

All Hallows Catholic High School

Key Stage 4 Curriculum Options Guidebook



**Notes For Students and
their Parents**

2023-2025

Contents

Introduction	3
The Key Stage 4 Curriculum	4
Key Stage 4 Subjects Studied	5
Sequence of Events & Making Decisions	6
Frequently Asked Questions	7
Compulsory Subjects	8
English Language	9
English Literature	10
Mathematics	11
Science	12
Religious Studies	13
Option Subjects	14
Option Blocks	15
Art and Design	16
Computer Science	17
Creative iMedia	18
Design & Technology	19, 20
Food Preparation & Nutrition	21
French and Spanish	22, 23
Geography	24
History	25
Music	26
Performing Arts	27
Physical Education	28
Vocational Pathway: CoPE Award	29
Vocational Pathway: Business & Enterprise	30

Introduction

This is an exciting phase in your education as you will begin your GCSE courses in the coming months. You now start to take some responsibility by choosing your options.

This Guidebook is designed to explain the options process and provide you with information about each of the courses available.

Now is the time for you think about and reflect upon your future. You might want to start researching the kind of careers that appeal to you most, and to think about where your strengths lie. You may not know what you want to do in the future, so it is important to keep a broad and balanced combination of subjects.

English Baccalaureate

Many of you will be aware of the English Baccalaureate (EBacc) measure which has been introduced by the Government to ensure that pupils follow a broad and balanced curriculum. To achieve the EBacc suite of subjects pupils must take a Language (French or Spanish) and a Humanity (Geography or History) alongside English, Maths and Science.

The EBacc is recognised by colleges, universities and employers, and we strongly recommend that those of you looking to take A levels and go on to Higher Education, select this combination of subjects.

Making decisions

You are not on your own in making these decisions! Your subject teachers will talk to you about the courses on offer and give you recommendations about your suitability for their subject.. An Options Fair will give you the opportunity to speak to teachers and ask any questions you may have. I am available throughout the whole process (and beyond!) to offer you guidance and advice where needed.

I hope you enjoy this options process and this important step in your education. I am confident that if you display the right attitude to learning and have high aspirations, you will flourish at Key Stage 4 and leave All Hallows with a set of results of which you can be proud.

Good luck!

Mr B McMullen
Deputy Headteacher

The Key Stage 4 Curriculum

As pupils enter Year 10 they will be starting courses which lead to public examinations. Pupils will study courses which will give them a broad range of experiences and learning so that their opportunities will be as wide as possible when they decide on a career later in life.

The curriculum at Key Stage 4 is made up of two elements: the **Core Curriculum** and the **Guided Options Curriculum**. The core curriculum is made up of those subjects which have been classed as compulsory including Religious Education, English, Mathematics, Science, Physical Education and Personal Development.

The remaining subjects are referred to as option subjects and are chosen following extensive consultation between students, teachers and parents/carers.

A vocational route is also available for a small number of pupils as we offer a Certificate of Personal Effectiveness.

All pupils are entitled to Careers Education and Guidance and this forms part of the Personal Development Programme. All students have a weekly Personal Development lesson and the emphasis is on enabling pupils to make well informed choices about their future.

Pupils who wish to learn to play a musical instrument are able to do so through the All Hallows Music School, which employs tutors for a wide range of instruments. This is an extra-curricular activity but lessons take place throughout the school day.

Key Stage 4 Subjects Studied

Core Curriculum

English Language
English Literature
Mathematics
Science
Religious Education
Physical Education (non-exam)

Guided Choice Curriculum

In addition to the compulsory subjects, we offer optional subjects. Students must choose three or optional subjects from:

Art and Design	Creative iMedia (Technical Award)
Computer Science	Design & Technology
Food Preparation & Nutrition	French
Geography	History
Music (Technical Award)	Performing Arts (Technical Award)
Physical Education (Technical Award)	Spanish
Triple Science	Certificate of Personal Effectiveness

Subject Allocations

Mathematics	4 lessons in Year 10, 5 lessons in Year 11
English	5 lessons in Year 10, 4 lessons in Year 11
Science	6 lessons in Year 10, 6 lessons in Year 11
Religious Education	3 lessons
Physical Education	2 lessons
Personal Development	1 lesson
Option 1 subject	3 lessons
Option 2 subject	3 lessons
Option 3 subject	3 lessons

The Sequence of Events

Options Assembly	Tuesday 21st February
Options Booklet issued	Wednesday 22nd February
Parents' Evening	Thursday 23rd February
Options Fair	Week commencing 27th February
Option Forms returned by	Monday 3rd April

Making Decisions

Making decisions is never easy. The decisions you will have to make about which Courses to take at Key Stage 4 are very important. It is essential that you think carefully regarding which subjects to study.

Your choice will depend on your ability in various subjects, your interests and intended career.

- Read through the Guide Book carefully
- If in doubt, ask relevant members of staff for advice
- Discuss your ideas with your parents
- Choose subjects:
 - You are good at
 - You enjoy
 - You need for your career
- Don't choose subjects:
 - Just because your friends want to do them
 - Just because you like the teacher

Frequently asked questions

1. **Do I have completely free choice over my options?** **No.** We will look carefully at your choices and talk with you and your parents if we believe you have selected subjects that are not in your best interests. This is why we call them 'Guided' Options.
2. **Will I get all my choices?** **Probably.** The majority of students will, but some subjects may not run if there are insufficient numbers.
3. **Are there any combinations of subjects that are not allowed?** **Yes.** You can only choose one computer course and you cannot take both Music and Performing Arts. You cannot take both Technology and Food Preparation.
4. **Will I have the same teachers as this year?** **Probably not.** The timetable and sets are very different in KS4. Do not pick a subject because you like your current teacher. Also, don't pick a subject because your friend has because you may well end up in different sets. Setting is quite different in KS4.
5. **Will I have subjects chosen for me if I miss the deadline?** **No,** but be aware that students who do complete their options form in time will get priority, and you may miss out on subjects that are already full.
6. **Will my option choices be complete once I have completed my Options Form online?** **No.** We will look at everyone's initial combination of subjects and meet with you if we have concerns or want to suggest alternatives.
7. **Will I be able to change my mind after my Options Form has been submitted?** **Possibly,** if there is space in another subject. Try to get your choices right first time though!
8. **When will I find out if I have got my option choices?** **By June** we should have confirmed the subjects you have been given.

We have included information about each of the courses available which will help you to see what is involved over the next two years. We have tried to make the information as accurate as possible (but examination boards can change details throughout the course).

We try our best to give students what they want and need, but classes have to be of certain minimum sizes, and our offer of subjects depends upon numbers. Pupils will not be allocated on a 'first come, first served basis', but will be considered on their suitability for the course.

Physical resources may require us to limit the numbers of pupils that study a subject if the number of pupils choosing it is too large. In this case, pupils will be selected based on their prior attitude and performance in the subject during Key Stage 3.

We ask you to choose a **reserve subject** (from any option block) when completing your online Options Form.

Compulsory Subjects

Religious Studies



English



Mathematics



Science

English Language

General Information

- All pupils study GCSE English Language.
- 100% examination at the end of Year 11.
- The examination board is Eduqas.
- The examinations are untiered.
- Grade awarded 9-1.

Qualification Achieved

- GCSE

Course Content

- It enables students to read a wide range of texts, fluently and with good understanding. To develop and improve their writing effectively and accurately. To enable students to listen and understand spoken language, and use spoken standard English effectively.

Examination Details

Paper 1

- 40% of the GCSE
- Length - 1 hour 45 minutes
- Section A (20%) Reading
- Answer questions on an unseen extract from a 20th Century prose text
- Section B (20%) Writing
- Narrative writing

Paper 2

- 60% of the GCSE
- Length - 2 hours
- Section A (30%) Reading
- Answer questions on 2 unseen non-fiction texts, one from the 19th Century, the other from the 21st Century
- Section B (30%) Writing
- Two writing tasks e.g. Article, letter, speech

Spoken Language

- Unweighted
- One formal presentation or speech and response to questions
- The mark for spoken language is reported as part of the qualification but does not form part of the final mark and grade

Useful for Careers in:

Most careers

For further information see:

Mr Henderson



English Literature

General Information

- All pupils will study GCSE English Literature.
- 100% examination at the end of Year 11.
- The examination board is Eduqas.
- The examinations are untiered.
- Grade awarded 9-1.

Qualification Achieved

GCSE

Course Content

- The course aims to encourage students to develop knowledge and skills in reading, writing and critical thinking. It provides students with opportunities to read widely across a range of high quality texts

Examination Details

Paper 1

- 40% of the GCSE
- Length - 2 hours
- Section A (20%) Shakespeare
- One extract question and one essay question
- Section B (20%) Poetry from 1789 to present day
- Two questions on Poetry, one of which involves comparison

Paper 2

- 60% of the GCSE
- Length - 2 hours 30 minutes
- Section A (20%) Post 1914 Prose/Drama
- One question on a Post 1914 play or novel
- Section B (20%) 19th Century Novel
- One question on a 19th Century Novel
- Section C (20%) unseen poetry from 20th and 21st Century
- Two questions on unseen poems, one of which involves comparison

- Learners are not able to take texts into the examination

Useful for Careers in:

Most careers



For further information see:

Mr Henderson

Mathematics

General Information

Pupils in Year 10 follow the Edexcel GCSE Mathematics 1MA01 scheme of work. Full GCSE taught, 5 lessons per week in Year 10 and 4 lessons per week in Year 11. Foundation and Higher Levels of the New Linear Maths GCSE are studied.

Qualification Achieved

GCSE Grades 4 - 9 (Higher Level)
GCSE Grades 1 - 5 (Foundation Level)

Course Content

- Use and apply standard techniques (weighting: F: 50% H: 40%)
- Reason, interpret and communicate mathematically (weighting: F: 25% H: 30%)
- Solve problems within Mathematics in other contexts (weighting: F: 25% H: 30%)

Course Topics

- Number (F: 25% H: 15%)
- Algebra (F: 20% H: 30%)
- Geometry and Measure (F: 15% H: 20%)
- Ratio and Proportion (F: 25% H: 20%)
- Probability and Statistics (F: 15% H: 15%)

Coursework Details

No Coursework.

Exam Details

All pupils will follow a two year programme beginning in Year 10 - with the examinations to be taken in the Summer of Year 11.

The examination will consist of three separate papers: 1 x non-calculator and 2 x calculator. The results of the three papers are equally weighted and account for 100% of their final mark.

Useful for Careers in:

Most employers require a 'good' GCSE in Mathematics. This will be judged as a Grade 4 or 5 depending on the course/career, or at least a good practical knowledge. A grade 4 is classed as a "standard" pass and grade 5 as a "good" pass. High grades needed for Medicine, Accountancy, Engineering.



Pupils considering 'A' Level Mathematics are normally expected to achieve at least grade 6 on the higher tier.

For further information see:

Mr Briscoe (Head of Department)
Mrs Salisbury (Second in Department)
Mrs Walsh (Numeracy Co-ordinator)

Additional Information:

The Revision Guide and Workbook provided by the exam board are recommended for revision. These are available from school at a reduced cost of £3.50 each.

A scientific calculator is also essential for successful study of mathematics and pupils must be very familiar with the workings of **their own** calculator. Maths Packs are available for £10 including calculator and geometry set.

GCSE Sciences



General Information

Science is a dynamic and stimulating discipline, which is of an extreme relevance to everyday life, and as such the Science Department welcome the chance to motivate and encourage all students to develop investigative and exploratory skills through practical and fieldwork. Science is the ideal means by which to inspire pupils and to stimulate their interest and imagination.

All students must study a Combined Science course and pupils will leave with two GCSE grades. During this course we will endeavour to provide a range of interesting topics that will challenge your child to think and look beyond some of the headlines about Science and help them to become Scientifically literate. There is also an option for some pupils to take Triple Science.

PUPILS WILL FOLLOW ONE OF THE FOLLOWING ROUTES

1. GCSE Combined Science - Six Exams for Two GCSEs (Compulsory):

Pupils will study a combination of topics in Biology, Chemistry and Physics. Combined Science is awarded on a 17 point grading scale, from 9–9, 9–8 through to 2–1, 1–1.

Pupils will leave with Two GCSE's graded 9-1 and sit six exams.

Six papers: Two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: All the papers are 1 hour 15 minutes.

Tiers: Foundation and Higher

Marks: 70 marks per paper

Question types: multiple choice, structured, closed, short answer and open response.

2. (OPTION) GCSE Triple Sciences - Six Exams for Three GCSEs (OPTION):

Students studying this option will be awarded three Science GCSE's (**Biology, Chemistry & Physics**)

Pupils will leave with Three GCSE's graded 9-1 and sit six exams in total.

Six papers: Two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: All the papers are 1 hour 45 minutes.

Tiers: Foundation and Higher

Marks: 100 marks per paper

Question types: multiple choice, structured, closed, short answer and open response.

This option is for pupils that thoroughly enjoy the subject area, have demonstrated high ability in Science and are interested in the best preparation for A Level Sciences and Science based careers. Most of our Triple Science students will go on to take A Levels in Sciences. Many go on to University to study the Sciences, Engineering, Nursing, Medicine, Dentistry or Veterinary Medicine.

Combined Science:

Useful for Careers in:

Food Industry
Electrics/Electronics
Beauty/Hair
Laboratory Technology
Childcare
Apprenticeships

Triple Science:

Preparation for A Level
Sciences leading to a Science,
Engineering or Medical based
Degree at University.

For further information see:

Mr Clitheroe



Religious Studies



Introduction

- The department follows the Eduqas Route B 'Catholic Christianity and Judaism' GCSE specification. This is based on the study of [Foundational Catholic Theology](#), [Applied Catholic Theology](#) and [Judaism](#).

General Information

- Full GCSE
- Three x 50 minute lessons per week.
- Every student takes the same papers.
- The course builds upon the skills and knowledge gained in Key Stage 3.

Qualification Achieved

- GCSE Grades 9 - 1.

Course Content

* YEAR 9/10: PAPER 1 - FOUNDATIONAL CATHOLIC THEOLOGY

A study of Beliefs, Practices, Sources of Authority and Forms of Expression based on:

Theme 1: Origins and Meaning - Students will study topics based on Creation, Origins of the Universe, Relationship between Humans and the rest of Creation, the Value of Human Life and Abortion.

Theme 2: Good and Evil - Students will study topics based on Original Sin, Perspectives on Good and Evil, Significance of the Incarnation, the Example and Teaching of Jesus, Natural Law and Conscience.

* YEAR 10/11: PAPER 2 - APPLIED CATHOLIC THEOLOGY

A study of Beliefs, Practices, Sources of Authority and Forms of Expression based on:

Theme 3 - Life and Death - Students will study topics based on Sanctity of Life, Beliefs about Life after Death, Resurrection and Euthanasia

Theme 4 - Sin and Forgiveness - Students will study topics based on Sin and Forgiveness, Aims of Punishment, Capital Punishment, Salvation and Free Will, Mary as the Model Disciple, Mission and Evangelism.

* YEAR 11: PAPER 3 - JUDAISM

A study of the Beliefs & Teachings and Practices associated with Judaism. Students will study Jewish beliefs about God, Beliefs about Life after Death, Free Will and the Covenants with Abraham and Moses. Students will also study the Synagogue, Jewish Rituals, Practices in Daily Life and Jewish Festivals.

Examination Details

- Three exams - Paper 1 (37.5% 1h 30), Paper 2 (37.5% 1h 30), Paper 3 (25% 1h)
- All students take the same examination papers. Therefore all students have the opportunity to achieve a grade ranging from 9 - 1.

Useful for Careers in:

Police, Law, Solicitor, Social Work, Charity Work, Ministry and Priesthood, Youth Work and Teaching.



For further information see:

Any of the RE teachers or any students who are studying the course.

Option Subjects

You will be asked to choose from the following subjects:



**Art and Design
Computer Science
Creative iMedia
Design and Technology
Food Preparation & Nutrition
French
Geography
History
Music
Performing Arts
Physical Education
Spanish
Triple Science
Certificate of Personal Effectiveness**



Option Blocks

You will be asked to choose one subject from each block

OPTION 1

French
Geography
History
Spanish
Triple Science
CoPE Award

OPTION 2

Art
Creative iMedia
Design & Technology
Food Preparation & Nutrition
French
Geography
History
Music
Performing Arts

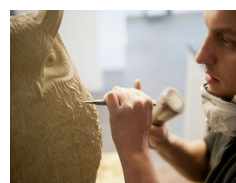
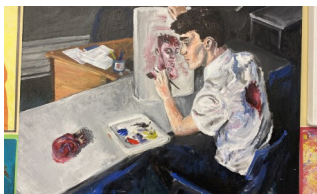
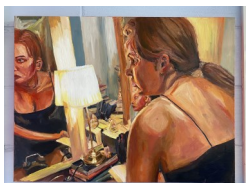
OPTION 3

Art
Computer Science
Design & Technology
Food Preparation & Nutrition
Performing Arts
Physical Education
Spanish
CoPE Award

Pupils should think about selecting a balanced range of subjects. You can not choose:

- Both Music and Performing Arts
- Both Creative iMedia and Computer Science
- Both Design & Technology and Food Preparation and Nutrition

Art, Craft and Design



General Information

- GCSE AQA Art, Craft and Design (Course code: 8201)

Course Content

Component 1: Portfolio. What will pupils be assessed on?

Pupils will create a portfolio of work that shows explicit coverage of the four assessment objectives: Develop, Refine, Record and Present. A pupil's portfolio of work must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study. **This equates to 60% of a pupil's final grade.**

Component 2: Externally set assignment. What will pupils be assessed on?

Pupils will respond to one of seven starting points from an externally set assignment paper. Pupils will complete a ten-week preparatory period, in which pupils will interpret their starting point, take inspiration from a range of artists and explore and experiment with relevant media, processes and techniques. This is then followed by 10 hours of supervised time, in which pupils will create their personal response relative to their preparatory work. **This equates to 40% of a pupil's final grade.**

Throughout the course pupils will have the opportunity to take part in 'Real World' learning activities including visits to local and national exhibitions as well as working alongside inspirational artists and Designers from a broad range of disciplines on exciting projects and masterclass workshops.

Examination Details

Coursework and the externally set exam are marked in the same way. Students are assessed on:

- Developing ideas (AO1)
- Experimenting with materials (AO2)
- Recording ideas (AO3)
- Presenting ideas in a final piece (AO4)

Career opportunities

- The number of creative jobs in the UK totalled 2.3 million last year. Art and Design gives you the skills to go into a wide variety of different fields. Art, Craft and Design GCSE, and then later A level, can lead you into careers such as:
 - Architect
 - Graphic Designer (web design, editorial design)
 - Art Therapist
 - Illustrator
 - Photographer (photojournalist, documentary photographer, fashion photographer)
 - Curator
 - Practicing Artist (painter, printmaker, ceramicist, glass blower)

For further information see:

Mr Bignell or Miss Chambers





Computer Science



AQA GCSE Computer Science helps you think about how technology is created. It allows you to understand how people work together with computers to develop world changing programs like Facebook, Spotify and eBay. You'll also develop the skills that colleges, universities and employers are looking for and they will prove valuable for the rest of your life. GCSE Computer Science goes really well with lots of other subjects, especially the sciences and mathematics

What will you study?

- Computational thinking: this is the process of thinking through a complex problem, taking the time to understand what the problem is and then developing potential solutions.
- Theoretical content: gain an understanding of the internal parts of a computer and how words, numbers, sounds and images are represented in a computer system. Learn about computer networks including the fundamentals of cyber security. Consider the ethical, legal and environmental impacts of digital technology.
- Software Development: understand how to design, implement and test a computer program to ensure it works effectively, including continual refinement of the end product.

How will you be assessed?

This qualification is linear which means that students will sit all their exams and submit their programming project at the end of the course.

Paper 1: Computational thinking and problem solving

What's assessed? - Computational thinking, problem solving, code tracing, python and applied computing.

How is it assessed? - Written exam set in practically based scenarios: 2 hours.

(50% of GCSE) - A mix of multiple choice, short answer and longer answer questions assessing practical problem solving and computational thinking skills.

Paper 2: Written assessment

What's assessed? - Theoretical knowledge.

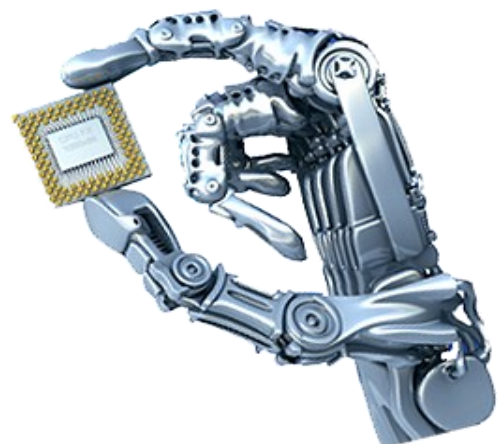
How is it assessed? - Written exam: 1 hour 45 mins (50% of GCSE)

A mix of multiple choice, short answer, longer answer and extended response questions assessing a theoretical knowledge.

Additional Information

This GCSE course will be useful to anyone interested in pursuing a career in Computer Programming, Software Development or Cyber Security. This is a course which focuses on the technical aspects of computer systems and not on the skills associated with using a computer. A good understanding of Mathematical concepts is therefore required.

For More Information please see Mr Carr



Creative iMedia

General Information

Creative iMedia is an exciting, engaging and challenging course that allows students to showcase their creative IT skills. The range of skills developed will open many doors for students either wishing to continue studies at college and university or thinking of starting a career in the field.

The qualification will assess the application of creative media skills through their practical use. It will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing employability when they leave education, contributing to their personal development and future economic well-being.

The qualification will encourage independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop, in context, those desirable, transferable skills such as research, planning, review, working with others and communicating creative concepts effectively.

Through the use of these skills, students will ultimately be creating fit-for-purpose innovative media products.

The hands-on approach that will be required to successfully complete this course has strong relevance to the way young people use the technology required in creative media. The qualification design, including the range of units available, will allow students the freedom to explore the areas of creative media that interest them most, as well as providing good opportunities to enhance their learning in a range of curriculum areas.

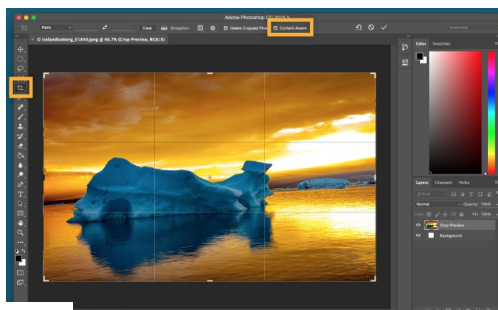
Course Content

Students will study 3 units.

Unit 1 - students will learn about Creative iMedia in the media industry. This unit is externally assessed through an OCR set and marked 1 hour 15 minute exam. This unit is worth 40% of your overall grade and will be sat at the end of Y11.

Unit 2 - Visual identity and digital graphics are a key part of most digital products and during unit 2 students will learn the basics of digital graphics editing for the creative and digital media sector, through the digital design and realisation of a digital graphic. This unit is worth 30% of your overall grade and will be completed during Y10.

Unit 3 - This unit enables students to understand the basics of animations. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing digital animation against a client brief. This unit is worth 30% of your overall grade and will be completed during Y11.



What skills will I acquire?

- Digital graphic editing
- Computer animation
- Games planning
- Web design
- Pre-production techniques



For further information see:

Mr Carr
Mrs Rostron

Useful for Careers in:

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. Students will find the topics they study and the skills they gain during this qualification will help with a variety of possible careers with employers such as software companies, e-commerce companies, media based companies and countless other organisations with media/marketing/promotional/design/IT departments. This course can also lead on to Level 3 IT software development at colleges and 6th forms.

Additional Information

OCR Creative iMedia is on the DfE approved list of Technical awards. Students will gain a qualification which is recognised by all colleges, 6th Forms and universities as an equivalent to 1 GCSE. Grading will be in the form of Distinction, Merit, Pass, Fail.

Design and Technology

What is Design & Technology?

Design and Technology is everywhere and in everything. Even the production of this page would not have been possible without the design and manufacture of a product to type and to print.

D&T is essential to everyone's future. Imagine what would happen without creative minds developing new products and solutions to essential everyday problems and desires?

Science & mathematics are the theory, but this is where the **theory becomes a reality**.

Technology is changing, many aspects of technology are amongst the fastest growing industries in the world. Young people going into these industries will need to know how to innovate and use a wide range of technologies and materials to produce creative relevant and advanced products. For example there will be the need for traditional textiles students incorporate electronic devices and colour changing materials into their products so they can adapt to different outside influences automatically. Traditional electronics students will need to be able to work with a range of materials as well as electronic circuits to produce a product which is fit for purpose, and sustainable.

This course will teach the students about new and emerging technologies and how to work with a wide variety of materials from electronics, fabrics, plastics, woods, metals, to smart and modern materials.

What will you do?

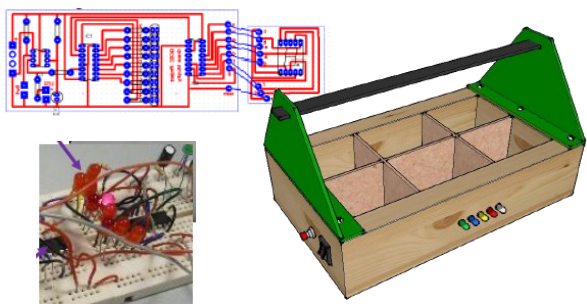
Pupils throughout KS3 have been skilled in the design and creation of products in a wide variety of materials. They understand the design process, and are comfortable with creating new and unique items. GCSE Design and Technology is the continuation of this to a higher level, combining practical knowledge with transferrable skills such as problem solving and analytical thinking.

For the GCSE, groups will be decided by the particular focus area that each student is interested in. There will be groups which have an all inclusive focus who will complete projects across the different DT areas and there will be a separate group who focus on the Textiles area. The assessment criteria allow strengths in one area to compensate for weaknesses in another, and reflect the holistic approach to design.



Design & Technology

This KS4 course mirrors real world practice. Allowing students to design and make high quality products out of woods, metals, plastics, electronic components and compliant materials. Using workshop and electronic manufacturing processes and machinery including the laser cutter, 3D printer, soldering equipment and workshop tools. The course is designed to foster awareness of the need to consider sustainability and the environmental impact of designing from the original concept of a product right through to the packaging.



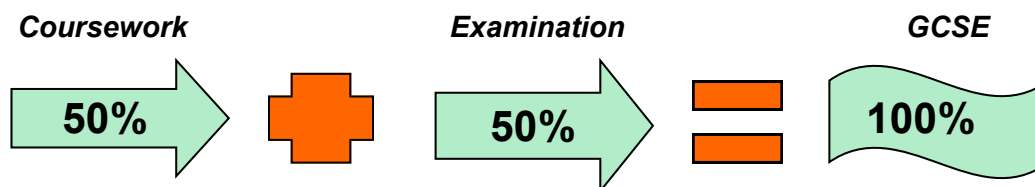
Design & Technology (with Textile focus)

Students will learn all the same core principles as the Design & Technology students. They will be able to work with paper, card, polymers, woods and metals as well as specialising in the design and manufacture of Textiles based products. They will learn how to; draw fashion illustrations, model garments and accessories, experiment with decorative textiles techniques and create pattern and colour onto fabric. They will also study the work of past and present designers, smart materials and emerging technologies. Students will be able to create their final coursework piece out of textiles or a range of other materials combined together. Their final GCSE exam will test them on core principals and Textiles knowledge.



Course Content

Within Design & Technology, pupils will be required to complete both a practical project and a terminal examination. These are weighted as below for the Design & Technology subjects.



Design & Technology and future careers.

Design and Technology feeds into two major sectors of employment.

- The **creative industries** are a huge and expanding sector of employment in the UK, worth around £15.5 billion per year, and one of very few sectors to have continued to **grow during the recession**. **Companies are desperate for young designers** with fresh ideas.
- UK **engineering** (mechanical/electrical/civil/structural) is world renowned for excellence, and another of very few sectors where employment is expanding. What you might not know is that the skills people gain leading to this profession also makes them incredibly good managers and chief executive officers. In fact over a **third of the country's highest paid managers are qualified engineers**.
- Completion of the new GCSE in Design Technology will allow you to consider careers in Fashion, Engineering, Architecture, Marketing, Science, Medicine, Graphic design, Product design and many more. Universities and employers value D&T as a subject due to its diversity and transferable skills such as problem solving, creativity, project management, time management and decision making.



Coursework Details

The Design & Technology coursework will each consist of a single project that will be undertaken under a controlled assessment environment during Year 11. The student and the teacher will select this project from a list produced by the relevant examination board. It will involve a self directed approach in the production of a design portfolio and lead to the manufacture of a chosen product.

Examination Details

The Design & Technology examination does not have a higher or foundation paper and therefore enables all pupils to access the higher grades. The examination will consist of one paper that will be undertaken during the summer term of Year 11.

At the end of the course you will be able to:

- Show evidence of analytical and independent thinking
- Engage with other people to solve problems
- Use complex manufacturing skills and computer aided design
 - Demonstrate clear time management ability
 - Create your own product from original concept to completed, functional item



Qualification Achieved
AQA GCSE Design and Technology
OR

Edexcel GCSE Design & Technology (Textiles focus)

Food Preparation & Nutrition

What will you study?

This new GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The course allows students to develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. It promotes independent thinking, forward planning and organisational skills. It also links food science with practical skills focusing on the function of ingredients.

Subject content

Food preparation skills – these are intended to be integrated into the five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance



Careers

In a growing global food centred world, it prepares students for study towards degrees with a focus on Food and Nutrition Science, Food Manufacturing, Food Biotechnology (a big growth area) and links in well with Sports Science degrees. Other careers could include: Catering, Chef, Cookery School, Dietician, Environmental Health Officer, Hospitality, New Product Development

Technologist, Nutritionist, Marketing, Process Technologist, Product Development, Quality Assurance Technologist, Research and Development Technologist, Teaching, Technical assistant, working in a café



Assessment of the Course

Paper 1: Food Preparation and Nutrition

What's assessed?

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 (see left).

How it's assessed

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

Questions

Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA)

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. E.g. function of eggs in foams. Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will research the task, complete 4 trial dishes, then prepare, cook and present a final menu of three dishes within a single period of no more than three hours, thoroughly planning in advance how this will be achieved.

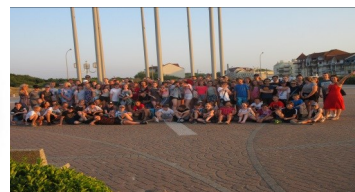
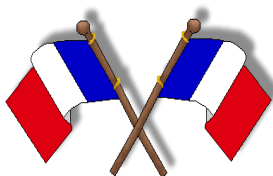
How it's assessed

Task 1: Written or electronic 1500 word report including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio (approx 20 pages) including photographic evidence.

Photographic evidence of the three final dishes must be included.

French and Spanish



General Information

- At All Hallows it is expected that many pupils will study a Foreign Language at Key Stage 4. Pupils may choose French or Spanish (if Spanish has been studied at Key Stage 3). There is also the option to study both languages. There has been a high take up of this option in the past with many pupils achieving a very high level of success.

A GCSE in French or Spanish is important if:

- You are likely to apply to one of the universities which require a GCSE language.
- You are thinking of one day applying to do an arts, law, humanities or business course where universities will expect you to have the English Baccalaureate.
- You are thinking of becoming a primary school teacher.
- You are interested in travelling, or working in the tourism industry.
- You wish to pick up another language later on.
- You are thinking of continuing with a language at A Level.
- You are interested in subjects such as Engineering or Management, where the best jobs often involve an international dimension.
- You would enjoy studying abroad for one year as part of your degree course.

Examination Qualification Achieved

- Pupils will follow the Pearson Edexcel syllabus. This course is designed to encourage the understanding and application of authentic practical language in normal day to day situations whilst at the same time enabling pupils to develop their understanding of the language, its culture, its grammar and its structures. Grade awarded 9 - 1.

Examination Details

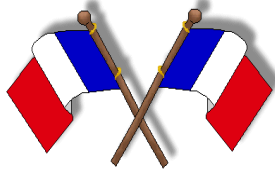
Pupils are examined in each of the 4 language skills (Listening, Speaking, Reading, Writing). All the skill areas are assessed at the end of Year 11 and each carries 25% of the final exam.

Course Content

Students study five broad themes of:

- 1) Identity and culture
 - 2) Local area, holiday and travel.
 - 3) School
 - 4) Future aspirations, study and work
 - 5) International and global dimension
- In each theme the pupils study the necessary vocabulary, language structures and grammar. Many of the topics within the 5 themes build on work studied at Key Stage 3. The Scheme of Work aims to ensure progression in the language as the topics are revisited.
 - The departmental Scheme of Work at Key Stage 4 continues to reflect the communicative approach to language learning whilst at the same time preparing pupils for the format and demands of external examinations.
 - All pupils are encouraged to speak and write with accuracy and in depth and to express themselves with confidence.
 - Most of the teaching is carried out in the foreign language and pupils are encouraged to use the language as much as possible.

French and Spanish (Cont'd...)



Skills

- Pupils practise the four language skills of Listening, Speaking, Reading and Writing - and thus develop confidence in communicating with other people.
- Through their study of a foreign language pupils are provided with a range of learning opportunities.
 - * To develop their awareness and understanding of language
 - * To develop their understanding of other cultures

Additional Information

Enrichment Activities:

- The Languages Department offers a wide range of enrichment activities to pupils. We have strong links with the Languages Departments in a number of local high schools as well as with Cardinal Newman College and the University of Central Lancashire.
- These links have enabled us to provide taster courses in Spanish, Italian, Portuguese, and Mandarin Chinese. We also organise trips to Spain, France and the Manchester Christmas Markets.

Useful for Careers in:

Engineering
Law and International Law
Journalism and International Journalism
Banking
Business and Commerce
Marketing
Travel and Tourism
Armed Forces
Teaching (Primary and Secondary)
Translation and Interpreting

Studying a language can be extremely rewarding and exciting. Languages provide an insight into other cultures and can open the door to travel and employment opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market.

The Russell Group has named languages as subjects that open doors to more degrees at universities.

Languages give young people a competitive edge.

For more information see:

Mr J Hennigan

The Department for Education says:



Geography



General Information

The AQA Specification is followed.

Geography is taught by specialist teachers in three 50 minute lessons per week.

The department is well-resourced with excellent access to ICT facilities.

Qualification Achieved

The qualification will be graded on a nine-point scale - where 9 is the best grade.

Unit/Papers

Paper 1 - Living with the Physical Environment 35% (1 hour 30 minute exam)

- The Challenge of Natural Hazards (earthquakes, volcanoes, tropical storms, extreme weather and climate change).
- Physical Landscapes in the UK (Rivers and Coasts)
- The Living World (Ecosystems, Tropical Rainforests and Hot Deserts).

Paper 2 - Challenges in the Human Environment 35% (1 hour 30 minute exam)

- Urban Issues and Challenges (Rio de Janeiro and one UK city).
- Changing Economic World (Nigeria and the UK).
- The Challenge of Resource Management (with a focus on water).

Paper 3 - Geographical Application 30% (1 hour 15 minute exam)

- Issue evaluation - a decision making exercise based on a pre-release resource booklet issued 12 weeks before the exam
- Fieldwork - two local fieldwork studies that investigate a human topic and a physical topic. The methods and processes used in the completion of fieldwork will be assessed in this written examination. Field Trips include Salford Quays and The River Calder.

Geographical skills will be examined throughout each of the three papers.

We are proud of Geography's inclusion within the English Baccalaureate and its importance in the holistic development of students. This exciting and relevant course studies the subject in a balanced framework of physical and human themes and investigates the link between them.

Geography is the bridge crossing the arts and sciences. A-Level Geography is an option that builds on the topics and skills learnt at GCSE and is widely used to meet entry requirements at many universities.

Useful for Careers in:

Environment & Sustainability

e.g. Conservation & Landscape, Architecture and town planning.

Travel & Tourism e.g. TV Researcher, Travel Writer.

Global Issues e.g. Aid Worker, Human Rights Officer.

Physical Systems e.g. Hazard Management, Meteorologist.

Social Issues e.g. Marketing, Advertising and business/finance.



For further information see:

Mrs McDonnell
Mr Walker
Mrs Cooper



History

General Information

GCSE History is taught in three 50 minute lessons per week. The course follows the AQA Specification and builds upon the skills and themes of students' lessons in Years 7, 8 and 9.

Qualification Awarded

GCSE Grades 9 - 1. There are no tiered papers in GCSE History.



"I had no idea that history was being made. I was just tired of giving up."

~Rosa Parks

Course Requirements

Three eras of History must be covered:

Medieval (500 - 1500)

Early modern (1450 - 1750)

Modern (1700 - present)

Course Content

Exam 1 (2 papers of 1 hour each)

- **Section A - USA 1920 - 1973.** A study of the USA in a period of opportunity and inequality when some Americans lived the 'American Dream' whilst others struggled with the nightmares of poverty, prejudice and discrimination.
- **Section B - Conflict and Tension in Asia, 1950 - 1975.** This focuses on the Korean and Vietnam wars, and seeks to show how and why these conflicts occurred and why it was difficult to resolve the tensions which arose.

Exam 2 (2 papers of 1 hour each)

- **Section A - Britain: Health and the people: c1000 to the present day.** This studies the development of medicine, surgery, anaesthetics, treatments and improvements in public health since the Middle Ages all the way up to the modern day.
- **Section B - Elizabethan England, c1568 - 1603.** This studies the challenges and changes that took place when Elizabeth I was queen and assesses the impact of religion, trade, foreign affairs and her private life on England and its people.

When studying History you will:

- Investigate how humans have behaved in the past and how they may repeat this again in the future!
- Collate information effectively to can help you to shed light on an investigation or an issue confronting society, governments, organisations or individuals.
- Research topics and carry out studies whilst critically assessing the evidence presented to you.
- Learn the arts of debating and expressing your point of view clearly whilst supporting your arguments with evidence which are invaluable skills in job, college or university interviews.
- Develop invaluable skills to help you succeed in work or higher education.

For further information see:

Mr Wallbanks

Mrs Washington

Mr Jenkins

Miss Eaves

Useful for Careers in:

Learning from the past really can improve your future, as you will become a better informed person with a range of valuable work-related skills and the tools to help you excel in higher education. Careers in Law, Social Work, Media, Journalism, Business, Police, Libraries, Teaching and Marketing are all open to you, as well as jobs in History related industries.

Former History Graduates Include:

King Charles, British Prime Ministers Attlee, Brown and Wilson and US Presidents Joe Biden, George W. Bush and JF Kennedy all studied History. So did ex Hewlett Packard boss Carly Fiorina, YouTube CEO Susan Wojcicki and US icon Martha Stewart, as well as Nicky Campbell, Diane Abbott MP, Michael Palin, Sacha Baron Cohen, Shakira, Al Murray and of course famous historians Lucy Worsley and Mary Beard!

Additional information:

History is taught through many ways, for example:

- Carrying out your own investigations and making your own written or vocal presentations.
- Creating timelines, flash-cards, playlists, sketchnotes or trying out simulations designed to make ideas easier to grasp, sometimes on your own, sometimes with friends.
- Creating mind-maps, posters, spidergrams and extended written answers.



Don't take History because you feel you ought to...but because you want to!

Music



General Information

- ❖ It is a full BTEC Level 1/Level 2 Tech Award in Performing Arts
- ❖ It will be for 3 lessons per week.
- ❖ It follows the BTEC Level 1 / Level 2.
- ❖ It gives students the opportunity to learn about the various music products, develop valuable skills and techniques in music creation, performance and production, and explore potential careers in the industry.
- ❖ It is a focused vocational qualification for learners who want to consider a career or further education in the Performing Arts sector.

Qualification Achieved

BTEC Level 1/Level 2 Tech Award in Music.

Course Content

Component 1– 30%

Exploring Music Products and Styles

During Component 1, your students will:

- **Explore** different styles and genres of music.
- **Take part** in practical workshops to understand stylistic features and characteristics.
- **Learn** about the different products the music industry.
- **Develop** techniques in realising musical products.

Component 2 –30% Music Skills development

Aim: develop musical knowledge, skills, and techniques and apply them to a music product.

Assessment: internally assessed assignments

* During component 2, your students will:

- **Reflect** on their progress, and on areas for improvement.
- **Choose** a job role and explore the skills needed to fulfil it.
- **Develop** a range of skills.

Component 3—Responding to a music brief

- **Apply** skills and techniques in a music performance, creation or production.

Music Skills development

Aim: develop musical knowledge, skills, and techniques and apply them to a music product

Assessment: internally assessed assignments

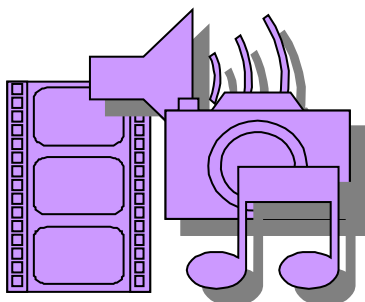
* Note: these draft component details are subject to change in the final qualification.

During component 2, your students will:

- **Reflect** on their progress, and on areas for improvement.
- **Choose** a job role and explore the skills needed to fulfil it.
- **Develop** a range of skills.
- **Apply** skills and techniques in a music performance, creation or production

Useful for Careers in:

Entertainment Industry
Performing Arts
Creative Design
Teaching
Communication
Expressive Arts
Theatre Management
Sound Technician

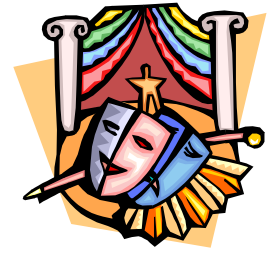


For further information see:



Mrs
Colclough
Mr Ajiteru

Performing Arts



General Information

- ❖ It is a full BTEC Level 1/Level 2 Tech Award in Performing Arts
- ❖ It will be for 3 lessons per week.
- ❖ It follows the BTEC Level 1 / Level 2.
- ❖ It gives students the opportunity to explore a range of disciplines in the broad context of the entertainment industry.
- ❖ It is a focused vocational qualification for learners who want to consider a career or further education in the Performing Arts sector.
- ❖ It promotes an understanding of the contribution the entertainment industry makes at both local and national level.

Qualification Achieved

BTEC Level 1/Level 2 Tech Award in Performing Arts.

Course Content

Exploring the Performing Arts

- Internally assessed assignments
- 30% of the total course

Component 1, your students will:

- **explore** performance styles, creative intentions and purpose
- **investigate** how practitioners create and influence what's performed
- **discover** performance roles, skills, techniques and processes.

Developing Skills and Techniques in the Performing Arts

- Internally assessed assignments
- 30% of the total course

Component 2, your students will:

- **take part** in workshops, classes and rehearsals
- **gain** physical, interpretative, vocal and rehearsal skills
- **apply** these skills in performance
- **reflect** on their progress, their performance and how they could improve.

Component 3

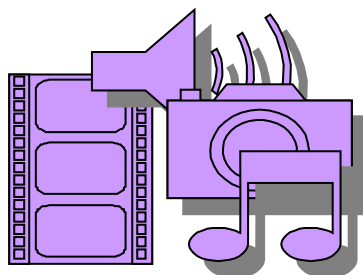
Performing to a Brief

To achieve this aim, your students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

Useful for Careers in:

Entertainment Industry
Performing Arts
Creative Design
Teaching
Communication
Expressive Arts
Theatre Management
Sound Technician



For further information see:

Mrs Colclough



Physical Education



General Information

- Pupils will have the option of Cambridge National Certificate in Sports Studies or GCSE PE.
- Pupils will be advised and guided as to which course would be most suitable for them.
- The courses both contain theoretical and practical lessons.
- Pupils will be expected to take part in extra-curricular activities when asked.
- Pupils will be expected to be at a Club, **training and competing** regularly in **at least two** sports or activities outside of school if they are considering GCSE PE. Ideally this will include an individual ac-

Qualification Achieved

Cambridge National Certificate

Level 2 Distinction* (Equiv Grade 8/9 at GCSE)

Level 2 Distinction (Equiv Grade 7 at GCSE)

Level 2 Merit (Equiv Grade 5/6 at GCSE)

Level 2 Pass (Equiv Grade 4 at GCSE)

GCSE Grades 9-1.

Cambridge National Certificate Content

- Pupils study two mandatory units: Contemporary issues in sport (exam) + Performance and Leadership in sports activities.
- Pupils will then study one further optional unit which is either Sport and the Media or Increasing awareness of Outdoor and Adventurous Activities.
- Each unit has a distinct number of learning objectives that must be completed.

Assessment of Cambridge National Certificate

- There is one 70 mark exam which is 1 hour 15 minutes in duration.
- Practical activities are **assessed internally** by the PE staff then moderated via Witness Statements.
- Pupils complete coursework which is internally assessed and externally moderated.
- The certificate holds the same weighting as a GCSE for College applications.

GCSE Course Content

The course is split into the following categories:

- 60% Final Written Examination.
- 10% Written Non Examined Assessment - Coursework.
- 30% Practical Assessment (10% for each sport assessed).

Useful for Careers in:

Sports Science
Physiotherapy
Teaching
Sports Coaching
Sports Development
Sports Industry



For further information see:

Mr Finch (Head of PE)
Mrs Preston (2nd in PE)

The OCR Website also contains course guides and specifications for further information.

Additional Information

- There is a very strong sporting heritage at All Hallows at both local and representative level.
- The PE Department is fully staffed by specialist teachers.
- In order to give pupils the very best chance of achieving a high grade, it is essential that pupils train with a local club and represent a team both in and outside of All Hallows in their chosen sport.

Vocational Pathway

Certificate of Personal Effectiveness



General Information

The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification. The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows schools to record, a wide range of personal qualities, abilities and achievements of pupils, as well as introducing them to new activities and challenges.

Qualification Achieved

CoPE Level 1 or 2 can be achieved.

Other qualifications can be obtained e.g. First Aid. Level one Kayaking, Level One climbing and Jamie Oliver cooking award. The Key Skills qualifications are recognised by employers and higher education.

Course Content

The course comprises of 13 modules. The module titles are: Communication; Citizenship and Community; Sport and Leisure; Independent Living; The Environment; Vocational Preparation; Health and Fitness; Work Related Learning and Enterprise; Science and Technology; International Links; Expressive Arts; Beliefs and Values; Combined Studies.

Coursework Details

Completion of a portfolio of evidence.

Progression Opportunities

The Certificate of Personal Effectiveness can support personalised learning and progression to Traineeships, Apprenticeships or Higher Education. They can also contribute to improvements in self-esteem, motivation and quality of learning and performance.

Useful for:

Traineeships

Apprenticeships

Higher Education



For further information see:
Mr Case or Mrs Melling



Vocational Pathway Business & Enterprise

General Information

The NCFE Business and Enterprise Course is delivered in school by Preston North End Community and Education Trust. The Trust is the community department of PNE Football Club. Their primary aim is to take the football club into the community and they currently work with 14 secondary schools in the Lancashire area, and over 140 students. Group sizes are kept small, typically between 5 and 8 learners.

Qualification Achieved

Pupils will follow the NCFE Level 1 or 2 Technical Award in Business and Enterprise (Code 603/2955/5). This is a Progress 8 qualification and is equivalent to GCSE.

Course Content

The course comprises two units:

Unit 1: Introduction to Business and Enterprise (Exam 40%)

- Entrepreneur
- Business Aims and Management
- Structures
- Stakeholder Engagement
- Marketing Mix
- Market Research and Markets
- Operations Management
- Customer Service
- Internal Influences
- External Influences
- Challenges of Growth

Unit 2: Understanding Resources for Business and Enterprise Planning (Project 60%)

- Business Research
- Resource Planning
- Business Growth
- Human Resources
- Business and Enterprise Funding
- Business and Enterprise Finance
- Planning

Exam and Coursework Details

Unit 1: 40% Exam.

Unit 2: 60% Synoptic Project Opportunity to submit twice

Progression Opportunities

Learners could progress to Level 3 qualifications such as Level 3 Applied General Certificate in Business and Enterprise.

For further information see:

Mr McMullen or email
Jake Blackburn at
jakeblackburn@pne.com

