



Key Stage 4 Curriculum 2024 - 2026



Introduction

This term students in Year 9 have to make some decisions about the subjects they will study in Years 10 and 11. At Trinity we are committed to ensuring that each student has access to course which will enable them to achieve highly and compete against others locally and nationally for university, apprenticeship or employment. We have looked carefully at both your child's Key Stage 2 results (the last external assessment) and their current progress in school to identify the appropriate pathway for your child.

There are two pathways in Key Stage 4.

Pathway 1 Follow the English Baccalaureate

- A minimum of 8 GCSEs
- English Language GCSE and English Literature GCSE
- Maths GCSE
- Combined Science or Separate Sciences
- Religious Studies GCSE (Short Course)
- Physical Education
- French or Spanish GCSE
- History or Geography GCSE
- One additional GCSE course

Pathway 2 Follow an academic pathway

- A minimum of 8 GCSEs
- English Language GCSE and English Literature GCSE
- Maths GCSE
- Combined Science or Separate Sciences
- Religious Studies GCSE (Short Course)
- Physical Education
- French or Spanish or Geography or History GCSE ("An EBACC subject")
- Two additional GCSE courses.

Understanding English Baccalaureate (EBacc)

The government expects an increasing number of students to follow a suite of courses they have named the English Baccalaureate. The aim is for 75% of secondary students to be following this suite of subjects in the near future. To gain this, students have to achieve at least a GCSE grade 4 in five areas:

English Language
Mathematics
Combined Science or Separate Sciences
A Modern Foreign Language
History or Geography

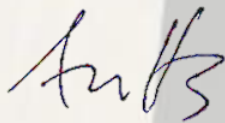
By gaining this standard students will be able to compete with other similar students nationally for places in universities or employment. Although the EBacc is not a qualification itself, a broad academic curriculum is recommended by the government and top universities as a good way of keeping options open for those students who are likely to continue their education to A Level or beyond.

We believe this is the right option for many students at Trinity.

Key Stage 4 Options Choice Booklet and Completion of the Choices Application Form

You will be able to find the Key Stage 4 Options Choice Booklet on our School website from Tuesday 30 January. Printed copies are available on request. Please begin by reading the course notes for all subjects very carefully and then begin choosing your subjects. If you are in any doubt talk to your teachers before you make your decision. **Finally complete the online form emailed to you.** The deadline for this is **Wednesday 28th February. Choices after this point may belimited.** We will endeavour to ensure all students are able to study their chosen subjects. However, we ask that you also select a reserve option, in the unlikely event that a course may not run due to low numbers, a clash with other subjects or change in staffing.

Thank you for your help in this important process.



Andy Hopkins
Deputy Headteacher

Trinity
School

Frequently Asked Questions

Core Subjects

Careers Information, Advice & Guidance

English

Mathematics

Science

Modern Languages: French/Spanish

Physical Education

Religious Studies (Short Course)

Course Details for the Choices Form

Art & Design (Art, Craft & Design)

Art & Design (Textiles Design)

Art & Design (3D Design)

Business Studies

Child Development & Care in the Early Years

Computer Science

Dance

Drama

Geography

Health & Social Care

History

Hospitality & Catering

Music

Photography

Physical Education and Sport

Religious Studies (Full Course)

FREQUENTLY ASKED QUESTIONS

Will I get my first choice of options?

Hopefully, yes. We make every effort to make everyone's choices fit. However, this is sometimes not possible, either because the combinations of subjects will not fit into the timetable or because not enough people have chosen a subject for it to run. That is why we ask you to make reserve choices which we will use if we must. Mrs Ewing will contact you if there are problems with your choices. If you don't hear from her, you are to assume that everything is fine!



Can I study History and Geography together?

Yes that is fine – it will take up two of your options choices.

I don't know what I want to do in the future – how do I keep my options open?

The best way is to choose a variety of subjects that match your skills and interests. If you have no career in mind, look for options that will give you plenty of choice post 16 – facilitating subjects.

successatschool.org/advisedetails/204/facilitating-subjects

All of my friends are picking subject X, should I pick it too?

Definitely not! You should pick subjects that you feel best suit your skills, strengths and interests. Even if you pick the same subjects as your friends it doesn't necessarily mean that you will be in the same class as them. There are two or three classes for most popular subjects.

Remember you are making a commitment to study the option choice for two years.

It's good to choose a course because:

- It fits your interests and abilities
- You are good at it and think you will enjoy it
- It goes well with your other choices
- It links to a career idea
- You think you might want to continue studying it post 16
- It helps to give you plenty of choice post 16.

I really like my current teacher; will I get them again if I pick their subject?

That depends on a number of things. Sometimes students do end up with the same teacher from KS3 to KS4. There are several teachers in almost all departments, so it is unlikely that you will get many of the same teachers again.

It's not good to choose a course because:

- Your friends have chosen it
- You think it will be easy
- You like the teacher you have now
- You didn't have time to research your options or speak to teachers about it.

At Trinity we are committed to delivering high quality careers, information, advice and guidance (CIAG) for all of our students. Our aim is to equip our students with the knowledge and skills to enable them to make effective choices, understand their career and progression routes, and enable them to manage smooth transitions on to the next stage of learning or work. At key milestones throughout the students' education we will provide support, advice and guidance to ensure realistic and informed decisions are made to help them to progress to Higher Education, Apprenticeships, and the world of work.

Our Careers Advisor (IAG Officer) has up to date knowledge and experience of the opportunities that are available to young people both in further and higher education as well as the world of work.

Staff work with students in all year groups to ensure that they have access to a programme of careers education and guidance, which will enable them to progress and maximise their opportunities for lifelong learning and career development.

All students and parents have access to high-quality information about future study options and labour market opportunities. Parents are encouraged to access and use the information on Trinity School website

<https://trinity.cumbria.sch.uk/curriculum/careers/>

Deciding on a career path is not an easy task. At Trinity we believe that access to information, advice and guidance is essential if a student is to make informed choices about their future and aspire to the career that is right for them.

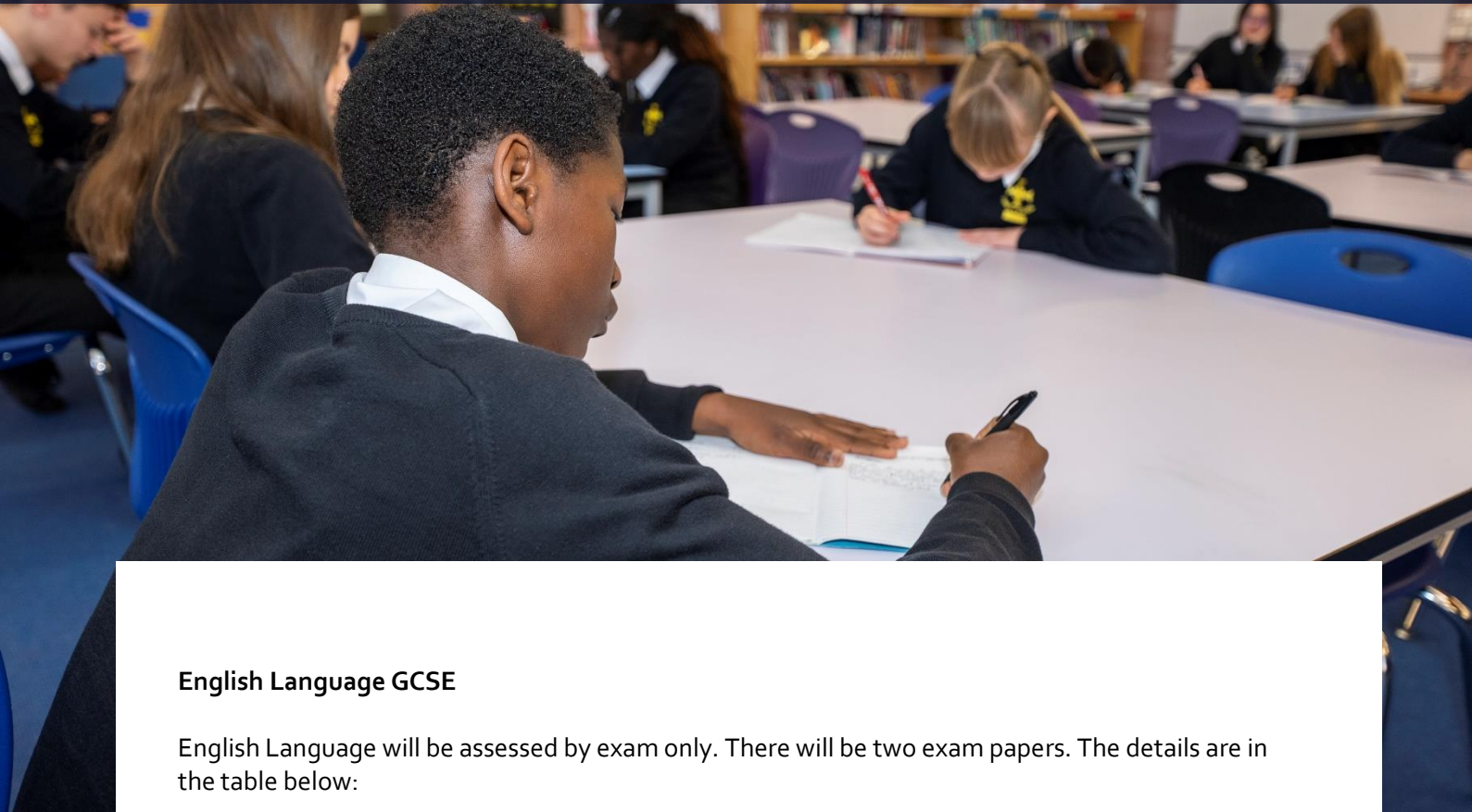
Your education and training will continue until you are 18, helping you to gain the knowledge, skills and qualifications you need to progress in your chosen career. Your Key Stage 4 option choices are important, but you don't have to have a career in mind at this stage. Concentrate on choosing options that suit your abilities and interests and give will give you plenty of choice post 16. Choosing well means thinking hard about how different subjects might help you in the future.

Trinity School is dedicated to providing high quality Careers education and Information, Advice and Guidance (IAG) to all its students and is working towards the Gatsby Benchmarks

<https://www.goodcareerguidance.org.uk/>

For further information contact Mrs Ewing (Information, Advice and Guidance Officer)

English Language and Literature are both assessed in full by two exams for each at the end of the course. In addition to this, the English Language GCSE features a Spoken Language component, which is assessed towards the end of Year 10.



English Language GCSE

English Language will be assessed by exam only. There will be two exam papers. The details are in the table below:

GCSE English

Paper 1: Explorations in creative reading and writing	Paper 2: Writers' viewpoints and perspectives
<ul style="list-style-type: none"> • Section A: Reading – one literature extract. • Section B: Writing – descriptive/ narrative writing. 	<ul style="list-style-type: none"> • Section A: Reading – two extracts – literary non-fiction and non-fiction. • Section B: Writing – students write from their own viewpoint.
<p>How is it assessed?</p> <p>An exam lasting 1 hour 45 minutes; it is worth 50% of the GCSE.</p>	<p>How is it assessed?</p> <p>An exam lasting 1 hour 45 minutes; it is worth 50% of the GCSE.</p>
<p>Section A (40 marks) – one single text.</p> <ul style="list-style-type: none"> • one short form question • two longer form questions • one extended response question <p>Section B (40 marks)</p> <p>One extended writing response to a visual stimulus or writing scenario.</p>	<p>Section A (40 marks) – two linked texts.</p> <ul style="list-style-type: none"> • one short form question • two longer form questions • one extended response question <p>Section B (40 marks)</p> <p>One extended writing response to a statement or topic based on the theme of the reading texts.</p>





Exam Board and Specification:

AQA English Language GCSE QAN: 8700 601/4292/3

AQA English Literature GCSE QAN: 8702 601/447/6

For further information contact Mrs G Barker and Mrs K Threlkeld



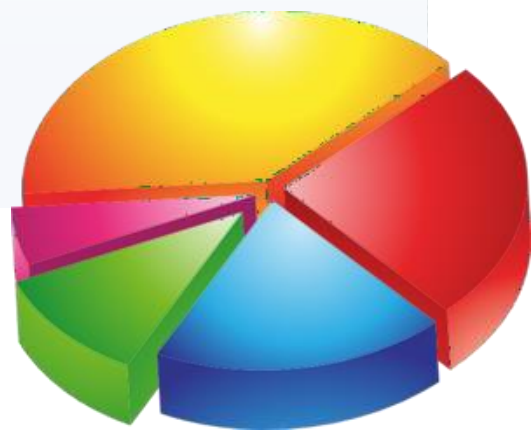
MATHEMATICS

All students study mathematics up to the age of 16 because it is a core subject of the National Curriculum. It is one of the most highly valued GCSEs and a good pass is essential for many jobs, training and further study.

It is our aim that all students will leave school with a qualification in maths with as many as possible at Grade 5 or above. All of our students have access to this level of attainment irrespective of their teaching group, though they are set so that they work with students of a similar ability and at a pace that suits them best.

All students start their Maths GCSE course in September of Year 10 and follow a scheme of work that allows them to progress through foundation and potentially progress to higher tier to maximise their full potential by the end of Year 11.

Results of the Year 10 internal exam and the Year 11 mock exam will then determine the tier of entry the students take as they improve their techniques throughout Year 11.



Method of Assessment		
GCSE Mathematics:	June 2026	Exams - three papers (33.3% each)
Levels of Entry Students will be entered at either:		
Mathematics	Higher:	Grades 9 - 3
	Foundation:	Grades 5-1

Exam Board and Specification:

AQA: Mathematics (8300) QAN: 601/4608/4

For further information contact Mr M Cookson.

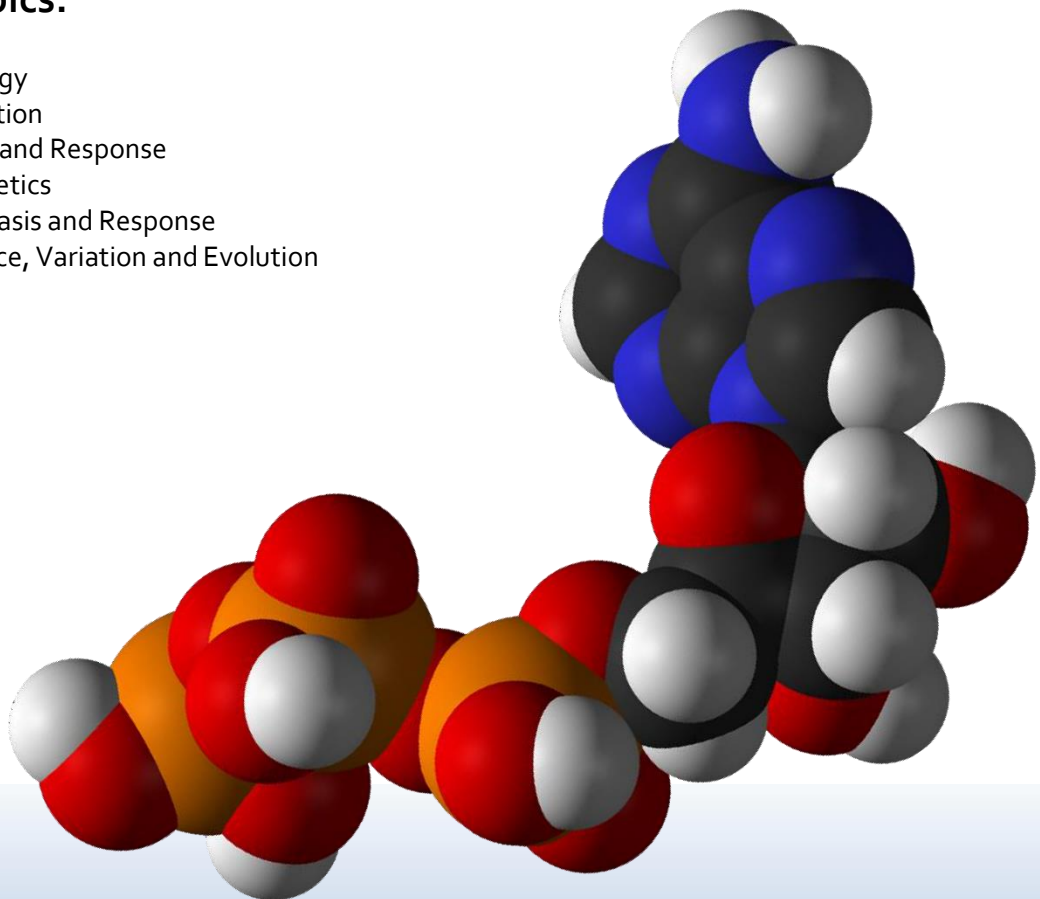


Students study subject content in Biology, Chemistry and Physics. All students cover the same basic content but there is additional content in each of the topics for those students following the Separate Sciences course. There is no longer a coursework element to the Science GCSE. Students will do eight set practical activities for each of Biology, Chemistry and Physics, and 16 for Combined Science.



Biology Topics:

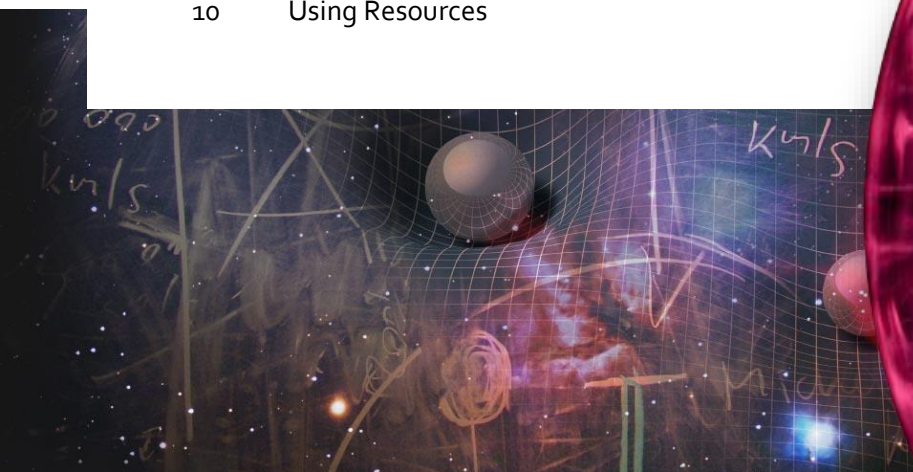
- 1 Cell Biology
- 2 Organisation
- 3 Infection and Response
- 4 Bioenergetics
- 5 Homeostasis and Response
- 6 Inheritance, Variation and Evolution
- 7 Ecology





Chemistry Topics:

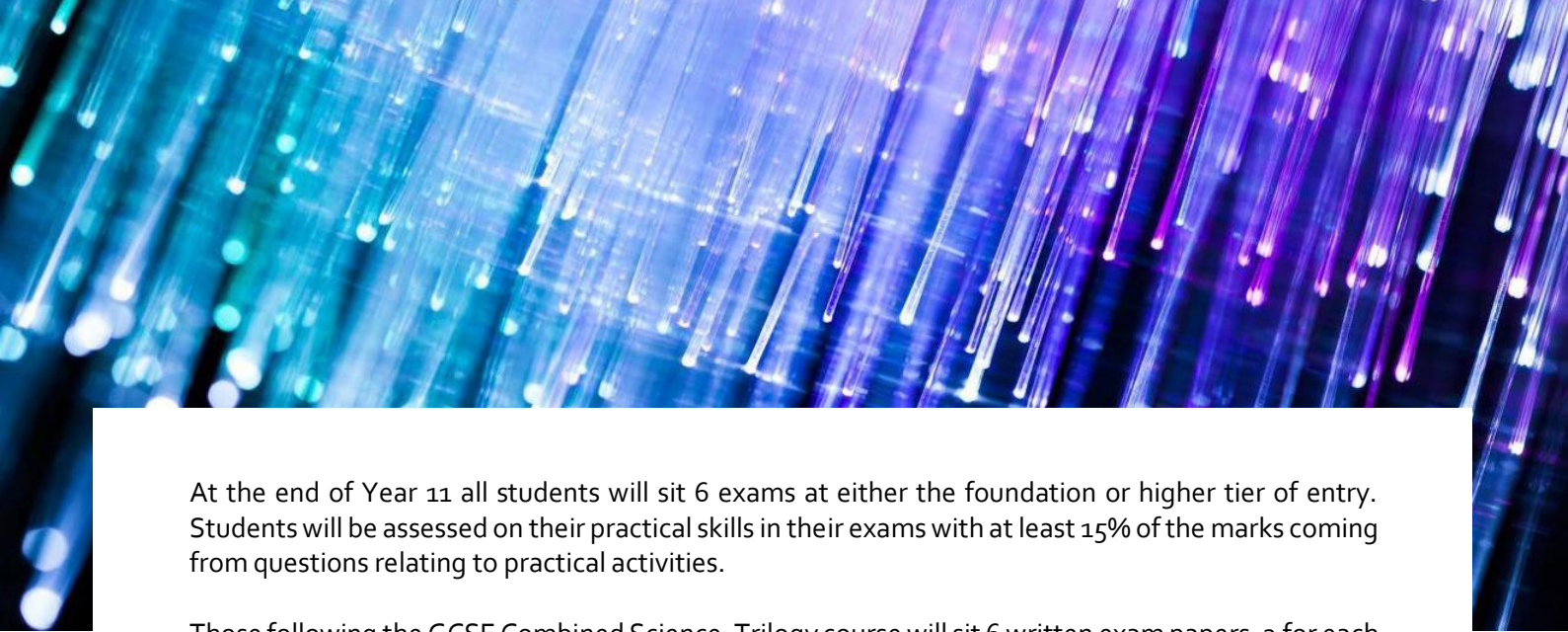
- 1 Atomic Structure and the Periodic Table
- 2 Bonding, Structure, and the Properties of matter
- 3 Quantitative Chemistry
- 4 Chemical Changes
- 5 Energy Changes
- 6 The rate and Extent of Chemical Change
- 7 Organic Chemistry
- 8 Chemical Analysis
- 9 Chemistry of the Atmosphere
- 10 Using Resources



Physics Topics:

- 1 Forces
- 2 Energy
- 3 Waves
- 4 Electricity
- 5 Magnetism and Electromagnetism
- 6 Particle Model of Matter
- 7 Atomic Structure
- 8 Space Physics (only studied by those following the Physics Triple Science)





At the end of Year 11 all students will sit 6 exams at either the foundation or higher tier of entry. Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practical activities.

Those following the GCSE Combined Science: Trilogy course will sit 6 written exam papers, 2 for each subject (Biology, Chemistry and Physics) and gain 2 GCSEs. Each paper lasts 1 hour 15 minutes, has 70 marks and is 16.7% of the GCSE. All papers contain multiple choice, structured, closed short answer, and open response questions. The subject content is divided between each of the two papers, for example Biology paper 1 covers topics 1-4 and Biology paper 2 covers topics 5-7.

Those following the GCSE Separate Sciences course will sit 6 written exam papers, 2 for each subject (Biology, Chemistry and Physics) and gain 3 GCSEs. Each paper lasts 1 hour 45 minutes, has 100 marks and is 50% of the GCSE. All papers contain multiple choice, structured, closed short answer, and open response questions. The subject content is divided between each of the two papers, for example Biology paper 1 covers topics 1-4 and Biology paper 2 covers topics 5-7.

Grades:

- 9 to 1 for Biology, Chemistry and Physics.
- Combined Science has a 17-point grading scale, from 9-9, 9-8 through to 2-1, 1-1.



Exam Board and Specification:

By the end of Year 11 students will have studied either: GCSE Combined Science: Trilogy 8464 QAN code 601/8758/X (equivalent to 2 GCSEs) or GCSE Separate Sciences (3 GCSEs)

Biology: 8461 QAN code: 601/8752/9

Chemistry: 8462 QAN code: 601/8757/8

Physics: 8463 QAN code: 601/8751/7

*For further information
contact Miss S McLeod.*

MODERN LANGUAGES

FRENCH

Students in Year 9 have already completed elements of the GCSE French course which should give them much confidence in going forward in their language learning.

There are many long-term benefits in having a GCSE in a language and its value as an Ebacc subject as many universities require a GCSE in a language for subjects that are not directly related to the subject itself.

Language skills are favourable to employers/ admissions tutors and for college entry. Not all students choose to continue with a language and therefore, with a GCSE in a language students are in a more favourable position to go into a university of their choice and equally in the global market in terms of the employability factor.

We strongly believe that languages are a skill for life and something students should enjoy and find rewarding. The scheme of work will stimulate students' cultural knowledge whilst developing their language skills.

Method of Assessment:

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and Culture

Theme 2: Local, National, International and Global Areas of Interest

Theme 3: Current and Future Study and Employment

All assessments are non-modular and will be sat in the GCSE examination period May 2026

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Students are assessed in their listening, reading, speaking and writing skills. They will be asked across these skills to answer questions in English and in French, they will be expected to interact effectively for a number of purposes. They will also be expected to understand, respond and translate different types of writing. Within the writing exam they will also be asked to write short sections with an element of choice of task.

Progression

A strong cohort of language learners continued at A level and we have naturally had many students who take French further at university level or have found it useful for university entry and employment.

Exam Board and Specification: AQA GCSE: 8658

QAN: 601/8157/6

*For further information
contact Mr D Shaw*

MODERN LANGUAGES SPANISH

Students in Year 9 have already completed elements of the GCSE Spanish course which should give them much confidence in going forward in their language learning.

There are many long term benefits in having a GCSE in a language and its value as an Ebacc subject as many universities require a GCSE in a language for subjects that are not directly related to the subject itself.

Language skills are favourable to employers/ admissions tutors and for college entry. Not all students choose to continue with a language and therefore, with a GCSE in a language students are in a more favourable position to go into a university of their choice and equally in the global market in terms of the employability factor.

We strongly believe that languages are a skill for life and something students should enjoy and find rewarding. The scheme of work will stimulate students' cultural knowledge whilst developing their language skills.

Method of Assessment:

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and Culture

Theme 2: Local, National, International and Global Areas of Interest

Theme 3: Current and Future Study and Employment

All assessments are non-modular and will be sat in the GCSE examination period May 2026.

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Students are assessed in their listening, reading, speaking and writing skills. They will be asked across these skills to answer questions in English and in Spanish, they will be expected to interact effectively for a number of purposes. They will also be expected to understand, respond and translate different types of writing. Within the writing exam they will also be asked to write short sections with an element of choice of task.

Progression

A strong cohort of language learners continued at A level and we have naturally had many students who take Spanish further at university level or have found it useful for university entry and employment.

Exam Board and Specification: AQA GCSE: 8698 QAN: 601/8160/6

For further information contact Mr D Shaw.

PHYSICAL EDUCATION

During Year 10 and 11 students are allocated one / two periods of PE per week.

The programme follows National Curriculum guidelines, with students building on experiences from Key Stage 3, demonstrating increasingly refined techniques and gradually achieving a more consistent and effective level of performance. Students are given opportunities to undertake different roles such as performer, coach, choreographer and official. It is hoped that students will regularly participate in health-promoting physical activity and show an understanding of how to prepare and monitor an exercise programme for a healthy lifestyle.

A variety of activities are on offer during curriculum time and there are also extra-curricular activities, as well as some inter-form competitions for students who would like to be involved outside lesson time.

The aim is to develop physical, intellectual, emotional and social skills leading to students becoming educated performers, spectators, officials and coaches, ready to lead an active lifestyle on completion of Year 11.



Kit

This remains exactly the same as in Years 7, 8 and 9.
Jewellery must not be worn when participating in physical activity.

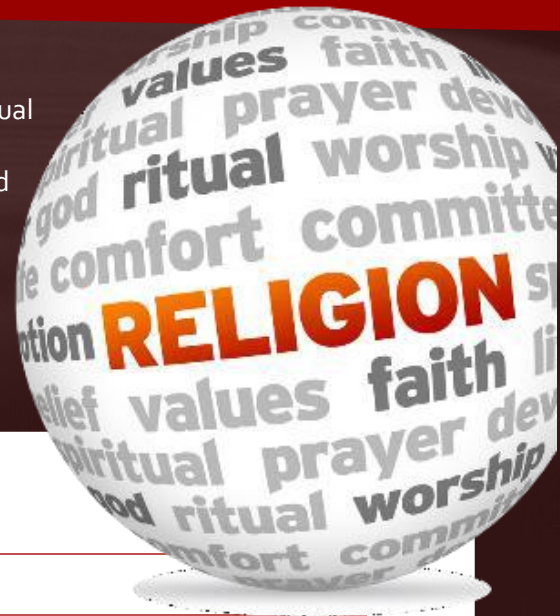
Non-Participation

Students who are unable to participate need to bring a signed note from a parent/carer explaining the reasons for non-participation. Students are also required to bring full kit to enable them to be involved in other roles e.g. refereeing, scoring, coaching or observing wearing appropriate kit.

*For further information contact Mr T Threlkeld (Head of PE),
or Mrs E Miller or Mrs B Lyon (Girls PE)*

RELIGIOUS STUDIES (Short Course)

No other subject in school deals so directly with vital moral and spiritual dimensions of human experience. It contributes much to the understanding of our own society and of the culture of other races and nations. Consequently, a GCSE in RS is an excellent and widely respected preparation for many careers, such as medicine, law, police, teaching, social work, childcare and any job where you have dealings with the public. Students do not need to be 'religious' to do well in the subject; but an open, questioning mind helps a lot.



Aims of the course.

The WJEC Eduqas GCSE in Religious Studies develops:

- Knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- Knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

It also provides opportunities for students to engage with questions of belief, value, meaning, purpose, truth and their influences on human life.

It challenges students to reflect on and develop their own values, beliefs and attitudes and contributes to their preparation for adult life in a pluralistic society and global community.

WJEC Eduqas GCSE Religious Studies takes a distinctive issues-based approach to the study of religious, philosophical, and ethical studies in the modern world. The course will also enable students to gain knowledge and understanding of two religions.



Subject content

The specifications are divided into three units:

COMPONENT 1

Religious, Philosophical and Ethical Studies in the Modern World

- Issues of Relationships
- Issues of Life and Death



COMPONENT 2

The Beliefs and Teachings of Christianity

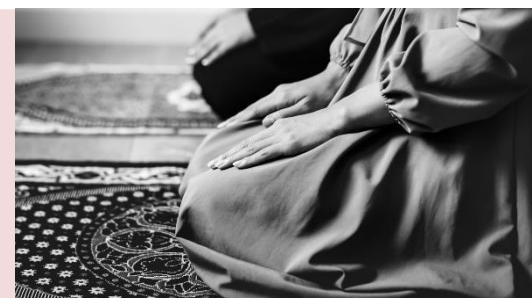
- Students should know and understand common and divergent views within Christianity and the basis of beliefs and teachings using sacred texts.



COMPONENT 3

Study of a World Faith - Islam

- Students should know and understand common and divergent views within Islam and the basis of beliefs and teachings, using sacred texts.



Assessment

Students will be assessed at the end of the course in Year 11 with examinations in each component.

Component 1: Written examination, 1 hour – 50% of the qualification.

Component 2: Written examination, 35mins – 25% of the qualification.

Component 3: Written examination, 35mins – 25% of the qualification.

There is no coursework.

Exam Board and Specification: WJEC Eduqas Specification Code: C125P3

QAN code: 601/8880/7

For further information contact Mrs J Ellis-Williams.





**Course Details for the
Choices Application Form**

What will I learn?

GCSE Art and Design covers a range of activities and in-depth assignments. You will have the opportunity to experiment with a variety of different media in order to explore your strengths and preferences. Media will include drawing, painting, photography, clay, mixed media and printmaking. Sketchbook development and the design process will play an important part of your learning and you will be encouraged to develop your own ideas.



The main aim of the course is to develop your visual language skills and for you to build a comprehensive portfolio of work in order to progress to further courses or employment.

Method of Assessment

Component 1 Portfolio	Component 2 Externally Set Assignment
What's assessed Students are required to submit a portfolio that comprises a sustained project and a selection of further work which represents their course of study.	What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their chosen title.
How it's assessed <ul style="list-style-type: none">The portfolio will be worth 60% of the GCSE and covers 4 assessment objectives.	How it's assessed <ul style="list-style-type: none">Students will have a set preparation period followed by 10 hours of supervised timeThe externally set assignment will be worth 40% of the GCSE
Non-exam assessment (NEA) will be set and marked by the school or college and will be moderated by AQA during a visit. Moderation takes place in June 2026.	Non-exam assessment (NEA) will be set by AQA, marked by the school or college, and will be moderated by AQA during a visit. Moderation takes place in June 2026.



Your work will be marked according to how well you have shown evidence of:

- Developing ideas through investigations, demonstrating critical understanding of sources.
- Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Recording ideas, observations and insights relevant to your intentions as work progresses.
- Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

This new qualification will be graded on a nine-point scale: 9 to 1 – where 9 is the best grade.

Is this the right subject for me?

If you enjoy:

- Developing your visual skills
- Being creative, enthusiastic and imaginative
- Visits to galleries, museums, workshops and studios
- Experimenting and taking risks with your work.

Then this GCSE Art and Design is the ideal subject for you!

Exam Board and Specification: AQA: 8201 QAN: 601/8088/2

Please note that if you choose to study GCSE Art & Design (Art, Craft & Design) then you cannot study GCSE Art & Design (Textiles Design) or GCSE Art & Design (3D Design). You can study GCSE Art and Design (Art, Craft & Design) and Art & Design (Photography).

For further information contact: Mrs M Reay



ART & DESIGN (Textile Design)

We are delighted that this year we will be offering Art Textile design. The Design technology and the Art dept will be working collaborate to deliver this course. Textile design is defined as the creation of designs and products forwoven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. The main aim of the course is to develop your visual language skills and for you to build a comprehensive portfolio of work in order to progress to further courses or employment.

Method of Assessment

Component 1 Portfolio	Component 2 Externally Set Assignment
What's assessed Students are required to submit a portfolio that comprises a sustained project and a selection of further work which represents their course of study.	What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their chosen title.
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Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

Art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles, installed textiles. Students may explore overlapping areas and combinations of areas.

Skills - Within the context of textile design, students must demonstrate the ability to:
use textile design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching, appliqué, construction methods, printing.
Use media and materials, as appropriate to students' personal intentions, for example: inks, yarns, threads, fibres, fabrics, textile materials, digital imagery.

Your work will be marked according to how well you have shown evidence of:

- Developing ideas through investigations, demonstrating critical understanding of sources.
- Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Recording ideas, observations and insights relevant to your intentions as work progresses.
- Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

This new qualification will be graded on a nine-point scale: 9 to 1 – where 9 is the best grade.

Is this the right subject for me?

If you enjoy:

- Developing your visual skills
- Being creative, enthusiastic and imaginative
- Visits to galleries, museums, workshops and studios
- Following the fashion world; observing trends and styles from past to present
- Experimenting and taking risks with your textiles work.

Then this GCSE Art and Design is the ideal subject for you!

Please note that if you choose to study Art and Design (Textile Design) then you cannot study GCSE Art & Design (Art, Craft and Design) or GCSE Art & Design (3D Design). You can study GCSE Art and Design (Textile Design) and Art and Design (Photography).

Exam Board and Specification: AQA: 8204 QAN: 601/8088/2

For further information contact: Mrs M Reay or Mrs J Perry

ART & DESIGN (3D Design)

GCSE 3d Design offers a practical approach to the subject and is especially suited to students who are creative, enjoy learning by trial and error, and are committed to recording the process of developing their designs.

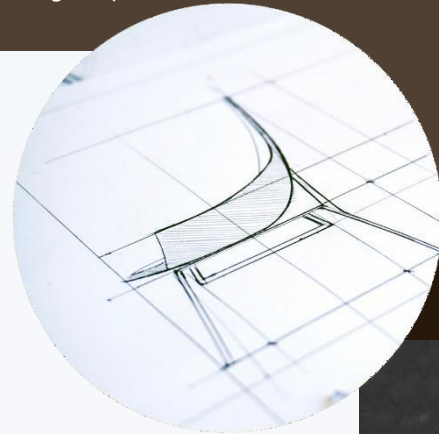
Is this course for you?

Are you creative? Do you love products and gadgets? Do you have an interest in engineering and how things are made? Are you especially keen on the idea of creating your own products? Are you good at working independently and taking responsibility for your own progress? If the answer is "yes" then this could be the course for you.

This GCSE specification encourages students to research and draw inspiration from existing designers and make products iteratively through a variety of practical activities using a wide range of materials and modelling techniques. Students are expected to be able to work independently both in and out of lessons over an extended period of time. Students will be encouraged to develop skills in a range of areas including the use of computer aided design and manufacture, modelling ideas as well as extending their keystage 3 knowledge of using wood, plastic, metal and a range of other materials. Products could be brought to life with the use of traditional, modern and experimental techniques. There is an expectation that at times you will need to attend after school workshops, where we have the resources available for you to use, as part of the homework.

What will the qualification involve?

In the first two terms of year 10 students will be expected to develop the research, designing, modelling and making skills in the form of a range of focused projects. This will develop the skills necessary to cope with component 1 which starts in term 3. Component 1 allows students to create a portfolio and practical work in the style of their chosen designer. This work culminates in a 10 hour mock exam. In year 11 students will have 1 term to complete component 1 before the externally set assignment begins. The externally set assignment includes a set period of preparation time followed by a 10 hour practical exam.



Method of Assessment	
Component 1 Portfolio	Component 2 Externally Set Assignment
What's assessed Students are required to submit a portfolio that comprises a sustained project and a selection of further work which represents their course of study.	What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their chosen title.
How it's assessed The portfolio will be worth 60% of the GCSE and covers 4 assessment objectives.	How it's assessed Students will have a set preparation period followed by 10 hours of supervised time The externally set assignment will be worth 40% of the GCSE
Non-exam assessment (NEA) will be set and marked by the school and will be moderated by AQA during a visit. Moderation takes place in June 2026.	Non-exam assessment (NEA) will be set by AQA, marked by the school, and will be moderated by AQA during a visit. Moderation takes place in June 2026.

Progression:

This course provides an ideal preparation for those who might be thinking of studying A level Product Design / Art & Design 3d Design in the 6th form and who aspire to study engineering, design or architecture at university.

Exam board and Specification:

AQA Art & Design 3d Design (9-1)
 QAN: 8205/C 8205/X

Levels of Entry:

This qualification does not have tiered levels of entry and therefore all grades are accessible. However, as a coursework subject, you must have excellent attendance.

Please note that if you choose to study Art & Design (3D Design) then you cannot study either GCSE (Art, Craft & Design) or GCSE Art & Design (Textiles Design). You can study GCSE Art & Design (3D Design) and GCSE Art & Design (Photography).

For further information contact Miss L Roche, Mr D Haydon or Mr D Armstrong



BUSINESS STUDIES

Key Features

The Business Studies GCSE will give you a great understanding of how a business works and allow you to get an idea of how to go about starting your own, as well as working for an organisation or managing others. You will complete two exams at the end of the course that will be worth 100% of your final grade.

What will I learn?

You will learn all about the ownership of business, the marking mix, how to manage people, how to manage finance and many other skills. You will sit 2 examinations at the end of year 11, the first will be about the theoretical side of business and the in the second exam you will apply your knowledge to a real world business case by solving issues that they may have.

Is this course for me?

You will need to have a good grasp of English and be willing to take notes and answer exam questions in class. You don't need to have any prior knowledge about business, just an interest in to how they work!

Component	Length of exam	Total marks	Qualification weighting
1 Business Dynamics	2 hours	100	62.5%
2 Business Considerations	1 hour 30 mins	60	37.5%

The focus for each component is the style of the examination paper:

- Component 1 is a mixture of short and structured questions that cover a broad sample of the content. This examination paper is very similar to the exam paper used in the legacy qualification.
- Component 2 is a data response paper. Learners are expected to apply their understanding of business content to specific contexts.

Exam Board and Specification: Edugas: C510QS QAN: 603/0305/0

For more information contact Mr K Brown



Level 1 / 2 Technical Award in Child Development & Care in the Early Years

The Cache Level 1 / 2 Technical Award in Child Development & Care aims to focus on the study of child development and care in the early years as well as offering breadth and depth of study, incorporating a key core of knowledge. It will be beneficial to anyone considering a career in Early Years or Primary Teaching and supports progression to a Level 3 vocational or academic Childcare, Psychology, Health & Social Care subjects or an apprenticeship.

The aims of this qualification are to:

- focus on the study of child development and care in the early years
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to:

- provide an understanding of holistic child development
- identify factors that influence child development
- understand legislation in the early years
- promote care routines and activities to support the child
- provide an understanding of the expectations of an early years practitioner and their roles and responsibilities in a childcare setting
- provide an understanding of the importance of observations in early years childcare
- understand the purpose of planning in early years childcare



The course is organised into two areas:

A 14 hour written project which is completed in school and an externally set written examination.



What will the learner study as part of this qualification?

This qualification will promote the learner's understanding of children (birth to 5 years) and will focus on:

- holistic child development
- factors that influence a child's development
- care routines and activities to support a child
- regulation, policies and procedures in the early years
- expectations of an early years practitioner
- roles and responsibilities within early years settings
- the importance of observations in early years childcare
- the purpose of planning in early years childcare

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies? Learners will develop the following knowledge which will inform future training and work in the early years sector:

- short-term and long-term effects of biological and environmental factors on the healthy growth and development of the child
- ways in which the early years practitioner supports the wellbeing and basic care needs of the child through expected and unexpected transitions
- child's care needs and the importance of play and activities to support the child's independence, health, safety and wellbeing
- purpose, role, and function of different types of early years provision
- legislation that governs early years settings and the relationship between legislation, frameworks, policies and procedures
- different aspects of holistic development
- expectations with regard to appearance, behaviour, timekeeping and attitude when working in an early years setting
- roles and responsibilities of those working with children in early years settings and the purpose of partnership working within early years provision
- how observations are used in early years settings, the different methods used and the components of recording observations
- the child-centred approach to planning and the importance of planning to meet the child's needs
- reinforcement of the importance of continuing professional and personal development

Learners will develop the following skills that will inform future training and work in the early years sector:

- decision making
- observation
- resourcefulness
- problem solving
- planning
- evaluation
- reflection
- interpersonal skills
- professional behaviours
- respect and appreciation of others
- an ability to reflect upon their preferred learning style and identify relevant study skill

Exam Board and Specification: NCFE CACHE Level 2 Award in Child Development and Care.
QAN: 603/7012/9

Please note that if you choose to study Child Development, you cannot study Health & Social care.



For further information contact Miss L Roche or Mrs J Groves

COMPUTER SCIENCE

Have you ever played Pokemon Go? - Could you do better and create the next big Smartphone App? Want to know how computers work rather than just using them as a tool?

Key Features

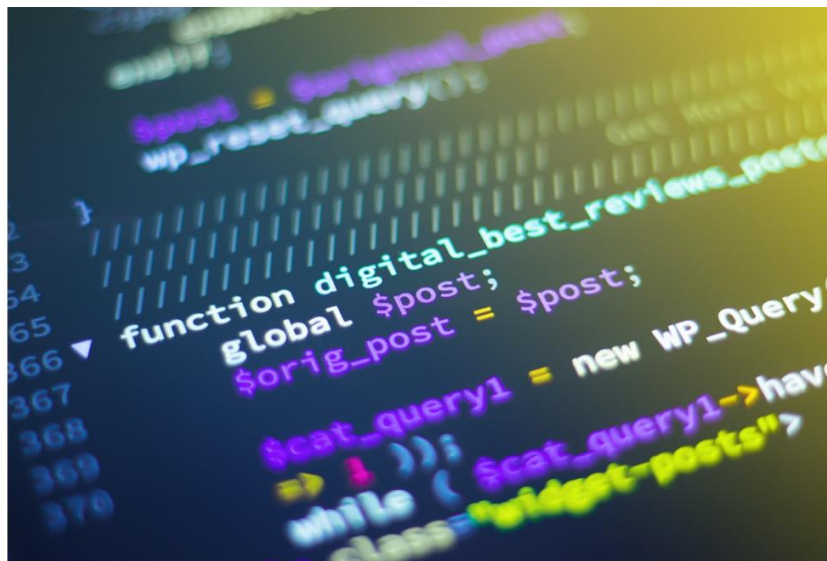
The GCSE in Computer Science is an innovative course where you get to learn the fundamentals of computing and high level language programming. You complete two exams that are designed to test your understanding of computing theory and practical programming skills.

What will I learn?

You will learn how to program using Python. You will learn the skills that you would need to create your own software and to distribute it onto different platforms. You will also learn about the theory behind computing – such as how processors work – to give you a solid foundation in all areas of Computing Science.

Is this course for me?

You don't need to have any experience of programming, but the content is highly mathematical and requires a high level of logical reasoning, so you do need to enjoy solving problems and be good at Maths. This is something that the Computer Science staff and the Senior Leadership Team will take into consideration when determining a student's suitability for the course to ensure all students on this course are successful. The course is very theoretical, and you have regular lessons where you will be expected to take notes and answer exam questions. There will be an opportunity each week to develop your coding skills using Python.



The course is broken down as follows:

Content Overview	Assessment Overview
Computer systems <ul style="list-style-type: none">• Systems Architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• System security• System software• Ethical, legal, cultural and environmental concerns	(01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed) 50%
Computational thinking, algorithms and programming <ul style="list-style-type: none">• Algorithms*• Programming techniques• Producing robust programs• Computational logic• Translators and facilities of language• Data representation	(02) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed) 50%
*Algorithm questions are not exclusive to Component 02 and can be assessed in all components	

Exam Board and Specification: OCR Computing (J277) QAN: 601/8355/X

For more information contact Mr K Brown



DANCE

Eduqas Level 1 / 2 Vocational Award in Performing arts [Technical Award]



Do you have a passion for movement? Whether you have danced on a stage regularly, or even if you have never danced in front of anyone before - it's time to uncover your potential.

Method of Assessment

Unit 1: Performing

You will learn the skills and techniques needed to produce a successful performance of an existing work.

Unit 2: Creating

You will learn how to create and refine your own original work in choreography.

Unit 3: Performing Arts in Practice

You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own idea for dance.

Unlike other courses there is no written exam at the end of the 2 years, there is a controlled 20 hour supervised assessment which will take place in managed timeslots in the students' exam year.

What Skills Will I Develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management.

HOW WILL I BE ASSESSED?

You will be assessed through project work. For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks. In Unit 3 you will undertake another project (**no exam**) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

Is this the right subject for me?

If you feel that project work, rather than exam-based work – and if you love music and movement – then this would be a great subject for you to explore your creative skills. You will need your enthusiasm, your imagination and your ability to experiment and collaborate.

Exam board and specification:

Eduqas Level 1 / 2 Vocational Award in Performing Arts [Technical Award].

Qual Code 5639QA. QAN: 603/7020/8.

For more information contact Mr Hopkins (who is setting up the course, not teaching it!)



DRAMA

The aim of GCSE Drama is to promote an enthusiastic enjoyment of theatre from the point of view of participant and observer. The course will encourage and help students to develop creativity, self-confidence, concentration, discipline, communication and the ability to work as part of a team. Two thirds of lessons will be mainly practical, focusing on performance and design skills. We will also work on written skills, and the ability to describe, analyse and evaluate texts and performances from a theatrical perspective. All students must come on at least one theatre trip.

We also encourage students to participate in Trinity Theatre Company performances.

Method of Assessment

Component 1:

Understanding Drama

What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of live theatre

How it's assessed

- Written exam: 1 hour and 45 minutes
- 80 marks
- 40% of GCSE

Component 2:

Devising Drama (Practical)

What's assessed

- Process of creating devised drama
- Performance of devised drama (as actor or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3:

Texts in Practice (Practical)

What's assessed

- Performance of two extracts from one play (as actor or designer)
Free choice of play, but it must contrast to set text chosen for Component 1

How it's assessed

- Performance of extract 1 (25 marks) and Extract 2 (25 marks)
- 50 marks
- 20% of GCSE

This component is marked by AQA.





Progression

This course ensures continuity for students progressing to A Level Drama. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their work. Skills transferable to English, History, Psychology, Law and Sociology as well as Drama.

Levels of Entry

Students need to be able to demonstrate both practical and academic ability. The ability to work effectively in a team is essential.

Exam Board and Specification: AQA 8261 QAN: 601/8575/2

GEOGRAPHY

Experience has shown that successful Geography happens in the field, and we have been able to take students out of school and study in the real world. In recent years we have taken students to Newcastle, Glasgow, St Bees and of course into Carlisle. It is our aim to get GCSE students out of school to investigate the world for themselves and see how the specification reflects the real world.

Typical themes for the specification include Changing Cities, Global Development, Weather Hazards and Climate Change. To be most successful within these units a successful GCSE Geography student will want to find out answers to ideas and questions posed about the places that we live in and the way that we are affecting our environment. As a department we continue to be delighted by the success achieved by our students at GCSE and then moving onto A Level and beyond.

Method of Assessment

The GCSE specification consists of three externally assessed exam papers graded 9-1.

Paper 1 – The Physical Environment Written exam 1 hour and 30 minutes' worth 37.5% of the overall qualification. This exam covers Coasts, Rivers, Weather Hazards and Climate Change and Ecosystems.

Paper 2 – The Human Environment Written exam 1 hour and 30 minutes' worth 37.5% of the overall qualification. This exam covers Changing Cities, Global Development, Resource Management and Energy Resource Management.

Paper 3 – Geographical Investigations: Fieldwork and UK Challenges Written exam 1 hour and 30 minutes' worth 25% of the overall qualification. This exam will cover elements of the fieldwork and make connections to geographical challenges the UK faces today.

There is no controlled assessment element to the course, but students will complete two fieldwork days, one on the human environment and one on the physical environment. The techniques used will be examined in Paper 3.



Levels of Entry

All students will sit the same examination papers at the end of Year 11.

Progression

This course is designed to link into Edexcel A Level Geography.

Exam Board and Specification: Edexcel GCSE Geography A: 1GA0

QAN: 601/8134/5

*For further information contact Mrs J Brown, Miss Bates
or any of the Geography Department.*



The Cambridge National GCSE in Health and Social Care will inspire and equip students with transferable skills that are relevant to the sector and more widely. It covers the rights of individuals, person-centred values of care, how to protect individuals in various care settings and learn about the impact of life events.

Is this course for you?

This course is perfect for you if you are planning on studying A' Levels at the end of Year 11. You need to have great attendance as it is a mixture of course work and examined theory. It will also be beneficial if you are applying for a job or apprenticeship in the healthcare sector. You need to be independent, self-motivated with exceptional organisational skills.

What will the qualification involve?

A in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically, and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.



Key to units for this qualification:

M = Mandatory	Students must achieve this unit
O = Optional	Students must achieve one of these units
E = External assessment	We set and mark the exam
N = NEA	You assess this and we moderate it

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R032	Principles of care in health and social care settings	L/618/6302	48	E	M
R033	Supporting individuals through life events	R/618/6303	36	NEA	M
R034	Creative and therapeutic activities	D/618/6305	36	NEA	O
R035	Health promotion campaigns	H/618/6306	36	NEA	O

The course is made up of one examined unit, one mandatory coursework unit and one optional unit.

Progression:

This course provides an ideal preparation for those who might be thinking of studying A level Health and Social Care in the 6th form and who aspire to study Nursing, medicine, midwifery, social work, or any degree with a care or medical focus at university.

Exam board and Specification:

Qualification number 603/7116/X OCR Entry code J835

Levels of Entry:

This qualification does not have tiered levels of entry and therefore all grades are accessible. However, as a coursework subject, you must have excellent attendance.

Please note that if you choose to study Health & Social care, you cannot study Child Development.

For further information contact Miss L Roche or Mrs J Groves



HISTORY



General Custer and his troops massacred by Sioux at the Battle of Little Big Horn



U.S. Army helicopters covering South Vietnamese ground troops

The new History GCSE requires that students should study three eras (Medieval; Early Modern; Modern); on three timescales (short – a depth study; medium – period study; long – thematic); in three geographical contexts (a locality; British; European / World). There are four components to this GCSE.

There will be two examinations at the end of Year 11 of 2 hours each, both worth 50% of the overall assessment, and both testing two of the units.

Paper 1

Understanding the Modern World

Section A: Period Study

We will study America 1840-1895 Expansion and consolidation which includes a study of the lives of the Plains Indians, westward expansion of the USA, the American Civil War, the Homesteaders, the conflict with the Plains Indians and so on.

Section B: World Wide Depth Study

Conflict and Tension in Asia 1950-1975.

This is a study of Korea and Vietnam, during the turbulent time of the Korean War 1950 -1953 and the Vietnam war, finishing with the Fall of Saigon in 1975.



Paper 2

Shaping the Nation

Section A: Thematic Study

Britain, Health and the People c1000 to the present day. This unit will involve medieval beliefs about the causes of disease, the Black Death, the Renaissance and new discoveries, vaccinations, the germ theory, public health, improvements in surgery, C20 advances etc.



Section B: British Depth Study including the Historic Environment

We shall study a medieval unit here; Norman England 1066-1100 as there are connections for us with the Normans through Carlisle Castle. We shall study the Norman Conquest and control of England; life under the Normans, and the Norman Church and Monasticism.



Exam Board and Specification: AQA 8145/A QAN: 601/8217/9

For more information, please speak to Ms L Wedderburn, Miss L Campbell, Mrs L Wilson, Ms G Riddell, Mr P McGivern, Mrs D Fraser, or Miss L Hamilton.

HOSPITALITY AND CATERING

The Hospitality and Catering industry is a major employer of the people in the UK. This course offers students the opportunity to learn about this vocational sector. Learners gain a depth of knowledge and a range of specialist skills as they study the hospitality and catering industry. Through two units of work students will gain an understanding of how hospitality and catering providers operate and the job roles within the industry. Learners will develop skills in preparation, cooking and presentation of dishes. This can include professional techniques such as molecular gastronomy and contemporary plating.

Level 1 & 2 Hospitality and Catering

This course is suitable for learners who:

- enjoy cooking and are keen to learn new practical skills
- are creative and enjoy experimenting with food
- are interested in nutrition and health
- would like to learn about the hospitality and catering industry
- can work independently

Assessment:

Unit 1 The Hospitality and Catering Industry	Unit 2 Hospitality and Catering in Action
<p>Understanding the hospitality and catering industry.</p> <p>You will learn about:</p> <ul style="list-style-type: none">• All the different parts of the Hospitality and Catering industry.• Different types of Hospitality and Catering establishments and their job roles.• Different types of Hospitality and Catering provision for particular situations.• Front of house and kitchen operations.• The needs and requirements of customers.• What make the Hospitality and Catering business successful.• Issues related to nutrition and food safety. <p>External assessment - go-minute exam</p>	<p>Safe planning, preparation, cooking and presentation of nutritional dishes.</p> <p>You will apply your learning in order to plan, prepare, cook and serve a variety of dishes.</p> <p>You will consider:</p> <ul style="list-style-type: none">• The nutrients provided by foods and their function in the body.• The nutritional needs of specific groups of people.• Unsatisfactory nutritional intake.• The impact of cooking methods on nutrients in foods.• Environmental issues.• Menu planning. <p>Internal assessment – 9-hour assessment (including cooking and presenting 2 food courses in 3-4 hours)</p>

Progression:

This course is suitable for those considering a career in hospitality and catering, hotel management and food technology in manufacturing. It will enable students to access further skills-based qualifications such as Level 1 & 2 Certificate in Professional Food and Beverage Service skills, Level 1 or 2 NVQ Diploma in Professional Cookery.

When achieved together with other relevant qualifications such as GCSE English and Maths learners may be able to access Level 3 qualifications such as WJEC Level 3 Food Science and Nutrition, Level 3 NVQ Diploma in Advanced Professional Cookery, Level 3 Advanced Diploma in Food Preparation and Cookery Supervision.



Exam Board and Specification: WJEC 601/7703/2

Levels of Entry

All students sit the same exam paper and are awarded Level 1 (Pass) or Level 2 (Pass, Merit, Distinction, Distinction*)

For further information contact Miss L Roche and Mrs J Coulby.



MUSIC

Through studying GCSE Music, you will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group. The set works enable students to conduct in-depth studies into different musical styles and genres and put them in a wider context.

Method of Assessment

Performances: 4-6 minutes

- Non-exam assessment: internally assessed, externally moderated
- 30% of qualification
- A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble.
- One of the pieces performed must link to an area of study of the learner's choice.

Compositions: 3-6 minutes

- Non-exam assessment: internally assessed, externally moderated
- 30% of qualification
- Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study.
- The briefs will be released during the first week of September in the academic year in which the assessment is to be taken.
- The second composition is a free composition for which learners set their own brief.

Written examination: 1 hour 15 minutes 40% of qualification

Eight questions in total, two on each of the four areas of study.

- Area of study 1: Musical Forms and Devices – Set work *Badinerie* - Bach
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music – Set work *Africa* by Toto
- Two of the eight questions are based on extracts set by WJEC.

Assessment Overview

The appraising examination will consist of eight questions, two on each area of study. Of the eight questions, six will be on unprepared musical extracts and two on extracts set by WJEC which relate to two areas of study.



Progression

Continuous Progression – the content builds on the understanding developed at Key Stage 3, avoiding unnecessary repetition while also ensuring that students new to the subject are appropriately supported.

The content allows students to develop their knowledge and skills of music, enabling them to progress into the AS and A Level qualifications in Music as well as other Music courses.

Exam Board and Specification: WJEC Eduqas GCSE Music: C66oQS



*For more details please speak to Mrs Richardson or Mrs Bishop
ari@trinity.cumbria.sch.uk*

PHOTOGRAPHY – LENS AND LIGHT-BASED MEDIA

What will I learn?

GCSE Photography provides opportunities for you to work in digital imaging and light-sensitive materials. You will be encouraged to pursue creative approaches which go beyond observation and recording and have opportunities to experiment with one or more areas of lens-based and light-based media such as those listed below.

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography, (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography, reportage
- Fine Art photography, photographic installation
- Photography involving a moving image, (television, film and animation).
- New media practice such as computer manipulated photography and photographic projections.

The main aim of the course is to develop your visual language skills and for you to build a comprehensive portfolio of photography work to progress to further courses or employment.

Method of Assessment

Component 1 Portfolio

What's assessed

Students are required to submit a portfolio that comprises a sustained project and a selection of further work which represents their course of study.

How it's assessed

- The portfolio will be worth 60% of the GCSE and covers 4 assessment objectives.

Non-exam assessment (NEA) will be set and marked by the school or college and will be moderated by AQA during a visit. Moderation takes place in June 2026.

Component 2 Externally Set Assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their chosen title.

How it's assessed

- Students will have a set preparation period followed by 10 hours of supervised time
- The externally set assignment will be worth 40% of the GCSE

Non-exam assessment (NEA) will be set by AQA, marked by the school or college, and will be moderated by AQA during a visit. Moderation takes place in June 2026.

Your work will be marked according to how well you have shown evidence of:

- Developing ideas through investigations, demonstrating critical understanding of sources.
- Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Recording ideas, observations and insights relevant to your intentions as work progresses.
- Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

This new qualification will be graded on a nine-point scale: 9 – 1 – where 9 is the best grade.



Is this the right subject for me?

If you enjoy:

- Developing your visual skills
- Being creative, enthusiastic and imaginative
- Visits to galleries, museums, workshops and studios
- Experimenting and taking risks with your work.

Then this GCSE Photography course is the ideal subject for you!

Exam Board and Specification: AQA: 8206 QAN: 601/8088/2

Please note that if you choose to study Art and Design (Photography) then you can study either GCSE Art & Design (Art, Craft and Design) or GCSE Art and Design (Textile Design) or GCSE Art & Design 3D Design.

For further information contact Miss P McQuiston or Mrs M Reay.



PHYSICAL EDUCATION AND SPORT

GCSE Physical Education following the AQA syllabus has been a very popular and successful course taught to Year 10 and Year 11 for the past few years. The course is rooted in physical activity and practical performance and will appeal to any boy or girl with a genuine interest and a degree of ability in a variety of sports.

The leisure industry is one of the fastest growing sections of the UK economy and many opportunities exist in this expanding market both nationally and locally.

Many of our students use this qualification to go on to study Physical Education at A Level and BTEC Sport. Sixth Form and even at degree level at university. Others seek employment within the rapidly expanding leisure, fitness, exercise and tourism industry.

Method of Assessment

Paper 1 The Human body and movement in physical activity and sport written examination 1 hour 15 minutes 78 marks 30% of GCSE.

Paper 2 Socio-cultural influences and wellbeing in physical activity and sport. Written examination 1 hour 15 minutes 78 marks 30% of GCSE.

Both written examinations have a mixture of multiple choice/objective test questions, short answers questions and extended answer questions.

Non-exam assessment: PRACTICAL performance in physical activity and sport 40%

What is assessed?

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

How is it assessed?

Assessed by teachers

Moderated by AQA

100 Marks 40% of GCSE

If deemed more suitable a Level 2 BTEC Course may be implemented. This course covers a very similar range of content but assessment is at regular intervals throughout the course rather than examinations at the end of the two years.

Levels of Entry?

Physical Education does not have tiered levels of entry. This means that all grades are open to all candidates.

Progression

1. It is possible for students to take Physical Education at A Level/BTEC Sport without having studied it at GCSE level, but they would be several disadvantages.
2. Please note that this course is run in addition to the mainstream Physical Education lessons.



Exam Board and Specification: AQA: 8582

QAN: 601/8279/9

For further information contact Mr T Threlkeld or Mrs E Miller.

RELIGIOUS STUDIES (Full Course)

No other subject in school deals so directly with vital moral and spiritual dimensions of human experience. It contributes much to the understanding of our own society and of the culture of other races and nations. Consequently, a GCSE in RS is an excellent and widely respected preparation for many careers, such as medicine, law, police, teaching, social work, childcare and any job where you have dealings with the public. Students do not need to be 'religious' to do well in the subject; but an open, questioning mind helps a lot.

Aims of the course.

The WJEC Eduqas GCSE in Religious Studies develops:

- Knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- Ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

It also provides opportunities for students to engage with questions of belief, value, meaning, purpose, truth and their influences on human life.

It challenges students to reflect on and develop their own values, beliefs and attitudes and contributes to their preparation for adult life in a pluralistic society and global community.

WJEC Eduqas GCSE Religious Studies takes a distinctive issues-based approach to the study of religious, philosophical and ethical studies in the modern world. The course will also enable students to gain knowledge and understanding of two religions.



Subject content

The specification is divided into three units:

COMPONENT 1

Religious, Philosophical and Ethical Studies in the Modern World

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights



COMPONENT 2

The Beliefs, Teachings and Practices of Christianity

- Students should know and understand common and divergent views within Christianity and the basis of beliefs, teachings and practices, using sacred texts.



COMPONENT 3

Study of a World Faith - Islam

- Students should know and understand common and divergent views within Islam and the basis of beliefs, teachings and practices, using sacred texts.



Assessment

Students will be assessed at the end of the course in Year 11 with examinations in each component.

Component 1: Written examination: 2 hours - 50% of qualification.

Component 2: Written examination 1 hour - 25% of qualification.

Component 3: Written examination 1 hour - 25% of qualification.

There is no coursework.

Exam Board and Specification: WJEC Eduqas Specification Code: C120P3

QAN code: 601/8879/0

For further information contact Mrs J Ellis-Williams.