



# YEAR 8 CHOICES HANDBOOK 2024

## YEAR 8 COURSE CHOICES

### February 2024

Dear Parents/Carers,

In Year 9, students complete the final year of their KS3 studies and maintain a broad and balanced curriculum. All students study English (Language and Literature), Maths, Science, History, Geography, a language, RE, PE and PSHE (including input around Careers).

Beyond this, students can make some individual choices and personalise their studies to reflect emerging interests and skills.

- They can select whether to continue **French or Spanish** and they will have more time devoted to this choice than in Years 7 and 8.
- They can also choose which **creative course** to follow from an extensive list.
- There remain **two 'Open Choices'** in which students can select additional subjects that interest them, including a second language (those choosing an additional language have an extra lesson outside of the main school day each week).

The Year 9 curriculum also allows students to trial some courses which do not feature in Year 7 and 8, including Health & Social Care or Business Studies, before making a final decision whether to study these for GCSE in Years 10 and 11. This allows students to work at a higher level and develop foundation skills across a range of subjects thereby helping them to make more informed final GCSE choices. We firmly believe that combining this broad curriculum with some personalisation puts our students in a strong position as they select their final GCSE options next year.

Please note that timetabling constraints mean that we cannot guarantee to accommodate the individual requests of every student. We will contact parents where this is an issue to discuss possible solutions.

We hope this booklet provides sufficient information to allow parents and students to make informed, sensible and balanced choices. The Year 8 year team will help to ensure that appropriate guidance and support is offered to all involved in this important decision-making process. In addition, students can use the lunchtime drop in service on a Tuesday in the Careers area of the Learning zone or discuss possibilities further with Extended Learning. Please do not hesitate to contact your child's tutor in the first instance if you need further explanation or discussion.

The current Year 8 is a hard-working group of young people with immense potential. We look forward to working with them, and you, to ensure they make the best possible choices as they move into Year 9, and during next year's options process.

Yours sincerely,

**Mr N Foster**  
**Deputy Headteacher**

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## The Year 9 Curriculum at HRS

The figures in brackets indicate the number of taught hours per two-week timetable cycle:

### Core subjects

- Mathematics (8)
- English – Language and Literature (8)
- Science (9)
- Core PE (3)
- Philosophy and Ethics (2)
- Geography (3)
- History (3)
- One Language from French or Spanish (4)
- Personal, Social, Health and Economic (PSHE) education, including Careers Education, and Relationships and Sex Education (1)

### Further subjects

- One Creative Choice (3)
- Open Choice 1 (3)
- Open Choice 2 (3)

### Creative Choices

All students will study at least one 'creative' subject, from a wide range of Arts, Technology and Computing/IT courses:

- Art
- Computing/IT
- Dance
- Drama
- Media
- Music
- Technology: Food
- Technology: Textiles
- Technology: Timber

### Open Choices

The two 'open' choices will allow students to select two additional subjects from an extensive list. This provides opportunities to:

- Study a second language (either French or Spanish). ***Please note that this will require students to attend 1 hour per week of additional teaching after school in Year 9 only.***
- Try out new subjects such as Business and Health & Social Care, before opting for them as GCSE courses

Subjects available are:

- Art
- Business
- Child Development
- Computing
- Dance
- Drama
- French or Spanish
- Health & Social Care
- Media
- Music
- Physical Education (theory and some practical)
- Technology: Food
- Technology: Textiles
- Technology: Timber

The possible permutations of these further subjects can be summarised as below:

<b>Creative choice (3 hours)</b>	<b>Open Choice (3 hours)</b>	<b>Open Choice (3 hours)</b>
Art Computing/IT Dance Drama Media Studies Music Technology- Timber Technology-Textiles Technology- Food Preparation	Art Business Computing Child Development Dance Drama Health and Social Care Media Studies Music PE (Physical Education) Technology- Timber Technology-Textiles Technology- Food Preparation French (2nd language) Spanish (2nd language)	Art Business Computing Child Development Dance Drama Health and Social Care Media Studies Music PE (Physical Education) Technology- Timber Technology-Textiles Technology- Food Preparation French (2nd language) Spanish (2nd language)

## The English Baccalaureate Performance Measure

The EBacc is not a qualification in itself, but rather a suite of qualifications that the Government wants to see most students studying at Key Stage 4. Their view is that over 90% of students should be entered for the EBacc by 2025. Therefore, it is possible that universities and employers will expect to see students attaining this range of qualifications.

Students 'achieve' the 'EBacc' by gaining 9-5 grades in each of the following subject categories:

- GCSE English Language and English Literature
- GCSE Mathematics
- Two GCSE Sciences – *either* two of the three 'separate' sciences (Biology, Chemistry, Physics) *or* GCSE Combined Science *or* Computer Science with one other GCSE Science (but where at least two have been studied)
- **Either** GCSE Geography *or* GCSE History
- A GCSE in a modern or ancient foreign language: at HRS both French and Spanish count

## Summary

We feel that our curriculum offers all students a challenging and enjoyable Year 9, whilst maintaining genuine breadth of study. The 'open' choices, together with those within the Languages and Creative areas, allow students to personalise their curriculum whilst maintaining a broad and balanced set of subjects. This approach will ensure that our students meet the current national expectations, and therefore will be in the best position for applications at both 16 and 18 for progression to higher level courses, apprenticeships, or employment.

## Years 10 and 11

Looking further ahead, students will study GCSE courses in Years 10 and 11. There will be a second options process during Year 9 to allow students to make informed final choices about GCSE courses.

In Years 10 and 11 students will follow the following core subjects:

Subject	Periods per Cycle
English and English Literature (2 GCSEs)	8
Mathematics	8
Science (combined)	9
Philosophy and Ethics	1
Core PE	3
PSHE inc Careers	1

Options will be reduced to four GCSE or equivalent subjects, each with an allocation of 5 periods per cycle. Students will study:

- History or Geography
- One language for many students
- Two open options – these can include a second Humanities and/or a second language.

### Key Dates

- Year 8 options assembly in form week beginning 5th February 2024
- Year 8 Parents Curriculum Information Evening 13th February 2024
- Publication of this guidance booklet: **14th February 2024**
- **Choices forms open 14th February 2024**
- **Choices forms submitted online by Friday 1st March 2024**

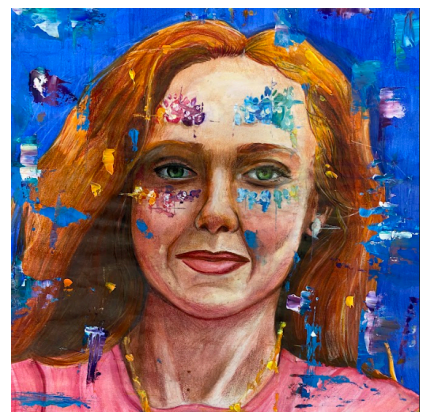
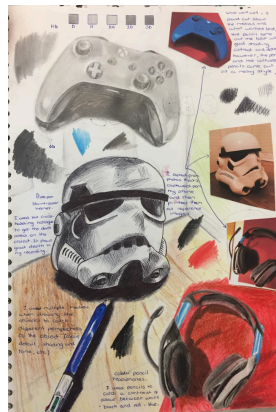
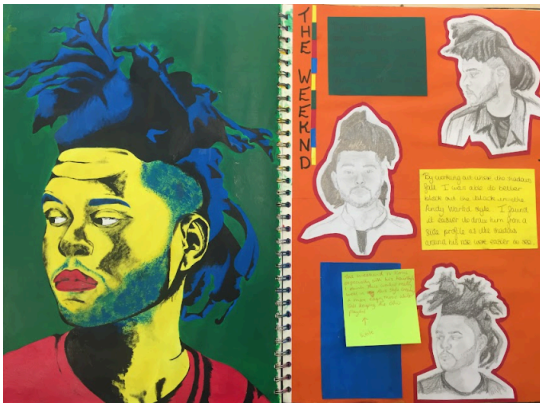
### Further Information

Students and parents have online access to 'Unifrog', the school's careers guidance package. Students can research preferred career paths, and which qualifications are most likely to support progression into a particular career. This can be found at: <https://www.unifrog.org/>

## CREATIVE OPTIONS

We strongly recommend that students follow a creative subject to GCSE level. Many employers actively seek those who have some creative background, and a growing number of careers now require it. Furthermore, at this stage of their education, students do not know for sure what their next step will be so keeping a creative element to their portfolio is sensible.

Briefly, skills developed in these subjects' compliment those nurtured in more desk-orientated ones. Students must take more independent decisions and become resilient in exposing their work to scrutiny. All these highly regarded subjects not only develop creative decision-making skills but also encourage dedication, organisation, the development of self-confidence and attention to detail.



## ART AND DESIGN

For further information, contact Miss Harris: [lharris@hrs.education](mailto:lharris@hrs.education)

### Year 9 Course Outline

During the Year 9 course students focus on developing their skills and confidence as artists through experimentation and personal inquiry. Students will have the opportunity to experience from a range of:

- Drawing with tonal pencils, aquarelle pencils, fine liner, biro and more
- Painting with watercolours, acrylics and indian ink
- Printmaking including monoprinting and etching
- Ceramics with kiln-fired earthenware fired up to 1080°C in a brand new state of the art kiln
- Photography with smartphones
- Critical and contextual studies in art history with encouragement to link to literature, science, media and other subjects.

### GCSE Course Outline

**Examination board:** EDUQAS

**Component 1:** Coursework 60% of GCSE award

**Component 2:** Externally set non exam assessment 40% (set by exam board)

### Overview

students are given the theme 'Myself' for their coursework. This begins at the start of yr10 and continues until the January of yr11. During this time students will research artists and develop their own work linking to artist research and the theme 'Myself' they will produce a portfolio of work mostly presented in a sketchbook with many opportunities for large scale artworks.

January of yr11 students are given a choice of themes by the exam board, they will need to create a sketchbook of work relating to this theme and create an artwork for their final Art exam. This will have been planned and practised prior to the exam so that there are no surprises.

### Year 10 content

students are given the theme 'myself' the students will choose what to focus on within this theme. examples are; family portraiture, friends, hobbies, objects to symbolise them, interests and careers. Students will have freedom to select artists that they study and the style of artwork they wish to create. Students will experiment with a range of media and learn how to refine. Analysis and research skills will be developed and used to inspire their own artworks.

### Year 11 content

Until January students will continue to build their coursework portfolio started in yr10, they continue the theme 'Myself'. During this time they will create their large scale conclusionary art piece which will end this project. From January students are given the exam paper, this

will contain a range of different themes for the students to choose from. Students will pick one to explore, research artists relating to the theme and produce inspired artworks. They will plan and practise their final idea which they will create in their exam at the end of the course in April.

## COMPUTING

For further information contact, contact Mrs Edwards: [bedwards@hrs.education](mailto:bedwards@hrs.education)

### Year 9 Course Outline

Students will learn how to develop computational thinking, logical thinking, problem solving and programming skills. Excellent logical thinking is essential to enable students to work out program bugs along with resilience and perseverance in solving problems. Students will also learn how to think and solve problems methodologically as this is how computers approach any problem solving. This course is mainly based on the theory of computer science; programming is just one aspect, so students should consider carefully if they enjoy learning about how a computer device works down to the fundamentals of transmitting data. Students who enjoy designing programs using algorithmic thinking and developing and testing solutions to problems would enjoy this course. Boolean logic and how computers handle numbers, text will also be covered.

Please note Computer Science course at GCSE does not allow the use of calculators, therefore, students who opt for this course, should be confident in conducting basic mathematical arithmetic without calculators for numbers up to 256. Students with high mathematical abilities are recommended to try out this course, as they will learn good problem-solving skills which are associated with making better decisions, and as a result, those who learn how to implement these skills are more likely to become well-rounded. Computer Science at a higher level, studies a number of different fields including programming languages, problem-solving, robotics, mathematics, algorithms, and even statistics. Most jobs will require the use of computers - Computer Science teaches you how computers think. If you know that, you can give more accurate instructions to the computer. If you can do that, you will also be awesome at giving instructions to human!

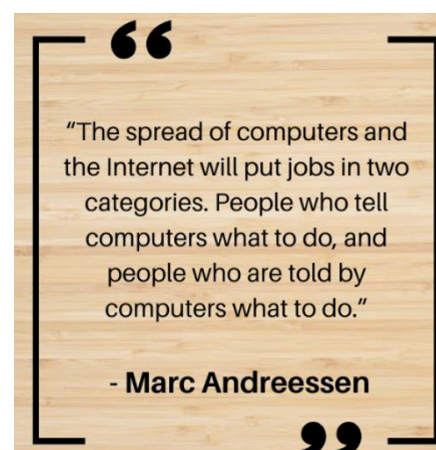
### GCSE Course Outline

**Examination board:** AQA

#### Overview

The course comprises 2 written exams – one on algorithms and programming and the other on theory. Each paper carries an equal weighting.

It is important to note that the course does not involve physically building computers, we look at the theory behind how they work. This course does not involve playing computer games.



**Year 10 content**

Pupils will cover a range of theory topics whilst also maintaining and developing their programming skills. A programming project will be undertaken during this year.

Across the two years the main topics studied include areas such as Computer Systems, Databases, Searching and Sorting Algorithms, Data Representation, Cyber Security, Networks, Ethical, Legal and Environmental Impacts.

**Year 11 content**

Further theory topics including manipulating database using SQL will be covered and some previously learnt material reinforced with plenty of revision time.

## DANCE

For further information, contact Mrs Judd:

[ljudd@hrs.education](mailto:ljudd@hrs.education)

### Year 9 - Foundation Year

In Year 9 students will complete a foundation year course, in dance, across 3 periods a fortnight. The focus will predominantly be working on increasing confidence through the demonstration of performance skills and creative projects.

Students will study the process and rules of choreography through practical and observation work. The foundation year will help each student to improve their personal performance and to understand how abstract ideas can be expressed through movement. Students will perform at school and public events and have the opportunity to attend dance trips.

Appreciation of dance is an important aspect of the course and a wide variety of dance styles will be studied in order to maintain a balanced viewpoint. Professional dance works will be analysed, through the use of videos. Theatre visits will also be arranged to observe live performances. Theory work will be undertaken to promote understanding and knowledge of dance processes and to offer an insight into the work of choreographers and dancers.

Students will receive regular written and practical homework tasks as well as take part in annual whole school shows for parents to appreciate their child's progress.

**Examination board:** AQA

### Year 10 & 11 GCSE Dance Description of course

The Year 10 & 11 GCSE Dance course allows pupils to develop new dance skills, as well as those acquired from Year 9, and any previous dance experience. The course allows pupils to develop confidence, self-awareness and team working skills. It is a creative subject, where there is great opportunity to express yourself in a non-verbal way and use your imagination.

The exam board supplies a range of anthology works for pupils to study in the form of theory-based works, these are short films choreographed by professional dance companies. The anthologies are an effective way to support the integration of theory and practise together. Practically pupils will be required to perform, in a group, as a soloist, dancing two short set phrases, as well as in front of a live audience from time to time. Pupils also have to craft and create their own choreography piece using a starting point set by the exam board, this can be a group or solo piece of work.

**40% Theory:** Component 2 Dance Appreciation

Written Exam: 1 hour 30 minutes

**60% Practical:** Component 1: Performance and Choreography

*Performance:* Set phrases through solo performance (approx. one minute)

Duo/trio performance (max 5 minutes duration)

*Choreography:* Solo or group choreography (solo two to two half mins or group dance for two to five dancers (three to three and a half mins)





## DRAMA

For further information, contact Mrs Stewart: [sstewart@hrs.education](mailto:sstewart@hrs.education)

### Year 9 Course Outline

Drama is essentially a creative subject (although there is a large written element – see below). The learning journey builds on skills taught in year 7 and 8 and is suitable for any student who can offer enthusiasm, self-management, commitment and the ability to work as part of a team.

### GCSE Course Outline

Students will go on theatre trips and will learn about the creative use of sound, lighting, set design, costume and make up. They are encouraged to facilitate workshops at the Lower School Drama Club and local primary schools, join the Upper School Technical Club as well as the whole school production.

They will practise the following skills:

- How to devise, analyse and evaluate their own Performances from stimuli of current themes and issues, for example American Gun Culture.
- How to explore play texts using role-plays, hot seating, conscience alleys, marking the moment and whole class dramas. Current texts are 'Lord of the Flies' and 'Coram Boy'.
- How to perform from playtexts using the style and form of practitioners such as Stanislavski and Bertolt Brecht.
- How to evaluate and analyse the live performances of others.

*LITERACY SKILLS ARE VERY IMPORTANT ON THIS COURSE*

*\*Homework time = 2 hours every other week and this is often outside of lesson self-managed rehearsals\**



## **MEDIA**

For further information, contact Mrs Stewart: [sstewart@hrs.education](mailto:sstewart@hrs.education)

### **Year 9**

Media is essentially a critical thinking subject. It is suitable for any student who has an interest in how the Media are created and control society. Students need to be creative thinkers with analytical skills, as they explore a variety of Media forms such as Film, TV, Marketing and Advertising, Newspapers and Magazines.

### **GCSE Course Outline**

Students will go on a Media trip to an institution to aid their own pre-production and production skills. For example to The Harry Potter Warner Bros Studios or to The Brands Museum.

They will practise the following skills:

- How to analyse existing Media Products such as Jaws by Steven Spielberg.
- How to create Media products of their own using imovie, lucidpress and wix.
- How to explore issues and debates surrounding the media. For example the impact of video games on passive audiences and the bias, propaganda and hegemony in newspapers.
- How to explore how the Media has power and influence over us all.

*LITERACY SKILLS ARE VERY IMPORTANT ON THIS COURSE*

\*Homework time = 2 hours every other week

## MUSIC

For further information, contact Mr Cairns: [jcairns@hrs.education](mailto:jcairns@hrs.education)

### Year 9 course outline

Year 9 students will explore a range of skills and musical experiences that will help develop imagination and inspire creativity. This helps build self-confidence and communication skills in the music curriculum.

Musicians will experience classroom based activities that embed knowledge through a sound before sign approach. Students will focus on three main aspects of music:

- Performing - students will experience playing as soloists and in mixed class ensembles, encompassing a wide variety of styles and genres. Students have the opportunity to develop their understanding of Rhythms of the World in area of study 3.
- Composing - using a combination of practical and software-based activities, students will develop a toolkit to be able to create their own musical ideas and develop these further with help from departmental staff and workshops.
- Listening and appraising music, understanding how music is created and being able to analyse scores and harmonic language as well as compare different styles of music. Students will familiarise themselves with core elements of music (MAD T SHIRTS) that will structure their work and exam based questions.

### GCSE Course Outline

**Examination board:** OCR

#### Overview

The OCR GCSE in Music is centred on three areas of study and offers a broad course of study: Composition, Performance, Listening & Appraising.

### Year 10 and 11 content

Students will:

- Engage actively in the process of music performance, composition and analysis.
- Develop performing skills individually and in groups to communicate musically with fluency, control and confidence in ensemble performance.
- Develop composing skills to organise musical ideas into large scale works for a variety of instruments.
- Recognise a variety of musical instruments, styles and approaches to performing and composing.
- Build knowledge of music technology and its use in the creation and presentation of music in film, pop music and across the world.
- Recognise contrasting genres, styles and traditions of music, developing an awareness of composers.
- Reflect upon and evaluate their own music making, composition and be able to analyse pieces of unseen music.
- Engage and appreciate diverse musical cultures, promoting personal, social, intellectual and cultural development.

## TECHNOLOGY: TEXTILES

For further information, contact Mrs Joubert: [cjoubert@hrs.education](mailto:cjoubert@hrs.education)

If you enjoyed Textiles in Years 7 and 8, then this is the course for you!

### What will I do in Year 9?

This course builds on students' experience of DT: Textiles in Years 7 and 8, developing their skills and knowledge within these subject areas.

In Year 9, students work through a series of practical, user-centred projects where they design and make a series of innovative and creative products. Students get to work with a range of materials and machinery. The students will also learn a variety of decorative elements alongside an introduction into Textiles theory.

This course will inspire and motivate students, thus fuelling their creativity and improving their problem solving.

*(Please note that parents will be asked to pay a small contribution towards the cost of fabrics and components)*

### Looking further ahead: GCSE Course Outline (Year 10 and 11)

#### GCSE DT: TEXTILES

#### WHAT WILL THIS COURSE ENABLE ME TO DO?

Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will have the opportunity to work creatively when designing and making and apply technical and practical expertise.

#### WHAT WILL THE COURSE CONTAIN?

Through a series of mini projects and tasks, you will improve your designing and making skills, using a variety of tools, materials and machines.

In theory lessons, you will also learn core subject knowledge that covers all areas of design technology from New and Emerging Technologies to Design Strategies, as well as current designers (e.g. Dyson, Westwood) and historical design movements (Art Nouveau, Art Deco). The specialist subject knowledge will range from manufacturing methods to finishing techniques. This knowledge will support you for your exam and coursework.

#### HOW WILL I BE ASSESSED?

The GCSE qualification is made up of an exam which is worth 50% and the coursework which is worth 50%.

This qualification will be for students who are willing to apply themselves to both the written and practical elements of this course, as both are equally important at the point of assessment.

***\*\* Students will not be able to select a Technology they didn't take in Year 9 for GCSE options in Year 10 & 11\*\****



## TECHNOLOGY: TIMBER

For further information, contact Mrs Joubert: [cjoubert@hrs.education](mailto:cjoubert@hrs.education)

If you enjoyed Design Technology Resistant Materials in Years 7 and 8, then this is the course for you!

### What will I do in Year 9?

This course builds on students' experience of DT: Resistant Materials in Years 7 and 8, developing their skills and knowledge within these subject areas.

In Year 9, students produce a range of prototype products in which they build upon fundamental designing and making skills. Students are challenged with producing unique and innovative solutions to design challenges and criteria. Students will build experience and independence in working with a range of tools and equipment as well as machinery and CAD/CAM, to produce a range of practical outcomes. This course will inspire and motivate students, thus fuelling their creativity and improving their problem solving.

*(Please note that parents will be asked to pay a small contribution towards the cost of materials and components)*

### Looking further ahead: GCSE Course Outline (Year 10 and 11)

#### GCSE DT: TIMBER

#### WHAT WILL THIS COURSE ENABLE ME TO DO?

Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will have the opportunity to work creatively when designing and making and apply technical and practical expertise.

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## TECHNOLOGY: FOOD PREPARATION

For further information, contact Mrs Joubert: [cjoubert@hrs.education](mailto:cjoubert@hrs.education)

If you enjoyed Food in Years 7 and 8, then this is the course for you!

### What will I do in Year 9?

Leading on from Food Technology in Years 7 and 8, our Year 9 course equips students with an array of culinary skills and techniques, as well as knowledge of nutrition, food commodities and kitchen safety.

Throughout Year 9, students will develop a range of practical making skills and gain technical knowledge and understanding relating to food products and the body's need for food. Whilst practical skills are an important focus, we also begin to introduce students to knowledge in the following key areas: Food, Nutrition and Health, Food science, Food safety, Food provenance and Food choice.

This course will inspire and motivate students, giving them the confidence to cook with a range of ingredients

*(Please note that parents need to be willing to provide ingredients on a regular basis and that students will need to practise their cooking skills at home in order to develop and extend their practical ability.)*

### Looking further ahead: GCSE Course Outline (Year 10 and 11)

#### GCSE FOOD PREPARATION AND NUTRITION

GCSE Food Preparation and Nutrition is an exciting and creative course where students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

The five core topics are:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

#### How is it assessed?

Written exam: 50% of GCSE

- 1 hour 45 minutes
- 100 marks

Non exam assessments: 50% of GCSE

Both assessments are completed in year 11, and are set by the exam board.

Task 1: Food Science Investigation (15%)

Task 2: Food Preparation Assessment (35%)

This qualification will be for students who are willing to apply themselves to both the written and practical elements of this course, as both are equally important at the point of assessment.

***\*\* Students will not be able to select a Technology they didn't take in Year 9 for GCSE options in Year 10 & 11\*\****

## OPEN OPTIONS

## BUSINESS

For further information, contact Mr Ambrose: [pambrose@hrs.education](mailto:pambrose@hrs.education)

### Year 9 Course Outline

In today's world 'business' is all around us, which makes it a constantly evolving, exciting subject to study. If you are interested in the world around you and current issues, then Business is the course for you. We use examples from companies that you know (local, national and international firms) and work out why they make the decisions that they do.

Year 9 is our foundation year. We start off by looking at what businesses are and what they aim to achieve. Who are people that create businesses and what are the skills and characteristics that entrepreneurs need to be successful in business? We then move on to discuss the reasons for some of the decisions that businesses make such as their choice of location, type of ownership and why they need to create a business plan.

You will also gain an overview of a business's four key functional areas of Finance, Marketing, Human Resources and Operations. You will develop the ability to calculate how much money the firm is making from sales, what their profits are and how to account for inflows and outflows of money. You will also understand how to find out, through market research, what the customers want and how to ensure that your product is the one that they buy as a result of your pricing strategies and promotion. The people who work in an organisation are very important and you will learn how they are recruited and rewarded for their efforts.

Business students develop a range of skills that will be useful to them in later life. You will develop the ability to think commercially and creatively, analyse data and make judgements based on those numbers and draw on evidence to make informed decisions and solve business problems.

**Examination board:** Edexcel GCSE or OCR Cambridge National

**Exam:** 100% of final grade or *1 Unit from 3*

### Year 10 and 11

You will be guided to select either GCSE Business Edexcel or OCR Cambridge National 'Enterprise and Marketing'.

You will study the issues that companies face as they grow, for example why they may want to float on the stock market, expand their product range, open new branches and expand into different countries. You will also explore the external influences on business and how firms respond to changes in technology, the economic climate and legislation. Businesses also make decisions regarding ethical issues, such as keeping costs low without exploiting their workers or their suppliers. In the study of Human Resources you will look at how organisations are structured, recruitment and selection, motivation and training methods. In Operations the topics covered are production processes, procurement, quality and customer service.

In Marketing you will learn about market segmentation, the different types of market research and how businesses use Product, Price, Place and Promotion effectively. In Finance you will find out about how businesses raise finance, cash flow, income statements, statements of financial position and how to analyse the performance of a business using ratios.

## CHILD DEVELOPMENT

For further information, contact Mrs Cook: [lcCook@hrs.education](mailto:lcCook@hrs.education)

### Year 9 Course

This will help you to develop independence and confidence in using skills that would be relevant to the Childcare sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: research skills – for example, within the set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why and communication skills – for example, within the set assignment students will need to make recommendations to the nursery on how accidents can be prevented.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as

- Working in a nursery
- Volunteering at a playgroup
- Teaching early years

### Years 10 and 11 (OCR Cambridge National)

#### **One unit is assessed by an exam.**

Topics include: Preconception health and reproduction ,antenatal care and preparation for birth, postnatal checks, postnatal care and the conditions for development and childhood illnesses and a child safe environment.

#### **Other two units are assessed by coursework.**

You will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

**Topics include:** Creating a safe environment in a childcare setting, choosing suitable equipment for a childcare setting and the nutritional needs of children from birth to five years.

You will also learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

**Topics include:** Physical, intellectual and social developmental norms from one to five years, stages and types of play and how play benefits development, observe the development of a child aged one to five years and plan and evaluate play activities for a child aged one to five years for a chosen area of development.

## HEALTH AND SOCIAL CARE

For further information, contact Mrs Cook: [lcook@hrs.education](mailto:lcook@hrs.education)

Health and social care will help you to develop independence and confidence in using skills that would be relevant to the health and social care sector such as applying legislation and independent research. Communication is at the heart of health and social care and is taught or applied in all units. Other skills include researching topic areas and recording research sources, then using them to interpret findings and present evidence and planning creative activities or health promotion campaigns, this will involve managing time and identifying key facts and studying various resources.

### Year 9 Course

In Year 9 the focus is on developing independence, confidence and time management as students are regularly given projects to complete. These involve creating presentations, designing posters, writing and presenting role-plays, carrying out research, applying knowledge to a range of scenarios and considering how to respond in an empathetic and understanding manner.

Areas of study include human development, healthy lifestyles, care values, living with a disability, relationships, getting older and ethical issues. Students also draw on learning from science, PE and PSHE to apply their knowledge to a variety of contexts.

### Year 10 and 11 (OCR Cambridge National)

In the 'Creative and Therapeutic Activities' unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual.

In 'Supporting individuals through life events' unit unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

In the examined unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

Topics include:

- o The rights of service users in health and social care settings
- o Person-centred values
- o Effective communication in health and social care settings
- o Protecting service users and service providers in health and social care settings

## PHYSICAL EDUCATION

If you require further information, please contact Miss Booth: [lbooth@hrs.education](mailto:lbooth@hrs.education)

### Year 9 course outline

All students will complete the same course during the year. The outline for the year will see students learning a variety of new topics, which include:

- The importance of a healthy, active lifestyle and how regular exercise can have an impact on this
- A greater knowledge on how the body systems work together
- How technology is used in sport to enhance performance
- As well as performing in practical activities

### YEAR 10 and 11

#### GCSE PE – AQA exam board

The **theoretical component is worth 60%** and the practical is worth 40% of the overall mark.

For the theory the students will complete 2 exam papers which are both marked out of 78 and equally worth 30% towards their overall score.

Each paper will consist of multiple choice questions / objective test questions, short answer questions and 2 Extended writing questions

#### **Exam Paper 1 -The Human body and movement in physical activity and sport**

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

#### **Exam Paper 2 - Socio-cultural influences and well-being in physical activity and sport**

Sports psychology

Socio-cultural influences

Health, fitness and well-being

Use of data

### **Practical component**

For this component of the course the student will be assessed in **3 sports** for their practical ability. Each sport is worth 10% towards their final mark.

- 1 team sport
- 1 individual sport
- 1 other sport which can be either a team or individual activity

The final 10% of the course involves students analysing their own strengths and weaknesses in one of the sports and producing a **written document**.

There is a set list of activities given by the exam boards, so if this is a course of interest please speak to a member of the PE department to find out the sports available.

## MODERN FOREIGN LANGUAGES

For further information, contact Mrs Roy: [sroy@hrs.education](mailto:sroy@hrs.education)

### Year 9 Course Outline

**French and Spanish** are options that are offered to all students.

Whether students select French or Spanish or both, they will cover the four skills of:

- Listening
- Reading
- Writing
- Speaking

### Two Languages

Students can choose to study two Languages in Year 9. Students who wish to take two Languages will, for their second language, only have three of the four lessons during normal curriculum time in Year 9. **The fourth lesson will take place in twilight sessions after school. This will only be on offer if there is enough interest.** If they continue with two Languages in Year 10, all their lessons will be in normal curriculum time.

### Native speakers

We suggest that native speakers (who can read and write fluently in their native language) take a different language for GCSE. There may still be an opportunity for them to gain a qualification in their native language without studying the course (depending on the school's ability to examine the speaking element of the exam). We recommend these students discuss this with the MFL Department.

Languages are taught in a wide range of engaging and interesting contexts and broaden students' cultural knowledge of the countries where the language is spoken.

We aim to offer opportunities to take part in language trips to France and Spain.

### GCSE Course Outline

#### Examination Board - Edexcel

- Listening 25%
- Reading 25%
- Writing 25%
- Speaking 25%

During the GCSE Language courses in Years 10 and 11, we will aim to improve students' language skills so that they will be able to communicate more confidently and fluently. They will also increase their independent use of language, by gaining a more secure knowledge of key grammatical structures. This will enable students to speak and write on a broader range of topics, using language more creatively and giving opinions on various issues.

At GCSE students will also explore more cultural contexts and use a wider range of authentic resources including short literacy texts.

Students will also begin to understand the purpose and relevance of language for communication in today's world. In a competitive business environment, language skills are vital and therefore viewed very favourably by employers and universities. All languages are 'EBacc' subjects.