

TRINITY
CHURCH OF ENGLAND
HIGH SCHOOL



2021

**Curriculum Booklet for
Students and Parents**

**– YEAR 10/11 COURSES –
Commencing September 2021**

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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 now 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), whilst grade 5 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 the core academic subjects at school are the primary colours of an educated person's palette. It considers that the EBacc subjects provide the basis for more specialised later study and that it keeps options open so that young people are not prematurely committed to a narrow range of careers.

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

The Key Stage 4 curriculum is made up of:

1. The Core Subjects

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

2. Other Optional Subjects

- Art
- Computer Science
- Creative Media Production
- Design Technology (Textiles)
- Engineering
- Enterprise and Marketing
- French
- Food Preparation and Nutrition
- Geography
- Health and Social Care
- History
- Music
- PE (GCSE) & Sport (BTEC)
- Performing Arts (Acting)
- Spanish

3. Other Activities for all Students

- Careers Education, including Work Experience
- Health & Sex Education¹
- Citizenship
- Extra-curricular activities during and outside the school day

¹ **Sex education** will be part of the curriculum at Trinity. Parents have the right to withdraw their children from all or part of this Sex Education (*except those parts dealt with in National Curriculum Science*). Early notification in writing to the Head is required if you wish to withdraw your child from Sex Education.

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 2
- An aptitude for science shown from
 - Progress Test in Science
 - Big Test Science
- Big Test Mathematics

Offers will be made prior to 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

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 take additional Science must engage in 2 hours of physical activity in lieu 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	Mrs Kirkham	11
	Mathematics	Mr Scott	13
	Religious Studies	Miss Bansal	14
	Biology, Chemistry & Physics	Miss Dunn	15
OPTIONS	Art & Design	Ms Hutchinson	18
	Computer Science	Mr Sinnott	19
	Creative i-Media	Mr Sinnott	20
	Design Technology (Textiles)	Mrs Galway	21
	Engineering	Mr Halliday	22
	Enterprise & Marketing	Mr Murray	23
	Food Preparation and Nutrition	Mrs Uzoigwe	24
	French	Mrs Jones	25
	Geography	Mr Stockley	26
	Health & Social Care	Ms Hladky	27
	History	Mrs Wright	28
	Music	Ms Brown	29
	PE (GCSE) & Sport (BTEC)	Mrs Barrett	30
	Performing Arts (Acting)	Mr Wells & Ms Kirby	31
	Spanish	Mrs Jones	32

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 Ms Kirkham**

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.

**For more information about English courses,
please see Ms Kirkham**

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.

Assessment

Regular reviews and tests occur through the year. 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 Foundation and Higher GCSE will sit final exams in June of Year 11 students will be awarded a GCSE grade from 9-1 in this subject.

Special Notes

It is important to be willing to ask questions and to be well organised, particularly by coming to lessons well equipped. A calculator is an essential piece of equipment which we expect all pupils to have for their GCSE course. The Mathematics Department recommends the Casio fx-83GT X, which can be purchased in school from the LRB.

**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 & Ethics*, and *Religion, Peace and Conflict*. The course requires two religions to be studied and all units of work will be studied from either a Christian or an Islamic viewpoint.

The units are listed below:

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

Assessment will be by 2 examinations, both at the end of Year 11. All questions on the exam paper are compulsory and each exam will be 1 hour 45 minutes long. Questions will include short, closed questions, open responses and extended writing tasks. Students will be awarded a GCSE Certificate, which will be graded from 9 to 1.

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

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

Course Content

The vast majority of students will study the 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 Separate Sciences 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 should be aiming for grades 7 and higher.

There are many additional opportunities for practical work during the course.

Assessment

Science GCSE courses now have no Controlled Assessment component, and so all the assessment 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 the Science and Engineering Faculty, 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.

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 achieving grades 6-6 or higher in Combined Science and Mathematics, will be accepted onto Biology, Chemistry or Physics A Level courses in the Trinity Sixth Form.

Special Notes

Students need to be highly motivated and well organised to undertake the 10th GCSE and should be achieving APS of 6 or higher in both maths and science in order to follow this option. Please also note that numbers for this option are limited.

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

DOUBLE SPREAD GOES HERE

DOUBLE SPREAD GOES HERE

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. In Y11 you will have more 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 that you have the ability to think for yourself 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.

Special Note

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 such as Fashion, Photography, Fine Art, Graphic Design, Illustration, Game Design or 3-D Design.



**For more information about Art, please see
Ms Hutchinson**

Course Content

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give an in-depth understanding of how computer technology works and a look at what goes on '*behind the scenes*'. As part of this, they will investigate computer programming, which many learners find interesting.

Computer technologies continue to have a growing importance in society. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

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.

Special Notes

The GCSE provides an effective grounding in Computational methods pupils would be expected to progress to the A level in Computer Science. Although it is also recognised as a good basis for other subject areas that require problem solving and analytical skills.

The course will require a sound knowledge of mathematical techniques. As a result, students will need to have a minimum Point Score of 6 in maths and science in order to be admitted onto the course.

**For more information about ICT courses,
please see Mr Sinnott or Business and Computing Department Staff**

What is a Cambridge National?

While GCSEs are well known qualifications taken in schools and colleges, many students choose to take vocational qualifications or a mix of both academic and vocational ones. Cambridge Nationals are vocational technical qualifications for 14-16 year olds. They have been created to support students who want to develop practical skills and knowledge relating to a broad employment area. They involve doing practical activities, learning skills and developing transferable skills like problem solving which are important in employment.

Creative i-Media Course

The Cambridge National in Creative i-Media lets students gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The Cambridge National in Creative i-Media will provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Assessment

Students will complete 4 Units

Unit 1 Pre-production skills – assessed through external examination represents 25% of grade.

Unit 2 Creating Digital Graphics – assessed through a coursework portfolio 25% of grade.

Unit 3 Websites – assessed through a coursework portfolio 25% of grade.

Unit 4 Interactive Media products – assessed through a coursework portfolio 25% of grade.

Special Notes

This qualification aims to give pupils an introduction to project development and IT skills that are useful in a range of Business and academic environments. Pupils will develop a range of transferrable skills that will allow them to progress onto a range of qualifications from Business to Computer Science.

Course Content

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. This course is suited to students who have a creative mind and like to solve problems. It is designed to give you a broad overview of design and technology so that you can be innovative and have the potential to work in any creative industry. You do not have to be a good artist or good at drawing, as we can work around that. You just need to be able to come up with good ideas and be able to express them clearly. You will be asked to come up with solutions to real life problems.

This course focuses on Technology from a Fashion and Textiles point of view. You will learn about how designers go about creating ideas and developing them into made products. We will design and make several smaller products in Year 10, exploring different themes, skills and techniques. In Year 11 we will design and make a larger product as part of your NEA coursework which is 50% of your grade. This is a hands-on subject!

You will learn about different materials, sustainability, manufacturing in industry and many other topics to help you understand all other parts of the industry that cross over into other areas of DT.

The course will be a great stepping stone into any creative industry, not just textiles!

Assessment

A written exam. 2 hours, 50% of the qualification.

This will test your knowledge and understanding of materials, components, design and manufacturing.

Non Examined Assessment (NEA) coursework approx. 30-35 hours work, 50% of the qualification. This is a design portfolio and a made product of your choice. You will design to a brief and create your own designs based on your own ideas. Your chosen design will be made up into a full size product/piece of clothing or an accessory.

A substantial design and make task focussing on the following assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

**For more information about the Design Technology (Textiles) course,
please see Mrs Galway**

This qualification is for students who want to study Engineering and Electronic Engineering. This course will give you an understanding and knowledge of the engineering sector and the practical skills required to progress on to 6th form study or an apprenticeship.

Course Content

The course consists of 3 components:

Component 1: Exploring Engineering Sectors and Design Applications: In this component, you will develop knowledge and understanding of the engineering industry, the interconnections within engineering sectors, and how these are integrated to enable organisations to find solutions to real-life problems. You will explore the role that design applications play in the production of engineered products. Through practical exercises, you will produce solutions to problems using different combinations of design and modelling engineering skills.

Component 2: Investigating an Engineering Project: This component will give you an understanding of the types and properties of metallic and polymeric materials, and proprietary components commonly used in engineered products. You will acquire an understanding of the selection of materials, proprietary components, making processes and disassembly of a given engineered product. You will then plan, manufacture, inspect and test a Printed Circuit Board.

Component 3: Responding to an Engineering Brief: You will be given engineering briefs with problems you need to respond to. Your response will include possible solutions that you will test against the brief. You will be given the opportunity to carry out tests, collect and analyse data, reflect on your findings, consider any issues, and suggest solutions.

Assessment

- Component 1: Internally assessed assignment-based tasks
- Component 2: Internally assessed assignment-based tasks
- Component 3: Externally assessed task

Students will achieve a Level 2 Distinction*, Distinction, Merit, or Pass. A Level 1 credit can also be awarded.

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

What is a Cambridge National?

While GCSEs are well known qualifications taken in schools and colleges, many students choose to take vocational qualifications or a mix of both academic and vocational ones. Cambridge Nationals are vocational technical qualifications for 14-16 year olds. They have been created to support students who want to develop practical skills and knowledge relating to a broad employment area. They involve doing practical activities, learning skills and developing transferable skills like problem solving which are important in employment.

Course Content

This is a course that will provide students with the opportunity to obtain a qualification which will enable progression to further study, training, or employment within many business sectors including banking, insurance and office administration.

Businesses must never stand still. In today's world, businesses must constantly react to the internal and external environment in which they find themselves operating. With advances in technology and ever-increasing competition, businesses must constantly review and update their procedures to ensure they stay that one step ahead. This may mean taking risks or moving the business in an entirely new direction. The rewards can, however, be great!

This course aims to give candidates a grounding in all aspects of a business, such as finance, marketing, sales, administration, ICT, customer service and production. The applied nature of the course gives pupils the opportunity to develop skills relevant in the business sector today.

Assessment

Students will complete three units in this qualification. Two units will be assessed through internal coursework assessment. One unit will be assessed through external examination.

Special Notes

The course is designed to give pupils access to real world examples of business in action. This will be achieved partly through guest speakers who provide experience of the current business climate.

**For more information about the Business and Enterprise course,
please see Mr Murray**

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.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Assessment

1. Controlled Assessment, Food Investigation (30 marks) 15% 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.

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: Students will study the 3 following themes:

1. Identity and culture

- Me, my family and friends (relationships, marriage, partnership)
- Technology in everyday life (social media, mobile technology)
- Free time activities (music, cinema, TV, food, sport)
- Customs in French-speaking communities

2. Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues (voluntary work, healthy living)
- Global issues (the environment, poverty)
- Travel and tourism

3. Current and future study and employment

- My studies
- Life at school/college
- Education post 16
- Jobs, career choices and ambitions

Assessment:

4 examinations (foundation & higher tier), each worth 25% of the final grade:

- Paper 1: Listening (35 or 45 minutes)
- Paper 2: Speaking (role play, photo card, general conversation)
- Paper 3: Reading (45 minutes, or 1 hour) – questions and translation.
- Paper 4: Writing (1 hour, or 1 hour 15 minutes) – various short writing activities, and translation from English into French.

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

Who can take these courses? You can take French GCSE if you have studied French in Years 7 to 9, or if you are a native speaker of French.

**For more information about the French course,
please see Mrs Jones**

The world is changing more than ever before and Geography will help you to prepare for and understand these changes. You will also gain skills in presenting, researching and data analysis.

Course Content

Unit 1 – Living With the Physical Environment

The Challenge of Natural Hazards	<ul style="list-style-type: none"> • Tectonic Hazards • Weather Hazards • Extreme Weather & Climate Change
Physical Landscapes in the UK	<ul style="list-style-type: none"> • Coastal Geography • River Processes and Features
The Living World	<ul style="list-style-type: none"> • Tropical Rainforests • Hot Deserts

Unit 2 – Challenges in the Human Environment

Urban Issues and Challenges	<ul style="list-style-type: none"> • Urban Growth in Rich Countries (HIC) • Urban Growth in Poor Countries (LIC)
The Changing Economic World	<ul style="list-style-type: none"> • Economic development and the development gap • Development differences in the UK
The Challenge of Resource Management	<ul style="list-style-type: none"> • Resource use around the world • Food and water supply issues

Unit 3 – Geographical Applications

Issue Evaluation	<ul style="list-style-type: none"> • A pre-released set of materials studied in class
Fieldwork	<ul style="list-style-type: none"> • Fieldtrips to be carried out in a human and physical environment.

Assessment

Each unit is assessed by an external exam at the end of Year 11.

Unit 1 & 2 account for 35% of the qualification each.

Unit 3 accounts for the final 30%. Field trips will be carried out in order to learn the skills and collect the data needed to prepare for Unit 3.

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

This BTEC in Health and Social Care gives students opportunities to:

- Actively engage in the processes of health and social care in order to develop as effective and independent students;
- Develop a critical and analytical approach to problem solving within health care and social care
- Examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

Course Content

There is a wide range of optional specialist units from “*Human Life Span Development*” to the different aspects of “*Health and Wellbeing*” This broad range of units provides the opportunity for learners to focus more closely on a vocational area, supporting progression into a more specialised Level 3 vocational course, academic course or an apprenticeship.

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 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.

The components are strongly interrelated and they are best seen as part of an integrated whole rather than a totally distinct study area. Normally, learners will take this qualification over a two-year period or longer. 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. As the interrelated components are not linked to occupational roles, certification is not available at component level.

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

Special Notes

This particular course can support your application into medicine, nursing and social work and can also be used to gain access to an apprenticeship.

**For more information about the Health and Social Care Course,
please see Ms Hladky**

Studying History provides an insight into identity and understanding ourselves. It is the study of who we are today and how we got here. The study of History teaches you how to respond to evidence and learn how to support your argument, follow lines of argument and assess different views of the same event.

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. At the present moment, we do not have the name of the site for the 2023 exams but previous sites have included the Globe Theatre and Kenilworth Castle.

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.

Special Notes

History can be one of the core components of your *EBacc* qualification if taken alongside an MFL subject. Studying History develops many essential skills, including the powers of reasoning, forming and winning arguments. It also develops a student's self-confidence to present information and speak in public. In short, History allows students to write, communicate and think with greater clarity and purpose.

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 – popular music, world music, and classical music. There are also opportunities to use Music Technology, such as sequencing and recording.

Assessment

Paper 1	30%	PERFORMING	Candidates will perform two pieces: one solo piece and one as part of an ensemble (group).
Paper 2	30%	COMPOSING	Candidates will submit two compositions, chosen from a folio built up during the course. Each composition must be based on a different area of study.
Paper 3	40%	WRITTEN PAPER	A listening & appraising exam at the end of Year 11, in which candidates must answer questions relating to all areas of study and set works, as well as suggested listening pieces.

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

Special Notes

Will I enjoy this course?

To take this course you need to have a keen interest in music and an aptitude for the subject.

You need to be committed to developing your musical ability through regular practice and taking weekly instrument lessons. Lessons may be taken in school or you may have a home tutor already. You will be required to perform in the GCSE Music Recital Evening in March/April of Year 11.

For more information about Music, please see Ms Brown

This is the course to take if you want to continue your interest in Drama. It is a vocational course in the craft of acting. You will learn the skills and techniques needed to work as an actor and will take part in live performances in front of an audience.

Course Content & Assessment

There are three Units:

1. Exploring the Performing Arts (Internally Assessed)

During Component 1, students will:

- **explore** performance styles, creative intentions and purpose
- **investigate** how practitioners create and influence what's performed
- **discover** performance roles, skills, techniques and processes.

2. Developing Skills & Techniques in the Performing Arts (Internally Assessed)

During Component 2, students will:

- **take part** in workshops, classes and rehearsals
- **gain** physical, interpretative, vocal and rehearsal skills
- **apply** these skills in performance
- **reflect** on their progress, their performance and how they could improve

3. Performing to a Brief (Externally Assessed)

To achieve this aim, students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

Students will be awarded grades from Level 1 Pass to Level 2 Distinction '*'.

Special Note

This course is for those who like drama; want to improve their skills as an actor; want to develop a deep understanding of the performance; enjoy working co-operatively and considerately in groups and, above all, want to perform in front of an audience.

**For more information about Performing Arts (Acting),
please see Mr Wells or Ms Kirby**

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	individual)

The GCSE will be graded 9-1, where 9 is the top grade.

For more information about PE courses, please see Mrs Barrett

BTEC SPORT EXAMINATION BOARD: EDEXCEL SUBJECT: BTEC SPORT

This is a vocational course over 2 years. Please note that this is equivalent to a GCSE, it just has different assessment criteria.

COURSE CONTENT Practical performance and observation.

Multiple choice and short answer examination.

What can BTEC Sport offer you?

1. The chance to participate in and develop your practical abilities in a range of activities, taken from the areas of Invasion Games, Net/Wall Games, Personal Fitness, Individual and Striking/Fielding Games.
2. The opportunity to extend your knowledge of the rules and etiquette involved in a variety of sports.
3. An introduction to specialised training methods and styles and types of fitness testing.
4. Knowledge of the human body and how it responds to exercise.
5. The sports performer in action.

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.

Students will be completing four units in this subject:

Unit 1 - Fitness for sport and exercise - external exam

Unit 2 - Practical sport performance

Unit 4 - The sports performer in action

Unit 5 - Training for personal fitness

This consists of 1 exam and 3 units assessed by written assignments.

For more information about the PE course, please see Mrs Barrett

Course Content: Students will study the 3 following themes:

1. Identity and culture

- Me, my family and friends (relationships, marriage, partnership)
- Technology in everyday life (social media, mobile technology)
- Free time activities (music, cinema, TV, food, sport)
- Customs in Spanish-speaking communities

2. Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues (voluntary work, healthy living)
- Global issues (the environment, poverty)
- Travel and tourism

3. Current and future study and employment

- My studies
- Life at school/college
- Education post 16
- Jobs, career choices and ambition

Assessment:

4 examinations (foundation & higher tier), each worth 25% of the final grade:

- Paper 1: Listening (35 or 45 minutes)
- Paper 2: Speaking (role play, photo card, general conversation)
- Paper 3: Reading (45 minutes, or 1 hour) – questions and translation.
- Paper 4: Writing (1 hour, or 1 hour 15 minutes) – various short writing activities, and translation from English into Spanish.

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

Who can take these courses? You can take Spanish GCSE if you have studied Spanish in Years 7 to 9, or if you are a native Spanish speaker.

**For more information about the Spanish course,
please see Mrs Jones**

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.

KEY DATES

Weds 20 th January	Year 9 Parents Consultation
Tuesday 26 th January	Options Presentation for Students , during form time.
Tuesday 26 th January	Options Information will go live on the Trinity website.
Friday 29 th January	Deadline for the completion of Options Forms
<i>Mon 15th - Fri 19th Feb</i>	<i>Half term holiday</i>
March to May	Individual interviews to discuss preferences.
May	Letters to parents giving final options decisions