

THE
TRINITY
CATHOLIC
SCHOOL



OPTIONS BOOKLET

2020

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HEADTEACHER'S LETTER

So Year 9, you have now reached the point where you have to make your first big decision about what you should study next year. There are more big decisions to come but please take your time to think about which option is best for you. Here is my advice:

- Talk to your families, parents, carers and older brothers and sisters.
- Talk to teachers about the different subjects in the options, especially about what content and skills the subject involves and where it may lead you.
- Read all the information carefully and ask questions if you do not understand something.
- Chat to your friends about what they are doing BUT do not choose an option because someone else is doing it or choose not to because of a friend. You have to take a bit of responsibility here, do what you think is best for your future not your friendships. Believe me, your friends will still be around!
- Don't choose a subject because you like the teacher or not choose it because you don't like a teacher. You will probably have a different teacher next year anyway and in Year 10/11 there will be a different approach to GCSE learning, building on your KS3 foundations.
- Decide if you like a subject enough to be prepared to spend the necessary time in school and at home to do really well at it.
- Keep an eye on career ideas, don't worry if you have no ideas about what you want to do when you leave school, most Year 9's don't either. But be careful also not to be have decided a definite career with absolute certainty as we have all seen students change their minds, which is a good thing. Choose to do well across a range of subjects.
- Make sure you understand the deadlines and when forms have to be returned.

I still remember my options and looking back I didn't realise how important those decisions were so I was glad my family and teachers encouraged me to keep sensible broad choices. Year 10 and 11 will feel a bit more grown up and serious and most of the GCSE subjects have new content and assessments. The teachers at Trinity are working hard to really work out what is best to help you enjoy their subject and for you to achieve your very best. The task for you is just the same as in Year 7 to Year 9, listen, act and work hard in every lesson, every day. There are no shortcuts, but if you do those things, a whole exciting world of further opportunities opens up for you both at Trinity and beyond school too.

Good Luck with your choices and look forward to the what lies ahead next year.



Mr M Shenton

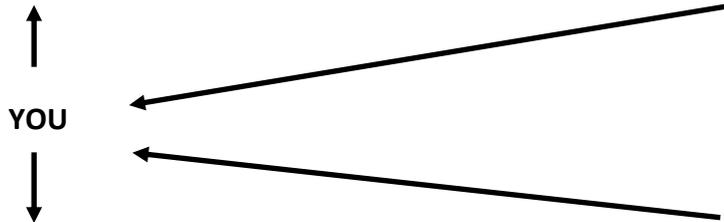
Headteacher

WHO CAN HELP?

PARENTS WHO KNOW YOU BEST OF ALL AS A PERSON

Specialist guidance teachers who give you independent unbiased advice over the choice you will have

Subject Teachers provide an objective view of your subject abilities



Form Teacher or Progress Coordinator who can see you in the all round school situation

Sixth Form Staff who can advise on courses available to you at 16+ and requirements for particular university courses

WHAT ABOUT EXAMINATIONS?

Generally speaking, good grades in examinations can be regarded as keys which open doors to certain careers and to fields of study in further education. Most boys and girls entering Year 10 have only a vague idea of what they intend to do when they leave school and many ideas will have been modified by the time they do leave.

It would be wise therefore in making your choice of subjects to aim at acquiring a large and varied 'bunch of keys' so that many courses of action are open to you at 16+.

Work on examination courses requires a great deal of self-discipline and responsibility.

It means never being absent unless you are very ill and it means catching up if you are absent because, if you miss work, that is often the section on which a question is set on the final examination paper. You must understand that in the end you have to accept the consequences. You will be guided by your subject teachers to the best examination or non-examination course for you when you choose an option.

Mr R Bennett

Assistant Headteacher

GUIDANCE

Throughout Year 10 and Year 11 at Trinity, pupils have the opportunity to use a well stocked and organised Careers Library, which has computers with programmes specifically designed to aid pupils in career choice and options. All pupils are given help in using this self-accessing resource, and will be encouraged to use the resources to identify types of work for which they may be suited. Students will also undertake a variety of activities in PSHE time to aid them with their career decision making.

A Futures Careers Advisor is in school on a regular basis to provide support and guidance to students as appropriate. Students currently go on work experience in Year 10 and visiting speakers come to Trinity during the year to speak on a variety of topics.

Miss A Prout
Careers

THE EXAMINATION SYSTEM

There is something of a new world at GCSE as you start Year 10 in September 2020 and get results in June 2022. All exams will be done at the end of Year 11. Some subjects still have coursework and teachers will tell you what percentage of the course is coursework. Some of that coursework is done as Non-Exam Assessment (NEA) this is like coursework but done under certain conditions for example you will have a time limit (say 3 lessons) and you will do it under exam conditions (in silence, no help etc.). Teachers always explain the rules of NEA carefully because sometimes you can gather together really good resources inside and outside of school to bring into the NEA session even if you only get say 1 hour to do the actual exercise, for example planning a science practical.

There is also a change to grades. You may be used to GCSEs running from A* at the top to G grade. You probably know schools and colleges ask for certain grades to allow you to progress onto certain courses (like a B at GCSE to do an A Level). You might even know that past benchmarks for pupils is to get 5 grades including English and Maths at C or above. However, all of your subjects have changed and at the end you will get a grade which is a number from 9 at the top down to 1 at the bottom. Teachers will try and explain what grade in letters equates to what grade in numbers but it isn't simple.

I don't think you need to worry about any of this. Your teachers will work out what has to be done to make sure you achieve success and past experience at Trinity, when changes happen, shows just how well the school copes with those changes whether we like the changes or not. So you are in good hands. As I said before, you just have to listen, act and work very hard at every lesson over two years and no one will complain and you will succeed.

THE CURRICULUM

There are some subjects that a pupil must study at The Trinity School and others that are optional. All pupils study the compulsory units, at least one Humanities option, one choice from the Practical Option Block and one choice from the Mixed Option Block. Students can also choose whether to study separate Sciences, double Science or BTEC Science (this may also depend on the level they get at the end of key stage 3).

Compulsory Subjects

- Religious Studies
- English Language
- English Literature
- Mathematics
- Core PE

Science Options

- Pathway 1:
Biology
Chemistry
Physics
- Pathway 2:
Trilogy (Two GCSEs)

Design Options

- Art & Design
- Food & Nutrition
- Graphics
- Resistant Materials
- Textiles

Humanities Options

- Geography
- History

Other Options

- Art & Design
- Computer Science
- Dance
- Drama
- French
- Geography
- History
- Information Technologies
- Music
- Physical Education/ Sport (Exam)

COMPULSORY OPTION BLOCK

Religious Studies

English Language

English Literature

Mathematics

Core PE

RELIGIOUS STUDIES

OPTION BLOCK: COMPULSORY

EXAM BOARD: EDUQAS

POSSIBLE CAREERS:

Teaching, social work, police force, law, medicine, clergy, counselling.

RELIGIOUS STUDIES GCSE

All pupils in Years 10 and 11 follow a compulsory course in Religious Studies, which is supported with regular opportunities for school worship, acts of charity and community support. The GCSE is a single tier paper, which means that all pupils will sit the same exam.

The course aims to:

- develop students' knowledge and understanding of religious beliefs, teachings, sources of wisdom and authority and forms of expression.
- provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

There are three components to the course:

1. Foundational Catholic Theology:

- Origins and Meaning – Creation from religious and secular viewpoints, beliefs about the world communicated through art and symbolism, and Catholic social teaching about being made in the image of God.
- Good and Evil – beliefs in how they can be explained, the Trinity and Incarnation and how statues express these beliefs.

2. Applied Catholic Theology:

- Life and Death – beliefs in the sanctity of life and life after death, sources of authority in teaching about life and death, and how these beliefs are expressed through artefacts and music.
- Sin and Forgiveness – crime and punishment, salvation and redemption and how these are expressed through sculpture.

3. Judaism:

Beliefs about God, the covenant, the synagogue, festivals and rituals.

ENGLISH

**OPTION BLOCK: COMPULSORY
INFORMATION:**

EXAM BOARD: EDEXCEL

All students will study one GCSE course in English Language and one GCSE course in English Literature

ENGLISH LANGUAGE GCSE

SCHEME OF ASSESSMENT:

100% Examination (untiered). The assessment consists of two externally examined papers plus a separate endorsement of Spoken Language, which is internally assessed. It is a linear qualification so all examination papers must be taken in the same series at the end of the course in Year 11. The qualification will be graded certified on a nine grade scale from 9-1, where 9 is the highest grade.

Paper 1 40%

Fiction and imaginative writing

Section A: Reading (15%)

Unseen 19th century fiction

Section B: Writing (25%)

Creative writing linked to theme in Section A

Paper 2 60%

Non-fiction and transactional writing

Section A: Reading (35%)

Unseen 20th and 21st century non-fiction and literary non-fiction

Section B: Writing (25%)

Transactional writing linked to theme of Section A

ENGLISH LITERATURE GCSE

SCHEME OF ASSESSMENT:

100% Examination (untiered). The assessment consists of two externally examined papers. It is a linear qualification so all examination papers must be taken in the same series at the end of the course in Year 11. The qualification will be graded certified on a nine grade scale from 9-1, where 9 is the highest grade.

Paper 1 50%

Shakespeare and post-1914 literature

Section A: Shakespeare (25%)

Closed book

Section B: Post-1914 British drama or novel (25%)

Closed book

Paper 2 50%

19th century novel and poetry since 1789

Section A: 19th century novel (25%)

Closed book

Section B: Poetry (25%)

MATHEMATICS

OPTION BLOCK: COMPULSORY

EXAM BOARD: EDEXCEL

POSSIBLE CAREERS:

App developer, business analyst, programmer, IT consultant, logistics consultant, software engineer, teacher, engineering, communications, thermal/ structural analyst, auditor, chartered accountant, investment banker, statistician, air traffic controller, defence and intelligence, lawyer, sports analyst, transport planner.

MATHEMATICS GCSE

SCHEME OF ASSESSMENT:

The course is assessed by THREE examination papers. Each paper is worth a third of the final grade.

Paper 1—Non calculator paper June Year 11

Paper 2—Calculator paper June Year 11

Paper 3—Calculator paper June Year 11

Each paper is 1 hour and 30 minutes

All students study Mathematics at GCSE. A strong understanding of maths is important for many careers as well as every day life. It also supports students' progress in other subjects such as the Sciences, DT, computing, Business studies and many more.

The papers will test the knowledge of mathematical skills, mathematical reasoning and problem solving.

The content is divided into the following areas:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Data handling

There are two tiers of entry:

Higher (grades 4 – 9)

Foundation (grades 1 – 5)

Students' tier of entry is decided based on their attainment by the end of Year 9 and is always chosen to maximise their chances of achieving the best grade possible.

Students receive 4 hours of maths lessons per week. In Year 11 we also offer additional revision sessions and interventions. We also run a lunchtime drop in club for students in all years to access any help required.

Homework is set every week via the Hegarty Maths online platform.

Students' progress and attainment are monitored regularly through half termly tests as well as end of year exams and mocks in Year 11.

Students will require a scientific calculator in all lessons. We recommend the Casio FX-83 GTX.

PE— CORE

OPTION BLOCK: COMPULSORY

EXAM BOARD: N/A

POSSIBLE CAREERS:

Coaching, sport development, physiotherapy or injury therapy, nursing, sports science, police/ fire/ ambulance service, teaching, the military.

CORE PHYSICAL EDUCATION

SCHEME OF ASSESSMENT:

Core PE is a compulsory part of the National Curriculum for Key Stage 4 and is not a GCSE subject.

This is for 1 hour a week.

Students can also choose to study a GCSE or BTEC in addition to this.

CORE

Students are provided with a variety of practical experiences to develop:

- A knowledge and understanding of the role of physical activity in a healthy lifestyle
- Leadership, communication and team community skills

A varied curriculum incorporates activities and opportunities for both team and individual performers that will allow them to progress and develop at their own level, and explore different roles within the activities offered, such as official/ coach. Pupils follow programmes of study which fulfil the requirements of the National Curriculum at Key Stage 4.

Pupils are given the opportunity to choose which activity they participate in at KS4. Pupils are also given the opportunity to complete a level 2 in sports leadership.



SCIENCE

OPTION BLOCK

Pathway 1: Biology, Chemistry and Physics as separate subjects

Pathway 2: Science (Trilogy) as a Dual Qualification

KS 4 SCIENCE

All students study Science in Year 10 and Year 11.

There are two alternative pathways in Science. Pupils will be allocated to the most appropriate pathway based on their prior attainment. This decision is made in conjunction with the Mathematics and English departments and is based on each pupil's overall progress throughout Key Stage 3.

N.B Students do NOT make a choice about their science course although they can express a preference to their Science teacher.

The courses available include:

- **PATHWAY 1: BIOLOGY, CHEMISTRY & PHYSICS AS SEPARATE SUBJECTS**

Following this pathway students study Physics, Chemistry and Biology as separate subjects and are awarded three GCSE's.

The sciences are taught by subject specialists (a Biologist, Chemist and Physicist) and students have two hours of each science each week. The separate sciences are an ideal preparation for A level study in either (or all) of the science subjects.

Assessment and course content:

Each subject is examined through two papers which assess students against the three assessment objectives (AO) detailed below.

- **PATHWAY 2: SCIENCE (TRILOGY) AS A DUAL QUALIFICATION**

This pathway leads to two GCSE qualifications. Students study an amalgamation of the three sciences.

The science trilogy course is taught in five lessons per week and incorporates much of the separate science content but covered to a little less depth in places.

Assessment and course content:

The science trilogy qualification is examined through six papers which assess students against the three assessment objectives (AO) detailed below.

Assessment objectives for both pathways

There are a number of similarities between the two pathways. These include the overriding assessment objectives (AO) that are examined.

AO1: The ability to demonstrate knowledge and understanding of scientific ideas, techniques and procedures accounts for 40% of marks.

AO2: The ability to apply knowledge and understanding to previously unseen situations accounts for 40% of the marks.

AO3: The ability to analyse information and ideas to interpret and evaluate, make judgments and draw conclusions accounts for 20% of the marks.

There is no controlled assessment in either pathway. However over the duration of each course the students have a number of Core Practical experiments to perform that support the theory being covered. Aspects of these core practicals will be examined.

PATHWAY 1: Separate Sciences (GCSE Physics, GCSE Chemistry and GCSE Biology)

EXAM BOARD: AQA

POSSIBLE CAREERS:

Medicine, veterinary science, engineering (all fields), scientific research, technician, marine biologist, astrophysicist, pharmacist, geologist, particle physicist, chemical analyst, forensics.

Scheme of Assessment:

	Paper 1 (50%)	Paper 2 (50%)	Core Practicals
GCSE BIOLOGY	Cell biology Organisation Bioenergetics Infection and response	Homeostasis and response Inheritance Variation and evolution Ecology	<ol style="list-style-type: none"> 1. Use a light microscope to observe/ draw and label plant and animal cells. 2. Investigate the effect of antiseptics or antibiotics on bacterial growth. 3. Investigate the effect of concentrations of salt or sugar solutions on plants. 4. Use qualitative reagents to test for a range of carbohydrates, lipids and proteins. 5. Investigate the effect of pH on the rate of reaction of amylase enzyme. 6. Investigate the effect of light intensity on the rate of photosynthesis. 7. Perform an investigation into the effect of a factor on human reaction time. 8. Investigate the effect of light or gravity on the growth of germinating seeds. 9. Measure the population size of a common species in a habitat. 10. Investigate the effect of temperature on the rate of decay of fresh milk.
GCSE CHEMISTRY	Atomic structure & periodic table Bonding, structure & the properties of matter Quantitative chemistry Chemical Changes Energy changes	Rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	<ol style="list-style-type: none"> 1. Preparation of a pure, dry sample of a soluble salt. 2. Determination of the reacting volumes of solutions. 3. Investigate what happens when aqueous solutions are electrolysed. 4. Investigate the variables that affect temperature changes in reacting solutions. 5. Investigate how changes in concentration affect the rates of reactions. 6. Investigate how chromatography can be used to separate coloured substances. 7. Use of chemical tests to identify the ions in unknown single ionic compounds. 8. Analysis and purification of water.
GCSE PHYSICS	Energy Electricity Particle model of matter Atomic structure	Forces Waves Magnetism and Electromagnetism Space Physics	<ol style="list-style-type: none"> 1. Investigation to determine the specific heat capacity of materials. 2. Investigate the effectiveness of different materials as thermal insulators. 3. Investigate the factors that affect the resistance of an electrical component. 4. Investigate the V-I characteristics of a variety of components. 5. Determine the densities of regular and irregular solid objects and liquids. 6. Investigate the relationship between force and extension for a spring. 7. Investigate the effect of varying the force on the acceleration of an object. 8. Investigate the frequency, wave length and speed of waves. 9. Investigate infra-red radiation absorbed or radiated by a surface. 10. Investigate reflection and refraction of light.

All papers are 1 hour and 45 minutes

PATHWAY 2: GCSE Science (Trilogy)

EXAM BOARD: AQA

POSSIBLE CAREERS:

Medicine, veterinary science, engineering (all fields), scientific research, technician, marine biologist, astrophysicist, pharmacist, geologist, particle physicist, chemical analyst, forensics.

Scheme of Assessment:

TRILOGY	Time	Weighting	Content
Biology Paper 1	75 Minutes	16.70%	Cell biology, Organisation, Bioenergetics, Infection and response.
Biology Paper 2	75 Minutes	16.70%	Homeostatis and response, Inheritance, variation and evolution, Ecology.
Chemistry Paper 1	75 Minutes	16.70%	Atomic structure and periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes.
Chemistry Paper 2	75 Minutes	16.70%	Rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the Atmosphere, Using resources.
Physics Paper 1	75 Minutes	16.70%	Energy, Electricity, Particle model of matter, Atomic structure.
Physics paper 2	75 Minutes	16.70%	Forces, Waves , Magnetism and Electromagnetism.
Core practicals (16)	B1. Investigate the effect of concentrations of salt or sugar solutions on plants.		
	B2. Investigate the effect of pH on the rate of reaction of amylase enzyme.		
	B3. Investigate the effect of light intensity on the rate of photosynthesis.		
	B4. Perform an investigation into the effect of a factor on human reaction time.		
	B5. Measure the population size of a common species in a habitat.		
	C1. Preparation of a pure, dry sample of a soluble salt.		
	C2. Investigate what happens when aqueous solutions are electrolysed.		
	C3. Investigate how changes in concentration affect the rates of reactions.		
	C4. Investigate how chromatography can be used to separate coloured substances.		
	C5. Analysis and purification of water.		
	P1. Investigation to determine the specific heat capacity of materials.		
	P2. Investigate the factors that affect the resistance of an electrical component.		
	P3. Investigate the V-I characteristics of a variety of components .		
	P4. Determine the densities of regular and irregular solid objects and liquids.		
	P5. Investigate the relationship between force and extension for a spring.		
	P6. Investigate the effect of varying the force on the acceleration of an object.		

ART & DESIGN

OPTION BLOCK: DESIGN & OTHER

EXAM BOARD: EDEXCEL

POSSIBLE CAREERS:

Architect, illustrator, silversmith, advertising, ceramist, fashion buyer, fashion designer, costume designer, milliner, art teacher, photographer, art history, art therapist, jewellery design, interior designer, animation, make-up artist, website designer, graphic designer, computer game designer.

ART & DESIGN GCSE

SCHEME OF ASSESSMENT:

Component 1—personal portfolio 60%

Component 2—externally set assignment 40%

The GCSE in Art, Craft & Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions. Your work may be inspired by and take the form of, painting and drawing, printmaking, sculpture and alternative media. You will need to work in at least two of these disciplines .

Course Structure

Unit 1—Personal portfolio and art and design, controlled assessment. This must meet all the assessment objectives and must comprise practical outcomes and supporting studies.

Unit 2—Externally set assignment roughly 8 weeks preparation time for a 10 hour exam. Each unit must meet all the assessment objectives.

AO1—develop ideas through investigations, demonstrating critical understanding of sources.

AO2—refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3—record ideas, observations and insights relevant to intentions as work progresses.

AO4—present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

FOOD AND NUTRITION

OPTION BLOCK: DESIGN

EXAM BOARD: AQA

POSSIBLE CAREERS:

Food journalism, catering, dietician, chef, food technologist, recipe developer, hospital catering, teaching food and many more.

FOOD AND NUTRITION GCSE

SCHEME OF ASSESSMENT:

50% - Non Exam Assessment

50% -One Written Exam Paper of 1hr 45 mins

Two Tasks – Practical + Related Written

Section A – multiple choice questions

(Practical work completed throughout the course)

Section B – 5 questions

Content:

Food Preparation and Nutrition: This new Food Preparation and Nutrition GCSE will help students to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. Students will also learn about food from around the world through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance). Students will master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow students to demonstrate your practical skills and make connections between theory and practice.

YEAR 10

Students will be developing their practical skills through cooking and modifying a variety of both British and International recipes for many different occasions. Students will also be studying, throughout the two years, these topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance
- Food groups

YEAR 11

The Non Exam Assessment tasks will be completed in Year 11, along with revision and exam practice. Both NEA tasks consist of a practical task alongside related written work.

Task One is a Food Science Investigation Assessment e.g.: 'Investigate the best flour to use for bread making'. Students use both practical skills and food science knowledge to investigate the functional and chemical properties of a specific ingredient/type of food.

Task Two is a Food Preparation Assessment where students are required to prepare, cook and present a menu of three dishes cooked within a single period of no more than three hours. This does not have to be a meal but may be for example, three dishes that are suitable for teenagers.

GRAPHICS

OPTION BLOCK: DESIGN

EXAM BOARD: EDUQAS

POSSIBLE CAREERS:

Graphic Design, Civil Engineering, Architecture, Product Design, Advertising, Teaching, Printing, Interior Design, Computer Aided Design, Packaging, Photography and many other careers.

GRAPHICS GCSE

SCHEME OF ASSESSMENT:

50% One written paper

2 hour written paper at the end of Year 11.

Theory work completed throughout the course.

50% One coursework project (non-exam

assessment—NEA), mostly completed in Year 11.

This course encourages pupils to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related areas such as manufacturing and designing. Pupils will produce a range of mini projects and then go on to produce 1 large piece of examined coursework. Pupils must have a knowledge of all areas of DT, but will specialise in Graphics.

YEAR 10

In each subject area pupils will cover all theory elements for section 1 of the exam including Smart Materials, Timbers, Papers and Boards, Materials and their properties (including metals and alloys, polymers, textiles and natural timbers and manufactured boards, New and emerging Technologies, mechanical devices and energy generation. Pupils will also complete a range of practical activities/projects to secure their learning. Students will also learn practical skills to prepare them for their NEA in Year 11.

YEAR 11

In year 11 students complete their NEA. This includes written work, design a work and a practical task.

The exam board set 3 different contexts to guide the NEA project. Examples of the practical outcomes can be seen in the department and past themes have included: A New product Launch, Circular economy, Space, sport and leisure and education and development. Possible products could be board games, point of sale displays, pop books, clocks, advertising etc

TEXTILES

OPTION BLOCK: DESIGN

EXAM BOARD: EDUQAS

POSSIBLE CAREERS:

Fashion design, interior design, teaching, product design, fashion marketing, knitwear design, tailor, clothing technologist, textiles design, print maker, industrial/ product designer and fashion purchasing.

TEXTILES GCSE

SCHEME OF ASSESSMENT:

50% One written paper

2 hour written paper at the end of Year 11.

Theory work completed throughout the course.

50% One coursework project (non-exam

assessment—NEA), mostly completed in Year 11.

Written, design and making.

This course encourages pupils to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related areas such as manufacturing and designing. Pupils will produce a range of mini projects and then go on to produce 1 large piece of examined coursework. Pupils must have a knowledge of all areas of DT, but will specialise in Textiles.

YEAR 10

In each subject area pupils will cover all theory elements for section 1 of the exam including Smart Materials, Timbers, Papers and Boards, Materials and their properties (including metals and alloys, polymers, textiles and natural timbers and manufactured boards, New and emerging Technologies, mechanical devices and energy generation. Pupils will also complete a range of practical activities/projects to secure their learning. Students will also learn practical skills to prepare them for their NEA in Year 11.

YEAR 11

In Year 11 students complete their NEA task. This includes written work, design work and a practical task. Pupils are given a theme by the exam board in June of Year 10 to develop a project. Some of the possible projects in the past for the NEA have been:

Bags, skirts, toys, storage devices, activity mats for children, play tents for children



RESISTANT MATERIALS

OPTION BLOCK: DESIGN

EXAM BOARD: EDUQAS

POSSIBLE CAREERS:

Carpentry and joinery, mechanical engineering, manufacturing engineering, architecture, industrial design or any other creative field.

RESISTANT MATERIALS GCSE

SCHEME OF ASSESSMENT:

50% One written paper

2 hour written paper at the end of Year 11.

Theory work completed throughout the course.

50% One coursework project (non-exam

assessment—NEA), mostly completed in Year 11.

Written, design and making.

This course will teach students all about woods, metals and plastics and the various ways of shaping/ joining them.

Pupils must have a knowledge of all areas of DT, but will specialise in Resistant Materials.

YEAR 10

In each subject area pupils will cover all theory elements for section 1 of the exam including Smart Materials, Timbers, Papers and Boards, Materials and their properties (including metals and alloys, polymers, textiles and natural timbers and manufactured boards, New and emerging Technologies, mechanical devices and energy generation. Pupils will also complete a range of practical activities/projects to secure their learning. Students will also learn practical skills to prepare them for their NEA in Year 11.



YEAR 11

This year is dedicated to the GCSE NEA project. Students will need to produce a 20 page design folder (on A3 paper) and a piece of practical work. Students are given a theme by the exam board in June of Year 10 to develop a project. Past projects that students have made include barbecues, fold up seats and games for cricket/rounders.

HUMANITIES

OPTION BLOCK

Geography

History

GEOGRAPHY

OPTION BLOCK: HUMANITIES & OTHER

EXAM BOARD: AQA

Possible Careers:

Environmental Management, Forestry, Architecture, Nature Conservation, Journalism, Television, Map Making, Meteorology, Business and Finance, Marketing, Armed Forces, Police Service, Teaching, Travel, Tourism, Pilot.

GEOGRAPHY GCSE

SCHEME OF ASSESSMENT:

Paper 1: Living with the physical environment. 1 hour 30 minute exam. 35% of GCSE.

Paper 2: Challenges in the human environment. 1 hour 30 minute exam. 35% of GCSE.

Paper 3: Geographical fieldwork and skills. 1 hour 15 minute exam. 30% of GCSE.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.



HISTORY

OPTION BLOCK: HUMANITIES & OTHER

EXAM BOARD: EDEXCEL

POSSIBLE CAREERS:

Legal profession, Library, information and archivist careers, Politics, Publishing, Media, Journalism, Business and commerce, Public sector administration.

HISTORY GCSE

SCHEME OF ASSESSMENT:

Paper 1: Medicine Through Time and historic environment - 30%

Paper 3: Weimar and Nazi Germany, 1918–39 - 30%

Paper 2: Early Elizabethan England and The American West - 40%

Let the History department take you on a guided tour of the past. You will have the opportunity to study fascinating topics such as Medicine Through Time, Elizabethan England, The American West and Hitler. The School History Project offers students the chance to explore the past in an interesting and questioning manner. It helps to explain why the world we live in is the way it is today. The course allows the students to discover the answers to questions such as:

- How did medicine evolve?
- What was the plague really like?
- Why did so many people want to kill Elizabeth I?
- What was life like living on the American Plains?
- How did a mad man like Hitler come to be ruler of Germany?
- Why were groups persecuted under the Nazis?

History will equip students with many valuable skills including analysis, problem solving, researching, and making judgments. Studying History will give you a good start for most careers, especially law, journalism, business management, teaching, creative arts and design, publishing and many more. It might also help you answer some of the questions on Pointless and The Chase that you don't know the answer to already!!

COMPUTER SCIENCE

OPTION BLOCK: OTHER

EXAMBOARD: EDUQAS

POSSIBLE CAREERS:

Computer programmer, website design, systems analyst, IT technician, game designer, hardware design and manufacture, programmer. Virtually every medium to large business organisation depends on its systems. Companies offer excellent salaries to the right people.

COMPUTER SCIENCE GCSE

SCHEME OF ASSESSMENT:

Component 1: Understanding Computer Science 62.5%

Component 2: Computational Thinking and Programming 37.5%

Component 1: Understanding Computer Science

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Component 2: Computational Thinking and Programming

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication. Languages covered include Python, Java, HTML and Assembly.

Component 3: Software Development

Programming project: 20 hours unweighted

This component requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution, learners are required to produce a refinement log that evidences the development of the solution. This component does not contribute to the final mark or qualification grade.

DANCE

OPTION BLOCK: OTHER

EXAM BOARD: Pearson BTEC

POSSIBLE CAREERS:

There are many different career options open to those interested in the dance profession including performance and choreography, teaching in school, community dance artists/ teacher, dance therapy, dance physical therapy, dance criticism, dance journalism, arts administrator, public relations/ marketing for dance, dance notation for companies.

Level 1/Level 2 Tech Award in Performing Arts How it is Assessed:

1 Exploring the Performing Arts 36 1/2 Internal

2 Developing Skills and Techniques in the Performing Arts 36 1/2 Internal

3 Responding to a Brief 48 1/2 Synoptic

1: Exploring the Performing Arts

- An introduction to dance in its widest sense and helps you to understand the basic skills needed to appreciate, create and perform dance.
- You will develop analytical, interpretive, critical, perceptual, evaluative and reflective skills in response to your own work and the work of others.
- **Dance Appreciation** You must be prepared to describe, analyse, interpret, evaluate and reflect on works in response to short answer and extended writing questions.
- **Internal Assessment:** Extended writing, teacher observations and recordings of workshops

2: Developing Skills and Techniques

- You will study good studio practice, basic technique, the rehearsal process and the expressive nature of dance.
- You will improve your physical skills relevant to the performance discipline such as: alignment, accuracy, balance, coordination, contraction,
- Improve your expressive skills such as communication, energy, facial expression,.
- **Performance:** You will learn three different dance styles and perform repertoire from a professional choreographer.

Internal assessment: Teacher observations. Recording, reflective log on rehearsals, strengths, improvements.

3: Responding to a Brief

Choreography

You will learn how to respond creatively to an externally set stimulus, to choreograph a dance as part of a group. This must be a group dance lasting 10-15 minutes. You will use a variety of methods to develop your ideas and demonstrate your understanding of actions, space, dynamics, relationships, choreographic processes and devices, aural settings, structuring devices and form and the communication of choreographic intent.

External Assessment

Four pieces of evidence:

Activity 1: an Ideas Log (up to 800 words)

Activity 2: a Skills Log (up to 800 words)

Activity 3: Performance: digital recording of a Workshop Performance to an audience. (10 to 15 minutes per group performance).

Activity 4: an Evaluation Report (up to 800 words).

DRAMA

OPTION BLOCK: OTHER

EXAM BOARD: WJEC/ EDUQAS

POSSIBLE CAREERS:

Some Drama students go on to progress into some form of creative career. Drama - acting, directing. Designers: lighting technician in theatre and Arenas, Costume Designer, Set Design, playwright for Theatre or TV, broadcasting presenter or film, musician, Drama/ English Teacher.

Others go into related fields – Theatre Manager, stage management, Marketing, Advertising, Event Organisation, Business & Research, Retail, Hotels & Restaurants etc. “The creative and communication skills they develop during Drama courses are at a premium in these jobs.” (Careers specialist from a leading UK University)

DRAMA GCSE

SCHEME OF ASSESSMENT

Component 1: Devising Theatre – 40%

Non-exam assessment: Internally assessed, externally moderated

Component 2: Performing from a Text -20%

Non-exam assessment: Externally assessed by a visiting examiner

Component 3: Interpreting Theatre - 40%

Written examination: 1 hour 30 minutes



GCSE Drama is both the study of existing plays, live theatre and the creation of your own unique performances. Students must attend several live theatre performances throughout the course to aid in their completion of Component 3. Drama is a creative course that can help you develop transferable skills, which you can take into any course, career or job.

Component 1: Devising Theatre – 40%

Students will be assessed on **either** acting **or** design skills. Students participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC/Eduqas. Areas studied are: Theatre in Education, Musical Theatre, Naturalism and Stanislavski, Physical Theatre, Bertolt Brecht and theatre In Education. Students choose to be assessed on either acting or designer skills.

Students must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design

Component 2: Performing from a Text -20%

Students will be assessed on **either** acting **or** design. Students will study **two** extracts from the **same** performance text chosen. You will participate in **one** performance using sections of text from **both** extracts. Students must also submit to the examiner a brief account outlining their artistic intentions for the piece (150 words).

Component 3: Interpreting Theatre - 40%

This component is in two sections. It requires students to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.

Section A: Set Text

A series of questions on **one** set text from a choice of five Plays chosen from the exam board list by your teacher.

Section B: Live Theatre Review

Students must answer one question, from a choice of two. Students are required to analyse and evaluate one live theatre production viewed during the course.

Why Should You Take Drama?

Drama gives you a range of **Life Skills**, interview skills, experience in communicating, practice in expressing yourself clearly, and the chance to be creative. Drama teaches you leadership skills, presentation and speaking skills and team working skills. This will help you to plan, communicate and to present yourself well. It is intended to help you be more self-confident and prepare you to deal with a range of different situations in life.

Who Should Take Drama?

Students who enjoy exploring ideas, issues and themes; who appreciate a practical style of learning; who enjoy performing or designing; who want a chance to tap into their creativity; who want to build up their life skills, build confidence and develop communication skills. All skills necessary in work today's work force.

FRENCH

OPTION BLOCK: OTHER

EXAM BOARD: AQA

POSSIBLE CAREERS:

Teaching, interpreting, translation, journalism, working in the European Parliament both abroad and the UK, bilingual secretarial and PA work, working abroad with law, PR, HR, retail and commercial, careers in business at all levels utilising language skills.

FRENCH GCSE

SCHEME OF ASSESSMENT

Speaking (25% of total) - terminal exam

Listening (25% of total) - terminal exam

Writing (25% of total) - terminal exam

Reading (25% of total) - terminal exam

In French GCSE we cover the AQA specification and the emphasis will be on using your foreign language effectively in a tourism or work situation. All 4 skills will have terminal exams.

Topics that we will cover often involve and build upon vocabulary learnt at Key Stage 3, these include: free time, hobbies and technology, relationships e.g. what makes a good friend, where you live, the environment, festivals and traditions, work experience, jobs and further study, healthy living, holidays and tourism, and many others.

The department urges you to think very carefully before you drop the study of a Modern Language. You may find yourself at a disadvantage if you want to apply for university places. Good language qualifications are much sought after by employers and Higher Education. For example Universities may look at your language qualifications, not just for courses which obviously require a language but in other competitive areas. A

good grade in a Modern Foreign Language GCSE represents a standard of success they are often looking for in good prospective candidates.

Whether for business or pleasure, having a language is an invaluable skill. Currently, freedom of movement within the European Union means you could use your language skills and work abroad very easily. In a post-Brexit world, languages may prove even more valuable as businesses look for trade deals across the globe.

INFORMATION TECHNOLOGIES

OPTION BLOCK: OTHER

EXAM BOARD: OCR

POSSIBLE CAREERS:

Programmer, website designer, database administrator, computer game developer.
Virtually every medium to large business organisation depends on its IT systems and companies offer excellent salaries to the right people.

INFORMATION TECHNOLOGIES

SCHEME OF ASSESSMENT:

Unit 1: Understanding tools, techniques, methods and processes for technological solutions.
50% Exam

Unit 2: : Developing technological solutions. 50% Coursework

Unit 1: Understanding tools, techniques, methods and processes for technological solutions

Students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

Unit 2: Developing technological solutions

Students create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution. They develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.

MUSIC

OPTION BLOCK: OTHER

EXAM BOARD: OCR

POSSIBLE CAREERS:

After completing a music course, students can continue on to further academic study in any field. Attributes such as confidence, self-reflection, communication, teamwork and problem-solving are all developed through music and link to a wide variety of different career paths. Music-specific pathways include those in performing, composing and education.

MUSIC GCSE

SCHEME OF ASSESSMENT:

Two performances, one solo and one ensemble (30%)

Two compositions, one written to a brief by the exam board and another of your own

choice (30%)

A 90-minute listening and appraising exam (40%)

With a qualification in music, students are able to explore, challenge and realise their creative potential. They learn to create, innovate, analyse and collaborate.

GCSE Music complements and supports a range of other subjects. Involvement in high-quality music lessons has been shown to impact positively on other academic areas and has a positive effect on mental health, physical health, and social functioning. It also contributes to communicating, building a sense of identity and strengthening social networks.

Music at Trinity is explored practically through different areas of study, including:

- The Concerto Through Time
- Rhythms of the World
- Film Music
- Conventions of Pop

Students also develop their understanding of performance and composition through an exploration of their own instrument within styles and genres of their choosing. In their performances, they demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In composition, they will demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

The ability to persevere and master music shows characteristics that set students apart in the university and college selection processes.

PHYSICAL EDUCATION

OPTION BLOCK: OTHER

EXAM BOARD: OCR

POSSIBLE CAREERS:

Teacher, sports scientist, psychologist, fitness instructor, public servant.

PHYSICAL EDUCATION GCSE

SCHEME OF ASSESSMENT:

60% Exam. Paper 1 and 2—1 hour each, combination of multiple choice, short answer and extended writing questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport.

40% Practical, 3 activities (1 individual, 1 team, 1 from either), analysis and evaluation.

Paper 1: The human body and movement in physical activity and sport.

Paper 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology – musculoskeletal, cardio-respiratory system
- Movement analysis – levers, planes and axes
- Physical training – health, fitness, components of fitness, fitness tests, principles and methods of training
- Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology – skills, target setting, information processing, guidance, feedback, mental preparation
- Socio-cultural influences – Physical activity amongst social groups, commercialisation, ethical and socio-cultural issues
- Health, fitness and well-being - Physical, emotional and social health, fitness and well-being, sedentary lifestyle, energy use, diet, nutrition and hydration
- Use of data

Team Activities:	
	Hurling
Association Football	Hockey
Badminton	Lacrosse
Basketball	Netball
Camogie	Rowing
Cricket	Rugby League
Dance	Rugby Union
Gaelic Football	Squash
Handball	Table Tennis
Volleyball	Tennis

Individual Activities:	
	Amateur Boxing
Athletics	Rock Climbing
Badminton	Rowing
Canoeing	Sculling
Cycling	Skiing
Dance	Snowboarding
Diving	Squash
Golf	Swimming
Gymnastics	Table Tennis
Equestrian	Tennis
Kayaking	Trampolining

PE—SPORT

OPTION BLOCK: OTHER

EXAM BOARD: EDEXCEL

POSSIBLE CAREERS:

Coaching, sport development, physiotherapy or injury therapy, nursing, sports science, police/ fire/ ambulance service, teaching, the military.

SPORT BTEC

SCHEME OF ASSESSMENT:

The subject involves an external online assessment (25%) and then a variety of assignments (75%).

For Unit 1 (online assessment) students will know about the components of fitness and the principles of training, explore different fitness training methods and investigate fitness testing to determine fitness levels. The test can be retaken as many times as needed throughout the year.



For the remainder of the units , the assignments will allow students to understand the rules, regulations and scoring systems for the selected sports, practically demonstrate skills, techniques and tactics in selected sports and be able to review sports performance . Students will know the attributes associated with successful sports leadership, undertake and review the planning and leading of sports activities, know about the short-term responses and long-term adaptations of the body systems to exercise and know about the different energy systems .

