



**TRINITY  
CATHOLIC  
COLLEGE &  
SIXTH FORM**

'An inclusive, learning community  
living out Gospel values.'

**OPTION BOOKLET 2018**



**ST HILDA'S  
CATHOLIC ACADEMY TRUST**



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# **GCSE Courses in Year 10 and 11 – 2018/2020**

## **Compulsory Subjects**

Your courses will involve you studying the following compulsory subjects:

- English
- Mathematics
- The Sciences
- Religious Studies
- Physical Education

## **EBAC Subjects**

- History
- Geography
- French
- German
- Computing Science

## **Optional Subjects**

You will have the opportunity to study further subjects to be chosen from the Optional Subjects section as well as a reserve subject.

It is our intention that all students should have the chance of achieving success in their chosen subjects, however, we must also point out that the information contained in this booklet is based on the staffing and resources which we expect to be available for the next academic year. Changes may have to be made to the provision outlined here, depending on future circumstances.

Whilst we do our very best to give every student the subjects of their choice, every year we need to ask some students to take a reserve choice subject. There are various reasons for this which includes:

- One of their choices has not recruited enough people for the course to run.
- Certain choice combinations may cause subject “clashes” which cannot be timetabled for a particular individual.
- Oversubscribed courses.

## **A note for Parents/Guardians**

Constructing the timetable for a school the size of Trinity Catholic College is a complex task and we will not be in a position to confirm your child’s option choices immediately. We will however consult with you as soon as possible should difficulties occur with your child’s choices. In the case of queries about particular subjects, courses, or your child’s suitability for a particular course, please contact the relevant teacher or the Curriculum Team Leader in that subject area. For queries about learning support please contact **Miss L Bradley/Miss A Storey**.

For general enquiries about the process please contact Mr S Withers at the school.

withers.s@trinitycatholiccollege.org.uk

## **Making the right choice**

There are three good reasons why you should choose a subject:

- You enjoy it;
- You are good at it;
- It is important for your education in general and possibly for a career.

There are four bad reasons for choosing a subject:

- You think it is the kind of subject girls always do or the kind of subject boys always do;
- Your friend is choosing this subject;
- You like a member of staff;
- You can't think of anything else

Don't let stereotypes affect your decision. Remember that you have equality of opportunity.

Before you make your final decision make sure you have:

- Read about the subjects in this booklet;
- Discussed your choices with your parents or guardian;
- Consulted with your tutor, subject teachers and other students whenever you are not sure about a subject.

## **Dates for your diary**

<b>Wednesday 28<sup>th</sup> March 2018</b>	<b>Parents &amp; Options Open Evening (4pm – 7pm)</b>	All curriculum areas will be available to discuss pupil's choices and there will be a presentation for parents of the options process in the Main Hall.
<b>Friday 9<sup>th</sup> March 2018</b>	<b>Options Forms returned to Tutors</b>	Completed options forms should be returned to tutors by today.

## **GCSEs**

### **What are they?**

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers so will be useful whatever you are planning to do afterwards.

The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work.

### **Grades**

GCSEs are graded 1-9 and U (unclassified)

### **How you are assessed?**

GCSEs are assessed mainly on written exams, although in some subjects there are also elements of coursework. Some subjects, like art and design, have more coursework and fewer exams.

### **Marks**

Examiners work out how many 'raw marks' you need to get a certain grade. If you have taken a GCSE made up of units, your results slip may show a point's score on the uniform mark scale (UMS). The UMS is a system examiners use to combine different unit marks to get your overall GCSE grade.

## **BTEC's/Technical Awards**

### **What are they?**

These qualifications are particular types of work-related qualifications, available in a number of subjects.

You can take one if you are interested in learning more about a particular sector or industry. Many have been designed in collaboration with industry, so they can equip you with the skills and knowledge that employers are looking for.

The qualifications offer a mix of theory and practice, and can also include an element of work experience.

### **Why coursework / controlled assessment matters**

Many of the subjects you will study in Years 10 to 13 are assessed on a mixture of coursework / controlled assessment and exams. The coursework / controlled assessment element of a subject can make up part of your final mark.

Coursework / controlled assessment can be a useful way of showing what you can do, where an exam wouldn't be appropriate (for example, a music presentation).

## **Expectations**

As young people grow older, they expect to have greater freedom and to be treated in a more adult way. However, with freedom come responsibilities and you will find that at Trinity we have certain expectations.

### **In Key Stage 4,**

**We will expect you to** take greater responsibility for your own learning and to:-

- Show commitment and make an effort to do justice to your ability;
- Behave responsibly by taking an active part in lessons and group work;
- Spend more time on homework and use it to improve your learning;
- Use your time constructively and complete assigned tasks on time;
- Make the most of opportunities to acquire and develop new skills.

**You can expect us to:-**

- Offer a wide range of educational opportunities;
- Set homework to reinforce what you have learned in class;
- Monitor your progress regularly and suggest ways in which you can improve your learning;
- Help you to deal with anything that might affect your progress;
- Encourage you to achieve and fulfil your potential.

## **Further Information**

Further information regarding the courses contained in this booklet can be found on the school website in the subject areas.

[www.trinitycatholiccollege.middlesbrough.sch.uk](http://www.trinitycatholiccollege.middlesbrough.sch.uk)

To complement this information you may want to:

- a) Visit the Which Way Now website for an overview of the process

[www.eclips-online.co.uk](http://www.eclips-online.co.uk)

**All students have been inducted onto this website**

**Password: Please contact school**

- b) Visit the Education Departments website

[www.gov.uk](http://www.gov.uk)



# **Core Subjects**



# RELIGIOUS STUDIES (GCSE)

## INTRODUCTION TO COURSE:

During Year 10 and Year 11, students study the Eduqas GCSE syllabus which covers two Christian components plus Judaism as another world religion. At KS4, we intend to build on and develop the key syllabus taught at KS3. The new specification for GCSE challenges students to engage with 'Big Questions' on religious and moral issues. The course allows for students to develop their own views and faith through exploring, in more detail than before, the Catholic Church's beliefs but also other Christian and non-religious approaches to topics.

## SKILLS DEVELOPED:

**Discussion – Giving your own opinions on topics**

**Debating – Taking into account different points of view whilst defending your own**

**Knowledge Retention – Learning keywords and religious truths**

**Evidencing Points – Using Religious ideas, beliefs and teachings to back up opinion**

**Factual Writing – On moral issues using facts and response**

## UNITS / COURSE STRUCTURE:

Pupils study the following GCSE units:

### Year 10

- **Component 1 - Foundational Catholic Theology**

- For this component learners will study two themes: Theme 1: Origins and Meaning and Theme 2: Good and Evil.

- There will be a written examination of 1½ hours, worth 37.5% of qualification (90 marks plus 6 for spelling, punctuation and grammar)

- **Component 3 - Judaism**

- There will be a written examination of 1 hour, worth 25% of qualification (60 marks)

### Year 11

- **Component 2 - Applied Catholic Theology**

- For this component learners will study two themes: Theme 3: Life and Death and Theme 4: Sin and Forgiveness.

- There will be a written examination of 1½ hours, worth 37.5% of qualification (90 marks plus 6 for spelling, punctuation and grammar)

## ASSESSMENT:

Students start studying the GCSE in HT6 of Year 9 and then will be examined on all the units (3 separate exams) studied at the end of Year 11.

Within lessons and through homework students will be assessed through practice exam questions and will complete an end of unit assessment on each topic.

## FUTURE PROGRESSION:

RE provides a GCSE qualification which initially will help with entry into college or onto further education. Due to the skills developed in RE it is a great qualification for any job that involves working with people; RE helps you to understand people and the choices they make. In particular the following career paths can benefit from a qualification in RE: Teaching, Social Work, Journalism, Personnel Management, Leisure, Armed Forces, and Law.

## ENGLISH LANGUAGE and ENGLISH LITERATURE (GCSE)

### INTRODUCTION TO COURSE:

We are a department of committed and experienced specialists who take great pride in ensuring you all reach your potential. Content and resources have been modelled to meet the requirements of the Renewed Secondary Framework for English and you will follow a varied and challenging course. During the course of the next two years, your teachers will help you develop an interest in reading, writing and spoken language - not just as part of our English programme of study - but also as a skill you can apply to all your subjects and your life outside of school. It is only through exciting and engaging you that astounding results in English can be achieved. It is one thing to write or speak competently, but it is quite another to have a gift for speaking, a talent for performing, or a flair for writing. Our varied and exciting (and yes, demanding) programme of English study encourages all of you to achieve your absolute best. This will help you to reach your potential and to take a mature place in the community as you enter adulthood.

### SKILLS DEVELOPED:

English in Years 10 and 11 builds on the skills you have acquired in Years 7, 8 and 9. You will be encouraged to extend your skills in reading and analysing texts such as poetry, non-fiction and novels while responding to them appropriately. You will also develop your writing skills for example sentence structures in a variety of different creative activities. Finally we will develop your communication skills - speaking and listening is an important facet of our course and we will encourage you to become more confident in expressing and developing your ideas.

### UNITS / COURSE STRUCTURE:

2015 saw the introduction of new qualifications for students studying English. You will begin an initial course in English Language and English Literature, worth 2 GCSEs, using the AQA syllabus. This will introduce you to a wide variety of texts including *Romeo and Juliet* by William Shakespeare, novels from the English Literary Heritage such as *A Christmas Carol*, a variety of poetry and a number of contemporary works. You will also study a range of media and non-fiction texts. These texts are chosen carefully to suit the interests of the class. We take pride in setting tasks that are lively, enjoyable and relevant to each of you in order to engage and stretch you to your full potential.

With the removal of controlled assessments, all assessment within English is now exam based.

### ASSESSMENT:

The most significant development is the movement to the 100% exam based course - you will be prepared thoroughly in your lessons to develop your ability to analyse texts effectively while also developing your writing skills and technical accuracy. You will be encouraged to infer meaning from texts and develop your critical skills. You will also write for a variety of purposes and be taught how to craft your writing to effectively address purpose and audience. Oral communication skills are essential to all of those who want to be part of a community and remain an important aspect of GCSE. In Years 10 and 11 you will be encouraged to develop such skills through group and individual projects. Some of these will be formal pieces of work and these will develop your ability to feel more confident in situations similar to those you will face as you join the adult world. You will also have a range of opportunities to discuss key issues that directly affect the world you live in.

### FUTURE PROGRESSION:

English needs no justification in its importance for your future. It develops skills that you will apply forever. English supports college courses such as English Language, English Literature, English Mixed, Media, and Film Studies. Drama and Performing Arts. Such courses can also be continued at University. Future careers that depend on success in English include Journalism, teaching and publishing.

# MATHEMATICS (GCSE)

## INTRODUCTION TO COURSE:

It is acknowledged that mathematics is a subject every child should study in school. Indeed, most people consider it as being essential. The study of mathematics should enable you to develop, within your capabilities, the confidence to use mathematical skills and understanding in adult life, employment and further study and training. The subject provides you with the mathematical methods which may be needed for study of other subjects. You will be helped to develop your appreciation and enjoyment of mathematics and to see the role that it plays in the solving of problems in science, technology and modern society.

## SKILLS DEVELOPED:

Pupils throughout the course will develop the following skills

- Applying mathematics in context
- Problem solving
- Reasoning and mathematical justification
- The functional elements of mathematics

## UNITS / COURSE STRUCTURE:

- **NUMBER - Topics include:**  
Working with numbers and the number system, fractions, decimals, percentage and ratios,
- **ALGEBRA - Topics include:**  
Expression, equations, sequences, graphical methods and problem solving
- **GEOMETRY AND MEASURE - Topics include:**  
Properties of angles and shapes, geometrical reasoning, mensuration and constructions
- **STATISTICS AND PROBABILITY- Topics include:**  
Handling Data Cycle, representing and interpreting data averages and probability.

## ASSESSMENT:

GCSE Mathematics is assessed through written terminal examination.

There are 3 papers, each contribute 33.3% of the final grade.

**Paper 1: 1 hr. 30 minutes written non-calculator paper**

**Paper 2: 1 hr. 30 minutes written calculator paper**

**Paper 3: 1 hr. 30 minutes written calculator paper**

## FUTURE PROGRESSION:

A 'Level Mathematics courses with a grade 6 and above. A' Level Further Mathematics courses with a 7 and above. Students need at grade 4 (and in future years 5) and above for entry into Higher Education. GCSE mathematics is needed in almost all career areas.

# PHYSICAL EDUCATION (CORE)

## INTRODUCTION TO COURSE:

Everybody will be required to follow this course which initially will be purely practical.

Pupils will need full Trinity PE Kit or BTEC Kit and will be expected to understand a number of roles. Including Player/Official and Coach.

## SKILLS DEVELOPED:

Pupils will cover a wide variety of skills including

- Netball
- Football
- Rugby
- Badminton
- Basketball
- Table Tennis
- Trampoline
- Dance
- Aerobics
- Fitness Studio
- Volleyball
- Boxercise
- Cycling
- **Plus many more**

## ASSESSMENT:

This is a non-exam subject but you will be assessed in your performance formally.

There will be opportunities to follow Leadership and Sport Accreditation Units.

## FUTURE PROGRESSION:

Pupils will gain a solid understanding of the importance of sport participation building to a healthy active lifestyle.

## Separate Science (GCSE Biology, Chemistry & Physics) (3 GCSE's)

### INTRODUCTION TO COURSE:

All students have started the New GCSE Science qualification this year. For those students who are in Sets 1 and 2 we recommend that you consider **choosing Separate Science as an option** as you progress into Years 10 and 11 (Set 3 Students must talk with their teachers before deciding). This will enable you to continue following the science syllabus you have already started but at the significantly more in-depth level required for Separate Science GCSEs.

### SKILLS DEVELOPED:

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. You will develop your mathematical and analytical skills, alongside practical skills.

### UNITS / COURSE STRUCTURE:

You will continue to be taught biology, chemistry and physics separately in a traditional fashion but will have 5 lessons of each per 2 week cycle instead of 3 lessons (GCSE Combined Science)

Although this is a separate route to achieving science GCSE qualifications there are similarities with the GCSE Combined Science in terms of content. As a Separate Science student you will study additional content within each topic as you progress through the course, and at a greater depth.

#### Biology

1. Cell Biology
2. Organisation
3. Infection and Response
4. Bioenergetics
5. Homeostasis and Response
6. Inheritance, Variation and Evolution
7. Ecology

#### Chemistry

1. Atomic Structure and the Periodic Table
2. Bonding, Structure and the Properties of Matter
3. Quantitative Chemistry
4. Chemical Changes
5. Energy Changes
6. The Rate and Extent of Chemical Change
7. Organic Chemistry
8. Chemical Analysis
9. Chemistry of the Atmosphere
10. Using Resources

#### Physics

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

There is no longer a requirement to complete assessed coursework in science. However, throughout the course you will complete 28 required practicals across the three subjects. These will not count towards the GCSE qualification but you will be asked questions on practical skills as part of your final written examination papers.

### ASSESSMENT:

All GCSE Separate Science examinations will take place at the end of Year 11 and you will sit 2 Biology papers, 2 Chemistry papers and 2 Physics papers (100 marks, 1h 45mins each). If for some reason it is not appropriate for you to be entered for GCSE Separate Science exams in Year 11, then it is possible for you to be entered for the GCSE Combined Science examinations instead. Grades will be awarded on the new 1-9 GCSE Scale where 9 is equivalent to the old A\*.

### FUTURE PROGRESSION:

This course provides a firm foundation to go on to study a science subject at A-level as well as a good foundation for science related employment. Students who are particularly interested in progressing to an A level in science or a science based university course should seriously consider taking Separate Sciences as an option moving forward into Years 10 and 11.

## COMBINED SCIENCE (Double Award equivalent to 2 GCSEs)

### INTRODUCTION TO COURSE:

This is the AQA GCSE Combined Science (Trilogy) qualification that you have already started this year. As you continue to progress throughout the course you will continue to study a range of different topics that develop your understanding of science and its role within society. The work you undertake will broaden your knowledge and provide insights into our everyday world with a strong focus on the skills required to make informed choices throughout life.

### SKILLS DEVELOPED:

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. You will develop your mathematical and analytical skills, alongside practical skills.

### UNITS / COURSE STRUCTURE:

Over the three years you will be taught biology, chemistry and physics separately in a traditional fashion. When combined together these will provide the opportunity to gain a good understanding across topics that cover a range of scientific concepts including:

Biology	Chemistry	Physics
1. Cell Biology	1. Atomic Structure and the Periodic Table	1. Energy
2. Organisation	2. Bonding, Structure and the Properties of Matter	2. Electricity
3. Infection and Response	3. Quantitative Chemistry	3. Particle model of matter
4. Bioenergetics	4. Chemical Changes	4. Atomic structure
5. Homeostasis and Response	5. Energy Changes	5. Forces
6. Inheritance, Variation and Evolution	6. The Rate and Extent of Chemical Change	6. Waves
7. Ecology	7. Organic Chemistry	7. Magnetism and electromagnetism
	8. Chemical Analysis	
	9. Chemistry of the Atmosphere	
	10. Using Resources	

There is no longer a requirement to complete assessed coursework in science. However, throughout the course you will complete 21 practicals across the three science subjects. These will not count towards the GCSE qualification but you will be asked questions on practical skills as part of your final written examination papers.

### ASSESSMENT:

All GCSE Combined Science examinations will take place at the end of Year 11 and you will sit 2 Biology papers, 2 Chemistry papers and 2 Physics papers (70 marks, 1h 15mins each). Grades will be awarded on the new 1-9 GCSE Scale where 9 is equivalent to the old A\*.

### FUTURE PROGRESSION:

GCSE Combined Science is a comprehensive and challenging course and the content is detailed enough and will provide a firm foundation to go on to study a science subject at A-level as well as a good foundation for science related employment. However, students who are particularly interested in progressing to an A level in science or a science based university course should seriously consider taking Separate Sciences as an option moving forward into Years 10 and 11.



**EBAC**



# HISTORY (GCSE)

## INTRODUCTION TO COURSE:

The study of History is an exciting and dynamic pursuit. History allows you to study some of History's biggest mysteries and most famous personalities. It helps you discover how the world has evolved. History helps you to look beyond the headlines, to ask questions, and to express your own opinions. History lets you learn how and why people behaved as they did, whether they are Elizabeth I, Hitler or John Lennon. History can help you understand the origins of some of today's most pressing political, social and economic problems so you can begin to understand why the world is the way it is today

## SKILLS DEVELOPED:

History students are rounded individuals who develop an understanding of both past and present. Studying GCSE History builds on the skills acquired at KS3 and is perfect for developing skills needed to study a variety of subjects at an advanced level at KS5. You will continue to develop enquiry skills, evidence handling skills and analytical writing skills. You will have the opportunity to ask questions, explore a range of Historical sources and visit places of significant Historical importance. Importantly **History provides you with the skills employers and further education providers are looking for!**

## UNITS / COURSE STRUCTURE:

The GCSE course is split into two units - Unit 1 focuses on the 'Modern World', whilst Unit 2 focuses more on British History. You will sit two exams at the end of year 11. Each exam is worth 50% of your final GCSE grade. There is no coursework or controlled assessment.

Unit 1: Understanding the Modern World:

- Germany 1890 - 1945 Democracy and Dictatorship.
- Conflict and Tension, 1894 - 1918.

Unit 2: Shaping the Nation:

- Britain: Medicine, Health and the People.
- Elizabethan England.

## ASSESSMENT:

Your GCSE grade will come from the 2 exams you sit at the end of year 11 - Unit 1 and Unit 2. To prepare for this you will be assessed continuously throughout the two year course. This will be through discussion, speaking and listening tasks, extended written pieces, facts tests, end of unit tests and exam questions. Some assessments will be completed in class as a timed exercise, others will be completed at home. Homework is a big part of our assessment policy and therefore is compulsory and set every week.

## FUTURE PROGRESSION:

The study of History allows you to learn and develop a range of transferable skills needed for employment or further education. A History GCSE or A Level is useful for a wide range of careers including journalism, law, banking, politics, education, archaeology, research, and TV broadcasting.

# GEOGRAPHY (GCSE)

## INTRODUCTION TO COURSE:

Geography is an option that is increasingly relevant to current affairs; it is a subject that involves both Science and Humanities and is therefore a sensible option at G.C.S.E.

To put it in the words of Michael Palin CBE:

“Geography is about understanding our world. It illuminates the **past**, explains the **present** and prepares us for the **future**. What could be more **important** than that?”

This option is part of the EBACC

## SKILLS DEVELOPED:

The varied and **transferable skills** that are learnt in Geography make Geographers **extremely employable**. Geography also teaches important life skills, personal learning and thinking skills and functional skills, as well as developing a critical way of thinking about the world.

## UNITS / COURSE STRUCTURE:

G.C.S.E. Geography is a popular option, which builds on some of the units that have been studied from Year 7 to Year 9. We follow the AQA Specification for GCSE Geography.

The subject content is split into three units.

**Living with the Physical Environment**

**Challenges in the Human Environment**

**Geographical Applications**

Students will undertake two geographical enquiries, each of which will include the use of primary data, collected as part of a fieldwork exercise. All pupils are required to take part in fieldwork outside of the classroom and school grounds on at least two occasions.

## ASSESSMENT:

GCSE Geography consists of three exams that will be sat at the end of Year 11.

### Paper 1

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

### Paper 2

Urban Issues and Challenges  
The Changing Economic World  
The Challenge of Resource Management

### Paper 3

Issue Evaluation  
Fieldwork

## FUTURE PROGRESSION:

Many pupils from Trinity have, in recent years, gone on to study ‘A’ level Geography at Sixth Form. A recent survey of employers showed that, “**after Math’s and English, Geography is rated as one of the most useful subjects because of the number of different skills used to study the subject**”. GCSE Geography can lead to a surprisingly wide range of careers options e.g. town planning, journalism, conservation, architecture, environmentalism, meteorology, surveyors, urban renewal, tourism etc.

# MFL - FRENCH (GCSE)

## INTRODUCTION TO COURSE:

The course offered in KS4 builds on and develops the skills learnt in KS3.

The GCSE course aims to:-

- Develop an understanding of French in a variety of contexts
- Develop a knowledge of French and language learning skills
- Develop the ability to communicate effectively in French
- Develop an awareness and understanding of the countries and communities where French is spoken

## SKILLS DEVELOPED:

- Listening and communication skills
- Logical thinking and problem solving
- Confidence in speaking
- Literacy skills

## UNITS / COURSE STRUCTURE:

The emphasis of this course is on practical communication and the topic areas include:-

- Youth Culture
- Lifestyle, Health and Fitness
- Customs and Traditions
- Home and Local Area
- France and French Speaking Countries
- The Environment
- Education, Training and Employment

## ASSESSMENT:

**Listening and Reading:** There will be exams in both skill areas in Year 11 with a range of question types where you will need to tick a box or answer in English. (Weighting **50%**)

**Speaking:** You will do three assessed dialogues recorded and marked by your teacher. (Weighting **25%**)

**Writing:** You will do a written exam including one translation task from English to French. (Weighting **25%**)

## FUTURE PROGRESSION:

In most careers nowadays language abilities are highly valued and there is a particular shortage of people with languages in Engineering and Finance. A GCSE in a language will make you more employable. Some universities now require a language GCSE for degree courses in English, History, Law and even Science. You also need a GCSE in a language to be awarded the new English Baccalaureate.

# MFL - GERMAN (GCSE)

## INTRODUCTION TO COURSE:

The course offered in KS4 builds on and develops the skills learnt in KS3.

The GCSE course aims to:-

- Develop an understanding of German in a variety of contexts
- Develop a knowledge of German and language learning skills
- Develop the ability to communicate effectively in German
- Develop an awareness and understanding of the countries and communities where German is spoken

## SKILLS DEVELOPED:

- Listening and communication skills
- Logical thinking and problem solving
- Confidence in speaking
- Literacy skills

## UNITS / COURSE STRUCTURE:

The emphasis of this course is on practical communication and the topic areas include:-

- Youth Culture
- Lifestyle, Health and Fitness
- Customs and Traditions
- Home and Local Area
- The Environment
- Education, Training and Employment

## ASSESSMENT:

**Listening and Reading:** There will be exams in both skill areas in Year 11 with a range of question types where you will need to tick a box or answer in English. (Weighting **50%**)

**Speaking:** You will do three assessed dialogues recorded and marked by your teacher. (Weighting **25%**)

**Writing:** You will do a written exam including one translation task from English to German. (Weighting **25%**)

## FUTURE PROGRESSION:

In most careers nowadays language abilities are highly valued and there is a particular shortage of people with languages in Engineering and Finance. A GCSE in a language will make you more employable. Some universities now require a language GCSE for degree courses in English, History, Law and even Science. You also need a GCSE in a language to be awarded the new English Baccalaureate

# Computer Science (GCSE)

## INTRODUCTION TO COURSE:

The new GCSE Computer Science is a single option, worth **1 GCSE**. This course also uses the new grading system of 1-9.

The GCSE in Computer Science is an academic qualification which provides students with an opportunity to develop their understanding and skills in computer science. This course has a broad focus across all aspects of computing, investigating how computers work, communicate and are programmed. It provides a good balance of theory and practical investigation.

## SKILLS DEVELOPED:

Students will learn about how computers work and are created with a particular focus on computer software and hardware, binary data and logic, communications and networking and programming. The course includes a practical programming task and a focus on problem solving and computational thinking.

**UNITS / COURSE STRUCTURE:** The course is made up of 3 components:

1. **Computer Systems:** This is a theory-based unit where students will explore all aspects of computing including computer systems, hardware and software, representation of data, databases, communications and networks.
2. **Computational Thinking, Algorithms and Programming:** This unit focuses on the skills needed to think and work like a computer scientist using critical and creative thinking to solve computational problems
3. **Programming Project:** This unit is a non-examined assessment based around creating a computer program to solve a problem. For this unit students will need to have an understanding of programming techniques and be able to design a coded solution to a problem, set by the exam board, and test it thoroughly to ensure that it works correctly.

## ASSESSMENT:

The course is assessed through a combination two written exams and a non-exam assessment task:

- Component 1 and 2 are both assessed with a 1 hour 30 minute **written examination at the end of year 11**.
- Component 3 is assessed with a non-examined project. This is a practical coursework project that is completed in class.

## FUTURE PROGRESSION:

The GCSE Computing qualification will provide students with secure foundations to build upon should they choose to undertake higher-level Computing qualifications in further education. The course is a perfect route into A-Level Computing at Key Stage 5.





# Optional Subjects



## ART & DESIGN (GCSE)

### INTRODUCTION TO COURSE:

The Art & Design GCSE course caters for all tastes in Art and is for pupils who enjoy the subject and who are willing to put in the hard work. Projects are lively and interesting and build on skills learnt in previous years.

The **GCSE in Art & Design** gives you **1 GCSE Grade**. Studying Art and Design gives you the opportunity to develop your visual language and awareness of the world around you in order to create for yourself a richer and more appreciative way of life. It does not matter how able you are as long as you are keen and enthusiastic to learn. You will also need to have a sensible, mature approach as many pupils will be using a wide variety of different materials at one time.

### SKILLS DEVELOPED:

Assignments are based on drawing and painting, mixed media, collage and large scale sculpture. You work in A3 sketchbooks, developing ideas, design sheets and creating large final pieces of artwork in both 2D and 3D. You also research and use the work of other artists, designers and cultures to inspire your own ideas. You work more independently and your work can be much more personal than in lower school.

### UNITS / COURSE STRUCTURE:

The first term enables you to build confidence with different skills and 2D and 3D techniques and from then on you will work on **1 major assignment** based around Figure Sculpture. The particular theme for this project is chosen by you. Throughout your personal project you will explore skills and techniques with a variety of media including drawing/painting, oil pastel, collage, etc.

Examples of themes are sport, music, fashion, dance, films, relationships, social issues etc. The sculptures are constructed using wire, plaster/mod-roc, paper mache, wood and other media, inspired by the work of other artists. Your final piece can be as 2D or 3D as you wish, based on your personal preference.

Large scale work is encouraged and there are lunch time and after school opportunities throughout the year for you to have the time and space to develop your work further.

### ASSESSMENT:

Your overall GCSE grade is a combination of **coursework (60%)** and an **externally set test (40%)**. The test is a series of questions/themes set by the exam board and you choose one to research and develop ideas for a final piece. The test is done in the March/April of Year 11. At the end of the course in Year 11 you will have a final exhibition of your best work which will be marked by your teachers and then by an external examiner to arrive at your final GCSE grade.

**FUTURE PROGRESSION:** Many of our pupils continue with Art & Design at A level.

**Career prospects in Art & Design** related areas are excellent – Below are just a few examples:-

Interior design, Architect, Advertising, Graphic Design, Video Game Designer, Computer Animation, Special Effects, Fashion, Art Therapy, Set Designer, Jewellery Designer, Illustrator, Teacher, Gallery Worker, Ceramicist, Photography, Costume designer, Stylist, Hairdresser, Nursery Nurse, Retail Design, TV/Film props etc., Special Effects, Animator, Community Projects, Advertising etc.,

# BUSINESS (GCSE)

## INTRODUCTION TO COURSE:

GCSE Business is worth the equivalent of **1 GCSE**. The course is an academic qualification that is based around an 'enterprise and skills' approach to learning. There is a heavy emphasis on theory and exams. It introduces students to the world of businesses & enterprise. They will find out how to spot an opportunity, develop an idea and turn that into a successful business.

## SKILLS DEVELOPED:

GCSE Business enables students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway. It will allow students to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

## UNITS / COURSE STRUCTURE:

**Theme 1** - Investigating small business

• **Topic 1.1** Enterprise and entrepreneurship • **Topic 1.2** spotting a business opportunity • **Topic 1.3** Putting a business idea into practice • **Topic 1.4** Making the business effective • **Topic 1.5** Understanding external influences on business.

**Theme 2** - Building a business

• **Topic 2.1** Growing the business • **Topic 2.2** Making marketing decisions • **Topic 2.3** Making operational decisions • **Topic 2.4** Making financial decisions • **Topic 2.5** Making human resource decisions.

## ASSESSMENT:

**Theme 1** - Investigating small business: 1 hour 30 minute external exam at the end of Y11 worth 90 marks and worth 50% of the final outcome:

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

**Theme 2** - Building a business: 1 hour 30 minute external exam at the end of Y11 worth 90 marks and worth 50% of the final outcome:

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

## FUTURE PROGRESSION:

This course prepares students for progression to Advanced Level study in Business subjects. Qualifications are offered in our Sixth Form. It is also an excellent foundation for anyone considering employment or NVQ study. Business allows students taking this option to progress into higher education or the world of work and opens the door to many different career choices such as Accountancy, Marketing, Production, Sales pathways.

# DRAMA (GCSE)

## INTRODUCTION TO COURSE:

Drama encourages pupils to explore and actively engage in a wide range of creative and stimulating activities. This is to develop effective and independent learners and critical and reflective thinkers with enquiring minds.

## SKILLS DEVELOPED:

GCSE Drama enables pupils to improve their speaking and listening skills. Teamwork is essential and confidence and self-esteem are improved as we progress with the course.

## UNITS / COURSE STRUCTURE:

GCSE Drama consists of three units:

**Unit One** – Drama written paper. (40% of final GCSE grade)

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks

**Section A:** multiple choice (4 marks)

**Section B:** four questions on a given extract from the set play chosen (44 marks)

**Section C:** one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

**Unit Two** - Devising Drama (40% of final GCSE grade)

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total

Process of creating devised drama

Performance of devised drama

Analysis and evaluation of own work

**Unit Three** - Texts in Practice (20% of GCSE grade)

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total

Performance of two extracts from one play.

## ASSESSMENT:

GCSE Drama is assessed by one written exam and two pieces of practical work. The written exam takes place in the summer term of Year 11. One piece of practical work (Unit 3) is assessed by an external moderator.

## FUTURE PROGRESSION:

GCSE Drama provides a strong and appropriate foundation for further progression to Drama courses, including A-Level Drama and Theatre Studies and enhanced vocational and career pathways.

# FILM STUDIES (GCSE)

## INTRODUCTION TO COURSE:

Film is widely acknowledged as the major art form of the 20th century and today it continues to be an important part of most people's cultural experiences. Unlike the GCSE Media Studies course which covers several aspects of the 'Mass Media', this course is designed to build upon students' own experience of film – as consumers and creators.

Starting with familiar mainstream films, the two year course allows students to study films and the ways in which they are experienced, the importance of quality film making in today's society and the place film has in communicating ideas, attitudes and beliefs, both now and in the past. It is a must for any true movie fan!

## SKILLS DEVELOPED:

Throughout the course, you will be encouraged to;

- Develop your interest and enjoyment of film, studying a wide range of movies whilst appreciating how cultures and themes are examined within them.  
Develop a critical and investigative approach to films, the film industry and film audiences.
- Study patterns of similarity and difference across a range of films.
- Recognise the ways in which films represent people, places, ideas, issues and events to a range of different audiences.
- Recognise the ways in which film technologies shape film productions.
- Recognise and explore the creative possibilities of film and film products.
- Engage with a vast range of key issues as they arise in your study of film, film audiences and the film industry.
- You will also have the opportunity to pitch your own ideas for a film and create a piece of original film-making.

## UNITS / COURSE STRUCTURE:

**Component 1: Key Developments in US Film Written examination: 1 hour 30 minutes 35% of qualification**

Section A: US film comparative study / Section B: Key developments in film and film technology / Section C: US independent film

**Component 2: Global Film: Narrative, Representation and Film Style Written examination: 1 hour 30 minutes 35% of qualification**

Section A: one question on one global English language film / Section B: one question on one global non-English language film / Section C: one question on one contemporary UK film.

**Component 3: Production Non-exam assessment 30% of qualification**

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. You could either write a movie screenplay extract or produce a scene from your own film idea..

## ASSESSMENT:

As mentioned above, assessment comes in the form of two externally assessed examination papers and one controlled assessment. The exam topics will be studied in the classroom with full preparation for the examination questions.

## FUTURE PROGRESSION:

The majority of film studies students' progress onto a higher level post 16 course such as A Level Film Studies at our sixth form. Their love of film can then lead further into higher education courses with prospects of employment in some aspect of the film industry. It may be the case that some members of the course go on to produce or direct their own films!

# HEALTH & SOCIAL CARE (Technical Award)

## INTRODUCTION TO COURSE:

If you are interested in working with people, or want to care for and help others, this may be the course for you. This course is a vocational course where learners develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills needed for further study and employment.

## SKILLS DEVELOPED:

The BTEC course gives you the background knowledge and skills needed by anyone considering working with people. This course gives you the opportunity to develop your personal learning and thinking skills (PLTs) and functional skills as well as developing critical and analytical approach to solving problems within the health, social care and early year's sector.

## UNITS / COURSE STRUCTURE:

**The BTEC Tech Award in Health and Social Care is made up of three components: two internally assessed and one that's externally assessed.**

- **Component 1** - This unit helps you to understand how people grow and develop, as well as the personal relationships people have during their lives. You will look at how people progress from birth right through to later adulthood. This knowledge will help you to understand others and yourself.
- **Component 2** - In this unit you will learn about the health and social care services which are available and explores why people might need to use these services. You will also look at who is involved in providing these services and explore what might stop people from accessing the services they need.
- **Component 3** - This unit is externally assessed. In this unit learners will explore what 'being healthy' means to different people and the factors that might influence an individual's health and wellbeing. You will also assess an individual's health and create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available.

## ASSESSMENT:

- **Component 1** - 30% of the total BTEC award. Is internally assessed students write a report which assesses the changing impact of different factors on the growth and development of a person across three life stages.
- **Component 2** - 30% of the total BTEC award. Is internally assessed students carry out a review on how the Health and Social Care services in their local area meet the specific needs of two individuals?
- **Component 3** - 40% of the total BTEC award. Is externally assessed students could be asked to assess the health and wellbeing of an individual, responding to short-answer questions. They are then asked to create a health and wellbeing improvement plan for this individual.

## FUTURE PROGRESSION:

This course would be ideal preparation for progression to BTEC Level 3 Health & Social Care course or work and training (apprenticeships) in a specialised area within Health, Social Care and Early Years. Careers progression to nursing or social care or primary school teaching. Combined with a science at A-level Physiotherapy, Radiography or Midwifery and many other allied health care professions.

# MUSIC (GCSE)

## INTRODUCTION TO COURSE:

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. This GCSE is an ideal course for pupils who have already expressed an interest in Music and who already play an instrument or sing regularly. It will allow you to develop your existing musical interests and skills gaining an understanding and appreciation of a range of different kinds of music. The course includes the opportunity to perform music of your choice individually and in a group, compose your own music and study a range of musical styles. It will develop critical and creative thinking, cultural awareness and self-confidence, giving you the opportunity to follow a broad satisfying and worthwhile course. GCSE Music values all music styles, skills and instruments.

## SKILLS DEVELOPED:

**Performance** – both individually (solo) and within a group (ensemble) in any style chosen by you. This will allow the opportunity to improve your current standard of playing and focus on styles of music that you enjoy. You can use music technology to perform if you don't play an instrument or sing. This means you would create a version of an existing song Garageband.

**Composition** – creating two pieces of your own music. This will give you the opportunity to explore different styles of writing music.

**Understanding Music** – This involves studying different and varied styles of music.

## UNITS / COURSE STRUCTURE AND ASSESSMENT:

The course contains 3 components:

### Component 1: Understanding Music

- Exam paper with listening exercises and written questions using excerpts of music.
- Section A: Listening – unfamiliar music
- Section B: Study pieces
- The exam is 1 hour and 30 minutes and is worth 40% of the GCSE.

### Component 2: Performing Music

- Performing an instrumentalist and/or vocalist
- Performance 1: Solo performance
- Performance 2: Ensemble performance
- This component is 30% of GCSE marks.

### Component 3: Composing Music

- Composition 1: Composition to a brief
- Composition 2: Free composition
- This component is 30% of GCSE marks.

## FUTURE PROGRESSION:

Success at GCSE in Music provides an excellent starting point to study Music at A level or BTEC Level 3. It can also be very important if you are interested in making a future career in Music or interested in performing or composing music at a more detailed and advanced level.



# SPORT (BTEC) Level 2 First Award in Sport

## INTRODUCTION TO COURSE:

The BTEC First Award in sport is the equivalent to 1 GCSE and takes up a single option. Students will learn through a variety of activities including a mixture of theory work and some practical exercises.

## SKILLS DEVELOPED:

Pupils opting for this course will not only improve their own practical performance in sport including officiating and peer analysis they will also learn about how the body works and moves. Other skills developed throughout the course include leadership, planning, coaching and evaluation.

## UNITS / COURSE STRUCTURE:

### Students will study 2 compulsory units:

- Fitness for Sport and Exercise
- Practical Sports Performance

### They will also study 2 units chosen from the following:

- The Mind and Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities
- Promotion and Sponsorship in Sport
- Lifestyle and Well being
- Injury and the Sports Performer
- Running a Sports Event
- The Sport and Active Leisure Industry

## ASSESSMENT:

Units are assessed individually. Fitness for Sport and Exercise will be assessed by an exam and the remaining three units will be via assignments that will be set throughout the year. The student's final grade will depend on the portfolio of evidence produced and the exam results achieved to demonstrate achievements.

## FUTURE PROGRESSION:

This qualification can lead on to further education courses at college and university. Sporting qualifications are an excellent start when considering careers such as coaching, teaching, instructing, leading outdoor and adventure activities, facility management and physiotherapy, Armed Forces & Uniform Service.

# TECHNOLOGY – Engineering (BTEC)

## INTRODUCTION TO COURSE:

Through a range of practical experiences and written assignments this vocational qualification provides learners with the knowledge, skills and understanding needed for a career in the Engineering sector. Learners will focus on mechanical, electrical/electronic and engineering design as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

### Qualification

Level 1/2 Technical Award in Engineering

## SKILLS DEVELOPED:

This qualification will allow students to develop sector-specific knowledge and skills in a practical learning environment. This is covered through 4 main areas:

- Development of key engineering practical and technical skills,
- Knowledge of key engineering sectors
- Knowledge of the stages involved in planning and implementing an engineering project
- Knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief

## UNITS / COURSE STRUCTURE:

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

### COMPONENT 1:

#### **EXPLORING ENGINEERING SECTORS AND DESIGN APPLICATIONS (internally assessed)**

Learners will explore the links between the various engineering sectors and the role of design in the production of engineered products.

#### **COMPONENT 2: INVESTIGATING AN ENGINEERING PROJECT (internally assessed)**

Learners will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. They will plan, reproduce, inspect and test a single component.

#### **COMPONENT 3: RESPONDING TO AN ENGINEERING BRIEF (externally assessed)**

Learners will investigate and create solutions to problems in response to given engineering briefs.

## ASSESSMENT:

Components 1 & 2: 30% of overall qualification each

Internally assessed

Component 3: 40% of overall qualification

Externally assessed

## FUTURE PROGRESSION:

The UK is regarded as a world leader in Engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.

# TECHNOLOGY – HOSPITALITY & CATERING (WJEC)

## INTRODUCTION TO COURSE:

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues. The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

### Qualification

Level 1/2 Award

## SKILLS DEVELOPED:

Students will develop a wide range of subject specific skills based around food preparation and nutrition but also their independent learning and a range of generic and transferable skills.

## UNITS / COURSE STRUCTURE:

The WJEC Level 1/2 Award in Hospitality and Catering is made up of two mandatory units:

- **Unit 1** The Hospitality and Catering Industry
- **Unit 2** Hospitality and Catering in Action

## ASSESSMENT:

### **Unit 1** The Hospitality and Catering Industry:

- Externally Assessed
- Onscreen exam
- Duration: 90 minutes
- Number of marks: 90
- 40% of Qualification

### **Unit 2** Hospitality and Catering in Action: Internally Assessed

- Plan, Prepare, Make, Develop and Evaluate nutritional dishes for a given scenario.
- 60% of Qualification period of no more than three hours, planning in advance how this will be achieved.

## FUTURE PROGRESSION:

This qualification provides students with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training. This qualification may be used as a gateway into an exciting career in the food and hospitality and catering industry. It will also help to teach students the basics of food preparation and nutrition which they will develop throughout their lives.

# TECHNOLOGY – Product Design (GCSE)

## INTRODUCTION TO COURSE:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

### Qualification

GCSE

## SKILLS DEVELOPED:

Students will develop a wide range of subject specific skills based around design and visual communication but also their independent learning and a range of generic and transferable skills.

## UNITS / COURSE STRUCTURE:

### Section A (internally assessed)

- Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### Section B (internally assessed)

- Specialist technical principles (30 marks) several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

### Section C (externally assessed)

- Designing and making principles (50 marks) A mixture of short answer and extended response questions.

## ASSESSMENT:

### Section A

Core technical principles (20%)

### Section B

Specialist technical principles (30%)

- Assessed through non exam tasks including students producing a prototype and a portfolio of evidence looking at Identifying and investigating design possibilities.
- **Internally assessed**

### Section C:

- Designing and making principles (50%)
- Written Exam - 100 Marks

**Externally assessed**

## FUTURE PROGRESSION:

This lays the foundation for numerous design-based courses at Higher Education level and careers such as Product/ Graphic designer, Commercial marketing, Web Design and many more.

# TECHNOLOGY – Textiles Art (GCSE)

## INTRODUCTION TO COURSE:

This qualification is designed to give students an insight into the fashion and textiles industry focussing on key skills and knowledge used within it. This is ideally suited to students with a keen interest in Textiles, Fashion and Art and a preference for more practical, rather than lots of theoretical learning.

### Qualification

GCSE

## SKILLS DEVELOPED:

Students will develop a wide range of subject specific skills based around Textiles, Fashion and Art, alongside their independent learning and a range of generic and transferable skills. You also research and use the work of other designers, cultures and artists to inspire your own ideas. You work more independently and the work can be much more personal than in lower school.

## UNITS / COURSE STRUCTURE:

### Units/ Course Structure:

#### Unit 1: Extended making project (internally assessed)

Learners will undertake an extended project that showcases the skills they have developed in Unit 1. A portfolio that in total shows explicit coverage of the four assessment objectives.

#### Unit 2:

The examination board will provide an externally set assignment with seven different starting points, students respond to one starting point. This provides students with the opportunity to demonstrate their skills in the 10 hours of supervised time which will be moderated by the exam board.

## ASSESSMENT:

### Unit 1

Portfolio: No time limit

- 96 marks
- 60% of GCSE

### Unit 2 Externally set assignment:

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

## FUTURE PROGRESSION:

Access onto Higher Education courses in Textiles or a good grounding for Art based qualifications. Career opportunities in Fashion design, pattern cutting, journalism, fashion writer, textiles technologist, teacher and many more.

## NOTES FOR PARENTS





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