

TRINITY
CHURCH OF ENGLAND
HIGH SCHOOL



2025

**Curriculum Booklet for
Students and Parents**

**– YEAR 10/11 COURSES –
Commencing September 2025**

CONTENTS

Introduction		3
The English Baccalaureate		4
The Key Stage 4 Curriculum		5
Learning Support and Foundation Learning Pathway		7
Preparing for the World of Work		8
Physical Education (Core PE)		9
Where to find more information		10
Core Subjects:	English Language	11
	English Literature	12
	Mathematics	13
	Religious Studies	14
	GCSE Science	15
Option Subjects:	GCSE Art & Design	18
	GCSE Business Studies	19
	GCSE Computer Science	20
	BTEC L2 Tech Award: Creative Media Production	21
	Cambridge National - Engineering Programmable Systems	22
	GCSE Food Preparation and Nutrition	23
	GCSE French	24
	GCSE Geography	25
	BTEC Health and Social Care	26
	GCSE History	27
	GCSE Music	28
	BTEC Level 2 Tech Award: Music Practice	29
	Drama : BTEC L2 Tech Award in Performing Arts (Acting)	30
GCSE PE/BTEC Sport	31	
GCSE Spanish	33	
Guidance Notes		34
Key Dates		36

INTRODUCTION

Year 9 students have some important choices to make in preparation for Years 10 and 11 at Trinity. All students study for nine GCSEs or a mixture of GCSEs and vocational qualifications.

The core curriculum which all students follow is made up of the following GCSE subjects: English Language, English Literature, Mathematics, Religious Education and two GCSEs that cover Biology, Chemistry and Physics.

Students must then select three other subjects they wish to study. Once all selections have been made the school will conduct an assessment of all the choices. At this stage we reserve the right to restrict the combinations of subjects dependent on the viability of subjects, our staffing and other constraints. For this reason pupils are asked to select at least one reserve choice.

All core and option courses, with the exception of Core PE lead to qualifications recognised by the Department for Education and provide pathways to Key Stage 5 courses at Trinity Sixth Form and more widely.

There are two main types of course to choose in the options:

1. **GCSE** – General Certificate of Secondary Education. These are available in the ‘traditional’ subjects. GCSEs are graded on a 1-9 scale, with 9 being the highest grade. Grades 1-3 will enable students to move on to Level 1 and 2 courses at colleges. Grades 4 and above will enable students to move on to Level 3 courses (Level 3 BTECs or other vocational courses), whilst grade 6 and above will enable students to move on to A Level courses.

GCSE subjects are examined at the end of the two year course.

2. **Vocational courses.** These are broad, high quality Level 1 and Level 2 qualifications that equip students with applied knowledge and associated practical skills not usually acquired through general education. The government encourages students to take up to three vocational courses alongside a minimum of five academic GCSEs. These courses have traditionally been very successful at Trinity, engaging students and offering routes to Sixth Form and University. These are the BTEC and Cambridge National subjects.

THE ENGLISH BACCALAUREATE (EBacc)

What is it?

It is a general term for students who study:

GCSE English

GCSE Maths

At least 2 GCSEs in Science

GCSE Geography or GCSE History

GCSE French or GCSE Spanish

Why is the Government promoting the EBacc?

It believes that a rich academic curriculum should be the foundation of a secondary school education and that these subjects help keep students' options open for a broad range of post-16 courses.

Why should a student study the full EBacc curriculum?

Passing the EBacc in its simplest form means that a young person aged 16 would be fully literate and numerate. They would have an understanding of the history and/or geography of the world that they inhabit and its workings as revealed by the findings of science. Additionally, they would have a grasp of a language other than their own.

Do Trinity Students have to take options that lead to the EBacc?

No.

Students must take one of the EBacc option subjects (Geography, History, French or Spanish) but do not have to study a complete EBacc curriculum. All students have access to all the EBacc subjects through the options process.

THE KEY STAGE 4 CURRICULUM

1. **Core Subjects** (taken by all students)

- English
- Mathematics
- Combined Science (Biology, Chemistry and Physics)
- Religious Education
- Core PE

2. **Optional Subjects** (most students study three of these)

- Art
- Business Studies
- Computer Science
- Creative Media Production (BTEC)
- Engineering (Cambridge National)
- French
- Food Preparation and Nutrition
- Geography
- Health and Social Care (BTEC)
- History
- Music
- Music Practice (BTEC)
- PE (GCSE) & Sport (BTEC)
- Performing Arts (Acting) (BTEC)
- Spanish

3. **Other Activities for all Students**

- Careers Education, including Work Experience
- Extra-curricular activities during and outside the school day
- At KS4, pupils will continue to study PSHCE (Personal, Social, Health, Citizenship Education.) Pupils will be taught about Relationship and Sex Education in PSHE and it also features in religious education (RE) and science. All of the above is in line with statutory guidance and the National Curriculum.

Please note the following:

Parents cannot withdraw their child from Health Education or the Relationships Education element of RSE because it is important that all students receive this content, covering topics such as friendships and how to stay safe.

If a parent does not want their child to take part in some or all of the Sex Education lessons delivered at Trinity, then they can ask for their child to be withdrawn. Parents wishing to withdraw their child would need to write to the Headteacher.

For any further information, please refer to our Relationship and Sex Education Policy.

4. Triple Science

Most young people study for 2 science GCSEs at Key Stage 4. This is the normal approach and young people can achieve the full range of GCSE grades in this manner.

Trinity is committed to science A Levels being open to any student who has 2 science GCSEs and GCSE Maths at grade 6 (or better). Students studying Combined Science are therefore able to study A Level Sciences so long as they attain a grade 6-6 or better.

Triple science is not appropriate for all students. The opportunity to study Triple Science will be offered to those students who have marked it as a choice on the Options Form and demonstrated the academic ability to undertake 10 GCSEs, this is determined by;

- Average Points Score on Big Test 1
- An aptitude for science shown from
 - Big Test Science
- An aptitude for mathematics shown from
 - Big Test Mathematics

Offers will be made after the Easter holiday.

Please Note:

Triple science will be taught in Core PE time, therefore students will have no PE lessons during their normal school day. Students must commit to undertaking 2 hours of physical activity a week. A range of exciting opportunities to fulfill this requirement exist from GCSE PE or BTEC Sport, membership of a school or external sports team or squad, the physical activity element of the Duke of Edinburgh Award scheme, or through after school activities that will be arranged by the Trinity Sports Centre including gym sessions.

LEARNING SUPPORT

The focus of all learning support is on identifying and meeting the needs of all individuals and not on labelling students. We are committed to creating a learning environment where all students are valued and where all can experience a broad curriculum and attain their full potential.

Learning support is organised across the whole school and involves all subjects. We provide specialist staff, rooms and resources, including a fully functional life skills room and dedicated ICT facilities. We are concerned with the whole learning environment and give support to students in a variety of ways. This may be through team teaching and in-class support, production and modification of materials or through individual or small group tutorials. We also have strong links with external agencies.

We have a team of teaching assistants who are based within year groups. This enables them to support and track student progress effectively. We are able to draw on the expertise of specialists from within the authority where appropriate, for example the speech and language team.

We have regard for the Code of Practice (2014) on the Identification and assessment of Special Educational Needs. It requires that schools and other professionals should deal with students' needs in a systematic way, matching the level of help to the needs of the child by assessing the need, planning support and intervention, delivering this support and reviewing its impact. For this to happen we need to work very closely with parents as partners and involve students in making decisions.

FOUNDATION LEARNING PATHWAY

Certain students will be recommended to choose this pathway, as it will enable them to move into further education and develop independence.

The course will include vocational, personal and social development, as well as functional skills in English, Maths and IT.

For more information about Learning Support and the Foundation Learning Pathway, please contact Mrs Brooks or Ms Peace

PREPARING FOR THE WORLD OF WORK

CAREERS EDUCATION AT TRINITY

Careers education and work related learning consists of a planned programme that permeates the curriculum to develop skills, knowledge and attitudes related to choices and transition to continuing education, training and employment. It offers a systematic and personalised approach to help students make choices through impartial, well informed advice and learn about work. Careers education and guidance aims to prepare young people for adult and working life and contributes to the development of the whole person. Students should be able to develop knowledge of themselves and the opportunities open to them. Impartial advice and guidance is provided from our careers advisor to support students with the transition into further education.

WORK EXPERIENCE

All students, at the end of Year 10, have a one-week work experience placement. This is intended to be a general introduction to the world of work, not training for a future career.

MOCK INTERVIEWS

During Year 11 all students will have a mock interview with a real employer. This is a realistic and valuable experience. It is a good preparation for future employment.

**For more information about Careers & Work Experience,
please see Mr Cann**

CORE PE

Course Content

Everyone takes this course. Students must bring sports kit and participate fully in every lesson. All students choose options from within the following two pathways:

INVASION PATHWAY

Football
Basketball
Hockey
Badminton
Tag Rugby
Netball
Fitness
Cricket
Softball
Athletics
Leadership
Rounders
Swimming

INDIVIDUAL PATHWAY

Badminton
Tennis
Table Tennis
Trampolining
Fitness
Aquafit / Swimming
Boxercise
Leadership
Aerobics
Athletics
Rounders
Softball
Cricket

All students will also follow a block of work on Leadership and as a result will lead a Primary Sports Festival with our primary school partners. Some may also be entered for a Junior Sports Leadership Award (JSLA).

Assessment

Achievement will be monitored through a combination of teacher and student assessment and each student's achievements in their activities will be recorded through end of year Record of Achievement certification, according to National Curriculum End of Key Stage Statements.

Special Note

This should not be confused with **GCSE PE** or **BTEC Sport**, which are optional subjects.

Students who study Triple Science must engage in 2 hours of physical activity instead of Core PE.

For more information about PE, please see Mrs Barrett

WHERE TO FIND MORE INFORMATION

	SUBJECT	PERSON TO SPEAK TO	PAGE
CORE	English Language & Literature	Mr Stoker	11
	Mathematics	Mr Scott	13
	Religious Studies	Miss Bansal	14
	Biology, Chemistry & Physics	Miss Holt	15
OPTIONS	Art & Design	Ms Hutchinson	18
	Business Studies	Mr Murray	19
	Computer Science	Mr Appleton	20
	Creative Media Production	Mr Appleton	21
	Engineering	Mr Halliday	22
	Food Preparation and Nutrition	Mrs Uzoigwe	23
	French	Ms Cartagena	24
	Geography	Mr Stockley	25
	Health & Social Care	Mrs Galway	26
	History	Mrs Wright	27
	Music	Mr Cater	28
	Music Practice BTEC	Mrs Madden	29
	Performing Arts (Acting)	Mr Cowie	30
	PE (GCSE) & Sport (BTEC)	Mrs Barrett	31
	Spanish	Ms Cartagena	33

CORE SUBJECTS

GCSE English Language

Exam Board: AQA

Course Content and Assessment

Pupils must provide assessments in the following 3 areas:

1. Exploration in Creative Reading and Writing

This is assessed in Paper 1 of the exam (1hr 45 mins)

It is worth 50% of the GCSE

Section A – Reading

Section B – Writing

2. Writers' Viewpoints and Perspectives

This is assessed in Paper 2 of the exam (1hr 45 mins)

It is worth 50% of the GCSE

Section A – Non-fiction Reading

Section B – Non-fiction Writing

3. Spoken Language – Non-Exam Assessment

This is assessed by the teacher and takes place during the length of the course. Students will be awarded a separate grade for Spoken Language. The mark they receive does not contribute to their English Language grade.

Students will be awarded a GCSE grade from 9-1 in this subject.

**For more information about English courses,
please see Mr Stoker**

All students will be entered for English Literature, giving them the opportunity to gain a second GCSE in English.

Course Content & Assessment

The course consists of 2 examinations:

Paper 1: Shakespeare and the 19th Century Novel (1hr 45 mins)

Section A: Shakespeare

Section B: The 19th Century Novel

Paper 2: Modern Texts and Poetry (2hr 15 mins)

Section A: Modern Texts

Section B: Poetry

Section C: Unseen Poetry

Students will be awarded a GCSE grade from 9-1 in this subject.

Post-16 Pathways

A-Level English Literature, English Language, History, Politics, Sociology, Psychology, Modern Foreign Languages.

Careers

The ability to communicate clearly in spoken or written form are fundamental to the work that most people do.

GCSE English qualifications are key to progression on to many Sixth Form courses. At college students who have not achieved at least a grade 4 have to continue to study English and resit the exams.

**For more information about English courses,
please see Mr Stoker**

Course Content – There are six areas of study:

- ◆ Number
- ◆ Algebra
- ◆ Ratio, Proportion & Rates of Change
- ◆ Geometry & Measures
- ◆ Probability
- ◆ Statistics

Students will follow the GCSE curriculum which develops students Mathematical understanding and Problem Solving skills. ICT is built into lessons with interactive resources to support teaching and learning. Students will have access to a variety of online resources to support their learning including Sparx Maths for homework.

Assessment

Regular reviews and tests occur through the year in the form of mini-tests, end of unit assessment and, in Year11, Monthly Mocks. Students are entered at one of two tiers:

- ◆ Foundation (Grades 1, 2, 3, 4, 5)
- ◆ Higher (Grades 4, 5, 6, 7, 8, 9)

All students doing the course will sit final exams in Summer of Year 11. Students will be awarded a GCSE grade from 9-1 in this subject.

Post-16 Pathways

A-Level Mathematics, Further Mathematics. Core Maths.
Apprenticeships in many fields.

Careers

Mathematics is essential for many careers because it sharpens problem-solving skills, enhances logical and analytical thinking and provides a foundation for understanding patterns and structures. In fields like science, technology, engineering, finance and some areas of the arts, maths skills are highly valued and often necessary for success. They enable individuals to tackle complex problems, make informed decisions and adapt to new challenges in various professions.

**For more information about Mathematics,
please see Mr Scott**

Course Content

The course consists of 8 Units, 5 of which are studied in Year 10, and 3 in Year 11. Many of the issues covered in this course are topical, relevant and concern ultimate questions. There are two main areas of study:

Religion and Ethics (Christianity)

- Christian Beliefs
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

Religion, Peace and Conflict (Islam)

- Muslim Beliefs
- Crime and Punishment
- Living the Muslim Life
- Peace and Conflict

Assessment

At the end of the course students will take two examinations lasting 1 hour 45 minutes, each worth 50% of the final grade. Students will be awarded a GCSE grade from 9-1.

Post-16 Pathways

A-Level Philosophy and Ethics, History, Politics, English, Sociology, Psychology, Business, Economics.
Apprenticeships in any field.

Careers

Religious Studies enables students to have an awareness of the diversity of worldviews that exist within our society. Students develop a number of different key skills including analysis and evaluation. Religious Studies allows students to formulate reasoned arguments, debate their points of view and present their ideas in a sensible manner. Students can use these skills in a variety of careers.

**For more information about Religious Studies,
please see Miss Bansal**

All students study Biology, Chemistry and Physics, following the AQA syllabus.

Course Content

The majority of students will study a Combined Science GCSE course leading to two GCSEs. A smaller group will be offered the opportunity to study Triple Science as a 10th GCSE. Students learn about the science of living things in Biology, about how materials and chemicals are made and react together in Chemistry, and about the fundamental laws of nature and physical processes in Physics. The content can be seen on the following pages. In Combined Science there is equal weighting between the Biology, Chemistry and Physics content and there are 16 practical activities which students complete during the course. The Triple Science course has additional content in each science and additional practical activities. **This option is only recommended for high-achieving students and is offered only at Higher Tier, with the expectation that students are aiming for grades 7 and higher.** Please also note that numbers for this option are limited, and the decision about entry to Triple Science will be made by the Science department.

Assessment

All the assessment for Science GCSEs is by written examinations at the end of Year 11. The Combined Science GCSE is worth two GCSE grades.

The final examinations are tiered, with Higher Tier enabling students to reach grades 4-4 to 9-9, and Foundation for grades 1-1 to 5-5. Decisions about the tier of entry will be made by the Head of Science, based on evidence from minitests and mock exams. Students will need to be consistently working at a grade 6-6 or higher to be entered for Higher Tier in the final exams.

Students can be awarded GCSE grades from 9-9 to 1-1 in Combined Science and from 9 to 1 in the separate science GCSEs (Biology, Chemistry, Physics)

Post-16 Pathways

A-Levels in Biology, Chemistry, Physics, Psychology, Computer Science, Geography.

BTEC L3 in Applied Science or Health and Social Care

Students will need to achieve grades 6-6 or higher in Combined Science and Mathematics to study Biology, Chemistry or Physics A Level courses in the Trinity Sixth Form.

Careers

The study of science improves the ability of students to solve problems and think both creatively and logically. It leads directly into linked careers such as in medical fields and engineering as well as computing and scientific research and development. Science subjects prepare young people well for work in any numerate discipline such as business and project management.

**For more information about Science courses,
please see Miss Holt**

	BIOLOGY		CHEMISTRY
	UNIT	CONTENT	UNIT
COMBINED SCIENCE - 2 GCSE GRADES	Cell biology	Cell structure Cell division Transport in cells	Atomic structure and the periodic table
	Organisation	Principles of organisation Animal tissues, organs and organ systems Plant tissues, organs and systems	Bonding, structure, and the properties of matter
	Infection and response	Communicable diseases	
	Bioenergetics	Photosynthesis Respiration	Quantitative chemistry
	Homeostasis and response	Homeostasis The human nervous system Hormonal Coordination in humans	
	Inheritance, variation and evolution	Reproduction Variation and evolution The development of understanding of genetics and evolution Classification of living organisms	Chemical changes
			Energy changes
	Ecology	Adaptations, interdependence and competition Organisation of an ecosystem Biodiversity and the effect of human interaction on ecosystems	The rate and extent of chemical change
Organic chemistry			
		Chemistry of the atmosphere	
		Using resources	
ADDITIONAL CONTENT FOR GCSE BIO. CHEM. PHYS.	Cell blood	Culturing microorganisms	Atomic structure and the periodic table
	Infection and response	Monoclonal antibodies Plant disease	Bonding, structure and the properties of matter
	Homeostasis and response	Brain / eye structure Water and nitrogen balance Plant hormones	Quantitative chemistry
	Inheritance, variation and evolution	DNA structure Speciation and evolution	Organic chemistry
			Identification of ions
	Ecology	Decomposition Food production	
		The Haber process	

			PHYSICS	
CONTENT	UNIT	CONTENT		
A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes The periodic table	Energy	Energy changes in a system, and the ways energy is stored Conservation and dissipation of energy National and global energy resources		
Chemical bonds; ionic, covalent and metallic How bonding and structure relate to the properties of substances Structure and bonding of carbon	Electricity	Current, potential difference and resistance Series and parallel circuits Domestic uses and safety Energy transfers		
Chemicals measurements, conservation of mass and the quantitative interpretation of chemical equations Use of amount of substance in relation to masses of pure substances	Particle model of matter	Changes of state and the particle model Internal energy and energy transfers Particle model and pressure		
	Atomic structure	Atoms and isotopes Atoms and nuclear radiation		
Reactivity of metals Reaction of acids Electrolysis	Forces	Forces and their interactions Work done and energy transfer Forces and elasticity Forces and motion Momentum		
Exothermic and endothermic reactions				
Rate of reaction Reversible reactions and dynamic equilibrium			Waves	Waves in air, fluids and solids Electromagnetic waves
Carbon compounds as fuels and feedstock The composition and evolution of the Earth's atmosphere Carbon dioxide and methane as greenhouse gases Common atmospheric pollutants and their sources	Magnetism and electromagnetism	Permanent and induced magnetism, magnetic forces and fields The motor effect		
Using the Earth's resources and obtaining potable water Life cycle assessment and recycling				
Properties of transition metals			Electricity	Static electricity
Nanoparticles	Particle model	Pressure in gas		
Yield and atom economy	Atomic Structure	Hazards and uses of radioactive emissions and background radiation Nuclear fission and fusion		
Reactions of alkenes and alcohols Synthetic and naturally occurring polymers	Forces	Moments, levers and gears Pressure and pressure differences in fluids		
	Use of spectroscope	Waves	Sound waves and the uses of waves Lenses and colour Black body radiation	
Production and use of NPK fertilisers	Space physics	Solar system, stability or orbital motions, Satellites Red-shift		

OPTION SUBJECTS

GCSE Art and Design (Fine Art)

Exam Board: AQA

Course Content

Students are taught to become competent artists. Y10 students follow assignments: 'Still Life' and 'Portraits' in which they are taught drawing and painting skills. Students are then encouraged to follow their own ideas, often choosing to paint portraits of their own friends and family, and also have freedom to choose from a number of themes. Alongside their coursework students will work on photography and sketchbook skills.

Having good drawing skills is essential for GCSE success and this may be a good option for you if you are already quite good at drawing and are able to work independently. This is a subject that proves to colleges and employers that you have the ability to think for yourself, manage your time and come up with new ideas.

Assessment

All coursework assignments contribute to the student's portfolio of work and this is exhibited along with the work resulting from a 10-hour practical examination in March of Year 11.

Work is continuously assessed. Detailed feedback and help are given to ensure that students can improve.

Coursework accounts for 60% of the total mark and the examination for 40%. There is one single tier of entry.

Students will be awarded a GCSE grade from 9-1 in this subject.

Post-16 Pathways

A-Level Art and Design, Photography

Careers

This course is for students who are doing well in art, want to become a good artist and have a variety of creative course options available to them at college. An Art GCSE is a requirement for any student wishing to go on to do courses and pursue careers such as Fashion, Architecture, Photography, Fine Art, Graphic Design, Illustration, Game Design or 3-D Design.



**For more information about Art, please see
Ms Hutchinson or Mr Tran**

Course Content

Theme 1 concentrates on the key concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Scheme of assessment

Paper 1 – 1 hour 45 minutes. Covering all Theme 1 content.

Paper 2 – 1 hour 45 minutes. Covering all Theme 2 content.

Post-16 Pathways

A-Level Business or Economics.

Also is complementary to Social Sciences and Mathematics.

Careers

Business offers students the opportunity to study different types of businesses in different industries. It looks at why they exist, how they are set up and how they are run.

Everyone works in an organisation which is a business of some sort – so studying business is useful as you develop skills that are found in most jobs.

Business Studies will give you the skills of coming up with business ideas, using maths skills to analyse data, making decisions and developing your communication skills through presentations and reports - all highly transferable skills.

Business Studies can lead into a wide range of careers such as marketing, HR, finance and law. Studied along side Maths it can lead into finance related careers such as accountancy or banking.

**For more information about Business Studies,
please see Mr Murray**

Course Content

- System Architecture
- Memory & Storage
- Networks & Security
- System Software
- Legal & Ethics in Computer Science
- Algorithms & Programming fundamentals (Python)
- Boolean Logic

Assessment

Students will complete 3 units in this qualification.

Unit 1: Computer Systems

(External examination 1 hour 30 mins 50% of final grade).

Unit 2: Computational Thinking, Algorithms and Programming

(External examination 1 hour 30 mins 50% of final grade)

Unit 3: Programming Project

(Controlled Assessment, set by the examining body, completed in 20 hours of class time, does not count towards the final grade but must be completed and is checked by OCR).

Students will be awarded a GCSE grade from 9-1 in this subject.

Post-16 Pathways

A or AS Level Computer Science; Cambridge Technicals in Digital Media; Cambridge Technicals in IT or Level 2/ Level 3 apprenticeship.

Careers

Careers in computing include: Artificial intelligence specialist, Bioinformatics software engineer, Cisco certified internetwork expert, clinical informatics director, computer forensics investigator, computer hardware engineer, computer science professor and computer support specialist.

**For more information about ICT courses,
please see Mr Appleton or Business and Computing Department staff.**

Course Content

The BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry. Students can explore the sector while:

- Developing technical skills and techniques
- Producing a digital media product in response to a brief
- Reviewing and reflecting on the process and outcome

The BTEC Tech Award in Creative Media Production will give students technical knowledge and skills as well as an understanding of the media industry.

The transferable skills that students will master during the course include self-reflection, communication, teamwork and problem solving. These should all support their progress in the present and the future.

Assessment

The course has two internally assessed components, and one that is externally assessed:

- Component 1 – Exploring Media Products (Internally assessed through a coursework portfolio which is 30% of the overall grade)
- Component 2 – Developing Digital Media Production Skills (Internally assessed through a coursework portfolio which is 30% of the overall grade)
- Component 3 Responding to a Brief (Externally assessed task where students respond to a brief to create a media product for 40% of the overall grade)

Post-16 Pathways

BTEC L3 Creative Media Practice

A-Levels and vocational qualifications in Business Studies and Computer Science.

Careers

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing.

**For more information about this course,
please see Mr Appleton or Ms Ashraf**

Course Content.

The course consists of 3 components:

R047: Principles of electronic and programmable systems: In this unit you will learn about the relationships between voltage, current, resistance, components, microchips and the ways in which electronic systems are represented, tested, and assembled. Topics include, Basic Electronic Circuit Principles, Electronic and Programmable systems, Methods of Prototyping and Testing systems and circuits, Commercial Circuit Production and Construction Methods.

R048: Making and testing electronic circuits: This is assessed by a set assignment. In this unit you will learn how to use Computer Aided Design (CAD) software to simulate electronic circuits, as well as how to construct and test them. Topics include, Drawing and Simulating, Constructing and finally Testing electronic circuits.

R049: Developing programmable systems. This is assessed by a set assignment. In this unit you will learn how to determine hardware and system requirements to meet a given brief and select appropriate input and output devices. This unit will be based around the BBC Micro:Bit System. Topics cover: Planning, Developing and Testing programmable systems.

Assessment

- Component R047: Externally assessed exam (40% of total grade)
- Component R048: Internally assessed assignment-based task (30% of total grade)
- Component R049: Internally assessed assignment-based task (30% of total grade)

Students will achieve a Level 2 Distinction*, Distinction, Merit, or Pass.

A Level 1 credit can also be awarded.

Post-16 Pathways

BTEC Level 3 Engineering which can be studied at Trinity 6th Form. In addition, A Level Engineering, Computer Science, Physics, Maths, Science. Entry to Advanced Apprenticeships at all Multi-National Companies including BAe Systems, Jaguar Land Rover and Rolls Royce.

Careers

Engineering is a highly respected career with entry points from post-16 GCSE academic standards onwards. It is a highly respected academic field in all major universities, leading to desirable employment opportunities worldwide. Undergraduate engineering programs offer employer funding of degrees and direct entry to full-paid employment upon completion. Engineers work in diverse fields, including aerospace, energy and electronics, entertainment, broadcasting, and medical engineering.

**For more information about the Engineering course,
please see Mr. Halliday**

Course Content

This GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

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

Assessment

1. Controlled Assessment, Food Investigation (30 marks) 20% of the GCSE marks.
2. Controlled Assessment, Food preparation assessment (70 marks) 30% of the GCSE marks.
3. Written final examination 50% of the GCSE marks. (1 hour 45 minutes)

Both controlled assessments will start in Year 10.
These tasks will be set by the exam board.

Post-16 Pathways

A range of vocational courses are available for L3 study in hospitality and catering or food manufacturing. Apprenticeships.

Careers

Cooking and catering, food manufacturing, hospitality, tourism.

Special Note

Students will be cooking during one lesson once every fortnight. Students must purchase and bring in their own ingredients for these lessons. The dishes that will be cooked are designed by the teacher and they are not negotiable, as they are designed to develop the range of skills and experiences required for the successful completion of the course.

For more information about the Food Preparation and Nutrition course, please see Mrs Uzoigwe

Course Content

You will study different topics, grouped in 3 core themes:

- Theme 1: People and lifestyle
 - o Identity and relationships with others
 - o Healthy living and lifestyle
 - o Education and work
- Theme 2: Popular culture
 - o Free time activities
 - o Customs, festivals and celebrations
 - o Celebrity culture
- Theme 3: Communication and the world around us
 - o Travel and tourism, including places of interest
 - o Media and technology
 - o The environment and where people live

Assessment

The GCSE exams are changing for MFL with the first examinations for the new specification taking place in 2026. Exams will help students build confidence and excel in learning languages. At the end of the course, you will have a listening, reading, writing, and speaking exam and each exam is worth 25% of your final grade. There are two tiers of entry, foundation and higher. Students will be awarded a GCSE grade from 9-1 in this subject.

Post-16 Pathways

Choosing French at GCSE can continue to enhance your linguistic and communication skills at A- level. Languages will enrich your global cultural knowledge and the skills of this course will also benefit and improve your comprehension and critical thinking. It will also develop your creativity, public communication and other many useful transferable skill that will undoubtedly help you in other areas of your studies.

Apprenticeships in any field.

Careers

Studying French keeps doors open not only for college and university places but also develops many additional essential skills in an increasingly competitive job market. There are many careers which may require a language, such as translation & interpreting, the Armed Forces and Civil Service, law, journalism, fashion, education and sectors of Engineering & Science. All languages are highly regarded by universities and can be combined well with other subjects.

Special Notes:

You can take French GCSE if you have studied French in Years 7 to 9, or as an Additional GCSE if you are a native speaker of French.

**For more information about the French course,
please see Ms Cartagena**

Course Content

You will sit THREE papers:

Paper 1: Living With the Physical Environment

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes of the UK

Paper 2: Challenges in the Human Environment

- Urban Issues & Challenges
- The Changing Economic World
- The Challenge of Resource Management

Paper 3: Geographical Applications

- Issue Evaluation (Pre-Released booklet on a geographical issue)
- Fieldwork Skills

Assessment

At the end of the course students will take 3 x 90 minute examinations.

Papers 1 / 2 = 35% of final grade, Paper 3 = 30% of the final grade.

Students will be awarded a GCSE grade from 9-1.

Post-16 Pathways

A-Level Geography, Geology, Environmental Science, Politics, Biology, Chemistry, Sociology, Economics

Apprenticeships in any field.

Careers

Studying Geography develops many essential skills, including the powers of reasoning, presenting information in different formats, data analysis and a global awareness of current issues. It also develops a student's self-confidence to present information and speak in public. These skills are valued by university admissions tutors and employers.

**For more information about Geography,
please see Mr Stockley**

Course Content

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

Students will engage in studying the processes of health and social care in order to develop as effective and independent students. They will also develop a critical and analytical approach to problem solving within health care and social care.

In addition they will examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

Assessment

Component number	Component title	How assessed
Component 1	Human Life Span Development	Internal
Component 2	Health and Social Care Services And Values	Internal
Component 3	Health and Wellbeing	External

The components are strongly interrelated and they are best seen as part of an integrated whole rather than a totally distinct study area. Learners will take this qualification over a two-year period. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.

Grading ranges from Level 1 Pass to Level 2 Distinction*.

Post-16 Pathways

BTEC L3 Health and Social Care

Careers

Developing an understanding of people and the challenges which we all face mean that BTEC Health and Social Care students are well prepared for careers in people-facing roles.

Many BTEC Health and Social Care students go on to careers in healthcare, nursing and social work as well as childcare and charities.

**For more information about the Health and Social Care course,
please see Mrs Galway**

Course Content

You will study four topics:

- Germany 1890-1945: A study of the development of this influential country from an absolute monarchy, to a new democracy and into the Nazi dictatorship under Adolf Hitler.
- Conflict and Tension in Asia during the period 1950-1975. This covers both the Korean & Vietnam wars; including reasons for US involvement, protest movements and how the wars were fought.
- Britain: Health and the People, c.1000 to the present day: This thematic study will enable students to gain an understanding of how medicine and public health have developed in Britain, focusing on change & continuity across the millennia.
- Elizabethan England: A study of Queen Elizabeth I's reign of England. This topic includes a site study which will enable students to apply their knowledge of Elizabethan England to a geographical site chosen by AQA. For 2026 the site is the Globe Theatre.

Assessment

At the end of the course students will take two 2 hour examinations, both worth 50% of the final grade. Students will be awarded a GCSE grade from 9-1 in this subject.

Post-16 Pathways

A-Level History, Politics, English, Sociology, Psychology, Business, Economics, Philosophy and Ethics.

Apprenticeships in any field.

Careers

Studying History develops essential skills, including the powers of reasoning, forming and winning arguments. It also develops a student's self-confidence to present information. In short, History allows students to write, communicate and think with greater clarity and purpose. These skills are valued by all employers.

For more information about History, please see Mrs Wright

Course Content

GCSE Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles – Baroque / Classical & Popular ***Instrumental & Vocal music***, music from different world traditions and ***Music for Stage and Screen***. There are also opportunities to use music technology using software such as Logic and Sibelius.

Assessment

Paper 1	30%	PERFORMING	Candidates will perform two pieces: one solo piece and one as part of an ensemble.
Paper 2	30%	COMPOSING	Candidates will submit two compositions, one set brief and one free choice
Paper 3	40%	LISTENING & APPRAISING	Candidates will sit an exam with questions relating to the Areas of Study listed above.

Post-16 Pathways

- A-Level Music & Music Technology, Level 3 National Foundation and Extended Certificate BTEC Music (Technology), Level 3 National Foundation and Extended Certificate BTEC Music (Performance)
- Apprenticeships with record companies, talent agencies and PR agencies within the music business

Careers

Music develops essential skills such as teamwork and empathy, resilience and determination, gross and fine motor skills, creativity and problem-solving and an enhanced sense of well-being and self-worth. These skills are applicable to careers across the board from medicine to finance, law to engineering, but are also specific to careers in the music industry such as being a performer (popular or classical), composer (gaming, film/TV or classical), conductor, sound engineer, event manager, music journalist, lawyer or publicist, music therapist or teacher.

Special Notes

GCSE Music is for all who have a keen interest in music of all styles and genres, enjoy performing their instrument or singing, and have an aptitude for the subject. You need to be committed to developing your musical ability through weekly instrumental or singing lessons, regular practice & performance and be working towards ABRSM/Trinity Rock School Grade 4 standard by Year 11. We also encourage all GCSE musicians to be members of our Trinity ensembles.

For more information about Music, please see Mrs Madden

Course Content

BTEC Music Practice is a practical and theoretical introduction to music, music practice and music technology. Students will create music with computers using a D.A.W. (Digital Audio Workstation) and software such as Logic. They will learn to compose, record, edit, sample and sequence music, both individually and in groups. BTEC Music Practice is for those who love listening to and making music, and who want to develop their musical skills and knowledge through vocational contexts commonly found in the music industry.

Assessment

Unit 1 – Exploring Music Products and Styles (30%, internally assessed)

Learners will develop an understanding of different types of music products and techniques. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. Learners will also practically explore key features of music in different styles & music theory, and apply to their work.

Unit 2 – Music Skills Development (30%, internally assessed)

As a performer, producer or creator in the music industry, you need to continually develop musical skills and techniques. Learners will participate in workshops to develop technical, practical, personal and professional skills and specialise in at least two of the following areas: 1. Music performance 2. Creating original music 3. Music production.

Unit 3 – Responding to a Musical Brief (40%, externally assessed)

Learners demonstrate their skills by rehearsing and performing at least two contrasting pieces. They will focus on a particular area of the music sector and skills that appeal to them, responding to a music brief as a composer, performer or producer. They will explore the brief, investigate possible responses and develop/refine musical material before presenting an original creation based on a pre-existing piece. This will be a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project e.g. Logic.

Post-16 Pathways

- A-Level Music Technology, Level 3 National Foundation and Extended Certificate BTEC Music (Technology), Level 3 National Foundation and Extended Certificate BTEC Music (Performance).
- Some music industry record labels, talent & PR agencies offer apprenticeships.

Careers

Music & Music Tech develops essential skills such as resilience & determination, gross & fine motor skills, creativity & problem-solving, and increased confidence & self-worth. These skills are applicable to careers across the board but are also specific to vocational careers in the music industry such as being a performer, composer, sound engineer, DJ, venue & tour manager, journalist, lawyer or publicist, music therapist or teacher.

For more information about BTEC Music, please see Mr Cater

Course Content

You will study:

Component 1 – Exploring the performing arts – Year 10

This unit explores a variety of influential theatre practitioners and their theatrical style. You will study 3 texts and attend a theatre trip. You will then complete a piece of written coursework on a chosen text.

Component 2 – Developing skills and techniques in performing arts – Year 11

During this unit you will build on your acting skills through a number of workshops. You will then perform a section of a published play for an audience based on a theme given by the exam board. A written log book will be completed alongside the practical lessons, as well as a review of your final performance.

Component 3 – Performing to a brief – Year 11

During this externally assessed unit you will be given a stimulus by the exam board. You will then work in groups to devise your own piece of drama. This is an opportunity to show all the skills you have learned over the course. This will be performed to an audience and you will complete 3 written papers to document the process.

Assessment

You are assessed across 3 components, Component 1 and 2 are internally assessed by your teacher.

Component 1 is assessed on your written work only.

Component 2 is 40% practical and 60% theory.

Component 3 is combination of written and practical work and is marked by an examiner.

Post-16 Pathways

A-Level courses studying Drama or performing arts. Drama will build a strong foundation for most A levels, especially those which require you to deliver presentations or any element of public speaking.

Careers

Studying Drama develops many essential skills, these skills are transferable to many careers as well as becoming an actor. Studying drama can lead to careers in any of the following sectors: law, education, film and television, performing arts, business, advertising, sales, hospitality, tourism.

**For more information about the Performing Arts (Acting) course,
Please see Mr Cowie or Miss Ndreca**

Course Content & Assessment

The GCSE has two parts, a **theory paper** worth 60% and **coursework assessment** worth 40%.

Coursework assessment comprises of *practical performance* and *performance analysis*, both of which will be internally assessed and externally moderated.

- **Practical performance** is worth three quarters of the coursework assessment. Candidates will be assessed in three activities: one team activity, one individual activity and one other activity.
- **Performance analysis** is worth a quarter of the coursework assessment. It includes a personal exercise programme or PEP.

Team Activity		Individual Activity	
Netball	Volleyball	Athletics	Tennis (team or individual)
Football	Hockey	Gymnastics	
Basketball	Cricket	Trampolining	Table Tennis (team or individual)
Handball	Rugby	Swimming	
Badminton (team or individual)		Dance	

Post-16 Pathways for PE courses (GCSE and BTEC)

There are a range of A-Level and BTEC L3 courses in Sport, PE, and coaching. Would complement Biology or Business depending on the student's preferred direction.

Careers

Studying PE gives a greater understanding of both physical development which is important in careers in personal training and development. Students who have studied PE also go on to work in coaching roles, physiotherapy or sports rehabilitation.

For more information about PE courses, please see Mrs Barrett

This qualification is for students who want to study **Sport** in a vocational context. The qualification has evolved from the BTEC First Award in Sport and enables learners to develop sector-specific skills such as **sport analysis** and **sports leadership**, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

Course Content

Component	Component title	How assessed	Weighting
Component 1	Preparing Participants to take part in Sport and Physical Activity	Internal (PSA)*	30%
Component 2	Taking Part and Improving Other Participants' Sporting Performance	Internal (PSA)*	30%
Component 3	Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity	External	40%

*PSA – Pearson Set Assignment completed within lesson time under supervision

With the BTEC Tech Award in Sport learners will:

1. Get a taste of what the Sport sector is like.
2. Gain transferable skills and confidence that will help them in the world today and prepare them for their futures.
3. Have opportunities to apply learning from their GCSE subjects to everyday and work contexts.
4. Build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

What you should have?

1. An all-round interest in and enthusiasm for physical activity.
2. A willingness to learn new skills and techniques and apply the necessary effort in a variety of different activities.
3. An ability to appreciate a scientific approach to studies.

For more information about PE courses, please see Mrs Barrett

Course Content

You will study different topics, grouped in 3 core themes:

- Theme 1: People and lifestyle
 - o Identity and relationships with others
 - o Healthy living and lifestyle
 - o Education and work
- Theme 2: Popular culture
 - o Free time activities
 - o Customs, festivals and celebrations
 - o Celebrity culture
- Theme 3: Communication and the world around us
 - o Travel and tourism, including places of interest
 - o Media and technology
 - o The environment and where people live

Assessment

The GCSE exams are changing for Modern Foreign Languages with the first examinations for the new specification taking place in 2026. The exams will be more accessible to help students build confidence and excel in learning languages.

At the end of the course, you will have a listening, reading, writing, and speaking exam and each exam is worth 25% of your final grade. There are two tiers of entry, foundation and higher.

Post-16 Pathways

A-Level Spanish, Business and Economics, English and other languages.

Vocational studies in travel and tourism and business. Apprenticeships in any field.

Languages will enrich your global cultural knowledge and the skills of this course will also benefit and improve your comprehension and critical thinking. It will also develop your creativity, public communication that will undoubtedly help you in other areas of your studies.

Careers

Studying Spanish keeps doors open not only for college and university places but also develops many additional essential skills in an increasingly competitive job market. There are many careers which may require a language, such as translation & interpreting, the Armed Forces and Civil Service, law, journalism, fashion, education and sectors of Engineering & Science. All languages are highly regarded by universities and can be combined well with other subjects.

Special Notes

You can take Spanish GCSE if you have studied Spanish in Years 7 to 9, or as an additional GCSE if you are a native speaker of Spanish.

**For more information about the Spanish course,
please see Ms Cartagena**

GUIDANCE NOTES

Choosing subjects is hard and your decisions now may affect the choices that you are able to make in the future, so:

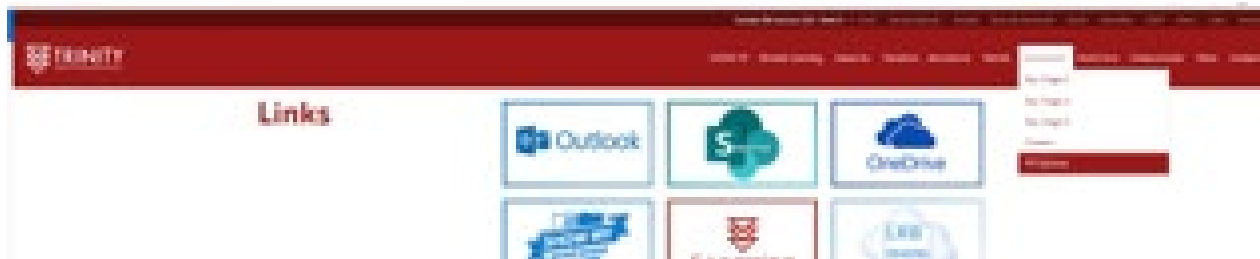
- ✓ Read the information carefully;
- ✓ Discuss your ideas with your Parent(s) and your Form Tutor;
- ✓ Ask subject teachers for more information about what courses are like;
- ✓ Ask older students;
- ✓ Think about your own strengths and weaknesses;
- ✓ Think about where you want to be in three or four years' time.

Filling in the Options Form
To be done by 9:00am on Thursday 6th February

We have given you a paper copy of the Options Form to help you see how the curriculum works but you will need to fill in an online form to let us know your course preferences.

Once you have made your decisions, you need to fill in the Options MS Forms document online.

This is in the 'Curriculum' section of the Trinity website.



You need to be logged into your Office 365 account for this form to work.

The form is set up like this so that we know that it is you who has made your choices.

KEY DATES

Thursday 23rd January	Year 9 Parents Consultation
Thursday 23rd January	Options Presentation for Students , during form time.
Thursday 23rd January	Options Information will go live on the Trinity website.
9:00 am Thursday 6th February	Deadline for the completion of Options Forms
<i>Mon 17th – Fri 21st February</i>	<i>Half term holiday</i>
February to March	2025 Year 10 Curriculum is designed and some individual interviews will take place to discuss course preferences.
w/c Monday 22 nd April	Letters to parents giving final Y10 courses.