

Holy Family Catholic School  
and Sixth Form



Year 9 Options Booklet  
2022

**A**chieve **S**tudy **P**articipate **I**ndependence **R**espect **E**njoy

ASPIRE



# Holy Family Catholic School & Sixth Form

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Dear Parent/Carer,

Welcome to the Year 9 options evening. This evening we will be taking you through the options process and giving you some information about year 9 tests, in addition to how your child will be assessed at the end of year 11.

This is a very important time for your child and one of the key milestones where they will need to make some important decisions about the pathway of their education.

This evening and this supporting booklet aim to give you all of the information you need to make sure your child makes the right decisions about the pathway and subjects they choose to study for GCSE.

Thank you for your continued support,

Mrs Klitou

Vice Principal

Mr Sayer

Year Leader

Ms Fitzpatrick

Assistant Year Leader

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## General Information

### Assessment at the end of Year 11

Over the past few years the government has made some key changes to the curriculum and exam system and therefore will affect how your child will be examined at the end of year 11.

As a way of preparing students for the demands of the new curriculum, we have introduced a more structured assessment and exam approach in school. All students have more formalised assessments both in class and during a formal exam week at the end of the school year. This is aimed at preparing students for the demands of linear assessment.

### Accountability

In order to raise the standards of school performance the government will be measuring school performance using a new measure called 'progress 8'. In previous years you will have seen that schools were measured on how many students achieved English and maths grades at C+ in addition to 3 other subjects at C+ grades. 'Progress 8' means that schools will now be measured on the 8 subjects that students achieve their best results in, meaning that each and every subject will be as important as the next one for students to achieve in. Here at Holy Family, we have always prided ourselves on making sure that students achieve the best possible outcomes in all of their subjects and the school data that we have has shown that we do really well with this. However, we also recognise that for some students 8 GCSEs may not be suitable, therefore we maintain the moral grounding that we will do what is right for each student, and in some cases this may be following a pathway with less subjects but with support to maximise their potential.

### Ebacc

The Ebacc consists of the following subjects: English, maths, double science (or triple science), a modern foreign language and history or geography.

## The Core Curriculum

Within all pathways, students will study a core curriculum which contains the following subjects: English, English literature, maths, science, RE, PE (non-examined) and personal and social development (non-examined). However, the core curriculum will vary in each of the pathways to enable students to maximise their success. The table below gives a summary of the core curriculum in each pathway. This can also be found in the more detailed pathway table later on in this booklet.

Pathway	Core curriculum
Blue Pathway	English, English literature, Maths, science (triple or combined) , RE , PE-(non-examined), PSD(non-examined)
Green Pathway	English, English literature, Maths, combined science, RE , PE-(non-examined), PSD(non-examined)

## Pathways and information

### GCSE Pathways and Exam Outcomes

We have 2 main pathways as part of the year 9 options process. The aim of these pathways is to ensure that students are enrolled on the appropriate course, which will ultimately help them to make the right choices which will enable them to succeed and maximise their potential at the end of year 11.

### Blue Pathway - Ebacc Route

As part of this pathway students will study the core curriculum. This pathway will enable students to study a \*level 3 course after year 11 with progression to university. This pathway is an academic pathway that will support students in accessing the Russell Group and other well considered universities. Within this pathway, students will potentially study combined science (equivalent to two GCSES) or triple science (which consists of Biology, Chemistry and Physics), for which they will achieve three separate GCSE grades; In addition to this, students will study either French, Spanish or an approved home language; and one of either history or geography. Students will then have one free choice from the subject list. Where this option is over-subscribed, there will be an over-subscription criteria applied, which will entail looking at ranking each individual test result.

### Green Pathway

The GCSE route will mean that students study the core curriculum. This pathway will enable students to study a \*level 3 course after year 11, with progression to Russell Group and other well considered universities. All students in this pathway will study combined science. Additionally, students will study one of: French, Spanish history or geography. Students will have a further 2 option choices from the subject list.

### Bespoke Pathway - Vocational and Support

At Holy Family we understand that students all develop and progress at different times. For some students we understand that a more bespoke pathway is required to ensure that the students are successful. If this applies to your child, the SEN department will contact you directly for a meeting where we will go through the curriculum offer for your child.

\* Level 3 course refers to A Level or BTEC/vocational equivalent

\* Level 2 course refers to GCSE or BTEC/vocational equivalent

\* Level 1 course refers to Entry level course

## Russell Group Universities

The Russell Group Universities are recognised as a group of 'top' universities in the country, which include Oxford and Cambridge. If students have aspirations to go to one of the Russell Group universities (all listed below) then they need to work really hard in their KS3 exams and ensure that they are as prepared as possible to maximise their opportunities regardless of the pathway they will be following.

'Russell Group universities are committed to the highest levels of academic excellence in both teaching and research.

Our universities are to be found in all four nations and in every major city of the UK. They operate globally, attracting international students and academic staff from many different countries, but also have a strong role and influence within their regional and local community.

Students can choose from a wide range of internationally renowned courses - from medical, biological and physical sciences to business, social sciences and the humanities. More than half a million students are enrolled at Russell Group universities - one in five of all higher education students in the UK.

Through their outstanding research and teaching, unrivaled links with businesses and a commitment to civic responsibility, Russell Group universities make an enormous impact on the economic, social and cultural wellbeing of the UK.'

(<http://www.russellgroup.ac.uk/our-universities/>)

## The Russell Group Universities

University of Birmingham  
University of Bristol  
University of Cambridge  
Cardiff University  
Durham University  
University of Edinburgh  
University of Exeter  
University of Glasgow  
Imperial College London  
King's College London  
University of Leeds  
University of Liverpool  
London School of Economics and Political Science  
University of Manchester  
Newcastle University  
University of Nottingham  
University of Oxford  
Queen Mary University of London  
Queen's University Belfast  
University of Sheffield  
University of Southampton  
University College London  
University of Warwick  
University of York

### HOWEVER...

However, the Russell group universities are not the only universities to be deemed as excellent providers, these are only some examples, there are many more.

### Facilitating Subjects at A Level

It is advisable to have a look at potential university courses your child may be interested in as this may influence their GCSE subject choices. In some of the top universities there is a requirement to study 2 facilitating subjects at A level, these include:

History, Geography, Modern Foreign Languages, English Literature, Maths, Biology, Chemistry and Physics.

Students will study many of these as part of their GCSE core curriculum, but may need to consider the others for GCSE if considering entry to Russell group and other top universities.



## The Options Process and Support

In order to support your child through the options process the following support will be available for all students

1. Options evening **Thursday 24th March 2022** - Subject information for more in depth understanding of what students study within each subject will also be available on the school website.
2. Completing the form - Students should discuss their subject choice (s) with their parents. The option form will be released to student school emails on Friday 26th of March. Students will need to complete the form online with parents and submit by the **31st March 2022** . Students will only be able to submit the form once, after this if a student changes their mind they will need to see Ms Klitou.
3. Assemblies, form time and lessons - all students will have several assemblies to ensure that they are properly inducted into the options process. In addition all classes will be offered a Q&A session so that students get the opportunity to ask the class teacher about anything pertaining to choices. Finally, the PSD programme and form time will be used to ensure that students are fully equipped to make the right choices.

## The Pathways

### Overview

## Curriculum Pathways Options - September 2021

Pathway	Criteria	Core Subjects	Choice Subjects	Progression routes
<b>Blue Pathway</b> <b>Ebacc</b>	75% or above in end of year maths assessment to study Computer science	English GCSE English Lit GCSE Maths GCSE Science (combined or triple) RE GCSE PE ( non examined)	1. French/Spanish or approved home language. 2. History / Geography 3. Free choice from options list	Up to 10 GCSEs  Progression to sixth form studying 3 or 4 AS subjects and the EPQ.  Progression to Russell Group Universities  Students who are considering medicine should follow this pathway
<b>Green Pathway</b>	All other students	English GCSE English Lit GCSE Maths GCSE Combined Science RE GCSE PE ( non examined)	1. French, Spanish, history or geography 2. Free choice from options list  3. Free choice from the options list	9 GCSEs  progression onto Level 3 course either A level, vocational in the sixth form or apprenticeship  Progression to university
<b>Bespoke Pathway</b> <b>Vocational and Support</b>	The SEN department will contact parents where this is applicable.	GCSE English Language and Literature GCSE maths GCSE RE Combined Science PE ( non examined)	Additional maths and English/support  Two choices from the subject list.	Progression onto a level 1/2/3 course at post-16 and progression to university.

Options subjects available in each pathway

Option choices	Art, Art Photography, Catering and Hospitality ( Vocational), Computer, Design Technology , Digital Information Technology (Btec), Drama, French, Geography, Graphics, History, Media Studies, Music (Btec), Performing Arts (Btec), Sociology, Spanish, Sport (Btec), Textiles
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## Subject Information

### The Core Curriculum

The following information identifies the key areas that will be studied as part of the core. It is also clearly indicated which pathway the subject pertains to.

# English Language and English Literature

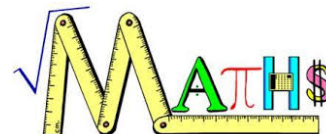
## All pathways

English Language Course Details:	Exam Board: AQA English Language Percentage of the course that is exam: 100%
English Literature Course Details:	Exam Board: AQA English Literature Percentage of the course that is exam: 100%



What will be studied in years 10 & 11	<p><b>English Language qualification</b> Students will develop their reading skills through the study of a range of fiction and non-fiction extracts, taken from both modern and classic texts. They will develop skills in the analysis of a range of texts. Students will develop insight into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think or live our lives. They will develop their ability to analyse and compare unseen fiction and non-fiction texts. Writing skills will focus on imaginative writing which engages the reader, and transactional writing skills for a variety of forms, purposes and audiences.</p> <p><b>English Literature qualification</b> Students will study in-depth a complete Shakespeare play (Macbeth), a modern British play (An Inspector Calls), a nineteenth-century novel (A Christmas Carol), and a collection of poetry selected by the exam board. Students will develop skills in analysing how language, form, structure and the context of texts can create meaning. Students will revisit and revise all of the core texts across the two year course.</p>
Internal Assessment Details	Students will undertake a range of mock examinations based around the units studied per year. These will take place within curriculum time, as part of homework, and within the whole school assessment timetable.
External Assessment Details	Students will sit a total of four external assessments across the two qualifications. Every student will now sit the same examination as exams will no longer be tiered. There are no longer any controlled assessment or coursework components. All examinations are closed book. Students will not be allowed copies of the studied texts in the exam.
What you need to know	<p>Students need to complete reading of their core Literature texts outside of lesson time, particularly the nineteenth-century novel and the Shakespeare text. Students should also read a wide range of fiction and non-fiction in order to improve their reading and writing skills.</p> <p>A key component of both courses is students' grasp of Spelling, Punctuation and Grammar (worth 20% of the marks), and students are encouraged to complete additional work in their own time to improve these areas.</p>

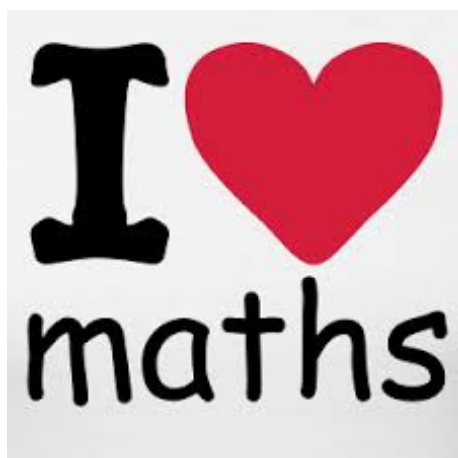
# Subject: Mathematics



## All pathways

Course Details:	<p>Exam Board: Edexcel Linear ( Mathematics A) 1MA1</p> <p>Percentage of the course that is coursework: No coursework.</p> <p>Percentage of the course that is exam: 100%</p>
<p>What will be studied in year 9</p>	<p>In year 9 students will be following the Mathematics Mastery program. This is a continuation of the program already followed in year 7 and 8. All year 9 students follow the same program. Outlined below are topics covered.</p> <p><b><u>TOPIC OUTLINE</u></b></p> <p>Unit 1: Graphs and proportion</p> <p>Unit 2: Linear Graphs</p> <p>Unit 3: Proportion</p> <p>Unit 4: Scales and Standard Form</p> <p>Unit 5: Linear and Non-Linear Sequences</p> <p>Unit 6: Expanding and Factorising</p> <p>Unit 7: Changing the Subject of a Formula</p> <p>Unit 8: Constructions</p> <p>Unit 9: Congruence</p> <p>Unit 10: Pythagoras' theorem</p> <p>Unit 11: Angles in Polygons</p> <p>Unit 12: Linear Equations and Inequalities</p> <p>Unit 13: Graphical solutions</p> <p>Unit 14: Probability</p> <p>Unit 15: Working with Data</p> <p>Unit 16: Scatter Graphs</p> <p>Unit 17: Similarity and Enlargement</p> <p>Unit 18: Transformations</p> <p>Unit 19: Trigonometry</p>
<p>Internal Assessment Details</p>	<p>In year 9 students be assessed with pre and post test at the beginning and end of a series of units.</p> <p>In year 10 and 11 there are numerous opportunities for assessments including Homework, quick end of chapter tests, in class tests, as well as 3 main assessment points through the year.</p>

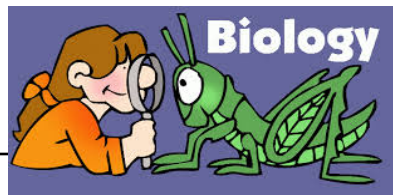
	In year 11 the assessment points become more regular, eventually happening every fortnight leading up to the public exam.
<b>External Assessment Details</b>	All External Assessments/ Public Exams (GCSE) are sat in May/June of year 11. There are Three papers, a Non-Calculator and two Calculator Papers, All are 1 Hour and 30 mins Long. Either as Foundation (grades 1 - 5) or Higher (grades 4 to 9).
<b>What you need to know</b>	Exam content has increased in difficulty under the new curriculum and so classroom teaching and assessment has changed to reflect this. Pupils will sit regular full GCSE papers so that we can monitor their overall attainment from the start of the GCSE .





# Subject: Biology GCSE

## Blue Pathway (with Chemistry and Physics)



Course Details:	Exam Board: AQA 8461 Percentage of the course that is coursework: 0% Percentage of the course that is exam: 100%
What will be studied in years 10 & 11	Lesson time will be structured to enable students to study all 3 sciences each year.  <ol style="list-style-type: none"><li>1. Cell biology</li><li>2. Organisation</li><li>3. Infection and response</li><li>4. Bioenergetics</li> <li>5. Homeostasis and response</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li></ol>
Internal Assessment Details	Formative assessment of each topic covered in class.  Major, synoptic assessments in line with the school assessment calendar.  Both of these will consist of exam-style questions, including questions on mathematical and practical skills.
External Assessment Details	<b>What's assessed</b> Paper 1: Topics 1–4 Paper 2: Topics 5-7  <b>How it's assessed</b> 2 written exams Each paper is 1 hour 45 minutes Each paper is 100 marks Each paper is 50% of the GCSE  Foundation and Higher Tier papers are available  A minimum of 10% of the questions will be based on maths skills A minimum of 15% of the questions will be based on required practicals Multiple choice, structured, closed short answer and open response questions. Questions may link different topics or areas of the specification.
What you need to know	Students will sit all their exams at the end of the course.  Students will be expected to buy AQA revision guides and workbooks to support their learning during the course.

# Subject: Chemistry GCSE

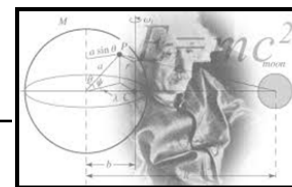
## Blue Pathway (with Biology and Physics)



Course Details:	Exam Board: AQA 8462 Percentage of the course that is coursework: 0% Percentage of the course that is exam: 100%
What will be studied in years 10 & 11	<p>Lesson time will be structured to enable students to study all 3 sciences each year.</p> <ol style="list-style-type: none"><li>1. Atomic structure and the periodic table</li><li>2. Bonding, structure, and the properties of matter</li><li>3. Quantitative chemistry</li><li>4. Chemical changes</li><li>5. Energy changes</li><li>6. The rate and extent of chemical change</li><li>7. Organic chemistry</li><li>8. Chemical analysis</li><li>9. Chemistry of the atmosphere</li><li>10. Using resources</li></ol>
Internal Assessment Details	<p>Formative assessment of each topic covered in class.</p> <p>Major, synoptic assessments in line with the school assessment calendar.</p> <p>Both of these will consist of exam-style questions, including questions on mathematical and practical skills.</p>
External Assessment Details	<p><b>What's assessed</b> Paper 1: Topics 1–5 Paper 2: Topics 6–10</p> <p><b>How it's assessed</b> 2 written exams Each paper is 1 hour 45 minutes Each paper is 100 marks Each paper is 50% of the GCSE</p> <p>Foundation and Higher Tier papers are available</p> <p>A minimum of 20% of the questions will be based on maths skills A minimum of 15% of the questions will be based on required practicals Multiple choice, structured, closed short answer and open response questions. Questions may link different topics or areas of the specification.</p>
What you need to know	<p>Students will sit all their exams at the end of the course.</p> <p>Students will be expected to buy AQA revision guides and workbooks to support their learning during the course.</p>

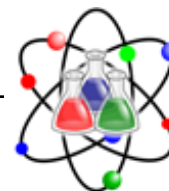
# Subject: Physics GCSE

## Blue Pathway (with Biology and Chemistry)



Course Details:	<p>Exam Board: AQA 8463</p> <p>Percentage of the course that is coursework: 0%</p> <p>Percentage of the course that is exam: 100%</p>
What will be studied in years 10 & 11	<p>Lesson time will be structured to enable students to study all 3 sciences each year.</p> <ol style="list-style-type: none"> <li>1. Energy</li> <li>2. Electricity</li> <li>3. Particle model of matter</li> <li>4. Atomic structure</li> <li>5. Forces</li> <li>6. Waves</li> <li>7. Magnetism &amp; Electromagnetism</li> <li>8. Space physics</li> </ol>
Internal Assessment Details	<p>Formative assessment of each topic covered in class.</p> <p>Major, synoptic assessments in line with the school assessment calendar.</p> <p>Both of these will consist of exam-style questions, including questions on mathematical and practical skills.</p>
External Assessment Details	<p><b>What's assessed</b></p> <p>Paper 1: Topics 1–4</p> <p>Paper 2: Topics 5–8</p> <p><b>How it's assessed</b></p> <p>2 written exams</p> <p>Each paper is 1 hour 45 minutes</p> <p>Each paper is 100 marks</p> <p>Each paper is 50% of the GCSE</p> <p>Foundation and Higher Tier papers are available</p> <p>A minimum of 30% of the questions will be based on maths skills</p> <p>A minimum of 15% of the questions will be based on required practicals</p> <p>Multiple choice, structured, closed short answer and open response questions.</p> <p>Questions may link different topics or areas of the specification.</p>
What you need to know	<p>Students will sit all their exams at the end of the course.</p> <p>Students will be expected to buy AQA revision guides and workbooks to support their learning during the course.</p>

## Subject: Combined Science GCSE (Trilogy)



<b>Course Details:</b>	<p>Exam Board: AQA 8464</p> <p>Percentage of the course that is coursework: 0%</p> <p>Percentage of the course that is exam: 100%</p> <p>Percentage of the course that is Biology: 33%</p> <p>Percentage of the course that is Chemistry: 33%</p> <p>Percentage of the course that is Physics: 33%</p>
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<b>What will be studied in years 10 &amp; 11</b>	<p>Lesson time will be structured to enable students to study all 3 sciences each year.</p>
	<p><b>Biology</b></p> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li>   <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> </ol> <p><b>Chemistry</b></p> <ol style="list-style-type: none"> <li>1. Atomic structure and the periodic table</li> <li>2. Bonding, structure, and the properties of matter</li> <li>3. Quantitative chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li>   <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry of the atmosphere</li> <li>10. Using resources</li> </ol> <p><b>Physics</b></p> <ol style="list-style-type: none"> <li>1. Energy</li> <li>2. Electricity</li> <li>3. Particle Model</li> <li>4. Atomic Structure</li>   <li>5. Forces</li> <li>6. Waves</li> <li>7. Magnetism &amp; Electromagnetism</li> </ol>
<b>Internal Assessment Details</b>	<p>Formative assessment of each topic covered in class.</p> <p>Major, synoptic assessments in line with the school assessment calendar.</p> <p>Both of these will consist of exam-style questions, including questions on mathematical and practical skills.</p>

<p><b>External Assessment Details</b></p>	<p><b>What's assessed:</b>  Paper 1 - Biology topics 1-4  Paper 2 - Biology topics 5-7  Paper 3 - Chemistry topics 1-5  Paper 4 - Chemistry topics 6-10  Paper 5 - Physics topics 1-4  Paper 6 - Physics topics 5-7</p> <p><b>How it's assessed</b>  2 GCSEs  6 written exams  Each paper is worth 17% of the pair of GCSEs  Each paper is 1 hour 15 minutes  Each paper is 70 marks</p> <p>A student's grade is based on their total mark across all 6 papers  There are 18 grades available for combined science: 1-1, 2-1, 2-2, 3-2, 3-3 etc. up to 9-9.</p> <p>Foundation and Higher Tier papers are available.  Higher Tier pupils can achieve grades 4-3 to 9-9  Foundation Tier pupils can achieve grades 1-1 to 5-5.</p> <p>A minimum of 20% of the questions will be based on maths skills  A minimum of 15% of the questions will be based on required practicals  Multiple choice, structured, closed short answer and open response questions.  Questions may link different topics or areas of the specification.</p>
<p><b>What you need to know</b></p>	<p>Students will sit all their exams at the end of the course.</p> <p>Students will be expected to buy AQA revision guides and workbooks to support their learning during the course.</p> <p>The majority of students will study Combined Science at Holy Family. They will need to retain a vast amount of information over a three year course. Therefore good study and revision habits are crucial right from the very start.</p> <p>While Combined Science is two GCSEs, it involves the study of all 3 sciences. The double grade they achieve will be based upon their achievement across all 3 sciences.</p> <p>Triple Science students study each science in more depth, and will achieve a separate grade for each science studied.</p> <p>Students are able to study Biology, Chemistry &amp; Physics at A Level, or the Applied Science L3 BTEC in sixth form regardless of whether they studied Combined Science or Triple Science at GCSE.</p>

# Subject: Religious Studies

## All pathways



Course Details:	<p>Exam Board: Edexcel Spec A - Catholic Christianity</p> <p>Percentage of the course that is coursework: 0%</p> <p>Percentage of the course that is exam: 100%</p>
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<p>What will be studied in years 10 &amp; 11</p>	<p>The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Religious Studies A consists of three externally examined papers.</p> <p>All students must complete:</p> <ul style="list-style-type: none"> <li>• Paper 1: Area of Study 1 – Study of Religion (Catholic Christianity)</li> <li>• Paper 2: Area of Study 2 – Study of Second Religion ( Judaism)</li> <li>• Paper 3: Area of Study 3 – Philosophy and Ethics (Catholic)</li> </ul> <p>Students must complete all assessments in May/June in any single year.</p> <p><b>Content overview</b></p> <p>Students must study all four content areas based upon their chosen religion.</p> <ul style="list-style-type: none"> <li>• Beliefs and Teachings</li> <li>• Practices</li> <li>• Sources of Wisdom and Authority</li> <li>• Forms of Expression and Ways of Life</li> </ul> <p>Arguments for the Existence of God</p> <ul style="list-style-type: none"> <li>• Religious Teachings on Relationships and Families in the 21st Century</li> </ul>
<p>Internal Assessment Details</p>	<p>Each unit will be assessed with a set of GCSE exam questions at the end of each unit.</p>
<p>External Assessment Details</p>	<ul style="list-style-type: none"> <li>• Each unit is assessed by a written examination paper:</li> </ul> <p>Area of study 1: 1x 1 hour 45 minutes (50 % of the GCSE)</p> <p>Area of study 2: 1x 50 minute paper (25% of the GCSE)</p> <p>Area of Study 3/4: 1x 50 minute paper (25% of the GCSE)</p> <ul style="list-style-type: none"> <li>• All units are externally assessed.</li> <li>• All exams are taken in the same exam season.</li> </ul>
<p>What you need to know</p>	<p>There have been major changes to the New GCSE in Religious Studies, which started being taught in September 2016. Some material overlaps with the old GCSE specification, particularly those relating to Catholic beliefs and practice, but there is far more depth of knowledge and understanding now required. Pupils are now also expected to learn a second religion (area of Study 2). The Bishop's Conference of England and Wales have directed Catholic schools to teach Judaism. The Catholic Education Service have worked closely with Ofqual and Edexcel to ensure the content of specification A is suitably for Catholic faith schools.</p> <p><u>Online Resource</u></p> <p>Our department website is a collection of resources and activities to support Religious Studies across the school. For year 9 we are bringing together materials to support the new GCSE structure.</p> <p><a href="http://hfcsw.net/login">http://hfcsw.net/login</a></p> <p>Kerboodle gives pupils on-line access to the school textbook - even from home. They are able to read it and add notes / highlight as they wish.</p> <p><a href="http://www.kerboodle.com">http://www.kerboodle.com</a></p>

# Subject: PSD/Cz. Personal, Social, Health and Economic Education/Citizenship

## All pathways



Course Details:	Exam Board: Internally assessed, no formal requirements. Percentage of the course that is coursework: 0% Percentage of the course that is exam: 0%
What will be studied in years 10 & 11	Students will follow modules each half term in: Study Skills-Transition to Key Stage Four Financial literacy (Compulsory Citizenship content) Diversity/Human Rights Careers-Preparation for work Alcohol and drug awareness SRE (Sex and Relationship Education) covering establishing boundaries, assertiveness and STIs. Mental Health and Well-being Study Skills-Effective Revision Social media and employment SRE Revision and interventions
Internal Assessment Details	There will be regular peer and self-assessment in class.
External Assessment Details	PSD/Citizenship is not externally assessed at Holy Family.
What you need to know	Enrichment day will give students opportunity to learn about Parliament and voting.

# Subject: Core Physical Education (Non-examined)

All pathways



Course Details:	The core curriculum at KS4 encourages the involvement in a range of activities which develop personal fitness and promote an active, healthy lifestyle.
What will be studied in years 10 & 11	Pupils participate in a variety of activities. Sports offered include Football, Basketball, Netball, Personal Fitness, Badminton, Table Tennis, Trampolining, Athletics, Rounders, Tennis and Cricket.
	Pupils 'opt' for an activity of their choice. This activity can be changed every half term. Activities that can be offered include Football, Basketball, Netball, Personal Fitness, Badminton, Table Tennis, Trampolining, Athletics, Rounders, Tennis and Cricket.
Internal Assessment Details	None
External Assessment Details	None
What you need to know	Physical Education is a compulsory subject in the KS4 curriculum. Pupils are expected to bring school PE kit and participate fully in the lesson..



## Subject Information

## The Option Choices

The following information gives you the specific subject content that will be studied. It is also clearly indicated whether the subject is a GCSE or Vocational.

The Pathway that the subject can be chosen in is also clearly indicated.

Once courses start in September students will NOT be able to change their mind

# Subject: Art and Design GCSE



<u>Course Details:</u>	<p>Exam Board: Edexcel</p> <p>Percentage of the course that is coursework: 60%</p> <p>Percentage of the course that is exam: 40%</p>
<p>What will be studied in years 10 &amp; 11</p>	<p>The course teaches students about the full artistic process: studying the work of artists, generating ideas, experimenting with materials, and the technical side of producing finished drawings, paintings, prints, photographs and sculpture. As a teaching team we hope to inspire our students to become creative and critical thinkers in their own right.</p> <p><b><u>Component 1: Personal Portfolio 60%</u></b></p> <p><b><i>Thematic Project</i></b> 30% – the first GCSE project introduces many new techniques and media, particularly drawing and painting, through short focused tasks leading to a sequence of small outcomes. Students also get experience in spray painting, printmaking and ceramics.</p> <p><b><i>Mock Exam Theme</i></b> 30% – the final Coursework project allows students to select a title/theme from the previous year exam paper. Students will research, experiment and develop ideas into a final outcome.</p> <p>Completion of Mock Exam Theme Project by Jan of Year 11.</p> <p><b><u>Component 2: Externally Set Assignment 40%</u></b></p> <p><b><i>The Exam Project</i></b> – this project requires you to work more independently on a chosen title/theme set by the exam board. The outcome and media is decided individually between teacher and student to choose what best suits you.</p> <p><b><u>What this subject can lead to in the future</u></b></p> <p>The course will:</p> <ul style="list-style-type: none"> <li>Give you the technical skills to draw and represent your ideas with confidence and flair;</li> <li>Show an employer you are creative, with original ideas and strong presentation skills; Develop the way you look at and think about the world around you;</li> <li>Enable you to study Art, Photography or Graphics at A-Level and eventually an Arts degree such as Fine Art, Fashion and Theatre Design, or university degrees in disciplines like Architecture, Advertising, Animation, Film and Media, Marketing, Illustration, Education, Photography, Fashion or Museum Work;</li> <li>You are well considered in degrees such as Law, Psychology and Philosophy too as the course shows you to be well rounded and a critical thinker!</li> </ul>
<p>Internal and External Assessment Details</p>	<p>Component 1 and 2 are internally marked and standardised and then externally moderated.</p> <p>Both components are graded by four Assessment Objectives, each worth 25%: Artist Analysis (AO1), Ideas and Experimenting (AO2), Recording Ideas (AO3), Final Outcomes (AO4)</p>
<p>What you need to know</p>	<p>All the work completed over the two years and where work takes longer than lesson time it needs to be completed in your own time. Homework makes up 50% of the book work.</p> <p>An interest in art is key to success in this course! You can prepare by practising your drawing, whilst many London galleries run free Art courses during the summer about which the Art Department can provide information. If you have a camera, this will be really useful and you will be required to buy an art kit that contains all necessary equipment for you to do.</p>


# Subject: Art and Design Photography GCSE



Course	Exam Board: Edexcel
Details:	Percentage of the course that is internally assessed: 60%
	Percentage of the course that is an external exam: 40%


What will be studied in years 10 & 11	<p>The course teaches students about the full artistic process: studying the work of artists, generating ideas, experimenting with materials, and the technical side of producing finished drawings, paintings, prints, photographs and sculpture. As a teaching team we hope to inspire our students to become creative and critical thinkers in their own right.</p> <p><b><u>Component 1: Personal Portfolio 60%</u></b></p> <p><b>1. Introduction to Photography 20%</b> – The first GCSE project introduces many new techniques such as long exposure and depth of field. Students will also learn how to experiment and edit in Photoshop and analyse the work of artists to inspire their work. This will lead to a series of outcomes and confidence in using SLR cameras.</p> <p><b>2. Thematic Project 20%</b> – In this thematic project, students learn how to develop their photography into iconic work inspired by Shephard Fairey's Hope and Fitzgerald's Che Guevara. They experiment further in Photoshop and develop spray painted stencils. They will then learn animation and moving image before developing their own ideas.</p>
	<p><b>1. Exhibition response 20%</b> – Students use this trip as a starting point to develop ideas about the identity of their city and then create work inspired by the trip and their own research, using skills and the teachers support to create a series of outcomes. The final Coursework project encourages students to think outside the box and use experimentation to develop original ideas. This will result in a final piece that could take the form of a series of photos, and installation or a moving-image</p> <p><b><u>Component 2: Externally Set Assignment 40%</u></b></p> <p><b>The Exam Project</b> – This project requires you to work more independently on a theme set by the exam board. The outcome and media is decided individually between teacher and student to choose what best suits you.</p>
Internal and External Assessment Details	<p>Component 1 and 2 are internally marked and standardised and then externally moderated.</p> <p>Both components are graded by four Assessment Objectives, each worth 25%:            Artist Analysis (AO1), Ideas and Experimenting (AO2), Recording Ideas (AO3), Final Outcomes (AO4)</p>
What you need to know	<p>Homework makes up 50% of the book work.</p> <p>An interest is key to success in this course! You can prepare by visiting exhibitions and looking at the work of photographers, artists and film-makers. If you already possess a camera &amp;/or printer you will find this helpful. The department has a set of cameras that students can loan.</p> <p><u>A qualification in Photography will:</u></p> <p>Give you the technical skills to create your ideas with confidence and flair. Show an employer you are creative, with original ideas and strong presentation skills. Develop the way you look at and think about the world around you.</p> <p>Enable you to study Art, Photography or Graphics at A-Level and eventually a degree or career in Journalism, Fine Art, Photography, Cinematography and Film, Advertising, Animation, Film and Media, Marketing, Illustration, Education, Fashion or Museum Work.</p> <p>You are well considered in degrees such as Law, Psychology and Philosophy too as the course shows you to be well rounded and a thinker!</p>

# Subject: Computer Science GCSE

<b>Course</b>	Exam Board: OCR (J277)	
<b>Details:</b>	Percentage of the course that is internally assessed: No Coursework Percentage of the course that is an external exam: 100%	


What will be studied in years 10 & 11	<p><b>J277/01: Computer systems</b>            This component will assess:</p> <ul style="list-style-type: none"> <li>• 1.1 Systems architecture</li> <li>• 1.2 Memory and storage</li> <li>• 1.3 Computer networks, connections and protocols</li> <li>• 1.4 Network security</li> <li>• 1.5 Systems software</li> <li>• 1.6 Ethical, legal, cultural and environmental impacts of digital technology</li> </ul> <p><b>J277/02: Computational thinking, algorithms and programming</b>            This component will assess:</p> <ul style="list-style-type: none"> <li>• 2.1 Algorithms</li> <li>• 2.2 Programming fundamentals</li> <li>• 2.3 Producing robust programs</li> <li>• 2.4 Boolean logic</li> <li>• 2.5 Programming languages and Integrated Development Environments</li> </ul>
Internal Assessment Details	<p>All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.</p>
External Assessment Details	<p><b>J277/01: Computer systems</b>  <b>Written paper: 1 hour and 30 minutes</b>  <b>50% of total GCSE</b>  <b>80 marks</b>            This is a non-calculator paper.            All questions are mandatory.            This paper consists of multiple choice questions, short response questions and extended response questions.</p> <p><b>J277/02: Computational thinking, algorithms and programming</b>  <b>Written paper: 1 hour and 30 minutes</b>  <b>50% of total GCSE</b>  <b>80 marks</b>            This is a non-calculator paper.            This paper has two sections: Section A and Section B. Students must answer both sections.            All questions are mandatory.            In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p>
What you need to know	<p><b>You also have the reassurance that OCR is the market leader in GCSE Computer Science provision across the UK.</b></p> <p><b>The course focuses on:</b></p> <ul style="list-style-type: none"> <li>• Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence</li> <li>• Applying the academic principles they learn in the classroom to real-world systems in an exciting and engaging way</li> <li>• Giving students a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.</li> </ul>

# Subject: Design and Technology GCSE

Course Details:	<p>Exam Board: AQA (8552)</p> <p>Percentage of the course that is coursework: 50%</p> <p>Percentage of the course that is exam: 50%</p>	
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What will be studied in years 10 &11	<p><u>Knowledge of Materials and Components</u></p> <p>Investigate properties of plastics,card, metals, textiles and smart material through practical activities. During practical lessons, mini projects will be made using the above materials by up-cycling.The first mini project will be the Siege engine ( card, wood,hot glue gun and string will be used). The second will be the use of recycled products to design and make a wall clock. Both mini projects will require students to show evidence of research, designing, safe working practices and critical evaluations.</p>
	<p>The rest of the course is dedicated to the controlled assessment task related to the 'design and make' coursework. Single periods are used mainly to prepare the candidates for the theoretical knowledge to reinforce skills, understanding and use of resources for the successful completion of their coursework and final project. During the latter part of the course, single lessons will be used to learn how to answer exam style questions with special focus on the pre-release topic that is given by the exam board. All other lessons will be dedicated to the 'design and make' coursework. These activities will be varied and offer opportunities for pupils to handle products, discuss products and key topics, quizzes and games. All pupils will then sit a final external examination at the end of year 11.</p>
Internal Assessment Details	<p><u>Assessment objectives</u></p> <ul style="list-style-type: none"> <li>• Identifying and investigating design possibilities</li> <li>• Producing a design brief and specification</li> <li>• Generating design ideas</li> <li>• Developing design ideas</li> <li>• Realising design ideas</li> <li>• Analysing &amp; evaluating</li> </ul> <p><u>Unit 2: Design and Making Practice( Non-Exam Assessment)</u></p> <p>50% of total GCSE marks</p> <p>Approximately 30-35 hours</p> <p>100 marks</p> <p>Consists of a single design and make activity selected from a range of board set tasks</p>
External Assessment Details	<p>Unit 1: Written Paper 1</p> <p>50% of total GCSE marks</p> <p>2 hours</p> <p>100 marks</p> <p>Candidates answer all questions in two sections</p> <p>Pre-release material issued</p> <p><b>Section A – Core technical principles (20 marks)</b></p> <p>A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B – Specialist technical principles (30 marks)</b></p> <p>Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical issues.</p> <p><b>Section C – Designing and making principles (50 marks)</b></p> <p>A mixture of short answers and extended response questions.</p>
What you need to know	<p>Because pupils have to produce a coursework that comprises of 50% of their final GCSE mark, emphasis will be on good problem solving skills, good written communication, good graphical skills and the ability to use new making techniques. The use of graphical software will be a huge advantage. The entire course will be underpinned by correct health and safety regulations for all tools and machinery.</p>

# Subject: Digital Information Technology

Course Details:	Exam Board: Edexcel Percentage of the course that is coursework: 60% Percentage of the course that is exam: 40%	
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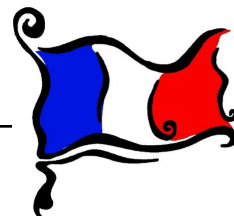
What will be studied in years 10 & 11	<p><b><u>Component 1: Explore</u></b>  <b>Exploring User Interface Design Principles and Project Planning Techniques</b>          Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.</p> <p><b><u>Component 2: Develop</u></b>  <b>Collecting, Presenting and Interpreting Data</b>          Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.</p> <p><b><u>Component 3: Apply</u></b>  <b>Effective Digital Working Practices</b>          This component will give learners an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow learners to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. They will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.</p>
Internal Assessment Details	<p>Components 1 &amp; 2 are internally assessed and both worth 30% each, which counts towards 60% of the total course.</p> <p>We've retained the well-established BTEC approach, adapted to fit the specific needs of this qualification. Then the assignment brief is given to the students with a hand-in date and the assessment is internally and externally verified.</p> <p><b>Can students resubmit?</b>          There will be one opportunity to resubmit improved evidence, once approved by the Lead Internal Verifier.</p>
External Assessment Details	<p>We realise that BTEC students should be assessed in a way that suits vocational learning. That's why our new Tech Awards use scenario-based external assessments rather than traditional exam formats.</p> <p>There is one externally assessed component (Component 3), which is worth 40% of the total course and designed to be synoptic (drawing together knowledge from the previous components) and taken near the end of the course. This is a 1 hour 30 minute exam to be taken in February or May/June in Year 11. Student's will have one opportunity to resit if required.</p>
What you need to know	<p><b>How does the grading work?</b>          Students achieve a grade for each component, which are allocated points. At the end of the course, we calculate the final grade by adding the points from each component, and matching this against the qualification grade point Thresholds.</p> <p><b>What are students' options for progression after the course?</b>          After completing their BTEC Tech Award, your students will be in a great position to continue in the digital information technology sector. This qualification prepares students for both technical and academic routes.</p> <p><b>Recognised by employers and universities</b>          In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.</p> <p><b>The average digital salary in the UK is £50,663 - 44% higher than the average non-digital salary.</b></p>

# Subject: Drama GCSE



Course Details:	<p>Exam Board: Edexcel</p> <p>Percentage of the course that is coursework/internally assessed: 40%</p> <p>Percentage of the course that is exam/externally assessed: 60%</p>
<p>What will be studied?</p> <p>What will be studied in years 10 &amp; 11</p>	<p><b>Component 1: Devising</b> 40% of the qualification</p> <p>Students will create and develop a <b>devised piece from stimulus</b> and will be marked on either their Performance of this devised piece <b>or</b> their design realisation for this performance. This will take place in the Autumn Term of Year 11. Students will also create a portfolio, which will document the creating process, for which they will be marked on.</p> <p><b>Assessment Overview:</b></p> <p>This unit will be internally assessed by the classroom teacher and recorded. The recording of the devised performances alongside the portfolios are sent to the exam board for moderation.</p> <p>There are <b>two parts</b> to the assessment:</p> <ol style="list-style-type: none"> <li>1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks)</li> <li>2) a devised performance/design realisation (15 marks)</li> </ol> <p><b>Component 2: Performance from Text:</b> - 20% of the qualification</p> <p><b>Content Overview:</b></p> <p>This unit will take place in the Spring Term of Year 11. Students will study and either: perform in <b>or</b> design for <b>two key extracts</b> from a performance of a chosen play.</p> <p><b>Assessment overview:</b></p> <p>This unit is externally assessed by a visiting examiner and is worth 48 marks (24 per extract)</p> <p>This exam which you have prepared for in year 9 and 10 will be sat during May-July of the Summer Term in Year 11</p> <p><b>Component 3: Written examination: (Preparation)</b> - 40% of the qualification</p> <p><b>Content Overview:</b></p> <p>Students will practically explore and study the play text 'An Inspector Calls'. As well as this, students will visit the theatre to see a performance, chosen by their teacher.</p> <p>All work undertaken for this component will be in <b>preparation</b> for a written exam which will take place in the Summer of Year 11. This written paper will be 1 hour and 30 minutes long.</p> <p><b>Assessment overview:</b></p> <p>The written exam will consist of:</p> <p><b>Section A: Bringing Texts to Life</b> (45 marks)</p> <p>This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the play 'An Inspector Calls'.</p> <p>(Performance texts are not allowed in the examination as the extracts will be provided)</p> <p><b>Section B: Live Theatre Evaluation – free choice of production</b> (15 marks)</p> <p>This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. (Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words)</p>
Internal Assessment Details	Component 1 is marked by your teacher (recording of practical performance and portfolio and sent to the exam board for moderation)
External Assessment Details	Component 2 and 3 are marked by an external examiner. For component 2 the examiner will visit the school and grade you individually within your performance of two extracts. For component 3 you will sit your written exam which will be marked by an examiner from the exam board.
What you need to know	Drama is a practical subject, however you must be able to write about your work in detail to get a good grade! As well as this there is now a written examination to prepare for and take!

# Subject: French GCSE



Course Details:	<p><b>Edexcel</b></p> <p>Paper 1: Listening exam (25% of final award)          Paper 2: Speaking exam (25% of final award)          Paper 3: Reading exam (25% of final award)          Paper 4: Writing exam (25% of final award)</p> <p><b>All papers will be taken at the end of Year 11 and will be externally marked.</b>  <b>Grade scale 9-1, with 9 the top level.</b></p> <p><b>Students need to have studied French for at least 2 years to be able to opt to do it for GCSE</b></p>
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What will be studied in years 10 & 11	<ul style="list-style-type: none"> <li>• Identify &amp; Culture: Who am I, Leisure time, Daily life and Cultural life</li> <li>• Local Area, Holiday and Travel: My region, Holidays and Tourism</li> <li>• School: What school is like and school activities</li> <li>• Future Aspirations, Study &amp; Work: Using languages beyond the classroom, Ambitions and Work</li> <li>• International &amp; Global dimensions: Bringing the world together and Environmental issues</li> </ul>
Internal Assessment Details	<p>Students will:</p> <ul style="list-style-type: none"> <li>• be given ongoing assessments in all 4 skills to assess and monitor progress throughout the course. Following these assessments students will be given next steps on how to improve their performance.</li> <li>• Students will be given details of a Grammar &amp; Translation workbook which ties in with the textbook that they can order.</li> <li>• Time will be built into the scheme of work to complete the end of unit practice papers in all 4 skills.</li> </ul>
External Assessment Details	<ul style="list-style-type: none"> <li>• All exams are taken at the end of Year 11.</li> <li>• The Speaking exam is conducted by the student's teacher but externally assessed. This exam will be in three parts: a role-play, a picture-based task and a general conversation on 2 topics, one of which will be the student's choice.</li> <li>• The Listening, Speaking, Reading and Writing exams are externally set and marked.</li> <li>• The course will finish by half-term in February of Year 11 to allow for plenty of past paper practice and revision..</li> </ul>
What you need to know	<ul style="list-style-type: none"> <li>• All students are provided with a Student Guide to Success with exam strategies and assessment criteria.</li> <li>• All students are given a vocabulary booklet containing both Foundation and Higher sections.</li> <li>• Handbooks on strategies for the Speaking and Writing exams have been created.</li> <li>• Students are strongly encouraged to take advantage of the subscription to ActiveLearn which allows for extra practice at home.</li> <li>• Past papers, mark schemes and sound files can be accessed on the Edexcel website, on the G/Drive and also via the Curriculum Shared Area on the school's system.</li> <li>• The Reading exam will contain two literary texts. A subscription to Mary Glasgow Magazines (available through the MFL Department) will provide additional access to authentic reading materials.</li> <li>• There are two translation tasks: one from French to English in the Reading exam and one from English to French in the Writing exam.</li> <li>• French is one of the E-bacc subjects and is considered highly by both employers and universities.</li> </ul>




# Subject: Geography GCSE



Course Details:	<p>Exam Board: AQA</p> <p>Percentage of the course that is exam: 100%</p> <p>Paper 1: Living with the Physical Environment (1 hour 30 mins; worth 35% of GCSE)</p> <p>Paper 2: Challenges in the Human Environment (1 hour 30 mins; worth 35% of GCSE)</p> <p>Paper 3: Geographical Applications (1 hour 15 mins; worth 30% of GCSE)</p> <p><b>All papers will be taken at the end of Year 11 and will be externally marked.</b></p>
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What will be studied in years 10 & 11	<p><b><u>Unit 1: LIVING WITH THE PHYSICAL ENVIRONMENT</u></b></p> <p>A: The challenge of natural hazards (Tectonic Hazards, Atmospheric Hazards, Climate change) B: The living world (Ecosystems) C: Physical landscapes of the UK (Coastal and River Landscapes)</p> <p><b><u>Unit 2: CHALLENGES IN THE HUMAN ENVIRONMENT</u></b></p> <p>A: Urban issues and challenges B: The changing economic world C: The challenge of resource management</p> <p><b><u>Unit 3: GEOGRAPHICAL APPLICATIONS</u></b></p> <p>Part A: <b>Issue evaluation</b> (place study / synoptic assessment): Assessment will consist of a series of questions related to a contemporary geographical issue(s). A resource booklet for this will be released in March of Year 11.</p> <p>Part B: Fieldwork: Two geographical fieldwork enquiries, with questions based on the use of fieldwork materials from an unfamiliar context and students' individual project work.</p>
Internal Assessment Details	Formal end of unit tests, to be held at the end of every half term. Students will be required to improve their work throughout the course, based on their teacher's feedback.
External Assessment Details	All three exams in May/June of Year 11
What you need to know	<p>With a focus on contemporary topics and challenges facing the world in the 21st century, students will understand the world economy and environment and their place within it. Geography is an excellent introduction for students interested in studying Economics or business in the future as well as the sciences. Geography is future-orientated, exploring how human actions and decisions made now affect our common future and discovering and understanding specific solutions to these problems. As an E-Bacc subject for GCSE and a facilitating subject at A Level, qualifications in the subject facilitate entry into the Russell Group of universities. Students that study Geography are in very high demand amongst universities and graduate employers. A healthy proportion of students from Holy Family choose to study geography at university each year, many at some of the top universities in the country. The main benefit of studying Geography is that it develops a range of transferable skills which are so valued by employers and, therefore, it is a key that opens doors to many careers.</p>

# Subject: Graphics GCSE

Course Details:	<p>Exam Board: AQA</p> <p>Percentage of the course that is internally assessed: 60%</p> <p>Percentage of the course that is an external exam: 40%</p>	
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What will be studied in years 10 & 11	<p>Graphic Communication is an exciting and creative course that introduces students to a visual way of conveying information, ideas and emotions, using a range of graphic media, processes and techniques. Areas of study include communication graphics, advertising, branding, packaging design, typography, web/app and motion graphics. Students will look at different approaches to design and will develop their skills both physically and digitally, with emphasis on industry standard design programmes such as Photoshop, Illustrator and InDesign.</p> <p><b><u>Component 1: Personal Portfolio - 60%</u></b></p> <p>Each student must work through a sketchbook in order to submit a portfolio representative of their course of study. The portfolio must demonstrate a personal creative journey including initial ideas, experiments and the final outcome. There is no restriction on the scale of work, media or materials used. The portfolio must include both:</p> <ol style="list-style-type: none"> <li>1. <b>A sustained project</b> developed in response to a task or brief evidencing the journey from initial ideas to the finished outcome.</li> <li>2. <b>A selection of further work</b> resulting from activities such as trials and experiments; skills-based workshops; responses to gallery, museum or site visits and independent study.</li> </ol> <p><b><u>Component 2: Externally Set Assignment - 40%</u></b></p> <p>AQA will provide students with different design briefs and students must choose one to work on. Students are given preparation time followed by 10 hours of supervised time to make the final piece in school. Outcomes may be evidenced in any two-dimensional, three-dimensional, digital or non-digital format. There is no restriction on scale of work, media or materials used.</p>
Internal & External Assessment Details	<p>Components 1 &amp; 2 are marked by the school and then moderated by AQA. Each component is out of 96 marks.</p>
What you need to know	<ul style="list-style-type: none"> <li>• This course can lead students into a range of creative career paths such as graphic design, packaging design, web developing, interior design, illustration, animation and architecture.</li> <li>• Students will work solely in a sketchbook that they will be required to take home for independent study outside of school</li> <li>• This course will enrich and broaden students curriculum, providing them with transferable skills that will complement a range of other subjects and careers</li> <li>• Access to a computer/laptop would be very useful for this course.</li> </ul>

# Subject: History GCSE



Course Details:	<p>Exam Board: Edexcel</p> <p>Percentage of the course that is coursework: 0%</p> <p>Percentage of the course that is exam: 100%</p>
What will be studied in years 10 & 11	<p>Paper 1 - A thematic study and historical environment. <b>Medicine in Britain 1250-present and The British sector of the Western front.</b></p> <p>In this unit you will learn about developments in medicine from the the middle ages until the modern day. You will need to evaluate the difference between the time periods by using case studies as examples to back up your points. You will study the achievements of fascinating people such as Mary Seacole, Walter Tull, Florence Nightingale and Louis Pasteur.</p> <p>You will also study how medical treatment developed on the Western front during WW1 and how it subsequently led to better medical treatment.</p> <p><i>This unit is assessed at the end of Year 11 through a 1-hour and 15 minute examination and is worth 30% of their final grade.</i></p> <p>Paper 2 - A British depth study and a worldwide study of 50 years. <b>The reigns of King Richard I and King John, 1198-1216 and Conflict in the Middle East 1945-1995.</b></p> <p>The first half of this paper assesses how British life changed under the two Kings. It will focus on their role in England and abroad, through the crusades and in France. This unit concludes by studying King John's downfall as the barons turned against him and imposed the Magna Carta.</p> <p>The second half of this paper is about how Israel was created after WW2 and the problems faced between the Palestinians and Israelis. There will be a focus on how conflict escalated between 1964-1973 and how peace was attempted between 1974-1995. We will reflect on how the events of the past have affected the Middle East today.</p> <p><i>This unit is assessed at the end of Year 11 through a 1 hour 45 minute examination and is worth 40% of their final grade.</i></p> <p>Paper 3 - A modern depth study. <b>Weimar and Nazi Germany, 1918-1938.</b></p> <p>In this unit you will learn about the reasons for and the impact of the development of Nazism in Germany. The unit focuses on Germany's position post WW1 and how numerous events led to Hitler being voted into power and consequently ruling as a totalitarian leader.</p> <p><i>This unit is assessed at the end of Year 11 through a 1-hour and 15 minute examination and is worth 30% of their final grade.</i></p>
Internal Assessment Detail	Students will complete past questions fortnightly and sit end of unit exams which do not go towards their final exam. They will also partake in mock exams in line with the school assessment calendar.
External Assessment Detail	All 3 papers are completed at the end of Year 11. They are assessed on a range of skills; source, interpretation, essay writing and evaluative skills.
What you need to know	<p>The department supports the process of 'decolonising the curriculum'. This means we make it a top priority to teach history in a way that challenges the racist and prejudiced ideas embodied in traditional history teaching.</p> <p>History is taught using a variety of teaching methods and activities. The examinations themselves are based around essays and source questions. History is one of the baccalaureate subjects and is considered highly by both employers and universities.</p> <p>History is a great choice in order to make sense of what is going on today. it is important to study the past, as everything which is happening around us has been influenced by, and is a direct result Of, that which preceded it. By looking at the history of different cultures, a History student can build up a better understanding of why people behave the way they do.</p>

# Subject: WJEC Level 1/ 2 Hospitality and Catering

Course Details:	Exam Board: WJEC Percentage of the course that is coursework: 60% Percentage of the course that is exam: 40%
What will be studied in years 10 & 11	 <p>In Unit 1 - The Hospitality and Catering Industry you will learn about the following:</p> <ul style="list-style-type: none"> <li>• The Industry - Operations in Hospitality and Catering sector.</li> <li>• Hygiene and Safety</li> <li>• Types of Service</li> <li>• Job Roles</li> <li>• Food Poisoning</li> <li>• Laws within the Hospitality and Catering Industry.</li> <li>• Environmental Health Officer</li> </ul> <p>In Unit 2 - Hospitality and Catering in Action you will about the following:</p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Dietary requirements - Catering for specific groups/dietary need</li> <li>• Menu Planning</li> <li>• Environmental considerations</li> <li>• Developing practical skills and techniques of cooking</li> <li>• Commodities</li> <li>• Serving and Presentation of food</li> </ul> <p>Students will know and understand how to prepare dishes using a range of ingredients: such as, Meat (and alternatives), Pastry, Fish, Rice, Pasta, Fruit, Vegetables.</p>
Internal Assessment Details	<p><b>60%</b> - Practical based coursework with written elements.</p> <p>The task will assess the student's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The task will be externally set by WJEC, internally graded by the school and externally quality assured by WJEC.</p> <p>This unit is completed in school under exam/coursework conditions. You will be required to safely plan, prepare, <u>cook</u> and present dishes to satisfy the task.</p> <p>You will be graded as follows: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction</p>
External Assessment Details	<p><b>40%</b> - written examination:</p> <p>80 marks 1 hour 30 minutes</p> <p>A mixture of multiple-choice, short-answer and extended-response questions.</p> <p>The written examination will assess the student's knowledge and understanding of content from Unit 01.</p> <p>You will be graded as follows: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction</p>
What you need to know	<p>This qualification is designed for students who have an interest in food and cooking. It will provide them with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food. They will cook every week so will need to be organised so that they are prepared to cook. The food industry is one of the largest on the planet, and people will always have to eat. This means if you are working anywhere along the food supply chain, you will always have a job. When working in the food industry, there are literally thousands of different jobs available. You aren't limited to lab work or a desk job or working in a kitchen. There is something for everyone, whether it be in quality, research and development, sales, marketing, manufacturing, hospitality, teaching or in government. Studying food is inherently multidisciplinary, which opens up a myriad of opportunities. Working in Hospitality and Catering requires you to have a passion for food, an interest in and understanding of how it impacts on the body and a wide range of skills depending on your job role and the setting you work in.</p>

Subject: Media Studies- GCSE



<u>Course Details:</u>	<div data-bbox="1141 237 1477 256" data-label="Image"> </div> <p>Exam Board: Eduqas</p> <p>Percentage of the course that is coursework (NEA): 30%</p> <p>Percentage of the course that is exam: 70%</p>
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<p>What will be studied in years 10 &amp; 11</p>	<p><b><u>Component 1: Exploring the Media</u></b></p> <p><b>Section A: Exploring Media Language and Representation:</b> This section looks at media language and representation in relation to print media forms: film posters, newspapers, print advertisements, magazines.</p> <p><b>Section B: Exploring Media Industries:</b> The section looks at media forms including: film, newspapers, radio and video games.</p> <p><b><u>Component 2: Understanding Media Forms and Products</u></b></p> <p><b>Section A: Television:</b> Using a set text (either TV Crime Drama or Sitcom) this section will explore media language and representation based on extracts from the programme. It will also focus on media industries, audiences and media contexts.</p> <p><b>Section B: Music:</b> Using a set text from music artists this unit will look at the media language and representation in music videos and marketing campaigns as well as the industry, audience and media contexts.</p> <p><b><u>Component 3: Creating Media Products (NEA):</u></b> In this unit students will research, plan, produce and evaluate a media production (a new magazine) for an intended audience in response to a choice of briefs set by the exam board. They must apply their understanding of media language and representation.</p>
<p>Internal Assessment Details</p>	<p>The NEA (coursework) - <b>Component 3</b>, will be completed during the summer term of year 10 and the beginning of the autumn term of year 11. Students will produce their own media product from a set brief. This unit is internally assessed and externally moderated. <b>The total number of marks available is 60:</b></p> <ul style="list-style-type: none"> <li>• <b>10 marks</b> for the statement of aims</li> <li>• <b>20 marks</b> for creating a media product which meets the requirements of the set brief</li> <li>• <b>30 marks</b> for creating a media product which uses media language to communicate meanings and construct representations.</li> </ul>
<p>External Assessment Details</p>	<p>Component 1 and 2 are written exams that will be taken at the end of year 11.</p> <p><b>Component 1</b> - 1 hour 30 minutes written examination. Worth 40% of the qualification and carries 80 marks.</p> <p><b>Component 2</b> - 1 hour 30 minutes written examination. Worth 30% of the qualification and carries 60 marks.</p>
<p>What you need to know?</p>	<p><b>Media is one of the biggest influences on our daily lives - this qualification seeks to unpick the practices of a range of different mediums to analyse how they communicate to audiences.</b></p> <p>The media play a central role in contemporary society and culture. They shape our perceptions of the world through representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. This course offers students the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media. We study a range of rich and stimulating media products in relation to theoretical frameworks as well as the opportunity to put into practice this knowledge in order to produce a media product.</p>

# Subject: Music GCSE



<u>Course Details:</u>	Exam Board: Eduqas Percentage of the course that is controlled assessment: 60% Percentage of the course that is exam: 40%
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What will be studied in years 10 & 11	<p><b>Performance</b></p> <ul style="list-style-type: none"><li>• Solo and Ensemble performing</li><li>• Approaches to performing</li></ul> <p><b>Composing</b></p> <ul style="list-style-type: none"><li>• Developing musical ideas</li><li>• Compositional techniques and strategies</li><li>• Ensuring technical control and coherence</li><li>• Methods of notating composition scores</li></ul> <p><b>Appraising</b></p> <p>Area of study 1</p> <ul style="list-style-type: none"><li>• Western Classical Tradition</li><li>• Structural Forms</li><li>• Devices</li><li>• SET STUDY: Badinerie</li></ul> <p>Area of study 2</p> <ul style="list-style-type: none"><li>• Sonority, Timbre and Texture</li><li>• Musical Ensembles</li><li>• Chamber Music</li><li>• Musical Theatre</li><li>• Jazz and Blues</li></ul> <p>Area of study 3</p> <ul style="list-style-type: none"><li>• The Film Industry</li><li>• Use of Elements in Film Music</li><li>• Devices and Techniques in Film Music</li><li>• Composing to the Film Brief</li><li>• Appraising Film Music</li></ul> <p>Area of Study 4</p> <ul style="list-style-type: none"><li>• Rock and Pop</li><li>• Musical Features of Pop music</li><li>• Fusion</li><li>• Bhangra</li><li>• SET STUDY: Africa by Toto</li></ul>
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<p><b>Internal Assessment Details</b></p>	<p>30% Component 1: Performing - You must perform at least 2 pieces: One piece must be an <b>ensemble</b>, the other(s) can be ensembles or solos. You can sing or play any instrument.</p> <p>30% Component 2: Composing - You must <b>compose two original pieces</b> of music. Each is equally weighted. <b>One is a free composition</b>, which you can complete at any time in the course. The other must be written in response to a <b>brief</b> released by Eduqas on the 1<sup>st</sup> September in the same school year as you take the exam.</p>
<p><b>External Assessment Details</b></p>	<p>40% In your exam there will be <b>8 questions</b>. Each will have an <b>extract of music</b> which is played out loud for you to answer the questions on what you hear. Question 1 and question 7 will always be on the <b>set works</b>.</p> <p>The questions will focus on three things</p> <p><b>Elements of Music</b> – melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre.</p> <p><b>The context</b> – the time, place or purpose of the music</p> <p><b>Musical Language</b> – the list of musical terms, notes in the <b>treble and bass clef</b> and any specific <b>vocabulary</b> which goes with the set works.</p>
<p><b>What you need to know?</b></p>	<p>Playing an instrument <b>or</b> having a good singing voice are essential skills to passing a GCSE in Music. To achieve a good grade, a performance assessment at Music Grade 3 or above is necessary, therefore instrumental / vocal lessons are highly recommended.</p> <p>GCSE music is 40% music analysis which is a very academic aspect of music, this requires students to remember key facts about set pieces and write about them under exam conditions. Being good at performance and composing alone is not enough to achieve a good grade at GCSE Music.</p>

# Subject: Music BTEC



<u>Course Details:</u>	<p>Exam Board: Edexcel</p> <p>Percentage of the course that is coursework: 60%</p> <p>Percentage of the course that is exam: 40%</p>
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<p>What will be studied in years 10 &amp; 11</p>	<p><b><u>Component 1</u></b> During Component 1, you will:</p> <ul style="list-style-type: none"> <li>• Explore different styles and genres of music.</li> <li>• Take part in practical workshops to understand stylistic features and characteristics.</li> <li>• Learn about the different products the music industry.</li> <li>• Develop techniques in realising musical products.</li> </ul> <p><b><u>Component 2</u></b> During component 2, you will:</p> <ul style="list-style-type: none"> <li>• Reflect on your progress, and on areas for improvement.</li> <li>• Choose a job role and explore the skills needed to fulfil it.</li> <li>• Develop a range of skills.</li> <li>• Apply skills and techniques in a music performance, creation or production.</li> </ul> <p><b><u>Component 3</u></b> During component 3, you will:</p> <ul style="list-style-type: none"> <li>• Choose an area of the industry that excites you (composer, performer, or producer).</li> <li>• Explore the brief and come up with possible responses and ideas.</li> <li>• Use relevant resources, skills and techniques to develop and refine musical material.</li> <li>• Present your final response (solo or in a group).</li> <li>• Review and reflect your approach to the brief and their final outcome.</li> </ul>
<p>Internal Assessment Details</p>	<p><b><u>Component 1:</u></b></p> <p><b>Learning aim A:</b> You will produce a portfolio of several (at least 8) short examples of genre-defining music products from performance, composition, and production, including written, audio or video annotations. This may also contain examples of you exploring these techniques across performance, creation and production work.</p> <p><b>Learning Aim B:</b> You will produce:</p> <ol style="list-style-type: none"> <li>1. A portfolio of 30–60 second examples of the products you are exploring (submitted during/after each project).</li> <li>2. Commentary and production notes that discuss your use of the following: <ul style="list-style-type: none"> <li>• skills, techniques and styles in the creation of musical products</li> <li>• music theory and appreciation skills and how they inform creative choices.</li> </ul> </li> </ol> <p>These should be submitted after each project and presented in an appropriate format.</p>



	<p><b><u>Component 2</u></b></p> <p><b>Learning Aim A</b></p> <p>You will produce:</p> <ul style="list-style-type: none"> <li>• Screenshots/screen records of examples of current practice with personal reviews.</li> <li>• Specific video footage from workshops which demonstrates understanding.</li> <li>• Case studies of artists and their practice</li> <li>• Teacher observation records which include comments relating to how you responded to feedback during these sessions.</li> <li>• Written or audio evidence of techniques and personal understanding.</li> </ul> <p><b>Learning Aim B</b></p> <p>You will produce:</p> <ul style="list-style-type: none"> <li>• An initial audit of skills within the two disciplines.</li> <li>• An evaluation of the findings of the audit.</li> <li>• A completed personal skills development plan.</li> <li>• Audio-visual evidence of the rehearsal/development process for at least 6 milestones.</li> <li>• Teacher, tutor and peer observation feedback.</li> <li>• Ongoing diary/video blog of development.</li> <li>• Final review of the whole process. This could be written, audio/visual, or a collection of annotated screenshots.</li> </ul>
External Assessment Details	<p><b>Component 3</b></p> <p>Year 11 May/June - A task worth 60 marks will be completed under supervised conditions. The formally supervised assessment period is a maximum of three hours. For assessment, you will respond to the music industry brief either as a music creator and producer, or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of genres that the learners have covered in Component 1.</p>
What you need to know?	<p>Learners need a keen interest in music but do not need any previous knowledge, understanding or skills other than those gained at KS3 in music.</p>

# Subject: Performing Arts BTEC

<u>Course</u>  <u>Details:</u>	Exam Board: Pearson Percentage of the course that is internally assessed: 75% Percentage of the course that is an external exam: 25%
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What will be studied in years 10&11	<p><b>Component 1: Exploring the Performing Arts</b> (Year 10 Sept-Jan)</p> <p>There is a festival of performing arts taking place in your local area. The performances will include extracts from well-known acting works, looking at the theme of oppression.</p> <p>The organisers would like to inspire and educate the audiences on the topic of 'oppression' by providing background information on the performance work and those involved in making it.</p> <p>They would like you to choose three existing pieces of repertoire from the discipline of acting.</p> <p>As an actor, you will be looking at a range of practitioners and theatre styles, more specifically genres/practitioners of: Theatre of the Oppressed (Augusto Boal) Total Theatre (Steven Berkoff) and Epic Theatre (Bertolt Brecht), looking at three plays that explore the theme of 'Oppression'.</p> <p>The festival organisers have asked you to present your findings either to the audience or through promotional materials.</p> <p>Part A: Research Journal which can include notes, images, recordings of professional repertoire, etc</p> <p>Part B: Presentation or promotional material</p> <p>You must now present your findings in either a presentation to the festival audience or in promotional material such as programme notes or a blog.</p> <p><b>Component 3: Performing to a Brief</b> (Year 10 Jan-May with the possibility of retaking in Year 11)</p> <p>The exam board will set you a task, for which you will be required to prepare a performance and coursework which will be undertaken in controlled conditions, in relation to a brief.</p> <p>This component will be marked entirely by the exam board</p>
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	<p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b> (Yr 11)</p> <p>You have decided to audition for the local <i>Youth Performance Company</i>.</p> <p>In order to prepare for the audition you must develop your acting/dance/musical theatre skills by taking part in the relevant physical, vocal and/or music workshops or classes.</p> <p>You have been asked to prepare an audition piece of a minimum of two minutes duration. The piece could be a solo performance or you could be working with others in a group piece. For example, dancers may perform a group jazz dance or a solo contemporary dance. Actors may perform a classical monologue or a contemporary group extract. Musical Theatre performers may perform a solo song or a group performance that includes singing, dancing and/or acting.</p> <p>The <i>Youth Performance Company</i> has indicated that they want to know that you can cope with the demands of professional work and therefore either piece used should be professional repertoire.</p> <p>Task 1: Workshops and Rehearsals Task 2: Rehearsal and Performance</p>
Internal Assessment Details	Component 1 and 2 are internally marked and moderated by Pearson.
External Assessment Details	Component 3: Externally marked - Examiner watches DVD of performance work and written task under controlled conditions.
What you need to know	This course requires a high level of independent work and students will be required to attend after school rehearsals when preparing for performance work.

# Subject: Sociology GCSE



Course Details:	<p>Exam Board: AQA</p> <p>Percentage of the course that is coursework: 0%</p> <p>Percentage of the course that is exam: 100%</p>
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What will be studied in years 10 & 11	<ul style="list-style-type: none"> <li>• <b>The sociological approach</b></li> <li>• <b>Families and households</b></li> <li>• <b>The education system</b></li> <li>• <b>Research methods</b></li> </ul> <p>You will consider the following important questions: <i>is the nuclear family a thing of the past? Why are so many marriages ending in divorce? What is the role of the family in society? Does racism exist in the education system? How does social class impact on educational achievement? Who benefits the most from the education system? Why do girls outperform boys in exams?</i></p> <ul style="list-style-type: none"> <li>• Social structures, social processes and social issues</li> <li>• Crime and Deviance</li> <li>• Social stratification</li> <li>• What is stratification? How different perspectives view social stratification.</li> <li>• The work of Marx and Weber on socio- economic status</li> <li>• Social groups affecting life chances e.g. class, age, gender, ethnicity, disability, sexuality, religion.</li> <li>• Poverty and globalisation</li> <li>• Power and control within society e.g. relationships</li> </ul> <p>You will consider the following: <i>Is criminal activities committed more within males or females? Are ethnic minorities stereotyped within Britain to be criminals? Are women becoming more equal within society? Does your social class determine your life chances? Does crime statistics show us an accurate picture of the amount of crime committed? Is globalization a positive thing for our society? Why are we living in an 'risk society' today?</i></p>
Internal Assessment Details	<p>GCSE Sociology will be assessed on written assessments so you will be expected to complete at least one practice exam paper every half term.</p> <p>You will be assessed regularly during lesson time to increase your exam skills and techniques.</p>
External Assessment Details	<p>You will sit two exams at the end of year 11 which together will constitute 100% of your GCSE grade:</p> <p>Paper One - The Sociology of Families and Education (1h45)</p> <p>Paper Two - The Sociology of Crime and Deviance and Social Stratification (1h 45)</p> <p>Questions will be a range of multiple choice, short answer questions and four extended writing questions in each paper.</p>
What you need to know	<p>Sociology is a popular subject which opens students' eyes to the workings of society. Students who study sociology develop a critical and analytical mind through debating and discussions of contemporary social issues. Sociology is a broad subject which helps open doors to various jobs and careers.</p> <p>Students will be expected to complete regularly written activities as the subject is assessed purely through written examination.</p>

# Subject: Spanish GCSE

<p><u>Course Details:</u></p>	<p><b>Edexcel</b></p> <p>Paper 1: Listening exam (25% of final award)            Paper 2: Speaking exam (25% of final award)            Paper 3: Reading exam (25% of final award)            Paper 4: Writing exam (25% of final award)  <b>All papers will be taken at the end of Year 11 and will be externally marked.</b>  <b>There will be a grade scale 9-1, with 9 the top level.</b></p> <p><b>Students need to have studied Spanish for at least 2 years to be able to opt to do it for GCSE</b></p>
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<p>What will be studied in years 10 &amp; 11</p>	<ul style="list-style-type: none"> <li>• Identify &amp; Culture: Who am I, Leisure time, Daily life and Cultural life</li> <li>• Local Area, Holiday and Travel: My region, Holidays and Tourism</li> <li>• School: What school is like and school activities</li> <li>• Future Aspirations, Study &amp; Work: Using languages beyond the classroom, Ambitions and Work</li> <li>• International &amp; Global dimensions: Bringing the world together and Environmental issues</li> </ul> <p>Students will begin to explore how to do a role-play for the Speaking exam and will be introduced to the picture-based task.</p> <p>The course will finish by half-term in March of Year 11 to allow for plenty of past paper practice.</p>
<p>Internal Assessment Details</p>	<ul style="list-style-type: none"> <li>• Students will be given ongoing assessments on all 4 skills to assess and monitor progress throughout the course. Following these assessments students will be given next steps on how to improve their performance.</li> <li>• Students will be given a Grammar &amp; Translation workbook which ties in with the textbook.</li> <li>• Time will be built into the scheme of work to complete the end of unit practice papers.</li> </ul>
<p>External Assessment Details</p>	<ul style="list-style-type: none"> <li>• All exams are taken at the end of Year 11.</li> <li>• The Speaking exam is conducted by the child's teacher but externally assessed. This exam will be in three parts: role-play, a picture to talk about and general conversation. One of the topics for the general conversation will be the student's own choice.</li> <li>• The Listening, Reading and Writing exams are externally set and marked.</li> <li>• The course will finish by the end of March to allow for plenty of past paper practice.</li> </ul>
<p>What you need to know?</p>	<ul style="list-style-type: none"> <li>• Students are strongly encouraged to take advantage of the subscription to ActiveLearn which mirrors the ActiveTeach resources used in lessons.</li> <li>• Past papers, mark schemes and mp3 sound files can be accessed on the Edexcel website, on the G/Drive and also via the Curriculum Shared Area on the school's system.</li> <li>• All students are provided with a Student Guide to Success with exam strategies, vocabulary pages and assessment criteria, as well as a Vocabulary book covering the course's vocabulary content.</li> <li>• Tiering at Higher and Foundation will continue but students will no longer be able to mix tiers.</li> <li>• The Reading exam will contain two literary texts. A subscription to Mary Glasgow Magazines (available through the MFL Department) will provide additional access to non-exam reading materials.</li> <li>• There will be two translation tasks: one from Spanish to English in the Reading exam and one from English to Spanish in the Writing exam.</li> <li>• This course will also suit students who speak Spanish (or any other Latin based language) as a home language and who would like to prepare thoroughly for the rigours of the new linear GCSE.</li> </ul>

# Subject: Sport - BTEC Level 1/Level 2 First Award

<u>Course Details:</u>	<p>Exam Board: Pearson</p> <p>Percentage of the course that is internally assessed: 75%</p> <p>Percentage of the course that is an external exam: 25%</p>
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What will be studied in years 10 &11	<p>Learners must complete the three mandatory units, and a choice of 1 optional unit to reach a total of 120 GLH.</p> <table><tr><th colspan="4">Pearson BTEC Level 1/Level 2 First Award in Sport</th></tr><tr><th>Unit</th><th>Mandatory units</th><th>Assessment method</th><th>GLH</th></tr><tr><td>1</td><td>Fitness for Sport and Exercise</td><td>External</td><td>30</td></tr><tr><td>2</td><td>Practical Performance in Sport</td><td>Internal</td><td>30</td></tr><tr><td>3</td><td>Applying the Principles of Personal Training</td><td>Internal Synoptic</td><td>30</td></tr><tr><th colspan="4">Optional specialist units</th></tr><tr><td>4</td><td>The Mind and Sports Performance</td><td>Internal</td><td>30</td></tr><tr><td>5</td><td>The Sports Performer in Action</td><td>Internal</td><td>30</td></tr><tr><td>6</td><td>Leading Sports Activities</td><td>Internal</td><td>30</td></tr></table>	Pearson BTEC Level 1/Level 2 First Award in Sport				Unit	Mandatory units	Assessment method	GLH	1	Fitness for Sport and Exercise	External	30	2	Practical Performance in Sport	Internal	30	3	Applying the Principles of Personal Training	Internal Synoptic	30	Optional specialist units				4	The Mind and Sports Performance	Internal	30	5	The Sports Performer in Action	Internal	30	6	Leading Sports Activities	Internal	30
Pearson BTEC Level 1/Level 2 First Award in Sport																																					
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5	The Sports Performer in Action	Internal	30																																		
6	Leading Sports Activities	Internal	30																																		
Internal Assessment Details	<p>Internal units will be coursework/assignment based which is internally assessed and moderated and then sent off to the board for verification. A learner declaration form will be signed and dated. The learner must certify that the work submitted for their assignment is their own and sources used must be clearly referenced in the work. They must understand that false declaration is a form of malpractice.</p>																																				
External Assessment Details	<p>Unit 1 - Fitness for sport and exercise</p> <p>This unit is externally assessed using an onscreen test – Pearson sets and marks the test. The test lasts for one hour and 15 mins and has 60 marks. The assessment must be taken by the learner under examination conditions.</p>																																				
What you need to know	<p><b>Calculation of the qualification grade</b></p> <p>This qualification is a Level 1/2 qualification, and the certification may show a grade of Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. If these are not achieved an Unclassified grade may be awarded.</p> <p>Each individual unit will be awarded a grade of Level 2 Pass, Merit or Distinction, Level 1 or Unclassified. Distinction* is not available at unit level.</p>																																				

# Subject: Textiles GCSE



<b>Course Details:</b>	<p>Exam Board: AQA Textile Design</p> <p>Percentage of the course that is internally assessed: 60% (Coursework)</p> <p>Percentage of the course that is an external exam: 40% (Practical based exam)</p>
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<b>What will be studied in years 10 &amp; 11</b>	<ul style="list-style-type: none"> <li>- You will learn a range of textile materials, techniques and processes, such as printed, digital and decorative textiles.</li> <li>- How to use a range of specialist tools and equipment such as the sewing machine, heat press and sublimation printer.</li> <li>- You will develop a range of practical skills, such as weaving, stitching, embroidery and applique.</li> <li>- We will explore a range of areas within Fashion and Textiles, such as art textiles, fashion design and illustration, fashion photography, costume design, constructed textiles, interior design, printed and digital textiles, surface pattern and embellished textiles.</li> <li>- How to use the 4 assessment objectives; researching, experimentation, recording and realisation of creative intentions to create portfolio/project based work.</li> </ul>
<b>Internal Assessment Details</b>	<p><b>Component 1: Coursework Portfolio - 60%</b></p> <p>A portfolio that shows coverage of the four assessment objectives. This will evidence your creative journey from initial ideas, researching, practical experimentation, development and refinement of ideas, to the realisation of a final piece based on a chosen theme. This portfolio is made up of two projects - one which focuses on fashion illustration and 3D garment construction and a second project exploring decorative techniques through pattern and texture to produce a 2D art textiles piece.</p>
<b>External Assessment Details</b>	<p><b>Component 2: Practical Based Exam - 40%</b></p> <p>You will respond to a chosen starting point from an externally set exam paper. You will have several weeks to research, experiment and record your creative design ideas; evidencing all four assessment objectives. The final piece of work is produced independently under controlled conditions in a 10 hour practical exam carried out over two days.</p>
<b>What you need to know</b>	<ul style="list-style-type: none"> <li>- This is a practical/skill based course which explores a range of skills needed for future studies and potential careers in Fashion and Textiles.</li> <li>- You will use and develop skills required in the design industry, such as problem solving through designing, how to produce professional portfolios, designing to meet customer needs and use of computer aided design.</li> <li>- This course will strengthen your creativity by allowing you to be expressive and come up with innovative designs.</li> <li>- You must be able to follow health and safety regulations to use all tools, equipment and machinery in the textiles workshop.</li> <li>- Your assessment portfolios are created over two year; during lesson time and through tasks which are set as homework.</li> <li>- You can prepare by practising your designing/drawing skills, using computer aided design tools such as ProCreate, watching fashion/textile based shows such as The Great British Sewing Bee and visit galleries such as the V&amp;A, Fashion and textiles museum and William Morris Gallery.</li> </ul>

## Option Choice Form

- Having had all of the information please discuss the option choices with your child.
- Complete the online option form by choosing one subject from each block
- Clearly indicate 2 reserve choices that are different from subject chosen in each block
- The students need to ensure they have submitted their option choice form by the date or else their option interview will be delayed.
- You will only be able to submit the form once. For any further amendments you will need to email Mrs Klitou: [a.klitou@holyfamily.waltham.sch.uk](mailto:a.klitou@holyfamily.waltham.sch.uk)

Options Forms to be completed online by

**Thursday 31st March 2022**