



# Key Stage Four Options booklet 2021-2022



# Contents page

		Page
<b><u>Introduction</u></b>	Help your Child Make the best GCSE choice	3
	Trinity Key Stage 4 Curriculum	5
	GCSE overview	7
	EBacc	8
	Choosing options and advice	9
<b><u>Core Subjects</u></b>	English	10
	Mathematics	11
	Combined Science	12
	Separate Science	13
	Religious Education	14
<b><u>EBacc Subjects</u></b>	History	15
	Geography	16
	Spanish	17
	French	18
<b><u>Option Subjects</u></b>	Computer Science	19
	Statistics	20
	Technical Engineering	21
	Fine Art	22
	Food preparation and nutrition	23
	Music Technology	24
	Music GCSE	25
	Drama	26
	PE GCSE	27
	PE Sports studies	28
	Citizenship GCSE	29
	Media	30
	NCFE Technical Award in Business and Enterprise	31



# HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English language and English literature
- Maths
- Science
  - Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- History or Geography
- A language
  - Ancient or modern



## WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,  
August 2017

## LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

**"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."**

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

**The Russell Group has named languages as subjects that open doors to more degrees at universities.**  
(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

**"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."**

Dr Adam Marshall, Director General of the British Chambers of Commerce

### WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

**Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.**

Trends in arts subjects in schools with increased EBacc entry July 2017



#### Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.



## Learning - Loving – Living

### Trinity KS4 Curriculum

The curriculum at Trinity has been carefully planned and sequenced in order that the knowledge and skills developed equip pupils for future learning and employment. This means that we have a broad and balanced curriculum offer at Key Stage 4 which is a part of the journey pupils undertake from Yr. 7 onwards. We operate a 5 Year curriculum at the secondary site which differentiates Yrs. 7 & 8 as being firmly KS3 in their following of the National Curriculum, Yr. 9 is a transition year covering content from both KS3 & KS4 in all subjects regardless of the options pupils have chosen and Yrs. 10 & 11 are firmly KS4, grounded in the rigour and content of exam board specifications.

Pupils regardless of the choices they make will continue to study a rich curriculum and a wide range of subjects –in the Humanities all pupils will continue to have Geography and History through the joint topics which are taught each term within each individual subject discipline. This diverse knowledge & understanding is under pinned by the Humanities wider reading project –carefully selected articles of academic interest covering geography, history, politics & current affairs are used by specialist staff to engage & excite pupils in areas beyond their current studies.

This approach to ensuring that pupils are exposed to as wide a range of topics & subjects carries on into the Creative & Arts faculties – all pupils are able to select a creative subject and have access to a more vocational qualifications due to the additional time available from Yr. 9 onwards. Our Personal Development Days calendared within the timetable are at the heart of our curriculum ensuring that all pupils experience a wide range of activities including gallery & museum visits, international days of importance (Holocaust Memorial Day & Global Green Strike Day for example) & public speaking training. Knowledge organisers, a powerful tool in the delivery of the key content for all subjects are the same for all pupils thereby ensuring that all pupils have access to this resource for all subjects. All pupils from Yr. 9 onwards have the opportunity to continue with a musical education through school funded peripatetic small group instrumental lessons after school in addition to access to drama, art & food technology after school activities.

We encourage a large proportion of pupils to take the EBacc at KS4 as the importance of pupils having the range of a humanity & a modern foreign language at GCSE is recognised as being a huge enabling aspect to acceptance onto A Level courses beyond Trinity at Post-16. The English Baccalaureate (EBacc) continues to be the Government benchmark standard of excellence and at Trinity we want to make sure that for all pupils whom it is appropriate for, they have the benefit of a recognised qualification in a foreign language to extend their range of subjects & interests. Language clubs including Japanese & German are open to all pupils from all year groups to enhance and encourage their languages acquisition.



	English	Maths	Science	Religious Education	Physical Education	Humanities Option	MFL option	Creative option	Free Option	Other
	5	5	5	2	2	3	3	3	2	
Qualification	Language Literature	Maths	Double Science	RE	Core PE	History	French	Art	GCSE PE	All pupil have a music lesson for a term after school

Geography	Spanish	Food & Nutrition	Music Techology
All pupils study units across the History and Geography curriculum in Yr. 9 - Transition year E.g : India & Rwanda	Learning support focusing on Literacy & Numeracy	Technical Engineering	Business & Enterprise
			Personal Development Days encompass Tate Britain, Natural History Museum, Holocaust Memorial Day

Ebacc 75% target	Music	Citizenship
	Drama	Triple Science
	Computer Science	Statistics



### GCSE Overview

This is an important time for pupils as they choose their options for GCSE. Pupils will now have the chance to focus on some of the subjects they have studied at Key stage 3 and carry these onto gaining a GCSE qualification. Students will make their choices in an interview meeting with either the Head of Year or a member of the Senior Leadership Team.

As in all schools, some subjects are compulsory or 'core' subjects which all pupils will continue to study which makes a total of at least 6 compulsory GCSEs (or equivalent). The CORE subjects at Trinity are:

English Language	One GCSE
English Literature	One GCSE
Mathematics	One GCSE
Religious Education	One GCSE
Double or Triple Science	Two OR three GCSEs
Physical Education (non-exam course).	No award given

### EBacc options

Along with the core subjects, students will be provided with a choice of subjects that they wish to study at GCSE. In order to fulfil the EBacc Qualification (see page 3 for more detail) students **MUST** choose a modern foreign language of either:

<b>French</b>	<b>Spanish</b>
---------------	----------------

And they **MUST** choose a Humanities of either:

<b>History</b>	<b>Geography</b>
----------------	------------------

### Other options

To complete options choices, students **MUST** then choose **one** out of the following subjects:

History	Geography	Computer Science	Technical Engineering	Art and Design
Food and Preparation	Music GCSE	Drama GCSE	PE GCSE	MEDIA

And **one** out of the following subjects:

Music Technology	Business and Enterprise	Statistics	PE- Sports Studies	GCSE Citizenship	Triple Science (Selected pupils <b>ONLY</b> )
------------------	-------------------------	------------	--------------------	------------------	---



## **EBacc (the English Baccalaureate)**

### **WHAT IS THE EBACC?**

The EBacc is not a qualification in its own right – it’s a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Modern Foreign Language</b>	<b>Humanities (History OR Geography).</b>
----------------	--------------	----------------	--------------------------------	---

### **EBACC FUTURE PROOFS YOUR CHILD’S PROSPECTS**

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain’s most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16. (*The Centre for Longitudinal Studies, August 2017*)

### **LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE**

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils’ horizons, helping them flourish in new environments.

If your child finds languages difficult, don’t forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What’s more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

### **WHAT ABOUT ARTS AND MUSIC?**

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. Your child will have 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

### Choosing options for Key Stage 4

To ensure that all options are kept open, there are a number of questions that you need to discuss with your child before they make their final decision.

<p><b>Do they enjoy the subject?</b></p>	<p><b>Do they need this subject to pursue their career choice?</b> <i>(this may need some research to be done on their part)</i></p>	<p><b>Does their subject teacher think they should study this subject at GCSE?</b></p>	<p><b>Will they be able to study this subject at 6th form if they haven't completed a GCSE in it?</b></p>
--	--	--	---

Pupils may think they know already, but you should read the **descriptions** of the courses in this booklet very carefully with them to make sure that they know what the subject will be about in the next two years. Pupils should know the subjects they are good at from their marks, tests, reports and from what their subject teachers tell them.

Students should have **balanced choices** that will allow you to keep your options open for career choice later on. Please remember that you are not expected to make a firm decision about your career at this time.

Most pupils change their minds several times and it is possible to do courses later on at school or college, if you find that you need additional qualifications.

Please note - some qualifications listed in this booklet may change over time. The content of the courses may change. Courses may not run if low in number.

### Where to get advice?

Parents, Head of Year, Family Group Leader, Subject teachers, Careers Advisor, older friends. There are also useful books and resources available on loan from Mr Clairmont in the library

**Please also refer to this booklet will help you to find answers to some of your immediate questions as it gives you descriptions of the courses on offer and explains some important keywords and phrases.**

### Pupils should remember

Your personality affects the type of work that you will enjoy and be successful at. Your parents probably know you best. Listen to their advice and to others who know you well.

Your subject teachers know most about your aptitude for a particular subject. They will tell you about their course and your family group leader will look at the overall picture with you.

Listen to what other people tell you about further education and working life. Think about what you would like to do when you leave Trinity, if you will continue your studies, start work as an apprentice and make sure that your career plan is realistic for you.

Remember that these are important choices, which should not be made for trivial reasons. Do not, for example choose a subject just because your friends are doing it.

Make good use of all the information available to you and so make the right choice for your future.

# Core Subjects

<u>English</u>		<u>AQA GCSE</u>	
All pupils study English language and English literature. They will develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.			
<u>English Language</u>			
<b>Paper 1: Explorations in Creative Reading and Writing</b>		<b>Paper 2: Writers' Viewpoints and Perspectives</b>	
<b>Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE</b> Section A: Reading one literature fiction text Section B: Writing descriptive or narrative writing		<b>Written exam - 1 hour 45 minutes - 80 marks - 50% of GCSE</b> Section A: Reading one non-fiction text and one literary non-fiction text Section B: Writing to present a viewpoint	
<b>Questions - Reading</b> (40 marks) (25%) – one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <b>Writing</b> (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)		<b>Questions - Reading</b> (40 marks) (25%) – two linked texts. 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) <b>Writing</b> (40 marks) (25%) One extended writing question (24 marks for content, 16 marks for technical accuracy)	

<u>English Literature</u>	
<b>Paper 1: Shakespeare and the 19th-century novel</b>	<b>Paper 2: Modern texts and poetry</b>
Written exam: 1 hour 45 minutes - 64 marks - 40% of GCSE <b>Section A</b> - Shakespeare: pupils will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then write about the play as a whole.  <b>Section B</b> - The 19th-century novel: pupils will answer one question on Jekyll and Hyde. They will be required to write in detail about an extract from the novel and then write about the novel as a whole.	Written paper: 2 hour 15 minutes - 96 marks - 60% of GCSE <b>Section A</b> - Modern texts: pupils will answer one essay question from a choice of two on their studied modern prose or drama text.  <b>Section B</b> - Poetry: pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.  <b>Section C</b> - Unseen poetry: Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

<b>Mathematics</b>	<b>Edexcel GCSE</b>
The maths GCSE is 2 tiers, Higher and Foundation. Tier of entry is usually confirmed at the start of year 9 however this may change for a small number of pupils. The exam board used with most pupils is Edexcel however Eduqas may be used in some circumstances. The content for Edexcel and Eduqas is the same but pupils taking their GCSE with Eduqas only have two ( 135min) exam papers at the end of year 11 and Edexcel pupils will have three (90min) papers at the end of year 11.	
<b>Changes to the curriculum</b>	
Linear assessment: all components are taken at the end of Yr 11	Domains: Algebra, Handling data, Probability, Shape and Space , Number, Ratio, Proportion and Rates of change
33⅓% of GCSE to be assessed without a calculator. There is one non-calculator and two calculator papers at the end of the course.	The majority of pupils will sit three papers at the end of Yr 11.
A high emphasis is placed upon problem solving and reasoning.	Pupils are expected to learn & memorise mathematical formulae.
Tiers will overlap: foundation tier will cover grades 1–5 and the higher tier will cover grades 4–9	At least 20% of marks will be common questions on both tiers (grades 4 & 5)

Weighting of marks per assessment series		
Domain area	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio/Proportion	25%	20%
Geometry and measures	15%	20%
Probability & Statistics	15%	15%

The syllabus will be delivered using a number of different resources including internet based teaching aids (pixl app, pinpoint and mathswatch) assessment packages and homework tasks. All of which are accessible by both pupils and parents from home.	Assessment and Progress is assessed throughout the year using GCSE past papers and GCSE Specimen papers. Grades will be reported to parents through the interim and annual reporting system. Setting of classes and tier of entry is done on attainment.	Parents should ensure that pupils are equipped every day with the minimum of pen, pencil, ruler, rubber, sharpener and scientific calculator (recommended: Casio fx 83gt). Pupils should carry a compass and protractor.
Also highly recommended is that you purchase an Edexcel revision book and workbook from the Head of Maths so that your child can follow an active and thorough independent revision programme at home. Edexcel revision flash cards are also available through parent pay	All pupils have a login for the mathswatchvle.com and the maths pixlapp - both excellent revision tools that should be used regularly from the beginning of the GCSE course.	

Combined Science	AQA GCSE		
<p>Science is a Core subject at GCSE which means it is compulsory. Most pupils at Trinity will follow the Combined Science course, from which they can obtain two grades. Some pupils will follow the Triple Science pathway, which consists of studying the three sciences separately. From this they will obtain three grades. It is recommended that only pupils with a high degree of competence in Maths and English, as well as an aptitude for Science should take the Triple Science route.</p> <p>At Trinity, we study the AQA board for the Sciences. See the information below for the topics and assessments for the separate Sciences and the Combined Science course.</p> <p>There are <b>six papers</b> in total and this will gain you 2 GCSEs for the combined Science: 2 for biology, 2 for chemistry and 2 for physics these will all be taken at the <b>end of Year 11</b> in the Summer exams.</p>			
<p><b>The units to be studied are as follows:-</b></p>			
<p><b><u>Biology Topics</u></b></p> <p><i>Paper 1 – topics 1-4</i></p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> </ul>	<p><i>Paper 2 – topics 5-7</i></p> <ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance</li> <li>• Variation &amp; evolution</li> <li>• Ecology</li> </ul>		
<p><b><u>Chemistry Topics</u></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Paper 1 – topics 8-12</i></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure &amp; properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Paper 2- topics 13-17</i></p> <ul style="list-style-type: none"> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul> </td> </tr> </table>		<p><i>Paper 1 – topics 8-12</i></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure &amp; properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul>	<p><i>Paper 2- topics 13-17</i></p> <ul style="list-style-type: none"> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>
<p><i>Paper 1 – topics 8-12</i></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure &amp; properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul>	<p><i>Paper 2- topics 13-17</i></p> <ul style="list-style-type: none"> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>		
<p><b><u>Physics Topics</u></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Paper 1 – topics 18-21</i></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Paper 2 – topics 22-24</i></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism</li> <li>• Electromagnetism</li> </ul> </td> </tr> </table>		<p><i>Paper 1 – topics 18-21</i></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure.</li> </ul>	<p><i>Paper 2 – topics 22-24</i></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism</li> <li>• Electromagnetism</li> </ul>
<p><i>Paper 1 – topics 18-21</i></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure.</li> </ul>	<p><i>Paper 2 – topics 22-24</i></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism</li> <li>• Electromagnetism</li> </ul>		



Separate Science	AQA GCSE		
<p>Science is a Core subject at GCSE which means it is compulsory. Most pupils at Trinity will follow the Combined Science course, from which they can obtain two grades. Some pupils will follow the Triple Science pathway, which consists of studying the three sciences separately. From this they will obtain three grades. It is recommended that only pupils with a high degree of competence in Maths and English, as well as an aptitude for Science should take the Triple Science route.</p> <p>At Trinity, we study the AQA board for the Sciences. See the information below for the topics and assessments for the separate Sciences and the Combined Science course.</p> <p>There are <b>six papers</b> in total and this will gain you 3 separate GCSEs (Biology, Chemistry, Physics). 2 papers each for biology, chemistry and physics these will all be taken at the <b>end of Year 11</b> in the Summer exams.</p>			
<p><b>The units to be studied are as follows:-</b></p>			
<p><b><u>Biology Topics</u></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><i>Paper 1 – topics 1-4</i></b></p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><i>Paper 2 – topics 5-7</i></b></p> <ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance</li> <li>• Variation &amp; evolution</li> <li>• Ecology</li> </ul> </td> </tr> </table>		<p><b><i>Paper 1 – topics 1-4</i></b></p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> </ul>	<p><b><i>Paper 2 – topics 5-7</i></b></p> <ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance</li> <li>• Variation &amp; evolution</li> <li>• Ecology</li> </ul>
<p><b><i>Paper 1 – topics 1-4</i></b></p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> </ul>	<p><b><i>Paper 2 – topics 5-7</i></b></p> <ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance</li> <li>• Variation &amp; evolution</li> <li>• Ecology</li> </ul>		
<p><b><u>Chemistry Topics</u></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><i>Paper 1 – topics 1-5</i></b></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure &amp; properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><i>Paper 2- topics 6 - 10</i></b></p> <ul style="list-style-type: none"> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul> </td> </tr> </table>		<p><b><i>Paper 1 – topics 1-5</i></b></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure &amp; properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul>	<p><b><i>Paper 2- topics 6 - 10</i></b></p> <ul style="list-style-type: none"> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>
<p><b><i>Paper 1 – topics 1-5</i></b></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure &amp; properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul>	<p><b><i>Paper 2- topics 6 - 10</i></b></p> <ul style="list-style-type: none"> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>		
<p><b><u>Physics Topics</u></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><i>Paper 1 – topics 1-4</i></b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><i>Paper 2 – topics 6 - 10</i></b></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism</li> <li>• Electromagnetism</li> <li>• Space physics</li> </ul> </td> </tr> </table>		<p><b><i>Paper 1 – topics 1-4</i></b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> </ul>	<p><b><i>Paper 2 – topics 6 - 10</i></b></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism</li> <li>• Electromagnetism</li> <li>• Space physics</li> </ul>
<p><b><i>Paper 1 – topics 1-4</i></b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> </ul>	<p><b><i>Paper 2 – topics 6 - 10</i></b></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism</li> <li>• Electromagnetism</li> <li>• Space physics</li> </ul>		

The specifications can be found here:

<http://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

<http://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

<http://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

<b>Religious Education</b>		<b>AQA GCSE</b>	
<p>Pupils study for the full course examination in Religious Education following the AQA GCSE 'A' specification. The course is divided into 8 topics which pupils study over Year 9, 10 and Year 11. The eight topics are examined by two written examinations at the end of the two years, each lasting 1 hour and 45 minutes. Both papers are weighted at 50% each. One paper focus on beliefs and practices and the other comprises of the 4 ethical units of study.</p>			
<b>The units studied in Year 9</b>		<b>The units studied in Year 10</b>	
<ul style="list-style-type: none"> <li>• Christian beliefs</li> <li>• Islamic beliefs</li> <li>• Christian practices</li> </ul>	<ul style="list-style-type: none"> <li>• Islamic practices</li> <li>• Ethical themes: Relationships and families [Christian perspective]</li> <li>• Ethical themes: Religion and life</li> </ul>	<b>The units studied in Year 11</b>	
<ul style="list-style-type: none"> <li>• Ethical themes: Religion, peace and conflict</li> <li>• Ethical themes: religion, crime and punishment</li> </ul>			
<p>Religious Education at GCSE provides the opportunity for pupils to deepen their knowledge of religious beliefs and practices, to appreciate the diversity between religious and non-religious viewpoints to moral issues, and to express and evaluate their own opinions to the issues covered on the course.</p> <p>Religious Education gives useful background for careers in, for example, administration, advice work, counselling, teaching, journalism, minister of religion, housing advice, social work, teaching, law, youth and community work.</p>			



# Ebacc Subjects

<u>History</u>		<u>Edexcel GCSE</u>
<p>The aim of the course is to develop and extend students' knowledge and understanding in specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience. Pupils will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers and develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.</p>		
<b>Programme of study</b>		
<p><b>Paper 1</b> 1 hour 15 minute written paper (30% - 52 marks)</p>	<p><b>Paper 2</b> 1 hour 45 minute written paper (40% - 64 marks)</p>	<p><b>Paper 3</b> 1 hour 20 minute written paper (30% - 52 marks)</p>
<p><b>Thematic Study:</b> Crime and Punishment in Britain c1000 to present</p> <p><b>Historical environment:</b> Whitechapel, c1870-1900: Crime and Policing in the inner city.</p>	<p><b>Period Study:</b> Superpower relations and the Cold War, 1941-91</p> <p><b>British Depth Study:</b> Early Elizabethan England, 1558-1588</p>	<p><b>Modern Depth Study:</b> Weimar and Nazi Germany, 1918-39</p>
<p>A qualification in history at this level could be relevant to employment in business, research, journalism, publishing and any work related to public affairs. A continued study of history at 'A' level is useful and complementary to most subjects. To understand anything properly one must have some knowledge of its past development and therefore training in history is never wasted.</p>		





<b>Geography</b>		<b>Edexcel GCSE</b>
<p>Our planet is changing dynamically and drastically. Geography is the only subject that allows you to study how these changes affect people and places now and in the future. Geography gives you a better understanding of the world we live in today and of the major challenges that lie ahead for its people. The study of geography is also important because it encourages and develops transferable skills like literacy, numeracy and graphicacy, data analysis, problem solving and decision making – skills that are essential in ensuring that young people are able to make the most of their life and work opportunities</p>		
<b>Programme of study</b>		
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Global Geographical Issues- examined by 1 hr 30 min paper.	UK Geographical Issues- examined by 1 hr 30min paper.	People and Environmental Issues - examined by 1 hr 30 min paper.
Topic 1- Hazardous Earth. Tectonic and climate hazards.	Topic 4-UK’s evolving physical landscape. Mountains, rivers, coasts and weather.	Topic 7-People and the Biosphere. The study of global ecosystems.
Topic 2- Development Dilemmas. Why are some countries getting poorer and others richer?	Topic 5-UK’s evolving human landscape. Urban and rural challenges.	Topic 8-Forests under Threat. Detailed study of rainforests and tundra- threats and sustainable management.
Topic 3-Challenges of an Urban World. Rapid urbanisation: what are the issues?	Topic 6-Geographical Investigation. Based on two field trips: one physical and one human-based geographical study.	Topic 9-Consuming Energy resources. Study of renewable and non-renewable energy sources.
<p>Units 1 and 2 are each worth 37.5% of the overall grade and paper 3 is worth 25% of the overall qualification. Paper 3 is a decision making exercise where a resource booklet is presented and pupils have to weigh-up the cost/benefits of a solution to a problem- very much based on real-life scenarios and decision making processes.</p>		
<p>Geography is a popular and widely respected subject that can lead to jobs in the civil service, research, financial sector, marketing, housing and transport management, town planning, civil engineering, conservation, the media, charities and the armed forces.</p> <p>A good grade at GCSE can help you gain a place at college where you could study for A Level Geography or a BTEC course. Numerous Trinitarians have gone on to study geography related subjects at university.</p>		



<b>Spanish</b>		<b>Edexcel GCSE</b>	
<p>Pupils taking GCSE Spanish will develop a number of transferable skills in addition to building on their language skills and knowledge of grammar. Pupils will expand their knowledge of current affairs and will express their opinions across a wide range of topics.</p> <p>With the increasing emphasis that universities and the government have placed on the Ebacc certificate (for which a language is required) there has never been a better time to choose languages at GCSE. Job prospects are increased and in this increasingly global world that we live in, knowing more than one language offers pupils greater choice for their future plans and makes them more attractive to employers from all job sectors.</p> <p>The key themes under which sub-topics will be further explored are: <b>Identity and culture, future aspirations, study and work, Local area, holiday and travel</b></p>			
<b>Programme of study:</b>			
<b>Paper 1: Listening and understanding in Spanish (25%)</b>	<b>Paper 2: Speaking in Spanish (25%)</b>	<b>Paper 3: Reading and understanding in Spanish (25%)</b>	<b>Paper 4: Writing in Spanish (25%)</b>
<p>Written examination at the end of Year 11  <b>Foundation tier:</b> 35 minutes  <b>Higher tier:</b> 45 minutes.</p> <p><u>Section A</u> is set in Spanish. The instructions to students are in Spanish.  <u>Section B</u> is set in English. The instructions to students are in English.</p>	<p>Internally conducted and externally assessed  <b>Foundation tier:</b> 7–9 minutes plus 12 minutes' preparation time;  <b>Higher tier:</b> 10–12 minutes plus 12 minutes' preparation time.</p> <p>Three tasks which must be conducted in the following order:  <u>Task 1</u> – a role play based on one topic that is allocated by the exam board.  <u>Task 2</u> – questions based on a picture stimulus based on one topic that is allocated by the exam board.  <u>Task 3</u> – conversation based on two themes.</p>	<p>Written examination at the end of Year 11  <b>Foundation tier:</b> 45 minutes  <b>Higher tier:</b> 1 hour</p> <p>Students must answer all questions in each of the three sections:  <u>Section A</u> is set in English. The instructions to students are in English.  <u>Section B</u> is set in Spanish The instructions to students are in Spanish.  <u>Section C</u> includes a translation passage from Spanish into English with instructions in English</p>	<p>Written examination at the end of Year 11  <b>Foundation tier:</b> 1 hour 10 minutes  <b>Higher tier:</b> 1 hour 20 minutes</p> <p><b>Foundation tier</b> – three open response questions and one translation into Spanish.  <b>Higher tier</b> – two open response questions and one translation into Spanish</p>
<p>The syllabus will be delivered using a number of different resources including internet based teaching aids, assessment packages and homework tasks. All of which are accessible by both pupils and parents from home. It is highly recommended is that you purchase an Edexcel revision book and workbook from the Head of French so that your child can follow an active and thorough independent revision programme at home using Quizlet and Duolingo.</p>			

<b>French</b>		<b>Edexcel GCSE</b>	
<p>Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are: Identity and culture, Local area, holiday and travel, school, future aspirations, study and work, international and global dimension.</p>			
<b>Programme of study:</b>			
<b>Paper 1: Listening and understanding in French (25%)</b>	<b>Paper 2: Speaking in French (25%)</b>	<b>Paper 3: Reading and understanding in French (25%)</b>	<b>Paper 4: Writing in French (25%)</b>
<p>Written examination at the end of Year 11  <b>Foundation tier:</b> 35 minutes  <b>Higher tier:</b> 45 minutes.</p> <p><u>Section A</u> is set in French. The instructions to students are in French.  <u>Section B</u> is set in English. The instructions to students are in English.</p>	<p>Internally conducted and externally assessed  <b>Foundation tier:</b> 7–9 minutes plus 12 minutes' preparation time;  <b>Higher tier:</b> 10–12 minutes plus 12 minutes' preparation time.            Three tasks which must be conducted in the following order:  <u>Task 1</u> – a role play based on one topic that is allocated by the exam board.  <u>Task 2</u> – questions based on a picture stimulus based on one topic that is allocated by the exam board.  <u>Task 3</u> – conversation based on two themes.</p>	<p>Written examination at the end of Year 11  <b>Foundation tier:</b> 45 minutes  <b>Higher tier:</b> 1 hour</p> <p>Students must answer all questions in each of the three sections:  <u>Section A</u> is set in English. The instructions to students are in English.  <u>Section B</u> is set in French. The instructions to students are in French.  <u>Section C</u> includes a translation passage from French into English with instructions in English</p>	<p>Written examination at the end of Year 11  <b>Foundation tier:</b> 1 hour 10 minutes  <b>Higher tier:</b> 1 hour 20 minutes</p> <p><b>Foundation tier</b> – three open response questions and one translation into French.  <b>Higher tier</b> – two open response questions and one translation into French.</p>
<p>The syllabus will be delivered using a number of different resources including internet based teaching aids, assessment packages and homework tasks. All of which are accessible by both pupils and parents from home. It is highly recommended is that you purchase an Edexcel revision book and workbook from the Head of French so that your child can follow an active and thorough independent revision programme at home using Quizlet and Duolingo.</p>			

## Option Subjects

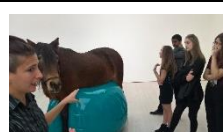
Computer Science	Edexcel GCSE
<p>Current government projections show that more than 800,000 high-end computing jobs will be created in the economy, making it one of the fastest growing occupational fields.</p> <p>GCSE Computer Science is a <u>highly demanding academic and rigorous course</u> requiring dedication and commitment. Computer science has deep links with mathematics, science, design and technology and provides insights into both natural and artificial systems.</p> <p>The course will develop learner’s understanding of emerging technologies, and computer programs. They will use computational thinking to solve problems and develop coding skills.</p> <p>If you are considering taking an A-Level in any of the Computer Science / ICT subjects or are considering a career in a related profession such as a Software Developer, IT consultant, Cyber security consultant, Systems analyst, Games developer (you will not create games), Technical writer then this course will give you the background knowledge and understanding.</p> <p><b>Requirements:</b> You must have a passion for the subject, demonstrate <b>strong</b> mathematical and analytical skills, the ability to problem solve and work independently to complete a substantial amount of study in both in the classroom and at home. The course requires for you to be the kind of person who is able to focus for long periods of time.</p>	
<p><b>Programme of study:</b></p>	
<p>The course is made up of <b>TWO</b> written exams (40% each and 80% in total) which equate to 100% of the overall GCSE exam mark. <b>ONE</b> controlled assessment based on programming to be completed in class time.</p>	
<ul style="list-style-type: none"> <li>● Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.</li> <li>● Understand the requirements for writing program code.</li> <li>● Understanding of binary representation, data representation, data storage and compression, encryption and databases.</li> <li>● Understanding of components of computer systems; ability to construct truth tables, produce logic statements.</li> <li>● Understanding of computer networks, the internet and the worldwide web.</li> <li>● Awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</li> </ul>	
<p>Understanding what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms</p> <p>Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms. This component may also draw on:</p> <p>Understanding binary representation, data representation, data storage and compression, encryption and databases</p> <p>Understanding components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo code</p> <p>Understanding computer networks, the internet and the worldwide web</p> <p>Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</p>	

<b>Statistics</b>		<b>Edexcel GCSE</b>
The GCSE Statistics qualification develops skills that students will use in other subjects such as science and geography, and reinforces techniques needed for GCSE maths as well as supporting progression to A level maths. Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world.		
The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:		
the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.	identifying trends through carrying out appropriate calculations and data visualisation techniques	the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life	understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data	understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
The examination is split into two evenly weighted exam papers:		
<b>Paper 1</b> Written examination: 1 hour and 30 minutes 50% of the qualification 80 marks	<b>Paper 2</b> Written examination: 1 hour 30 minutes 50% of the qualification 80 marks	
<b>Content overview</b>		<b>Content overview</b>
1. The collection of data 2. Processing, representing and analysing data 3. Probability		1. The collection of data 2. Processing, representing and analysing data 3. Probability
<b>Assessment overview</b>		<b>Assessment overview</b>
<ul style="list-style-type: none"> <li>● Students must answer all questions</li> <li>● The papers assess all content</li> <li>● Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle</li> <li>● The papers contains short response, medium response and extended response questions</li> </ul>		<ul style="list-style-type: none"> <li>● Students must answer all questions</li> <li>● The papers assess all content</li> <li>● Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle</li> <li>● The papers contains short response, medium response and extended response questions</li> </ul>

<b>Technical Award in Engineering</b>		<b>NCFE Level 1/2</b>	
<p>V Certs are a suite of high quality technical qualifications which are appropriate for Key Stage 4 pupils who are motivated and challenged by learning through hands-on practical content. They are a technical alternative to GCSEs with equivalent levels of rigour and challenge.</p>			
<p>The NCFE Level 1/2 Technical Award in Engineering is designed to provide pupils with the skills, knowledge and understanding of the applied study of good engineering practices and an understanding of working in the sector.</p>			
<b>Programme of Study</b>			
<p>Your pupils will gain a broad understanding of Engineering including the following:</p> <ul style="list-style-type: none"> <li>• Engineering disciplines</li> <li>• How science and mathematics is applied in engineering</li> <li>• How to read engineering drawings</li> <li>• Properties and characteristics of engineering materials and know why specific materials are selected for engineering applications</li> <li>• Engineering tools, equipment and machines</li> <li>• Production planning techniques</li> <li>• Processing skills and techniques applied to materials for a manufacturing task equipment</li> </ul> <p>To be awarded NCFE Level 1/2 Technical Award in Engineering, pupils are required to successfully complete two mandatory units. Pupils must also achieve a minimum of a 'Level 1 Pass' in the internal and external assessments.</p>			
Unit 01	Understanding the Engineering World	40% Weighting	Externally Assessed: Written Examination (externally marked)
Unit 02	Skills and Techniques in Engineering	60% Weighting	Internally Assessed: Synoptic Project (externally quality assured)
<p>To be awarded NCFE Level 1/2 Technical Award in Engineering, pupils are required to successfully complete two mandatory units. Pupils must also achieve a minimum of a 'Level 1 Pass' in the internal and external assessments.</p> <p>A synoptic project can be described as "a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task." An example of a previous project was to design and make a fully functioning hydraulic excavator.</p>			



Fine Art	AQA GCSE
<p>Fine Art is a way to refine your art techniques and learn how to develop a piece of original artwork by researching the work of other artists. It can help you with further study and prepare you for the world of work. You will also be asked for a £20 contribution each year to go towards maintaining an art pack and specialist resources used in your course.</p>	
<p><b>DO</b> choose GCSE Art if you:</p> <ul style="list-style-type: none"> <li>• Are passionate about developing your artwork</li> <li>• Are willing to work in a range of new medias</li> <li>• Want to develop technical drawing and art analysis skills</li> <li>• Like to analyse and research the work of other artists</li> <li>• Must be prepared to do research homework tasks and creative homework tasks</li> </ul>	<p><b>DO NOT</b> choose GCSE Art if you:</p> <ul style="list-style-type: none"> <li>• Do not want to do homework</li> <li>• Are not actually interested in doing art!</li> <li>• Only want to work in a certain style. You will be working from topics set in class with materials developed in the lessons. You have to be willing to learn new skills and techniques.</li> </ul>
Programme of study	
Portfolio work - 60%	Final Exam - 40%
<p>The portfolio work will be created in year 9, 10 and the first term of year 11. You will work on 2 projects in this time. <b>The portfolio mark will account for 60% of your final grade. Everything</b> you complete counts towards your grade. It is important you always present your work neatly and put effort into each task. You will have homework that counts towards your coursework.</p>	<p>The exam will <b>be 10 hours</b>, spread over 2 days and sat at the end of year 11. You will have from the beginning of January to prepare for the exam and complete all your preparation work in your sketchbook. You will be given a range of themes/words by the AQA (the exam board) and you will have to select and investigate one of these for your exam work.</p>
<p><b>Year 9</b>  <b>Natural Forms</b> focusing on how to use colour and pattern to depict nature. We will study the work of artists and crafts people, and work in a variety of techniques to develop your skill level. Key skills developed in this unit are observational drawing, colour theory, watercolour painting and printmaking. You will develop and complete an outcome based on the techniques developed in class.</p> <p><b>Year 10</b>  <b>Architecture</b> you will explore location sketching, mix media work, collage, acrylic painting, printmaking, and mono-printing. We will complete trips to do observational work, collect first hand references and learn from other artists work. For example, we will visit the royal naval college, and the V&amp;A museum to work from observation. You will complete a comprehensive body of work including research and analysis tasks.</p> <p><b>Year 11</b>  <b>Abstract Texture.</b> You will complete a series of media developments exploring this topic, further refine and develop by choosing a relevant artist to research, and complete a final outcome.</p> <p>After the Christmas holidays you will be given the <b>exam</b> paper from AQA. You will then have to select from one of the themes given and begin your preparation work. Your final 10 hour exam will take place in the spring term. All work completed for this exam will count towards 40% of your final mark.</p>	



<b>Food Preparation and Nutrition</b>	<b>GCSE</b>
<p>This course is suitable for students who wish to obtain a good GCSE and enjoys cooking. In this course, students are will carry out <b>scientific experiments</b> involving food and apply <b>understanding of nutrition</b> of the dishes they <b>plan and cook</b>. It is also expected that students present their work to the highest standard. <b>Students will cook most weeks</b> and a small yearly contribution towards the cost of ingredients is requested. This ensures that students have equal access to all elements of the course as ingredients are often forgotten on the kitchen table at home!</p> <p><b>*Due to the academic nature of the course, students who expect to ONLY cook every lesson will not find it suitable for them.*</b></p>	
<p><b>Programme of study</b> There is an equal split of 50% coursework and 50% exam- Grades 9-1 awarded</p>	
<b>Non Examined Assessment or NEA (coursework) 50%</b>	<b>Written Exam - 50%</b>
<ol style="list-style-type: none"> <li>1. Food investigation task (2000 words) 15%- Students to <b>research and test ingredients for a given theme</b>.</li> <li>2. Food Preparation task (20 hours) 35%- Students will research, plan and cook 3 dishes for a given theme. Students then <b>cook and present 3 dishes</b> during a 3 hour assessed practical exam.</li> </ol>	<p>The written exam is 1 hour 45 minutes.</p> <p>5 topics are covered:</p> <ul style="list-style-type: none"> <li>• Food, nutrition and health</li> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance</li> </ul>
<p>Please see Mrs Blunden to answer any questions you may have <b>before</b> choosing this option</p>	





<b>Music Technology</b>		<b>Certificate in Technology for Music Practitioners</b>	
The RockSchool course is a technical qualification with practical and work-related units, completing projects and assignments based on realistic workplace situations, activities and demands. It is vocationally relevant to popular music with a progression into industry. It is directly equivalent to GCSEs.			
Through the course you will develop a range of skills:			
Understanding relevant aspects of music technology	Use of recording music using studio equipment	Use of a DAW for sequencing and producing music	Understanding the contextual issues related to musical style, audience as well as the music industry.
Through the study of three units: <ul style="list-style-type: none"> <li>• Live sound recording</li> <li>• Music Sequencing and Production</li> <li>• Contextualising Music</li> </ul>			
Live Sound Recording 40%	Music Sequencing and Production 40%	Contextualising Music 20%	
You will be introduced to the live sound recording process in order to develop a plan and undertake the recording of a piece of music through a live recording session and reflecting on the success of your work.	<p>You will develop skills in using music sequencing software in order to produce a two minute piece of music, following set criteria.</p> <p>This unit is externally set and assessed and takes the form of a controlled assignment, providing the opportunity for you to demonstrate and also integrate your knowledge, understanding and skills from across the area of study.</p>	You will study a variety of different popular music genres in terms of their development, features and relation to you in order to produce a detailed assignment, which demonstrates your contextual knowledge in relation to one of these styles.	
Although it is not compulsory to play an instrument it is recommended that you have competence on the piano/keyboard and take instrumental lessons to support you in your work.			
It is expected that students will also take part in extra-curricular activities and support the technical aspects of performances in worship and concerts.			



<b>Music GCSE</b>		<b>Edexcel GCSE</b>	
The GCSE Music course offers pupils the opportunity to study a wide range of historical developments in music, musical styles, techniques and approaches to understanding how music is put together.			
<b>Listening Examination 40%:</b>			
During the 2-year course your listening skills will be developed and you will be prepared for a listening and writing Examination paper, which lasts for 1 hour 45 minutes. Examples of the types of questions and the topics that you will study can be found on the BBC GCSE Bitesize website. The 4 topics for study cover a range of music from throughout history and from around the world. Currently these include a total of 8 Set Works as well as some unfamiliar pieces under the following topic areas:			
<b>AOS1 – Instrumental Music 1700-1820</b>	<b>AOS2 – Vocal Music</b>	<b>AOS3 – Music for Stage and Screen</b>	<b>AOS4 - Fusions</b>
<b>Composition 30%:</b>			
Composing emphasises the creative aspect of music and allows pupils to appreciate the process of creating music. Pupils can use their instruments or voices to compose or they may prefer to develop their ideas using computer software or other forms of music technology.	All students are required to submit two compositions for final assessment. Together they should last at least three minutes. One of these will be to a brief set by the exam board in year 11 and the other a free composition.	We will explore a variety of compositions throughout year 10, and aim to have one composition completed by the end of the year, leaving the second and refining of the first for year 11.	
<b>Performance 30%:</b>			
In this unit students develop their performing skills in both a solo and ensemble context. They should be given the opportunity to rehearse and refine performances in their chosen discipline or genre, developing technical control, expression and interpretative skills.			
Throughout the course students will be given the opportunities to take part in ensemble performances as well as performing solo. Pupils will need to perform for a combined total of 4 minutes to be recorded for final submission and assessment. Students may perform their own compositions or any other music of their choice. Students do have the opportunity to perform on a second instrument during the ensemble performing. It is expected that students will also take part in extra-curricular activities and perform in worship and concerts and a recommendation that you take instrumental lessons.			



Drama		AQA GCSE
<p>GCSE Drama helps students develop an understanding of the role of an actor, director and designer. Students considering this option should have an interest in drama and enjoy performing to an audience. You will be expected to write a Devising Log and there is a written examination at the end of the course. You will have the opportunity to create your own original work using costume, lighting and sound and you will perform plays that have been written by other people. You will be given opportunities to go to the theatre to watch live performances. You will record, justify and evaluate your performance choices and those of professional theatre productions, developing your critical thinking skills. You will be assessed through practical tasks, project portfolio and written exam. Drama is useful for building confidence and communication skills; careers in the theatre, media, communications industries, social work and any area where presentation and confidence are required, such as law and education. Is it your time to shine?</p>		
<p><b>This qualification develops skills in:</b></p> <ul style="list-style-type: none"> <li>• Acting techniques</li> <li>• Public performance</li> <li>• Theatre etiquette</li> <li>• Devising performance</li> <li>• Styles of theatre</li> <li>• Interpreting and performing plays</li> <li>• Ways of communicating to audiences.</li> <li>• Written analysis and evaluation</li> </ul>		
<p><b>Component One:</b> Understanding Drama (40%)</p>	<p><b>Component Two:</b> Devising Drama (40%)</p>	<p><b>Component Three:</b> Texts in Practice (20%)</p>
<p>This component takes you to the theatre and asks you to think about how the acting, lighting, music, sound, set design, costumes and make up create meaning and enjoyment for an audience. It also introduces you to the different roles in the theatre, different ways of staging theatre and different styles of performance. It is assessed by a final, written exam.</p>	<p>This component (which is internally assessed by your teacher and externally moderated) allows you to, in small groups, and working off the back of a stimulus given to you by the teacher, devise a piece of theatre which you will then perform in front of an audience. You will also, all the way during the process, keep a logbook mapping, analysing and evaluating the journey. You will do this in Year Ten and therefore will have 40% of your GCSE completed and in the bag by the end of Year Ten.</p>	<p>This component enables you to rehearse and perform monologues, duologues and scenes from published plays. You will do these in front of an examiner from AQA and an invited audience of parents, teachers and peers.</p>
<p><b>It is <u>compulsory</u> for students to take part in theatre trips, workshops and performances, both inside and outside school. We have established links with Mousetrap Theatregoing Charity, Donmar Warehouse and Unicorn Theatre.</b></p>		

<b>Physical Education</b>	<b>AQA GCSE</b>
<p>GCSE PE is a highly academic and rigorous course requiring dedication and commitment both in the classroom and outside developing practical skills. The course will develop learner’s understanding of how exercise and physical activities impact on our social, mental and physical wellbeing and how we can lead more active healthy lifestyles. The course content includes physiology and anatomy which links in with GCSE Science, such as learning about the heart, lungs and skeletal structure. But also links with sociology where we look at psychology in sport and how aggression, motivation can impact a person’s activity levels across different religions and cultures. The assessment is split into two theoretical exams, written coursework and practical assessments.</p>	
<p><b>Theory Exams: (60%)</b></p>	
<p><b>Paper 1 – Human Body and Movement</b></p> <p>Cardiovascular and Respiratory system</p> <p>Muscular and Skeletal system</p> <p>Analysis of Movement</p> <p>Components of Fitness, Exercise and Health</p> <p>Training Methods and Fitness Testing</p>	<p><b>Paper 2 – Sociocultural aspects in sport</b></p> <p>Classification of skills</p> <p>Information Processing</p> <p>Obesity, Nutrition and Hydration</p> <p>Factors that affect participation in sport</p> <p>Commercialisation and Sponsorship</p> <p>Ethical issues and Drugs in sport</p> <p>Psychology in sport</p>
<p><b>Practical Assessment: (30%)</b></p>	<p><b>Controlled Assessment (10%)</b></p>
<p>Students are required to be assessed in three sports. One must be a team sport and one must be an individual sport and students are marked out of 25 marks (10 for skill level, 15 for ability to apply these skills into a competitive situation). Students need to participate at the highest level in order to secure good grades, and it is highly recommended that a student be completed at club level in at least one sport outside of school.</p>	<p>Students will complete a written piece of work that outlines and reflects on their strengths and weaknesses in a chosen sport about themselves or someone else. They will then design an action plan using their knowledge learned in the theory exams in order to improve these weaknesses.</p>
<p><b>Additional Information</b></p>	
<p>For more information please look at:</p> <p><a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a></p>	



Physical Education		OCR Certificate in Sports Studies L1/L2	
<p><b>Cambridge Nationals in Sport</b> are targeted at 14-16 year olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the same size as a GCSE. They use both internal and external assessment.</p> <p>Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.</p>			
<b>Programme of study</b>			
<p><b>Contemporary issues in sport</b> (60 marks- 30 hours)</p> <p>1 hour written paper, OCR-set and marked</p> <p>Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.</p>	<p><b>Developing sports skills</b> (60 marks- 30 hours)</p> <p>Centre-assessed task, OCR moderated</p> <p>Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.</p>	<p><b>Sports leadership</b> (60 marks- 30 hours)</p> <p>Centre-assessed tasks, OCR moderated</p> <p>Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.</p>	<p><b>Developing knowledge and skills in outdoor activities</b> (60 marks- 30 hours)</p> <p>Centre-assessed tasks, OCR moderated</p> <p>Students find out about a wide range of outdoor and adventure activities and the organisations that provide access to them. Through planning and participating in these type of activities they will learn about the risks in involved and gain an understanding of health and safety, risk assessments and the importance of detailed planning for various scenarios and challenging environments. This will also help them develop their communication, decision-making and leadership skills.</p>

Citizenship	Edexcel GCSE
<p>Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world.</p> <p>Students will also explore the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales. Students will be given the opportunity to use and apply knowledge and understanding to a research project on citizenship issues and interpret sources of evidence.</p> <p>GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.</p> <p>They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.</p>	
<p><b>Paper 1</b></p> <p>1 hour 45 minutes written paper</p> <p>(50% - 80 marks)</p>	<p><b>Paper 2</b></p> <p>1 hour 45 minutes written paper</p> <p>(50% - 80 marks)</p>
<p>Assessment overview</p> <p>Section A Questions are focused on specification Theme A: Living together in the UK.</p> <p>Section B Questions are focused on specification Theme B: Democracy at work in the UK.</p> <p>Section C Questions are focused on specification Theme C: Law and justice.</p> <p>Section D Extended-response questions related to two or more of specification Themes A–C..</p>	<p>Assessment overview</p> <p>Section A Questions relate to the students’ own citizenship action, as specified in specification Theme E: Taking citizenship action.</p> <p>Section B Questions require students to comment on others’ actions and relate to specification Theme D: Power and influence.</p> <p>Section C Questions are focused on specification Theme D: Power and influence. One question will also link to content in one of Themes A–C.</p>
<p>A qualification in citizenship at this level could be relevant to employment in government, law research and any work related to public affairs. GCSE Citizenship is a good first step to studying Government and Politics at ‘A’ level and is useful and complementary to most subjects. To understand anything about society properly one must have some knowledge of how the country is governed and laws are made.</p>	

<b>Media Studies</b>	<b>Level 1/2</b>
<p>The Media Studies course is a new course at Trinity for 2021 and will be open to all year 8 pupils for KS4. It will students an insight into the media industry including film, television, radio and written media sources.</p>	
<p>The Media Studies course is s designed to provide pupils with the skills, knowledge and understanding of the applied study of media practices and an understanding of working in the sector.</p>	
<p><b>Programme of Study</b></p>	
<p>The units of study include:</p> <p><b>Creative iMedia in the media industry:</b> In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.</p> <p><b>Visual identity and digital graphics:</b> In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.</p> <p>Characters and comics</p> <p>Animation with audio</p> <p>Interactive digital media</p> <p>Visual imaging</p> <p>Digital games</p>	

**Title: NCFE Technical Award in Business and Enterprise**

**Level 1/2**

The Level 1/2 Technical Award in Business and Enterprise is designed to provide learners with the skills, knowledge and understanding of the applied study of good business and enterprise practices and an understanding of working in the sector.

**Qualification content:**

Throughout this qualification, your learners will gain valuable knowledge of:

- entrepreneurial characteristics and business aims and objectives
- legal structures, organisational structures and stakeholder engagement
- the marketing mix, market research, market types and orientation types
- internal and external influences on business
- research, resource planning and growth for business
- human resource requirements for a business start-up
- sources of enterprise funding and business finance
- Business and enterprise planning.

**Mandatory units:**

1. Introduction to Business and Enterprise (H/616/8937)
2. Understanding Resources for Business and Enterprise Planning (K/616/8938)

**Qualification structure and how to achieve:**

To be awarded Level 1/2 Technical Award in Business and Enterprise, learners are required to successfully complete 2 mandatory units. Learners must also achieve a minimum of a Level 1 Pass in the internal and external assessments.

<b>Unit 01</b>	<b>Introduction to Business and Enterprise</b>			
	48 GLH	40% Weighting	<b>Externally Assessed:</b> <b>Written Examination</b> <i>(externally marked)</i>	Unit Grades: NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>Unit 02</b>	<b>Understanding resources for Business and Enterprise planning</b>			
	72 GLH	60% Weighting	<b>Internally Assessed:</b> <b>Synoptic Project</b> <i>(externally quality assured)</i>	Unit Grades: NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>Total</b>	120 GLH	100%	<b>Overall Qualification Grades:</b> NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*	