

Helena Romanes School



Year 9 Options 2025

Dear Parent/Carer

It has reached the time of year where our Year 9 students embark on selecting their option subjects for Year 10 and 11.

Curriculum Structure

The basic curriculum structure that students will follow comprises:

- English - 8 hours per fortnight
- Mathematics - 8 hours per fortnight
- Core Science - 9 hours per fortnight
- Philosophy & Ethics - 1 hour per fortnight
- PSHE - 1 hour per fortnight
- Physical Education - 3 hours per fortnight
- Option A - 5 hours per fortnight
- Option B - 5 hours per fortnight
- Option C - 5 hours per fortnight
- Option D - 5 hours per fortnight

Options

Of the six subjects they have taken in Year 9 (Geography, History, Languages, Creative choice and two open choices) students need to select 4 options to continue into Y10 and 11. We strongly recommend that students do not select a new subject as they might not do as well (compared to others who have studied the subject in Year 9). The exceptions are Separate Science (1 option) and RE (1 option) GCSEs as these have been continuously studied this year.

The Government has now reduced their emphasis on studying the EBAC suite of subjects. However, we would recommend continuing with **at least one** of Geography, History, French or Spanish as this may still be used by higher education institutions and universities as a means of identifying academic ability.

Further maths may also be delivered to some students as an extracurricular choice, but this will be discussed with students in their maths lessons if appropriate, and does not form part of the options process.

Completing Option Choice Form

Once students have made their decisions, they should complete the form given to them this week. The deadline for completion is **Wednesday 12th February 2025**. Once all the applications have been received we will begin the process of constructing the timetable. At this point it may be necessary to contact you if the chosen subject combination cannot be delivered.

More Guidance

If you need more support about possible destinations and careers, your child has the opportunity to use the interactive careers guidance website Unifrog. If you would like further information on how to use Unifrog. The link to the Unifrog platform can be found [here](#).

Further information can also be found in the section on Job Profiles on the National Career Service website [here](#).

Regards
Mr N Foster
Deputy Headteacher

Questions for Students

What do I like doing? Do not decide on the basis of whether or not you like your teacher or what your friends are doing.

Decide for yourself. You are more likely to be successful at a subject you enjoy.

What am I good at? You should know by now, but check with your subject teachers and your form tutor for the overall picture.

What do Teachers recommend? Ask your subject teacher whether you should take a particular course.

What do I need for my future plans? Qualifications are not everything, but success at school is one way of measuring and telling other people what you are like – how well you know the subject, how hard you work, how much you want to succeed, how good a job you will do.

Are my choices closing any doors? We will look at your choices and give an opinion on whether your choice is sensible for what you may want to do when you move on from Helena Romanes School. If you have a definite career in mind please speak with your form tutor, Miss Clark or our Independent Careers Advisor Mrs Kay.

What can be timetabled? No school can give students a free choice when it comes to courses in Key Stage 4. There are too many possible combinations. Therefore choice has to be within limits. Some courses can only be scheduled as one class per year. Other courses may attract too small a number to run. Some courses will have to be timetabled at the same time as others. We have to look at all the other courses we have to provide and what staff we have available to teach them. The question we ask is: what arrangement of subjects will give the largest number of students the courses which fulfil their needs?

Before doing anything else, you and your parents should carefully read through the following pages which give details of the subjects on offer. **Think** about all the advice on the previous pages and **look** carefully at the course descriptions.

Reserve choices. Some students may be asked to consider their reserve choices. Who might be asked to make a change will depend on how important a subject seems to be to a particular package of choices – therefore be clear about why you have made the choices you have.

We will make every effort to ensure you get the choices you have selected, within the limits of what is possible.

Careers Information and Guidance

Careers Guidance is provided in a number of ways. Students have opportunities to reflect on their personal qualities and strengths and how these may affect their career choices. This has been done through PSHE lessons using Unifrog. Further support and information are available through Mrs Kay, our Independent Careers Advisor, as well as the PSHE curriculum. This will come in the form of assemblies, visitor talks and PSHE lessons. Mrs Kay can be reached by email at jkay@hrs.education

What happens next?

When you have decided, select your choices on the form and hand to your tutor. Student choices must be completed and returned by **Wednesday 12th February 2024.**

Subject Information



ENGLISH LANGUAGE AND LITERATURE GCSE.....	5
MATHEMATICS GCSE.....	6
COMBINED SCIENCE GCSE.....	7
PHILOSOPHY AND ETHICS (NON-EXAMINATION).....	8
PSHE (NON-EXAMINATION).....	9
PHYSICAL EDUCATION (HEALTH AND FITNESS - NON-EXAMINATION).....	10
SEPARATE SCIENCES- BIOLOGY, CHEMISTRY, PHYSICS.....	11
GEOGRAPHY GCSE.....	12
HISTORY GCSE.....	13
RELIGIOUS STUDIES GCSE.....	14
MODERN FOREIGN LANGUAGES.....	15
BUSINESS STUDIES GCSE.....	17
ENTERPRISE AND MARKETING OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE.....	18
CHILD DEVELOPMENT OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE.....	19
HEALTH & SOCIAL CARE OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE.....	20
COMPUTER SCIENCE GCSE - EDEXCEL.....	21
DRAMA GCSE.....	22
MEDIA GCSE.....	23
DESIGN AND TECHNOLOGY: TEXTILES GCSE.....	24
DESIGN AND TECHNOLOGY: TIMBER GCSE.....	25
ART AND DESIGN:.....	26
DANCE GCSE.....	29
MUSIC GCSE.....	30
PHYSICAL EDUCATION GCSE – FULL COURSE.....	32

ENGLISH LANGUAGE AND LITERATURE GCSE

At Helena Romanes School, we aim to prepare all students for examinations in English Language and Literature – Double GCSE Certification.

The GCSE courses followed are validated by AQA. The assessment consists of four exams, two for literature and two for language.

During the course, students will carry out a range of reading, writing and speaking, and listening activities which will build upon progress and experience gained in their Key Stage 3 at Helena Romanes School. Key Stage 4 studies are a logical progression from the skills-based approach to texts exemplified in the Key Stage 3 English framework and in our own schemes of work in the English Faculty.

Students will be involved in:

- Reading and the further study of prose, drama and poetry, including those texts written prior to the 20th century.
- Writing for a range of creative and functional purposes.
- Responding to various types of non-literary texts.
- Studying aspects of the mass media.
- Working in large and small groups for discussion and debate.

In summary, the courses offered by this core subject area aim to improve the critical faculties of students through exposure to a variety of materials. We endeavour to engender a real sense of enthusiasm for the subject whilst providing a sound grounding in the key skills necessary for effective communication.

**Any further queries should be directed to Mrs E Gillard, Head of English
egillard@hrs.educaiton**

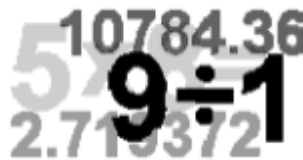


MATHEMATICS GCSE

Mathematics is a core subject which is studied by all students in Key Stage 4.

Under the New National Curriculum GCSE (9-1) specs there are five areas of study in Mathematics:

- 1 Number
- 2 Algebra
- 3 Ratio, Proportion and rates of change
- 4 Geometry and Measures
- 5 Statistics and probability



Tiers of Entry

Two tiers are available: Foundation and Higher (content is defined for each tier).

- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment. A calculator is allowed for Paper 2 & Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.

The Higher Tier – which is studied by most students is an advanced examination designed for candidates at, or above, average ability and is the gateway to taking Mathematics at A Level. Grades 9 to 4 are available at this Tier.

The Foundation Tier - is a more straightforward course, intended for candidates of average ability. 5 to 1 grades are available.

Calculators

It is critical that students bring a calculator to every mathematics lesson and the calculator paper examination, as without one large parts of the curriculum will be impossible to complete. A scientific calculator is the preferred option as considerably more of the curriculum can be accessed. Suitable models can be widely purchased and members of the Mathematics Faculty will be happy to offer advice.

Equipment

Students are expected to regularly use rulers, compasses and protractors for measurement and construction.

Students have targets and are expected to achieve or exceed these in the pursuit of high standards. Students are entered for the tiered exams at the end of year 11 once they have completed the syllabus and shown consistent levels of ability in assessments across the Key Stage.

**If you require any further details or clarification please contact Mr B Birss, Head of Mathematics or your child's teacher
bbirss@hrs.education**

COMBINED SCIENCE GCSE

Overview

Students in Combined Science will work towards GCSE qualifications and follow the specifications set by the AQA examination board. All students are required by the National Curriculum to follow all three Sciences (Biology, Chemistry and Physics) to the age of 16.

Routes

All students will be taught the combined science syllabus as part of their core studies in Y10 and 11. Students opting to take separate sciences (see below for more information), will be expected to learn additional content to the combined science syllabus.

Students in combined science will be placed into attainment-based classes for GCSE. This is so teachers can more effectively adapt teaching to the needs of students. Furthermore, setting in science allows us to prepare students for either the higher or foundation tier papers which they will be sitting.

Nationally around 20% of students will take Separate Sciences and the remaining 80% will sit Combined Science.

Both Separate and Combined Sciences are good preparation for Post 16 study in Science or Science related courses.

Content

Combined GCSE students will cover the following topics:

- Biology - Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; Ecology;
- Chemistry - Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources;
- Physics - Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and Electromagnetism;

Assessment

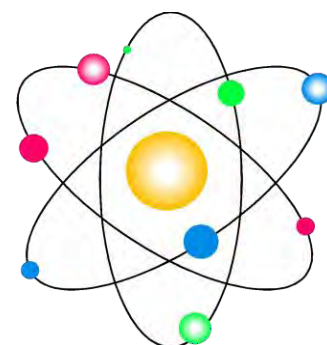
Combined science is assessed 100% by external exams. There are six papers, two in each science, lasting 1h 30 minutes each. The grade attained at the end of the course is an average of a student's performance across all three sciences.

Further information

This can be found at <https://www.aqa.org.uk/subjects/science/gcse>

For further information please contact Dr P Evans, Head of Science

pevans@hrs.education



PHILOSOPHY AND ETHICS (NON-EXAMINATION)

Year 10 students will have one lesson of Philosophy and Ethics per week. These lessons will explore worldwide perspectives and how members of different communities are guided to act in areas of human life. Students will consider a range of opinions on topical moral and ethical issues and engage with material on a personal level as well as showing an understanding of, and respect for, a range of different beliefs and opinions. Students will be able to examine the ideas of others, but it is also incredibly important for them to be able to decide an opinion of their own on different topics and to understand where their own perspectives have come from. This includes exploring different influences which may have played a part as they formed their own views.

If you require further information, please contact Miss B Henton, Head of RS

bhenton@hrs.education



PSHE (NON-EXAMINATION)

PSHE is a crucial aspect of our Personal Development curriculum. Students continue PSHE into Key Stage 4; in Year 9, 10 and 11, they will have a dedicated lesson once a fortnight on the timetable for PSHE. As well as this, there will be form time and assemblies along with extended registration periods throughout the year.

We use a thematic curriculum which focuses on one of the following three topics. The curriculum is taught on a carousel basis, by specialist teachers. These topics are explored in more depth each year with different age appropriate material:

- **Health & Wellbeing**
- **Relationships**
- **Living in the wider world**

Through the PSHE curriculum we cover statutory Relationship and Sex Education, the policy for which can be found on our website. This includes curriculum information explaining what we teach for this topic and when this takes place.

Our curriculum is based on the PSHE association model which is a recognised curriculum for PSHE delivery.

A plan of the Key Stage 4 curriculum is shown below, but this is regularly evaluated (with school and local data) and may change over time.

Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Next steps Application processes, and skills for further education, employment and career progression		Building for the future Self-efficacy, stress management, and future opportunities	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
			Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse			

If you require further information, please contact Miss A Diss, Head of PSHE

adiss@hrs.education

PHYSICAL EDUCATION (HEALTH AND FITNESS - NON-EXAMINATION)

AIM

The aim of Physical Education is to enable students to develop life skills through physical activity for both now and in the future. All students are expected to participate in CORE Physical Education as part of their curriculum. Each student will be considered as an individual in the Physical Education programme and they will find themselves being challenged in intellectual, social and physically demanding situations. The skills they will learn include maintaining a healthy lifestyle, communication, teamwork, organisation, problem solving, responsibility, leadership, resilience and independence, which students will be able to use in the modern world when they leave school.

OBJECTIVES:

1. To encourage students to be 'physically active' in lessons and challenge themselves to continue the development of their physical competence.
2. To encourage the social aspects of Physical Education particularly through:-
 - A balanced programme of activities for all abilities
 - Taking responsibility for their learning
 - Taking the opportunity to demonstrate leadership through physical activity.
3. To encourage the development of self-esteem and confidence.
4. To encourage participation and the development of positive attitudes towards a physically active lifestyle during and after school.
5. To help relieve stress levels and provide enjoyment
6. To emphasise the importance of health-related fitness in adult life, promoting the idea that fitness is valuable.
7. To encourage the development of Leadership Skills and team work.

**If you require further information, please contact Mr K Cheema, 2nd in PE Faculty.
kcheema@hrs.education**



SEPARATE SCIENCES- BIOLOGY, CHEMISTRY, PHYSICS

Course overview

Taking the separate sciences route allows students to experience a more in-depth exploration of cutting-edge scientific concepts and encourages students to link concepts together to deepen their understanding. When taking this as an option subject, students will have an extra 5 science lessons in addition to the combined science lessons included as part of their core timetable. This gives students the extra time needed to cover the additional content and prepare them for the needs of the more advanced nature of the separate sciences course.

The separate science route also includes more practical work, giving those students that enjoy practical work more opportunities to develop their practical skills.

Taking separate sciences is an excellent introduction to the scientific world and ideally suits able students who are looking to pursue further studies and careers in science. This course best suits students who have a strong independent work ethic to ensure that they consolidate the extra knowledge associated with the additional GCSE content.

Course content

Additional concepts taught in the separate sciences, on top of those taught on the combined science course, include the following:

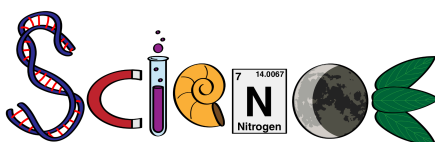
	Biology	Chemistry	Physics
Additional content	Culturing bacteria, producing and using monoclonal antibodies, plant diseases and defences, the brain, the eye, control of body temperature, the kidneys, DNA structure, cloning, theory of evolution, impact of environmental change, sustainable farming and fishing, factors affecting food security, biotechnology	Transition metals, nanoparticles, percentage yield, atom economy, cells and batteries, fuel cells, alcohols, alkenes, amino acids, DNA, flame tests, flame emissions spectroscopy, the haber process, alloys, preventing corrosion, ceramics, polymers and composites	Static charge, electric fields, pressure in gases, background radiation, uses of nuclear radiation, nuclear fission and fusion, moments, levers and gears, lenses, visible light, loudspeakers, microphones, transformers, Space (solar system, stars, orbital motion, red shift)
Additional required practicals	Effect of antibiotics Factors affecting decay	Neutralisation Identifying ions	Thermal insulation Light Radiation & absorption

Assessment

Students will gain three GCSEs at the end of the separate science route; one each for biology, chemistry and physics.

The course is assessed by students sitting two exams in each subject. Each exam is 1h 45 minutes long. Each exam is worth 50% of a student's grade in that particular subject.

**For further information please contact Dr P Evans, Head of Science -
pevans@hrts.education**



GEOGRAPHY GCSE

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Upon completion of this course, students will have the skills and experience to progress onto A-level and beyond.

Area of Geographical study	Content
Paper 1 1hr 30 Living with the physical environment 35% of GCSE	Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK
Paper 2 1 hr 30 Challenges in the human environment 35% of GCSE	Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource
Paper 3 1 hr 15 Geographical applications 30% of the GCSE [Pre-release resources booklet made available 12 weeks before Paper 3 exam]	Section A: Issue evaluation Section B: Fieldwork
Geographical skills	Maps, graphs, images, articles. Covered through all 3 papers.

Question types: multiple-choice, short answer, levels of response, extended prose

Physical Geography	Human Geography	Geographical applications
Natural Hazards Weather Hazards Climate change Ecosystems Tropical rainforests Hot deserts Cold environments Physical landscapes in the UK Coastal landscapes in the UK River landscapes in the UK Glacial landscapes in the UK	Urban issues and challenges The changing economic world Resource management Food Water Energy	The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Fieldwork

Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork must take place outside the classroom and school grounds on at least two occasions. Proposed visits include Walton on the Naze and Epping Forest. Alternative options are Cambridge and Canary Wharf.

Geographical Skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

If you would like more information about the course or why Geography is a good option choice, then please contact a member of staff in the Geography Department

HISTORY GCSE



The specification will enable students to:

- Develop and extend their **knowledge and understanding** of specified key events, periods and societies in local, British, and wider world history and of the wide diversity of human experience
- Engage in **historical enquiry** to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by **using a range of sources** in their historical context
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why **different interpretations** have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

We will be studying the following topics:

A Study of the Historic Environment – *The British sector of the Western Front, 1914-1918: surgery and treatment*

British Thematic Study – *Medicine in Britain c1250 to present*

A Period Study – *Superpower relations and the Cold War, 1941-91*

British Depth Study – *Early Elizabethan England 1558-88*

A Depth Study – *Weimar and Nazi Germany, 1918-1939*

Assessment:

Paper 1 ('Medicine' and 'Surgery during the First World War') – 30% Paper 2 ('Elizabeth' and 'Superpower relations') – 40%

Paper 3 ('Germany') – 30%

This course has been specifically selected to develop and extend students' prior knowledge from Key Stage 3, through studying both interesting and highly engaging topics, as well as providing students with a solid contextual foundation should they choose to study History further at A-Level.

Students requiring further information should contact Mr J Warburton, Head of History
jwarburton@hrs.education

RELIGIOUS STUDIES GCSE

Course Overview

Students will study for two papers: **Study of Religions** and **Thematic Studies**. We start the course by examining religious views for both Buddhism and Christianity before moving on to look at ethical issues like capital punishment, war, euthanasia and animal rights. A wide variety of topics are studied as part of the curriculum with opportunities for pupils to express and justify their own personal beliefs in a safe, supported and structured environment. The course aims to raise a number of major, often controversial and media worthy issues that are presented to us on our journey through life. The subject lends itself to conversation and debate; allowing students to develop a deeper understanding of the wider context of society.

Assessment

The course is part of the AQA Specification A for Religious Studies. 100% of the assessment will be in the form of two written exams (1 hour 45 minutes each) taking place in May / June of Year 11. Both exams require similar skills: the ability to explain relevant facts, beliefs, attitudes and teachings **and** the ability to evaluate these and argue for a point of view.

Paper 1: Study of Religions

We will study these four topics:

- Christian Beliefs
- Christian Practices
- Buddhist Beliefs
- Buddhist Practices

Paper 2: Thematic Studies

We will study these **four** topics:

- Crime and Punishment (e.g. is capital punishment acceptable?)
- Relationships and Families (e.g. gender equality)
- Religion and Life (e.g. how should we treat animals and should euthanasia be legal?)
- Religion, war and peace (e.g. are weapons of mass destruction good or bad?)

Future:

Students who have a GCSE or A level in Religion or Ethics are considered by further educational establishments and employers to be particularly caring and interested in people, which also suggests good team work and strong communication skills. They are also considered to have strong debate skills and be highly analytical. Careers and further or related education opportunities include Humanities, Education, Health and Social Services, Psychology, Sociology, Philosophy, and Geography, working overseas or in multi- cultural communities and a range of other areas.

Benefits of the Course

- Students will improve their skills of discussion, empathy and evaluation. ● Students will attain a deeper appreciation of the spiritual, moral, cultural and social dimensions of life.
- Students will build knowledge and skills through discussion and debate that will allow them to develop as well rounded, tolerant and open minded members of society.

**If you require further information, please contact Miss B Henton, Head of RS
bhenton@hrs.education**



MODERN FOREIGN LANGUAGES

French and/or Spanish GCSE



Why Study a language?

Many employers value applicants who have the ability to communicate in another language. Whether you work in the UK or abroad, many businesses work with companies across the globe and candidates with languages are typically paid more than those without. The ability to email a supplier in Spain or to book hotel accommodation for a business trip to Paris are everyday tasks made easier with a knowledge of the language.

Studying another language and culture broadens your horizons and provides an understanding of how other people live. It can give you a new way to see the world and appreciate life.

Research has shown that the processes used to learn a language – such as memorising vocabulary and understanding grammar patterns – boost your brain-power and can help you stay mentally fit as you get older.

This is what Eric Dier, the Tottenham footballer, says about languages,

“Languages have been an integral part of shaping the person I am today. From my childhood in Portugal, where languages helped me to make friends and understand and thrive in different cultural communities, to communicating effectively with my teammates and coaches in my football career today. People don’t always expect me to be able to speak so many languages, but I enjoy the process of learning them and the world of possibilities it opens up.”

Aims of the course

To enable students to use a foreign language in a variety of contexts, to develop and apply transferable language-learning and study skills, to communicate effectively, and to acquire an awareness and understanding of the culture of the communities where the language is spoken.

The examination

Our exam board for French and Spanish is **Edexcel**. Edexcel has just created a **new examination, which students will find more accessible and relevant**. The thematic contexts of this new course are:

My personal world, lifestyle and well being, my neighbourhood, Media and technology, studying and my future, Travel and tourism. The four skills (listening, speaking, reading and writing) each count for **25% of the qualification. There is no coursework.** The examination has a **Foundation Tier and a Higher Tier**. Your teacher will discuss this with you and guide you towards the appropriate tier.

Option

- **Paper 1: Speaking.** The tasks will include a reading aloud task, a role play in a public setting (which will be useful for future travel and work) and a picture description followed by a short conversation.

- **Paper 2: Listening and Understanding**

Section A: all questions will be in English.

Section B: dictation. Each extract will be played three times and will be spoken at a moderate pace to give students time to answer.

- **Paper 3: Reading and Understanding**

Section A: all questions will be in English.

Section B: translation into English.

The listening extracts and reading texts have been broken into smaller chunks.

- **Paper 4: Writing**

Foundation Level	Higher level
Picture description task	No picture to describe
40-50 word task	80-90 word task
80-90 word task	130-150 word task
5 sentences to translate in French or Spanish	A short paragraph to translate

For further information, please contact Mrs S Roy, Head of Languages

sroy@hrs.education

BUSINESS STUDIES GCSE

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Students develop an understanding of how these contexts impact on business behaviour.

100% exam based with no non-exam assessment.

Two equally weighted components of one hour and 45 minutes, worth 90 marks each.

Our assessment will use a mixture of question styles such as multiple choice, short answer and extended response questions

Paper 1

+

Paper 2

What's assessed

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions for both papers

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

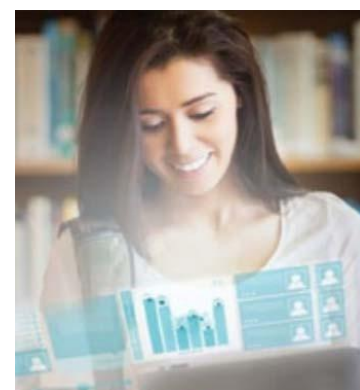
The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper

What's assessed

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE



For further information please contact Mr P Ambrose, Head of Employment and Enterprise - pambrose@hrs.education

ENTERPRISE AND MARKETING OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE

This qualification is for students aged 14–16 who wish to develop applied knowledge and practical skills in enterprise and marketing.

An aspiration for many young people is to be self-employed and start their own business. The skills required for this, such as being able to work collaboratively and creatively, solve problems and have awareness of businesses and customers, are also those requested by employers.

The two centre-assessed units offer practical task-based assessment opportunities, alongside the examined unit which contains underpinning knowledge and understanding, resulting in a focused qualification that complements a Key Stage 4 study programme alongside other vocational qualifications and GCSEs.



RO67- Enterprise and marketing concepts; This unit underpins the other learning in this qualification. Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities. Knowledge gained would be of use for further studies in other business and management qualifications including retail, marketing and customer service.

This unit is externally assessed through an OCR set and marked 1 hour 15 minutes exam. A range of different types of questions will be used, including multiple-choice, short/medium answer questions and extended response analysis and evaluation questions

RO68 - Developing a Marketing Proposal; In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit. You will use the evidence you have generated to decide whether you think that your new product is likely to be financially viable.

RO69 Market and pitch a business proposal; In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience. To help you prepare for this, you will first practise in front of your peers, asking them to review your presentation and feedback ways in which you can improve it. You will also need to offer feedback to others in your group about their pitches. After delivering your professional pitch to an audience, you will reflect on your pitching skills, your brand, your promotional campaign and the likely success of your product.

Both units are assessed through an OCR-set assignment that is teacher marked and OCR moderated. The emphasis is on learners doing practical activities, showing how they can put their learning to use.

For further information please contact Mr P Ambrose, Head of Employment and Enterprise - pambrose@hrs.education

CHILD DEVELOPMENT OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE

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

- preparing a feed or meal for a child
- choosing suitable equipment to use in a childcare setting
- planning suitable play activities
- helping to prevent accidents in a childcare setting.

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.

Unit RO57	This is assessed by an exam. In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive. Topics include: Pre-conception 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.
Unit RO58	This is assessed by a set assignment. In this unit 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.
Unit RO59	This is assessed by a set assignment. In this unit you will 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.



For further information please contact Mrs L Cook, Head of Child Development and Health & Social Care - lcook@hrs.education

HEALTH & SOCIAL CARE OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE

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.

The course is broken down into 3 units:

RO33: Supporting individuals through life events

This unit is assessed by a Set Assignment. In this 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. Topics include: life stages; impacts of life events; sources of support

RO34: Creative and therapeutic activities

This unit is assessed by a Set Assignment. In this 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. Topics include: therapies and their benefits; creative activities and their benefits; plan a creative activity for a group or individual in a health and social care setting; deliver a creative activity and evaluate your own performance.

RO32:

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings; person-centred values; effective communication in health and social care settings; protecting service users and service providers in health and social care settings.

For further information please contact Mrs L Cook, Head of Health and Social Care and Child Development - lcCook@hrs.education



COMPUTER SCIENCE GCSE - EDEXCEL

Course overview:

The Computer Science GCSE covers a wide range of computing aspects. Its foundations are built on computational and algorithmic thinking. The course looks at the science behind how computers actually work, interpret and transmit data. This course delves deep into the logic of the digital system and we look in depth at the components like CPU, busses, memory to understand how they communicate with each other and process data.

You will learn to analyse problems in computational terms through solving problems using the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logical thinking, algorithms, and data representation. You will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. This course will allow you to think creatively, innovatively, analytically, logically and critically.

"Computer Science continues to grow in popularity and, crucially, to rapidly increase its appeal amongst female students, who are historically an under-represented group in tech. This should, in turn, broaden and enrich the pipeline to further study and employment in computing-related fields"

- Julia Adamson, Director of Education at BCS

Assessment:

Content Overview	Assessment Overview
<p>Paper 1: Principles of Computer Science (50% of total GCSE)</p> <ul style="list-style-type: none"> • Computational thinking & Algorithms • Data – understanding of binary, data representation, data storage and compression. • Computers – hardware and software components of computer systems and characteristics of programming languages. • Networks and network security. • Issues and impact – emerging trends in computing technologies, and the impacts of computing. 	<p>75 marks 1 hour and minutes Written paper (no calculators allowed)</p>
<p>Paper 2: Application of Computational Thinking (50% of total GCSE)</p> <ul style="list-style-type: none"> • Problem solving with programming and Algorithms • understanding how to decompose and analyse problems • Ability to read, write, refine and evaluate programs. • Computational thinking • Code tracing • Problem solving • Programming concepts • Designing, writing, testing and refining code. 	<p>75 marks 2 hours On-screen practical exam (calculators allowed)</p>

Who should consider this option subject: Students who love solving puzzles, or abstract mathematical written problem, enjoy designing programs using algorithmic thinking and developing and testing solutions to problems would enjoy this course. Excellent logical thinking is essential to enable students to work out program bugs along with resilience and perseverance in solving problems. Programming is just one aspect of the course, there are many theory sections, so students should consider carefully if they enjoy learning about how a computer device works down to the fundamentals of transmitting data.

**For further information please contact Mrs B Edwards, Head of Computing
bedwards@hrs.education**

DRAMA GCSE

GCSE Drama is essentially a **creative** subject (although there is a large written element – see below). The GCSE course builds on skills taught throughout KS3 and is suitable for any student who can offer enthusiasm, self-management, commitment and the ability to work as part of a team.



Students **MUST** go on at least one **theatre trip** 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.

Subject Content

Component 1 40%:

Internally assessed – Y10 June (repeated Y11 Oct)

- 1) Performance from a stimuli in groups of 2-5 (5-16 minutes) *Tech possible
- 2) Portfolio of the process 750-900 words
- 3) Written Evaluation (1.5 hours controlled conditions)

Component 2 20%:

Visiting Examiner – Y11 March

- 1) Scripted Performance in groups of 2-4 (5-14 mins) 2 key moments with a transition *Tech possible
- 2) Brief explanation for examiner

Component 3 40%:

Written Examination Y11 June (1.30 hours) - 2 pages of notes allowed

- 1) Bringing Texts to Life (An Inspector Calls) – 45 Marks
- 2) Live Theatre Evaluation – 15 Marks
- 3)

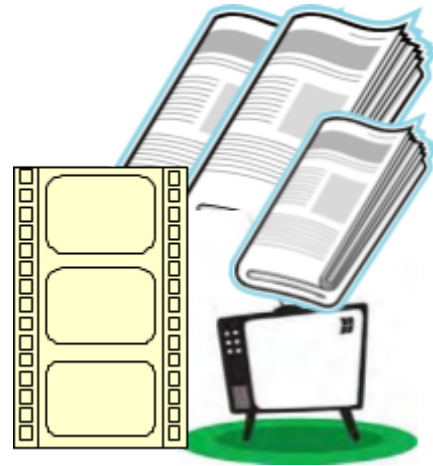
LITERACY SKILLS ARE VERY IMPORTANT ON THIS COURSE

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

**For further information please contact Mrs S Stewart, Head of Drama -
sstewart@hrs.education**

MEDIA GCSE

GCSE 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.



At Helena Romanes School we follow the Eduqas specification for GCSE Media Studies. In Year 9, students cover a range of media areas and learn foundation terminology and theories. They create a coursework piece to experience the skills needed for the real piece created in Years 10 and 11.

Eduqas Subject Content

Component 1:

Written Examination Year 11 June (1½ hours) – 40% of qualification

- Section A will focus on media language and media representations: Magazines, film marketing, advertisements and Newspapers.
- Section B will focus on media industries and media audiences: Radio, film, newspapers, radio and video games.

Component 2:

Written Examination Year 11 June (1½ hours) – 30% of qualification

- Section A explores television with a focus on media language, representation, industry, audience and context.
- Section B explores music video and online media with a focus on the same media areas as section A.

NEA:

Internally assessed Years 10/ 11 – 30% of qualification

- An individual project combining practical, design skills and knowledge of a media area.

LITERACY SKILLS ARE VERY IMPORTANT ON THIS COURSE

Homework time = 1 hour per week

**For further information please contact Mrs E Gillard, Head of Media -
egillard@hrs.education**

DESIGN AND TECHNOLOGY: TEXTILES GCSE

If you did not take this course in Year 9, you are not eligible to take it for GCSE

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 applying technical and practical expertise.

WHAT WILL THE COURSE CONTAIN?

Through a series of mini projects during Year 10 you will improve your designing and making skills. You will learn to use a variety of tools, materials and machines to create a range of different products.

In theory lessons, you will also learn **core subject knowledge** that covers all areas of design technology from New & 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%.

The 2-hour exam will test your knowledge and understanding of what you have learnt throughout the course. The exam is split into 3 sections:

- A – Core knowledge of **all** areas of Design Technology (20 marks)
- B – Specialist technical principles: textile based (30 marks)
- C – Designing and making principles: **general** (50 marks)

Year 11 GCSE Coursework is made up of 6 sections (A – F):

- A – research relevant to the given context
- B – a written brief alongside a detailed specification
- C – a range of design ideas created against the specification
- D – developments from the initial designs that lead to a final design
- E – producing a prototype
- F – testing and evaluating the prototype

QUALITIES I WILL NEED TO BE SUCCESSFUL ON THIS COURSE?

- You should enjoy designing, making and be creative
- You will need to be well organised
- You should be confident using a computer in order to develop your CAD/CAM skills
- You will work independently to complete your coursework

For further information please contact Mrs Lamb in the Design and Technology Faculty - nlamb@hrs.education



DESIGN AND TECHNOLOGY: TIMBER GCSE

If you did not take this course in Year 9, you are not eligible to take it for GCSE

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 applying technical and practical expertise.

WHAT WILL THE COURSE CONTAIN?

Through a series of mini projects during Year 10 you will improve your designing and making skills. You will learn to use a variety of tools, materials and machines to create a range of different products.

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QUALITIES I WILL NEED TO BE SUCCESSFUL ON THIS COURSE?

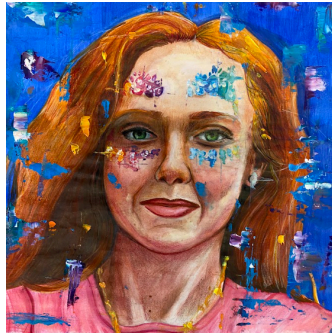
- You should enjoy designing, making and be creative
- You will need to be well organised
- You should be confident using a computer in order to develop your CAD/CAM skills
- You will work independently to complete your coursework

For further information please contact Mr Wootten in the Design & Technology Faculty - jwootten@hrs.education

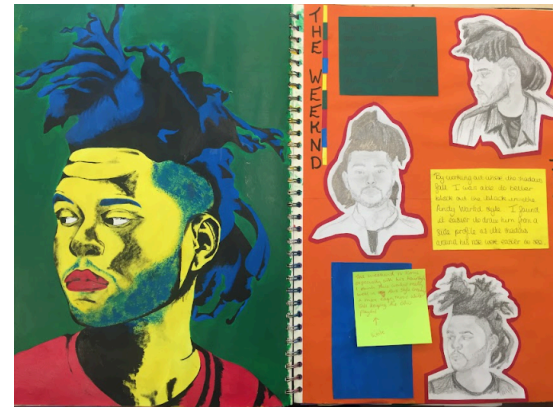


ART AND DESIGN: FINE ART

Exam Board: EDUQAS
Specification: C650U20



Option



What will I study?

Students create work on the theme 'Myself' meaning that they can include their interests or focus on skills which connect to a creative career path they are considering. During this course students will learn a variety of different media and processes refining their practical ability. Students will develop research skills and independent thinking, deciding which Artists they would like to focus their project around.

How will I be assessed?

Component 1: Portfolio of work attributes to 60% of the qualification. A possible 120 marks can be achieved in this section. There are 4 assessment objectives which need to be covered in this work each one worth 25% of the marks. The portfolio is presented in sketchbook form and all objectives need to be evidenced there.

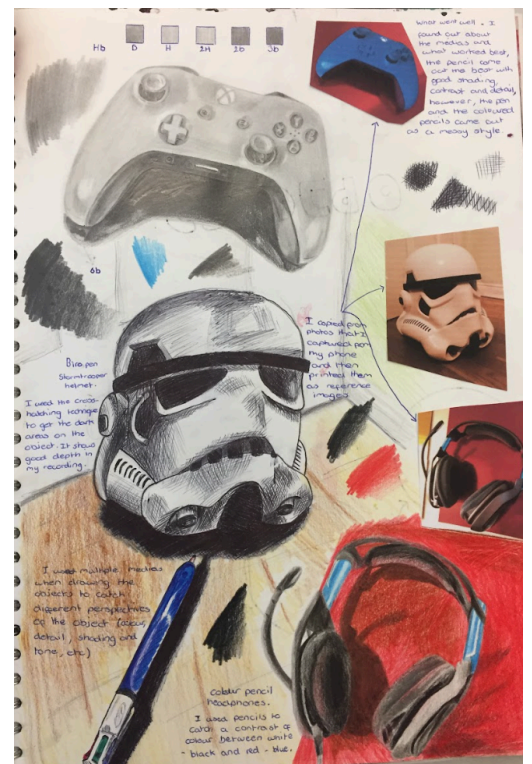
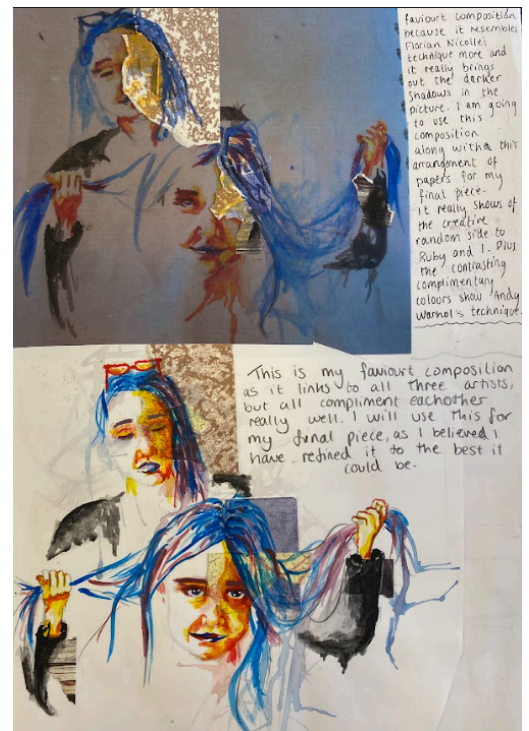
Assessment Objective 1	Marks are awarded for development of ideas which link to Artists research. The ability to analyse famous Artworks and use them to improve your own.
Assessment Objective 2	Refining ideas; being able to select the correct media and processes to use so that you can achieve the style or effect you desired. Reviewing your work and making improvements.
Assessment Objective 3	Recording Ideas, you gain marks for making your ideas clear, sketching them out or taking photographs of forms you may use in your Art, using mind maps and writing reflective comments.
Assessment Objective 4	Presenting personal responses; this marks the final outcomes. You gain marks for how well your final Artwork connects with the work you have already done. The sketchbook should include all the practices you need to create a high skill piece (this can be a painting, sketch, print or 3D artwork)

This component will be internally set, internally assessed and externally moderated.

Component 2: Begins in January of Year 11 and is an Externally Set assignment which makes up the remaining 40% of qualification, there are multiple themes within this assignment and the student will select one to focus their work on. 80 marks can be achieved in this section. Component 2 is in two parts.

Part 1: Preparatory study period runs from January to April. The students are expected to create a condensed portfolio. The assessment objects are the same as the coursework and are of equal weighting. This will be presented on A3 boards.

Part 2: 10 hour period of sustained focus work, this exam will run over 2 days students will create a final piece during this time, this is completed in exam conditions. The final piece will have been practised in their preparatory study period prior to this exam.



Any other information I need to know?

Imagination and understanding of Artwork is just as desirable as drawing and technical skills. Do not be put off if you think that you have limited drawing ability. If you are keen and willing to work hard you can still achieve. If you wish to get a head start over the summer, begin to look for Artists that you like, create sketches or other recordings in their style. If you create Art as a hobby, this includes digital Art or Photography we would very much like to see it.

To help you complete work at home we suggest that you purchase some equipment. Art packs containing everything you will need can be bought and ordered through the Art Department. This is usually cheaper, as we use educational suppliers.

There are many career and further educational opportunities that our students can consider after completion of this course.

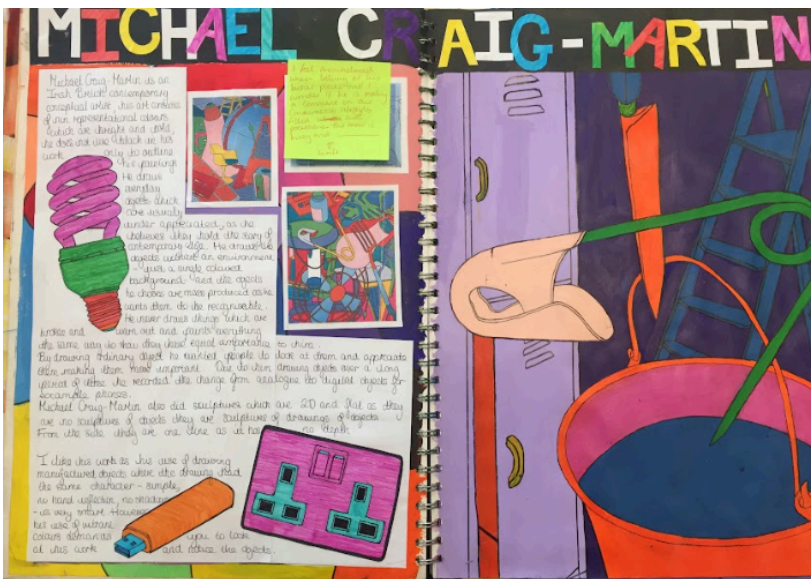
Fields include; Fine art, Illustration, Textile and fashion design, Interior and Environmental design, Architecture, Web design, Engineering, CAD/CAM work, Printing making, Costume and Stage design, Make-up Artists, Art therapy, Photographic work in Journalism, TV, film and theatre teaching and lecturing.

What do other students say?

"I really want to get into architecture, and I can begin to learn skills I need for this in my Art lessons. I have started with technical drawing and 3d sculpture which I can take to my interviews"

"GCSE Art allows you to use your own ideas"

"I really like the freedom you have and being able to link anything personal you want to include. Choosing your own Artists makes it even better"



The GCSE is split into two parts: 60% coursework; 40% exam.

1. **Coursework** - Work produced during the three year course including: sketchbooks/work journals/ out of sketchbook developments/ outcomes (60% of final mark)
2. **Exam** - Preparatory work carried out before the examination in response to their chosen exam title. An unaided piece of work carried out under examination conditions at the end of the three year course (40% of final mark)

Frequently Asked Questions

Do I need to be good at drawing?	If you can't draw or make sculptures, for example, but you are fascinated by the world of art and enjoy playing with different textures and materials then this course could be for you. It's very much a personal subject with focus on the process of developing independent work, and your teacher(s) will help you with techniques to improve your drawing along the way. You must be prepared to analyse what you see and to experiment with various styles and mediums.
Do I need special equipment?	Students taking GCSE Art, Craft and Design are offered the chance to purchase a comprehensive pack of high quality art materials needed for the course at a very competitive rate – approximately £28.00 available through ParentPay. A3 sketchbooks are provided as part of the course.
What homework will I get?	Homework is set most weeks and is an <i>essential</i> part of the coursework. The homework tasks cover all the basic skills required for the GCSE course as well as extending project ideas.
How will I be assessed?	Pupils will get regular feedback on their current grade levels and targets to improve them. At the end of the course, all work* created from year 10 and year 11 is marked and standardised within the department and then has a one-day external moderation by an AQA examiner. The marks are formed from your coursework project (60%) and your exam project (40%). *Students do have the opportunity to carefully select from this work for final submission
Do we go on any trips?	Over the 3 year course we offer gallery visits to the V&A London and the Tate Britain, as well as inviting working artists to hold workshops in school.
Can I access additional support?	Pupils have the opportunity to attend Friday lunch to use the facilities in their art room and students are always welcome to pop in to speak to our staff at breaktime too!
What jobs or further courses of study might this lead to?	The creative thinking and visualisation that art courses teach you are hugely employable skills across many areas, both inside and outside the creative sector. The creative industries are a thriving sector of the British economy. We have been world-leaders in graphic design, photography, advertising and illustration for a long time. There are routes in fine art as well as in the commercial sector. We have an excellent A-Level provision, with the opportunity to study A Level Art and/or Photography, which for many is the next step on their journey into the creative arts after GCSE.

Further subject information can be obtained from Mrs L Harris, Head of Art and Design - lharris@hrs.education

DANCE GCSE

Dance, at GCSE level is suitable for any student, male or female, who can offer commitment, co-operation, determination, good organisation and self-discipline.



Students will study the process and rules of choreography through practical and observation work. The coursework will help each student to improve his or her personal performance and to understand how abstract ideas can be expressed through movement. Students will perform at school and public events. 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.

Component 1: Performance and Choreography

What's assessed?

Performance - 30% (40 marks)

- Learning 2 Set phrases through a solo performance set by AQA
- Duet/trio performance

Choreography - 30% (40 marks)

- Solo or group choreography with a choice of themes set by AQA.



Component 2: Dance appreciation

What's assessed?

Theory - 40% written exam: 1hr 30 minutes (80 marks)

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of your own work.
- Critical appreciation of six professional works.

Students will learn to engage as performers through the:

- Creative and imaginative response to a range of stimuli
- Use of imagination, problem solving, creativity and communication of ideas, feelings, emotions, meanings and moods
- Application of knowledge, skills and understanding of choreographic forms and devices
- Application of knowledge, skills and understanding of performing
- Development of physical, technical, mental and expressive skills
- Communication of choreographic intention and artistry

**For further information please contact Mrs Judd in the Dance Department -
ljudd@hrs.education**



MUSIC GCSE

Music can have a powerful and lifelong impact on learners, promoting wellbeing and cognitive function. Our GCSE music course gives students the opportunity to perform, compose and critically appraise the world of music by embedding knowledge through a performative practice, embodying different cultural practices, appraising music from around the world and building on theoretical knowledge students have previously acquired. Students will be assessed at GCSE by the exam board OCR with a focus on five areas of study (**AoS**):

- My music (*performance and composition*)
- The Concerto through time
- Rhythms of the world
- Film music
- Conventions of Pop

The GCSE is assessed in three units and students must be considering musical instrument lessons or be interested in learning a musical instrument/voice to undertake this subject. Students who are not having lessons should speak to Mr Cairns about alternative options such as DJing or manipulating music with specialist technology before opting for this course.

Component	Marks	Duration	Weighting
Composition	60	Completion by May 2026	30%
Performance	60	Completion by May 2026	30%
Listening paper	80	1 hour 30 mins	40%

Integrated portfolio

Students will develop their understanding of performance and composition through exploration of different musical aesthetics. Students are encouraged to utilise different instruments in their compositions; writing for film, pop songs, or a free composition. Students will be exposed to a wide variety of music and encouraged to extend their listening beyond the classroom. Students will develop their cultural capital through a broad range of study and time periods.

Students will learn what constitutes a good performance and demonstrate a commitment to their playing by performing two pieces of musical with appropriate expression, interpretation, fluency and control. There will be sufficient lesson time set aside to help students improve and build their existing skills before any class or public performances. All performances are undertaken in a supportive and edifying environment where students flourish and build on their performance skills and repertoire.

Students learn to compose through a diverse range and exposure to a variety of composition techniques, including idiomatic instrumental/technological paradigms. Students will develop their ideas in an environment that promotes musical identity, affording students the platform to create their own soundworld. Students are required to compose a piece of music appropriate for one of the areas of study in response to a set brief by the exam board (OCR) which is released in September 2025.

Listening and appraising

This component focuses on areas of study 2, 3, 4, and 5 where students are given a variety of

Option

questions based on core lesson content, including music theory and different musical cultures. Students will need to formulate coherent and compelling answers to achieve the maximum marks in this paper and to be able to demonstrate their knowledge and understanding of musical elements and contexts to complement their portfolio submissions.

**For further information please contact Mr J Cairns, Director of Music -
jcairns@hrs.education**

PHYSICAL EDUCATION GCSE – FULL COURSE

GCSE Physical Education as an option choice is recommended to students of middle to higher ability due to the theoretical aspects of the course. There is a higher weighting now on the theory section, so this needs to be taken into consideration when selecting this subject. A strong background in English and science is required in this subject.



The GCSE Physical Education course allows greater depth of knowledge and practical work to be developed. The specification content for this course consists of the following two parts:-

THEORETICAL COMPONENT (60%)

Written Exam Paper 1 – The Human body and movement in physical activity and sport 30% 1 hour 15 minutes

Written Exam Paper 2 – Socio-cultural influences and well-being in physical activity and sport 30% 1 hour 15 minutes

Method of Assessment	Details of Assessment	Weighting
Written Exam	Part 1: Multiple-choice/Objective test questions Part 2: Short answer questions Part 3: 2 Extended writing questions QWC (Quality Written Communication)	60%

The syllabus content for this paper requires students to:-

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

PRACTICAL COMPONENT (40%)

Method of Assessment	Weighting
<p>1. <u>Practical Assessment in three activities in the role of a player/performer</u></p> <p>i) One assessment in a team sport; ii) One assessment in an individual activity; and iii) One assessment from either category</p> <p>2. <u>Analysis and evaluation of performance to bring about improvement in one activity</u></p> <p>Students are required to analyse and evaluate a performance in one activity from the specification</p>	<p>30%</p> <p>10%</p>

Students will be offered the following activities:-

Athletics, Badminton, Basketball, Cricket, Football, Handball, Hockey, Netball, and Rugby Union

In our experience only students with exceptional talent in Golf, Tennis, Gymnastics, Dance, Equestrian, Skiing, Swimming and Trampolining should consider taking these sports as an assessed activity. Students who take GCSE PE should also be taking part regularly in extra-curricular activities. They will be expected to complete such assessments outside of school. There are a number of other sports students can be assessed in. If you would like any further information on these sports please see a member of the PE Dept.



If you require further information, please contact Mr Kulvinder Cheema, GCSE lead
 kcheema@hrs.education