



Year 9 Guide
to the KS4 Curriculum &
Option Choices

2026 – 2028

HHS Curriculum & Options for Year 9 2026-28

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Guide to KS4 Curriculum & Options 2026 - 2028

This guide is designed to inform Year 9 learners about their course option choices which will be examined in 2028 when they are in Year 11. This sits alongside the Options Information Video available on our website.

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

We follow a more traditional curriculum at HHS. Our Year 9 learners will have had 3 years of studying a broad range of subjects enabling them to gain a deeper understanding of the knowledge and skills required for embarking on a GCSE course. All learners study a compulsory core curriculum working towards GCSE examinations over 2 years. Three option subjects will be taught in Years 10 and 11. One of these subjects must be Geography, History, Spanish, Italian or Computer Science.

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

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

Additional Guidance

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

- Year 9 learners will have a careers interview with our careers advisor, Ms Duvigneau
- Learners will also receive a subject specific careers lesson from their teachers which will show them potential career pathways for that particular subject
- There are also subject specific careers advice videos on our website which help inform learners about the benefits of choosing that particular subject
- Year 9 Parents' Evening is on Wednesday 29th April when learners/parents can ask the class teachers about the suitability of their preferred subject choices
- The names of the subject contacts are on the final page of this document so feel free to contact them directly should you have any questions/queries

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Process:

1. Please complete the Google form by clicking the link in options letter sent to you or by accessing the curriculum area of the school's website (**deadline 06/05/26**)
2. Mr Buchanan (Deputy Head Teacher for Curriculum) will then verify that appropriate courses have been chosen based on prior and current data
3. Mr Buchanan or Mr Hennah-Lawrence (Head of Year) will then contact any parents where necessary to discuss choices (during May/June)
4. Mr Buchanan will then write to Year 9 parents confirming final options choices (early July)

Notes about availability of some subjects

- **Please note that it is not possible to give every learner their first 3 choices due to demand and construction of the option blocks. Please do think very carefully about reserve choices as some learners will inevitably be allocated these subjects.**
- **Learners are more likely to get all 3 first choices if they have opted for a broad range of subjects including at least 1 Ebacc subject**
- Some courses may not be viable due to low numbers of learners choosing it or if the school is unable to staff it with a suitably qualified teacher.

A GUIDE TO THE TERMS:

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

ASDAN	Award Scheme Development and Accreditation Network
BTEC	A course equivalent to a GCSE but has a greater focus on coursework rather than examinations at the end
EBacc	An abbreviation for English Baccalaureate - a group of subjects including: English, Mathematics, Science, Computer Science, a Language, Geography and History.
ESOL	English for Speakers of Other Languages
GCSE	General Certificate of Secondary Education.
Level 1	Any qualification described as level 1 is equivalent to GCSE grades 3 to 1
Level 2	Any qualification described as level 2 is equivalent to GCSE grades 9 to 4

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ENGLISH BACCALAUREATE (EBACC)

The government has recently announced that the English Baccalaureate qualification is no longer required. This now gives learners a greater freedom of choice. So rather than having to pick at least 2 subjects from the following list, learners now only need to do at least 1 of them:

- Computer Science
- A Modern Foreign Language (including a community language)
- History
- Geography

We strongly recommend that learners should study a broad range of subjects as this is often preferred by Universities and employers. A creative/practical subject eg Art or Drama; a language eg Spanish and a Humanity subject eg History would represent a broad range of study.

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

COMPULSORY COURSES

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GCSE ENGLISH and GCSE ENGLISH LITERATURE

Course Leader: Miss Ginesta and Mr Guglietti

Board: AQA GCSE English Language Edexcel GCSE English Literature

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

Course Outline: Over the next two years, you will study towards **two GCSE qualifications: English Literature and English Language.**

What you will study: Across the course, you will read and explore a wide range of texts, including:

- A **Shakespeare play**
- A **19th-century novella** (such as a text by Charles Dickens)
- A **modern play set during World War One**
- An **anthology of poetry**
- Extracts from **literary fiction and non-fiction** by a wide range of writers

Alongside reading, you will develop your own writing skills. This includes producing:

- **Creative writing** (such as descriptive or narrative pieces)
- **Non-fiction writing** (such as articles, speeches, and letters) in response to current issues

Assessment: Both GCSEs are assessed through **examinations at the end of Year 11.**

- **English Literature:** You will answer questions on texts studied in class and complete an **unseen poetry task**, analysing two poems.
- **English Language:** You will respond to extended reading questions and produce written responses in a variety of forms and styles.

Why is studying English important?

English Language develops your **written and spoken communication skills**, which are essential for further education, employment, and everyday life. Employers and colleges value strong communication, and this GCSE helps you become a confident and effective communicator.

You will also:

- Develop analytical skills through studying fiction and non-fiction texts
- Express your creativity through imaginative and persuasive writing

English Language is a **highly respected qualification**. A **grade 6 or above** is often required for A-level study and is commonly an entry requirement for **Russell Group universities**. It also provides a foundation for careers such as **journalism, teaching, linguistics, and academia**.

English Literature allows you to explore **complex ideas, emotions, and social issues** through a wide range of texts from different time periods and cultures. You will study works from the **literary canon**, including Victorian literature such

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as *A Christmas Carol*, alongside more modern poetry like Benjamin Zephaniah's *No Problem*.

Through Literature, you will:

- Expand your vocabulary
- Develop strong analytical and critical thinking skills
- Gain insight into historical, cultural, and social contexts

English Literature is also **highly valued by colleges, universities, and employers**. A strong grade is required to study English at A level, and the subject supports future pathways in areas such as **the arts, politics, journalism, teaching, and academia**.

GCSE Texts:

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

Texts to support revision:

Journey's End by R.C. Sherriff

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

Romeo and Juliet by William Shakespeare

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

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

A Christmas Carol by Charles Dickens

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

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

Conflict Poetry Anthology

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

English Language (AQA)

GCSE English Language AQA Revision Guide: Grade 9-1 CGP

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

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GCSE MATHEMATICS

Course Leader: Miss Price

Board: Edexcel

Syllabus Name: Mathematics 1MA1

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

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

During Maths lessons you will learn how to:-

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

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

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

- Core Mathematics
- GCE Mathematics and GCE Further Mathematics

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

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GCSE SCIENCE COMBINED SCIENCE: TRILOGY

Course Leader:	Ms K Maharaj
Board:	AQA – www.aqa.org.uk
Syllabus Name:	AQA GCSE Combined Science Trilogy
Course Outline:	This course results in a double award: equivalent to two GCSEs. This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Biology

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

Chemistry

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

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Physics

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

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

Assessment:

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

Your Future:

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

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RELIGIOUS STUDIES

Course Leader: Mr Z Azam

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

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

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

Learners will learn about:

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

Assessment

There are two exams taken in Year 11.

How will I learn?

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

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

English Baccalaureate (EBacc) Option Courses

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GCSE COMPUTER SCIENCE

Course Leader: Mr Hughes

Board: OCR

Syllabus Name: GCSE Computer Science (J277)

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

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

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

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

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

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

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

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

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GCSE HISTORY

Course Leader: Mrs Riani

Board: Edexcel

Syllabus Name: History Modern European and World

Syllabus Number: 1334

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

Modern depth study:

Weimar and Nazi Germany, 1918–39

Period study and British depth study:

Early Elizabethan England, 1558–88

Superpowers and the Cold War, 1917 - 1991.

Thematic study and historic environment:

Medicine in Britain, c1250–present

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

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

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

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

Assessment:

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

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Your Future:

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

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

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GCSE GEOGRAPHY

Course Leader: Mr Bruce

Board: AQA

Syllabus Number: Geography Syllabus 8035

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

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

Assessment

Unit 1: Living with the Physical Environment

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

(Examination worth 35%)

Unit 2: Challenges in the Human Environment

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

(Examination worth 35%)

Unit 3: Geographical Skills

Including a fieldwork component

(Examination worth 30%)

Your Future

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

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GCSE ITALIAN

Course Leader: Ms Serena

Board: AQA

Syllabus Name: Italian

Syllabus Number: 8663

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

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

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

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

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

Here are some facts to convince you to learn Italian:

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

Language

Assessment:

All 4 skills are tested and carry equal weightings:

Listening (25%)

Speaking (25%)

Reading (25%)

Writing (25%)

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

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

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

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GCSE SPANISH

Course Leader: Ms Ortega

Board: AQA

Syllabus Name: Spanish

Syllabus Number: 8692

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

The course is very practical and enables learners to develop language skills in a variety of contexts. The course content covers a range of interesting topics and subtopics within these **Themes** :

People and lifestyle

Popular culture

Communication and the world around us

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

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

Here are some facts to convince you to learn Spanish:

- On average people who use language in their jobs earn 8% more
- Makes it possible to study or work abroad in exchange programs or internships
- Opens doors in law, medicine, business, tourism, and even sports
- Spanish isn't just a subject; it's a passport to the world!

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

Listening (25%)

Speaking (25%)

Reading (25%)

Writing (25%)

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

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

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

Still not sure? Speak to your Spanish teacher!

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GCSE Triple Science

Course Leader: Ms K Maharaj

Board: AQA – www.aqa.org.uk

Syllabus Name: AQA GCSE Biology 8461
AQA GCSE Chemistry 8462
AQA GCSE Physics 8463

Course Outline: These courses result in three individual GCSEs - one for each of the sciences. This qualification is linear. Linear means that students will sit all their exams at the end of the course. The students will have three lessons of each subject each week, totalling to nine lessons of science.

Biology

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

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

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Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is out of 100 marks. Maths skills, scientific skills and knowledge will be assessed across each paper. Students will be individually graded for each science. Questions will vary between multiple choice, structured, closed short answer, and open response.

Assessment:

Higher Tier

Grades 4 - 9

Your Future:

Doing Triple Science enhances your future because it gives you a deeper understanding of biology, chemistry, and physics and awards you three separate GCSE grades instead of two. It is often more appreciated than Combined Science by schools and colleges because it shows a stronger commitment to science and a higher level of study. This deeper knowledge can make it easier to study science at A-level and keeps more career options open, especially in fields like medicine, engineering, and technology, while also developing strong analytical and problem-solving skills.

Non EBacc Option Courses

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GCSE ART and DESIGN

Course Leader Ms R Onyenuchie

Board WJEC

Syllabus Name **Art and Design (Fine Art)**

This title is defined as that aspect of art, craft and design where work is developed primarily for aesthetic, intellectual or purely conceptual purposes rather than for purposes that have a necessarily practical function. Students undertaking the fine art title are required to demonstrate the knowledge, skills and understanding set out in the introduction to Section 2 through areas of study relevant to their chosen title. **Areas of study include: Drawing Installation Lens and light-based media Mixed media Land art Printing Painting Sculpture. Work is not limited to one area of study.**

Unit 1: Portfolio (Coursework)

This is your main coursework unit. In this unit, you will create a portfolio of artwork based around a theme or idea that you choose with your teacher. You will explore your ideas through drawing, experiments, artist research and different materials, before creating a final outcome.

You will:

- Develop core art skills such as drawing, painting, printing, mixed media and design
- Experiment with materials and take creative risks
- Learn how to use formal elements (line, tone, colour, texture, shape, form)
- Research and respond to artists, designers or craftspeople (past and present)
- Explain and reflect on your ideas using annotation and analysis
- Improve and refine your work over time

This unit helps you build confidence, creativity and strong foundations in art.

Assessment

- Assessed by your teacher
- Marks are checked externally
- Counts towards all four assessment objectives

Unit 2: Externally Set Assignment (Final Exam Project)

This is your final GCSE Art project.

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In this unit, the exam board (WJEC) gives you a choice of themes or starting points. You choose one and create a personal response to it.

You will:

- Develop ideas through preparatory work (research, experiments, sketches and planning)
- Show how your ideas link to artists and your own interests
- Work independently and manage your time carefully
- Complete a final artwork during a 10-hour supervised exam

The 10-hour exam

- Completed over a set number of lessons
- You work independently and unaided
- You cannot access your prep work once the exam starts

Assessment

- Your preparation work and final artwork are assessed together
- Assessed against all four assessment objectives

The table below shows the weighting and marks available for each assessment objective for each unit and for the qualification as a whole.

Unit	AO1 Weighting % Marks	AO2 Weighting % Marks	AO3 Weighting % Marks	AO4 Weighting % Marks
Unit 1: Portfolio 60% of GCSE 120 marks	15% 30 marks	15% 30 marks	15% 30 marks	15% 30 marks
Unit 2: Externally Set Assignment 40% of GCSE 80 marks	10% 20 marks	10% 20 marks	10% 20 marks	10% 20 marks
Total Weighting Total Marks (200)	25% 50 marks	25% 50 marks	25% 50 marks	25% 50 marks

Why Choose GCSE Art & Design?

- ✓ You enjoy being creative
- ✓ You like practical subjects
- ✓ You want to express your own ideas
- ✓ You enjoy experimenting and improving your work
- ✓ You're interested in creative careers or building creative skills

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

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GCSE DRAMA

Course Leader: Ms Pollard
Board: AQA
Syllabus Name: Drama GCSE

Course Outline: The GCSE AQA Drama specification engages and encourages students to become **confident individuals, performers and creatives** with the skills they need for a bright and successful future. This course has a clear progression into A Level study and then further study including but not limited to apprenticeships, university or conservatoire training. The course is designed to develop creativity, a skill not only a joy for life but also a skill highly sought in the professional world. This course is connected extrinsically with English Literature, and would be a great addition to any combination of subject study.

Assessment: The course is split into three components: **Written Analysis, Scripted Performance and Devised Performance.**

Written Analysis (40%):

This is examined through a **written exam at the end of Year 11.**

- Part A: Students study and identify key theatrical terminology.
- Part B: Students study the set text of **Noughts and Crosses** and explain how they would bring the work to life as an actor, director and designer.
- Part C: Students watch and then write an analytical essay on a piece of **live theatre** exploring the skills of the actor to create a specific effect on the audience and the realisation of an artistic intention of the production.
- As part of the qualification students visit and watch a range of theatre (this includes a trip to a West End theatre, prior trips include the comedy 'The Play That Goes Wrong' and thriller 'The Spy Who Came in From the Cold.')

Scripted Performance (30%):

This is examined through a **performance exam early to mid way through Year 11.**

- Students perform **two extracts** (either a monologue or duologue) from an existing script to a visiting examiner in a live examination.
- Students need to develop, create and show fully formed characters through the use of vocal skills (pitch, pace, pause, rhythm, accent and dialect) and body language (facial expressions, body language, movement and gesture).

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Devised Performance (30%):

This is examined through a **performance exam at the end of Year 10.**

- Students work in small groups and create a brand new piece of theatre.
- Students have the opportunity to create theatre which reflects their identity and interests, and the social, political and economic events happening in the world right now.
- In addition to the performance exam, students write three essays explaining their justifications for their artistic ideas.

Your Future:

Professional Connections:

TV, Film and Theatre Roles:

Actor, Casting agent, Choreographer, Community Arts Worker, Costume Lighting Designer, Dramaturg, Director, Stage Management, Set Design, Producer, and Sound Design.

Next steps:

University or conservatoire courses in performance or design, or apprenticeships in theatre sound and set.

Transferable skills:

Administration, Business, Charity Sector, Education, Event Management, Legal (oracy skills), Social Work and Art/Drama Therapy and Travel

Key Skills:

- Communication
- Creativity
- Critical Analysis
- Critical Thinking
- Historical Analysis
- Language Analysis
- Language Interpretation
- Leadership
- Oracy
- Presentation
- Problem-solving
- Spontaneity
- Teamwork
- Written Communication

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GCSE DESIGN and TECHNOLOGY

Course Leader: Ms Quinn

Board: Eduqas

Syllabus Name: Design & Technology

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

Written examination: 2 hours - 50% of the qualification

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

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

Component 2: Design and Make Task

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

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

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

Your Future:

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

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GCSE Food Preparation & Nutrition

Course Leader: Mr Kalisch-Smith

Board: AQA

Syllabus Name: Food Preparation & Nutrition

Course Outline: Component 1: Food Preparation & Nutrition

Written Examination: 1 Hour 45 Minutes, 100 Marks

50% of GCSE

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

- Food Preparation Techniques & Science
- Principals of Health & Nutrition
- Food Safety
- Food Provenance

Component 2: Food Investigation & Food Preparation Assessment

Non-Exam Assessment

50% of GCSE (15% Investigation + 35% Food Preparation Task)

- Students demonstrate their understanding of the working characteristics, functional and chemical properties of ingredients in a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. (30 Marks)
- Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. (70 Marks)

Your Future:

The course provides an ideal foundation for the completion of A-Level Food Science or Nutrition, BTEC & Vocational qualifications in Hospitality or Catering, or may lead to studying a Diploma or completing Technical Courses in Food Production or Culinary Arts. The course may also support those interest in completing an Apprenticeship in Catering and Hospitality, or studying these at A-Level. It may also be a stepping stone into careers as a Cook or Chef, Nutritionist or Dietitian, Food Technologist or a Food Safety Officer.

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BTEC Tech Award in Sport

Course Leader: Mr Janjua

Board: Edexcel

Syllabus Name: BTEC Tech Award in Sport (2022)

Course Outline:

This is a subject that will be appealing if you:

- Have a keen interest in sport, always look forward to PE lessons and want to develop your knowledge and understanding of the subject through coursework, practical assessments and one exam.
- Are keen to improve your performance in a range of sports including officiating and coaching others.
- Are keen to gain leadership skills including leading warm-ups
- Are keen to explore technology, equipment, components of fitness and barriers in sport.

During the course, you will:

- Explore barriers and types of provision to participation.
- Research equipment and technological advances in a variety of sports.
- Understand why we warm up, how to practically deliver a warmup and know how this effects our body.
- Explore components of fitness and their effect on performance
- Explore the role of the officials in sport
- Practically show you can perform skills in an isolated practice and competitive practice.

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Assessment:

Component 1 (30%):

Task	Objective	Time	Delivery Method	Assessment Method	Assessment Weighting
Task 1	Learners will use knowledge acquired to select suitable physical activities for the case study provided considering the provision available	2 hours	Theory and Practical	Written	12%
Task 2	Learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person.	1 hour	Practical	Presentation	6%
Task 3	Learners will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up video* evidence will be warmup - approx. 10 mins	2 hour	Presentation	Video and written	12%

Component 2 (30%)

Task	Objective	Time	Delivery method	Assessment method
Task 1	Understand how different components of fitness are used in different physical activities.	1 hour	Theory and practical	Written
Task 2	Video* of sports skills in a given scenario- approx. 15 mins video in isolated practices and competitive situations	1 hour	Practical	Video
Task 3	Rules, regs and roles of responsibilities of officials	1 hour	Practical	Presentation
Task 4	Demonstrating one skills-video* evidence(approx. 10 mins) and written response.	1 hour	Practical	Written and video

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Component 3: External Exam 1hr 30 mins
40% of Grade

Topics include:

- Components of fitness
- Principles of training
- Exercises intensity
- Investigating fitness testing
- Investigating different training methods
- Motivation and Goal Setting

Your Future: This course provides a strong foundation for future careers in coaching, gym instruction, personal training, and sports development. It prepares students for roles in the fitness industry, outdoor activities, or progression to Level 3 qualifications, ultimately leading to careers in physiotherapy, teaching or sports management.

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GCSE STATISTICS

Course Leader: Mr Hooper

Board: Edexcel

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

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

In the course you will learn:

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

GCSE Statistics is an excellent choice for students who:

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

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

Each paper:

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

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Functional Skills Mathematics and English

Course Leader: Ms Ioana Bulgariu (Inclusion Department)

Board: Edexcel

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

1. Functional Skills Mathematics (Year 10)
2. Functional Skills English (Year 11)

Functional Skills English and Maths provide a practical pathway for students who benefit from a more supportive and applied approach to learning. These courses focus on developing the essential literacy and numeracy skills needed for everyday life, further education, and employment. Rather than focusing heavily on theory, the programme emphasises real-world applications such as problem-solving, communication, reading for meaning, and practical maths.

This option is particularly suitable for students who may find the traditional GCSE curriculum challenging or who require additional support with their learning. Lessons are designed to build confidence, reinforce key skills, and support you to make steady progress at a pace appropriate to your needs.

You will work towards nationally recognised Functional Skills qualifications in English and Maths, with the opportunity to progress through different levels and, where appropriate, achieve a Level 2 qualification, which is widely recognised by employers and further education providers.

Assessment: The Pearson Edexcel Functional Skills English and Maths Entry 1 - Level 2 consist of:

Functional Skills Mathematics - 2 sections; Pass/Fail

- Section A: Non-calculator
- Section B: Calculator

Functional Skills English - 3 sections; Pass/Fail

- Reading
- Writing
- Speaking and Listening

Your Future: You will develop practical skills valued by employers and colleges. These qualifications support your progression into further education, apprenticeships, vocational courses, and employment. They help you build confidence in communication, problem-solving, and everyday numeracy, helping you become more independent and better prepared for adult life and work.

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ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

Course Leader: Ms Marinela Sava (Inclusion Department)

Board: Pearson Edexcel

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

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

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

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

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Who do I see/contact for more information?

Art and Design	Ms Onyenuchie
Computer Science	Mr Hughes
Design and Technology	Ms Quinn
Drama	Ms Pollard
English Language and Literature	Ms Ginesta & Mr Guglietti
ESOL	Ms Sava
Food & Nutrition	Mr Kalisch-Smith
Functional Skills Mathematics and English	Ms Bulgariu
Geography	Mr Bruce
History	Mrs Riani
Italian	Ms Serena
Mathematics	Ms Price
Physical Education	Mrs Corner
Religious Studies	Mr Azam
Science	Ms Maharaja
Spanish	Ms Ortega
Statistics	Mr Hooper