



**BLESSED  
TRINITY  
RC COLLEGE**

**YEAR 9  
OPTIONS  
2023**

**A Guide for  
Pupils and Parents**

# Overview of Key Stage 4 Options 2023

Welcome to the start of your Option Process. It is a very exciting time, as you are given more choices about the courses you want to follow in Years 10 and 11. However, with so many courses to think about and understanding the need to keep your options open with regards to your Post-16 opportunities, it can also seem a little daunting. Please remember that we are here to guide you every step of the way. So, let's start with a reminder of the key facts.

## Compulsory Key Stage 4 Courses

These are the subjects which all pupils study in Years 10 and 11.

- GCSE Religious Studies
- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science

GCSE Science leads to one of two sets of qualifications:

- Triple Science, pupils study for 3 separate GCSEs in Biology, Chemistry and Physics
- Combined Science, pupils study Biology, Chemistry and Physics but receive a combined qualification equivalent to 2 GCSEs

In recognition of the extra content and depth required on the Triple Science Award, if you wish to take this course

- you will need to apply for this as one of your optional subjects
- you will need a recommendation from your Science teacher

In addition to these GCSE subjects, all pupils continue to have core PE lessons, which are not examined.

# Optional Key Stage 4 Courses

The majority of pupils now have to choose 3 additional subjects to study. At this point we ask you to think carefully about the key stage 4 pathway which best suits you and your future plans. There are two main pathways to consider and they both require pupils to choose one or more EBacc subjects.

- **The EBacc Pathway**
- **Core Pathway**

## The EBacc Pathway

The English Baccalaureate (EBacc) is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

- English language and literature
- Maths
- The sciences
- Geography or history
- A language

If you decide that the EBacc Pathway is the best one for you then your choices will be made up of:

- Geography or history
- A language
- One other optional subject

## The Core Pathway

On the Core Pathway you must select ONE EBacc subject, that means ONE of the following:

- Computer science
- Triple science
- Geography
- History
- French
- Spanish
- Other language

If you decide the Core Pathway is the best one for you, then your options will be made up of:

- one EBacc subject
- two other optional subjects

## Why are EBacc subjects important?

The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022 and 90% by 2025. Here are some of the reasons why they think that this is important for your future.

- The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors
- Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school
- A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides pupils with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

Source: Department for Education (updated August 2019)

At Blessed Trinity, to reflect these principles of ambition and opportunity for our pupils, we promote the study of EBacc subjects at GCSE so that you keep your options open for Post-16 choices and, if you choose, are able to compete nationally for the top University places and jobs.

We shall recommend a pathway to you and offer guidance and support you to be ambitious with your choices and goals. However, we know that optional subject choices are unique for each and every pupil and so we allow you to choose which of the two pathways you will study in years 10 and 11.

### • **Invitation Pathways**

A number of pupils may be chosen to follow one of our invitation pathways. These are:

- The Future Successes Pathway
- The extra English and mathematics Pathway

If you are chosen for either of these pathways, we shall provide further details at that stage.

# Optional Subjects 2023

There are a wide range of optional subjects to choose from. These will run in response to pupil demand. Here are your choices, sorted into GCSE vocational subjects.

## GCSE

- Geography
- History
- French
- Spanish
- Computer Science
- Triple Science
- Fine Art
- Photography
- Dance
- Drama
- Music
- Sociology
- Design and Technology
- Physical Education (GCSE)

### Additional GCSE language opportunities

Whilst French and Spanish are the main languages that we offer, pupils may have other language skills that could contribute to their set of GCSEs. The MFL department promotes and embraces multiculturalism and diversity. Polish and Urdu are already offered as GCSE for EAL pupils. If you would be interested in either of these languages or have a degree of fluency in another language not currently on offer and think you might be able to take a GCSE in that language, please speak to **Mrs Mercer, Miss Wiseman or Mrs Green**

## Vocational

- Music Technology (NCFE)
- IT (Cambridge National)
- Health & Social Care (BTEC)
- Hospitality & Catering (WJEC)
- Sport and Coaching Principles (WJEC)

## GCSE and Vocational subjects

GCSE and vocational subjects carry equal weight in terms of points for progression to Post 16 and Higher Education. What is different is the style of assessment and learning involved in the course. All GCSE courses will have a minimum of 40% assessed by an external examination and many now have 100% assessment by written examination. Vocational courses generally have a lower emphasis on written examinations and are suited to those who enjoy more continual assessment such as coursework and portfolio work. However, it will vary depending on the subject you choose so do talk carefully to you teachers about what is involved.

# THINGS TO THINK ABOUT

## WHICH SUBJECTS DO YOU LIKE?

The advice from most experts is that your first option choice should be a subject you really enjoy and feel enthusiastic about studying.

## WHICH SUBJECTS ARE YOU BEST AT?

You should pick subjects that will enable you to get good grades. Higher grades will always give you a wider range of choices when you move into Post 16 Education or training. So, it is essential that you consider your full written report and your progress report when you make your choices

## WHICH SUBJECTS DO YOU NEED?

Have you any idea of a possible career? If so, you may need certain subjects as qualifications. Look into this with the support of the school careers advisor. If you are not sure about careers at this stage, then the best advice is to keep your options open. EBacc subjects, or a choice of subjects from a range of different areas, will serve you well.

## WHAT ABOUT NEW SUBJECTS?

You will find that you have already studied many of the optional subjects during your first three years at school. There are, however, a number of new subjects available to you. Start researching these now by reading the information about new courses in this booklet. It is also essential to talk to your teachers about the new courses on offer.

## WHAT SKILLS DO I NEED?

Different subjects help to develop different skills. That is why it is so important to do a mix of subjects. Employers and Colleges repeatedly ask for a wide skills base and some academic routes can require the 'English Baccalaureate', explained on the next page in more detail.

## GETTING WHAT YOU WANT

Whilst we will strive to give everyone their first **three** choices in the Option process, this may not always be possible. For this reason, the Option form will ask pupils to select **3** subjects plus 2 reserve subjects.

## WHEN DO I CHOOSE?

You will make your choices **online**. The deadline will be 22 March 2023.

The final pages of the booklet cover details about all the key stage 4 courses on offer and which teacher to contact if you want further information.

## **CORE SUBJECTS**

<b><i>SUBJECT</i></b>	<b><i>CONTACT &amp; EMAIL</i></b>
Religious Studies	Mrs R Thompson rthompson@btrcc.lancs.sch.uk
English	Mr J Hartley jhartley@btrcc.lancs.sch.uk
Mathematics	Mr P Storah pstorah@btrcc.lancs.sch.uk
Science	Mrs H Hacking hhacking@btrcc.lancs.sch.uk
Physical Education	Mr N Stubbs nstubbs@btrcc.lancs.sch.uk

# Religious Studies

## Single Award - 1 GCSE

### Subject Information

All pupils will study for the EDUQAS Religious Studies GCSE (Route B) which aims to:

- Develop pupils' knowledge and understanding of religions and non-religious beliefs.
- Explore religious teachings, practices and sources of wisdom and authority e.g. key texts
- Develop pupils' ability to put together well-informed and balanced written arguments.
- Provide opportunities for pupils to engage with important questions of belief and value, exploring the meaning and purpose of life.
- Challenge pupils to develop their own values and beliefs and help prepare them for adult life in a pluralistic society.

### Assessment

The GCSE is assessed through three written examination papers:

**Component 1:** 1 hour 30 minutes: 37.5% of qualification

**Component 2:** 1 hour 30 minutes: 37.5% of qualification

**Component 3:** 1 hour: 25% of qualification

#### **Component 1: Foundational Catholic Theology**

- **Theme 1: Origins and Meaning;** explores religious and non-religious beliefs about the origins and value of the universe and human life.
- **Theme 2: Good and Evil;** consists of philosophical questions concerning the nature of good and evil and different religious answers to the problem of evil and suffering.

#### **Component 2: Applied Catholic Theology**

- **Theme 1: Life and Death:** explores beliefs about the nature of life and death.
- **Theme 2: Sin and Forgiveness:** consists of philosophical questions concerning the nature of criminality and the rationale for punishment. Questions relating to the justifiability of capital punishment.

#### **Component 3: Study of a World Faith – Judaism**

- **Theme 5: Jewish beliefs and teachings;** beliefs about God, Covenant, the Messiah, life on earth and the afterlife
- **Theme 6: Jewish practices;** worship in the synagogue and at home, rituals, daily life and festivals.

### **Post-16 courses/Career opportunities**

AS/A/Degree Level Critical Thinking, Philosophy, Religious Studies, Ethics.  
Advertising, Army, Caring Professions, Civil Service, Education, Human Resources, Law, Journalism, Media, Medicine, Police, Psychology, Publishing, Public Services, Social Services, Teaching, Tourism.

# English Language and Literature

2 GCSEs

## **Subject Information**

All pupils will follow two syllabi covering WJEC EDUQAS English Language and AQA English Literature, leading to the award of two GCSEs.

Pupils will study a wide range of materials including both non-fiction and fiction texts. Opportunities will be provided for pupils to respond creatively, as well as in response to information and ideas. Additionally, pupils will undertake a formal speech using spoken language.

The study of Literature will involve a wide range of texts covering a Shakespearean play, prose from the 19th Century, a modern text and poetry (seen and unseen).

## **EDUQAS English Language covers:**

### **Component 1:** 20th Century Literature Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes 40% of qualification.

Section A (20%) – Reading. Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

Section B (20%) – Prose Writing. One creative writing task selected from a choice of four titles.

### **Component 2:** 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written examination: 2 hours 60% of qualification.

Section A (30%) – Reading. Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st Century, assessed through a range of structured questions.

Section B (30%) – Writing. Two compulsory transactional/persuasive writing tasks.

### **Component 3:** Spoken Language. A non-exam assessment (unweighted).

One presentation/speech, including responses to questions and feedback. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

## **Post-16 courses/Career opportunities**

English G.C.S.E Language and Literature are vital to all careers.

Higher level grades give a foundation to study AS/A Level English Language and Literature.

# Mathematics

## Single Award - 1 GCSE

### Subject Information

The Mathematics GCSE course aims to cover a broad, coherent and worthwhile course of study.

This should help to:

- develop confidence in, and a positive attitude towards mathematics.
- appreciate the importance of mathematics in their own lives and to society.
- improve their capability in the management of money.
- make informed decisions about the use of technology in mathematics and prepare for further learning opportunities and career choices.

Pupils will be given the opportunity to work independently and in groups throughout the course. Emphasis will be given to their ability to communicate ideas and decisions clearly and concisely. Pupils will learn how to apply their mathematics to solve problems which may be unfamiliar or set in real world contexts.

### **GCSE Syllabus Content**

Pupils in Years 10 and 11 follow the Edexcel Specification in Mathematics. The full course consists of 5 strands:

**Number**

**Geometry & Measures**

**Algebra**

**Statistics & Probability**

**Ratio, Proportion and Rates of change**

### **Assessment**

Our Edexcel GCSE in Mathematics (9-1) is assessed through three equally weighted written exam papers across two tiers.

**FOUNDATION tier** Grades 1-5

**HIGHER tier** Grades 4-9

### **Paper 1:**

Written paper (Non-calculator) 33.3% of total assessment - 1 hour 30 minutes paper – 80 marks

### **Paper 2:**

Written paper (Calculator) 33.3% of total assessment - 1 hour 30 minutes paper - 80 marks

### **Paper 3:**

Written paper (Calculator) 33.3% of total assessment - 1 hour 30 minutes - 80 marks

### **Post-16 courses/Career opportunities**

A Mathematics GCSE is vital for many lines of further study, including many not necessarily connected with the subject.

Higher level grades give a foundation to study AS/A Level Mathematics.

# SCIENCE

## GCSE Combined Science Trilogy – 2 GCSEs

All pupils have to complete Core Science. Pupils will have 9 lessons of Science over the 2-week timetable and will be taught on a half termly rotations. This means a different Science teacher depending upon their specialism will teach each half term pupils. Pupils can attain two GCSE's from Grade 9-1.

### **Assessment**

Our AQA GCSE's in Science (9-1) are assessed through six equally weighted written exam papers across two tiers.

**FOUNDATION tier** Grades 1-5

**HIGHER tier** Grades 4-9

### **Paper 1:**

Biology paper 1 – 16.6% of total assessment - 1 hour 15minutes – 70 marks  
Chemistry paper 1 – 16.6% of total assessment – 1 hour 15 minutes – 70 marks  
Physics paper 1 – 16.6% of total assessment – 1 hour 15 minutes – 70 marks

### **Paper 2:**

Biology paper 2 – 16.6% of total assessment - 1 hour 15minutes – 70 marks  
Chemistry paper 2 – 16.6% of total assessment – 1 hour 15 minutes – 70 marks  
Physics paper 2 – 16.6% of total assessment – 1 hour 15 minutes – 70 marks

## GCSE Triple Award – Biology, Chemistry and Physics (3 GCSE's)

Pupils may choose the Triple Science pathway as an option subject, following a recommendation by their Science teacher and are on course to achieve a Grade 6 by the end of Year 9.

They will have 15 lessons of Science over the 2-week timetable and will have 3 specialist teachers. Pupils can attain 3 GCSE's in Biology, Chemistry and Physics from Grade 9-1.

### **Assessment**

Our AQA GCSE's in Science (9-1) are assessed through six equally weighted written exam papers across two tiers.

### **Biology**

Paper 1 – 50% of total assessment – 1 hour 45 minutes – 100 marks  
Paper 2 – 50% of total assessment – 1 hour 45 minutes – 100 marks

### **Chemistry**

Paper 1 – 50% of total assessment – 1 hour 45 minutes – 100 marks  
Paper 2 – 50% of total assessment – 1 hour 45 minutes – 100 marks

### **Physics**

Paper 1 – 50% of total assessment – 1 hour 45 minutes – 100 marks  
Paper 2 – 50% of total assessment – 1 hour 45 minutes – 100 marks

### **Post-16 courses/Career opportunities**

AS/A Level – Biology, Chemistry, Physics. Environmental Science, Psychology, Geology,  
Vocational Courses – Hairdressing, Laboratory Technician, Engineering

# Physical Education KS4

Physical Education is a compulsory part of the National Curriculum throughout Key Stage 4.

Core PE is highly valued area of the Key Stage 4 Curriculum and makes a significant contribution to each pupil's health, fitness and well-being.

There is no external assessment but pupils develop key skills such as leadership and teamwork which are extremely important in future employment and higher level study.

In core PE pupils will learn about:

- The importance of leading an active and healthy lifestyle whilst gaining the confidence and independence to manage and organise their own activities.
- Skills, tactics and officiating in games, athletics, fitness and gymnastic activities.
- How to improve personal fitness.
- How to improve communication, organisational, problem solving and evaluating skills

In core PE pupils will learn by:

- Practically participating in a variety of individual and team activities.
- Increasingly becoming more independent and planning and organising competitions and tournaments.
- Taking on different roles such as officials, organisers and coaches

Core PE will provide pupils with the experience, confidence and understanding to become a life-long participant in physical activity.

It will provide pupils with the knowledge and understanding of how to access and become involved in a number of different activities.

# OPTIONAL SUBJECTS

## **SUBJECT**

## **CONTACT & EMAIL**

Computer Science	Mr C Blackburn	<a href="mailto:cblackburn@btrcc.lancs.sch.uk">cblackburn@btrcc.lancs.sch.uk</a>
Dance	Mrs R Wright	<a href="mailto:rwright@btrcc.lancs.sch.uk">rwright@btrcc.lancs.sch.uk</a>
Design & Technology	Mr A Lee	<a href="mailto:alee@btrcc.lancs.sch.uk">alee@btrcc.lancs.sch.uk</a>
Drama	Mrs R Wright	<a href="mailto:rwright@btrcc.lancs.sch.uk">rwright@btrcc.lancs.sch.uk</a>
Fine Art	Mrs K Palich	<a href="mailto:kpalich@btrcc.lancs.sch.uk">kpalich@btrcc.lancs.sch.uk</a>
French	Mrs K Mercer	<a href="mailto:kmercer@btrcc.lancs.sch.uk">kmercer@btrcc.lancs.sch.uk</a>
Geography	Mr L Griffin	<a href="mailto:lgriffin@btrcc.lancs.sch.uk">lgriffin@btrcc.lancs.sch.uk</a>
Health & Social Care	Miss R Parveen	<a href="mailto:rparveen@btrcc.lancs.sch.uk">rparveen@btrcc.lancs.sch.uk</a>
History	Mr J Harwood	<a href="mailto:jharwood@btrcc.lancs.sch.uk">jharwood@btrcc.lancs.sch.uk</a>
Hospitality & Catering	Mrs Z Mansfield	<a href="mailto:zmansfield@btrcc.lancs.sch.uk">zmansfield@btrcc.lancs.sch.uk</a>
IT	Mr C Blackburn	<a href="mailto:cblackburn@btrcc.lancs.sch.uk">cblackburn@btrcc.lancs.sch.uk</a>
Music	Mrs R Pagliuca	<a href="mailto:rpagliuca@btrcc.lancs.sch.uk">rpagliuca@btrcc.lancs.sch.uk</a>
Music Technology	Miss C Chapelhow	<a href="mailto:cchapelhow@btrcc.lancs.sch.uk">cchapelhow@btrcc.lancs.sch.uk</a>
Photography	Mrs K Palich	<a href="mailto:kpalich@btrcc.lancs.sch.uk">kpalich@btrcc.lancs.sch.uk</a>
Physical Education (GCSE)	Mr N Stubbs	<a href="mailto:nstubbs@btrcc.lancs.sch.uk">nstubbs@btrcc.lancs.sch.uk</a>
Sociology	Miss R Parveen	<a href="mailto:rparveen@btrcc.lancs.sch.uk">rparveen@btrcc.lancs.sch.uk</a>
Spanish	Miss R Wiseman	<a href="mailto:rwiseman@btrcc.lancs.sch.uk">rwiseman@btrcc.lancs.sch.uk</a>
Sport and Coaching Principles	Mr N Stubbs	<a href="mailto:nstubbs@btrcc.lancs.sch.uk">nstubbs@btrcc.lancs.sch.uk</a>

# Computer Science

Single Award - 1 GCSE

## **Subject Information**

Computers are everywhere and programming is at the heart of all computer based technology, this course offers pupils the opportunity to study how computer systems work, how networks communicate and understand what happens 'behind the scenes' with computer programming. It gives pupils the skills to be able to solve problems using a computer which many pupils find absorbing and engaging. It is an Ebacc subject and highly valued in the work place leading to many highly paid careers with skills in high demand globally.

**Topics of study include:**

### **Principles of Computer Science (50%) - Written exam**

- Topic 1: Computational thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data - understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

### **Application of Computational thinking (50%) - Computer based python programming exam**

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs

## **Assessment**

Paper 1 – written exam (50%)

Paper 2 – computer based python programming exam (50%)

## **Post-16 courses/Career opportunities**

A Level Computing - Level 3 programming courses.

It is the best option for pupils wanting to go into Engineering, Software, Games development, system analyst, system administration, network engineer, telecoms engineering, cyber security, and many more.

# Dance

## Single Award - 1 GCSE

### Subject Information

#### **Why choose GCSE Dance?**

In the course you will learn to perform, choreograph and analyse dance. As a performer, you will develop confidence and self-esteem, as well as sensitivity to others and team working skills. As a choreographer, you will use the skills of creativity and problem solving to come up with some imaginative ideas for dances. As a critic, you will be able to make informed decisions about the dances you see.

By opting for GCSE Dance, you will be taking part in a physical activity that promotes fitness and wellbeing. You will find that by studying dance you will improve your creative skills as well as physical skills - that is what makes dance unique!

#### **Course content**

1. Performance
2. Choreography
3. Dance appreciation

#### Component 1: Performance and Choreography

**Performance-** Set phrases through a solo performance (approximately one minute in duration).

Duet/trio performance (three and a half minutes in duration)

**Choreography-**Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

#### Component 2: Dance Analysis

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

#### **Assessment**

Component 1-Performance 30% Choreography 30% internally marked and externally moderated

Component 2-Written exam 1hour 30 minutes 40%

#### **Post-16 courses/Career opportunities**

AS/A Level Dance, AS/A Level Performing Arts, BTEC National Certificate/Diploma in Performing Arts, Creative and Media Diplomas

# Design and Technology

## Single Award - 1 GCSE

### Subject Information

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Our GCSE requires pupils to study a wide range of material outcomes, but then gives the opportunity to study a specialist technical principle in greater depth by choosing a material area of expertise – these include:

- Timbers and manufactured boards
- Metal
- Plastics
- Paper and card
- Concrete
- Textiles

These material areas can cover a broad range of design topics such as:

- Product designing in any material area to fulfil a contextual design challenge
- Mini projects on jewellery making
- Mini projects on casting and moulding in concrete.
- Mini projects with regards to producing garments, embellishing garments and producing fabric.
- Use of CAD/CAM equipment such as laser cutters and 3D printers.

### **What's assessed?**

#### **Non Exam Assessment (NEA) = 50% of GCSE**

Pupils will be given a contextual design challenge in which they must develop their own design brief and context. Pupils must then apply their material knowledge and designing and making skills to develop and test a fully functional prototype that fulfils their design problem. This will require pupils to conduct independent research, develop, design, manufacture and test their product with confidence. The time allowed for NEA is 30-35 hours.

#### **External Exam assessment = 50% of GCSE**

Written exam: 2 hours

#### **Section A – Core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

#### **Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

#### **Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions.

### **Post-16 courses/Career opportunities**

Pupils can complete A Levels, BTECs and foundation courses in all specialist areas of Design and Technology. Career options include: fashion, engineering, design, architecture, construction, interior design, project development, advertising, creative arts, project managing.

# Drama

## Single Award - 1 GCSE

### Subject Information

Drama GCSE is for those pupils who want to study a subject that is both practical and creative. Candidates must be committed, enthusiastic and enjoy working as part of a team, as Drama involves a lot of group work. Pupils will have many opportunities to develop their confidence and presentation skills and will experience live theatre as part of this programme. The programme will develop acting techniques, whilst learning about aspects of technical theatre.

### **Course content**

#### Component 1: Understanding drama

Knowledge and understanding of drama and theatre  
Study of one set play from a choice of six  
Analysis and evaluation of the work of live theatre makers

#### Component 2: Devising drama (practical)

Process of creating devised drama  
Performance of devised drama (pupils may contribute as performer or designer)  
Analysis and evaluation of own work

#### Component 3: Texts in practice (practical)

Performance of two extracts from one play (pupils may contribute as performer or designer)

### **Assessment**

**Component 1:** Understanding drama- Written exam: 1 hour and 45 minutes 40% of GCSE

**Component 2:** Devising drama (practical)- Devising log (60 marks), Devised performance (20 marks) 40% of GCSE. This component is marked by teachers and moderated by AQA.

**Component 3:** Texts in practice (practical)- Performance of Extract 1 (25 marks) and Extract 2 (25 marks) 20% of GCSE. This component is marked by AQA.

### **Post-16 courses/Career opportunities**

AS/A Level in Drama and Theatre Studies, BTEC National Cert/Diploma in Performing Arts. Careers in the theatre, jobs e.g. retail, travel and tourism, sales/marketing.

# Fine Art

## Single Award - 1 GCSE

### Subject Information

The course will include a range of areas and approaches in Painting and Drawing. For example; oil pastel, chalk, ink, charcoal and modroc. It is important that the pupil enjoys experimenting and is keen to use a wide range of media.

Pupils will study the work of artists and designers from various periods and cultures and will demonstrate how their work has been influenced or inspired by such studies. The pupils will write about artists including their thoughts and feelings about the art work. In addition, they will analyse and evaluate their projects.

Observational drawing is of paramount importance as it is the building block of all project work. Pupils should be prepared to spend long periods of time working on detailed observational drawings. In addition, the pupils will research topics and themes in order to plan and develop projects.

They are expected to work independently and they should aim to produce original and personal outcomes.

Homework allows for the practice of skills and development of original ideas. This should be an enjoyable part of the course. A minimum of two hours Art homework per week is essential in order to complete all course work and gain access to the higher grades.

### **Why study Art and Design?**

Art and Design enables the pupils to:

- use their imagination and express their feelings and ideas in a dynamic manner
- explore artistic styles using a wide range of media
- develop observational drawing skills
- develop personal projects
- learn about artists and to be inspired by them
- lay the foundations for a career in Art and Design

### **Assessment**

The scheme of assessment will comprise of:

- |   |     |
|---|-----|
| • Component 1 - Portfolio of work<br>(coursework)                                   | 60% |
| • Component 2 - Externally set assignment<br>(preparatory work and a 10-hour piece) | 40% |

### **Post-16 courses/Career opportunities**

AS/A Level and equivalent courses are available which can lead to Degrees in Fine Art, Art and Design, The History of Art, Architecture etc. Employment opportunities are varied.

# French

## Single Award - 1 GCSE

### Subject Information

All language courses require a disciplined approach and consistent hard work if success is to be achieved. A willingness to participate in oral work and a good memory are very important. GCSE French assesses four main skills: Listening, Speaking, Reading and Writing. The emphasis is on developing communication skills and understanding other cultures.

### **What sort of activities will I be doing in class?**

Lessons will be similar to those in Years 7, 8 and 9 with listening, speaking, reading and writing tasks, pair work or group work. The work will be divided into topic areas - Identity and Culture, Local, National, International and Global Areas of Interest, Current and Future Study and Employment.

### **What will the final examination be like?**

There are final examinations in each of the skills, weighted as follows:

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

For the **Speaking Exam**, there will be a final speaking exam involving role play and general conversation. The test will last up to 12 minutes.

For the **Writing Exam**, there will be a final written exam lasting up to 1 hour 15 minutes. You will be required to communicate effectively in writing for a variety of purposes

For the **Listening Test**, you will complete a final exam paper lasting up to 45 minutes. You will be required to understand and respond to different types of spoken language

For the **Reading Test**, you will complete a final exam paper lasting up to 60 minutes. You will be required to respond in French and English, to different types of written language.

### Look to the future!

Studying Languages enables you to enjoy the advantages of gaining qualifications in subjects respected by all educational institutions, and also to become proficient in a very practical skill. Having a qualification in a foreign language (or even two!) is very impressive when filling in application forms.

A GCSE Language is an essential component of the English Baccalaureate. Languages are becoming more and more important and not just in careers such as teaching or translating. They can be used in many different jobs such as work in Travel & Tourism, Journalism, Football, Police, Hairdressing, Law, Medicine, Sales and so on. The list is endless. And what's more - research has discovered that employees who can speak another language at work earn between 8 –10% more than their colleagues. Research has also found that people who can speak a foreign language use more of their brain than those who don't!

To find out more about how languages can work for you, talk to your French teacher or visit:

[Why study languages? - Association for Language Learning \(all-languages.org.uk\)](http://www.all-languages.org.uk)

### Assessment

GCSE (AQA) See above

### Post-16 courses/Career opportunities

A GCSE in MFL is an advantage when applying for numerous degree courses including: Law, Medicine, Engineering, Politics and of course European Studies. It is also an essential qualification for the English Baccalaureate.

# Geography

## Single Award - 1 GCSE

### Subject Information

Geography is a popular and relevant subject which studies the physical environment in which we live and the varied human interactions with this environment. The subject focuses on contemporary issues within both the natural and human world, and how these issues can relate to one another.

The course delivers a sound understanding to the pupils of geographical themes, issues and skills. Case studies and examples are studied throughout the course at a variety of scales and in differing environments in order to make the themes studied more meaningful and relevant, as well as building pupil's knowledge of the wider world.

### What you will study (AQA Specification):

#### **Unit 1 Living with the physical environment**

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

#### **Unit 2 Challenges in the human environment**

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

#### **Unit 3 Geographical applications**

Section A: Issue evaluation

Section B: Fieldwork

#### **Geographical skills**

3.4 Geographical skills

### Assessment

Three written exams:

1.30 minutes Unit 1

1.30 minutes Unit 2

1.15 minutes Unit 3

### Post-16 courses/Career opportunities

AS/A2 Level Geography, vocational/pre-vocation (i.e. Travel and Tourism) at post 16+, leading to higher education.

Careers in teaching, climatology, travel agent, town planning, research opportunities, the Environment Agency, and many, many more.

# Health & Social Care

## BTEC Level 2 Tech Award in Health and Social Care

BTEC Tech award in health and Social Care is a brand new level 2 qualification we have started teaching. The award gives pupils to develop sector specific knowledge and skills in a practical learning environment. The knowledge and skills gained are relevant and transferable to many sectors and not just a health and social care setting.

You will study

Human Lifespan Development

- **explore** how individuals develop physically, emotionally, socially and intellectually over time
- **investigate** how various factors, events and choices impact individuals' growth and development
- **discover** how people adapt to life events and cope with making changes.

Services and Values

- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need.

Health and Wellbeing

earn what 'being healthy' means to different people

- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess an individual's health using what they've learned
- create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

Assessment

Human Lifespan Development

- Internally assessed assignments
- 30% of the total course

Health and Social Care Services and Values

- Internally assessed assignments
- 30% of the total course

Health and Wellbeing

- Externally assessed task
- 40% of the total course

### **Post 16 courses/Career opportunities**

A Levels as preparation for entry into higher education in a range of subjects- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care

# History

## Single Award - 1 GCSE

### Subject Information

#### Why study History?

History is a popular GCSE option at Blessed Trinity and now more than ever we believe in the importance of learning from the past. Our specification enables our year 10 and year 11 pupils to study different aspects of the past so that they can engage with key issues such as conflict, understanding what drives change and how the past influences the present. Our topics are exciting and relevant to today's world, helping pupils to gain new insights into the world around them. A History GCSE will equip pupils with essential skills and prepare them for further study, including critical thinking skills, analysing sources and evidence, evaluation, and forming conclusions.

#### What do we study and how is it assessed?

Pupils will sit two exam papers at the end of the course. Paper One is about understanding the modern world, while Paper Two is about shaping Britain as a nation. Study for Paper One Begins in Year 10 with a wider world depth study which looks at Conflict and Tension building towards and including the First World War. Secondly a period study in year 10 looks at democracy and dictatorship in Germany from 1890-1945. In Year 11 we conduct a thematic study which explores Health and The People from c.1000 to the modern day, before finishing with a British depth study of Elizabethan England, 1568-1603. Each of the exam papers is two hours long, and with only 10 questions on each, the exams place a heavy emphasis on being able to construct extended paragraphs and short essays using the skills and knowledge that have been gained throughout the two years of study.

#### What are your career and further study options?

Many industry leaders and leading political figures have studied history. The analytical skills of a historian are ideal preparation for a number of careers including business, law, accountancy, management, economics, politics, journalism, and many more. Universities and Colleges highly respect History as an academic subject and emphasise its value in their prospectuses.

#### What do we expect from you?

History pupils need to be committed to success and excited by the pursuit of knowledge. Pupils must be willing to be independent learners and engage in the processes of reflecting, self-reviewing, evaluating, and adjusting to different learning strategies throughout the course. Many questions in history don't have a single, simple answer, so it is key that pupils are able to explain their thinking clearly and support it with knowledge that they have gained during the course.

#### Assessment

Paper 1: 2 hour containing a depth study (40 marks) and a period study (40 marks). This equates to **50%** of the GCSE

Paper 2: 2 hour containing a thematic (broad look at a long period) study (40 marks) and a British depth study (40 marks.) This equates to **50%** of the GCSE.

#### Post-16 courses/Career opportunities

AS/A Level History leading to a BA Degree. Careers in law, journalism, the civil service, teaching, the armed forces, banking and many more

# Hospitality & Catering

## **WJEC (Eduqas) Level 1 / Level 2 Hospitality and Catering Course Outline**

### **What you will learn**

The course has been designed to develop knowledge and understanding related to a range of topics including hygiene and safety, roles and responsibility of the EHO, food laws and regulations and food allergies and intolerances. You will also learn about the job roles in the hospitality and catering industry as well as the structure of the front and back of house in catering establishments.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

The course is split into two sections

### **Unit 1: The Hospitality and Catering Industry (40% of overall grade)**

External Exam

Duration: 90 minutes

Number of marks: 90

### **Unit 2: Hospitality and Catering in Action (60% of overall grade)**

Internal Controlled Assessment totalling 9 hours and production of a portfolio of work

### **How you will be graded?**

L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction\*

### **Post-16 courses/Career opportunities**

Successful completion of this qualification could lead to a number of possibilities. There are many local colleges that provide advanced qualifications in food, catering and hospitality e.g. apprenticeships and Level 1 to 3 courses.

You could progress into careers like a chef, dietetics, health and social care, food technologist, nursing, food production and manufacture, nutritionist, hospitality, food product development and child care.

# IT

## Cambridge Nationals Level 1/2

This course will encourage pupils to:

- understand and apply the fundamental principles and concepts of IT
- understand, apply and use IT appropriately and effectively for the purpose and audience
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that are relevant to the IT sector and more widely
- plan, design, create, test and evaluate/review IT solutions and products
- understand the impacts of digital technologies on the individual, organisation and wider society.

### COURSE UNITS

**IT in the digital world** - Pupils will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Pupils will understand the uses of Internet of everything, cyber-security, IT system legislations and the different types of digital communication

**Data manipulation using spreadsheets** - Pupils will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. Pupils will be able to evaluate their solution based on the user requirements.

**Using augmented reality to present information** - Pupils will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Pupils will also be able to test and review their AR model prototype.

### Assessment

Unit	Weighting	
IT in the digital world	40%	Written paper
Data manipulation using spreadsheets	30%	Coursework tasks
Using augmented reality to present information	30%	Coursework tasks

#### **Post-16 course/Career opportunities**

The IT industry is vast and provides work for a wide range of people across sectors, from those working as freelance IT consultants, right through to those in large or specialist IT teams in multinational companies. Job roles frequently overlap across multiple sectors as there are common aspects to inputs, processing and outputs of IT systems which can be used in many ways, from supporting the planning, designing and implementation of services or products to enhancing our daily lives in the digital world.



# Music Technology

## NCFE Level 1/2 Technical Award in Music Technology

### Subject Information

Music Technology is an exciting course which allows pupils to explore music and the technology industry. Pupils thrive during this course, as they create their own music using the Mac computers, record in the recording studio, learn how to mix, produce, and create sounds and many more. There is no required performance aspect to the course, but the skills and knowledge learnt in 7-9 will significantly help you.

### Course Content and Assessment

There are **5 content areas** to the course, which is divided and learnt in the first year of the course.

**Content area 1:** Introduction to Music Technology and the music business.

This content area will be visited throughout the first year and you will gain an introduction to music technology and the music business. You will look at roles and responsibilities, the development of music technology, the music business, marketing, promotion and selling and distributing music.

**Content area 2:** The Digital Audio Workstation (DAW).

Pupils will be taught how to use music technology software, looking at both hardware components and software functions and creating audio using a DAW. Pupils will be taught how to edit, create, and mix using the Mac suits.

**Content area 3:** Musical elements, musical style and music technology.

Pupils will be taught the musical elements, including form, structure, melody, harmony, rhythm and instrumentation in a practical and engaging way. Pupils will engage in several musical styles and technologies.

**Content area 4:** Sound creation

Sound creation is a fantastic module which engage learners using many forms of media, from video games, to films and their underscores. Pupils look at sound effects, how they're created in media, and will chose their own moving image to add exciting and fun sound effects too. Pupils record, manipulate and create their own effects, and learn how to arrange and export them on the audio work station.

**Content area 5:** Multitrack recording

Pupils will look at how to record several different instruments at the same time using the appropriate equipment; PA systems, microphones, mixing desks, XLR leads. Pupils learn how to use a recording studio, and will record sessions, musicians in the school and create podcasts where more than 1 microphone is being used.

The course is assessed with a final exam of knowledge acquired and pupils will take part in a synoptic assessment, where they are given a Music Industry brief to respond to exhibiting their accumulated knowledge of the 5 content areas. This will take place over a half term.

Unit	Weighting	
Synoptic assessment (Music Industry Brief)	60%	Coursework
Music Technology Paper	40%	Written exam

### **Post-16 course/Career opportunities**

A Level and Vocational Level 3 courses are available in Music, Music Technology, Performing Arts and Popular Music, developing the skills to progress straight into the music industry, alternatively, learners can progress to higher education courses such as degrees in music, music technology, and music business. Employment opportunities are extensive to areas such as producer, composer, entrepreneur or industry professional. Employment opportunities in the music industry are centred on self-employment or small-team operations as well as contracted employment with large companies and organisations.

# Photography

## **Subject Information**

The course will include a range of areas and approaches in Photography. For example; portraiture, location photography, studio photography, experimental imagery, documentary photography, photo-journalism and fashion photography.

Throughout the course, pupils will learn about a variety of photographic media, techniques and processes. They will also use computers for Photoshop and Digital Media, utilising these techniques and equipment, to make brilliant images. Sketchpads and workbooks will demonstrate all practical learning, ideas development and critical analysis.

Pupils will study the work of artists and photographers from various periods and cultures and will demonstrate how their work has been influenced or inspired by such studies. The pupils will annotate their work and ideas by adding their thoughts and feelings about their photographs. In addition, they will analyse and evaluate their projects.

Pupils will be using a SLR digital camera to ensure they have the best quality photographs. Although there is no formal requirement to have studied Photography before embarking on a GCSE course, it helps to have an interest in the subject. (Pupils will not be required to purchase their own camera).

Homework allows for the practice of skills and development of original ideas. This should be an enjoyable part of the course. A minimum of two hours Art homework per week is essential in order to complete all course work and gain access to the higher grades.

## **Why study Photography?**

Photography jobs are as vast as the medium is visible in the world. This course will make pupils great creative thinkers and they will be able to construct photographic images so that they contain high visual appeal. In this way they will be able to carve out their desired career in photography.

It enables the pupils:

- To use their imagination and express their feelings and ideas in a dynamic manner.
- To be able to develop personal projects.
- To learn about photographers and designers and to be inspired by them.

## **Assessment**

The scheme of assessment will comprise of:

- |  |     |
|--|-----|
| a) Component 1 - Portfolio of work (course work)                                     | 60% |
| b) Component 2 - Externally set assignment<br>(preparatory work and a 10 hour piece) | 40% |

# Physical Education

## Single Award - 1 GCSE - Edexcel Board

### Subject Information

This GCSE in Physical Education will equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Pupils will also gain understanding of how physical activities benefit health, fitness and wellbeing.

Pupils selecting this subject need to be performing to a good level in at least two practical activities, be committed to attending extra-curricular activities and the ability to learn and apply theoretical concepts.

GCSE Physical Education consists of two externally-examined papers (60%) and two non-examined assessment components. (40%).

#### **Component 1: Fitness and Body Systems** - Written examination - Paper 1

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical Training

Topic 4: Use of data

#### **Component 2: Health and Performance** - Written examination - Paper 2

Topic 1: Health, fitness and well being

Topic 2: Sport psychology

Topic 3: Socio - cultural influences

Topic 4: Use of data

#### **Component 3: Practical Performance** – internally marked and externally moderated

**Three** physical activities from a set list

One must be a **team** activity

One must be an **individual** activity

#### **Component 4: Personal Exercise Programme** - internally marked and externally moderated

Aim and planning analysis

Carrying out and monitoring the PEP

Evaluation of the PEP

### Assessment

Two written examinations – 60% of GCSE Full Course.

Multiple choice, short answer questions and extended writing questions.

Paper 1 - Fitness and Body Systems - 1 hour and 30 minutes

Paper 2 - Health and Performance - 1 hour and 15 minutes

Two non-examined assessments - 40% of GCSE Full Course

### Post-16 courses/Career opportunities

AS/A Level Sports Studies; BTEC Nationals; Diplomas in Sport and Recreation

Careers in the Armed Services, Police, PE Teaching, Sports Journalism, Coaching, the Leisure Industry.

# Sociology

## Single Award - 1 GCSE

### **Subject Information**

#### **What is GCSE Sociology?**

##### **Have you ever wondered:**

- Why some people commit crimes?
- Why girls do better than boys in education?
- What effect violence on TV has on us?
- Where all those statistics on the news come from?

If so, then Sociology is the subject for you. Put simply, Sociology tries to understand society and our place in it. We are all brought up in some kind of family, all go through education, and are all influenced by the society around us.

### **Subject Content**

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

### **Assessment**

Pupils sit two exams at the end of Year 11:

#### **Unit 1 exam**

The sociology of families

The sociology of education

Relevant areas of social theory and methodology

#### **Unit 2 exam**

The sociology of Crime and Deviance

The sociology of Stratification

Relevant areas of social theory and methodology

Both exams last 1 hour and 45 minutes and all pupils will sit the same exam.

### **Post-16 courses/Career opportunities**

Sociology is widely acknowledged as an academic subject and will be an asset for many professional or career choices, including entry into Higher Education.

# Spanish

## Single Award - 1 GCSE

### Subject Information

All language courses require a disciplined approach and consistent hard work if success is to be achieved. A willingness to participate in oral work and a good memory are very important. GCSE Spanish contains four main skills: Listening, Speaking, Reading and Writing. The emphasis is on developing communication skills and understanding other cultures.

### **What sort of activities will I be doing in class?**

Lessons will be similar to those in Years 7, 8 and 9 with listening, speaking, reading and writing tasks, pair work or group work. The work will be divided into topic areas— Identity and Culture, Local, National, International and Global Areas of Interest, Current and Future Study and Employment.

### **What will the final examination be like?**

There are final examinations in each of the skills, weighted as follows:

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

For the **Speaking Exam**, there will be a final speaking exam involving role play and general conversation. The test will last up to 12 minutes.

For the **Writing Exam**, there will be a final written exam lasting up to 1 hour 15 minutes. You will be required to communicate effectively in writing for a variety of purposes

For the **Listening Test**, you will complete a final exam paper lasting up to 45 minutes. You will be required to understand and respond to different types of spoken language

For the **Reading Test**, you will complete a final exam paper lasting up to 60 minutes. You will be required to respond in Spanish and English, to different types of written language.

### **Look to the future!**

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### **Assessment**

GCSE (AQA) See above

### **Post-16 courses/Career opportunities**

A GCSE in MFL is an advantage when applying for numerous degree courses including: Law, Medicine, Engineering, Politics and of course European Studies. It is also an essential qualification for the English Baccalaureate.

# Sport and Coaching Principles

## WJEC L1/L2 Vocational Award

This qualification is for learners aged 14 - 16 who wish to develop knowledge, understanding and experience of a practical application of skills in sport and coaching.

### What you will learn

This course is designed to provide insight into the sports performance and coaching sectors. The qualification includes the aspects of sports performance and methods for improvement, identifying fitness for health and performance and the science of sports coaching. Learners will develop knowledge and understanding in how to analyse performance, create an action plan and evaluate improvements across all three units, providing a clear grounding in the sectors for those learners that may choose to enter into related jobs or further education and training.

The course consists of 3 units

WJEC Level 1 / 2 Vocational Award in Sport and Coaching Principles				
Unit Number	Unit Title	Assessment	Mandatory/Optional	GLH
1	Fitness for Sport	External	Mandatory	48
2	Improving Sporting Performance	Internal	Mandatory	30
3	Coaching Principles	Internal	Mandatory	42

**Unit 1 Fitness for Sport** enables learners to gain knowledge and understanding of how to plan a fitness training programme in order to meet the needs of individuals. This unit also includes how to assess components of fitness through testing, understand how to improve the components of fitness using different methods of training and apply the principles of training.

**Unit 2 Improving Sporting Performance** is based around the individual and is focused on performance analysis, self-assessment, and the creation of an action plan and then the evaluation of any impact on performance.

**Unit 3 Coaching Principles** is designed to equip the learner with the necessary skills to enter the sector of sports coaching. The learner will develop the science behind sports coaching; styles and types of coaching, roles and responsibilities of the coach. The learners will plan, deliver and evaluate a coaching session, specific for a sporting activity and group.

### **Assessment**

The WJEC Level 1/2 Vocational Award in Sport and Coaching Principles qualification is assessed through a combination of one written examination, set and marked by WJEC and two centre-marked assignments, moderated by WJEC.

### **Post-16 courses/Career opportunities**

BTEC Nationals/Diplomas in Sport and Recreation, Careers in the Armed Services, Police, PE Teaching, Sports Coaching, the Leisure Industry.



Love God  
Serve others  
Work hard  
Value all