TRINITY ACADEMY

KS4 CURRICULUM GUIDE

2025-2027

VALUED, CHALLENGED, INSPIRED

EMMANUEL SCHOOLS FOUNDATION

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INTRODUCTION

For Key Stage 4 (Years 10-11) students are given the opportunity for the first time in their education to make choices about the subjects that they study. We recognise that this is both exciting and daunting for many students. Exciting, because students can pursue subjects that they are really interested in. Daunting, because students have a range of options to choose from and aren't yet sure what they want to do in the future.

Trinity Academy believes that each child is made in the image of God and therefore infinitely precious and gifted and talented in different ways. With this in mind, staff at the Academy have tried to produce a set of courses that are balanced and flexible so that they can be tailored to the meet the needs of the individual.

To help students and parents at this time, we aim to provide as much information as possible. This booklet has been designed to give a short but informative summary for every subject we offer.

STEP BY STEP GUIDE FOR STUDENTS

Step 1

Think about the subjects you currently enjoy and feel you could really do well in. Think also about your future after Year 11. What might you want to study in Sixth Form? If you are considering university or an apprenticeship, what course would you like to take? What are your career aspirations?

Step 2

Find out about the subjects and opportunities available. The Pathways Evening is a great chance to find out more. It is the one time in the year when you have access to everybody you need to speak to in the Academy.

Step 3

Complete the options form by Wednesday 12th February.

Include your order of preferences so we can try and find the best fit for you.

Step 4

Options choices will be reviewed by subject teachers and senior members of staff. We may wish to have a further conversation to make sure you have chosen the courses that are in your best interests.

Step 5

You will be sent your confirmed option choices. If you have any questions you will be able to contact the Academy to have the questions answered.

Step 6

You will begin your options choices in September 2025.

FREQUENTLY ASKED QUESTIONS

What is the difference between a GCSE and a vocational course?

The table below highlights the main differences:

	GCSE	Vocational
Type of qualification	GCSE	BTEC Level 2 certificate
Grading	9-1	Pass - Distinction*
Typical future route	A level, T-level, degree, degree apprenticeship	Level 3 BTEC, apprenticeship, T-level, degree, degree apprenticeship
Typical assessment	Examinations	Examinations and coursework

Both types of courses are valuable and it is not unusual for a very academic student to take a vocational option in an area they are interested in.

When will I find out which options have been allocated?

The confirmed options will be sent out before the Easter holiday.

Is a subject guaranteed to run?

In some cases, a subject is only selected by a small number of students. In this case, we will not be able to offer the course. Students will be offered their next preference instead.

I haven't received my most preferred options. Why is this?

At Trinity, we offer a wide variety of different subjects. However, this means that it is not possible to offer every single combination of subjects. Rest assured, we work hard to find the best possible solution for all students and typically 80% of students will be granted their most preferred options.

Why do we take so many core subjects?

There are a numbers of subjects that we believe are essential for all students to study. These subjects form the foundation of learning, and the skills developed can be transferred into every field.

What happens if I change my mind about a subject in September and want to change to something else?

Every year, a few students decide to change course after a few lessons. While this can be disruptive to their studies, we recognise that things can change between March and September. We have a three-week window at the start of September where students can switch option choices with permission of their parents and teachers. After the cut-off date (typically the final Friday in September) students may no longer switch option choices. It is important to note that some options will already be full and therefore a switch may not always be possible.

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

RELIGIOUS STUDIES

COMBINED SCIENCE

CORE SUBJECTS

ENGLISH LANGUAGE

In English Language, students develop their reading skills to identify explicit information, infer implicit meanings, analyse the language and the writers' craft and evaluate the effects created. In addition to this, they skilfully learn how to plan and write fiction and non-fiction texts, for a range of audiences and purposes to show that they can develop ideas with imagination and accuracy.

SUBJECT CONTENT

Students will:

- Engage with a range of different texts, from different time periods and from different perspectives
- Work to develop their analytical skills
- Be creative with both fiction and non-fiction writing
- Improve both written and spoken communication skills

Students will be exposed to a large range of reading stimulus that allows them to explore a variety of both fiction and non-fiction texts that deal with real and relevant contexts.

Students will be challenged to think harder and given opportunities to develop critical thinking skills that encourage powerful thought about different topics and themes.

The course puts a clear emphasis on developing students' understanding of the use of standard English, using grammatically correct sentence structure, whilst using punctuation with accuracy and for effect.

SUBJECT UNITS

Paper 1: Explorations in creative reading and writing

Paper 2: Understanding writers' viewpoints and perspectives

ASSESSMENT

Paper 1: 50% of the final grade

Paper 2: 50% of the final grade

Spoken Language Endorsement

POST 16

This course supports A-level option choices of English Language, English Language and Literature, English Literature, Media, Drama, History and Geography.

FUTURE CAREERS

Writing, Teaching, Law, Media, Human Resources, Journalism, Publishing and Editing, Advertising and Civil Service.

ENGLISH LITERATURE

In English Literature, students use a range of skills to discuss poetry, prose and drama texts from a wide range of historical periods. Furthermore, they use these skills to analyse form, language and structure and evaluate the effects of the writers' methods and intent.

SUBJECT CONTENT

Students will:

- Engage with a range of different texts, from different time periods and from different perspectives
- Work to develop their analytical skills
- Develop an understanding of social and historical events
- Developing alternative interpretations that challenge

Students will study a range of high quality texts in genres of prose, poetry and drama to develop an understanding of how literature is both rich, powerful and influential. The course encourages students to offer personal responses to texts, select relevant textual references to support their ideas, analyse critically and weave in, where appropriate, their contextual knowledge.

SUBJECT UNITS

Paper 1: Macbeth and A Christmas Carol

Paper 2: An Inspector Calls and Conflict Poetry and Unseen Poetry

ASSESSMENT

Paper 1: 50% of the final grade

Paper 2: 50% of the final grade

Spoken Language Endorsement

POST 16

This course supports A-level option choices of English Language, English Language and Literature, English Literature, Media, Drama, History and Geography.

FUTURE CAREERS

Writing, Teaching, Law, Media, Human Resources, Journalism, Publishing and Editing, Advertising and Civil Service.

SUBJECT CONTENT

A wide range of knowledge and mathematical skills will be taught in this qualification. Topics will be explored in detail, with opportunities for students to practice using mathematics for problem solving. There will be opportunities to develop mental skills in numeracy, as well as using calculators to solve complex problems.

SUBJECT UNITS

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

SUBJECT CONTENT

A wide range of knowledge and mathematical skills will be taught in this qualification. Topics will be explored in detail, with opportunities for students to practice using mathematics for problem solving. There will be opportunities to develop mental skills in numeracy, as well as using calculators to solve complex problems.

ASSESSMENT

We follow the Edexcel programme of study which involves 3 written examinations (Paper 1 non-calculator, Paper 2 and 3 calculator). These total 240 marks, which is equally split between the three papers. Topics can occur on any paper.

There are two tiers: foundation (grade 5 to grade 1) and higher (grade 9 to grade 3). Students will be guided to the most appropriate tier of entry as the course progresses.

Mathematics is compulsory and is highly valued by employers and a rewarding subject to master! Mathematics prepares students for the world around them!

Mathematics opens doors and inspires minds!

MATHEMATICS

In Mathematics our aim is to prepare students for the next stage of their educational journey. We want to inspire students to succeed in life, appreciate the beauty of mathematics and develop skills to think like a mathematician. As well as developing our students to be numerate we combine fluency, reasoning and problem-solving skills across and array of mathematical disciplines, focussing on the application of mathematics in real life problems. In preparation for the GCSE qualification we also encourage students to see links between various mathematical topics.

POST 16

Leads on to A-level Mathematics, A-level Further Mathematics and Level 3 Core Maths (half A-level), as well as being important for many other subjects such as sciences. Many apprenticeships specify a certain grade in GCSE Mathematics as an entry requirement.

FUTURE CAREERS

Engineering, finance, accountancy, scientist, medicine, dentistry, teaching, etc. It is common for a wide range of careers to specify a certain grade for entry into the profession, as mathematics is vitally important for such a large number of different jobs.

FURTHER INFORMATION

Mathematics is compulsory and students will have four mathematics lessons a week. We subscribe to Sparx Maths, an online homework platform to help with homework, revision and independent learning.

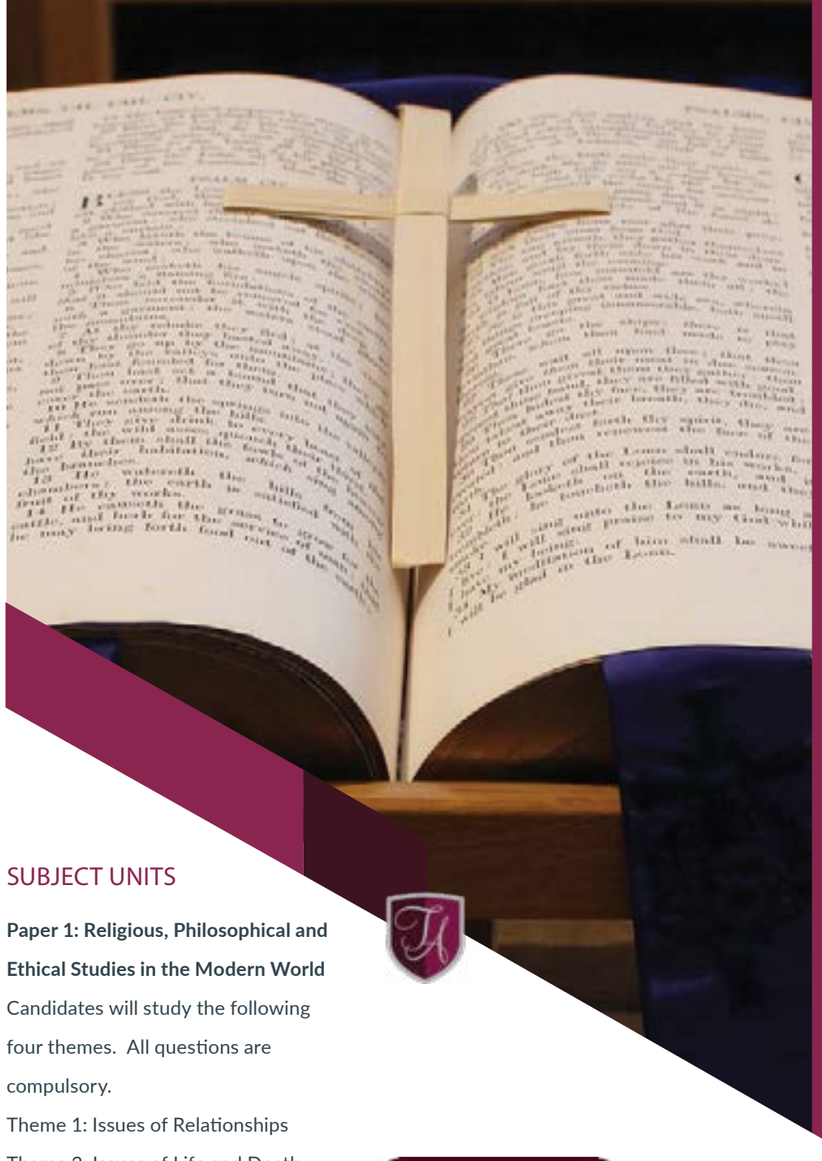
RELIGIOUS STUDIES

All students will have the opportunity to complete a short course qualification in Religious Studies at KS4, following the Eduqas examination board.

GCSE Religious Studies is a subject highly thought of by Sixth Form, Colleges and Universities. It involves a wide range of transferable skills which can also be a big advantage to you in improving your grades in English and other subjects. You will learn skills such as debate and argument, justifying your point of view and also those which you disagree with. This course will enable you to become informed about religious and non-religious views as you compare adn contrast them, and learn to become thoughtful and engaged citizens as you apply these views. It allows you to explore the big questions in life.

SUBJECT CONTENT

You will learn about the beliefs of Christianity and Judaism and how these beliefs affect the lives of followers of these religions. You will explore some of the big moral questions that are involved in the topics of Relationships, Life and Death, Good and Evil and Human Rights, examining and evaluating religious and non-religious views.



SUBJECT UNITS

Paper 1: Religious, Philosophical and Ethical Studies in the Modern World

Candidates will study the following four themes. All questions are compulsory.

Theme 1: Issues of Relationships

Theme 2: Issues of Life and Death

Theme 3: Good and Evil

Theme 4: Human Rights

Paper 2: Study of Christianity

Candidates will study the beliefs and practices of Christianity and the affect these have on the life of a believer.

Paper 3: Study of a World Faith

Candidates will study the beliefs and practices of Judaism and the affect these have on the life of a believer.

Religious Studies is a highly valued subject by employers and FE establishments, not just because you understand your own culture better, but also because you develop an understanding and respect for different people groups and cultures, and become highly skilled at evaluating and appraising arguments and points of view.

ASSESSMENT

Three written examinations:

Philosophy and Ethics - 1 hour

(50% of the marks)

Christianity - 35 minutes

(25% of the marks)

Judaism - 35 minutes

(25% of the marks)

POST 16

A GCSE in RS provides a foundation of knowledge and skills for all art and literature based A-levels, ie. English, Law, History, Geography, Psychology. The skills of evaluation, analysis and memorisation of knowledge are all valuable for all essay based Further Education.

The tolerance and mutual respect that is fostered by studying different worldviews and cultures is highly prized by all employers in multi-faith, multi-cultural Britain.

FUTURE CAREERS

Law, Teaching and other Education roles, Police, Psychology, Coaching, Armed Forces, Travel Agent, any career that requires skills like tolerance and understanding of people groups.

COMBINED SCIENCE

SUBJECT CONTENT

The study of Biology involves interpreting information about the living world and living organisms. The study of biological sciences helps humans improve their own lives and strives to help humans solve complicated ecological problems and global issues. It also helps to create a sustainable world for future generations.

In Chemistry, students will study the composition, structure, reactions, and properties of matter. Students will study the surroundings from the atomic level upwards, gaining a better understanding of why materials are used for certain functions, to the analysis and synthesis of chemicals on an industrial scale.

The study of Physics involves looking at the fundamental forces and energies, which govern our universe. Students will learn about forces and how they interact with mass, the nature of electricity and the concept of fields. In understanding physics, you will see the world as it really is.

SUBJECT UNITS

Biology

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

Chemistry

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

Physics

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

ASSESSMENT

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

How it's assessed:

Written examination: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7% of GCSE

Questions:

Multiple choice, structured, closed short answer, and open response.

What's assessed:

Biology Paper 1 - Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2 - Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 1 – Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Chemistry Paper 2 – Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 1 – Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics Paper 2 - Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

POST 16

This course provides strong foundations for studying sciences at post-16. The course allows progressions to A-level Biology, Chemistry or Physics, as well as vocational courses, such as BTEC Applied Science.

FUTURE CAREERS

Many jobs require an understanding of science. For careers in engineering, healthcare, environmental work and scientific research, strong GCSEs in Science are imperative. Science also affects many other careers and is therefore highly prized. Those seeking careers in architecture, construction, catering, health & fitness and health & beauty would also benefit from a solid understanding of the sciences.

In science, students will study practical laboratory based techniques with fundamental scientific concepts. They will learn about the natural world, the study of matter and the physical universe around them. On successful completion of this course, students will be awarded 2 GCSEs.

ART

BUSINESS STUDIES

COMPUTER SCIENCE

FRENCH

GEOGRAPHY

HISTORY

MUSIC

SEPARATE SCIENCE

SPANISH

NON CORE SUBJECTS (GCSE)

ART

GCSE Art enables students to develop skills in drawing, painting, 3D and mixed media as well as researching the work of artists, designers and craftsmen. It is delivered as projects which are written to include the four assessment objectives.

SUBJECT CONTENT

Extended project Organic based on the Natural World - A drawing project that develops observational skills working from natural form such as shells, flowers and fruit. Students research artists whom work with organic form and other nature inspired practitioners. Students may also research sculpture and textile design. Students have a choice of whether to follow a 3D project or 2D. Final ideas take students through a range of media.

Mini project - Students will get the opportunity to work with Artist in Residence and complete workshops related directly to their coursework theme. This in turn allows them to learn new exciting techniques not covered in the general curriculum and work with local artists and crafts people..

SUBJECT UNITS

Component 1: A portfolio of coursework (60%).

Component 2: Controlled assessment by AQA (40%).

ASSESSMENT

Work is assessed by the art teachers throughout the course and then an AQA moderator comes in to agree the marks. Component 1 is coursework (60%). Component 2 is an examination (40%).

In addition to the practical and creative skills, the course also provides an opportunity for students to gain experience in analysing and drawing inspiration from the artwork of practitioners and the creative and cultural industries.

POST 16

The course leads on to A-level Art and Design. It also provides the skills required to follow a vocational pathway.

FUTURE CAREERS

Fashion Designer, Surface Print Designer, Animator, Illustrator, Theatre Arts, Set Designer, Stage Costume and Make-up, Architecture, Interior Designer, Marketing, Advertising, Art History, Art Teacher, Media Arts, Art Therapist, Photographer, Visual Merchandiser, Accessories Designer.

BUSINESS STUDIES

SUBJECT CONTENT

Students start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? Students learn how to develop an idea, spot an opportunity and turn it into a successful business. Students will understand how to make a business effective and all the people involved.

Then students move on to investigating business growth. How does a business develop beyond the start-up phase? Students learn about key business concepts and issues and decisions students need to make when growing a business and working in a global business. Students learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and students explore how the wider world impacts the business as it grows.

SUBJECT UNITS

Theme 1: Introduction to Small Businesses
This unit focuses on start-up businesses and includes looking at how to spot a business opportunity and putting a business idea into practice.

Theme 2: Building a Business
This unit focuses on growing businesses and includes looking at how Marketing and effective management can help a business develop.

Students who enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands then the GCSE Business course is the right subject for them.

In GCSE Business Studies students will learn about how the world of business works and its relevance to almost every aspect of modern society. The course begins by looking at how small businesses are set up including topics such as market research, finance and business planning. It then move onto how entrepreneurs grow small businesses into larger organisations and how the planning, marketing and organisation has to change as a business grows.

ASSESSMENT

Paper 1 - Theme 1: Investigating small business
Written examination: 90 minutes, 90 marks 50% of the total GCSE. Multiple choice, calculation, short-answer and extended writing questions

Paper 2 - Theme 2: Building a business
Written examination: 90 minutes, 90 marks 50% of the total GCSE. Multiple choice, calculation, short-answer and extended-writing questions

POST 16

After this qualification students understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments
- creative and practical problem solving
- understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A-levels and BTEC courses. A GCSE Business course could help students prepare for an entrepreneurial role and help students to gain an understanding of what is involved in a business-related profession.

FUTURE CAREERS

Accountancy, Banking, Human Resource Management, Law, Marketing and Sales, International Business, Product Management or the leisure and tourism industry.

COMPUTER SCIENCE

SUBJECT CONTENT

GCSE in Computer Science will encourage students to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science

SUBJECT UNITS

Theme 1: Computer Systems
This section of the course will focus on systems, memory and storage, computer networks, connections and protocols, network security, systems software and the ethical, legal, cultural and environmental impacts of digital technology

Theme 2: Computational Thinking, Algorithms and Programming
The second part of the course will focus on algorithms, programming fundamentals, the production of robust programs, Bollean logic, programming languages and integrated development environments.

The themes will be applied to practical pieces of programming work to allow you to bring your learning to life!

Students who enjoy:

Those who want to try out and pursue programming skills which are extremely attractive in the modern workplace.

Those who want to gain a deep understanding of computational thinking and how to apply it through a chosen programming language.

ASSESSMENT

Paper 1: Computer Systems
A written examination paper lasting 1 hour 30 minutes. This is 50% of the total GCSE mark.
The paper consists of multiple-choice questions, short response questions and extended response questions.

Paper 2: Computational Thinking, Algorithms and Programming
A written examination lasting 1 hour 30 minutes. The paper has two sections. The second section of the paper assesses your ability to write or refine algorithms.

POST 16

By taking this course, you will have developed a thorough knowledge of computer systems and programming. Computer Science is a big part of the modern world and used extensively in industry. This knowledge will equip you for this.
The course is a great step in preparing you for courses in A-Level Computer Science and BTEC ICT.
Beyond this apprenticeships and University courses are available in Computer Science / ICT.

FUTURE CAREERS

Artificial Intelligence Engineer, Computer Games Developer, Software Engineer, Data Scientist, Cloud Consultant, Python Developer, Data Warehouse Architect, Software Architect, E-Learning Developer, Information Scientist, Network Manager and Network Engineer are some examples.

FRENCH

"If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart." (Nelson Mandela)

French opens the doors to another world and different cultures and will provide you with the skills that employers are looking for; communication skills, independent skills, higher level thinking skills, the ability to analyse and evaluate and develop different forms of communication from written to verbal - French will provide you with invaluable skills that any employer would find hard to ignore.

SUBJECT CONTENT

Students will be required to understand and use language across a range of contexts, including personal, academic and employment-related use.

Language content will be organised in a specified number of broad themes, addressing relevant matters relating to:

- My Personal World
- Studying and my Future
- Lifestyle and Wellbeing
- Travel and Tourism
- My Neighbourhood

SUBJECT UNITS

- Media and Technology (My Personal World)
- Family (My Personal World)
- School (Studying and my Future)
- Healthy Living (Lifestyle and Wellbeing)
- Holidays (Travel and Tourism)
- Environment (My Neighbourhood)
- My Town and Region (My Personal World / My Neighbourhood)
- Future Plans (Studying and my Future)

This course will broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

ASSESSMENT

- Paper 1 - Speaking (Foundation or Higher Tier)
- Paper 2 - Listening (Foundation or Higher Tier)
- Paper 3 - Reading (Foundation or Higher Tier)
- Paper 4 - Writing (Foundation or Higher Tier)

Each paper is worth 25% of the final grade.

POST 16

This course leads on to A-level French. The skills acquired during the GCSE course also support all other academic subjects.

FURTHER INFORMATION

French is a qualification which is welcomed in all kinds of careers because of the knowledge and skills learnt across the course. Some examples are: interpreter, management accountant, marketing manager, (social media) public relations officer, secondary school teacher, solicitor, tourism officer, tourist information manager and translator.

GEOGRAPHY

Geography is a vital subject in today's society and will become increasingly important in the future. Geography can provide the answers to the world's questions; help us to understand why things happen, how things might change and what impacts these changes may have on the world.

Geography will provide you with the skills that employers are looking for; ICT, team work, independent skills, higher level thinking skills, the ability to analyse and evaluate information, plus be able to make decisions and solve problems, develop different forms of communication from written to oral - Geography is the answer and provides students with more than just knowledge, but skills that you can use in your future.

SUBJECT CONTENT

In GCSE Geography, students study a range of physical and human topics. Geographical skills underpin each unit of study. Fieldwork provides an opportunity for students to apply the taught content to the real world.

SUBJECT UNITS

Paper 1: Living with the Physical Environment

- **Section A:** The Challenge of Natural Hazards
- **Section B:** The Living World
- **Section C:** Physical Landscapes in the UK

Paper 2: Changes in the Human Environment

- **Section A:** Urban Issues and Challenges
- **Section B:** The Changing Economic World
- **Section C:** The Challenge of Resource Management

Paper 3: Geographical Applications

- **Section A:** Issues Evaluation
- **Section B:** Fieldwork

ASSESSMENT

- Paper 1 - Living with the Physical Environment (1 hour 30 minutes - 35% of the final grade).
- Paper 2 - Changes in the Human Environment (1 hour 30 minutes - 35% of the final grade).
- Paper 3 - Geographical Applications (1 hour 30 minutes - 30% of the final grade).

POST 16

This course leads on to A-level Geography. As a bridging subject, the skills learnt at GCSE, work well with many other subject areas.

FUTURE CAREERS

Geography is a qualification which is welcomed in all kinds of careers because of the knowledge and skills learnt across the course. Some examples are Policy and Government, Environmental Quality and Environmental Technology, GIS/GPS - Analysis, Defence, Mapping, Planning and Surveying - Urban Planning, Travel, Tourism and Leisure, Corporate Responsibility and Ethics, Fundraising and Aid, Risk Analysis and Disaster Planning / Management.

EXAM BOARD

AQA

All students have the opportunity to undertake fieldwork. This visit will connect classroom theory to the real world. Developing data collection and analysis skills in preparation for Paper 3.

HISTORY

Students will develop an understanding of History chronologically and thematically whilst learning transferable skills to support them in their other subjects. Students will create and strengthen links and understanding of the past through a knowledge rich curriculum and develop an understanding of the world they live in.

SUBJECT CONTENT

Through the study of international and British History students will learn to challenge their understanding of the world in the past and the present and form their own opinions and views.
Students study a range of breadth and depth studies in order to understanding change and continuities in the past.

SUBJECT UNITS

Paper 1:
1A America 1920 - 1972 Opportunity and Inequality, and
1B Conflict and Tension between East and West, 1945 - 1972
.
Paper 2:
2A Britain: Migration, Empires and People, and
2B Norman England, c1066 - c1100

ASSESSMENT

We follow the AQA programme of study which has two examinations.

Paper 1: 2 hours
1A America 1920 - 1972 Opportunity and Inequality (1 hour), and
1B Conflict and Tension between East and West, 1945 - 1972 (1 hour)

Paper 2: 2 hours
2A Britain: Migration, Empires and People (1 hour), and
2B Norman England, c1066 - c1100 (1 hour)

POST 16

This course leads on to A-level History. The skills learned also support any other academic subject.

FUTURE CAREERS

There are many careers students can pursue with History because of the transferable skills it teaches. Some examples are archaeology, museum curatorship, heritage manager, archivist, law, journalism, administration and media. There are many careers in the film industry which require the ability to fact check or support in costume design.

History students gain skills such as analytical and critical reasoning when considering why something happened. They will strengthen their oral and written communication and research. History involves learning about people, learning about countries, societies and cultures. They learn to locate and sift facts and put these into proportion to analyse what matters. They will create judgements and learn to question.

MUSIC

GCSE Music will allow students to actively engage in the process of musical study. Students will learn how to perform individually and in groups whilst communicating with fluency and control. They will develop composing skills, be able to recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music. Overall, students will broaden their musical experience and interests, develop imagination and foster creativity.

SUBJECT CONTENT

GCSE Music

- provides students the opportunities to gain self-confidence through performing to others;
- develops team-working skills through performing with others;
- extends students' creative skills through composing music;
- encourages the understanding of the importance of continuous evaluation and refinement in any process;
- provides a solid foundation for progression to music related courses, including A Level Music and a career in music professions.

ASSESSMENT

Component 1: Performance 30%
Students perform one solo recording and one ensemble recording which lasts 4 minutes altogether. The final recordings take place in Year 11. This assessment is marked by the teacher.

Component 2: Composition 30%
Students write one "free" composition (completed in Year 10) and then one composition in response to a brief set by the board, linked to an Area of Study. The briefs are released in September of Year 11. The assessment activities for this unit are set and marked by the teacher.

Component 3: Appraisal Examination 40%
This 1 hour and 45 minute examination takes place during May/June of Year 11. Students learn how to analyse pieces of music from a score, and answer questions based on listening to pieces of music in the examination.

POST 16

This course is essential for students wishing to take A-level Music as it introduces score reading analysis and genres of music that are developed at a higher level.

If you enjoy performing music and are learning to play an instrument, can sing, or you are already an established performer then this is a great subject to choose! If you like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge and understanding of music, improve your analytical skills, improve your aural awareness and love to be around music, then this is the course for you! You will be provided with lots of opportunities to perform in school and at other public events!

FUTURE CAREERS

Singer, musician, composer, film music, gaming music, musical director, sound engineer, music therapist, teacher, journalist, DJ, broadcast engineer, radio producer, arts administrator, lecturer, television sound mixer/ engineer as well as any post which requires teamwork, communication, people skills, independent thinking, organisational skills, listening skills and confidence.

SUBJECT UNITS

Component 1: Performance
This component focuses on all aspects of performance including solo and ensemble approaches to performing.

Component 2: Composition
This focuses on how to develop musical ideas including compositional techniques and strategies which ensures technical control and coherence. Methods of notating composition scores are also explored.

Component 3: Appraisal Examination

Area of Study 1: Instrumental Music 1700-1820	• J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor "Pathetique"
Area of Study 2: Vocal Music	• H Purcell: Music for a While • Queen: Killer Queen (from the album "Sheer Heart Attack"
Area of Study 3: Music for Stage and Screen	• S Schwartz: Defying Gravity (from the album of the cast of the recording of Wicked) • J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Area of Study 4: Fusions	• Afro Celt Sound System: Release (from the album "Volume 2: Release") • Esperanza Spalding: Samba Em Preludio (from the album "Esperanza")

SEPARATE SCIENCE

SUBJECT CONTENT

In Biology, Chemistry and Physics students will study all three scientific disciplines to a deeper level. The study of Biology involves interpreting information about the living world and living organisms. The study of Biological Sciences helps humans improve their own lives and strives to help humans solve complicated ecological problems and global issues. It also helps to create a sustainable world for future generations. In Chemistry, students will study the composition, structure, reactions and properties of matter. Students will study the surroundings from the atomic level upwards, gaining a better understanding of why materials are used for certain functions, to the analysis and synthesis of chemicals on an industrial scale. The study of Physics involves looking at the fundamental forces and energies, which govern our universe. Students will learn about forces and how they interact with mass, the nature of electricity and the concept of fields. In understanding Physics, you will see the world as it really is.

SUBJECT UNITS

Separate Science: Biology

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

Separate Science: Chemistry

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

Separate Science: Physics

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

ASSESSMENT

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each Paper is worth 50% of a GCSE with students achieving 3 GCSEs. One in Biology, Chemistry and Physics.

How it's assessed:

6 x Written examination: 1 hour 45 minutes

6 x 100 marks

6 x 50% of GCSE

Questions:

Multiple choice, structured, closed short answer and open response.

Separate Science: Biology

Paper 1 - Topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 - Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Separate Science: Chemistry

Paper 1 – Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Paper 2 - Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Separate Science: Physics

Paper 1 – Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 - Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.

POST 16

This course provides strong foundations for studying sciences at post-16. The course allows progressions to A-level Biology, Chemistry or Physics, as well as vocational courses, such as BTEC Applied Science.

In Biology, Chemistry and Physics, students will study practical laboratory-based techniques with fundamental scientific concepts. They will learn about the natural world, the study of matter and the physical universe around us. On successful completion of this course students will be awarded 3 GCSE's. This course is designed for students who have a real enthusiasm and passion for the sciences and who display a real talent for the scientific disciplines.

FUTURE CAREERS

Many jobs require an understanding of science. For careers in engineering, healthcare, environmental work and scientific research, strong GCSEs in Science are imperative. Science also affects many other careers and is therefore highly prized. Those seeking careers in architecture, construction, catering, health & fitness and health & beauty would also benefit from a solid understanding of the sciences.

SPANISH

"The limits of my language are the limits of my universe." (Ludwig Wittgenstein)

Spanish opens the doors to another world and a different culture and will provide you with the skills that employers are looking for; communication skills, independent skills, higher level thinking skills, the ability to analyse and evaluate and develop different forms of communication from written to verbal – The study of Spanish will provide you with invaluable skills that any employer would find hard to ignore.

SUBJECT CONTENT

Students will be required to understand and use language across a range of contexts, including personal, academic and employment-related use.

Language content will be organised in a specified number of broad themes, addressing relevant matters relating to:

- My Personal World
- Studying and my Future
- Lifestyle and Wellbeing
- Travel and Tourism
- My Neighbourhood

SUBJECT UNITS

- Media and Technology (My Personal World)
- Holidays (Travel and Tourism)
- Family (My Personal World)
- Healthy Living (Lifestyle and Wellbeing)
- School (Studying and my Future)
- My Town and Region (My Neighbourhood)
- The Environment (My neighbourhood)
- Future Plans (Studying and my Future)

This course will broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

ASSESSMENT

- Paper 1 - Speaking (Foundation or Higher Tier)
- Paper 2 - Listening (Foundation or Higher Tier)
- Paper 3 - Reading (Foundation or Higher Tier)
- Paper 4 - Writing (Foundation or Higher Tier)

Each paper is worth 25% of the final grade.

POST 16

This course leads on to A-level Spanish. The skills acquired during the GCSE course also support all other academic subjects.

FURTHER INFORMATION

Spanish is a qualification which is welcomed in all kinds of careers because of the knowledge and skills learnt across the course. Some examples are: interpreter, management accountant, marketing manager, (social media) public relations officer, secondary school teacher, solicitor, tourism officer, tourist information manager and translator.

DRAMA

HEALTH AND SOCIAL CARE

HOSPITALITY AND CATERING

BTEC SPORT

TECHNOLOGY: ENGINEERING

TECHNOLOGY: 3D DESIGN

NON CORE SUBJECTS (VOCATIONAL)

DRAMA

Drama will give students the opportunity to devise their own performance work as well as exploring texts written by a wide variety of playwrights. Along with practical performance and analytical abilities, students will also develop the skills required for working with others, problem solving, communication, self discipline and self-confidence. Drama involves a large proportion of group work and so a collaborative spirit is essential.

SUBJECT CONTENT

Students will develop skills in acting, musical theatre or production design. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. Additional to the classroom, you will explore opportunities such as professional workshops and theatre trips that will aid the learning explored in the classroom. This course will challenge you and allow you to tailor the units to your strengths while combining the arts.

ASSESSMENT

Component 1: Exploring the Performing Arts (Internal) 30%

In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work.

Component 2: Developing Skills and Techniques in the Performing Arts (Internal) 30%

You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process.

Component 3: Responding to a Brief (External) 40%

You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

SUBJECT UNITS

Component 1: Exploring the Performing Arts (Theory & Practical)

Component 2: Developing Skills and Techniques in the Performing Arts (Performance)

Component 3: Responding to a Brief (Creative Work)

POST 16

This could lead onto Level 3 BTEC National in Performing Arts, stage management or conservatoires.

FUTURE CAREERS

There are many options, but the most common routes are a performer, freelancer, teacher, director, choreographer or working as a technician.

This qualification enables students to develop their critical thinking skills, communication, teamwork organisation and people skills as well as confidence. All areas are valued by employers in a variety of industries and you will gain a well-rounded understanding of how the arts complement one another to make you a versatile performer. This course also offers students the opportunity to be exposed to a variety of practitioners to develop an appreciation for the arts.

HEALTH & SOCIAL CARE

The BTEC in Health & Social Care will develop and recognise students' skills, knowledge and understanding of health care service and values that is relevant to today's work environment.

SUBJECT CONTENT

Students will learn about factors which can affect health care services. There will be a number of opportunities to extend learning outside of the classroom including visits from health and social care professionals, as well as opportunities to visit health and social care providers.

SUBJECT UNITS

Unit 1 - Human Lifespan Development (Controlled assessment)

Human Lifespan gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. You will also look at the factors that may affect growth and development throughout the lifespan, such as life-changing events like marriage or death of a partner. You will explore how individual scope with these changes, as well as investigate the types of support available to help them.

Unit 2 - Health and Social Care Services and Values (Controlled assessment)

Health and Social Care Services you will investigate common services as well as those for specific needs and consider how they may work together to meet individual's needs. You will examine the barriers to individuals accessing services and how they may be overcome. You will explore the skills, attributes and values that are required in health and social care, and their importance in making sure that the people who use these services get the care they need.

Unit 3 - Health and Well-being (Examination)

Health and Wellbeing explores the factors that can have a positive or negative influence on an individual's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

ASSESSMENT

Two controlled assessment units - Units 1 and 2 (30% each) completed over Year 10 and 11.
One examination - Unit 3 (40%) completed in Year 11.

FUTURE CAREERS

Primary/Secondary teaching, social work, physiotherapy, police, radiography, operating department practice, nursery teaching, nursery nurse, care industry, childcare, residential care, nursing, midwifery and paramedic.

POST 16

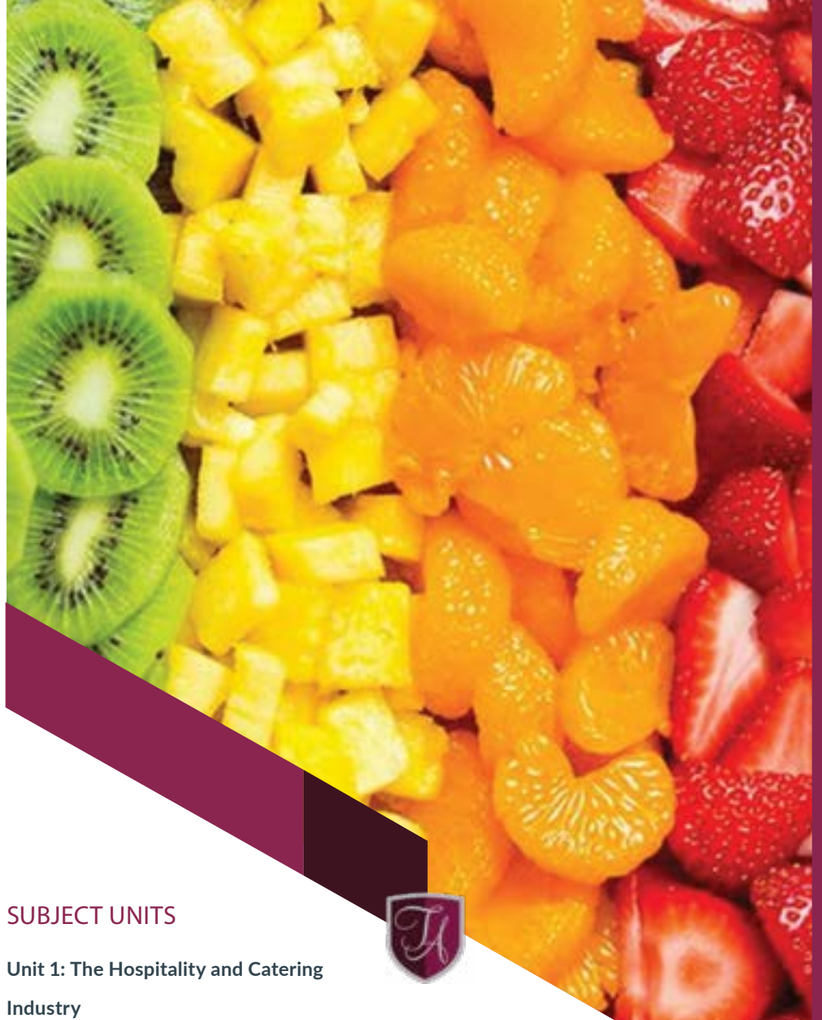
This course leads on to BTEC Health and Social Care Level 3 which we offer as an extended certificate or national diploma.

The course places an emphasis on the skills of problem solving and creative thinking as well as developing communication techniques using a variety of different media. Students will develop their time management and critical reflection skills.

HOSPITALITY AND CATERING

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

Learners completing the Level 1/2 award in Hospitality and Catering may be interested in progressing to our Level 3 qualifications in Food Science and Nutrition.



SUBJECT CONTENT

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.

SUBJECT UNITS

Unit 1: The Hospitality and Catering Industry

Written examination (80 minutes, 80 marks) - 2 attempts at the examination - 40%.

Unit 2: Hospitality and Catering in Action

Coursework - 60%.

Our Level 1/2 Vocational Award in Hospitality and Catering is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

ASSESSMENT

Grading: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

POST 16

Our Level 1/2 Vocational Award in Hospitality and Catering is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

In sixth form we offer a Level 3 Applied Certificate in Food Science and Nutrition.

FUTURE CAREERS

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. Further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

SPORT

Our BTEC Sports Studies options course provides students who have a keen interest in sport with the opportunity to develop both their physical competence and their knowledge of what constitutes a healthy and active lifestyle. It is important that students recognise that as well as physical performance that they will also spend half of their learning time in a classroom acquiring knowledge related to Physical Education and Sport.

We expect all of the student who select this course to regularly participate in school sport.

SUBJECT CONTENT

The course centres on three main topics:

- investigating provisions for sport including equipment and facilities to enhance sport;
- planning and delivery of sport drills and sessions;
- fitness for sport including

SUBJECT UNITS

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Sports will help in any job/career that requires a student to have the ability to work independently or as part of a team, be an effective communicator, to take on leadership responsibility and to have a good level of self-confidence.

ASSESSMENT

Students are assessed in a variety of ways:

Component 1: Preparing participants to take part in sport and physical activity - internal coursework unit.

Component 2: Taking part and improving other participants sporting performing - internal coursework unit.

Component 3: Developing fitness to improve other participants performance in sport and activity - 90 minute external examination.

POST 16

This course leads onto our BTEC Level 3 course in Sports Performance.

FUTURE CAREERS

PE teacher, Gym Instructor, Personal Trainer, Coach, Sports Psychologist, Sports Development Officer, Sports Scientist, Physiotherapy, Leisure and Recreation Management, Nutritionist, Dietician, Police Officer, Armed Forces.

TECHNOLOGY: ENGINEERING LEVEL 1/2 AWARD

This qualification will allow learners to develop their understanding and skills through a series of tasks set in sector and subject specific contexts with the character of an engineering workplace.

Students will learn a range of workshop skills such as turning, milling, drilling and working to fine tolerances. Students will also learn how to plan their workplace activities as well as develop their design and problem-solving skills.

SUBJECT CONTENT

The qualification is split into 3 units.

Manufacturing Engineering Products, this section of the course will be based around the manufacture of a selected product, students will be required to carry out a range of operations to complete the task and must work to a high level of precision.

Designing Engineering Products, this is a folder-based task around the design of a new product to solve a given design brief, students will need to develop their engineering drawing skills as well as their problem-solving skills.

Solving Engineering Problems, a final written examination will test students' knowledge against a range of engineering problems and questions, students' knowledge of processes, materials, engineering drawing and mathematical calculations of area and volume will be tested.

SUBJECT UNITS

Unit 1: Manufacturing Engineering Products - 40%
Practical based controlled assessment.

Unit 2: Designing Engineering Products - 20%
Folder based project based around a provided context.

Unit 3: Solving Engineering Problems - 40%
1 hour 30 minutes written examination.

ASSESSMENT

Units 1 and 2 will be assessed internally by your teacher and moderated by the examination board. Your practical work will be assessed on the quality, accuracy and level of independence of your work. Your folder work will be assessed on the quality of your ideas and execution of drawing and presentation.
Unit 3 is an externally marked written examination taken in Year 11.

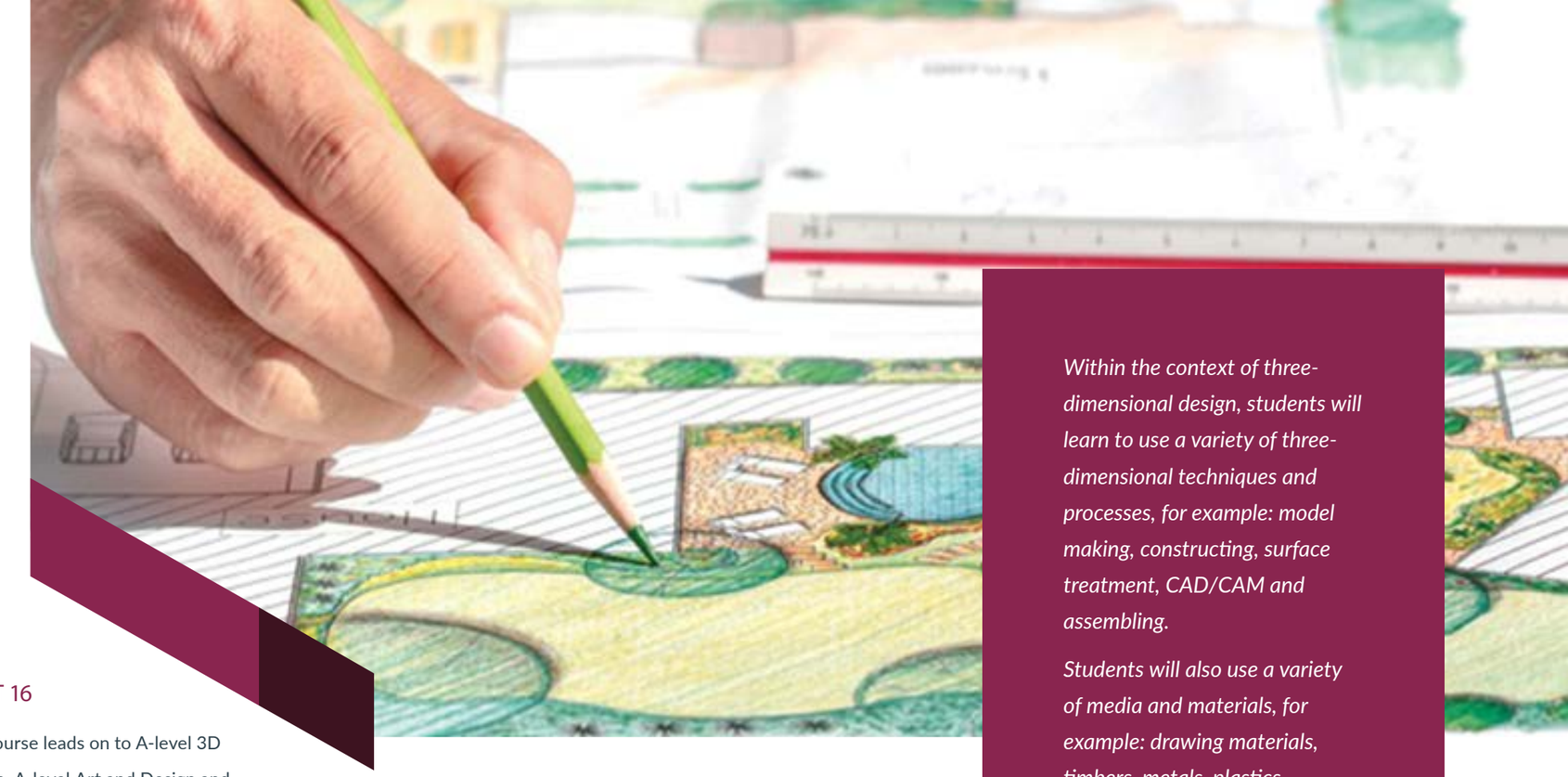
POST 16

Engineering vocational courses are available at a range of local colleges. Courses include Mechanical Engineering, Electrical Engineering, Motor Vehicle and Fabrication and Welding. This would be a good course for learners interested in looking for engineering apprenticeships post 16.

FUTURE CAREERS

Mechanical or Electrical Engineering, Manufacturing, Motor Vehicle Mechanic, Construction.

TECHNOLOGY: 3D DESIGN



SUBJECT CONTENT

In Component 1 and Component 2 students are required to work in one or more area(s) of 3D design, such as those listed below:

- Sculpture
- Product Design
- Interior Design
- Environmental/Landscape/ Garden Design
- Exhibition Design
- 3D Digital Design
- Architectural Design

SUBJECT UNITS

Component 1: A portfolio of coursework (60%).

Component 2: Controlled practical assessment by AQA (40%).

ASSESSMENT

Work is assessed by the Technology teachers throughout the course and then an AQA moderator comes in to agree the marks. Each of the 4 assessment objectives are marked out of 24 and the total marks are out of 96. You will be marked on your ability to critically analyse existing work, experiment with a range of media and techniques, design and develop your own ideas and realise your intentions through a 3D outcome.

In addition to the practical and creative skills, the course also allows students to develop their research, observation and analytical techniques in relation to the existing work of practitioners and design movements in fields such as Architecture and Product Design and allows them to draw inspiration for their own work.

POST 16

The course leads on to A-level 3D Design, A-level Art and Design and AS level 3D Design. It also provides the skills required to follow a vocational pathway.

OTHER INFORMATION

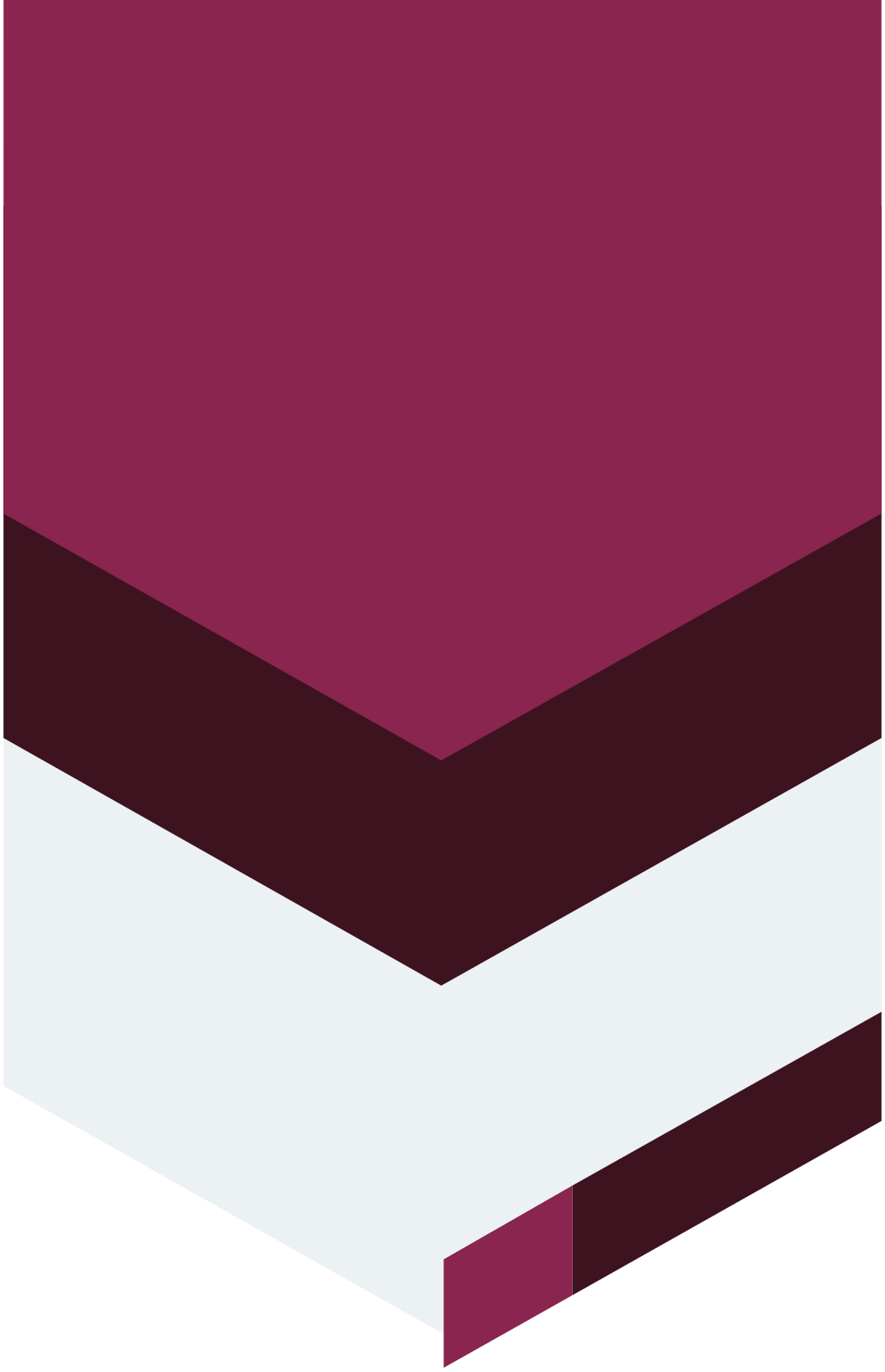
If you have an interest in working with different materials varying from timbers to plastics, processes such as laser cutting and welding, techniques such as typography and ink marbling and have a genuine creative flair for design and make then this is the course for you!

Within the context of three-dimensional design, students will learn to use a variety of three-dimensional techniques and processes, for example: model making, constructing, surface treatment, CAD/CAM and assembling.

Students will also use a variety of media and materials, for example: drawing materials, timbers, metals, plastics, electronics and found materials.

FUTURE CAREERS

Architect, Graphic Design, Illustrator, Landscape Designer, Product Designer, Interior Designer, Furniture Designer, Joiner, Automotive Designer, Jewellery Production, Engineering.



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