



# All Hallows Catholic School

Upper School  
Options Booklet

SEPTEMBER 2024

# Contents

## PAGE

3	<a href="#">Welcome, from Miss Milnes and Mrs Gunner</a>
4 - 6	Key Stage 4 Curriculum: <ul style="list-style-type: none"><li>• <a href="#">English Bacculaureate</a></li><li>• <a href="#">Core Subjects</a></li><li>• <a href="#">Option Subjects</a></li></ul>
7	<a href="#">Timeline</a>
8 - 10	What to choose: <ul style="list-style-type: none"><li>• <a href="#">Advice to students</a></li><li>• <a href="#">Who to speak to</a></li><li>• <a href="#">Useful terminology</a></li><li>• <a href="#">Future planning</a></li></ul>
11	<a href="#">How to submit choices</a>
12 - 38	<a href="#">Subject descriptions</a>



Dear Student, Parent or Carer,

The end of Year 9 marks an exciting and very important stage in your education at All Hallows as you progress from Key Stage 3 into Key Stage 4. Over the two years of Key Stage 4 you will develop your skills and depth of knowledge in order to facilitate your future progression. Whilst continuing to study a range of subjects to ensure breadth to your education, you have the opportunity to make decisions about your option choices.

For some, making these option choices may be very straightforward whilst others need a little more time. Whichever position you are in, ensure you use the range of resources and staff available to you to help make informed decisions about your future.

To provide further detail on the Options process and study at Key Stage 4, the Options Fair is on **Thursday 29 February**. In addition to the main presentation, listen carefully to what teachers say about each course and use the opportunities you have in PSHE and tutor time to discuss choices with others. Find out as much as you can from subject teachers, form tutors, older students and parents.

The PSHE session on **Friday 9 February** will also provide time for you to explore links to careers and future study beyond Year 11.

Parents Evening is on **Thursday 7 March**, when you will be able to discuss with teachers, the suitability and compatibility of the courses you are considering. Discussions regarding your progress in each subject may further help you in making informed choices.

It is important that you choose options you are happy with to provide the foundations for success. Please remember we are here to help, and no question is too small. By helping you choose the right subjects for you, we hope that you will be happy in your studies, feel positive about your abilities and maximise your potential.

Along with this booklet, you will have received a link to a Microsoft Form that you need to fill in with your choices. The form will open on Friday 15 March and close on Friday 22 March 2024.



Miss V Milnes  
Assistant Headteacher  
Head of Upper School



Mrs E Gunner  
Head of Year 9

# Key Stage 4 Curriculum

Our Vision is to form happy and successful students, who reach their full potential and leave the school with integrity and moral purpose.

All Hallows aims to deliver a full, broad and balanced curriculum, providing a wealth of learning opportunities and experiences for our students. Our curriculum promotes lifelong learning, as well as academic and personal achievement. In a supportive environment and guided by the truth and love of Christ, students of all abilities can develop the skills and attributes needed to find their vocation.

This section provides information about the core and optional subjects within the Key Stage 4 curriculum. At All Hallows we encourage students to make course selections that are most suited to their interests and ability; we continue to build the number and variety of courses available for selection.

## ENGLISH BACCALAUREATE

Students who obtain a strong GCSE (Grade 5 and above) in all of the following subject areas will have secured the English Baccalaureate, a collection of subjects that the Government recommend for most students.

- English Language and English Literature
- Maths
- Two Sciences
- A Modern Foreign Language
- A Humanity (History or Geography)

The English Baccalaureate includes academic subjects highly valued by the Russell Group, but it is not currently required for entry to any Russell Group university. Universities require English and Maths, a few may also require a Modern Foreign Language.

Successful applicants are normally expected to have achieved good grades in a range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course

# CORE SUBJECTS

In Years 10 and 11, all students will follow a common core of compulsory subjects, which are:

Subject	Number of Equivalent GCSEs	Teaching sessions per fortnight	Details
<a href="#">English</a>	2	5	GCSEs in English Literature and English Language
<a href="#">Maths</a>	1	4	GCSE in Mathematics, Higher or Foundation Tier
<a href="#">Science</a>	2 or 3*	6	Double Science includes modules in Biology, Chemistry & Physics and is worth 2 GCSEs *Triple Science includes individual GCSEs in Biology, Chemistry and Physics
<a href="#">Religious Education</a>	1	3	GCSE Religious Education
<a href="#">Physical Education (Core)</a>	0	3	All students participate in core PE. This is not an examined course.
<a href="#">PSHE &amp; Citizenship</a>	0	0	Delivered through tutor time, PSHE sessions and across the core curriculum. This is not an examined course.

In addition, students must choose **at least one** of the following options.

<a href="#">French</a>	1	3	You are able to choose these subjects from the Options Subjects course list, should you wish to study more than one.
<a href="#">Geography</a>	1	3	
<a href="#">German</a>	1	3	
<a href="#">History</a>	1	3	
<a href="#">Spanish</a>	1	3	

We believe that there is value in studying a humanities or language at GCSE, as these are facilitating subjects for a range of further and higher education courses.

# OPTION SUBJECTS

Students are able to **choose two** additional subjects to study, from the list below:

Subject	Number of Equivalent GCSEs	Teaching sessions per fortnight
<a href="#">3D Design GCSE</a>	1	3
<a href="#">Art GCSE</a>	1	3
<a href="#">Business BTEC</a>	1	3
<a href="#">Business GCSE</a>	1	3
<a href="#">Computer Science GCSE</a>	1	3
<a href="#">Drama GCSE</a>	1	3
<a href="#">Food Preparation and Nutrition GCSE</a>	1	3
<a href="#">French GCSE</a>	1	3
<a href="#">Geography GCSE</a>	1	3
<a href="#">German GCSE</a>	1	3
<a href="#">Graphic Design GCSE</a>	1	3
<a href="#">Health &amp; Social Care BTEC</a>	1	3
<a href="#">History GCSE</a>	1	3
<a href="#">ICT Tech Award</a>	1	3
<a href="#">Music GCSE</a>	1	3
<a href="#">Physical Education GCSE</a>	1	3
<a href="#">Product Design GCSE</a>	1	3
<a href="#">Spanish GCSE</a>	1	3
<a href="#">Sport BTEC</a>	1	3
<a href="#">Textiles GCSE</a>	1	3

**Please note:** We may not be able to offer all the subjects in this booklet if there is not enough demand. This is why we ask you to fill in the forms promptly and to specify second choices. In any case, we will always do our best to make sure your choices give you the best possible chance to succeed.

# Timeline

- Friday 9 February      Key Stage 4 Options process launches for Year 9 students. Information sent home with course information booklets and advice.
- PSHE session delivered by form tutors. Tutors will discuss suitability of courses for individuals, careers information and future study options for beyond Year 11.
- Thursday 29 February      The Options Fair, hosted in the Sixth Form College building. Advice and information will be shared, specific to the courses on offer and the full Options process.
- Friday 1 March      Student Progress reports sent to parents and carers, based on attainment and attitude towards learning and homework. This information should be used to identify strengths in subjects that could be appropriate for further study.
- Thursday 7 March      Parents Evening is a good time to discuss your progress with specific teachers and ask questions following the Options Fair.
- Friday 15 March      The Key Stage 4 Options Form opens for you to submit your choices. The form will be sent to a parent/carer email address to encourage a family discussion about choices.
- Friday 22 March      The Key Stage 4 Options Form closes. Please ensure that you have submitted your preferences by this date.
- Thursday 5 September      Your Key Stage 4 journey begins!  
Enjoy your personalised timetable.

# What to choose

## ADVICE TO STUDENTS

This is a fantastic opportunity for you to have choice over your future learning and be able to start to consider the long-term path of your education.

It is important to keep the following points in mind when making these choices:

**Interest:** Interest and motivation towards a subject often result in hard work, which is a key to being successful. Ensure you consider the subjects that interest you.

**Achievement:** Consider your strengths and recognise previous achievement. Use this to help you choose appropriate subjects.

**Future Career:** Although future career choices may seem a long way away, certain subjects may be essential requirements for future pathways. Look at the Future Planning section to see the courses offered at our Sixth Form College – this may help planning longer-term learning.

**Options:** Keep your options open. Interests will change as you progress through your learning therefore try not to specialise too much at this stage, instead aim for a good balance.

**Independence:** You are making these choices for your future, therefore avoid choosing subjects because a friend is or you like a particular teacher. Your interest has to be in the subject itself.

## WHO TO SPEAK TO

Choosing subjects for Key Stage 4 can feel overwhelming. It is important to talk through your options and there are a number of people available to you should you want advice, guidance and support.

Your Parents	They know you best of all. Make sure you talk through your thoughts with them and evaluate each subject in relation to your abilities.
Your Tutor	They know you as an individual and have a good overview of you as a student at the school.
The Subject teacher	Can provide an objective overview of the subject and how it aligns with your skillset.
Your Head of Year	Have a good overview of your strengths and styles of learning that may suit you more - don't hesitate to talk to them about your choices.
Your Head of Key Stage	Can provide a good holistic viewpoint for Key Stage 4 options and moving onto Sixth Form College.



# USEFUL TERMINOLOGY

BTEC	BTECs are Level 2 qualifications from the exam board Edexcel. These awards typically comprise of three units; two coursework components and one exam. The exam is usually weighted lower than a GCSE examination.
GCSE	General Certificate of Education (GCSE) subjects are assessed by an exam(s) taken at the end of two years of study. These subjects may also have coursework (NEA) components that contribute to the overall grade in varying proportions.
Key Stage 3	Year 7,8 and 9 within school
Key Stage 4	Year 10 and 11 where you focus on GCSE & BTEC courses
NEA	Non-examined assessment. This is where particular pieces of work (coursework) are marked by the teacher and then presented to the exam board for final judgement and moderation.
Syllabus / Specification	The information you have to know for each subject and what you must be able to do by the end of the course.
Tech Award	Tech Awards are Level 2 qualifications from the exam board WJEC. These awards typical comprise of three units, two coursework components and one exam. The exam is usually weighted lower than a GCSE examination.
Tier	The level of exam you are entered for e.g. Foundation or Higher

# FUTURE PLANNING

To help with planning your education beyond Key Stage 4, it might be useful to think about your goals. Is there a subject that you would like to continue through to A-level? Do you already have a career in mind? Do you know what subjects might be preferred by a college, university or employer?

## Subjects currently offered at All Hallows Sixth Form College

<b>A-Level:</b>	English Language	Music	<b>BTEC:</b>
3D Design	English Literature	Physical Education	Applied Science
Architecture	Environmental	Photography	Business
Art, Craft & Design	Science	Physics	Health and Social
Biology	French	Politics	Care
Business Studies	Further	Psychology	Information &
Chemistry	Mathematics	Religious Studies	Communication
Computer Science	Geography	Sociology	Technology
Drama	German	Spanish	Sport
Economics	Graphic Design	Textiles	
	History		
	Mathematics		
	Media Studies		

## Career Choices

If you would like to investigate career options and opportunities to help facilitate your option choices below is a list of websites that you may find useful.

National Careers Service	<a href="http://www.nationalcareers.service.gov.uk">www.nationalcareers.service.gov.uk</a> - This is the Government's own careers website for all ages. It provides information on careers, as well as employment skill such as CV writing and courses.
Prospects	<a href="http://www.prospects.ac.uk">www.prospects.ac.uk</a> - This is a great website for looking into all aspects of a career.
Apprenticeships	<a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a> - A Government website with a range of information on apprenticeships and search functions for the local area.

# How to submit choices

A link to an MS Form will be sent to all parents and carers. The MS form will capture the subject choices of each student, which will then be reviewed by pastoral and senior leaders. The form will ask for basic information, such as name and tutor group, before collecting the subject preferences. We will ask for the following course selections:

1.	Core Curriculum choice	Select your preferred course between GCSE French or German or Spanish or Geography or History	
2.	Option choice A	Select one course from the full list of Options courses.  This is one of two Options course choices.	At All Hallows we endeavour to timetable all students their two preferred courses for Key Stage 4.  Occasionally, it is not possible to allocate both preferred courses within the school timetable and so we ask that every student make two reserve choices.
3.	Option choice B	Select one course from the full list of Options courses.  This is the second of two Options course choices.	
4.	Reserve choice 1	Select a course from the full list of Options subjects.  This is your first reserve in case either A or B are unavailable.	Whilst Option choices A & B are balanced, we ask that students prioritise their Reserve choices by preference, so that we can do our best to allocate students to the courses that they will most like to continue in Years 10 and 11.
5.	Reserve choice 2	Select a course from the full list of Options subjects.  This is your second reserve in case both A and B are unavailable.	

# English Language GCSE

All students study the Edexcel qualification in English Language. In this subject, students develop the ability to read with understanding and to communicate effectively in both speech and writing.

## COURSE STRUCTURE

You will study a range of high-quality fiction and non-fiction texts and extracts from the nineteenth century to the present day, in order to prepare you for the two exams that make up the GCSE in English Language. Exposure to and study of these engaging and varied texts will help you to improve your own communication skills, both creative and transactional, written and spoken.

## ASSESSMENT PROCESS

There are two exams for English Language, and no coursework.

The two papers contain both fiction and non-fiction reading tasks, as well as a long writing task in each exam.

20% of the final mark will be for accuracy of spelling, punctuation and grammar.

In addition, a compulsory but non-weighted speaking assessment will take place during the course.

## FUTURE OPPORTUNITIES

The GCSE in English Language is important regardless of the path you wish to take after Year 11. Through studying this course, you will develop skills of analysis and synthesis, as well written and spoken communication skills. These are skills which are also developed in English Literature, and which will be useful to you in a number of A-level subjects as well as in life beyond school.

# English Literature GCSE

All students will study for the Eduqas examination in English Literature. The study of literature, which involves reading the works of others, helps us in our personal growth. Through reading, we gain insight into other people's lives, sharing for a while their outlook and views. This can broaden our horizons and lead to greater understanding and tolerance.

## COURSE STRUCTURE

You will study Shakespeare's *Macbeth*, a modern play (currently *An Inspector Calls*), and a nineteenth-century novel (currently *The Strange Case of Jekyll and Hyde*). In addition, you will study an anthology of modern and pre-1914 poetry.

## ASSESSMENT PROCESS

There are two exams for English Literature, and no coursework.

The exams at the end of Year 11 will test your knowledge, understanding and ability to analyse the set texts detailed above. There will also be a question asking you to respond to previously unseen poetry. All exams are closed book. For some of the questions you will be provided with an extract; for all questions on set texts you will be expected to remember details and quotations from the texts.

## FUTURE OPPORTUNITIES

Literature develops the imagination, which can enhance our personal lives. The skills developed in GCSE English Literature are extended in the A-level course, but are also excellent preparation for many other subjects and careers. You will learn how to analyse, think perceptively, and construct and develop arguments. Hopefully you will also find a lifelong love of literature along the way!

# Mathematics GCSE

The course followed by all students in Years 10 and 11 is based on the National Curriculum and will be assessed by Edexcel. The National Curriculum divides Mathematics into six areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

As a subject, Mathematics is recognised as a rigorous academic discipline, and one which can stimulate and excite the student. Facility with number, ability to estimate and knowledge of units of measure are all real life application of mathematics.

## COURSE STRUCTURE

You will cover all strands of the National Curriculum using a range of resources and methods. Homework will be set once a week. Homework will be a mix of written exam question tasks and online tasks set through Sparx Maths. Tasks will be activities to consolidate learning, activities to develop specific exam or mathematical skills, and revision activities.

There will be topic assessments at the end of each unit of study, to ensure that good progress is being made towards targets. Extra support will be provided to students who are underachieving, in order to ensure that they catch up and to prevent gaps in learning.

Regular revision is essential in Mathematics to ensure that learning is retained.

## ASSESSMENT PROCESS

There are three written papers at the end of the course, each lasting 90 minutes. The exams will assess the application of mathematics in a range of contexts, including problem solving and analytical skills.

There is no coursework element.

There are two calculator papers and one non-calculator paper at two levels of difficulty:

Foundation tier, grades 1 to 5, and Higher tier, grades 4 to 9.

The majority of students in the year group will work towards Higher Tier entry.

## FUTURE OPPORTUNITIES

Many careers require a specialised level of numeracy and/or mathematical skill. Mathematics is an essential requirement for progression to college and university courses, whatever the subject.

# Science GCSE

Students start studying their AQA GCSE Science Course in Year 9. Triple Award Sets follow a course that results in them obtaining three Science GCSEs in Biology, Chemistry and Physics. Combined Science Sets follow a course that results in obtaining GCSE Combined Science Trilogy - the equivalent to 2 GCSEs.

The decision determining whether students will follow the Combined or Triple course will be made in September and will be based on the results of assessments carried out in June. Only students in Set 1 from September will then follow the Triple route.

Science develops your thinking skills and practical skills. Through adopting a problem-solving approach, it encourages a way of thinking that is useful in every area of life, both in school and in the wider world. Studying Science helps you understand the technological and environmental issues of importance to us all.

## COURSE STRUCTURE

All students will study Biology, Chemistry, and Physics alongside each other, as they have already done in Key Stage 3.

All students will carry out practical experiments and investigations; research information; carry out data logging; communicate using a variety of techniques; answer questions using information learned; develop science research skills.

## ASSESSMENT PROCESS

The course is 100% written exam.

Students will carry out a wide range of practical activities across the 2 years, knowledge of which will also be assessed in these written exams.

All exams take place at the end of Year 11.

## FUTURE OPPORTUNITIES

Science is a prerequisite for many careers and courses. It is essential for the study of Biology, Chemistry and Physics at A-Level and for other degree subjects.

Please note that good GCSE grades in Combined Science Trilogy are more than adequate if you wish to take any sciences at A-Level. Possession of GCSE passes in Science shows that you have problem-solving skills, which are of value to all potential employers.

# Religious Education GCSE

All students at All Hallows take Religious Studies at Key Stage 4. The current syllabus we follow is the AQA B syllabus on Catholic Christianity and Judaism, which leads to a GCSE qualification.

Along with Catholic Christianity and Judaism, students will study key themes within Christianity including "Religion, Relationships and Family" and "Peace and Conflict" where students will explore contemporary moral issues and the influence of Catholic perspectives within these contexts.

Religious Studies is an integral element of the mission and religious life of the All Hallows community. The course promotes an enquiring, critical and sympathetic approach to the study of Catholic Christianity and one other major world faith. We encourage an analysis of different Christian approaches to belief and current moral issues.

## COURSE STRUCTURE

Across two years of study students will have their knowledge and understanding of each topic assessed by "end of module" assessments. These will be made up of one section of a GCSE-style paper, which is comprised of a variety of knowledge-based and essay-based questions.

To ensure that students have access to appropriate skills to complete these assessments to a high standard, the RE department deliver exam-skills sessions, which focus on a combination of refreshing topics covered earlier in the year with crucial exam skills such as: explanation, evaluation, essay writing and producing logical chains of reasoning.

## ASSESSMENT PROCESS

The GCSE qualification in Religious Studies will require students to sit two exam papers; one will be focused on Catholic beliefs and teachings.

The second paper will be based upon two areas Judaism (beliefs and teachings) and Themes (which explores Christian perspectives on "Religion Relationships and Families" and "Peace and Conflict").

There will be a regular process of memory tests and practice exams. These are in addition to the end of Year 10 and Year 11 mock examinations. Specific homework tasks will assess key elements of the course.

## FUTURE OPPORTUNITIES

Religious Studies provides students with a broad range of attitudes and teachings on a number of theological, philosophical and moral issues. Since the course enables the students to access critical thinking skills and the ability to write persuasively from more than one perspective, the course is of great benefit for those going on to further study.

The course lends itself to areas of A-Level study including: English, History, Sociology, Politics, Philosophy and Law.

Students who have studied Religious Education at GCSE/A-Level have gone on to study Medicine, Law, Sociology, Theology, and Politics within Higher Education settings.



# Physical Education (Core)

Physical Education (PE) plays an integral role in the holistic development of all Key Stage 4 students at All Hallows. Students will not only develop their confidence and competence in their sporting ability and fitness levels but also grow and develop the essential knowledge and skills required to live a long and healthy life.

PE is a National Curriculum core subject and students will follow an enriched program in which a diverse range of sports and values will be taught through set classes.

In recognition of the significant role that PE plays within the social, mental and physical development of the students, all students of this year will now have PE allocated to 10% of their timetable – a clear signal of the value we place on the physical, social and mental well-being of our students here at All Hallows.

There is an abundance of research highlighting the mental, social and physical benefits of doing regular exercise. Guided by such research, our aim is to not only develop a lifelong love of sport but also an understanding of how to lead an active healthy lifestyle and how to maintain positive physical and mental well-being.

Students will take part in a wide range of sports including individual disciplines, team sports and aesthetic activities. Examples of sports covered within the curriculum include: Football, Netball, Badminton, Basketball, Swimming, Dance, Handball, Health & Fitness, Volleyball, Table Tennis, Trampolining, Cheerleading, Dance and Tchoukball.

## COURSE STRUCTURE

Students will rotate through a series of pre-planned sports, focusing on improving well-being and physical skills and knowledge.

## ASSESSMENT PROCESS

Students will not be formally assessed in this subject. However, students will be assessed on their attitude towards learning.

## FUTURE OPPORTUNITIES

Physical Education provides students with the fundamental knowledge of how to adopt healthy, active lifestyles and the role this plays in their well-being. This knowledge and understanding will help students make informed decisions on their overall health and well-being, ensuring they are able to live a long, healthy and happy life.

Furthermore, the skills developed through physical exertion and working as a team can be applied within a whole host of learning and working environments.

# PSHE and Citizenship

All students follow a PSHE and Citizenship programme which is designed to support them in their personal development and relationships with others, as well as equipping them with knowledge and skills that are essential for making the right life and career decisions as they progress through Key Stage 4 and beyond.

## COURSE STRUCTURE

The programme is taught primarily by Form Tutors during a rolling timetable of lessons and is further supported in tutor time where appropriate.

The PSHE programme includes elements of:

- Relationships and Health Education;
- Citizenship;
- Careers education and guidance;
- Personal development e.g. managing mental health, resilience, developing values.

## ASSESSMENT PROCESS

There is no formal assessment for PSHE and Citizenship.

## FUTURE OPPORTUNITIES

As well as equipping students with knowledge and skills that will help them in their personal development and in their lives ahead, PSHE includes elements of Careers education. Students are guided through the decisions they will need to make regarding their post-16 options, as well as acquiring practical skills such as CV writing and application advice.

# 3-Dimensional Design GCSE

Three-dimensional design is a course that will inspire creative thinkers, problem solvers as well as students who enjoy making. It is about looking, learning, thinking and communicating ideas in a 3D way. It is an exciting balance of practical, academic and analytical skills that are widely transferable.

Due to the course's open nature, students will learn a wide variety of skills such as: model making, constructing, surface treatment, assembling, modelling. Students will learn about the working properties of many different materials and design considerations to complement the 3D Design element.

Trips may include visiting the Farnham Sculpture Park or other venues to inspire the students during the progress of the course.

## COURSE STRUCTURE

During term 1 of Year 10, students experience a variety of skills-based tasks that are essential to the course. This consists of mini projects aimed at building their foundation of knowledge that they will need. During term 2 of Year 10, the students complete a project that draws on these foundation skills and helps them develop as a Product designer.

The students then complete a sustained, context driven project until December of Year 11, with an outcome of the student's choice. The students will draw upon skills learnt in Year 10 and 11 to produce a 3D outcome.

In January they will be set an externally set assignment by the exam board, which will result in a 10 hour exam in which they will create a final 3D outcome.

## ASSESSMENT PROCESS

Component 1 worth 60% - A sustained project developed in response to a subject, theme, task or brief evidencing this in a portfolio from initial introduction to an idea, the research, ideas generation, development and making of the product outcome.

This will give students the opportunity to demonstrate, through an extended creative project, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

Component 2 worth 40% - Externally set assignment where the exam board will provide a separate externally set assignment.

## FUTURE OPPORTUNITIES

This course develops creativity, modelling, designing and construction skills. Due to 3D Design's open nature, the students can focus on an area of their choice. This means that it will compliment areas such as; Architecture, Engineering, Model making, Ceramics, Product design, Film, TV or theatre set design, Stylist, Interior design, Sculpture, Jewellery design, Landscape architecture, and many more.

It leads straight into A-Level 3D Design.

# Art, Craft & Design GCSE

The two year linear AQA examination course is designed to encourage a deeper involvement in and understanding of, the nature and process of the visual arts. It is an exciting and challenging course which requires a very high level of enthusiasm, dedication, initiative and hard work. Our aim is to equip you with the understanding, skills, techniques and experiences that will allow you to explore imaginative and well developed ideas and create successful, personal and coherent outcomes.

## COURSE STRUCTURE

The course consists of 3 overarching projects: Textures in year 10 is a thorough re-evaluation of your skills, an experimental development of techniques including dynamic and prolific production of work in a broad range of specialisms, all of which will be informed by contextual studies. This is followed by an extended Identity project started in the summer term of year 10 and taking you through the first term of year 11. The course concludes with an Externally Set Assignment where you select one starting point from that year's exam paper and produce a final project ending in a 10 hour exam in which you make your final piece.

## ASSESSMENT PROCESS

Coursework component (60%) Students are required to produce a detailed and comprehensive and sustained journal of their skills, ideas and project development. In addition, a number of coherent, challenging and technically competent outcomes are developed and resolved.

Exam component (40%) A final project is created with a starting point selected from AQA's Externally Set Assignment paper.

## FUTURE OPPORTUNITIES

The course will provide a solid foundation for students wishing to apply for A Level and other Further Education courses in the creative arts. You will learn new techniques and develop and refine existing skills to ensure that you are well prepared for continued study of subjects such as Fine Art, Graphics, Fashion, Illustration, Photography, Architecture and other related Art and Design courses.

The study of Art & Design should be seen as both preparation for further study within this discipline as well as a complementary subject to sit alongside more traditional science or humanities subjects to create a balance to your skills and showcase the breadth of your ability and talent.

Obviously not all students choose to pursue a career in Art & Design, therefore our more general aim is to develop skills together with invaluable training for life; to heighten visual perception while encouraging a critical awareness of the world in which we live.

In addition to the practical skills acquired students will also develop an understanding of critical theory and the ability to use this as a tool in their project development. We hope students will develop a lifelong interest in the arts and continue to get enjoyment from the activities that they have been introduced to.

It is also worth noting that creativity is a skill highly valued by many industries in the contemporary workplace. Creative thought and the ability to approach a problem from a different perspective or in an imaginative way is a fundamental skill and is developed early in Art & Design.

# Business BTEC

This Tech Award in Enterprise (Business) is equal to one GCSE. As it is a vocational qualification, learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, students are encouraged to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. They will develop their ICT skills whilst completing coursework.

## COURSE STRUCTURE

Year 10: Component 1 Exploring Enterprises (controlled assessment) –30%

Year 10/11: Component 2 Planning and presenting a micro enterprise idea (controlled assessment) – 30%

Year 11: Component 3 Marketing and Finance for Enterprise (examined unit) –40%

## ASSESSMENT PROCESS

Components 1 and 2 are assessed via coursework that is set by the exam board and completed under supervised conditions.

Component 3 is assessed by a written exam set by the exam board and completed under exam conditions.

## FUTURE OPPORTUNITIES

The skills learnt while completing this course will aid progression to further study and prepare you to enter the workplace in due course. Many students continue to study Business at A-Level or complete our BTEC Business Level 3 course. There are various business and enterprise related degree courses offered at university which lots of our past students have gone on to study.

# Business GCSE

All students study the Edexcel GCSE (9-1) Business qualification. The aims and objectives of this qualification are to enable students to know and understand business concepts, business terminology and the integrated nature of business activity and the impacts of business on individuals and wider society.

## COURSE STRUCTURE

You will study the following 2 Themes:

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. You will explore core concepts through the lens of an entrepreneur setting up a business. In this theme you will be introduced to local and national businesses.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme you will develop your knowledge of international and global business.

## ASSESSMENT PROCESS

You will be assessed with 2 exam papers.

Theme 1: Investigating small businesses - 1 hour 45 minutes written examination - 50%

Theme 2: Building a business – 1 hour 45 minutes written examination - 50%

Both papers consist of calculations, multiple choice, short answer and extended writing questions.

## FUTURE OPPORTUNITIES

The course will provide knowledge and skills, which will prepare you for employment or further education. The course is an excellent basis for Business A-Level. You will develop your ICT skills plus your skills in research and analysis through a range of activities.

# Computer Science GCSE

Computer Science is a modern and extremely fascinating subject. The world today depends on computers and will only continue to increase its reliance on the connected infrastructure. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

Computer Science will provide you with the following skill sets:

- Ability to develop problem solving skills, develop computational thinking, ability to think laterally, develop analytical skills, critical thinking, learn through exploration, solve real-world problems.
- Open the door to your future career and maybe even change the world, as part of the course you will continue to learn to program. Programming is a very important skill to learn, enabling you to break down and solve complex problems effectively and develop logical thinking through exploration.
- Your ability to write programs and manipulate information and content are skills that potential employers will value.

## COURSE STRUCTURE

The course consists of two main areas:

Component 1 covers systems architecture, memory and storage, computer networks, connections and protocols, network security, systems software, ethical, legal, cultural and environmental impacts of digital technology.

Component 2 covers algorithms, programming fundamentals, producing robust programs, Boolean logic, programming language and integrated development environments.

## ASSESSMENT PROCESS

There will be topic tests at the end of each module; this will ensure that you will make suitable progress throughout the course. Where necessary, extra support will be given so that you have sufficient knowledge and experience to do your best in the exams at the end of the course.

There are two papers at the end of the course.

Each exam is 1 hr 30 minutes with 80 marks available, equally weighted.

## FUTURE OPPORTUNITIES

Computing helps hone your computational thinking skills and problem-solving ability; it could be useful for a wide area of careers. In job applications and interviews, you can use your Computer Science GCSE to demonstrate these skills.

Computer Science could give you an edge on other candidates since you will have developed creative skills and knowledge that they may not have. Your ability to write programs and manipulate information and content are skills that potential employers may value.

The GCSE is also a fantastic gateway qualification to the higher-level computing subjects and onto a computing degree.

# Drama GCSE

The Drama AQA GCSE is a course that focuses on the development of the students' creative and communicative skills through practical and written work. Students will attend and watch live theatre, explore the work and ideologies of practitioners and experiment with a range of different theatre genres and styles.

## COURSE STRUCTURE

There are endless opportunities on the course to analyse, evaluate and perform Drama.

You will have three main components to the course:

- The Written Examination: four multiple-choice questions that will test your basic theatre knowledge, study and write about a set text explored in class and evaluate a live theatre performance.
- Devising Theatre: a practical component focused on devised drama (this includes a devising log and the practical work).
- Scripted Theatre: practical performance of a play text in two sections (performer or designer).

## ASSESSMENT PROCESS

The final grade in GCSE Drama is based on 60% internal assessments and 40% on a written examination.

1. Devising Theatre - 40% (Internally assessed)
2. Scripted Theatre - 20% (Internally assessed)
3. Written Examination - 40%

For your final practical pieces, you will have a combination of one teacher assessed piece (which is moderated by the exam board) and one other assessment that will be marked by the exam board alone.

For your written exam, you will sit an external paper, which is not marked by the teacher.

## FUTURE OPPORTUNITIES

Today employers are very interested in those people who are able to relate well to others, to communicate effectively and solve problems in an efficient and positive way. Successful employers value the focus, commitment and perseverance students develop while in this subject.

The communication and interpersonal skills you learn in Drama will be highly beneficial in preparing you for university, apprenticeships, job interviews and employment. Drama is also a very good first step to a career in any area of the performing or creative arts.



# Food Preparation and Nutrition GCSE

GCSE Food Preparation and Nutrition is an exciting and creative course, which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

The course builds on practical skills studied at Key Stage 3 and includes a more scientific look at ingredients, their properties and applications.

## COURSE STRUCTURE

During Year 10, the students will focus on developing knowledge and understanding through preparing and cooking different dishes while studying the course theory content. The theory content consists of areas such as;

- Food preparation skills
- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance
- Food preparation and cooking techniques

During Year 11, students will focus on their NEA, which consists of two parts.

Task 1: Food Investigation Task:

This tests understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food Preparation Task:

This tests skill and understanding in relation to preparation, planning, cooking, presentation and the application of nutrition, related to a given design brief. You will prepare a range of dishes during a 3-hour practical exam.

## ASSESSMENT PROCESS

This course has two components of assessment:

Non-Examined Assessment - 50% (see above)

Written examination - 50%

## FUTURE OPPORTUNITIES

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. This course can also be beneficial for those who want to work in sports, sports nutrition, food journalism and food development.

# French GCSE

Students who learn French at GCSE become confident and skilled communicators who appreciate the importance of languages in our international society. You will develop a sound basis of skills for the world of work, leisure and further study. We use French as much as possible during lessons to develop a high level of spoken competency. We follow the AQA GCSE course.

## COURSE STRUCTURE

Over the two-year course we look at three main themes:

- Identity and culture (including francophone festivals)
- Local and global areas of interest (including social and environmental issues)
- Current and future study and employment (including comparing education systems in francophone countries)

Furthermore, we look to broaden your cultural and historical knowledge of the francophone world. Students will be expected to work more independently in order to master how the language works. Grammar and vocabulary will be regularly assessed in order to build a wide language-base so that you are a confident communicator in both written and spoken forms.

## ASSESSMENT PROCESS

Students will sit four exams at the end of Year 11, each one contributing to 25% of the final grade in either foundation or higher tier:

- Listening
- Speaking
- Reading
- Writing

## FUTURE OPPORTUNITIES

Studying languages opens doors to new cultures and experiences, as you never know which path your life will take. As a linguist, you will show any future employer that you have excellent communication and interpersonal skills and that you can think, communicate and trade on a global level. In addition, people with a language qualification have significantly greater earning potential.

We look to develop your confidence in a range of transferable skills, along with reinforcing high standards of literacy, in order to provide you with the skills that will help you be successful in any professional field. Science, Engineering, Computing, Law, Financial Services, Business and Marketing, as well as jobs in the fashion and tourism industries or even as a professional sports person are just some of the career opportunities where a language would be of huge benefit ... the possibilities are endless. Language skills will undoubtedly benefit you if you choose to do a year abroad during your University course later on.

# Geography GCSE

We follow the AQA GCSE Geography specification, which offers a broad Geography curriculum covering a range of Human and Physical topics. Students also have the opportunity to attend 1 local one-day field trip and 1 full-day field trip to Christchurch Bay. In this fantastic course, students will be able to argue their ideas about real-world issues, as well as develop both numerical and extended writing skills.

## COURSE STRUCTURE

Approximately every term we will study a new topic, 3 of which are Physical Geography; Natural Hazards, UK Landscapes and The Living World. The other 3 are Human Geography topics; Urban Issues, Economic World and Resource Management. The final element of the course is about Geographical skills and therefore for part of the course we will partake in fieldwork and write up our findings as well as considering a 'Geographical Issue' within the world, which we look to find solutions and solve.

## ASSESSMENT PROCESS

AQA Geography GCSE is 100% examination:

Paper 1 – 35% - Living with the physical environment

Paper 2 – 35% – Challenges in the human environment

Paper 3 – 30% – Geographical application of skills

## FUTURE OPPORTUNITIES

Geographers are unique students. Employers like their enquiring minds and acquired skills, such as collecting and collating data, representing this statistically, analysing their results and finding solutions and alternatives. Skills also include report writing using a variety of sources. Geographers are logical thinkers; they see a problem and look for possible solutions.

Careers for which Geography is relevant are Architecture, Local Government, Media, Journalism, Banking, Law, Accountancy, Police Force, any Sciences, Armed Forces, Travel and Tourism and Teaching. One of the great things about this subject is that it is well respected, and you learn many transferable skills. It can open many doors for many future careers.

# German GCSE

Following a taster German lesson and the opportunity to start learning German in an extra-curricular lunchtime club, students will have the option of studying German at GCSE.

Students who learn German at GCSE become confident and skilled communicators who appreciate the importance of languages in our international society, along with the relevance of German in the business world. You will develop a sound basis of skills for the world of work, leisure and further study. We use German as much as possible during lessons to develop a high level of spoken competency. We follow the AQA GCSE course.

## COURSE STRUCTURE

Over the two-year course we will build on the grammar and vocab base from Year 9 and will cover at three main themes:

- Identity and culture (including festivals in German speaking countries)
- Local and global areas of interest (including social and environmental issues)
- Current and future study and employment (including comparing education systems in German speaking countries)

Furthermore, we look to broaden your cultural and historical knowledge of the German-speaking world. Students will be expected to work more independently in order to master how the language works and build confidence in both grammar and vocabulary. You will be regularly assessed in order to build a wide language-base so that you are a confident communicator in both written and spoken forms.

## ASSESSMENT PROCESS

Students will sit four exams at the end of Year 11, each one contributing to 25% of the final grade in either foundation or higher tier:

- Listening
- Speaking
- Reading
- Writing

## FUTURE OPPORTUNITIES

Studying languages opens doors to new cultures and experiences, as you never know which path your life will take. As a linguist, you will show any future employer that you have excellent communication and interpersonal skills and that you can think, communicate and trade on a global level. In addition, people with a language qualification have significantly greater earning potential.

We look to develop your confidence in a range of transferable skills, along with reinforcing high standards of literacy, in order to provide you with the skills that will help you be successful in any professional field. Science, Engineering, Computing, Law, Financial Services, Business and Marketing, as well as jobs in the fashion and tourism industries or even as a professional sportsperson are just some of the career opportunities where a language would be of huge benefit ... the possibilities are endless. Language skills will undoubtedly benefit you if you choose to do a year abroad during your University course later on.

# Graphic Design GCSE

Graphic Design is a course that focuses on the key aspects of communication design, including branding, illustration, design for packaging and print. Graphic Design is a creative subject, most suited to those who like to draw and create visual items by hand and using computer software. It is an exciting balance of practical, academic and analytical skills, which are widely transferable.

Due to the courses open nature, students will learn a wide variety of techniques such as drawing (pen, pencil, posca, fine-liners), printing (lino, stamp), multimedia (watercolour, acrylic, drawing inks), model making, finishes (lamination, foil blocking, embossing), software (Adobe Ai, PS and Techsoft 2d design).

Trips may include visiting the Design Museum, Tate Modern or other venues to inspire the students during the progress of the course.

Graphic Design GCSE is highly transferable and compliments other subjects at Key Stage 4.

## COURSE STRUCTURE

During term 1 and 2 of Year 10, you will experience a variety of design and analysis tasks. You will be given a project focus that will involve analysing the work of existing designers and techniques to help you design, develop and create a personal response. Term 3 will have a context driven design brief which will be an extended project contributing to Component 1 of your GCSE assessment.

In Year 11, you will complete work on the project, creating a personal outcome for your project, drawing upon all skills learned in Year 10. In January, you will be set an Externally Set Assignment by AQA, which offers a range of design briefs to choose from. This culminates in a 10-hour exam during the Summer Term, in which you will produce a range of outcomes in response to the chosen brief.

## ASSESSMENT PROCESS

Graphic Design is based on four Assessment Objectives issued by the exam board, considering key aspects of the design process.

Component 1 (Portfolio) - 60%

A portfolio of work generated from initial introduction of an idea, research, ideas, development and making of outcomes. The portfolio is a collection of evidence across a collection of projects that evidences your ability and understanding of a range of Graphic Design processes.

Component 2 (Externally Set Assignment) - 40%

Externally set assignment where the exam board will provide a separate externally set assignment.

## FUTURE OPPORTUNITIES

Graphic Design is a highly transferable skill for future study and life beyond. Being able to show creative and problem-solving skills makes students appealing to other courses or employers. Students often pursue study in Graphic Design, Fashion, Product Design, Animation, Web Design, Business, Media & Advertising, among other subjects.

This GCSE leads directly onto A-Level Graphic Design, which is very successful at All Hallows Sixth Form College.

# Health & Social Care BTEC

This BTEC Tech Award in Health & Social Care is equal to one GCSE. The course provides an insight into health and social care issues within our society. You will consider individual needs for health and wellbeing whilst we progress through different life stages. You will also develop your ICT skills whilst completing coursework.

## COURSE STRUCTURE

Year 10: Component 1 Human Lifespan Development (controlled assessment) - 30%

Year 10/11: Component 2 Health and Social Care Services and Values (controlled assessment) - 30%

Year 11: Component 3 Health and Wellbeing (examined unit) - 40%

## ASSESSMENT PROCESS

Components 1 and 2 are assessed via coursework that is set by the exam board and completed under supervised conditions.

Component 3 is assessed by a written exam set by the exam board and completed under exam conditions.

## FUTURE OPPORTUNITIES

This course is important if you are interested in working within the health and social care industry or you just want to learn about current health and social care issues. It is an excellent basis for our highly successful BTEC Level 3 Health & Social Care course and for continuing with future studies at university level.

# History GCSE

History is continuously changing the world around us. Studying GCSE History will help you to answer important questions such as: Why do wars happen? Why is Britain the way it is today? Learning about past events and the people who have influenced history will allow you to understand how the world got to the point it is at now and how it will continue to develop in the future. This means that the study of History is very relevant to your life in the 21<sup>st</sup> century

We believe in the importance of learning from history. That is why we have designed a GCSE that enables students to study different aspects of the past, so that you can engage with key issues such as conflict, as well as understand what drives change and how the past influences the present. Furthermore, the AQA specification offers exciting topics in history that engage and inspire students, helping you gain new insights about our own country as well as the wider world.

## COURSE STRUCTURE

- Paper 1: America between 1920 and 1973: Opportunity and Inequality: The development of the USA during a turbulent half century of change.
- Paper 1: Conflict and tension between 1894 and 1918: The causes, events and ending of the First World War.
- Paper 2: Britain: Health and the people (c1000 to the present day): How medicine has changed during the last 1000 years.
- Paper 2: British depth study: Norman England (c1066 to c1100) and an investigation into an historic environment (e.g. a castle, cathedral, region of the country or battlefield site).

## ASSESSMENT PROCESS

Students will sit two exams at the end of Year 11. There is no NEA (Non-Examined Assessment).

Paper 1 is a written exam of 2 hours. It counts for 50% of the GCSE grade.

Paper 2 is a written exam of 2 hours. It counts for 50% of the GCSE grade.

## FUTURE OPPORTUNITIES

History teaches us to ask two very important questions: why and how. This is crucial to sharpening your critical thinking abilities, which in turn help you to solve problems and form arguments for debate. As a result, you will be valued by universities and employers, who hold these skills gained from the study of History in high regard. In fact, top universities view History as one of only a few facilitating subjects regardless of which specific degree course you want to study. This is also why History is one of the few subjects that is recognised for the E-Baccalaureate qualification.

Furthermore, a qualification in History opens doors for you, whether you intend to study journalism or even medicine. Career fields that you will particularly be primed for include journalism, law, politics, business, marketing, economics, teaching, academia, archaeology and curation (museums, galleries, archives and libraries).

# ICT Tech Award

This is a Level 1 and 2 course and is the equivalent of studying a GCSE. The course is one of the new Technical Awards offered by the EDUQAS examination board and is made up of 2 units: ICT in Context (practical project using ICT software applications such as Microsoft Word, Access, Excel and a graphics application) and a written examination. This course is 60% project work and 40% written examination.

If you choose this subject, you will get the chance to gain essential ICT knowledge and skills in preparation for the world of ICT and potential careers. There is a theory element to this course, which will help you understand why and how ICT can be used in the workplace. You will develop key technical skills to meet specific user needs and put what you have learned into practice. This course does not involve computer programming but develops your experience and use of the software applications studied in the lower school.

## COURSE STRUCTURE

During Year 10 you will practise the skills required for the project work and will learn the theory required for the written exam. In Year 11 the supervised project work (set by the exam board) will be completed. The written exam will be taken at the end of Year 11.

## ASSESSMENT PROCESS

There are two units to this course.

Unit 1: ICT in Society – this will be assessed through an externally marked written exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Unit 2: ICT in Context – this will be assessed through project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

## FUTURE OPPORTUNITIES

During the course, you will see whether the industry is one you would like to be part of in the future and gain the knowledge and skills you need to succeed in your next steps. After completing the course, you can continue on to further vocational and academic study at BTEC Level 3 (currently offered at our Sixth Form College), as well as apprenticeships and traineeships.

What's more, the practical transferable skills you will master during your studies such as self-reflection, communication, teamwork and problem solving will support your progress in your other subjects, during Key Stage 4 and in the future.



# Music GCSE

GCSE Music (Eduqas) will give you the opportunity to develop your musical skills through performance, composition and listening to a wide range of music. The course is suitable for all who have an interest in becoming a more proficient and knowledgeable musician and can play a musical instrument and/or sing.

## COURSE STRUCTURE

In Year 10 and 11, you will be expected to practice performing as a soloist and with others in an ensemble. You will also be expected to develop your ensemble skills through active participation in at least one of the numerous extracurricular ensembles available within the department. You will be taught composition technique and be expected to create your own pieces using either computer software or "live" instruments / voices. You will become very familiar with two "set works" through detailed study and following musical scores as well as developing your musical theory knowledge. You will also study a broad range of musical styles and identify their hallmarks.

## ASSESSMENT PROCESS

The GCSE has the following assessed components:

Coursework – 60% (Composition 30%, Performance 30%)

Written Exam – 40% (Taken in June of Year 11)

### Performance Coursework

For your performance, you will prepare one solo piece and one ensemble piece. The total amount of performance time should last for 4 minutes plus.

You should be of Grade 3 standard (minimum) on your chosen instrument at the course's start.

### Composition Coursework

For the composition coursework, you will compose two pieces, each of which lasts for around two minutes. One composition is a brief set by the exam board; the other composition is a free choice composition.

## FUTURE OPPORTUNITIES

Music overlaps with every subject on the curriculum and will help you develop skills such as, self-discipline, organisation, creativity, teamwork and communication skills, which are important in all aspects of life.

Colleges, universities and employers all look for musicians because of the adaptability and wide range of skills that they have. When future employers see that applicants have a grade in an instrument, it shows determination and proactivity on your part. Students can also gain UCAS points when they complete a grade 5 or above on their chosen instrument.

# Physical Education GCSE

GCSE Physical Education (PE) follows the AQA Specification. This course gives the students the opportunity to enhance their practical application of sport, whilst developing their theoretical knowledge of the sporting world.

GCSE PE is an interesting and broad course. Work covered includes a study of how the body produces movement in physical activity and how the body systems are affected by exercise and training. Students also look at health and physical activity looking at common injuries in sport, effects on the body of taking drugs and the benefits of a healthy diet on performance. The role of sport in society is studied looking at the role of the media, sponsorship and the issues around hooliganism.

## COURSE STRUCTURE

The GCSE timetable will be a combination of practical and theoretical lessons. These will be delivered in a range of methods, putting student learning at the centre. Students will also be encouraged to attend sporting fixtures and clubs to enhance their practical performance level.

## ASSESSMENT PROCESS

The GCSE assessment is divided into two parts:

Paper 1 and Paper 2 – 60%

Coursework and Practical Performance – 40%

Together the exams are worth 60% of the students' final grade. Exam paper 1 focuses on the human body and movement in physical activity and sport. Whilst paper 2 covers more socio-cultural topics such as the impact of drugs and technology in sport or the impact media and sponsorship have on sports performers. Exam papers are designed using a familiar combination of multiple choice, short and extended writing questions.

The remaining 40% of the final grade is a combination of assessed work based on practical performance in three main sports, alongside written coursework focusing on analysis and evaluation of performance in order to bring about improvement in an activity.

## FUTURE OPPORTUNITIES

GCSE Physical Education provides an excellent foundation to progress onto the A-Level PE course, or alternatively a vocational related course such as BTEC Sport. The skills developed through the GCSE are particularly valued in not only the sport and leisure industry, but also teaching, the health industry and careers such as sports analysis or sports media.

# Product Design GCSE

Product Design focuses on the creation of 3-dimensional products manufactured from wood, metals and plastics. Providing a good basis for a future in product design, engineering, carpentry and alike, Resistant Materials gives an opportunity to work practically in order to investigate problems and find design solutions. The course provides knowledge of industrial processes and gives the students a broad understanding of manufacturing and product development.

Visits and trips involve trips to the Design Museum and opportunities to visit Farnborough College of Technology to gain understanding of further education and possible career paths.

This GCSE builds upon the skills and experience gained during Key Stage 3 Resistant Materials.

## COURSE STRUCTURE

The Product Design course is structured around a 50/50 division between a Non-Examined Assessment (NEA) and a written exam.

The written exam will be based on theory content that will be delivered to the students through Lesson content and independent homework tasks. The topics are broad ranging from the Environment, Mechanical Devices and Materials knowledge, giving an understanding of the design world and industrial processes. In Year 10 students visit the Mini factory in Oxford to further their understanding of production processes and industrial manufacturing.

The NEA will be a full project that allows the students to progress through the design process demonstrating their ability to manage a project from the task setting through to the evaluation process. The skills needed for this project will be gained through several smaller focused projects in Year 10. The NEA will be set in June during Year 10 and will run until the Spring Term of Year 11.

## ASSESSMENT PROCESS

This course has two components of assessment:

Non-examined assessment (NEA) - 50%

Written examination - 50%

The written exam assesses 3 areas including Core Technical Principles, Specialist Technical Principles and Design and Make Principles. The core section will include general knowledge of all material areas of the subject including fabrics, papers and boards. The Specialist Technical Principles section will be based around the material areas of woods, metals or plastics depending on the chosen material focus.

## FUTURE OPPORTUNITIES

This subject builds a wide range of skills including creativity, problem solving, practical competence, teamwork and evaluating. This can lead onto A-Level 3D design or Graphic Design along with other creative courses. It can also prepare you with practical skills that could be utilised in following a vocational route and eventually a trade.

# Spanish GCSE

Students who learn Spanish at GCSE become confident and skilled communicators who appreciate the importance of languages in our international society. You will develop a sound basis of skills for the world of work, leisure and further study. We use Spanish as much as possible during lessons to develop a high level of spoken competency. We follow the AQA GCSE course.

## COURSE STRUCTURE

Over the two-year course we look at three main themes:

- Theme 1: People and lifestyle (education, healthy lifestyles and relationships)
- Theme 2: Popular culture (celebrity culture, customs and festivals)
- Theme 3: Communication and the world around us (environment, travel and technology)

Furthermore, we look to broaden your cultural and historical knowledge of the Spanish speaking world. Students will be expected to work more independently in order to master how the language works. Grammar and vocabulary will be regularly assessed in order to build a wide language-base so that you are a confident communicator in both written and spoken forms.

## ASSESSMENT PROCESS

Students will sit four exams at the end of Year 11, each one contributing to 25% of the final grade in either foundation or higher tier:

- Listening
- Speaking
- Reading
- Writing

## FUTURE OPPORTUNITIES

Studying languages opens doors to new cultures and experiences, as you never know which path your life will take. As a linguist, you will show any future employer that you have excellent communication and interpersonal skills and that you can think, communicate and trade on a global level. In addition, people with a language qualification have significantly greater earning potential.

We look to develop your confidence in a range of transferable skills, along with reinforcing high standards of literacy, in order to provide you with the skills that will help you be successful in any professional field. Science, Engineering, Computing, Law, Financial Services, Business and Marketing, as well as jobs in the fashion and tourism industries or even as a professional sports person are just some of the career opportunities where a language would be of huge benefit ... the possibilities are endless. Language skills will undoubtedly benefit you if you choose to do a year abroad during your University course later on.

# Sport BTEC

Students who study the BTEC Tech award in Sport will develop their sporting knowledge and application, whilst gaining a strong understanding of the theoretical concepts of Health, fitness and coaching for sports performance. The course is delivered through a variety of practical and coursework assessments, with one exam.

The BTEC Tech award is a course for those who have a real passion for sport and the sporting world but prefer a cumulative style of assessment. Students study a wide range of topics such as Sports Psychology, Diet, Personal Training, and Sports Coaching, whilst developing an understanding of the human body. There is a larger emphasis on practical performance and learning when compared to the GCSE PE course.

## COURSE STRUCTURE

Students will follow a series of three mandatory units of work.

- Unit 1 Preparing athletes to take part in sport
- Unit 2 Improving your own and other athlete's performance in sport
- Unit 3 Developing fitness for sport

## ASSESSMENT PROCESS

The progressive nature of the units and assessments allows students to progress through the course knowing the grades they have obtained along the way. Assessments come in a range of formats including typed written coursework, filmed practical evidence and one external exam.

## FUTURE OPPORTUNITIES

This course provides an excellent foundation for continuing study at All Hallows Sixth Form College with clear links to the Level 3 BTEC Sport course. In addition, the course develops students' independent work ethic, research and analysis application as well as confidence and knowledge in relation to Health, fitness and coaching for sports performance.

# Textiles GCSE

GCSE Textiles falls within the umbrella of the AQA Art & Design but allows students to be more creative and versatile; this is a popular decision in D&T departments to enable students to explore their love of fabric, embellishments and techniques, without the requirement to consider technical precision or sit a written exam. Working in specialist rooms, you will design and produce a range of textile-based responses, from clothing, furnishings, toys and more. Building on technical skills learned at Key Stage 3, you will challenge your design capabilities in response to a variety of new design briefs.

As part of their independent mini projects, students are encouraged to visit museums, galleries and relevant other places so they can include primary research and observational drawings in their sketchbooks. This includes a school trip to the London Aquarium for their 'Ocean' project.

## COURSE STRUCTURE

A mini project will be set at the start of Year 10 to allow time to learn how to successfully navigate a sketchbook. Later in the year, you will embark on a yearlong, sustained project titled 'World'. This exciting starting point allows for an in-depth exploration of inspiring traditions, textiles techniques, art styles and cultures seen in all the regions of our planet. After Christmas in Year 11, you will be able to choose from a variety of externally set starting points to prepare for your practical exam. The practical examination must be submitted before the end of May in Year 11.

## ASSESSMENT PROCESS

There are two parts to assessment in GCSE Textiles.

Component 1 : Portfolio - 60% (World project)

Component 2 : Externally Set Assignment with Practical exam (10 hours) - 40%

The practical exam will begin in January of Year 11 and includes preparatory time for students to plan a response to a design brief, requiring consideration of four Assessment Objectives, and culminating in a 10-hour practical exam to produce an outcome(s). All work is teacher assessed, with a visiting moderator verifying the assessment.

## FUTURE OPPORTUNITIES

GCSE Textiles provides a good basis for A-Levels in Textiles, Graphic Design or 3D Design. You will have explored the wide use of textiles in society today and have an awareness of how garments and textile objects are manufactured. It will prepare you for future study and eventually a career in;

- Fashion Design
- Textiles Design
- Fashion media/photography
- Influencing
- Product Design
- Product Manufacture
- Interior Design
- Retail
- Marketing
- Education

It can also encourage the making and care of textile products for the home and stimulate further interest in textile crafts as a leisure and mindful activity.





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