



Year 9 Guide
to the KS4 Curriculum &
Option Choices

2024 – 2026

HHS Options for Year 9 2024-26

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Guide to KS4 Curriculum & Options 2024 - 2026

This guide is designed to inform Year 9 learners about their course option choices which will be examined in 2026 when they are in Year 11. This sits alongside the Options Information Video available on our website.

The Harrow High School curriculum is designed to provide a breadth of study and enable all our learners to achieve the highest possible outcomes. The guide provides a brief outline of each subject available in Key Stage 4. A more detailed view of each subject can be found in the curriculum area of our website. Here, you will not only find what knowledge and skills are being covered each term but also a rationale for why it is being covered and how it fits into the bigger picture for that subject. The KS4 Options part of the website also includes subject specific videos where subject leaders have provided further information and guidance.

We follow a more traditional curriculum at HHS. Our Year 9 learners will have had 3 years of studying a broad range of subjects enabling them to gain a deeper understanding of the knowledge and skills required for embarking on a GCSE course. All learners study a compulsory core curriculum working towards GCSE examinations over 2 years. Three option subjects will be taught in Years 10 and 11. One of these subjects must be Geography, History, Spanish, Italian or Computer Science. **In addition, we strongly recommend that learners should work towards the English Baccalaureate where they take one of History or Geography and a Modern Foreign Language.**

All learners are expected to study at least one of: History, Geography, Computer Science or a Language unless their SEN or EAL needs prevent them from accessing these subjects.

The compulsory core curriculum that learners will study over 2 years consists of: English (2 GCSEs); Maths (GCSE); Science (Double Award); and RS (GCSE). Learners in set 1 Science will also take the triple award. Some of our learners can also take a GCSE in their community language. Ms Ortega will contact them individually to organise this and inform parents in writing. Therefore, the vast majority of learners will study for 9 or 10 GCSEs in total which we believe is most appropriate given the depth of the new 9 - 1 GCSEs.

Additional Guidance

We understand that choosing the best 3 subjects can be challenging for learners so we are also providing the following additional guidance:

- Year 9 learners will have a careers interview with our careers advisor, Ms Danso
- Learners will also receive a subject specific careers lesson from their teachers which will show them potential career pathways for that particular subject
- There are also subject specific careers advice videos on our website which help inform learners about the benefits of choosing that particular subject
- Year 9 Parents' Evening is on Wednesday 1st May when learners/parents can ask the class teachers about the suitability of their preferred subject choices
- The names of the subject contacts are on the final page of this document so feel free to contact them directly should you have any questions/queries

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Process:

1. Please complete the Google form by clicking the link in options letter sent to you or by accessing the curriculum area of the school's website (deadline 08/05/24)
2. Mr Burt (Head of Year) and Mr Buchanan (Deputy Head Teacher for Curriculum) will then verify that appropriate courses have been chosen based on prior and current data
3. Mr Burt will then contact any parents where necessary to discuss choices (During May/June)
4. Mr Buchanan will then write to Year 9 parents confirming final options choices (early July)

Notes about availability of some subjects

- **Please note that it is not possible to give every learner their first 3 choices due to demand and construction of the option blocks. Please do think very carefully about reserve choices as some learners will inevitably be allocated these subjects.**
- **Learners are more likely to get all 3 first choices if they have opted for the full Ebacc**
- It may be appropriate for some learners to only study 2 option choices in order to get further support with English and Maths. This is coded as Es (extra support) in the options letter.
- Some courses may not be viable due to low numbers of learners choosing it or if the school is unable to staff it with a suitably qualified teacher.

A GUIDE TO THE TERMS:

Throughout this booklet you will come across many technical terms relating to different types of qualification. This simple guide is designed to help you decode this terminology. If you are at all unclear, please discuss your concern with a member of staff who will be pleased to help.

ASDAN	Award Scheme Development and Accreditation Network
EBacc	English Baccalaureate – An award consisting of English, Mathematics, a Science (including Computing), a Language and Geography or History.
ESOL	English for Speakers of Other Languages
GCSE	General Certificate of Secondary Education.
Level 1	Any qualification described as level 1 is equivalent to GCSE grades 3 to 1
Level 2	Any qualification described as level 2 is equivalent to GCSE grades 9 to 4

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ENGLISH BACCALAUREATE (EBACC)

The government has recently introduced the English Baccalaureate qualification. This is designed to acknowledge learners who achieve a grade 4 or higher in GCSE:

- English
- Maths
- A Science (including Computer Science)
- A Modern Foreign Language or Ancient Language
- History or Geography

In order to achieve this, learners will have to select Spanish or Italian and History or Geography in their GCSE choices.

It is **highly recommended** that learners seriously consider studying these subjects. They provide a breadth of study that can help improve outcomes in English. Universities and employers also prefer students with this broad range of study.

Please see the **Appendix on P23-25** from the Department of Education that outlines the rationale for the English Baccalaureate.

All learners are expected to study at least one of: History, Geography, Computer Science or a Language unless their SEN or EAL needs prevent them from accessing these subjects.

COMPULSORY COURSES

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GCSE ENGLISH and GCSE ENGLISH LITERATURE

Course Leader: Ms Grunwald

Board: AQA GCSE English Language Edexcel GCSE English Literature

Syllabus Name: English Language (8700) English Literature (1ET0)

Course Outline: Over the next two years, you will work towards achieving two GCSE qualifications: English Literature and English Language. Over the course of your study, you will engage with a range of literary texts. This will include the study of a Shakespeare play, a novella, Dickens, a play set in World War One, and an anthology of poetry. You will also read and explore excerpts of literary fiction and nonfiction from a wide range of writers. During the language course, you will also work on your own writing and will produce original pieces of creative writing, as well nonfiction text types responding to a range of current topics.

At the end of the course, you will leave with two GCSE qualifications and will be examined by terminal exams at the end of year 11. In the literature exam, you will respond to texts we have read together as well as completing some unseen elements, where you will be required to analyse two poems. For language, you will apply the skills you have developed to answer extended reading questions as well as write in a variety of forms.

The study of English Language will develop both your written and spoken communication. Effective communication is important and places of study as well as employers like to see evidence of this. You will also need to communicate effectively in your everyday life, in a range of different situations and this GCSE will prepare you for this. As well as developing communication skills, the GCSE aims to foster a love and understanding of a range of different texts, both fiction and non-fiction, from a variety of different contexts. Not only will it enhance your analytical skills but you will also have the opportunity to express your creativity through producing your own creative and persuasive responses. The English Language GCSE is highly respected by colleges and universities. You will often need at least a grade 6 in this subject to study at A level and it will often be an entrance requirement of Russell Group universities. The study of Language also provides the foundations for working in many different fields such as linguistics, academia, journalism and teaching.

The study of Literature provides you with the opportunity to explore a wide range of complex ideas, emotions and societal issues. As part of the GCSE, you will study a wide range of texts from the Literary Canon, from Victorian classics such as 'A Christmas Carol' by Charles Dickens to the study of more contemporary poets and poems such as Benjamin Zephaniah's 'No Problem'. The study of Literature not only broadens your vocabulary and develops your analytical skills but it also has the ability to enhance your

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understanding of a wide range of cultures, historical time periods and socio-economic issues. An English Literature GCSE is also highly respected by colleges, universities and employers. In order to study English at A level, you will need a good grade in this subject. The study of Literature also provides the foundations for working in many different fields such as the arts, politics, academia, journalism and teaching.

English Language

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 	<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint 	<p>What's assessed</p> <p>(AO7–AO9)</p> <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English 	<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE)
<p>Questions</p> <p>Reading (40 marks) (25%) – one single text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<p>Questions</p> <p>Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 			

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English Literature Assessment

Component 1: Shakespeare and Post-1914 Literature

*Paper code: 1ET0/01

- Availability: May/June
- First assessment: 2017
- Assessed through a 1 hour and 45 minute examination.
- Closed book (texts are not allowed in the examination).
- The total number of marks available is 80.

50% of the total GCSE

- **Section A – Shakespeare:** students complete a two-part question.
- **Part a)** is focused on the close language analysis of an extract (AO2). The extract will be approximately 30 lines in length.
- **Part b)** is focused on how a theme from the extract is explored elsewhere in the play (AO1 and AO3). The focus will be on maintaining a critical style and demonstrating an understanding of the relationship between the text and the context in which it was written.
- Assessment Objectives covered are AO1, AO2 and AO3.

- **Section B – Post-1914 British play or novel:** students answer ONE essay question from a choice of two on their studied text.
- Each question will be preceded by a short quotation from the text, to provide a stimulus for the response.
- Questions will focus on one or more of the following areas: plot, setting(s), character(s) and theme(s) and will require students to explore the question in relation to the context.
- Marks will also be given for accurate use of spelling, punctuation and grammar.
- Assessment Objectives covered are AO1, AO3 and AO4.

Component 2: 19th-century Novel and Poetry since 1789

*Paper code: 1ET0/02

- Availability: May/June
- First assessment: 2017
- Assessed through a 2 hour and 15 minute examination.
- Closed book (texts are not allowed in the examination).
- The total number of marks available is 80.

50% of the total GCSE

- **Section A – 19th-century novel:** students complete a two part question.
- **Part 1** is focussed on a close language analysis of an extract of approximately 400 words.
- **Part 2** questions may focus on different aspects of the text, requiring exploration of one or more of the following areas: plot, setting(s), character(s), theme(s).
- Assessment Objectives covered are AO1 and AO2.

- **Section B – Poetry since 1789**
- **Part 1:** students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poem (AO2) and the contexts in which the poems were written (AO3).
- **Part 2:** students answer ONE question comparing two unseen contemporary poems that are linked by a theme. Students are required to compare the poets' portrayals of the theme through their use of language, form and structure (AO1 and AO2).

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Year 11 GCSE English Language/Literature Guidance 2017 onwards

1. What qualifications is my child currently working towards?

- English Language (AQA)
- English Literature (Edexcel)

2. How is my child being assessed?

What does my new 9-1 grade mean?

Old National Curriculum Levels	Old GCSE Grades	My new grading (9-1)
	A***	9 Top 3%
	A*	8
	A	7
8A 8B	B	6
8C	C/B	5
7A 7B 7C	C	4
6A 6B 6C	E/D	3
5a 5b 5c	F	2
4a 4b 4c	G	1
Working towards Grade 1/NC Level 4		0

3. How can I help my child?

The texts below are studied for GCSE

English Literature (Edexcel)

Texts studied:

- Post-1914 play/novel **Journey's End** by R.C. Sherriff
- Shakespeare **Romeo and Juliet** by William Shakespeare
- 19th Century novel **A Christmas Carol** by Charles Dickens
- Poetry since 1789 **Conflict Poetry Anthology**

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Texts to support learning/revision:

- **Journey's End** by R.C. Sherriff

York Notes for GCSE: Journey's End Publisher - York Press

- **Romeo and Juliet** by William Shakespeare

- Romeo and Juliet: York Notes for GCSE Study Guide (9-1) York Press

- Romeo and Juliet: York Notes for GCSE Workbook (9-1) York Press

- **A Christmas Carol** by Charles Dickens

- A Christmas Carol: York Notes for GCSE Study Guide (9-1) York Press

- A Christmas Carol: York Notes for GCSE Workbook (9-1) York Press

- **Conflict Poetry Anthology**

The Edexcel Poetry Anthology: Conflict – The Student Guide by David Wheeler

English Language (AQA)

- New GCSE English Language AQA Revision Guide: Grade 9-1 CGP
- New GCSE English Language AQA Complete Revision & Practice: Grade 9-1 CGP
- New GCSE English Language AQA Practice Papers: Grade 9-1

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GCSE MATHEMATICS

Course Leader: Miss Price

Board: Edexcel

Syllabus Name: Mathematics 1MA1

Course Outline: The aim of the course is to develop your spoken, written and practical skills in maths so that you can enjoy the subject and apply what you learn to everyday situations. The course of study should help you to reason logically, plan strategies and improve your confidence. You will work both on your own and in groups.

Learners will be grouped in classes according to attainment. Learners working at a high level in Year 10 will begin to study for AQA Level 2 Further Mathematics.

During Maths lessons you will learn how to:-

- Use and apply maths in practical tasks, real life problems and within mathematics itself.
- Develop and use a range of methods of computation and apply these to a variety of problems.
- Develop mathematical vocabulary and improve mental calculation.
- Consider how algebra can be used to model real life situations and solve problems.
- Explore shape and space through drawing and practical work using a range of materials and a variety of different representations.
- Use statistical methods to formulate questions about data, represent data and draw conclusions.
- Engage in practical and experimental activities in order to appreciate principles of probability.

Assessment: The course is linear and is assessed with three exams being sat at the end of the course. These will be higher or foundation tiers. There is no coursework.

Your Future: You can progress from this qualification to Level 3 qualifications in such as:

- Core Mathematics
- GCE Mathematics and GCE Further Mathematics

Maths is at the heart of industry and everyday life. Many employers look for evidence of mathematical ability and expect the highest possible standard. If you wish to study 'A' level maths or a science, a good grade in GCSE maths is essential. A recent survey showed that employees who have an 'A' level in mathematics earn 10% more than those without the qualification.

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GCSE SCIENCE COMBINED SCIENCE: TRILOGY

Course Leader: Mr J Johnson

Board: AQA – www.aqa.org.uk

Syllabus Name: AQA GCSE Combined Science Trilogy

Course Outline: The new course is similar to the previous Core and Additional Science GCSEs, resulting in a double award: equivalent to two GCSEs. This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

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Physics

- 18. Energy
- 19. Electricity
- 20. Particle model of matter
- 21. Atomic structure
- 22. Forces
- 23. Waves
- 24. Magnetism and electromagnetism

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Questions will vary between multiple choice, structured, closed short answer, and open response.

Assessment:

Higher Tier	Grades 4 - 9
Foundation Tier	Grades 1 - 5

GCSE Science (combined Award) is a prerequisite for all science courses taught at A level. A high grade at GCSE is also required for entry into university courses in medicine, technology and engineering. GCSE Science (Combined Award) is also held in high regard in non-scientific careers for the skills you develop as part of the course.

Your Future:

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RELIGIOUS STUDIES

Course Leader: Mr Z Azam

Exam Board AQA Spec A. Islam and Christianity plus 4 themes:
Relationships and families, Religion and Life, Religion, Crime and Punishment and Religion, Human Rights and Social Justice.

What will I learn? This course will give learners an opportunity to:

- Explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- Study Islam and Christianity in depth.
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.
- Adopt an enquiring, critical and reflective approach to the study of religion.
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally.
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion.
- Develop their interest in and enthusiasm for the study of religion, and relate it to the wider world.
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

Learners will learn about:

Islam and Christianity and also focus on four themes: **Relationships and families, Religion and Life, Religion, crime and punishment and Religion, human rights and social justice.**

Assessment

There are two exams taken in Year 11.

How will I learn?

Learning will involve individual, pair, group and class work, utilising discussion, debate, speeches, reading, writing essays and completing past exam papers.

Learning in class will be consolidated and developed through homework and looking at past exam questions and model answers.

English Baccalaureate (EBacc) Option Courses

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GCSE COMPUTER SCIENCE

Course Leader: Mr Feleppa

Board: OCR

Syllabus Name: GCSE Computer Science (J277)

Course Outline: Our Computer Science qualification is relevant to the modern, changing world of computer science. Computer Science is an academic subject where learners apply the knowledge and thinking skills to real-world problems. It is an intensely creative subject that involves invention and excitement. It values computational thinking, and helps learners to develop the skills to solve problems and design systems.

These skills prepare learners to study Computer Science at A Level and beyond. The qualification also provides a grounding for other high level subject areas that require computational thinking and analytical skills. These include medicine and the sciences, which increasingly handle data, apply logic and solve complex problems. The specification features three components:

Component 01 – Computer Systems Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science

Component 02 – Computational Thinking, Algorithms and Programming Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Assessment: **Component 01:** 80 marks, 1 hour 30 minute exam, 50% of GCSE.
Component 02: 80 marks, 1 hour 30 minute exam, 50% of GCSE.

Your Future: OCR's GCSE Computer Science is grounded in research, logic, algorithms and coding, and can be transferred to other subjects and applied in day-to-day life. Its graduates describe the experience as rigorous, but one of which they are very proud.

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GCSE HISTORY

Course Leader: Mrs Riani

Board: Edexcel

Syllabus Name: History Modern European and World

Syllabus Number: 1334

Course Outline: Your course will involve the study of International Relations, World, European & British History up to the modern day. You will study:

Modern depth study:

Weimar and Nazi Germany, 1918–39

Period study and British depth study:

Early Elizabethan England, 1558–88

The American West, c1835–c1895

Thematic study and historic environment:

Medicine in Britain, c1250–present

and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

You will have the opportunity to understand the world you live in **today** and how the events of the last 100 years have helped shape the problems and opportunities in existence now. Using important source material and your own knowledge you will develop your understanding on past and current historical issues.

If you are inquisitive and like learning about people, the modern world and putting forward a well-developed point of view, then you will enjoy history.

The course will provide you with very valuable skills that colleges, universities or employers are all interested in seeing. You will improve your Communication, IT and problem solving skills. Studying history encourages you to improve your own learning and performance as well as produce a well-reasoned argument based on the evaluation of evidence.

Assessment:

There are four modules which will be taught and with the Period study worth 40% and Modern Depth and Thematic Study worth 30% each of the final grade. **Papers 1, 2 and 3** will ask you to answer questions from your own knowledge. Some of these are essay questions so a high level of literacy is beneficial. **Paper 3** also has source analysis and is based on Source Enquiry and will ask you to examine source material from a variety of forms such as photographs, cartoons, advertisements, extracts, speeches and newspapers. It will give you a chance to connect personal experiences to the events outlined, bringing them to life.

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Your Future:

There are many things you can do with GCSE History. You could choose to continue with study of history by taking AS History at college or you could use your knowledge of history to support other AS courses such as English Literature. A GCSE in History shows you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

Employment opportunities where skills gained through the study of History are particularly valued include journalism, media, law, teaching and human resources. History is a useful subject for many careers. The 'not so obvious' ones include conservation or environmental work, town planning, building restoration, tourism, secretaries, accountants, police and information analysts. If you want to specialise in science remember that scientists have to communicate effectively, work with and manage other people. Employers and universities like to see that you followed a balanced course at school. History is an important part of keeping that balance.

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GCSE GEOGRAPHY

Course Leader: Mr Bruce
Board: AQA
Syllabus Number: Geography Syllabus 8035

Course Outline: **The Specification** highlights the critical importance of geography for understanding the world and for stimulating an interest in places. It will inspire learners to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment. A modern and engaging approach covers key ideas and debates such as those surrounding climate change, globalisation, economic progress, urban regeneration and the management of vital resources.

With this focus, learners will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of their own society as well as others.

Assessment

Unit 1: Living with the Physical Environment

Includes Units on : Natural Hazards, The Living World and Physical Landscapes in the UK

(Examination worth 35%)

Unit 2: Challenges in the Human Environment

Includes Units on Urban Issues & Challenges, The Changing Economic World and The Challenge of Resource Management

(Examination worth 35%)

Unit 3: Geographical Skills

Including a fieldwork component

(Examination worth 35%)

Your Future

Geography is a good all round subject as it has elements related to both the Sciences and the Humanities. It is highly valued by a wide range of employers and can lead to careers as diverse as those in tourism, journalism, social services, geology, meteorology, engineering or town planning work.

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GCSE ITALIAN

Course Leader: Ms Serena

Board: AQA

Syllabus Name: Italian

Syllabus Number: 8663

Entry Requirement: Individuals will be advised based on their linguistic experience/expertise

Course Outline: This is not a course for beginners and prior knowledge of Italian or another European language is highly recommended.

The course is very practical and enables learners to develop language skills in a variety of contexts. The course content covers a range of interesting topics and subtopics within the themes of identity and culture, local, national, international and global areas of interest, current and future study and employment.

Throughout the course you will be engaged in developing skills of Reading, Writing, Listening and Speaking in Italian.

You will also study key points of grammar and structures in order to develop accuracy.

Here are some facts to convince you to learn Italian:

- 75% of the world's population does not speak English at all.
- On average people who use a language in their jobs earn 8% more
- More than 13 million British tourists go abroad for holidays every year
- Europe is the world's largest market
- Still not convinced? Talk to your MFL teacher!
- "A different language is a different vision of life" (Federico Fellini)

Language

Assessment:

All 4 skills are tested and carry equal weightings:

Listening (25%)

Speaking (25%)

Reading (25%)

Writing (25%)

You will sit final exams in listening, reading, writing and speaking.

You will be entered either for Foundation Tier or Higher Tier.

Throughout the course you will have regular assessments and your progress will be carefully tracked in order to help you achieve your full potential in this exciting course.

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GCSE SPANISH

Course Leader: Ms Ortega

Board: AQA

Syllabus Name: Spanish

Syllabus Number: 8692

Course Outline: This is not a course for beginners and prior knowledge of Spanish is essential.

The course is very practical and enables learners to develop language skills in a variety of contexts. The course content covers a range of interesting topics and subtopics within the Themes of People and lifestyle, Popular culture, and Communication and the world around us.

Throughout the course you will be engaged in developing skills of Reading, Writing, Listening and Speaking in Spanish.

You will also study key points of grammar and structures in order to develop accuracy.

Here are some facts to convince you to learn Spanish:

- On average people who use language in their jobs earn 8% more
- More than 13 million British tourists visit Spain every year
- Europe is the world's largest market
- "A different language is a different vision of life" (Federico Fellini)

Assessment: All 4 skills are tested and carry equal weightings:

Listening (25%)

Speaking (25%)

Reading (25%)

Writing (25%)

You will sit final exams in listening, reading, writing and speaking.

You will be entered either for Foundation Tier or Higher Tier.

Throughout the course you will have regular assessments and your progress will be carefully tracked in order to help you achieve your full potential in this exciting course.

Still confused? Speak to your Spanish teacher!



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English language and English literature
- Maths
- Science
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- History or Geography
- A language
Ancient or modern



WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

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WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.

Non EBacc Option Courses

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GCSE ART and DESIGN

Course Leader	Ms R Onyenuchie
Board	Eduqas
Syllabus Name	Art and Design
Syllabus Number	4000A

Course Outline

Unit 1: Portfolio

60% of qualification: 120 marks

- This unit comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.
- Work undertaken within the unit will be internally set, internally assessed and externally moderated.
- Work will be selected, evaluated and presented for assessment by the student.
- Evidence is required of how the student has met each of the assessment objectives.
- No time limit: duration to be determined by the centre.

Unit 2: Externally Set Assignment

40% of qualification: 80 marks

The Externally Set Assignment consists of **two** parts:

Part 1: Preparatory study period

- Externally Set Assignment materials set by WJEC are to be released to the students **no earlier than 2 January** (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.
- **One** of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.
- Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after **2 January**. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Part 2: 10 hour period of sustained focus work*

- The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.
- Work will be selected, evaluated and presented for assessment by the student.
- The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.
- Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.

Your Future: Further study: GCE: A Level - Art Therapist, Curator, Fashion Designer, Illustrator, Graphic Artist, Set Designer, Jewellery Designer, Make-up Artist, Interior Designer, Advertising, Special effects

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GCSE DRAMA

Course Leader: Mr Lodge
Board: Edexcel
Syllabus Name: Drama GCSE

Syllabus Number: 1DR0

Course Outline: Drama GCSE will build on learners' skills as both performers and analytical writers; developing individual talents and imagination. Learners will explore a wide range of stimuli including: play scripts, poetry, art, music and film and to conceptualise and develop their own exciting performances. Social skills and confidence are integral to the learning at the heart of the syllabus.

During the course you will:

Assessment:

1. Present practical work for two disciplines: Devised and scripted. There is the option to be examined in either performance or design roles for each of these practical units.
2. Explore how to direct, perform and design for a complete published play text throughout the course. This is examined in a formal written paper.
3. Visit live theatre performances and learn how to critically evaluate the directorial concept through analysis of directing, performance and design.

Assessment is based on the following **three components**:

Component 1: Devising (40%)

Candidates will develop skills in group work, research and collaboration; conceptualising and shaping their own, original performance with the guidance of the drama specialist team.

There are three areas of focus.

- 1) Creating and developing a devised piece from the stimuli.
- 2) Group performance/design realisation of the devised piece.
- 3) Analysing and evaluating the creative process and group devised performance.

Component 2: Performance from text (20%)

This component focuses on the specific skills of performing from a published text. Candidates will interpret this text, rehearsing and refining two key extracts. The final performance to an audience will be

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examined live by an external examiner. Candidates must use a wide range of acting and/or design skills to communicate their interpretation in the performance.

There are two assessment options:

- 1) interpreting and exploring two key extracts from a chosen performance text.
- 2) Performing or realising a design of two key extracts from the text.

Candidates may complete this component or component 1 as a performer or designer (in component 2 there is the option to be a combination of both).

The design roles are:

- costume design
- lighting design
- set design
- sound design.

Component 3: Theatre makers in practice (40%)

This is a written examination of 1 hour 40 minutes candidates will write about how a complete performance text might be interpreted and realised from 'page to stage'. The practical exploration in lessons will give students an insight into how texts may be brought to life for an audience and of the creative roles within this process.

Candidates will also analyse and evaluate their experience of a live theatre performance as informed and critical members of the audience. Skills and vocabulary to recognise the meaning created in the theatre space will be taught. Learners will be analysing the ways in which directorial concepts are communicated to an audience. There are two areas of focus:

1. Study of one complete performance text as a director, performer and designer
2. live theatre evaluation with supported critical judgements

Your Future:

The practical experiences and self-confidence gained during this course will be of benefit to all learners in the future. All employers will welcome drama learners as they are trained in projecting themselves and have developed excellent communication and teamwork skills.

All learners will be trained to use their voices and present to an audience, which will be an asset to any form of employment.

During the course learners will develop self-esteem, self-discipline, problem solving, teamwork and evaluative skills. Learners will also

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develop performance skills and knowledge of theatre and acting. There will also be opportunities to meet professionals that work in the performing arts industry, and to perform themselves in front of a live audience. Learners will be able to experience workshops from outside practitioners and also numerous opportunities to see theatrical productions.

Possible future employment prospects include: Law, Management, Teaching, Retail, Marketing, Sales, Training and of course the performance industry.

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GCSE DESIGN and TECHNOLOGY

Course Leader: Ms Quinn

Board: Eduqas

Syllabus Name: Design & Technology

Course Outline: **Component 1: Design & Technology in the 21st Century**

Written examination: 2 hours - 50% of the qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of

- Technical principles
- Designing and making principles
Along with the ability to
- Analyse and evaluate design decisions and wider issues in design and technology

Component 2: Design and Make Task

Non-exam assessment approximately 35 hours – 50% of the qualification

A sustained design and make task, based on contextual challenge set by WJEC, assessing candidates' ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology

Your Future:

The GCE / A level 'Design & Technology' course provides a suitable foundation for the study of Design and Technology or a related area through a range of higher education courses, learners can progress to the next level of vocational qualifications or direct entry into employment. A course in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

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GCSE ECONOMICS

Course Leader:	Ms Bahloul
Board:	OCR
Syllabus Number:	Economics (9-1) - J205

Course Outline: Economics can explain every choice and event in the world! The GCSE course introduces learners to basic economic concepts and how consumers, producers and governments interact in markets nationally and internationally. The course equips learners with the skills to explain and evaluate economic problems and solutions. They will learn how to interpret numerical data in many formats, such as tables, charts and graphs and acquire the skills to make robust and logical deductions. Learners will be immersed in today's economic issues and will develop cultural capital which will benefit them personally and professionally for years to come! There will be opportunities to explore contemporary case studies and explain the stories in the news affecting the economy, firms, society and the environment.

Assessment

Paper 1: Introduction to Economics

- Includes Unit 1 (Introduction to Economics) and Unit 2 (The Role of Markets and Money).

Paper 2: National and International Economics

- Includes Unit 3 (Economic Objectives & The Role of Government) and Unit 4 (International Trade and the Global Economy).

Each question paper will include 20 multiple choice questions and short case studies with related short and medium response and calculation questions as well the opportunity for extended writing (maximum of 6 marks). The maximum number of marks for each question paper is 80 marks. Each of the two papers counts towards 50% of the qualification. The time allowed per paper is 1 hour and 30 minutes.

Your Future

The course provides the ideal foundation for advanced study in economics, either at A-Level or degree level. Learners will gain diverse transferable skills that are applicable in several fields. Possible careers related to economics include (but are not limited to) investment banking, accountancy, data analyst and consultancy.

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GCSE PHYSICAL EDUCATION

Course Leader: Mr Elvery

Board: AQA

Syllabus Name: GCSE P.E.

Course Outline:

This is a subject that will appeal to you if you:

- Have a keen interest in sport, always look forward to PE lessons and want to develop your knowledge and understanding of the subject through practical involvement.
- Want to know more about the benefits of exercise and sport on the body.
- Are keen to improve your performance in a range of sports.
- Would like to develop your ability to analyse and evaluate your performance, and that of others.
- Already take part in sport outside of school, or be willing to do so. You may already represent the school in at least one activity

During the course, you will:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities, both team and individual, by building on skills and techniques acquired in Key Stage 3, and by using selected tactics, strategies and/or compositional ideas.
- Develop the ability to analyse and evaluate your own, or someone else's performance in physical activity and sport, making recommendations to improve performance.
- Understand the contribution that physical activity and sport make to health, fitness and well-being.
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

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Assessment:

Paper 1: The human body and movement in physical activity and sport

What's assessed

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport

What's assessed

- 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).
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

Your Future:

The GCSE PE course is the ideal preparation for studying either A level PE or BTEC Sport at Level 3, and you will develop key, transferable skills, relevant to employment across a number of sectors. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the Civil Service.

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GCSE STATISTICS

Course Leader: Mr Hooper

Board: Edexcel

Syllabus Name: GCSE (9-1) in Statistics (1ST0)

Course Outline: GCSE Statistics is a comprehensive course on the basics of statistical methods and analysis.

In the course you will learn:

- About a range of statistical diagrams used to represent data accurately and informatively;
- Techniques for summarising and comparing data sets, and to draw valid conclusions;
- How to collect reliable data and design investigations to answer statistical questions;
- To use time series data, analyse trends and make predictions;
- How to read and interpret indices such as Gross Domestic Product or the Consumer Price Index;
- To use and apply probability to solve problems and construct probability distributions.

GCSE Statistics is an excellent choice for students who:

- Have an interest in using statistics to analyse and describe the world around us.
- Are considering careers involving data science and want to learn the fundamentals of data analysis.
- Are considering taking Mathematics A level. This is because we cover a lot of the statistical techniques that are in AS level and not in GCSE Maths. Statistics GCSE gives you the time to understand and apply these concepts and techniques.
- Find maths difficult but are keen to pass GCSE maths. Taking statistics gives you extra time to practise, and you will find GCSE maths easier as a result.

Assessment: The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Statistics consists of two externally-examined papers. Learners must complete all assessments in May/June and can only be entered for either Foundation or Higher tier.

Each paper:

- is 50% of the qualification
- is 80 marks, 1 hour 30 minutes in duration
- assesses all content objectives; there is no difference in what can appear in each paper
- contains the same range of short, medium and extended response type questions.

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ASDAN Short Courses

Course Leader: Ms Ioana Bulgariu (Inclusion Department)

Board: ASDAN

Course Outline This course will be made up of three equal parts:

1. English Short Course
2. Maths Short Course
3. 'TalkAbout' for Teenagers

The English Short Course accredits up to 60 hours of English language and literature activities. The challenges will underpin study of pre-release material and preparation for some elements of GCSE English language and literature examinations. Learning material is applicable to real world situations. Example; Writing letters of application, writing a blog, writing a review, writing a letter.

The Mathematics Short Course accredits up to 60 hours of Maths-related activities. It offers opportunities to develop understanding of the main topics in GCSE Mathematics and apply the key attributes of functional mathematics; representing, analysing and interpreting.

Both Maths and English courses align with GCSE English and Maths and give learners more accessible practice for their GCSEs.

TalkAbout for Teenagers is a social skills and communication programme. This will be delivered once per week. Learners will learn about themselves, how they communicate with others, how to make friends, using appropriate body language and how to be assertive.

Learners can choose from a range of challenges from each course. These challenges are then presented in a portfolio with evidence. Tasks are practical and learners have a wide range of optional challenges enabling them to achieve success.

Assessment: Assessment is through a portfolio of work. There are no examinations. Teachers will internally moderate all portfolios to obtain certification.

Your Future: ASDAN Short Courses are ideal for learners that need a little extra help to access the Maths and English GCSE curriculum through using fun and engaging learning techniques.

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ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

Course Leader: Ms Marinela Sava (Inclusion Department)

Board: Pearson Edexcel

Course Outline: ESOL Skills for Life qualifications are offered to pre-16 learners. These qualifications provide a fantastic opportunity to recognise achievement of our EAL learners whose language prevents them from achieving at GCSE. Based on the ESOL Adult Curriculum, ESOL qualifications test the functional language skills learners will need for life in the UK at school or college and beyond

Benefits Learners will develop the basic literacy and English language skills that they need to function more fully at school, in everyday life, their local community and at work in the future. Learners can fulfil their potential to become better qualified to use English effectively.

Assessment All assessment is internal and there is no requirement for portfolio work. Testing will be scheduled for each group of learners to ensure they have the maximum opportunity for success. There are 3 units in the ESOL qualification: Speaking and Listening, Writing and Reading. Learners can study and be assessed at different levels for different units, depending on their ability. The levels are as follows:

- Entry 1 (the lowest)
- Entry 2
- Entry 3
- Level 1
- Level 2 (the highest)

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Who do I see/contact for more information?

Art and Design	Ms Onyenuchie
ASDAN	Ms Bulgariu
Computer Science	Mr Feleppa
Design and Technology	Ms Quinn
Drama	Mr Lodge
English Language and Literature	Ms Grunwald
ESOL	Ms Sava
Geography	Mr Bruce
History	Mrs Riani
Italian	Ms Serena
Mathematics	Ms Price
Physical Education	Mr Elvery
Religious Studies	Mr Azam
Science	Mr Johnson
Spanish	Ms Ortega
Statistics	Mr Hooper