

**Hellesdon High School  
& Sixth Form Centre**

Enjoy | Achieve | Succeed



# **YEAR 9 OPTIONS BOOKLET 2024**

## **Options Information**

**Options to be selected by Tuesday, 27 February 2024  
3.00pm**

Principals: Mr Mike Earl & Mr Tom Rolfe



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# CURRICULUM AT HELLESDON HIGH SCHOOL

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Welcome to the beginning of your child's 'Journey to Excellence' which begins with the Key Stage 4 Options Process. The options process is a chance for your child to shape their future in education, training, and employment. It is a defining moment and one that they should take with careful thought and consideration.

As a school, our vision is to provide a broad range of choices that enable all our learners to achieve academic excellence and educational fulfilment. In other words, we want all students to achieve outstanding grades across a curriculum that they find stimulating, engaging and enjoyable.

Our expectations are that all students will take at least 8 level 1/2 qualifications.

All students continue with English, Mathematics, Science, Physical Education, PSHE and Religious Education as core subjects through to Year 11. In addition to this, students study four subjects, leading to appropriate qualifications. The first of their choices must be a subject from the English Baccalaureate block: Computer Science, Geography, History, French, Spanish or Triple Science.

Students will then have three free choices from all subjects.

## Aspire Programme

Where the school believes a student would benefit from fewer examined subjects, an Aspire programme is also available. A member of staff will contact parents/carers and students where this may be appropriate.

## Key Definitions:

### GCSE (9-1)

The majority of the courses we offer are GCSEs. These are mainly assessed through examinations at the end of the courses and you are awarded a grade ranging from 9 – 1.

### BTEC and Vocational Courses

These courses are equal to GCSEs in the level of qualification, however they provide some form of practical/internal assessment throughout the course as well as an examination. You are awarded a grade ranging from Level 1 Pass to Level 2 Distinction\*.

### The English Baccalaureate (EBacc)

The EBacc is a measure of success in a range of academic subjects. To meet the EBacc measure, students need to achieve a grade 4 or higher in: English, Mathematics and two Sciences, Geography **or** History, **and** a Language. Meeting this criteria does not gain students an additional qualification as such, therefore there is no requirement to take this exact selection of subjects. However, success across these EBacc subjects carries with it **academic prestige** and has been linked to a **wider range of options** at university for students.

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# OPTIONS AT HELLESDON HIGH SCHOOL

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## Core Subjects

- English language
- English literature
- Mathematics
- Science (double award)



Your study of these subjects will result in a GCSE qualification.

## English Baccalaureate (EBacc) Subjects

- Computer Science
- Geography
- History
- French
- Spanish
- Triple Science

## Option Subjects

- |   |                        |
|---|------------------------|
| • Art: Art & Design                           | • Drama                |
| • Art: Fashion & Textiles                     | • Film Studies         |
| • Art: Graphic Communication                  | • Health & Social Care |
| • Art: Photography                            | • ICT                  |
| • Business Studies                            | • Media Studies        |
| • Design & Technology: Construction           | • Music                |
| • Design & Technology: Engineering            | • Physical Education   |
| • Design & Technology: Hair & Beauty          | • Religious Studies    |
| • Design & Technology: Hospitality & Catering | • Sociology            |
| • Design & Technology: Resistant Materials    |                        |

**Overall students must select 4 option subjects with at least 1 from the EBacc subjects**



# OPTIONS AT HELLESDON HIGH SCHOOL

Your study of these subjects will result in a Level 1/2 qualification of either a GCSE or equivalent.



## Aspire Programme

Where the school believes a student would benefit from fewer examined subjects, an Aspire programme is also available. A member of staff will contact parents/carers and students where this may be appropriate.

## Additional Entitlement

You will also continue to access Physical Education, Religious Education and Personal Social Health Education (PSHE), although these are not part of an awarded qualification. Development of skills and knowledge related to information technologies will be embedded throughout the curriculum.

## An illustration of the Options Process



**Hellesdon High School  
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## 2024-26 Curriculum Offer at Key Stage 4



We are part of...

**WENSUM TRUST**

FOR CHILDREN, FAMILIES AND COMMUNITIES

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# OPTIONS SUBMISSION

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## Options Submission

We build the options blocks around the preferences of our students. This makes meeting the deadline very important; those preferences that come in after the deadline may be too late to be considered in the process.

When your child submits their preferences, they will first be asked to pick one from the English Baccalaureate list. Following this they will record their 3 preferred options subjects in rank order. Finally, they will also record 2 reserve options subjects that are only used in the event that we cannot match the combination of subjects requested. We cannot process your child's options requests without this. We will always aim to give students their top preferences ahead of those lower down the list.

Whether a subject can run or not depends on the number of students choosing it. Subjects which do not have enough interest will be unable to run. If a subject is oversubscribed, we will review the allocation on an individual basis and consult with parents/carers.

When the submission window opens, your child will receive an email to their school email account providing a link and instructions for how to submit their preferences. This should be completed at home with the support of a parent/carer. If you and your child require support completing this, staff will be available to help on request.

### Options Submission Window

**Opens:** Thursday, 1 February 2024

**Closes:** Tuesday, 27 February 2024

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# ESSENTIAL ADVICE ABOUT CHOOSING GCSEs

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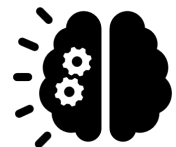
## Enjoyment

Choose subjects you think you will enjoy. This means researching content closely and asking teachers and others who know you well for advice.



## Aptitude

Choose subjects which you think you will be good at - you will be more likely to enjoy them as well. Think about why you might enjoy particular subjects and how committed you feel – e.g. Drama: have you enjoyed performing previously? Do you like working collaboratively? Are you committed enough to rehearse for GCSE performance work in the evenings and maybe at weekends?



## Prospects

Think seriously about future ambitions. If you already have a university course in mind, check entry requirements for specific courses at university and work back from there.



## Balance

If you have no idea what you want to do in the future make sure that your options provide a broad and balanced programme.



## Independence

Don't choose on the basis of what friends are doing or on the basis of favourite teachers. Make your own decisions.



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# CORE SUBJECT

# ENGLISH LANGUAGE

## GCSE (AQA)

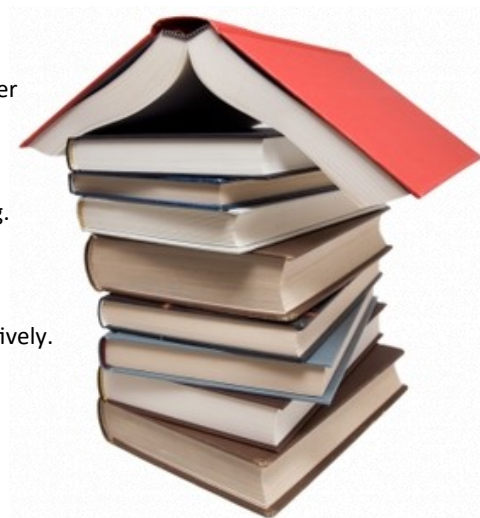
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### Content of the course

In this course you will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. You will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. The course will develop your ability to:

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writings such as reviews and journalism.
- Read and evaluate texts critically and draw comparisons.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wide reading to inform and improve your own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly and punctuate and spell accurately.
- Acquire and apply a wide vocabulary.
- Listen to and understand spoken language and use spoken Standard English effectively.

Student grades in English Language are now based on 100% terminal examinations. There are two equally weighted exams, which are as follows:



### Paper 1: Explorations in Creative Reading and Writing

This exam is **1 hour 45** minutes long, and tests both reading and writing. It carries a maximum of **80** marks, and is worth **50%** of the full GCSE.

**Section A**—will ask students to respond to an unseen literature fiction text from either the 20th or 21st centuries by answering four questions in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

- There will be **one** short form question, worth **4 marks**, **two** longer form questions, each worth **8 marks**, and **one** extended question worth **20 marks**. This section is worth **25%** of the full GCSE.
- It assesses **AO1** (*identify and interpret explicit and implicit information and ideas/select and synthesise evidence from different texts*), **AO2** (*explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views*) and **AO4** (*evaluate texts critically and support this with appropriate textual references*).

**Section B**—will ask students to write their own creative text to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

- There will be one extended writing question worth **40 marks** (24 marks for content and 16 marks for technical accuracy). This section is also worth **25%** of the full GCSE.
- It assesses **AO5** (*communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences/organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts*) and **AO6** (*use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation*).

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# CORE SUBJECT

# ENGLISH LANGUAGE

## GCSE (AQA)

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### Paper 2: Writers' Viewpoints and Perspectives

This exam is **1 hour 45 minutes** long, and tests both reading and writing. It carries a maximum of **80 marks**, and is worth **50%** of the full GCSE.

**Section A**—will ask students to read two linked unseen non-fiction sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. The sources will be one non-fiction and one literary non-fiction text and might include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

- There will be **one** short form question, worth **4 marks**, **two** longer form questions, one worth **8 marks**, one worth **12 marks**, and **one** extended question worth **16 marks**. This section is worth **25%** of the full GCSE.
- It assesses **AO1** and **AO2** as above, and also **AO3** (*compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts*).

**Section B** — will ask students to complete a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

- There will be one extended writing question worth **40 marks** (24 marks for content and 16 marks for technical accuracy). This section is also worth **25%** of the full GCSE.
- It assesses **AO5** and **AO6** as above.

As preparation for this exam, across the course students will be reading a wide range of non-fiction and practising a variety of types of non-fiction writing.

### Non-Examination Assessment: Spoken Language

In addition to the above, there is a compulsory non-examination assessment of spoken language.

This requires students to:

- Give a presentation in a formal context
- Respond appropriately to questions
- Use spoken Standard English.

The assessment will be separately endorsed and will cover AO7, AO8 and AO9 for spoken language. It carries a 0% weighting of the GCSE.



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# CORE SUBJECT

# ENGLISH LITERATURE

## GCSE (AQA)

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### Content of the course

The course will develop students' knowledge and skills in reading, writing and critical thinking. Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

#### **The course will develop students' ability to:**

- Read a wide range of classic literature fluently and with good understanding, and make connections across reading.
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often appreciate the depth and power of the English literary heritage.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literacy and linguistic terms needed to criticise and analyse what has been read.

Grades in English Literature are based on 100% terminal examinations. There are two exams, both of which are closed text examinations (in other words students will not be allowed a copy of the books in the exam) which are as follows:

### Paper 1: Shakespeare and the 19th Century Novel

This exam is **1 hour 45 minutes** long. It carries a maximum of **64** marks and is worth **40%** of the full GCSE.

**Section A, Shakespeare** will ask students to respond to one play by Shakespeare which will be selected from a list of six plays set by the exam board.

*Students will answer one question on their play and will be required to write in detail about an extract from the play and then to write about the play as a whole.*

**Section B, The 19th century novel** will ask students to respond to one 19th century novel from the list of seven novels set by the exam board.

*Students will answer one question on that novel and will be required to write in detail about an extract from the novel and then to write about the novel as a whole.*

As preparation for this exam, across the course students will be studying a play by Shakespeare and a 19th century novel selected from the list of set texts.

### Paper 2: Modern Texts and Poetry

This exam is **2 hours 15 minutes** long. It carries a maximum of **96** marks, and is worth **60%** of the full GCSE.

**Section A—Modern Texts** will ask you to respond to **either one** modern play **or one** modern novel. *You will answer **one** question from a choice of two on your studied modern prose or drama text.*

**Section B—Poetry** will ask students to respond to a cluster of poems taken from an exam board anthology. They will be studying a total of 16 poems across the course.

*Students will answer a comparative question on one named poem printed on the paper and one other poem from their anthology cluster.*

**Section C—Unseen Poetry** will ask students to respond to two unseen poems, and analyse and compare key features such as their content, theme, structure and use of language

*Students will answer one question on each of two unseen poems and one comparative question.*

As preparation for this exam across the course you will be reading a wide range of poetry to develop the skills of critical analysis for the unseen poetry, a modern play or novel selected from the list of set texts provided by the exam board, plus a 16 poem cluster from the exam board anthology.





# CORE SUBJECT

# MATHS

## GCSE (AQA)

### Content of the course

This GCSE specification follows on directly from the Year 7, 8 and 9 courses studied.

Students will study topics in number, algebra, ratio proportion and rates of change, geometry & measure and probability & statistics. There is an emphasis on reasoning, interpreting and communicating as well as non-routine problem solving.

The higher course has a greater emphasis on algebra and geometry. Number and ratio are the most important areas at foundation.

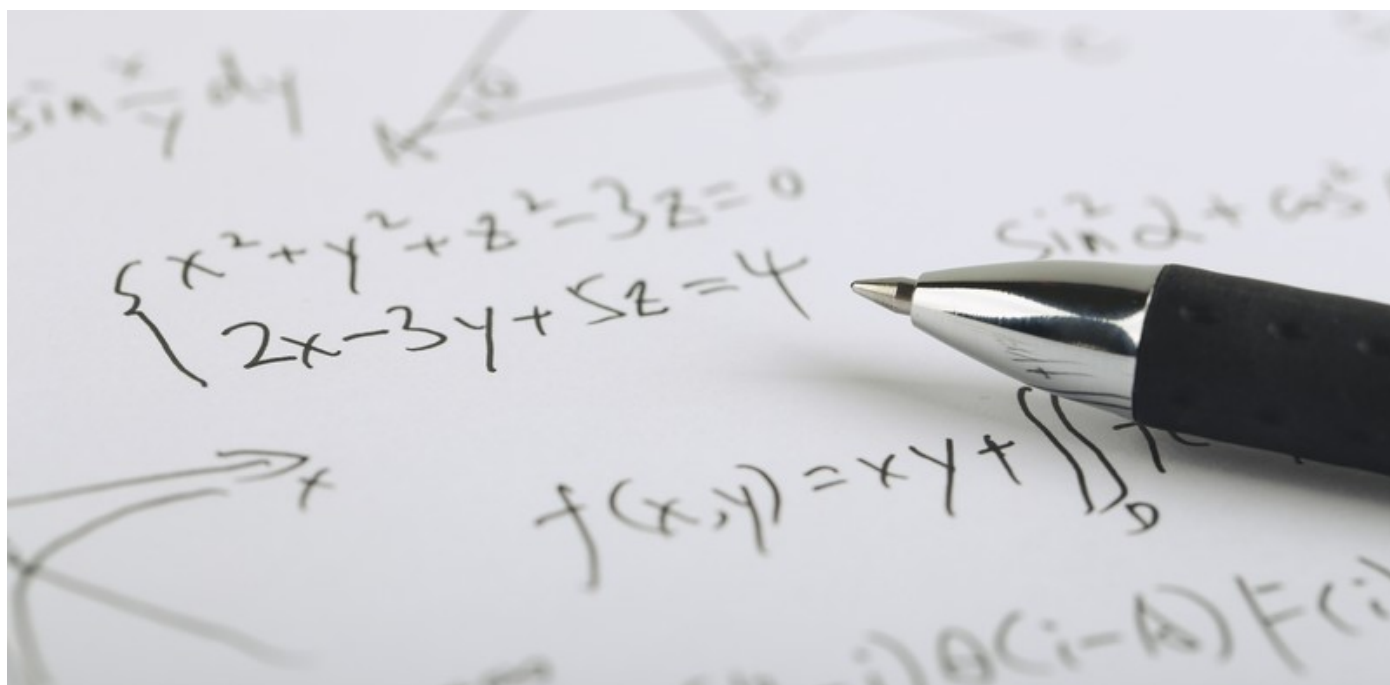
About 40% of the exam questions will be straightforward, knowledge-based questions. Around 60% of questions will test knowledge through a problem-solving question, or a question testing interpretation and communication.



### Assessment

The course will be assessed at the end of Year 11. There will be three exam papers, each 1 hour 30 minutes long. Paper 1 will be non-calculator. Papers 2 and 3 will allow use of a calculator. There is no coursework. All topics can be tested on any paper.

Students will be entered at foundation or higher tier. Foundation tier awards grades 1 to 5. Higher tier awards grades 4 to 9.



### Further study

Mathematics supports most avenues of further study, but has particular links to A-Levels in Maths, Further Maths, Physics, Chemistry, and provides a framework for many other A-Level courses. It may be a specific requirement to have a certain grade in Maths to study some other subjects at A-Level.

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# CORE SUBJECT

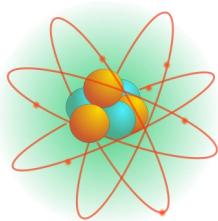
# COMBINED SCIENCE

## DOUBLE GCSE (AQA)

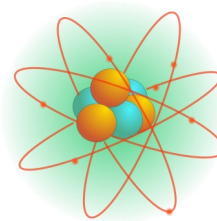
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### Content of the Course

This course covers Biology, Chemistry and Physics and will cover a wide range of important scientific principles in each subject area. This will include (amongst many others):



- Cells
- Plants
- Evolution
- Microbes
- Bioenergetics
- Human Physiology
- Atomic structure and bonding
- Electrolysis
- Environmental Chemistry
- Chemical Reactions
- Quantitative Chemistry
- Energy
- Forces
- Electricity
- Radiation
- Magnetism



### Skills students will learn:

We deliver a curriculum that engages and builds upon their core foundations of scientific understanding, whilst developing a students enquiring and scientific skill set through numerous hands-on experimental opportunities.

We aim to provide opportunities for developing independent learning and the ability to process and apply new understanding to a wider context.

We implement a spiral curriculum to build knowledge whilst regularly reviewing prior learning to ensure retention and understanding. We cover the national curriculum, in full, whilst enriching our curriculum with areas we feel are of great importance such as climate change.

We use mixed groups, and all pupils are taught the same examinable content. We aim high in all of our classes, ensuring intervention for those that need it is timely and useful to students. We offer an academic support program working with our Year 13 students to offer after school tuition. We also offer twilight teacher support to those struggling to meet our high expectation. To enrich the learning experience within the Sciences we try to contextualise the learning as much as possible, drawing, on our in-house expertise. All of our teaching team are scientists in their own right and many have industrial experience which gives an valuable context to delivering the curriculum and career advice.

### Assessment

We study the AQA examination board. We will carry out regular internal assessments which will provide opportunities for long and short term retrieval and application of ideas.

The final assessment for this course will be assessed by two externally set exams in each Science subject (Biology/Chemistry/Physics) at the end of Year 11. Each paper will be 1 hour 15 minutes and worth 70 marks.

Students will be entered for either higher or foundation tiers.

**There is no controlled assessment.**

### What A-Level courses or equivalent does this lead to?

This course will allow students to take any of the three Sciences at A-Level.

### Careers related to this subject

GCSE Science feeds into a large number of careers. In addition to specific science careers in science, pharmacy, research, business, management, engineering and medicine, it is a subject area that is extremely well regarded.





# ART

# ART & DESIGN

## GCSE (EDEXCEL)

### Content of the course

Year 9/10 Summer Holiday Project forms a student's baseline assessment.

**Unit 1** - Personal Portfolio on a given theme.

Year 10 Exam: thematic exam paper received by students who then do eight weeks preparatory work followed by a two day exam in the art room where they produce a final piece of artwork.

Year 11: Unit 1 on a given theme such as Transformation.

**Unit 2** - Externally Set Assignment (exam). The exam board sets a theme e.g. "Structures or Contrast". The externally set paper contains suggestions for possible starting points. Students have twelve weeks to develop preparatory work and two days in the art room to produce a final piece of artwork.

GCSE Final Exhibition.



### Skills students will learn:

- To record ideas and observations (drawing/photography/notes).
- To develop ideas by investigating the work of artists.
- To refine ideas through experimenting with materials and techniques.
- To present a personal and meaningful response.



### Assessment

Coursework 60%

Exam 40%

Exam details: Externally Set Assignment: students receive exam paper in February and start work on preparatory studies with a two-day exam in the art room during April/May (final piece of art).

### What A-Level courses does this lead to?

Art and Design, Photography, Textiles, Graphics and many other creative subjects at all levels.

### Careers related to this subject

Film/television and photography, web design, floristry and hairdressing, landscape gardening, theatre and stage design, product design, furniture design, interior design, architecture, illustration, graphic design, textile and fashion design, teaching/lecturing, Fine Art: sculptor/painter/printmaker, museums and gallery work.

### Inspiring events include:

- National and school based competitions.
- Artists' talks and workshops.
- Visits to online galleries and venue based exhibitions including the London Art Fair.
- Exhibitions of students' artwork.

# ART

# FASHION & TEXTILES

## GCSE (AQA)

### Content of the course

#### What will students study?

- How to create a personal response using a wide range of mixed media
- Use sources to inspire the development of ideas.

#### Skills students will learn:

- Fabric manipulation and surface embellishment
- Fashion drawing
- Dyeing techniques, felt making and printing
- Knowledge and understanding of garment and accessory construction techniques
- The development for critical evaluation skills as a means to process ideas.

#### How will my final grade be decided?

- 1- 2 sustained projects resulting in a comprehensive portfolio of practical work including personal, informed and meaningful written responses to what has been produced. 50% of the marks.
- An external set task with a variety of starting points from which to choose. 50% of the marks.
- Assessed against four objectives: developing contextual ideas; refining ideas through experimentation; recording ideas and observations and presenting responses.

#### **A new and exciting course**

If you have a keen interest in the world of fashion, and enjoy designing and making this course would be suitable for you.

With lots of hands on experimenting, designing and making garments, interior products and accessories.



#### **What can I do with Fashion & Textiles?**

*Vocation in the Fashion and Design Industry:*

*Fashion journalism*

*Museum work - History of Fashion*

*Window display*

*Designing and making for retail outlets*

*Self employed Seamstress/alterations*

*Fashion buyer*

*Fashion Illustration*

*Surface print designer*





# ART

## GRAPHIC COMMUNICATION

### GCSE (AQA)

#### Content of the course

Students will learn how to design visual materials to convey information, ideas, meaning and emotions in response to a given brief. Areas of study include, illustration, branding and advertising, packaging design and typography design.

**During the Autumn and Spring terms of Year 10 students will** complete two or more projects designed to teach them how to respond to a brief and develop the skills needed to produce a successful graphic outcome. For each project students will learn to: develop ideas by experimenting with appropriate media, materials and techniques such as collage, printmaking, photography. They will develop their Adobe Illustrator skills to create final pieces. Studying the work of artists and designers will help them to create their own meaningful final responses to each brief.

**During the Summer term of Year 10 and continuing into Year 11 students will** utilise the skills they have learned to help them produce a sustained project focusing on one or more of the areas of study.

**The projects completed during Years 10 and 11 will form a portfolio of evidence worth 60% of the final course grade.**

#### Skills students will learn how to:

- Develop, refine and record ideas
- Present a personal response that realises intentions
- Improve creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- Successfully use visual language and the formal elements to convey information e.g. colour, composition, image, typography, line, shape, tone, texture.

#### Assessment:

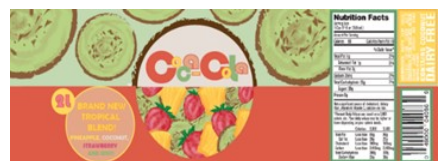
There are two components:

- **Component 1 Portfolio:** Students will produce a portfolio of work made up from projects completed in lesson time throughout Years 10 and 11. This is worth 60% of the overall course marks.
- **Component 2 Externally set assignment:** Students will complete a body of work that responds to an externally set assignment from the exam board. The assignment features seven tasks for students to choose and complete **one** from. They will have around 9 weeks to prepare ideas within their lesson time and then complete ten hours of supervised time to produce a final outcome. This is worth 40% of the total course marks.

#### What will this qualification lead to?

You can continue your Graphic Communication studies at A-Level and then apply for specialist degree courses at university in design related areas such as: graphic design, graphic communication, illustration, video game designer/ animator, publishing, advertising and media and marketing related courses. There are also apprenticeships available working for a graphic design company.

If you don't want to take your creative studies any further, the transferable skills you gain will still be valuable. You will develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.



## ART

Year 9/10 Summer Holiday Project. This project will introduce the first theme and provide the starting point for year 10.

**Part 1 Location** - Investigating the world around you. Location photography. Introduction to the camera and how to take and upload images, camera settings, Image manipulation using Photoshop, cyanotypes, zines.

**Part 2 Self-Identity** - Studio shoots with lighting, mixed media, Photoshop manipulation, filters, distortion, double exposure, hidden messages & portraits with text, Surreal portraits, darkroom techniques.

**Part 3 A Bugs Eye view - Macro Photography** -Using a box studio, product photography, tubing and macro lens, image manipulation. PPE exams in year 10 &11: Students are given a thematic exam paper followed by a period of preparatory work during lessons. They then complete a two-day exam in the classroom where they produce a final photographic outcome/series of outcomes.

The exam board sets a theme e.g. "Structures or Contrast". The externally set paper contains suggestions for possible starting points. Students have twelve weeks to develop preparatory work and two days in the classroom to produce a final photographic outcome/series of outcomes.

GCSE Final Exhibition.

- To record ideas and observations (A variety of different photoshoots.)
- To develop ideas by investigating the work of artists.
- To refine ideas through experimenting with materials and techniques.
- To present a personal and meaningful response.

Coursework 60%

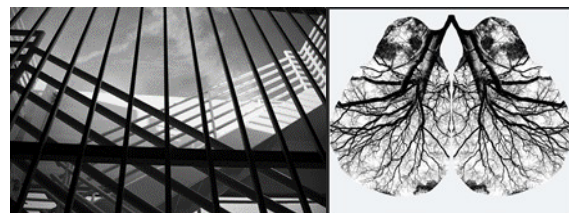
Exam 40%

Exam details: Externally Set Assignment: students receive exam paper in February and start work on preparatory studies with a two-day exam in the classroom during April/May (final piece of art).

Photography, Art and Design, Textiles, Graphics, Media and many other creative subjects at all levels.

Architect, Graphic Designer, Illustrator, Web Designer, Animator, Concept Artist, Software Developer, Product Designer, Product Photographer, Production Artist, Film maker, Film Editor, Photojournalist, Commercial Photographer, Photographic Re-toucher, Lighting Specialist Camera Operator, Cinematographer, Fashion Photographer, Police Photographer, Wedding Photographer and more.

- National and school based competitions.
- Artists' talks and workshops.
- Visits to online galleries and venue based exhibitions. Opportunities to shoot in different locations.
- Exhibitions of students' work.



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# BUSINESS STUDIES

## GCSE (EDEXCEL)

### Content of the course (2 year course)

- Year 10 Theme 1 - Investigating small business
- Year 11 Theme 2 - Building a business



### Skills students will learn:

This course gives students an introduction into the world of business. Over the two years we cover a range of topics, such as marketing, finance, enterprise skills, legal issues, operations management, etc. The exams require students to develop written answers and complete typical business calculations, such as profit, percentages, cash flow, etc. These skills will be practised throughout the course and will help anyone considering starting their own business or who wants to work in finance, sales, marketing or management.

- Practical skills - action planning, developing concepts
- Presentation skills - addressing audiences, organising work
- Interpersonal skills - communication, presentations
- Cognitive skills - calculations, group work, reflection.



### Assessment

Two written examinations at the end of Year 11 which assess Theme 1 (investigating small business) and Theme 2 (building a business).

Both papers are 1 hour 45 minutes long and are equally weighted. The questions are a mixture of multiple choice, short answer, calculation and longer essay-style questions.



### What A-Level courses or equivalent does this lead to?

The Business Studies-related courses available in the Sixth Form are:

- A Level Business Studies
- A Level Economics
- BTEC Business Studies



*N.B - No prior knowledge of Business Studies is needed*



### Careers related to this subject

There are so many careers that involve Business Studies that it would be impossible to list them all. It is fair to say that an understanding of basic business concepts would be useful for anyone in employment or seeking to start their own business. The first year of the course is spent looking at new businesses and entrepreneurs and would be ideal for those considering starting their own venture in the future. The course then investigates larger businesses and would be ideal for those seeking a career in:

- Management
- Accounting and finance
- Retail
- Events organisation
- Not-for-profit organisations, such as charities and government
- Marketing.



# COMPUTER SCIENCE

## GCSE (OCR)

### What is Computer Science and how is Computer Science different from ICT?

Many people are surprised to learn there is actually a difference between ICT and Computer Science. In fact, they are two distinctly **different subjects**. However, ICT and Computer Science share many common characteristics and approaches, a bit like Biology and Chemistry.



ICT involves learning to understand and use a wide range of computer systems to efficiently and creatively solve problems, while **Computer Science is concerned with logical thinking, computer design and computer programming.**

### Why choose Computer Science?

- Computing is suited to those who want to extend their **personal interest** in **computers**, or to develop **skills** such as **programming**.
- Computing is of enormous importance to the **economy**!
- It is a course for those interested in one of the most **rapidly advancing** areas of technology, leading to challenging and stimulating **careers**.
- Computers are fast becoming a factor of **daily life** for most people; it is becoming increasingly important to be part of the **computing community**.

### What will students learn in Computer Science?

During the course students will gain an in-depth understanding of how the computer works and what they can make it do, exploring networks and systems development.

Students will study a mixture of theory (learning the principles and concepts of computer science) and of computational thinking and practice (learning how to solve problems, write efficient code and build working systems).



Students may learn how to create software like computer games, using different programming languages including Python and Scratch, and even testing game engines like Unreal Engine 4.

### What happens after GCSE?

Students often take A-Level Computer Science and/or BTEC IT.

### What about Careers?

Currently, Computer Science is part of the fastest growing career sectors in the UK. Computer Science careers include: science, engineering, software development e.g. game design.

### Is Computer Science suitable for me?

Will I enjoy Computing? **YES** if you:

- Like solving problems (whether these are game-puzzles or real life situations)
- Like making things that actually do something
- Are good at lateral thinking
- Are creative
- Want to know how computers and computer related technology works
- Like the sound of writing computer programs
- Have achieved a **Level 3** or above in Mathematics



### How will I be assessed?

You will be studying the OCR GCSE in Computer Science.

#### Exams

There are 2 written exam papers

#### Computer systems

50% of GCSE

1 hour 30 minutes

and

#### Computational thinking, algorithms & programming

50% of GCSE

1 hour 30 minutes

# CONSTRUCTION & THE BUILT ENVIRONMENT

## BTEC Tech Award (EDEXCEL)

### Content of the course

#### What will students study?

##### **Year 10:**

1. The Construction industry, careers and sectors
2. Bricklaying techniques.

##### **Year 11:**

1. Construction & Design (Architecture)
2. Construction Technology. Principles of construction including wall and roof construction techniques (externally assessed exam).

#### Skills students will learn:

- Skills specific to trades in the industry and how to apply for jobs and apprenticeships.
- Principles of completing a low level house construction to include block work, insulation, outer brickwork and roofing.
- Understanding of site preparation and management.
- Sustainable and modern construction techniques.
- Bricklaying skills including building a blockwork and brickwork assessment piece.
- Responding to client briefs to present architectural interior and exterior plans.
- Mathematical applications used in constructions.

#### How will final grades be decided?

- In each section of work students will be expected to produce a portfolio of writing and photographs.
- Each unit will be assessed on a 3-point scale: **Pass, Merit, Distinction**.
- Students will attain one of the following grades, depending on their total points score: P, M, D, D\* (P=Pass, M=Merit, D=Distinction, D\*=Distinction Star).



#### **What do students think?**

*"I want to work in the building industry when I leave school and this has really helped me to decide which area to choose."*

*"I have learnt construction skills which have allowed me to help my Dad with jobs around the house and will help with my house in the future."*

*"I have really enjoyed BTEC Construction because I like working with my hands in a practical way."*

#### **What can I do with Construction?**

*Apprenticeship in a building company, further study at college.*

*Apply the skills learnt in the course to other courses, applications and life skills.*





# DESIGN & TECHNOLOGY Level 1/2 Vocational Award **ENGINEERING TECHNICAL AWARD**

## Content of the course

### **Year 10**

Unit 1: Manufacturing engineering products practical preparation/skill building

Unit 2: Designing/drawing engineering products theory and preparation

### **Year 11**

Unit 1: Manufacturing controlled assessment (internally assessed 40%)

Unit 2: Designing controlled assessment (internally assessed 20%)

Unit 3: Solving engineering problems (externally assessed exam 40%)

Students will learn how to interpret different types of engineering information in order to plan the manufacture of engineering products. They will develop knowledge, understanding and skills using a range of engineering tools and equipment, explore how an engineered product is adapted and improved over time, and apply their knowledge and understanding to re-design an engineering outcome that they have made for Unit 1. Study for the exam introduces a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

## Skills students will learn through both years:

- Designing and modelling ideas set by the exam board
- Using hand tools, the lathe, pillar drill and various other workshop machinery
- Drawing and interpreting engineering drawings and data
- Researching to identify material properties, processes and systems
- Researching engineering sectors, materials and processes in the wider world.

## How will the final grade be decided?

- In the first assessed units you will be expected to produce an outcome in response to assignments set by the exam board. You will complete a given examined task over several hours in class.
- The externally assessed exam unit will be set and marked by 'eduqas' and will make up 40 marks towards the final grade.
- Students will attain one of the following grades, depending on their total points score:  
P=Pass, M=Merit, D=Distinction, D\* = Distinction star).

### **What do students think?**

*I really enjoy studying a hands-on subject."*

*"Engineering is my favourite subject because I enjoy using modern technology."*

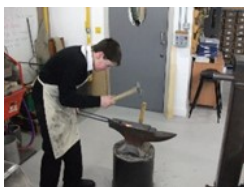
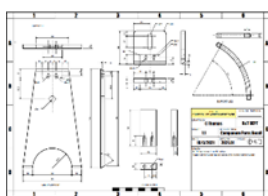
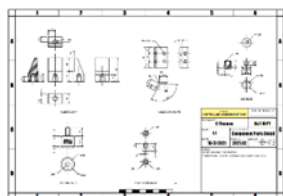
*"I have really enjoyed Engineering, even though it is hard work. I particularly enjoy the subject because you get to learn some designing skills and I can now apply for apprenticeships with confidence."*

### **What can I do with Engineering?**

Apprenticeship in a related field, further study at college.

Apply the skills learnt in the course to other courses, applications and life skills.

Vocational units are portable - any unit you pass will be given credit by employers.



**During the course, students will have a series of assessments in which they are expected to show that they have the requisite knowledge and understanding.**



# DESIGN & TECHNOLOGY

# HAIR & BEAUTY

## VTCT

### Content of the Course



#### What will I study?

##### Year 10

- Unit UCO90 - business and entrepreneurship in the hair and beauty sector
- UCO91 - anatomy, physiology and cosmetic science
- Practical skills - shampooing and styling.

##### Year 11

- UCO92 - design in the hair and beauty sector
- Practical skills - manicure, make-up and creating a total look.

#### Skills students will learn:

Designed to build on interests and passion for the Hair & Beauty Industry, a Level 2 Certificate in Hairdressing & Beauty Therapy provides students with an ideal practical introduction to prepare them for further learning and training.

Students will develop their skills in a whole range of hair and beauty techniques that will give them a head start in their chosen career. This course is ideal to obtain an understanding of the industry in order to succeed in a job in the area or to move on to further study at college, or an apprenticeship. Students can now also study Hairdressing Level 2 and 3 at Hellesdon Sixth Form.

#### **What do students think?**

*"I want to work in the hair and beauty industry when I leave school and this is really helping me to decide which area to choose".*

*"Our hair and beauty salon is like a real life working environment".*



#### How will my final grade be decided?

- In each year, students will do a number of units based around the Hair & Beauty Industry.
- The qualification is made up of three assignment units and one exam unit.
- During Year 11 there will be a written piece of coursework and a written exam.
- All four units will need to be passed to gain the qualification.
- The Level 2 Certificate in Hairdressing & Beauty Therapy is equivalent to 1 GCSE with a grade of Pass, Merit or Distinction.



THE HHS SALON



#### **What can I do with Hair & Beauty?**

Apprenticeship in a hair or beauty salon.

Further Level 2 study at college in a variety of related subjects.

# DESIGN & TECHNOLOGY

# HOSPITALITY & CATERING

## WJEC LEVEL 1/2 VOCATIONAL AWARD

### Content of the course

This qualification provides the opportunity to learn about the Hospitality and Catering Industry. Students will learn through both practical and written tasks about the key aspects of being successful in the industry. This also allows students to build and develop a range of skills and knowledge which could support employability.

Students will learn through a range of different scenarios and tasks which explore the following key areas:

- Professional food safety and hygiene
- How Hospitality and Catering businesses operate
- Working environments
- Meeting the need of the Customer
- Nutrition and menu planning
- Using a range of skills and techniques to prepare a variety of medium and high skilled recipes.

### Assessment:

**Unit 1 - Exam 40%**

**Unit 2 - Assignment 60%**

**Both of these are completed in year 11**

### How will the final grade be decided?

#### **Unit 1 - The Hospitality and Catering Industry**

This will be a 120 minute online or written exam worth 80 marks. This will comprise of short and extended questions assessing knowledge of the industry and what has been learnt in lessons.

#### **Unit 2 - Hospitality and Catering in Action**

This will be written and practical assessment where students will be expected to produce dishes using a range of high level skills and knowledge to suit customer needs .

### Career prospects

There are many routes to take after this course.

- Further learning for Level 3 courses or apprenticeships.
- Career possibilities such as: chef, product developer, food critic, nutritionist, restaurant/kitchen manager, food and beverage operations and many more.

You also develop the generic problem solving and technological skills which you can use in any pathway that you decide to follow.





## DESIGN & TECHNOLOGY

# RESISTANT MATERIALS

## GCSE (EDEXCEL)

*This qualification is intended for students who are interested working with a range of materials to design and manufacture creative and marketable products. It will particularly appeal to those who are looking for a practical course that can prepare them for further study and employment in related industries.*

### Content of the course

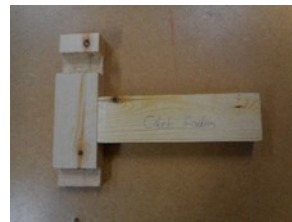
Learners will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the application and characteristics of a range of woods, metals and plastics. They will also learn about possible careers in the industry.

### Students will develop an understanding of:

- Materials and their working properties
- Processes and manufacture
- Joining, components, adhesives and finishes
- Commercial practice and sustainability
- Sketching, design development and technical drawings
- Computer aided design and manufacture
- Career opportunities.



Trophy



Board game



Desk lamp

### How will the final grade be decided?

**Component 1:** Students will produce a practical project based on an exam board theme. This will consist of a design portfolio and final product. 50% of overall qualification.

**Component 2:** Written Examination; Students will be tested on their knowledge of design technology practices and specialist knowledge of woods, metals or plastics. 50% of overall qualification.

**Year 10 Unit 1: Skills Demonstration:** Small projects will be produced to demonstrate competence in **core skills**. Beginning of Non-Examined Assessment (NEA).

**Year 11: Extended Making Project** - Continuation and completion of NEA. Revision of core content and specialist knowledge in preparation for end of year exam.



### **What can I do with Resistant Materials?**

Apprenticeships in a related field.

Further study at college or Hellesdon Sixth Form.

Careers such as: product designer; engineer; civil engineer; engineering technician; constructional engineer; carpenter; fabricator; welder; maintenance technician; architect and many more.

### **Progression into A-Levels:**

GCSE Resistant Materials leads into our newly introduced A-Level Product Design.

# DRAMA

## GCSE (AQA)

*This course is designed for students to do what they like best, participate in performance*

**GCSE Drama is an exciting practical exploration of performance, literature and communication skills. Students are able to work collaboratively to develop their own theatre as well as studying the work of prominent theatre practitioners.**

	<b>Component 1: Understanding Drama</b>	<b>Component 2: Devising Drama (practical)</b>	<b>Component 3: Texts in Practice (practical)</b>
<b>What's involved?</b>	This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.	This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, and on their ability to apply theatrical skills to realise artistic intentions in live performances and analyse and evaluate their own work.	This is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.
<b>What's assessed?</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of drama and theatre</li> <li>Study of one set play from a choice of six</li> <li>Analysis and evaluation of the work of live theatre makers.</li> </ul>	<ul style="list-style-type: none"> <li>Process of creating devised drama</li> <li>Performance of devised drama</li> <li>Analysis and evaluation of own work.</li> </ul>	<ul style="list-style-type: none"> <li>Performance of two extracts from one play.</li> </ul> <p><i>Free choice of play but it must contrast with the set play chosen for Component 1</i></p>
<b>How it's assessed?</b>	<ul style="list-style-type: none"> <li>Written exam: 1 hour and 45mins (open book)</li> <li>80 Marks</li> <li>40% of GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>Devising log (60 marks)</li> <li>Devised performance (20 marks)</li> <li>80 marks in total</li> <li>40% of GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>Performance of Extract 1 (20 marks) and Extract 2 (20 marks)</li> <li>40 marks in total</li> <li>20% of GCSE.</li> </ul>

### As performers, students will:

- **Learn** how to **commit dialogue to memory** for devised performances and/or learn text they are performing for text-based performances.
- **Develop** the **ability to interpret and/or create** and perform a **character** as appropriate to the demands of the performance.
- **Develop** a **range of vocal skills and techniques** e.g. clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking.
- **Develop** a **range of physical skills and techniques** e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement.

### Transferable skills

You learn to collaborate with others, think analytically and evaluate effectively. You gain the confidence to pursue your own ideas, reflect and refine your efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

### What the students say:

*"There is a good balance between written and practical work."*

*"You get the chance to be creative and to develop some really valuable skills."*

*"GCSE Drama isn't just a qualification; It helps build your confidence for your future!"*

### Need more information?

Look on the board outside G2 or speak to Mrs Stanley or Mr Rayner.

**You Tube:** 'The Importance of Drama: Transferable Skills'

**AQA Website:**

<http://www.aqa.org.uk/subjects/drama/gcse>



# FILM STUDIES

## GCSE (EDUQAS)

Are you a fan of films? Maybe you love crime and thriller movies or dystopian sci-fi? This new GCSE course allows you to study a wide range of films and film movements. You will learn how to 'read' and analyse a range of films, genres and styles. You will analyse and write about key sequences studied in lessons. Students will then use this knowledge and understanding to make their own films and write screenplays.



### How will you be assessed?

#### **Component 1: Key Developments in US Film**

##### **Written exam: 1.5 hours (35%)**

Students will answer questions about mainstream and independent American films. They will be examined on film developments and film technology.

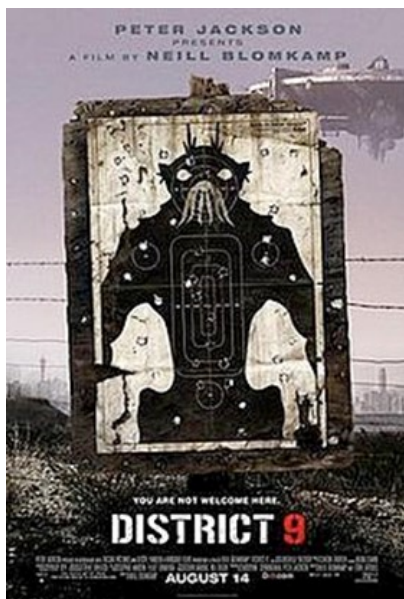
#### **Component 2: Global Film (Narrative, Representation and Film Style)**

##### **Written exam: 1.5 hours (35%)**

Students will answer questions on British and global films from around the world.

#### **Component 3: Production (30%)**

Students create a short film or write a screenplay and an evaluative analysis.



### What concepts will you be studying?

#### **Cinematography, Mise-en-scene, Editing & Sound**

How do these elements of film create meaning?

#### **Genre and narrative**

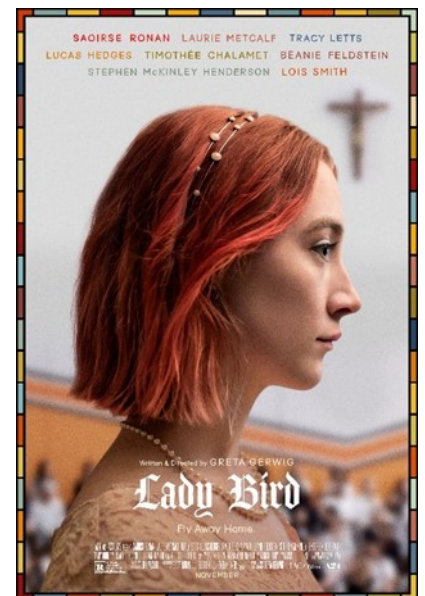
How are these constructed?

#### **Aesthetics & Representation**

What is the film's style, and how does it portray gender, age, ethnicity, nationality?

#### **Contexts**

How does social, cultural, historical and institutional context influence the film?



### **Where can it lead?**

GCSE Film is excellent preparation for many A Levels offered at Hellesdon High School: Film Studies, Media Studies, Drama, Photography, English Literature and English Language. It can also lead to more vocational courses and careers in creative industries, including marketing, directing, producing, writing and editing. Many former Hellesdon High School students have also gone on to study film at university.



# GEOGRAPHY

## GCSE (EDEXCEL)

### Content of the Course

#### Component 1: Global Geographical Issues

##### Topic 1 Hazardous Earth

##### Topic 2 Development dynamics

##### Topic 3 Challenges of an urbanising world

#### Component 2: UK Geographical Issues

##### Topic 4 The UK's evolving physical landscape

##### Topic 5 The UK's evolving human landscape

##### Topic 6 Geographical investigations

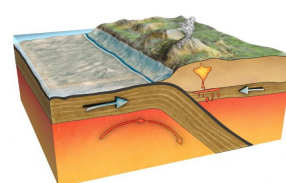


#### Component 3: People and Environment Issues: Making Geographical Decisions

##### Topic 7 People and the biosphere

##### Topic 8 Forests under threat

##### Topic 9 Consuming energy resources



### Skills students will learn

This is a new and exciting course. Each of the components is taught through a series of enquiry questions so, for example, in Component 1 we study how the world's climate system functions, why it is changing and whether our weather systems bring increased hazard risks. Continuing the theme of managing hazards, we go on to ask why we manage the risk from tectonic processes differently across the world. Some of the course builds on ideas touched on in Years 7, 8 and 9 whilst in topics such as the UK's evolving physical landscape, we introduce students to geology maps, rock samples, glacial processes that shaped our landscape in the past and how we identify contrasting landscapes from maps, photographs and satellite imagery. In Topic 6, at the end of Year 10, we will design and develop two coursework investigations, one based around the processes at work along a river or stretch of coast and the other within the urban landscape of the UK - these are focused around two fieldtrip days to Cromer and Stratford, London. Every topic comes with a skill set which is examined through the written papers in Year 11.

### Assessment

Component 1	1 hour 30 minutes	37.5% of the qualification. Multiple choice, short and longer answers.
Component 2	1 hour 30 minutes	37.5% of the qualification. Multiple choice, short and longer answers, some of which will be on the fieldwork we undertake.
Component 3	1 hour 30 minutes	25% of the qualification. Students will be given a resource booklet in the examination and will use their knowledge and skills to answer questions on the geographical issue it contains.

### Careers related to this subject

As a subject, Geography sits with Sciences, Humanities, Maths and Social Sciences. It is a very broad subject. A key strength is that someone with Geography in their qualifications portfolio can say "I have a huge range of skills and a good understanding of how the world works".

This course prepares students for A-Level Geography, which can be selected in combination with a whole range of subjects and is a facilitating subject for Russell Group Universities.



# HEALTH & SOCIAL CARE

## CAMBRIDGE NATIONAL

### Content of the course

Students will study four units over two years:

1. Principles of care in Health & Social Care
2. Supporting individuals through life events
3. Creative and therapeutic activities

### What A-Level subject does it lead to?

- Health & Social Care
- Sociology
- Psychology

**Assessment:** Exam 40% Coursework 60%

*"This course is an enjoyable and insightful experience into the world of work."*



### Skills students will learn:

This is a vocationally-related qualification that takes an engaging and practical approach to learning. Students will take part in hands-on activities in Health & Social Care settings.

The course provides learners with essential knowledge, transferable skills and tools to improve their learning with the aim of enhancing their employability when they leave education, thus contributing to both their personal development and future economic well-being.

This qualification will challenge all learners, including high attaining learners, by introducing them to demanding material and skills and encouraging independence and creativity.

### Potential careers:

- Nursing
- Childcare
- Physiotherapy
- Occupational therapy
- Social work
- Care assistant
- Activities co-ordinator
- Community outreach work
- Advocacy
- Paramedic (and over 250 NHS careers)

**Plus many more apprenticeship opportunities.**

# HISTORY

## GCSE (EDEXCEL)



### Content of the course

#### **Paper 1 British Thematic Study with Historic Environment**

Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and trenches.

#### **Paper 2 British Depth Study and Period Study**

Early Elizabethan England, 1558-88, Superpower Relations and the Cold War, 1941-91.

### Skills students will learn

Students will develop their independent learning, critical and reflective thinking, and their knowledge and understanding of History. Students will learn to ask relevant questions about the past and investigate them critically using a range of sources in their historical context. They will be able to organise and communicate their historical knowledge and understanding to reach substantiated judgements. They will recognise that their historical knowledge, understanding and skills can help them understand the present and provide them with a basis for their role as responsible citizens, as well as allowing further study of History.

### Assessment:

Paper 1: 30%

Paper 2: 40%

Paper 3: 30%

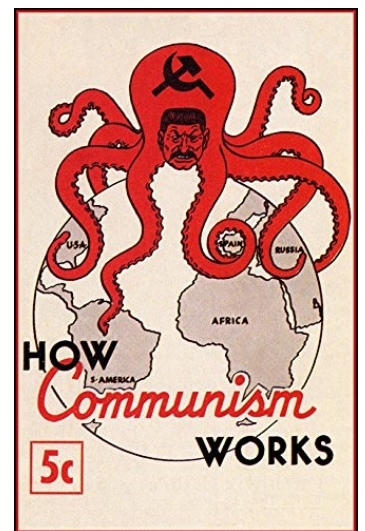
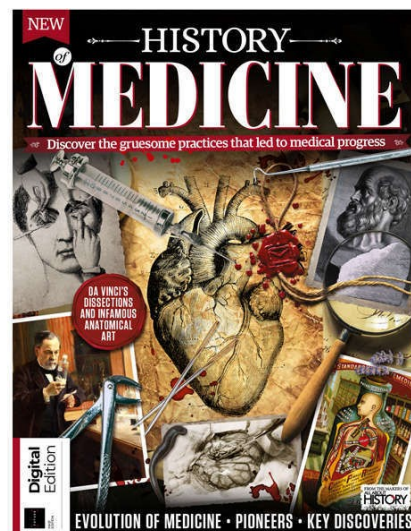
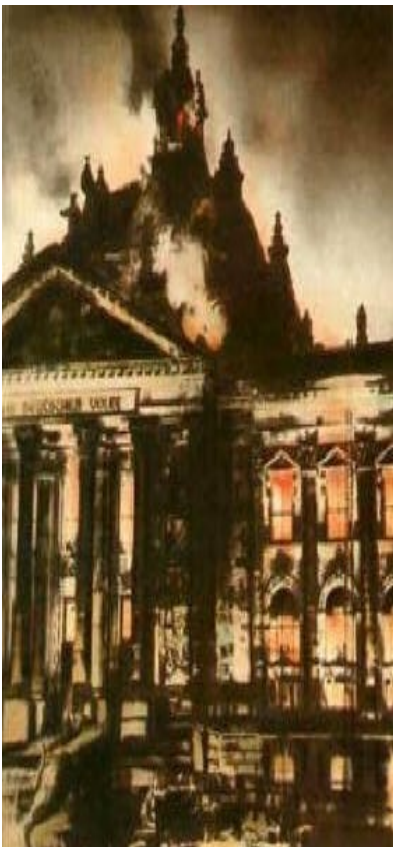


### Careers related to this subject

History graduates build careers in a range of occupations, including: Law, the media, commerce, industry, the civil service, teaching, museum work, archive work and tourism.

### What A-Level courses or equivalent does this lead to?

History, Law, Social Sciences





# ICT

## CREATIVE iMEDIA (OCR)

### Content of the course

Cambridge Nationals in Creative iMedia is media sector focused, including film, television, web development, gaming and animation, and has IT at its heart.

It provides students with knowledge in a number of key areas, from pre-production skills to designing and creating video games, and has a motivating, hands-on approach.

The qualification structure, including the range of units available, allows students the freedom to explore the areas of creative media that interest them, as well as providing good opportunities to enhance their learning in a range of curriculum areas.

### How will my final grade be decided?

### Course structure

OCR Level 2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and one optional unit:

#### **1 - R081: Pre-production skills:**

The iMedia industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. In this course students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques.



#### **2 - R094: Visual identity and digital graphics:**

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. During this unit students will be building on the skills and understanding that they have developed in the previous unit and will explore where and why digital graphics are used and the techniques that are involved in their creation in order to create or develop visual identity. Students will apply the skills and knowledge in creating digital graphics against a specific brief.

#### **3 - R099: Digital games:**

The UK has one of the largest video games markets in the world and the UK's Games Industry is among the largest in Europe. It is a sector with a huge variety of technical and creative job roles. The video game workforce has one of the youngest profiles in the media industry, with earnings above the media industry average. This unit will open the door to a variety of roles within the media industry by enabling you to identify core features of digital games and understand the basics of planning, designing, creating and testing digital games. In this unit the students will learn to plan, create and then review video games.

### How will my final grade be decided?

R093 — External Exam (40%)

R094 — Internal Controlled Assessment (25%)

R099 — Internal Controlled Assessment (35%)

One unit is assessed externally with a written examination, the other two units are internally assessed through coursework tasks.

### **What can I do with this qualification?**

This qualification provides a broad and solid foundation for further study of various aspects of creative computing such as **graphic design, web design, computer games design and interactive media.**

It also enhances young people's overall digital literacy and gives them a solid base for **further study and employment.**

### **and beyond?**

Students frequently take the following sixth form subjects:

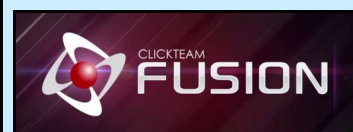
BTEC IT  
Computer Science

### **Careers?**

All careers use IT! Some IT specialist career examples include:

Project Management  
Web Developer  
IT Consulting

### **What software will I use?**



# MEDIA STUDIES

## GCSE (EDUQAS)

Are you interested in making and analysing media content? Do you care about how people are represented and stereotyped in the media? Perhaps you fancy yourself as a producer, director, journalist or advertiser? GCSE Media Studies mixes written analysis with practical skills in film, television, radio, newspapers, podcasts, magazines, video games, online and social media.



### How will you be assessed?

#### **Component 1: Exploring the Media**

**Written exam: 1.5 hours (40%)**

You will study newspapers in-depth, and texts in the following forms: magazines, film, online, advertising, video games and radio.

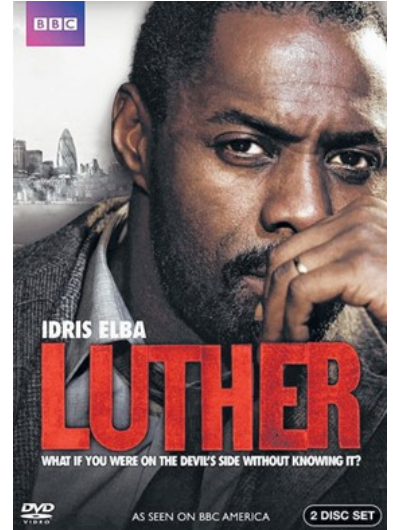
#### **Component 2: Understanding Media Forms**

**Written exam: 1.5 hours (30%)**

You will study television crime drama in-depth, music videos and online media.

#### **Component 3: Creating Media Products**

**Non-exam assessment: production (30%)** You will create a TV sequence, music video, or posters/DVD cover for a new film.



### What concepts will you be studying?

#### **Media Language:**

How the media communicate meanings using different forms, codes and conventions.

#### **Representation:**

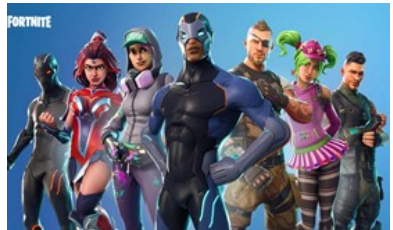
How the media portrays events, issues, individuals and groups.

#### **Media industries:**

How companies produce, distribute and circulate media texts.

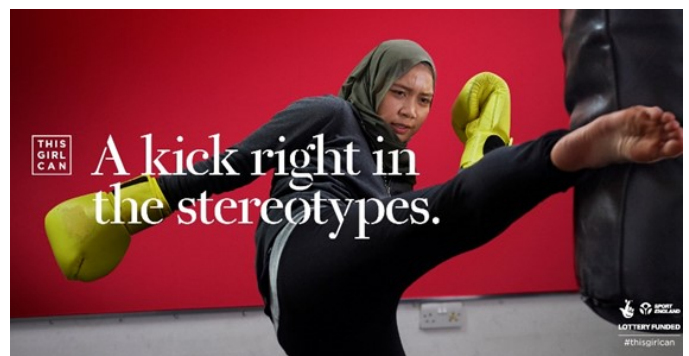
#### **Audiences:**

How audiences are targeted, addressed, and respond to media texts.



### **Where can it lead?**

GCSE Media Studies equips students for a range of subjects at Hellesdon High School, including A-Level Film Studies and A-Level Media Studies. It combines well with most subjects. Many also follow on to more vocational courses and careers in creative industries, such as marketing, directing, producing, writing and editing. Lots of our former Hellesdon High Media students have pursued careers or higher education.



# FRENCH

## GCSE (AQA)

### Content of the course

**Theme 1:** People & Lifestyle (Topic 1: Identity and relationships with others, Topic 2: Healthy living and lifestyle, Topic 3: Education and work)

**Theme 2:** Popular culture (Topic 1: Free-time activities, Topic 2: Customs, festivals and celebrations, Topic 3: Celebrity culture)

**Theme 3:** Communication and the world around us (Topic 1: Travel and tourism, including places of interest, Topic 2: Media and technology, Topic 3: The environment and where people live)

### Skills students will learn:

Learning a foreign language develops the following skills:

- Communication skills
- Interpersonal and presentation skills
- Problem solving
- Team working
- Organisational skills
- Independence



### Assessment

**Exams at the end of 2 years of study:**

**Listening Exam** - Foundation: 35 minutes / Higher: 45 minutes

**Speaking Exam** - Foundation: 7-9 minutes / Higher: 10-12 minutes

(both Foundation and Higher involve a role play, reading aloud task and short discussion and a photo card and conversation) and 15 mins preparation beforehand with the resources.

**Reading Exam** - Foundation: 45 minutes / Higher: 1 hour

**Written Exam** - Foundation: 1 hour 10 mins / Higher: 1 hour 15 minutes.



### What A-Level courses (or equivalent) does this lead to?

A-Level French

### Careers related to this subject

Banking, engineering, marketing, selling, tourism, business, journalism, the media, insurance, manufacturing, importing and exporting, teaching, translating, interpreting - amongst many others.

### Other information

People with language skills are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. GCSE French will add an extra dimension to a skills profile and always looks positive on a CV. Students will be in a stronger position to get a job in a company with international links, and this improves employability for those who would like to work abroad.



# SPANISH

## GCSE (AQA)

### Content of the course

Theme 1: People & Lifestyle (Topic 1: Identity and relationships with others, Topic 2: Healthy living and lifestyle, Topic 3: Education and work)

Theme 2: Popular culture (Topic 1: Free-time activities, Topic 2: Customs, festivals and celebrations, Topic 3: Celebrity culture)

Theme 3: Communication and the world around us (Topic 1: Travel and tourism, including places of interest, Topic 2: Media and technology, Topic 3: The environment and where people live)



### Skills students will learn

Learning a foreign language develops the following skills:

- Communication skills
- Interpersonal and presentation skills
- Problem solving
- Team working
- Organisational skills

### Assessment

**Exams at the end of 2 years of study:**

**Listening Exam** - Foundation: 35 minutes / Higher: 45 minutes

**Speaking Exam** - Foundation: 7-9 minutes / Higher: 10-12 minutes (both Foundation and Higher involve a role play, reading aloud task and short discussion and a photo card and conversation) and 15 mins preparation beforehand with the resources.

**Reading Exam** - Foundation: 45 minutes/ Higher: 1 hour

**Written Exam** - Foundation: 1 hour 10 mins / Higher: 1 hour 15 minutes.

### What A-Level courses or equivalent does this lead to?

A-Level Spanish

### Careers related to this subject

Banking, engineering, marketing, selling, tourism, business journalism, the media, insurance, manufacturing, importing and exporting, teaching, translating, interpreting and much more.

### Other information

People with language skills are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. GCSE Spanish will add an extra dimension to a skills profile and always looks positive on a CV. Students will be in a stronger position to get a job in a company with international links, and this improves employability for those who would like to work abroad.

<https://www.careerpilot.org.uk/job-sectors/subject/languages>



# MUSIC

## BTEC TECH AWARD IN MUSIC PRACTICE LEVEL 2

*This course is designed for students to explore, develop skills and respond to all styles of music*

Studying a BTEC Tech Award will prepare students to progress into further study and prepare musicians to enter the music industry. Career paths following this course include performer, songwriter, roadie, stage crew, venue staff, music promotion and teacher.

	What's Involved	Assessment
<b>Component 1:</b> <b>Exploring Music Products and Styles</b>  (Internally Assessed PSA 30%)	<ul style="list-style-type: none"> <li>Practically explore a range of musical styles and genres</li> <li>Develop skills in music theory</li> <li>Develop skills in instrumental/production techniques</li> <li>Practical solo and ensemble performances</li> <li>Create a portfolio containing evidence for all of the information above.</li> </ul>	<b>Task 1:</b> A portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme  <b>Task 2:</b> Create three 30–60 second examples of ideas for music products related to a theme, using a range of realisation techniques.
<b>Component 2:</b> <b>Music Skills Development</b>  (Internally Assessed PSA 30%)	<ul style="list-style-type: none"> <li>Develop personal and professional skills, such as self-discipline, cooperation and health and safety aspects of the music industry</li> <li>Develop <b>two</b> disciplines from either performance, composition or production</li> <li>Regularly review progress and set targets for improvement</li> <li>Share work and collaborate with others</li> <li>Perform, compose or produce in front of <b>or</b> for a variety audiences.</li> <li>Create <b>two</b> written / digital portfolios containing evidence for the information above.</li> </ul>	<b>Task 1:</b> Plan and create a 2-4 minute original composition with commentary and audio files to support  <b>Task 2:</b> Plan and create a 2-4 minute music production piece with commentary and audio files to support.
<b>Component 3:</b> <b>Responding to a Commercial Music Brief</b>  (externally assessed 40%)	<ul style="list-style-type: none"> <li>Develop and present music in response to a given commercial brief.</li> <li>Create a piece of music on instrument of choice or using computer sequencing software.</li> <li>Performing, creating or producing stylistically using a given starting point.</li> </ul>	<ul style="list-style-type: none"> <li>Students will respond to a music brief either as a music creator or producer creating a cover of a song from a prescribed list.</li> </ul>

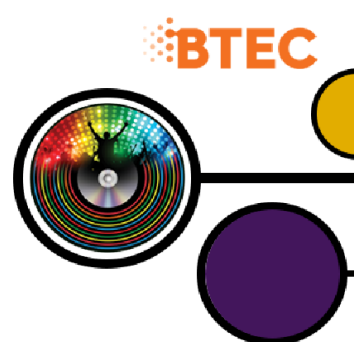
### Transferable skills

You will work with independence throughout all aspects of this course, developing and refining your musical skills. You do not necessarily need previous musical experience but you do need to be committed to improving and practicing. You also need to be willing to take part in extra curricular lessons and opportunities. We also highly recommend that you have individual instrumental or vocal lessons alongside this course. Typically students who study BTEC Music go on to do the Level 3 BTEC in Music Performance alongside other A-Levels or a full time Level 3 Music course.

### Student feedback

*"I love being able to compose my own music and express myself through performance."*

*"My musical skills have really improved and getting the chance to perform with others is very rewarding".*



# PHYSICAL EDUCATION

## GCSE or CAMBRIDGE NATIONAL (OCR)



### Have you ever wondered...

Why some people are good at sports and others not?  
Why you are a great swimmer but hate running?  
How you could go from being a good athlete to being in the Olympics?  
Why do people take drugs?  
Why violence is often seen in sport?

### Do you...

Want to become a personal trainer or sports coach?  
Think that physiotherapy or PE teaching might be a career choice for you?  
Want the knowledge to keep yourself fit, healthy and active for life?  
Want to learn how to train SMART, not just train harder?

### ...If so, then GCSE PE is for you!

Not only will you have the chance to perform in three different sports through the non exam assessment component, but you will also develop wide-ranging knowledge into the 'how and why' of physical activity and sport.

### Content of the course:

The course involves looking at the human body, how it responds to exercise and how we can improve fitness to improve sporting performance. We also look at the performance of skills, how we learn skills and how we can improve this element of sport. Finally we look at socio-cultural aspects of sport; participation, commercialisation, ethics and violence in sport.



### Skills students will learn

- Location of major bones
- Functions of the skeletal system
- Types of synovial joint
- Types of movement
- Location of major muscle groups
- Effects of exercise
- Components of fitness
- Principles of training
- Prevention of injury
- Planes of movement/axes of rotation
- Goal setting
- Mental preparation
- Guidance and feedback
- Drugs in sport
- Diet and nutrition

### How you will be assessed:

- (40%) Non-exam assessment with three practical performances and one performance analysis task.
- (60%) 2x 1 hour examination papers (Question types including: multiple choice, single mark, short answer, and extended response questions).

### Where can a GCSE Physical Education take me?

GCSE PE is not just an excellent base for the OCR A-Level in Physical Education, it can take you much further:

- For those students fascinated by the human mind, why not carry on to **Psychology**?
- For students interested in the why of the human race - this carries them through to **Sociology**.
- This is also an excellent additional qualification for those undertaking the **Sciences** with the intention to move through into medicine or physiotherapy routes.
- Beyond A-Level, the study of Physical Education can lead onto university degrees in sport science, sports management, health care, or exercise and health.
- Physical Education can also supplement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more.

# RELIGIOUS STUDIES

## GCSE (AQA)

### Content of the course



#### **What is assessed - Paper 1**

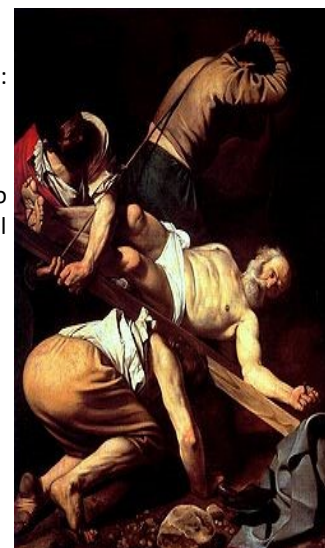
Beliefs, teachings and practices of **two** of the following religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

#### **What is assessed - Paper 2**

**Either** four religious, philosophical and ethical studies themes **or** two religious, philosophical and ethical studies themes and two textual studies themes.

Religious, philosophical and ethical studies themes are:

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme C: The existence of God and revelation
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice.



### Skills students will learn:

- Cognitive, research based skills
- Independent learning
- Debating skills
- Skills concerned with listening and respecting the opinion of others
- Presentation skills
- Literacy (with specific reference to writing balanced arguments)
- Skills of analysis and evaluation of modern global, political and religious viewpoints.

### Assessment

Two 1 hour and 45 minutes exams (100% exam)

### What A-level courses or equivalent does this lead to?

Religious Studies, Sociology, Citizenship, Law, English, History and Geography.

### Careers related to this subject

Any job that requires social skills such as: care assistant, counsellor, mediator, social worker and probation officer. Any job concerned with law, barrister, court clerk, politicians and solicitors. Jobs that require personal and communication skills such as: employment consultant, HR manager, receptionist. Also other jobs connected with the media and education: teaching, author, journalist, researcher, editor, broadcaster, teaching assistant or adult education advisor.



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# SOCIOLOGY

## GCSE (AQA)

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### Content of the course

#### **Paper 1**

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology.

#### **Paper 2**

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology.



### Skills students will learn:

- To recall, select and communicate knowledge and understanding of social structures, procedures and issues.
- How to apply knowledge and understanding in a range of contexts both familiar and unfamiliar.
- To select, interpret, analyse and evaluate information from different sources.
- How to organise and communicate their knowledge and understanding in different and creative ways and reach substantiated judgements.
- To develop as effective and independent learners.

### Assessment

Exam is 100% of final grade

Two Exams. 1 Hour 45 minutes. Each worth 50%

Possible grades: 9 - 1

### What A-Level courses (or equivalent) does this lead to?

Sociology provides a strong basis for progression to further studies, including A-Level Sociology and Psychology, Health & Social Care and Religious Studies.

### Careers related to this subject

As well as A-Level, this is a popular subject to study at university. Careers related to sociology are: public administration/services, law, education, health & social care, business and research, media and journalism to list but a few.

### Other information

This subject combines very well with other subjects in Social Sciences and Humanities.



# TRIPLE SCIENCE

(BIOLOGY, CHEMISTRY & PHYSICS)

## GCSE (AQA)

### Content of the course

This course examines the scientific world in great detail. It will lead to students gaining three separate science GCSEs - one in each of Biology, Chemistry and Physics. This is a course suitable for students with a genuine interest and ability in science, who are certain that they wish to take one or more of the sciences at A-level as it covers the content of Combined Science and then delves further into the detail of each of the three areas.

### Skills students will learn

In addition to the subject knowledge, students will develop their skills in practical work, research and interpreting scientific information.

### Assessment

This course will be assessed by two exams in each of the three science subjects, at the end of Year 11. These courses will be assessed and the exams will be 1 hour 45 minutes each.

### What A-Level courses or equivalent does this lead into?

This course will allow students to study any of the science subjects at A-Level or any of the BTEC National Science courses.



### Careers related to this subject

GCSE Science feeds into a large number of careers. In addition to specific science careers in science, engineering and medicine it is a subject area that is extremely well regarded.

### Other information

Triple science is an intensive course which covers a large amount of content.

We would suggest that it would be most suitable for students who are working at a Grade 5 or above in Year 9.

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# Frequently Asked Questions

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**Q Why do students have to continue to study certain option subjects?**

A As part of our role in ensuring that students study subjects which will provide them with sufficient knowledge and understanding of the world around us, we insist on all students studying a Humanity subject and that about half study a language to GCSE level.

**Q How do we select students to continue with languages to GCSE?**

A Students are selected based primarily on their academic profile from Key Stage 2, with any factors that might significantly inhibit the study of language to GCSE considered. All students not selected to continue a language to GCSE are welcome to continue studying their current language.

**Q As a student, what should I do if I am unsure what to choose?**

A Speak to your tutor, subject teachers, Head of House or Mrs Warnock (Careers Adviser). Consider what you enjoy, what you are good at, how that subject is assessed and what subjects will help you after completing Year 11. This could be to go to Sixth Form or college.

**Q Will all subjects on the options sheet be available for a student?**

A No, past experience has shown us that some subjects may not run if the number of students opting for it is too small.

**Q Who do students see for advice about careers or entry requirements for College or University?**

A Students may book an appointment with Mrs Warnock via tutors or by picking up a booking slip from the library.

**Q What if my child does not enjoy a subject once he/she has started it?**

A If a student feels they have made the wrong choice, this must be dealt with as soon as possible. Please speak to the teacher of that subject to see if anything can be done to help, or inform the Head of House. We will always try to improve the situation within a subject before moving students.

**Q Can a student change subjects after September?**

A Only in exceptional circumstances. Every two weeks, each option subject will have 4 to 6 hours of teaching and homework which makes it very difficult for students to catch up.

**Q Where can students go to complete coursework or homework?**

A This usually takes place at home, however the library is open and supervised from 7.30am to 4.00pm, Monday to Thursday, for students to quietly complete work.

**Q If a student needs additional help, where can they get it?**

A Every department, at some point throughout the course, offers lunchtime or after-school sessions for students to improve work with additional help from teachers.

**Q Are any subjects more important than others?**

A English and Maths are always a priority, considering that students will be restricted in their choices after Year 11 if they do not gain a good grade in these subjects. Students should ensure they complete all work in these subjects, on time, to ensure there is no negative impact on other subjects.

**Q What is needed for the science element of the English Baccalaureate?**

A To get the science element of the English Baccalaureate you either need to get a Grade 5 or above in Combined Science or you must take all three single sciences in the Triple Science option and get a Grade 5 or above in two of them.

**Q Which language GCSEs count towards the English Baccalaureate?**

A GCSEs in any modern foreign language count (French/Spanish).

**Q Who should parents/carers contact if they are worried about progress?**

A Please contact the teacher of that subject, the Head of Department or the Head of House.

**Q Who should I contact if there is something outside school affecting a student's school work?**

A On occasion, there are unfortunately events outside school that affect a student's ability to complete work. Should this happen please notify the Head of House as soon as possible.

**Q How will students, parents/carers know how students are progressing?**

A Reporting takes place regularly via progress reports (using current working grades and target grades) and Parents' Evenings. If you are concerned please contact the teacher, Head of Department or Head of House.

**Q How are target grades calculated?**

A Target grades are calculated and given to schools based on individual students performance in their SAT results in Year 6.

**Q Can target grades be changed?**

A If parents/carers feel the target grade is too high or too low they must contact Ms Webb (Assistant Principal) who will discuss the suggested changes with the student and teacher before making a decision to change the target grade.

**Q Do Key Stage 4 choices affect Post-16 options?**

A Yes. Some subjects at Sixth Form or college will require you to study them at Key Stage 4, however some can be started at A Level. Please speak to each subject area to find out their requirements.