



# GCSE Options 2018 – 2019 – Yr8

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## Subjects Available in 2018

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## Guidance

This is an important time for pupils as they choose their options for GCSE. Pupils will now have the chance to focus particularly on some of the subjects they have studied at Key stage 3 and carry these onto gaining a GCSE. As in all schools, some subjects are compulsory or core subjects which all pupils will continue to study. These are:

English Language	One GCSE
English Literature	One GCSE
Mathematics	One GCSE
Religious Education	One GCSE
Double or Triple Science	Two OR three GCSEs
Physical Education (non-exam course).	No award given
This makes a total of at least 6 compulsory GCSEs (or equivalent) for most pupils.	

## EBacc (the English Baccalaureate)

Increasingly the combination of subjects that pupils choose are important – a performance measure for schools is the EBacc which is the percentage of pupils who gain a GCSE in:

<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Modern Foreign Language</b>	<b>Humanities (History OR Geography).</b>	<b>Computer Science</b>
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This broad range of subjects is an excellent reflection of a pupil's aptitude and ability across a range of disciplines and is exactly what 6th forms are looking for when pupils leave Trinity. Increasingly the EBacc qualification and especially a foreign language qualification at GCSE viewed as an important part of applications to Russell Group universities following the successful completion of Yrs 12 & 13.

## Guidance in deciding on options for key stage 4

To ensure that all options are kept open, there are a number of questions that you need to discuss with your child before they make their final decision.

<b>Do they like the subject?</b>	<b>Do they need this subject to pursue their career choice? – (this may need some research to be done on their part)</b>	<b>Does their subject teacher think they should study this subject at GCSE?</b>	<b>Will they be able to study this subject at 6th form if they haven't completed a GCSE in it?</b>
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## Please also keep in mind:

<p>Pupils may think they know already, but you should read the descriptions of the courses in this booklet very carefully with them to make sure that they know what the subject will be about in the next two years.</p>	<p>Pupils should know the subjects they are good at from their marks, tests, reports and from what their subject teachers tell them.</p>
<p>At the end of Key Stage 3 lots of pupils do not have a clear idea of which career they will follow and so they are not certain which subjects to choose. The balanced choices open to you will allow you to keep your options open for career choice later on. Please remember that you are not expected to make a firm decision about your career at this time.</p>	<p>Most pupils change their minds several times and it is possible to do courses later on at school or college, if you find that you need additional qualifications. Please note - some qualifications listed in this booklet may change over time. The content of the courses may change. Courses may not run if low in number.</p>

## Where to get help?

<p>Parents, Head of Year, Family Group Leader, Subject teachers, Careers Advisor, older friends, employers, libraries.</p>	<p>Useful books and resources are available on loan from Mr Clairmont in the library or your child can discuss their options with their Family Group Leader.</p>
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The rest of this booklet will help you to find answers to some of your immediate questions as it gives you descriptions of the courses on offer and explains some important keywords and phrases.

Once pupils have thought hard and discussed this fully they should be able to choose a programme which they will enjoy studying for the next 2 years, and from which they will benefit during their lifetime.

## Pupils should remember

Your personality affects the type of work that you will enjoy and be successful at. Your parents probably know you best. Listen to their advice and to others who know you well.

Your subject teachers know most about your aptitude for a particular subject. They will tell you about their course and your family group leader will look at the overall picture with you.

Listen to what other people tell you about further education and working life. Think about what you would like to do when you leave Trinity, if you will continue your studies, start work as an apprentice and make sure that your career plan is realistic for you.

Remember that these are important choices, which should not be made for trivial reasons. Do not, for example choose a subject just because your friends are doing it.

Make good use of all the information available to you and so make the right choice for your future.

## Grading GCSE from August 2018

Please note that from August 2018 all GCSEs will no longer be graded A\*-G. The grading your child will receive at the end of year 11 will be numerical, 9 being the highest grade & 1 the lowest grade. 4 will be graded as a “standard pass” with 5 being graded as a “strong pass”.

Grade 9 will be given to the very highest performers.

The percentage of pupils achieving grade 7 or above will be roughly the same as the percentage of pupils achieving a grade A and above at present.

The percentage of pupils achieving grade 4 or above will be roughly the same as the percentage of pupils achieving a grade C and above at present.

Grade 5 will be the equivalent of a top C grade / low B grade and will be broadly in line with the standard in high-performing countries.

Maths GCSE will be tiered, with grades 4 and 5 available through both tiers.

The technology subjects will be vocational award that are in a pass, merit, distinction format. They are equivalent to one GCSE.



# Compulsory Subjects

English	AQA GCSE
<p>All pupils study English language and English literature. They will develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.</p>	
<p><b>Paper 1: Explorations in Creative Reading and Writing</b></p>	<p><b>Paper 2: Writers' Viewpoints and Perspectives</b></p>
<p><b>Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE</b>            Section A: Reading one literature fiction text            Section B: Writing descriptive or narrative writing</p>	<p><b>Written exam - 1 hour 45 minutes - 80 marks - 50% of GCSE</b>            Section A: Reading one non-fiction text and one literary non-fiction text            Section B: Writing to present a viewpoint</p>
<p><b>Questions - Reading (40 marks) (25%)</b> – one single text            1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%)            1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>	<p><b>Questions - Reading (40 marks) (25%)</b> – two linked texts. 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks)            Writing (40 marks) (25%)            One extended writing question (24 marks for content, 16 marks for technical accuracy)</p>

English Literature	AQA GCSE
<p><b>Paper 1: Shakespeare and the 19th-century novel</b></p>	<p><b>Paper 2: Modern texts and poetry</b></p>
<p>Written exam: 1 hour 45 minutes - 64 marks - 40% of GCSE  <b>Section A</b> - Shakespeare: pupils will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.   <b>Section B</b> - The 19th-century novel: pupils will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p>Written paper: 2 hour 15 minutes - 96 marks - 60% of GCSE  <b>Section A</b> - Modern texts: pupils will answer one essay question from a choice of two on their studied modern prose or drama text.   <b>Section B</b> - Poetry: pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.   <b>Section C</b> - Unseen poetry: Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

<b>Mathematics</b>	<b>Edexcel GCSE</b>
Recently there have been a range of changes to the Mathematics GCSE that your son/daughter will sit in Year 11 which has meant that the GCSE course is significantly more challenging than it has been in the past.	
<b>Changes to the curriculum</b>	
Linear assessment: all components are taken at the end of Yr 11	A new domain area: ratio, proportion and rates of change
33⅓% of GCSE to be assessed without a calculator. There is one non-calculator and two calculator papers at the end of the course.	Pupils will sit three papers at the end of Yr 11 and will have a minimum of 4.5 hrs. of assessment time.
A number of topics that historically featured on the higher tier will appear on the new foundation tier.	Pupils are expected to learn & memorise mathematical formulae.
Tiers will overlap: foundation tier will cover grades 1–5 and the higher tier will cover grades 4–9	At least 20% of marks will be common questions on both tiers (grades 4 & 5)

Weighting of marks per assessment series		
Domain area	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio/Proportion	25%	20%
Geometry and measures	15%	20%
Probability & Statistics	15%	15%

The syllabus will be delivered using a number of different resources including internet based teaching aids, assessment packages and homework tasks. All of which are accessible by both pupils and parents from home.	Assessment and Progress is assessed throughout the year using GCSE past papers and GCSE Specimen papers. Grades will be reported to parents through the interim and annual reporting system. Setting of classes and tier of entry is done on attainment.	Parents should ensure that pupils are equipped every day with the minimum of pen, pencil, ruler, rubber, sharpener and scientific calculator (recommended: Casio fx 83gt). Pupils should carry a compass and protractor.
Also highly recommended is that you purchase an Edexcel revision book and workbook from the Head of Maths so that your child can follow an active and thorough independent revision programme at home.	All pupils have a login for the mathswatchvle.com and the maths pixlapp - both excellent revision tools that should be used regularly from the beginning of the GCSE course.	

<b>Science</b>		<b>AQA GCSE</b>
<p>Science is compulsory in Yrs 10 and 11. Your child can follow the triple pathway, studying Physics, Chemistry and Biology as three separate sciences or the double pathway consisting of one core science and one additional module.</p> <p>As in Maths, there have been significant changes to the Science GCSE that your son/daughter will sit in Year 11 which mean that all Science qualifications are now linear. Students will sit all their exams at the end of Year 11. There are no internal practical assessments but instead 15% of the written exams is allocated to practical skills.</p>		
<b>Your child will have to:</b>		
complete a set of practical activities (16 for double science and 24 for separate sciences)	produce a record of their work and their learning	
<p>The Maths content in the Science syllabus is now more significant</p> <p>10% in Biology;            20% in Chemistry;            30% in Physics            Combined Science (10% in Biology; 20% in Chemistry and 30% Physics)</p>		
<b>Double &amp; Separate Sciences</b>		
<p>For pupils who are interested in going onto take Sciences at A Level, they can opt to take separate Sciences. This will involve completing all the Units for the Double award as well as additional exam paper in each science. Separate sciences will be taught at a more accelerated pace. The Head of Science recommends that only pupils with a high degree of competency in Maths and English should choose this option as they need to access the literacy and numeracy content of the course very quickly.</p>		
<b>The units to be studied are as follows:-</b>		
<p><b>Biology Unit</b> – Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation and Evolution and Ecology</p>	<p><b>Chemistry Unit</b> – Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources</p>	<p><b>Physics Unit</b> – Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure, Space physics</p>
<p>This will either lead to 3 separate GCSE's in Biology, Chemistry and Physics or a double two science grades.</p>		
<p>There are 2 papers per subject broken down as follows            Written exam: 1 hour 45 minutes            Foundation and Higher Tier            100 marks            50% of GCSE each</p>		



Religious Education	Edexcel GCSE
<p>Pupils study for the full course examination in Religious Education following the Edexcel GCSE 'B' specification. The course is divided into 8 topics which pupils study over Year 10 and Year 11. The eight topics are examined by two written examinations at the end of the two years, each lasting 1 hour and 45 minutes. Both papers are weighted at 50% each.</p>	
<b>The units studied in Year 10:</b>	<b>The units studied in Year 11:</b>
<p><b>'Area study 1 – Religion and Ethics'</b>. Within this unit pupils will study four units; Beliefs; Marriage and the Family; Living the Religious Life, and Matters of Life and Death. Pupils will study the 'Religion and Ethics' content primarily based on Christianity.</p>	<p><b>'Area study 2 – Religion, Peace and Conflict'</b>. Within this unit pupils will study four units; Beliefs, Crime and Punishment; Living the Religious Life, and Peace and Conflict. Pupils will study the 'Religion, Peace and Conflict' content primarily based on Islam.</p>
<p>Religious Education at GCSE provides the opportunity for pupils to deepen their knowledge of religious beliefs and practices, to appreciate the diversity between religious and non-religious viewpoints to moral issues, and to express and evaluate their own opinions to the issues covered on the course.</p> <p>Religious Education gives useful background for careers in, for example, administration, advice work, counselling, teaching, journalism, minister of religion, housing advice, social work, teaching, youth and community work.</p>	

Notes



# Optional Subjects

History		Edexcel GCSE	
<p>The aim of the course is to develop and extend students' knowledge and understanding in specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience. Pupils will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers and develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.</p>			
<p><b>The course involves the study of the following:</b></p>			
Paper 1	Paper 2	Paper 3	
<p>1 hour 15 minute written paper (30% - 52 marks)            Thematic Study: Crime and Punishment in Britain c1000 to present            Historical environment: Whitechapel, c1870-1900: Crime and Policing in the inner city.</p>	<p>1 hour 45 minute written paper (40% - 64 marks)            Period Study: Superpower relations and the Cold War, 1941-91            British Depth Study: Early Elizabethan England, 1558-1588</p>	<p>1 hour 20 minute written paper (30% - 52 marks)            Modern Depth Study: Weimar and Nazi Germany, 1918-39</p>	
<p>A qualification in history at this level could be relevant to employment in business, research, journalism, publishing and any work related to public affairs. A continued study of history at 'A' level is useful and complementary to most subjects. To understand anything properly one must have some knowledge of its past development and therefore training in history is never wasted.</p>			



<b>Geography</b>		<b>Edexcel GCSE</b>
<p>Our planet is changing dynamically and drastically. Geography is the only subject that allows you to study how these changes affect people and places now and in the future. Geography gives you a better understanding of the world we live in today and of the major challenges that lie ahead for its people. The study of geography is also important because it encourages and develops transferable skills like literacy, numeracy and graphicacy, data analysis, problem solving and decision making – skills that are essential in ensuring that young people are able to make the most of their life and work opportunities</p>		
<p>The exciting new EDEXCEL Syllabus B consists of three models and fieldwork.</p>		
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Global Geographical Issues- examined by 1 hr 30 min paper.	UK Geographical Issues- examined by 1 hr 30min paper.	People and Environmental Issues - examined by 1 hr 30 min paper.
Topic 1- Hazardous Earth. Tectonic and climate hazards.	Topic 4-UK's evolving physical landscape. Mountains, rivers, coasts and weather.	Topic 7-People and the Biosphere. The study of global ecosystems.
Topic 2- Development Dilemmas. Why are some countries getting poorer and others richer?	Topic 5-UK's evolving human landscape. Urban and rural challenges.	Topic 8-Forests under Threat. Detailed study of rainforests and tundra- threats and sustainable management.
Topic 3-Challenges of an Urban World. Rapid urbanisation: what are the issues?	Topic 6-Geographical Investigation. Based on two field trips: one physical and one human-based geographical study.	Topic 9-Consuming Energy resources. Study of renewable and non-renewable energy sources.
<p>Units 1 and 2 are each worth 37.5% of the overall grade and paper 3 is worth 25% of the overall qualification. Paper 3 is a decision making exercise where a resource booklet is presented and pupils have to weigh-up the cost/benefits of a solution to a problem- very much based on real-life scenarios and decision making processes.</p>		
<p>Geography is a popular and widely respected subject that can lead to jobs in the civil service, research, financial sector, marketing, housing and transport management, town planning, civil engineering, conservation, the media, charities and the armed forces.</p> <p>A good grade at GCSE can help you gain a place at college where you could study for A Level Geography or a BTEC course. Numerous Trinitarians have gone on to study geography related subjects at university.</p>		



<b>Modern Foreign Languages</b>		<b>Edexcel GCSE</b>	
<b>Spanish</b>			
Pupils taking GCSE Spanish will develop a number of transferable skills in addition to building on their language skills and knowledge of grammar. Pupils will expand their knowledge of current affairs and will express their opinions across a wide range of topics.			
The key themes under which sub-topics will be further explored are:			
<b>Identity and culture</b>		<b>Local area, holiday and travel</b>	
<b>Future aspirations, study and work</b>		<b>International and global dimension.</b>	
Pupils will be assessed in Reading, Writing, Speaking and Listening, each worth 25%. The recent changes to the GCSE allow for a greater focus on the culture of Spanish speaking countries; opportunities to develop translation skills; increased knowledge of grammar and the development of speaking skills for situations that pupils are more likely to encounter in the real world.			
Pupils have already amassed an excellent knowledge of Spanish grammar which will have prepared them well for the new syllabus and will also ensure that they are well placed to exhibit the more spontaneous style of speaking that will be developed on the course. The changes to the specification represent an exciting time for languages and with the increasing emphasis that universities and the government have placed on the Ebacc certificate (for which a language is required), there has never been a better time to choose languages at GCSE. Job prospects are increased and in this increasingly global world that we live in, knowing more than one language offers pupils greater choice for their future plans and makes them more attractive to employers from all job sectors.			

<b>French</b>		<b>Edexcel GCSE</b>		
Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.				
The five themes are:				
<b>Identity and culture</b>	<b>Local area, holiday and travel</b>	<b>School</b>	<b>Future aspirations, study and work</b>	<b>International and global dimension.</b>
What is new?				
Pupils will sit three papers at the end of year 11 (previously 2).			Translation tasks from French to English (Reading) and English to French (Writing).	
Content Grading Tiers will overlap: foundation tier will cover grades 1–5 and the higher tier will cover grades 4–9				

<b>Paper 1: Listening and understanding in French</b>	<b>Paper 2: Speaking in French</b>	<b>Paper 3: Reading and understanding in French</b>	<b>Paper 4: Writing in French</b>
Written examination at the end of Year 11 Foundation tier: 35 minutes Higher tier: 45 minutes	Internally conducted and externally assessed Foundation tier: 7–9 minutes plus 12 minutes' preparation time; Higher tier: 10–12 minutes plus 12 minutes' preparation time	Written examination at the end of Year 11 Foundation tier: 45 minutes Higher tier: 1 hour	Written examination at the end of Year 11 Foundation tier: 1 hour 10 minutes Higher tier: 1 hour 20 minutes
There will be 2 sections : Section A is set in French. The instructions to students are in French. Section B is set in English. The instructions to students are in English.	There are three tasks which must be conducted in the following order: Task 1 – a role play based on one topic that is allocated by the exam board. Task 2 – questions based on a picture stimulus based on one topic that is allocated by the exam board. Task 3 – conversation based on two themes.	Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students are in English. Section B is set in French. The instructions to students are in French. Section C includes a translation passage from French into English with instructions in English	Foundation tier – three open response questions and one translation into French. Higher tier – two open response questions and one translation into French.
25% of the total qualification	25% of the total qualification	25% of the total qualification	25% of the total qualification

The syllabus will be delivered using a number of different resources including internet based teaching aids, assessment packages and homework tasks. All of which are accessible by both pupils and parents from home.

Assessment and Progress is assessed throughout the year using old GCSE past papers and new GCSE Specimen papers. Grades will be reported to parents through the interim and annual reporting system. Also highly recommended is that you purchase an Edexcel revision book and workbook from the Head of French so that your child can follow an active and thorough independent revision programme at home using Quizlet and Duolingo.

<b>Statistics</b>		<b>Edexcel GCSE</b>	
The GCSE Statistics qualification develops skills that students will use in other subjects such as science and geography, and reinforces techniques needed for GCSE maths as well as supporting progression to A level maths. Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world.			
The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:			
the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.	identifying trends through carrying out appropriate calculations and data visualisation techniques	the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general	
Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life	understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data	understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing	
The examination is split into two evenly weighted exam papers:			
<b>Paper 1</b> (*Paper code: IST0/IF and IST0/IH) Written examination: 1 hour and 30 minutes 50% of the qualification 80 marks		<b>Paper 2</b> (*Paper code: IST0/2F and IST0/2H) Written examination: 1 hour 30 minutes 50% of the qualification 80 marks	
<b>Content overview</b>		<b>Content overview</b>	
1. The collection of data 2. Processing, representing and analysing data 3. Probability		1. The collection of data 2. Processing, representing and analysing data 3. Probability	
<b>Assessment overview</b>		<b>Assessment overview</b>	
<ul style="list-style-type: none"> <li>• Students must answer all questions</li> <li>• The papers assess all content</li> <li>• Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle</li> <li>• The papers contains short response, medium response and extended response questions</li> </ul>		<ul style="list-style-type: none"> <li>• Students must answer all questions</li> <li>• The papers assess all content</li> <li>• Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle</li> <li>• The papers contains short response, medium response and extended response questions</li> </ul>	

<b>Creative Studies: Craft</b>		<b>NFCE Level 2</b>	
<p>On this practical course, learners will extend their understanding of how to exploit the strengths and weaknesses of materials and resources according to their ideas and intentions. They will develop techniques to use the materials and resources appropriately in the workshop and will observe health and safety procedures. Learners will also identify and explore enterprising project opportunities, selecting one to develop further into a final product. The course encourages learners to reflect on their own enterprise skills and to relate them to their own career progression.</p>			
<p>The Creative Studies: Craft qualification is intended for learners aged 14-16 years old who are interested in understanding the working properties of woods, metals and polymers (plastics) and wish to use these materials in a practical way. It will particularly appeal to learners who are looking for a course that is vocational in nature and will prepare them for further study and employment within related industries. They will get to learn both traditional skills and use modern technologies.</p>			
Programme of Study			
Unit 1	Unit 2	Unit 3	Unit 4
<b>Exploring craft and enterprise skills</b>	<b>Research and develop design ideas for craft items</b>	<b>Respond to a craft brief</b>	<b>Produce final craft work</b>
In this unit, learners will extend their understanding of how to exploit the strengths and weaknesses of materials and resources according to their ideas and intentions. Learners will also identify and explore enterprising project opportunities, selecting one to develop further.	Learners will draw ideas from a range of sources to explore possible ways forward and will develop them creatively to achieve their intended outcome(s). Learners will record significant points of development in their craft work and will make appropriate modifications.	In this unit, learners will use the information from a range of sources they research to inform their ideas in response to a given design brief. Learners will use visual techniques to present their final idea together with a costed project plan.	In this unit learners will prepare and produce final craft item(s) following health and safety procedures. Learners will demonstrate a level of skill when using materials and techniques and will set and adhere to their own targets for production.
Internally assessed portfolio of evidence	Internally assessed portfolio of evidence	Externally assessed assignment	Internally assessed portfolio of evidence



Art, Craft and Design	AQA GCSE
<p>The GCSE Art craft and design course requires not only that practical artistic skills and abilities are developed but also that art should be studied in its various contexts. Pupils will therefore look closely at other works of art of all kinds. Art needs you to have an ability to research and develop your own ideas. If you feel this describes you and you have an interest, as a career or as a hobby, in the arts you could do very well in this subject. Visits are arranged to art galleries and museums.</p>	
<p>The AQA GCSE Art craft and design syllabus consists of two components:</p>	
<p>Coursework (60%)</p>	<p>Examination at the end of the course (40%).</p>
<p>3 Topics</p> <ul style="list-style-type: none"> <li>- Drawing &amp; painting</li> <li>- Ceramics and 3D</li> <li>- Graphic Art</li> </ul>	<p>A practical timed test paper, lasting ten hours over two days, based upon a question of your choice.</p>
<p>These topics are explored in a variety of practices or techniques starting with drawing, painting and some 3D techniques. These topics allow the formal elements of art to be investigated i.e., colour, line, pattern, shape, texture, etc.</p>	
<p>Progression from GCSE Art can take the form of 'A' level art or many other courses. These courses can lead to degree courses in specialisms such as Graphics, Illustration, Fine Art, Photography, Architecture, etc.</p> <p>There are many jobs for which GCSE Art craft and design are relevant such as Graphic Design; Fashion; Floristry; Window dressing; Beauty therapy; Film and TV; Publishing; Set and Interior Design; Illustration; Jewellery Design; Make-up; Special Effects; Photography; Product Design; and Multimedia and Web Design.</p> <p>Homework plays an important part in the course as it demonstrates your ability to work on your own and develop your own ideas.</p> <p>If you are interested in being creative, being expressive, cultural and conceptual thinking and having an experimental attitude then this is the course for you!</p>	



<b>Food and Cookery</b>		<b>NCFE Level 2</b>	
This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a good understanding of the skills required for a career in food.			
Programme of Study			
Unit 1	Unit 2	Unit 3	Unit 4
<b>Preparing to cook</b>	<b>Understanding food</b>	<b>Exploring balanced diets</b>	<b>Plan and produce dishes in response to a brief</b>
This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will demonstrate their cooking skills to produce a variety of dishes	This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.	Learners will understand the individual requirements of a balanced diet. They will learn about reference index (RI)/guideline daily amounts (GDAs) and how food labels can inform healthy eating.	This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes.
Internally assessed portfolio of evidence	Internally assessed portfolio of evidence	Externally set and marked assessment paper	Internally assessed portfolio of evidence





<b>Music Technology</b>		<b>RSL Level 2</b>	
<b>Certificate in Technology for Music Practitioners</b>			
<p>The RockSchool course is a technical qualification with practical and work-related units, completing projects and assignments based on realistic workplace situations, activities and demands. It is vocationally relevant to popular music with a progression into industry. It is directly equivalent to GCSEs.</p>			
<p>Through the course you will develop a range of skills:</p>			
<ul style="list-style-type: none"> <li>Understanding relevant aspects of music technology</li> </ul>	<ul style="list-style-type: none"> <li>Use of recording music using studio equipment</li> </ul>	<ul style="list-style-type: none"> <li>Use of a DAW for sequencing and producing music</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the contextual issues related to musical style, audience as well as the music industry.</li> </ul>
<p>Through the study of three units:</p> <ul style="list-style-type: none"> <li>Live sound recording</li> <li>Music Sequencing and Production</li> <li>Contextualising Music</li> </ul>			
Live Sound Recording 40%	Music Sequencing and Production 40%	Contextualising Music 20%	
<p>You will be introduced to the live sound recording process in order to develop a plan and undertake the recording of a piece of music through a live recording session and reflecting on the success of your work.</p> <p>This unit is externally set and assessed and takes the form of a controlled assignment, providing the opportunity for you to demonstrate and also integrate your knowledge, understanding and skills from across the area of study.</p>	<p>You will develop skills in using music sequencing software in order to produce a two minute piece of music, following set criteria.</p>	<p>You will study a variety of different popular music genres in terms of their development, features and relation to you in order to produce a detailed assignment, which demonstrates your contextual knowledge in relation to one of these styles.</p>	
<p>Although it is not compulsory to play an instrument it is recommended that you have competence on the piano/keyboard and take instrumental lessons to support you in your work.</p> <p>It is expected that students will also take part in extra-curricular activities and support the technical aspects of performances in worship and concerts.</p>			

<b>Music Performance</b>		<b>RSL Level 2</b>	
<b>Certificate in Performance for Music Practitioners</b>			
The Rock School course is a technical qualification with practical and work-related units, completing projects and assignments based on realistic workplace situations, activities and demands. It is vocationally relevant to popular music with a progression into industry. It is directly equivalent to GCSEs.			
Through the course you will develop a range of skills:		Through the study of these units:	
<ul style="list-style-type: none"> <li>• Performing effectively on your instrument</li> <li>• Displaying musicianship/vocal skills</li> <li>• Initiating and developing repertoire</li> <li>• Rehearsing effectively and performing music live</li> <li>• Understanding the contextual issues related to musical style, audience as well as the music industry.</li> </ul>		<ul style="list-style-type: none"> <li>• Live Music Performance</li> <li>• Instrumental Study</li> <li>• Music Style Development</li> </ul>	
<b>Live Music Performance 40%:</b>	<b>Instrumental Study 40%:</b>	<b>Music Style Development 20%:</b>	
<p>You will be introduced to the live performance process in order to develop a plan, rehearse and undertake a <b>10-15 minute performance</b> to an audience and reflect on the success of your work.</p> <p>This unit is externally set and assessed and takes the form of a controlled assignment, providing the opportunity for you to demonstrate and also integrate your knowledge, understanding and skills from across the area of study.</p>	<p>Gain an understanding of the operation of your instrument/voice, the theory behind the instrument and its techniques as well as practical performance skills.</p> <p>As part of this unit you will identify strengths and areas of development, plan a practice regime to improve your skills and reflect on your progress.</p>	<p>You will study a variety of different popular music genres in terms of their development, features and relation to you in order to produce a detailed assignment, which demonstrates your contextual knowledge in relation to one of these styles.</p>	
<b>It is expected that students will also take part in extra-curricular activities and perform in worship and concerts.</b>			

<b>Performing Arts</b>		<b>NCFE Level 2</b>
<b>Technical Award in Performing Arts (Drama/Musical Theatre)</b>		
<b>Listening examination 40%:</b>		
<p>The Performing Arts course is a technical qualification with practical and work-related units, completing projects and assignments based on realistic workplace situations, activities and demands. It is vocationally relevant to popular music with a progression into industry. It is directly equivalent to GCSEs.</p>		
<p>This qualification develops skills:</p> <ul style="list-style-type: none"> <li>• in projection techniques</li> <li>• rehearsal schedules</li> <li>• in adapting their own ideas and responding to feedback</li> <li>• when working in a safe working environment</li> <li>• in literacy, numeracy and ICT</li> <li>• that are essential for the modern workplace, such as team working;</li> <li>• that are essential for the modern workplace, such as team working; presentation skills; independent working; working to deadlines; efficient use of resources.</li> </ul>		
<b>Performance:</b>	<b>Developing Skills:</b>	<b>Exploring performing arts in the industry:</b>
<p>This unit develops the understanding and effectiveness of preparing for, taking part in and evaluating a performance, taking into consideration the needs of the audience.</p> <p>This unit is externally set and assessed and takes the form of a controlled assignment, providing the opportunity for you to demonstrate and also integrate your knowledge, understanding and skills from across the area of study.</p>	<p>This unit provides an opportunity for learners to assess the skills required for their chosen art form and explore the benefits and practicalities of skills development. Learners will understand the importance of rehearsals in the development of their skills.</p>	<p>This unit develops the learner's understanding of the practical and organisational processes that surround the successful staging of a performance. It develops an understanding of the co-operative nature of a production team and enables the learner to get involved in the development process.</p>
<b>It is expected that students will also take part in extra-curricular activities and performances.</b>		

<b>Health and Exercise</b>		<b>NCFE Level 2</b>	
<p><b>What will your child learn on this course?</b></p> <ul style="list-style-type: none"> <li>• Gain an understanding of the benefits of fitness.</li> <li>• Learn the functions of the main body systems.</li> <li>• Understand the benefits of a healthy balanced diet and how it affects lifestyles.</li> <li>• Prepare, plan and develop a personal health and fitness programme (level 2).</li> </ul>			
<b>Qualification Structure:</b>			
Unit 1	Unit 2	Unit 3	Unit 4
Principles of Health and Fitness	Healthy Lifestyles	Healthy Lifestyles	Develop a personal health and fitness programme
Topics: benefits of exercise; health and skill related components of fitness; fitness testing and how to measure; principles of training; methods of training; Skeletal, Muscular, Cardiovascular, Nervous, Digestive and Respiratory systems; long and short term effects of exercise; body composition and how to measure.	Topics : Different food groups; nutrition and healthy lifestyle; balanced diet; non-nutrients; lifestyle diseases; sedentary lifestyles, reasons for not taking part in sport; motivation in sport.	Exam content: Students are required to comment, design and analyse a person's health and fitness depending on the scenario given in the exam. They will have to design a fitness training plan, PARQ, preparation for fitness plan, nutrition plan.	Topics: Develop a health and fitness programme; apply principles of training to programme; fitness and health goals; carryout fitness test; analyse fitness data; warm-ups and cool-downs; analyse effectiveness of programme outcomes.
Internally assessed portfolio of evidence	Internally assessed portfolio of evidence	Externally assessed in a written exam	Internally assessed portfolio of evidence
<b>How is it assessed?</b>			
<p>Students will complete coursework in many different forms, e.g. interviews, oral presentations, reports, video assessments, posters, information leaflets; essays.</p> <p>Students will be awarded PASS (equivalent to a 5 GCSE grade) for describing and including understanding of content knowledge, a MERIT (equivalent to a GCSE grade 6) for explaining the knowledge by applying examples, a DISTINCTION (equivalent to a 7 GCSE grade) if they are able to analyse and evaluate their knowledge and a DISTINCTION* (equivalent to a 8 GCSE grade) if they complete all work to distinction level.</p>			
<b>How does this link to post 16 Education?</b>			
<p>This qualification is treated as equal to the GCSE PE course. Pupils who achieve an NCFE Level 2 Certificate in Health and Fitness could progress to:</p> <ul style="list-style-type: none"> <li>• A level in Physical Education</li> <li>• Diploma in Exercise, Health and Fitness Studies.</li> </ul> <p>If you have any further questions regarding this qualification and the suitability for your child, please do not hesitate to get in touch with me (Mrs B. Dunne – Head of PE) on <a href="mailto:b.dunne@trinity.lewisham.sch.uk">b.dunne@trinity.lewisham.sch.uk</a>.</p>			

<b>Financial Education</b>		<b>LIBF Level 2</b>
<p>The Certificate in Financial Education (CeFE) from the London Institute of Banking &amp; Finance provides an introduction to, and preparation for, further study through developing an understanding of the economy, financial management skills, employability and enterprise.</p> <p>CeFE introduces the student to the impact of finance on the economy and encourages them to consider how this can affect business and the individual. Through this, it develops knowledge and a valuable range of applied and transferable skills and provides a foundation for further study in business and finance-related disciplines, as well as a wide range of other fields that are encapsulated in programmes of study related to social enterprise and vocational professional development (eg self-employed hairdressers, taxi drivers, garden landscapers).</p> <p>The content covered, and skills developed, within the qualification ensure that it is a valuable part of a broad programme of study at Key Stage 4, particularly complementing GCSEs in Mathematics, Citizenship, and Business Studies. Beyond Key Stage 4, it can also complement A Level programmes or vocational programmes at Level 2 or 3 as an additional course of study that broadens and deepens understanding of the financial context of other content areas.</p>		
<b>UNIT 1: Finance, the Individual and Society</b>	<b>UNIT 2: Practices of Managing Money</b>	<b>UNIT 3: Financial Capability, Work and Enterprise</b>
<p>Content:</p> <ul style="list-style-type: none"> <li>• Role of the citizen in the UK &amp; the relationship between society and the individual.</li> <li>• Difference between money and income.</li> <li>• Tax.</li> <li>• Contribution of individuals &amp; organisations to the economy of a country</li> <li>• External factors that can impact on personal financial plans</li> <li>• Foreign exchange.</li> <li>• The personal life cycle.</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>• The concept of financial planning.</li> <li>• Key features of &amp; behaviours associated with a balanced personal budget</li> <li>• Link between personal financial budgets and spending choices</li> <li>• Tools used in managing money.</li> <li>• Documentation for pay and pay calculations.</li> <li>• The true cost of spending.</li> <li>• Borrowing products.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for success.</li> <li>• Characteristics of a successful entrepreneur.</li> <li>• How a business manages their money.</li> <li>• Impact of an individual on a business.</li> <li>• Impact of a business on an individual</li> <li>• How business decisions have an impact on society.</li> <li>• Impact of an individual's employment and consumer choices on society.</li> </ul>
<b>Assessment overview</b>		
<p>Unit 1: 45 minutes test comprising of 35 questions – 20 stand-alone questions and five sets of stimulus material each with three associated questions.</p> <p>Unit 2: 45 minute test comprising of 35 questions - 15 stand-alone questions and five sets of stimulus material each with four associated questions.</p> <p>Unit 3: Assessed by a pre-release case study requiring written responses. This component of the examination is to be completed in 1 hour.</p> <p>Units 1 &amp; 2 can be assessed either by a paper-based examination or via the LIBF e-test electronic testing system.</p>		

<b>Computer Science</b>	<b>Edexcel GCSE</b>
<p>GCSE Computer Science is a highly academic and rigorous course requiring dedication and commitment. Computer science has deep links with mathematics, science, design and technology, and provides insights into both natural and artificial systems. The course will develop learner's understanding of emerging technologies, and computer programs. They will use computational thinking to solve problems and develop coding skills. Computer Science will help learners to gain an insight into industry related sectors. It will prepare candidates to make informed decisions about further learning opportunities and career choices.</p>	
<p>The course is made up of 2 end of year 11 written exams (40% each and 80% in total) and 1 controlled assessment based on programming (20%) to be completed in class time.</p>	
<p>Learn how to code in computer programming languages such as Python, SQL, HTML and CSS.</p>	<p>Develop their understanding of current and emerging technologies, understand how they work and apply this knowledge and understanding in a range of contexts.</p>
<p>Acquire and apply knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.</p>	<p>Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.</p>
<p>Evaluate the effectiveness of computer programs / solutions and the impact of, and issues related to the use of computer technology in society.</p>	
<p><b>Additional Information</b></p>	
<p>If you are considering taking an A-Level in any of the Computer Science / ICT subjects or are considering a career in a related profession such as a Software Developer, then this course will give you the background knowledge and understanding. Did you know?</p> <p>By 2020, current government projections show that more than 800,000 high-end computing jobs will be created in the economy, making it one of the fastest growing occupational fields.</p>	



<b>Digital Applications</b>		<b>Edexcel CiDA</b>
<b>What are Digital Applications qualifications?</b>		
Our Certificate in Digital Applications (CiDA) are vocational qualifications developed at levels 1 and 2 for creative learners with a passion for digital content.		
<b>Why study Digital Applications?</b>		
Our CiDA qualification aim to empower learners to play an active role in the digital sector rather than being simply consumers of digital content. Tailor-made to meet the needs of today's creative industries, the qualifications cover imaging, creative multimedia, website development and computer game production.		
CiDA qualifications are ideal for students who want the opportunity to explore and acquire a broad understanding and knowledge of the creative digital industries, and the ability to apply that knowledge in practical contexts.		
<b>Why offer Digital Applications qualifications?</b>		
The UK is a world leader in the creative digital industry. Our CiDA qualifications aim to build on this technical innovation and creativity by engaging and enthusing young people with an interest in areas such as digital graphics, interactive multimedia products and computer games. The course gives students the chance to identify, engage with and apply the skills that contribute to the success of the industry.		
<b>What are Digital Applications qualifications worth?</b>		
CiDA is a single award with 120 Guided Learning Hours (GLH). It is equivalent in size to a GCSE and graded A*-C.	Learners who successfully achieve CiDA at Level 1 will be awarded grades A*-C, which are equivalent in value to GCSE grades D-G.	Learners who successfully achieve CiDA at Level 2 will be awarded grades A*-C, which are equivalent in value to GCSE grades A*-C.

<b>Business and Enterprise</b>		<b>NCFE Level 2</b>	
<p>This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.</p>			
<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• develop a broad and comprehensive understanding of business and enterprise</li> <li>• develop a significant knowledge core which spans the vocational sector</li> <li>• provide academic and study skills that will support progression within business and enterprise and more broadly.</li> </ul>			
Unit 01	Unit 02	Unit 03	Unit 04
Introduction to business and enterprise	Marketing for business and enterprise	Finance for business and enterprise	Plan, develop and participate in a business or enterprise project
This unit aims to give learners an introduction to business and enterprise. It gives learners an introduction to start up projects and helps them to identify risks and rewards.	This unit aims to give learners an insight into market research, and different marketing opportunities and techniques.	This unit aims to provide learners with a basic knowledge and understanding of business finance for a new business or enterprise.	This unit aims to develop a project plan and implement the project. The learner will then go on to evaluate the overall success of the project.
Internally assessed portfolio of evidence	Externally assessed in a written exam	Internally assessed portfolio of evidence	Internally assessed portfolio of evidence

## Notes