environment Issues

- + People and the Biosphere
- + Forests under Threat
- + Consuming Energy Resources

Examinations

Component 1: Global Geographical Issues, written exam: 1 hour 30 minutes, 94 marks, 37.5% of GCSE

Component 2: UK Geographical Issues, written exam: 1 hour 30 minutes, 94 marks, 37.5% of GCSE

Component 3: People & Environment Issues, written exam: 1 hour 30 minutes, 94 marks, 37.5% of GCSE

An extraordinary
school that
nurtures
extraordinary
students



History

Are you interested in: Discussing, debating and exploring the past?

Head of subject: Mr McAdam

Exam board: Pearson Edexcel

Exam code/s: 1H10 11 2M 31

Entry requirements for GCSE:

None

Introduction to your subject

Studying History at Hautlieu School, whether at GCSE, A Level or as part of the IB programme, provides students with a wonderfully rich variety of skills that are easily transferable into further academic study, employment and even in wider life. Through the study of history we of course explore the past, however it is the bigger societal and even psychological factors that truly make the subject such an enjoyable, mature and thought-provoking focus. How did Chairman Mao lead millions of his own citizens into famine? What factors and elements of luck contributed to Hitler's rise to power? How and why did rebellions arise in Tudor England and what was their fate? Did we truly learn from the suppression of the Plains Indians in the American West? These are just a handful of the questions we ask and it is the challenge of exploring the possible answers that students relish!

Hautlieu historians of the past have visited battlefields and memorial sites of the First World War in Northern France and Belgium, with other visits to Berlin, Krakow and Moscow having been undertaken. Student's exploration of the past along with consideration for other individuals' culture, beliefs, political standpoint and their ambitions to achieve happiness and tribal, national or even global unity, allow our young people to become rounded, understanding and more appreciative of the world in which live!

Study history; broaden your thinking; be a part of discussions which not only analyse the past but could potentially change the future!

Course content

Medicine Through Time, Early Elizabethan England, The American West, Weimar & Nazi Germany

The portfolio must provide evidence that the student has met all four assessment objectives.

Examinations

Paper 1: Medicine Through Time (30% of GCSE)

Paper 2: Elizabethan England & American West (40% of GCSE)

Paper 3: Weimar & Nazi Germany (30% of GCSE)

Study history;

broaden your thinking;

be part of discussions

which not only

analyse the past

but could potentially

change the future!



ICT

Are you interested in: Using software to produce different types of documents?
Understanding how ICT is used?

Head of subject: Mr Shea

Exam board: CIE

Exam code/s: 0983

Entry requirements for GCSE:

None

Introduction to your subject

The Cambridge IGCSE Information and Communication Technology syllabus encourages students to develop lifelong skills including:

- + How to analyse, design, implement, test and evaluate Information and Communication Technology (ICT) systems.
- + Consider the impact which new technologies will have on ways of working and the social, economic and ethical issues associated with them.
- + Awareness of how ICT can help in practical and work-related scenarios.

Course content

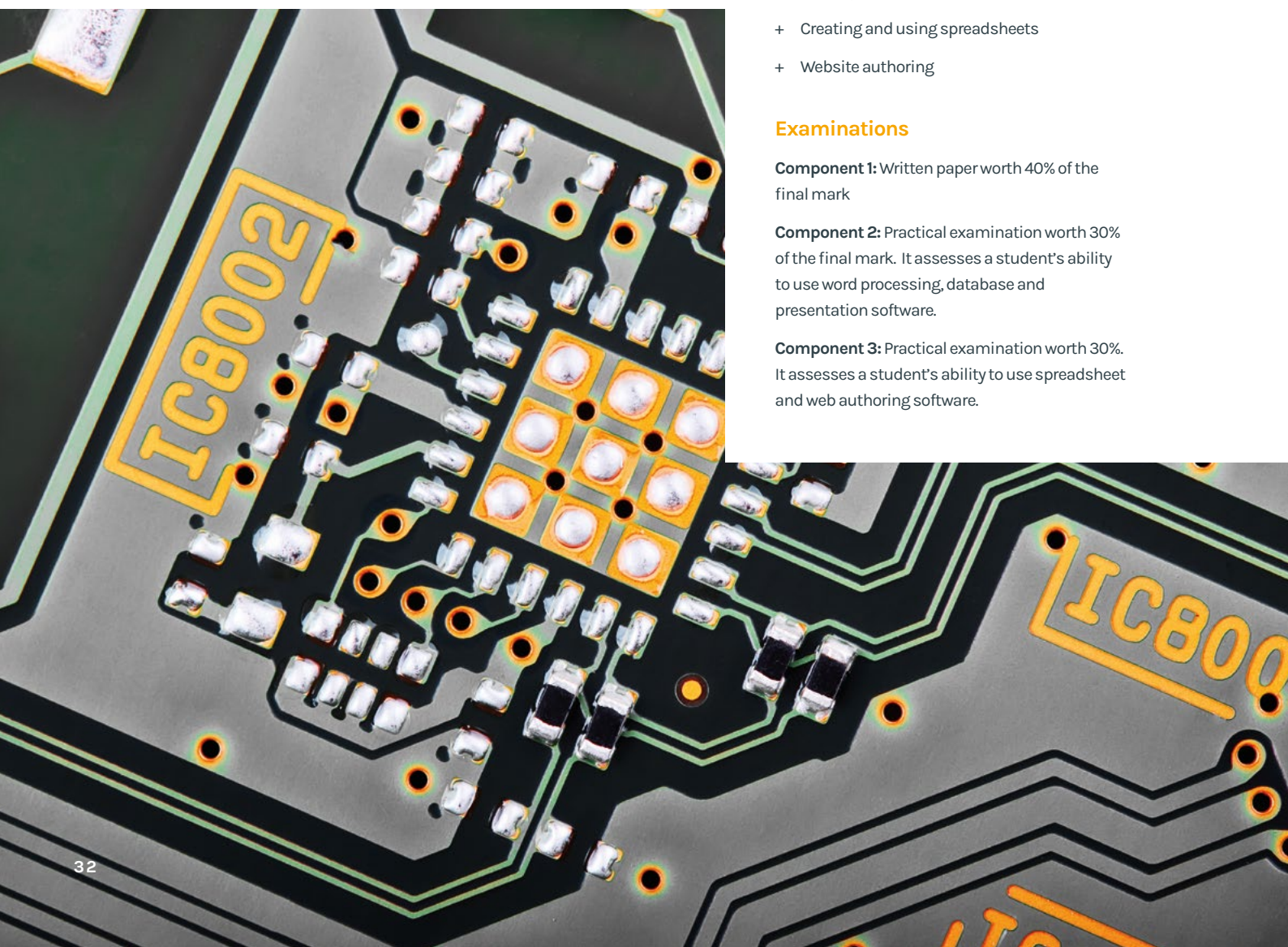
- + Types and components of computer systems
- + Input and output devices
- + Storage devices and media
- + Networks and the effects of using them
- + The effects of using IT
- + ICT applications
- + The systems life cycle
- + Safety and security
- + Creating graphs and charts
- + Document production
- + Creating & using databases
- + Create presentations
- + Creating and using spreadsheets
- + Website authoring

Examinations

Component 1: Written paper worth 40% of the final mark

Component 2: Practical examination worth 30% of the final mark. It assesses a student's ability to use word processing, database and presentation software.

Component 3: Practical examination worth 30%. It assesses a student's ability to use spreadsheet and web authoring software.



Mandarin

Are you interested in: Do you want to communicate with over half the world's population? Then, Mandarin is for you! China is an established world power and many businesses are looking to deal with China, so having a grasp of the language would make you highly employable. Hautlieu are partnered with Bayi school in Beijing. We have an annual visit from Bayi students as well as a cultural visit to China each year which includes a visit to Bayi. Imagine being able to chat to your new friends in Mandarin!

Head of subject: Mrs Kelleher

Exam board: HSK

Entry requirements for GCSE:
Beginners course

Introduction to your subject

HSK stands for Hànyǔ (Chinese) Shuǐpíng (level) Kāoshì (test), which is the most important Chinese proficiency test in use today.

HSK is in 2 parts. The first of these is a written exam and includes reading and listening sections. Students will reach at least HSK Level 2 by the end of the 2 year programme.

Course content

HSK 1 and 2 assess non-native Chinese speakers' abilities in using Chinese in their daily, academic and professional lives.

If you want to be able to communicate
with over half of the world's population,
Mandarin is the language for you!

Examinations

Level 1: 40-minute test of listening and reading comprehension – The HSK (Level I) is intended for students who have mastered 150 commonly used words and basic grammar patterns.

Level 2: 55-minute test of listening and reading comprehension – candidates have a strong grasp of all the basics and have no problem understanding and exchanging information about daily life and routine matters. The HSK (Level II) is intended for students that have mastered 300 commonly used words and related grammar patterns.



Mathematics__Core Subject

Are you interested in: *Becoming a better problem solver? Some form of mathematics can be found embedded into most other subjects. Art, Music, Psychology and more obviously to Business, Finance, Sciences and Engineering.*

Head of subject: Mr Pattinson

Exam board: Pearson Edexcel

GCSE MATHEMATICS

Exam code/s: 1MA1

Entry requirements for GCSE:

None

Introduction to your subject

GCSE mathematics is a compulsory subject therefore you could argue that you have no choice but to study the subject. However, the same reasons for why you would study mathematics post 16 should still apply. Maths is useful, important and interesting.

GCSE mathematics provides a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

Course content

The assessments will cover the following content headings: Number; Algebra; Ratio, proportion and rates of change; Geometry and measures; Probability; Statistics.

Examinations

Paper 1: non-calculator 1.5 hours – 80 marks (33%)

Paper 2: calculator 1.5 hours – 80 marks (33%)

Paper 3: calculator 1.5 hours – 80 marks (33%)

GCSE mathematics provides a
strong foundation for employment
and for further academic and
vocational study



Music

Are you interested in: Learning how to compose and write your own music using our latest Apple Mac Computers and software? Do you enjoy performing music regularly? Would you like to debate what makes a piece of music successful?

Head of subject: Miss Sinfield

Exam board: Pearson Edexcel

Exam code/s: 1MU0

Entry requirements for GCSE:

To be able to perform at least Grade 2 standard on entry in September, they do not have to have taken an examination.

Introduction to your subject

Are you a student who has been performing as a band member or have been learning an instrument or singing but would like to perform as a group? Would you like regular opportunities to perform to an audience and have the challenge of being recorded at the same time? Would you like to understand how to compose and extend your understanding of harmony and learn about the reasons why music has evolved so dramatically over the past 400 years? The opportunities to find out these questions are when you study GCSE Music.

Course content

Students will learn how to:

- + Write their own music using either Logic Pro or Sibelius software.
- + Be confident at performing both to their peers in the class and to a wider audience at various opportunities in the year.
- + Analyse musical elements such as pitch, dynamics and tempo and be able to place each set work in a wider context of history and be able to justify their opinion on each piece.
- + Learn how to write music out by ear in traditional stave notation by listening to the music only.
- + Students will be able to write an extended piece of writing on each of the set pieces and compare them to unfamiliar pieces.
- + Students who decide to take GCSE Music will have an excellent basis from which to further continue their studies to A Level Music.

Examinations

Unit 1: 15% of GCSE: Solo Performance: Students will be asked to record one piece of solo performance of a piece of their choice lasting at least two minutes.

15% of GCSE: Ensemble Performance: Students will be asked to record one piece of their choice lasting at least two minutes as part of a group, such as a rock band or a vocal duet.

Unit 2: 15% of GCSE: Composition 1: Students will compose a piece based on a set task.

15% of GCSE: Composition 2: Students will compose a piece based on a task set by the teacher. All compositions will be written using Sibelius Software.

Unit 3: Listening and Appraising Examination: 40% of GCSE: Students will study the written scores and interpret various musical features from four areas of study.

GCSE Music is an excellent basis
from which to further continue
studies to A Level Music

Physical Education

Are you interested in: Developing practical and theoretical performance and understanding in physical activity, sport and fitness?

Head of subject: Miss Nelson

Exam board: AQA

Exam code/s: 8582

Entry requirements for GCSE:

Participation in competitive physical activity in school, club or at county level.

Introduction to your subject

This is an excellent subject for anyone who enjoys performing, analysing, and learning about sport, physical activity and fitness. The course helps to develop an understanding of how to maintain a healthy lifestyle, through both exercise and nutrition. Students will also learn about the importance of Physical Activity and Sport in Society.

Course content

Students will have a mixture of theory and practical lessons over the two-year GCSE programme.

The theoretical components of the course cover a diverse range of topics in sport and physical activity, these include topics such as: applied anatomy and physiology, movement analysis, physical training, use of data in physical activity, sports psychology, socio-cultural influences and health, fitness and wellbeing.

Within practical lessons, students will cover a range of practical areas that are tailored to the student's needs. Some examples of the practical activities covered are: badminton, netball, football, trampolining, table tennis and athletics.

Examinations

Students will complete two examinations at the end of Year 11, both worth 30% of the final GCSE. The examinations include a combination of multiple choice, short answer and extended answer questions.

Paper 1: The human body and movement in physical activity and sport (30% of GCSE).

Paper 2: Socio-cultural influences and wellbeing in physical activity and sport (30% of GCSE).

Non-examined assessment (NEA): Practical performance in physical activity and sport (40% of GCSE).

Break down of Non-examined assessment:

- + Practical performance in three different physical activities in the role of player/performer. One in a team activity, one in an individual activity and a third in either a team or in an individual activity (30% of GCSE).
- + Theoretical coursework: Analysis and evaluation of performance to bring about improvement in one activity (10% of GCSE).



The course helps to develop an understanding of how to maintain a healthy lifestyle through both exercise and nutrition.

Physics_Core Subject

Are you interested in: *Breaking apart the universe and delving into the deeper structure of matter or do you wonder how things around us work and can we make predictions on how things will behave?*

Head of subject: Mr Bowen-Price

Exam board: Pearson Edexcel

Exam code/s: 1PHYS

Entry requirements for GCSE:

None

Introduction to your subject

- + models are used, as in the particle model of matter or the wave models of light and sound
- + the concept of cause and effect is used to explain such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions
- + the phenomena of 'action at a distance' and the related concept of the field is the key to analysing electrical, magnetic and gravitational effects
- + differences, for example between pressures or temperatures or electrical potentials, are the drivers of change
- + proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science
- + physical laws and models are expressed in mathematical form

Course content

Content overview:

- + Topic 1 – Key concepts in physics
- + Topic 2 – Motion and forces
- + Topic 3 – Conservation of energy
- + Topic 4 – Waves
- + Topic 5 – Light and electromagnetic spectrum
- + Topic 6 – Radioactivity
- + Topic 7 – Astronomy
- + Topic 8 – Work done
- + Topic 9 – Moments
- + Topic 10 – Electricity
- + Topic 11 – Static electricity
- + Topic 12 – Magnetism
- + Topic 13 – Electromagnetism
- + Topic 14 – Particle model
- + Topic 15 – Forces and matter

Examinations

There are two externally-examined papers:

Paper 1: Written examination lasting 1hr 45min. Worth 50% of the qualification. 100 marks. Topics 1-7 are assessed.

Paper 2: Written examination lasting 1hr 45min. Worth 50% of the qualification. 100 marks. Topics 1, 8-15 are assessed.

Both papers are a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.



Religious Studies

Are you interested in: Asking deeper questions about yourself and your place in the world through the study of religion, ethics, society and world cultures?

Head of subject: Mr Fallon

Exam board: AQA

Exam code/s: 8062

Entry requirements for GCSE:

None

Introduction to your subject

Religious Studies (GCSE) looks at Christianity and Buddhism, examines their beliefs and then asks how they affect how we live our lives. Gender and family, the value of life and equality and fairness are all thought about from the perspectives of these religions. This then gives us an opportunity to reflect on our own beliefs and values. We learn through listening to religions talking about themselves and to their followers, through what they put on YouTube, their art and poetry and their history. This is a way of deepening our understanding and becoming investigators into religion as a phenomenon in the modern world.

Course content

Buddhism, Christianity; Relationships and family;
The value of life; Human rights and social justice;
The existence of God

Examinations

Paper 1: The study of religions: beliefs, teachings and practices – 102 marks (50%)

Paper 2: Thematic studies – 99 marks (50%)

Both papers are 1 hour and 45 minutes.

Religious Studies (GCSE) looks at
Christianity and Buddhism, examines
their beliefs and then asks how they
affect how we live our lives.

Spanish

Are you interested in: Studying a modern foreign language that is spoken by over 500 million people worldwide? Would you like to learn about the rich culture of countries that are home to celebrations such as Día de los Muertos and La tomatina? The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. The specification also aims to provide learners with a solid foundation on which to prepare them for future language study.

Head of subject: Mrs Kelleher

Exam board: WJEC Eduqas

Exam code/s: 601/8901/0

Entry requirements for GCSE:

See Hautlieu entry requirements

Introduction to your subject

GCSE in Spanish will enable learners to:

- + develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say increasingly accurately.
- + express and develop thoughts and ideas spontaneously and fluently
- + listen to and understand clearly articulated, standard speech at near normal speed
- + deepen their knowledge about how language works and enrich their vocabulary in both Spanish and their native language
- + acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts
- + develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- + be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning
- + develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- + develop language strategies, including repair strategies.

Course content

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

- + Identity and culture
- + Local, national, international and global areas of interest
- + Current and future study and employment

Examinations

Component 1: Speaking Oral test: 12 minutes preparation time 7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) – 25% of qualification 60 marks. This component requires learners to respond in Spanish to a role play, a photo card and a conversation. Assessment of this component will also take account of knowledge of, and accurate application of, grammar and structures.

Component 2: Listening Written examination: 35 minutes (Foundation tier) including 5 minutes reading time 45 minutes (Higher tier) including 5 minutes reading time – 25% of qualification 45 marks. This component requires learners to respond to a range of questions in English and also in Spanish. Question types will include multiple choice with non-verbal and written responses; gap-fill one-word answers; selecting correct/false statements; and short answer responses.

Component 3: Reading Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) – 25% of qualification 60 marks. This component requires learners to respond to a range of questions in English and also in Spanish. Question types will include multiple choice with non-verbal responses; match-up responses; gap-fill one-word answers; selecting correct/false statements; short answer responses; completing information in a table; and longer responses.

Component 4: Writing Written examination: 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier) – 25% of qualification 60 marks. This component requires learners to respond in Spanish to a range of written tasks. Assessment in this component will also take account of knowledge of, and accurate application of, grammar and structures.



Extracurricular activities

Sport

There are a wide variety of extra-curricular opportunities on offer beyond curriculum Physical Education. Clubs and teams operate on a regular basis for inter-school fixtures, cup and tournament competitions. Team training sessions and recreational sessions are on offer weekly and in every term of the school year there are opportunities for regular competition. There are opportunities for competition off Island and a significant number of students progress to representative honours and participation beyond school. Sports that are regularly on offer include netball, football, basketball, rugby, touch rugby, hockey, athletics, badminton, swimming, rounders, tennis and cricket. A fitness room gym area is also available for supervised use. Beyond sport, there are various opportunities for involvement in activity, including Sports Leaders award and coaching awards. As well as their intrinsic value, these awards are particularly valued by employers and in further education as a demonstration of a wide range of skills and abilities.

Duke of Edinburgh Award

The Duke of Edinburgh Award Scheme is the world's leading achievement award for young people. It is non-competitive and designed to encourage the development of participants in an environment of social interaction and teamwork. We aim to encourage young people to experience adventure and as such, we offer a residential training course in expedition planning, map reading and camp craft. Following this, students will plan and complete their own expedition, including overnight camping either on island for Bronze Award or off island for Silver Award. The Award also requires participants to undertake a personalized programme of volunteering, skill based and physical activities outside of the classroom which they choose and complete in their own time.

Music

The Jersey Music Service support a dedicated team of specialist musicians who visit the Island's primary and secondary schools. Students already learning an instrument through this service will continue to receive tuition in school on a weekly rotating timetable. The service does not extend to piano tuition, guitar, drums and singing or to students wishing to begin learning an instrument. In the music department there are opportunities to take part in the choir, jazz band and various groups throughout the school. The department provides groups for many public appearances both in school and in the local community. The department comes together with the performing arts to focus on the Carol Service and autumn term whole school production, but also to provide showcase opportunities for performers and composers throughout the year. As part of the Performance Technology Faculty, the department will encourage students to work in the tech team and compose music for film and drama and take part in the radio station. There are also opportunities to participate in the highly competitive Hautlieu Battle of the Bands competition.

Performance opportunities

Each year we have our showpiece school production in the autumn term and concert in the summer term. Students in all year groups are encouraged to participate as performers, backstage and as tech crew. Smaller scale performance opportunities occur throughout the year in music, dance and drama.

Study club

Subject specific clubs are on offer to extend interest and participation in a range of areas.

Timeline of the process to join Hautlieu as a Year 10 Student in July 2023

October 2022 Half Term

Hautlieu will send a copy of our prospectus to students in Government of Jersey non-fee paying schools who have a mean CAT score of 103 or higher. We will also have a copy of the prospects on the school website - www.hautlieu.co.uk

Beginning of November 2022

A team of Hautlieu staff visit all the 11-16 Government of Jersey non-fee-paying schools to speak to any students interested in applying to Hautlieu.

Tuesday 01 November 2022 - Hautlieu Open Evening

An open evening will be held at Hautlieu to which prospective parents and students from all schools are invited. If any parents or students are unable to attend but wish to find out more information they should contact Jackie Fromage, Student Admissions Administrator, at the school for further information.

Email: j.fromage@hautlieu.sch.je Telephone: 01534 736242

Wednesday 07 December 2022

This is the deadline for the receipt of 14+ application forms. An email or letter acknowledging receipt of applications will be sent to parents from Hautlieu by Monday 12 December.

In the unlikely event that an application is lost in the post or is not processed, parents must contact the school BEFORE 3:20pm on Thursday 15 December 2022.

If your child has been offered a place at Hautlieu School a decision about whether to accept or decline the place must be made by Monday 20 February 2023.

Monday 30 January to Friday 03 February 2023

Students who have met the entry criteria will be invited to Hautlieu on a day during this week to find out more about the school and to have an individual discussion with a member of staff. The day of the visit will vary according to current school – we will write to you and your child's school in good time for this visit. Students will need to bring their most recent school report to this meeting. We will then write to you to confirm the offer of a place at Hautlieu for Year 10.

Friday 10 February 2023

This is the deadline for parents, who had applied by the 07 December 2022 deadline, and whose child had not been offered a place, as a result of not meeting the entry criteria, to appeal against this decision. The appeals process utilises an online form which is processed by the Department for Children, Young People, Education and Skills.

Monday 20 February 2023 (the first day after the half-term break)

This is the deadline for parents, whose child has been offered a place at Hautlieu, to return the form accepting this offer to the school.

Wednesday 19 April 2023

An Information Evening will be held for parents and students who have accepted their places and are transferring to Hautlieu.

Monday 03 July 2023

Hautlieu welcomes students who are transferring to Hautlieu for their first day at their new school.

Are there any circumstances where a late application to join Hautlieu, i.e. after 07 December 2022, would be considered?

There is a process for this in particular circumstances as shown below:

Hautlieu School – Process for Late Applicants

The application process to join Hautlieu School as a Year 10 student allows parents to make a late application to join Year 10 directly to Hautlieu after the application deadline of the 07 December 2022. **In all cases applicants must meet the academic criteria for entry.**

Generally late applications are considered under the following circumstances:

1. Financial changes to family circumstances which has resulted in the inability of parents to continue to pay fees in fee-paying schools in Jersey or the UK.
2. Students returning to the island or moving to Jersey during or just prior to Key Stage 4, but after the 14+ procedure has been completed.
3. Specific advice sought and given to the school from the Educational Psychology Service and/or other support agencies.
4. **Closure** of a student's present school.

5. When there are other exceptional circumstances, and the Headteacher of Hautlieu School considers this is in the best interests of the student following discussion with the Headteacher of the student's present school.

6. A student who refuses an offer of a place at Hautlieu and then changes their mind prior to the joining date, may be granted a place at Hautlieu School, at the discretion of the Headteacher of Hautlieu.

It is unlikely that requests will be granted for admission after the half term holiday of the Autumn Term unless there are exceptional circumstances.

All cases will be considered on an individual basis at the discretion of the Headteacher who in reaching a decision will consult with a student's present Headteacher and any other parties as may be considered necessary. The Headteacher's decision is final in all cases.

The above information may be subject to change given changes to the Government Covid guidelines. All updates will be published on the school website, please visit www.hautlieu.co.uk

Application form_14+ entry

Please complete all sections in **BLOCK CAPITALS.**

Application deadline: Wednesday 07 December 2022.

FIRST NAME

MIDDLE NAME

SURNAME 1

SURNAME 2

DATE OF BIRTH

ADDRESS

POSTCODE

SECONDARY SCHOOL ATTENDED

ANY OTHER INFORMATION TO SUPPORT YOUR APPLICATION

I GIVE PERMISSION FOR HAUTLIEU TO RECEIVE CAT SCORES AND PROGRESS TEST INFORMATION ☐

PARENT'S SIGNATURE / DATE

PARENT'S NAME

PARENT'S MOBILE

LANDLINE

PARENT'S EMAIL

(Used for all application related communications)

Please remove application form carefully, place in an envelope and send to:

Mrs Jackie Fromage
Admissions
Hautlieu
Wellington Road
St Saviour
Jersey JE2 7TH

For more information contact: j.fromage@hautlieu.sch.je





Hautlieu

Hautlieu School
Wellington Road
St Saviour
Jersey JE2 7TH

Telephone: 01534 736242

hautlieu.co.uk

‘Put simply, Hautlieu is an extraordinary school that nurtures extraordinary students. We take great pride in providing a calm and focused learning environment that enables excellent examination results and first class preparation for university entrance and employment.’

Nick Falle, Headteacher