

# Blessed Thomas Holford Catholic College



May God's love be our guide 



Blessed Thomas Holford Catholic College

May God's love be our guide 

## Welcome to Key Stage Four Study at Blessed Thomas Holford Catholic College

Our learners in Year 9 are now at an exciting stage in their education where they will start to make some choices about the curriculum they will follow. The information in this booklet is designed to help you support your child in making those choices, and outline the core curriculum that all students will follow.

Our aim is for everybody to leave our college with the grades to enter top universities or apprenticeships and to have successful careers. We also aim to support our students' character development through a strong and effective programme of personal development and guidance. The BTH way is to Work Hard, Be Kind and Develop their Whole Self.

During the seven years your child is with us there are two key moments when they are expected to make a choice about the subjects they study - at the end of Year 9, and when applying to join our Sixth Form at the end of Year 11. We want to provide every student with excellent guidance and advice so that the subjects chosen are appropriate and ensure the potential of every student is reached.

Our track record in examinations is very impressive:

- We provide considerable support for our GCSE level students and our results have been consistently strong
- Our Progress 8 score shows all our student making significant progress when compared with other students across the country
- We are very proud of our Sixth Form students who achieved an overall pass rate of 99% with many being accepted into the most prestigious universities and apprenticeships in the UK

Over the next few years we have set ambitious targets for our future results. We recognise what an important part parents play in the success of their child and during the coming weeks we will provide you with information about our GCSE and equivalent courses and the options process. We hope this information will make you much better informed to support your child.

Additionally, our Careers and Guidance Officers will provide information to your child and will work to support them from now up to Year 11, to ensure they have the best possible careers advice and are prepared for the next stage of their life. There is some useful independent information for parents on the following website <https://www.careerpilot.org.uk/parent-zone/choices-at-14>

To further assist your child with making these choices we invite you to attend our in person options evening on Thursday 12th February. There is also the opportunity for you to discuss progress with the teachers of the Core subjects on Wednesday 11th February. This evening takes place online

## **Core Subjects** All students study these subjects

During Key Stage 4 (Year 10 - 11), all students will follow a curriculum that is suited to their needs and interests. They will finish Year 11 equipped with a range of appropriate qualifications, skills and attributes to enable them to pursue their chosen path into further education and employment. The curriculum is divided into two parts, core curriculum and options – these are outlined below.

- GCSE Religious Education
- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science (a combination of Biology, Chemistry and Physics equivalent to 2 GCSE's)
- Physical Education (no qualification)
- Personal Development including Personal, Social, Health and Economic (no qualification) & Relationship & Sex Education (no qualification)

## **Option Subjects**

**Group 1:** All students must study at least one from this group in their choice of three, but can choose up to three

- GCSE French
- GCSE Geography
- GCSE History
- GCSE Spanish
- GCSE Computer Science
- GCSE Triple Science (Biology, Chemistry and Physics)

**Group 2:** Subjects students may choose a maximum of two

- GCSE Art
- GCSE Business Studies
- GCSE Classics
- GCSE Drama
- Level 1/2 Certificate in Creative iMedia
- GCSE Design & Technology: Product Design **or** GCSE Design & Technology: Textiles
- GCSE Food & Nutrition
- Level 1/2 BTEC Health & Social Care
- GCSE Music
- GCSE Physical Education **or** Level 2 Sports Studies

### **Time Scale**

**January 2026** – Launch Assembly, Options Talks by Teachers during lessons and assemblies

**Thursday 12<sup>th</sup> February 2026** – Options Evening with both students and parents

**February Half Term** - Request are submitted to school via applicaa


**June 2026** - Confirmed Options by school

**September 2026**- Students begin studying the course

**Summer 2028** – Examinations at the end of courses



Blessed Thomas Holford Catholic College

May God's love be our guide 

## Year 9 Options Evening - Thursday 12th February

Welcome to your child's options evening. Tonight, you will have the opportunity to visit subject areas your child is considering studying.

Please go in and speak to the staff about the qualifications on offer. You can also speak to your child's current subject teachers about their current progress.

### Subject locations

Ground Floor	W1	Design Technology-Product Design and Textiles
	W2	Art
First Floor	W3	Music
	W4	Business Studies
	W5	PE and Sport
	W6	Food & Nutrition
	W7	Triple Science
Second Floor	W8	Drama & Classics
	W9	French & Spanish
	W10	Health & Social Care
	W11	Geography
	W12	History
	W13	Computing - Computer Science and Creative IMedia

Students have been emailed with their log in details for Applicaa, once submitted their choices will be emailed to parent/carers to be confirmed. Choices are only submitted once this final step is completed. The deadline for this is Monday 23rd February. This will give enough time to enable appointment of new teachers if necessary.

Blessed Thomas Holford  
Catholic College



May God's love be our guide 



Blessed Thomas Holford Catholic College

May God's love be our guide 

<b>Subject</b>	<b>English Language</b>
Head of Department	<b>Mrs Goldrick</b>
Qualification Title	<b>GCSE English Language</b>
Link to Specification	<a href="#">AQA English Language Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH English Curriculum</a>

## Course Content

This qualification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and use the aforementioned skills to then analyse works of Literature and their meanings.

For GCSE English Language students will be taught to:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

## Assessment

### Paper 2: Writers' Viewpoints and Perspectives

#### What's assessed

##### Section A: Reading

- one non-fiction text and one literary non-fiction text

##### Section B: Writing

- writing to present a viewpoint

#### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

#### Questions

##### Reading (40 marks) (25%) – 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%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### Paper 1: Explorations in Creative Reading and Writing

#### What's assessed

##### Section A: Reading

- one literature fiction text

##### Section B: Writing

- descriptive or narrative writing

#### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

#### Questions

##### Reading (40 marks) (25%) – 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)

### Non-examination Assessment: Spoken Language

#### What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

#### Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)



<b>Subject</b>	<b>English Literature</b>
Head of Department	<b>Mrs Goldrick</b>
Qualification Title	<b>GCSE English Literature</b>
Link to Specification	<a href="#">AQA English Literature Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH English Curriculum</a>

### Course Content

This qualification will ensure that students can read fluently and write effectively. Students will be able to...

Reading comprehensively and critically:

- literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

Write in an academic style:

- producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- accurate Standard English: accurate spelling, punctuation and grammar

### Assessment

#### Paper 1: Explorations in Creative Reading and Writing

##### What's assessed

##### Section A: Reading

- one literature fiction text

##### Section B: Writing

- descriptive or narrative writing

##### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

##### Questions

##### Reading (40 marks) (25%) – 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)

#### Paper 2: Writers' Viewpoints and Perspectives

##### What's assessed

##### Section A: Reading

- one non-fiction text and one literary non-fiction text

##### Section B: Writing

- writing to present a viewpoint

##### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

##### Questions

##### Reading (40 marks) (25%) – 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%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### Non-examination Assessment: Spoken Language

##### What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

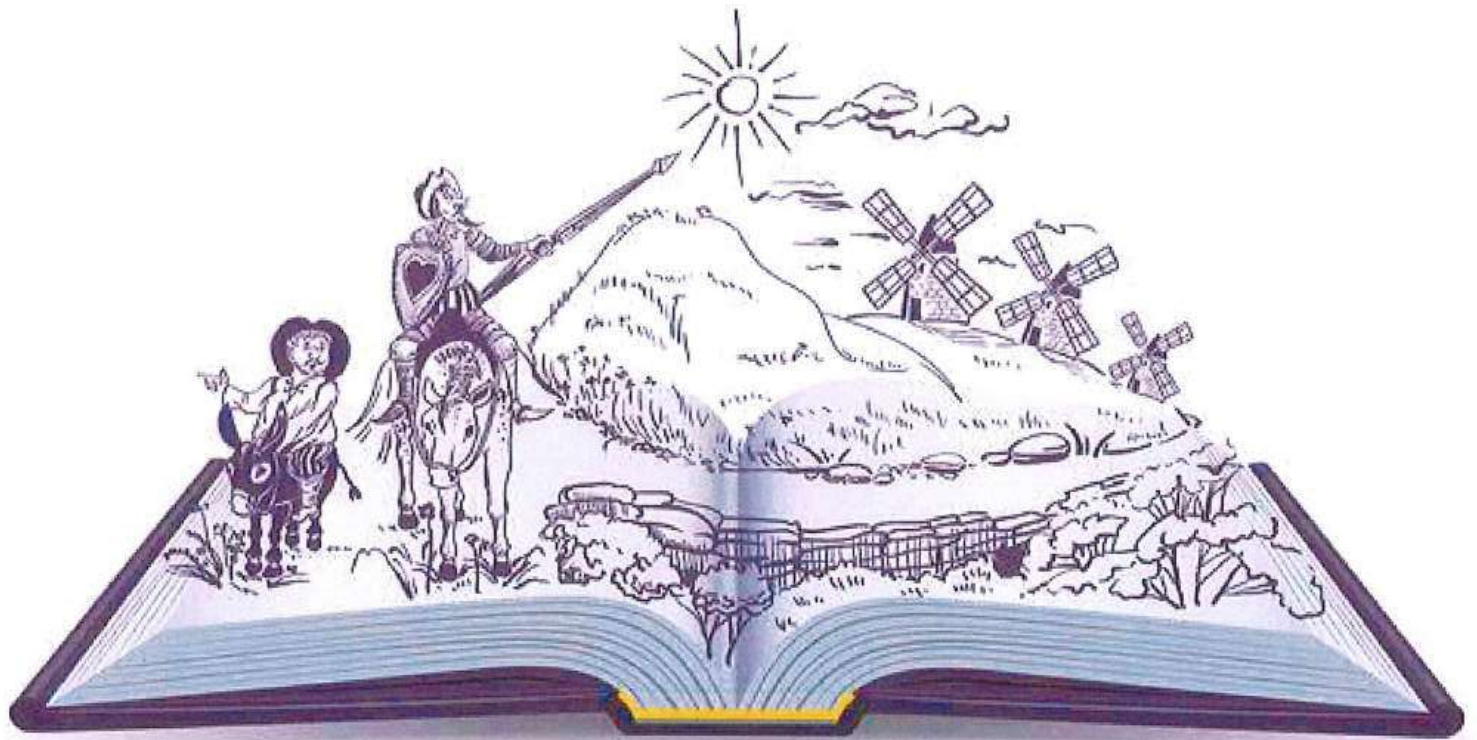
##### Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Careers		
Journalist Political Campaign Manager Spin Doctor Publicist PR roles	Author Poet Teacher Screen writer Director/producer	Lawyer Social Worker Lecturer Literature/Film Critic Social Media/ Media Campaign Manager
Enrichment	EBacc Subject	Tiered
Revision classes in the run up to examinations  BTHCC Globe Theatre – set text theatre production recordings  Debate Club  Creative Writing Club	Yes  1. English 2. Mathematics 3. 2 Science 4. Modern Foreign Language 5. Humanities (History or Geography)	No
Trips	Homework Learning	Examination Board
Theatre trips in line with theatre listings	Students will complete either exam style timed responses to practice planning and application of knowledge to exam questions or retrieval and recall based SENECA quizzes.	<b>AQA</b>

“A man who does not read good books has no advantage over the man who cannot read them.”

Mark Twain



<b>Subject</b>	<b>Mathematics</b>
Head of Department	<b>Mr O'Brien</b>
Qualification Title	<b>GCSE Mathematics (9-1)</b>
Link to Specification	<a href="#">Maths Online Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Mathematics Curriculum Map</a>

### Course Content

The subject content of this specification matches that set out in the Department for Education's Mathematics GCSE subject content and assessment objectives document. This content is common to all exam boards. The content has been organised into broad topic areas as follows:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas.

### Assessment

#### Assessments

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher tiers.

The Subject content section shows the content that is assessed in each tier.

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
<b>What's assessed</b> Content from any part of the specification may be assessed		<b>What's assessed</b> Content from any part of the specification may be assessed		<b>What's assessed</b> Content from any part of the specification may be assessed
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>non-calculator</li> <li>33½% of the GCSE Mathematics assessment</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33½% of the GCSE Mathematics assessment</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33½% of the GCSE Mathematics assessment</li> </ul>
<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

### Careers

Accountant Acoustic consultant Actuarial analyst Actuary	Chartered accountant Chartered certified accountant Data scientist Financial Analyst	Research scientist (maths) Teacher Software engineer Sound engineer
---	---	--

Astronomer	Investment analyst	Statistician
Enrichment	EBacc Subject	Tiered
Revision classes in the run up to examinations Board Games Lego Club	Yes  1. English <b>2. Mathematics</b> 3. 2 Science 4. Modern Foreign Language 5. Humanities (History or Geography)	Yes  Higher (Grades 9 – 4) Foundation (Grades 5-1)
Trips	Homework Learning	Examination Board
Two weekend residentials in Year 11	Students will complete 40 minute task online using Sparx Maths  <a href="https://sparxmaths.com/">https://sparxmaths.com/</a>	<b>AQA</b>

"Numbers are the Universal language offered by the deity to humans as confirmation of the truth."

St Augustine



Subject	<b>Combined Science</b>
Head of Department	<b>Mrs Thorneloe</b>
Qualification Title	<b>GCSE Combined Science: Trilogy</b>
Link to Specification	<a href="#">Combined Science Online Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Science Curriculum Map</a>

### Course Content

The specification content has been organised into broad topic areas and given a reference as follows:

Biology	Chemistry	Physics
1. Cell Biology 2. Organisation 3. Infection & Response 4. Bioenergetics 5. Homeostasis & Response 6. Inheritance, Variation & Evolution 7. Ecology	1. Atomic Structure & The Periodic Table 2. Bonding, Structure & Properties of Matter 3. Quantitative Chemistry 4. Chemical Changes 5. Energy Changes 6. Rate & Extent of Chemical Change 7. Organic Chemistry 8. Chemical Analysis 9. Chemistry of the Atmosphere 10. Using Resources	1. Energy 2. Electricity 3. The Particle Model of Matter 4. Atomic Structure 5. Forces 6. Waves 7. Electricity & Magnetism

The topic areas are split across and examined on 2 papers for each GCSE as follows:

### Assessment

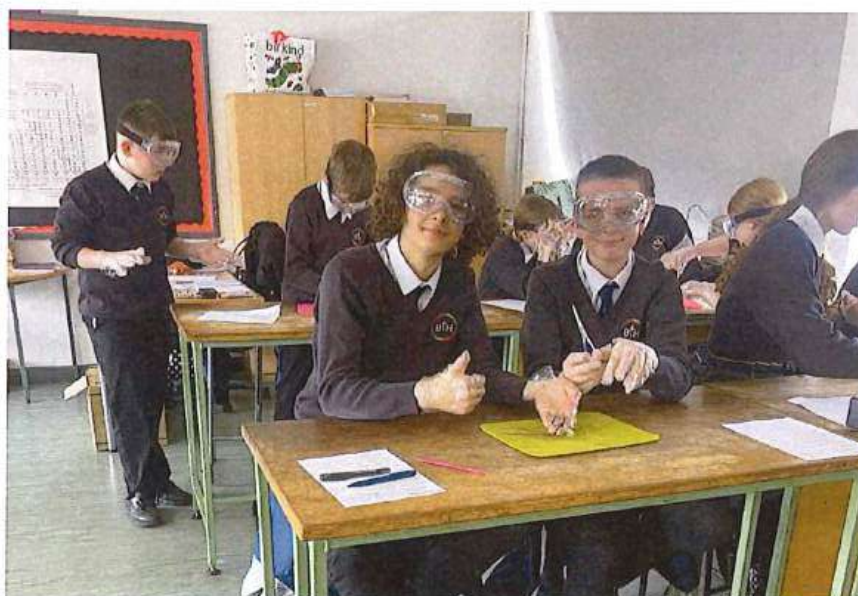
There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Physics Paper 1	Physics Paper 2
<b>What's assessed</b> Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.	<b>What's assessed</b> Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>Foundation and Higher Tier</li> <li>70 marks</li> <li>16.7% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>Foundation and Higher Tier</li> <li>70 marks</li> <li>16.7% of GCSE</li> </ul>
<b>Questions</b> Multiple choice, structured, closed short answer, and open response.	<b>Questions</b> Multiple choice, structured, closed short answer, and open response.
Chemistry Paper 1	Chemistry Paper 2
<b>What's assessed</b> Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	<b>What's assessed</b> Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from Sections 5.1 to 5.3.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>Foundation and Higher Tier</li> <li>70 marks</li> <li>16.7% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>Foundation and Higher Tier</li> <li>70 marks</li> <li>16.7% of GCSE</li> </ul>
<b>Questions</b> Multiple choice, structured, closed short answer, and open response.	<b>Questions</b> Multiple choice, structured, closed short answer, and open response.

### Careers

Botanist Pharmacist Neuroscientist Microbiologist Doctor	Aeronautical engineer Chemical engineer Electrical engineer Mechanical engineer Petrochemical engineer	Reproductive endocrinologist Psychologist Oceanographer Palaeontologist Geologist
--	--	---

Veterinarian Zoologist Radiologist	Forensic scientist Environmental scientist Immunologist	Anthropologist Astrophysicist Dietician
Enrichment	EBacc Subject	Tiered
Revision classes in the run up to examinations  Lunchtime Science club	Yes  1. English 2. Mathematics <b>3. 2 Science</b> 4. Modern Foreign Language 5. Humanities (History or Geography)	Yes  Higher (Grades 9-9 to 4-3) Foundation (Grades 5-5 to 1-1)
Trips	Homework Learning	Examination Board
GCSE Science Live! in Year 11	Students will complete their retrieval homework via Sparx Science.  From the completion of this home learning, class teachers are able to diagnose student's difficulties in recalling past content and plan to strengthen this recall over the course of future lessons	<b>AQA</b>



"Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world."

Louis Pasteur

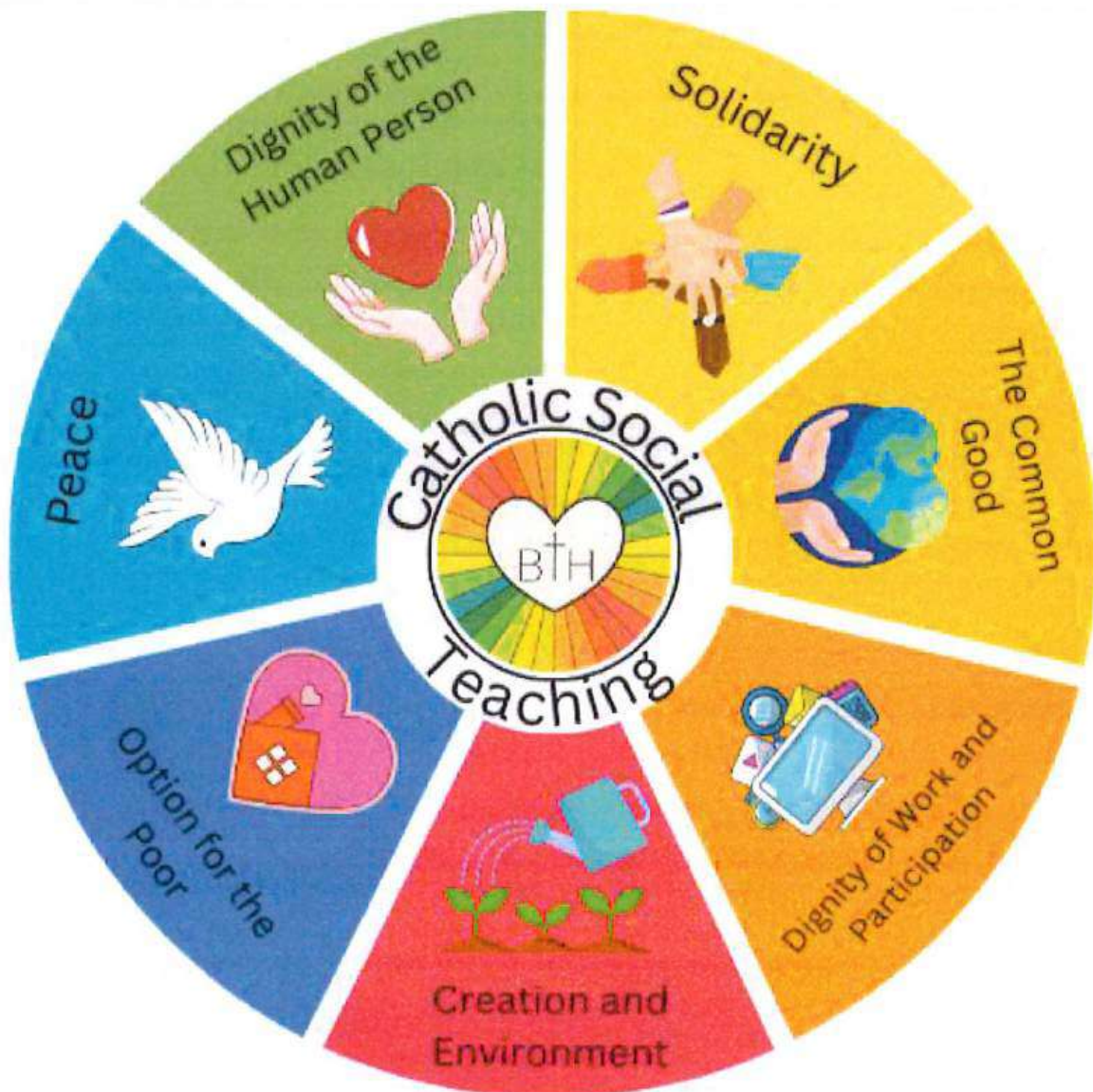
Subject	<b>Religious Education</b>
Head of Department	<b>Mr Wallbank</b>
Qualification Title	<b>GCSE Religious Education</b>
Link to Specification	<a href="https://www.eduqas.co.uk/media/wpojvjm0/eduqas-gcse-rs-spec-full-fro-m-2016-e-14-05-2020.pdf">https://www.eduqas.co.uk/media/wpojvjm0/eduqas-gcse-rs-spec-full-fro-m-2016-e-14-05-2020.pdf</a>
Curriculum Map at BTHCC	<a href="https://www.bthcc.org.uk/page/?title=Religious+Studies&amp;pid=348">https://www.bthcc.org.uk/page/?title=Religious+Studies&amp;pid=348</a>

<b>Course Content</b>		
<p>Religious Education at Blessed Thomas Holford Catholic College, involves an in depth study of Catholic Christianity, other denominations of Christianity, the Jewish faith and non-religious approaches to ethical issues. Through the first unit of study, Origins and Meaning, students explore the core beliefs and teachings held by religious and non-religious groups regarding the creation of the world, the sanctity of life, humanity's responsibility to protect the environment and our need to be charitable. In the second unit linked to this paper, students consider the problem of evil, belief in the Trinity, precisely what is meant by the incarnation, and sources for moral authority. Throughout these studies students are encouraged to compare, contrast and evaluate different views, as well as articulating what theological basis these views have derived from.</p> <p>Applied Catholic Theology focuses is split into Life and Death and Sin and Forgiveness. In both of these, ethical issues such as capital punishment and euthanasia are studied, and core concepts of Catholic belief and the lived faith, such as eschatology, the Magisterium, the funeral rite, prayer, the nature of the Church and sacraments are studied and evaluated in depth.</p> <p>The final paper sat by students, Judaism: Beliefs and Practices, provides students with an opportunity to study another religion in depth; focusing on key beliefs such as beliefs on the Messiah, Covenants and the Nature of God, as well as key Jewish practices and worship in the synagogue, Jewish festivals and rites of passage. Through these studies at Blessed Thomas Holford Catholic College, students deepen their understanding of Catholic beliefs, practices, and moral teachings while fostering critical thinking about faith, ethics, and society. It encourages students to reflect on religious and spiritual issues, promoting personal growth, respect for diverse viewpoints, and an appreciation of Catholic values and social justice.</p>		
<b>Assessment</b>		
<p><b>Paper 1: Foundational Catholic Theology (37.5%)</b>  <i>This paper consists of 96 marks (6 marks for SPAG) and is 90 minutes long</i>  Pupils will be assessed on the following units: Origins and Meaning, Good and Evil</p>		
<p><b>Paper 2: Applied Catholic Theology (37.5%)</b>  <i>This paper consists of 96 marks (6 marks for SPAG) and is 90 minutes long</i>  Pupils will be assessed on the following units: Life and Death, Sin and Forgiveness</p>		
<p><b>Paper 3: Judaism (25%)</b>  <i>This paper consists of 60 marks and is 60 minutes long</i>  Pupils will be assessed on the following units: Judaism Beliefs and Teachings, Judaism Practices</p>		
<b>Careers</b>		
Archivist Charity Fundraiser Events Organiser Chaplain Community Development Worker	Civil Service Solicitor Teacher Lecturer Equality, Diversity and Inclusion Officer	Human Rights Officer Local Government Clergy International Aid/Development Worker Journalist
<b>Enrichment</b>	<b>EBacc Subject</b>	<b>Tiered</b>
Revision classes in the run up to examinations  Philosophy Club	No	No, all students are entered for the full GCSE Qualification

Trips	Homework Learning	Examination Board
International Trips to places of religious significance (e.g. Rome)	Students will complete online tasks through Seneca, written and creative tasks to consolidate key areas of learning, as well as exam practice.	<b>Eduqas Route B</b>

*"The study of theology is the study of the truths of faith, and it is the most noble of all studies."*

St Thomas Aquinas



Subject	<b>Core PE</b>
Head of Department	<b>Miss Hodgkin</b>
Qualification Title	<b>Core PE</b>
Curriculum Map at BTHCC	<a href="#">BTH PE Curriculum Map</a>

### Course Content

The subject content of this specification matches what is set out in the Department for Education's Core Physical Education subject content and assessment objectives document.

#### Core PE KS3/KS4

HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Baseline Assessment	OAA	Dance	Heath Related Fitness	Athletics	Athletics
Baseline Assessment	Games	Games	Games	Striking and Fielding	Striking and Fielding
Games	Games	Heath Related Fitness	Gymnastics	Athletics	Athletics
Games	Games	Games	Games	Striking and Fielding	Striking and Fielding
Net and Wall	Net and Wall	Heath Related Fitness	Games	Athletics	Athletics
Games	Games	Games	Games	Striking and Fielding	Striking and Fielding

### Assessment

#### 'THINKING ME'



Specific Skills  
Terminology for Sports  
Rules  
Tactics and Strategies  
Evaluation  
Application

#### 'SOCIAL ME'



Effective Communication  
Leadership skills  
Respect  
Resilience  
Confidence  
Personal Growth

#### 'PHYSICAL ME'



Showcase  
Application  
Consistency  
Accuracy  
Compositional ideas  
Outwitting opponents

'THINKING ME'	E	D	S	M
How can I improve?				

'SOCIAL ME'	E	D	S	M

#### KEY STAGE THREE END POINTS

##### PHYSICAL ME MOTOR COMPETANCE

1. Show physical ability to perform a variety of skills with consistency.
2. Demonstrate the correct technique across a variety of activities drawing on compositional ideas.
3. Apply skills in a competitive situation.

## Careers

- Personal trainer.
- Athletics coach.
- Athletic scout.
- Sports massage therapist

- Umpire.
- Referee.
- Nutritionist.
- Physiotherapist.

- Sports journalist
- PE Teacher
- Football Coach
- Sports Analyst

## Enrichment

Morning Clubs- Basketball, Table Tennis and Badminton  
Lunchtime clubs- Cricket, Badminton, Dodgeball and Table Tennis  
Afterschool- Football, Netball, Cricket, Rugby, Excite Programme



# Blessed Thomas Holford Catholic College



May God's love be our guide 



Blessed Thomas Holford Catholic College

May God's love be our guide 

Subject	<b>Computer Science</b>
Head of Department	<b>Mr Bolton</b>
Qualification Title	<b>GCSE COMPUTER SCIENCE (8525)</b>
Link to Specification	<a href="#">Computer Science Online Specification</a>
Curriculum Map at BTHCC	<a href="#">Computing at BTHCC</a>

#### Course Content

##### **Paper 1: Computational thinking and programming skills**

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

##### **Paper 2: Computing concepts**

3.3 Fundamentals of data representation

3.4 Computer systems

3.5 Fundamentals of computer networks

3.6 Cyber security

3.7 Relational databases and structured query language (SQL)

3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

#### Assessment

##### **Paper 1: Computational thinking and programming skills**

###### **What's assessed**

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

###### **How it's assessed**

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

###### **Questions**

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

**Paper 2: Computing concepts**

**What's assessed**

The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

**How it's assessed**

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

**Questions**

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

**Careers**

3D printing technician  
 App developer  
 Archivist  
 Business analyst  
 Cartographer  
 Computer games developer  
 Computer games tester  
 Cyber intelligence officer  
 Data entry clerk  
 Data scientist  
 Database administrator  
 Digital delivery manager  
 Digital product owner  
 E-learning developer  
 Forensic computer analyst  
 Geospatial technician  
 Indexer

Information scientist  
 IT project manager  
 IT security co-ordinator  
 IT service engineer  
 IT support technician  
 IT trainer  
 Librarian  
 Library assistant  
 Media researcher  
 Network engineer  
 Network manager  
 Operational researcher  
 Pre-press operator  
 Robotics engineer  
 Security Service personnel  
 Smart home installer  
 Social media manager

Software developer  
 Solutions architect  
 Systems analyst  
 Technical architect  
 Technical author  
 Telephonist  
 Test lead  
 User experience (UX) designer  
 User researcher  
 Vlogger  
 Web content editor  
 Web designer  
 Web developer

**Enrichment**

Revision classes in the run up to examinations

**EBacc Subject**

No

**Tiered**

No

**e-sports**

**Homework Learning**

Students will complete 40 minute tasks set through google classroom

**Examination Board**

**AQA**

**Our goal must be the infinite and not the finite**

“The Millennial Saint” - Carlo Acutis



Subject	<b>French</b>
Head of Department	<b>Miss Ludlow</b>
Qualification Title	<b>GCSE French 8652</b>
Link to Specification	<a href="#">AQA GCSE 8652 French</a>
Curriculum Map at BTHCC	<a href="#">French at BTHCC</a>

### Course Content

The subject content of this specification matches that set out in the new AQA GCSE French examinations, with first examinations taking place 2026. The course content is taught under three overarching themes, and assessment is set in the context of these three themes:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

### Assessment

#### Paper 1: Listening

##### What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

##### How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

#### Paper 2: Speaking

##### What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

##### How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

### Paper 3: Reading

#### What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

#### How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

### Paper 4: Writing

#### What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

#### How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Careers

- Academic researcher
- Diplomatic service officer
- English as a foreign language teacher
- Intelligence analyst
- International aid/development worker
- Interpreter
- Political risk analyst
- Secondary school teacher
- Translator

- Broadcast journalist
- Detective
- Education consultant
- Logistics and distribution manager
- Marketing executive
- Patent examiner
- Private tutor
- Publishing rights manager
- Sales executive
- Tour manager

Careers resources:

[Prospects](#)

[Manchester University- Why Languages?](#)

[BBC- Jobs in languages](#)

[MI5](#)

#### Enrichment

Revision classes in the run up to examinations  
MFL film and culture club  
Guest speakers and activities

#### EBacc Subject

Yes

#### Tiered

Yes

Higher (Grades 9 – 4)  
Foundation (Grades 5-1)

#### Trips

Y8 trip to France  
Y10 tip to France

#### Homework Learning

Students are set homework once a week using a mixture of Languagenut and exam style activities.

#### Examination Board

**AQA**

Subject	<b>Geography</b>
Head of Department	<b>Mr Milligan</b>
Qualification Title	<b>GCSE Geography (9-1)</b>
Link to Specification	<a href="#">Geography Online Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Geography Curriculum Map</a>

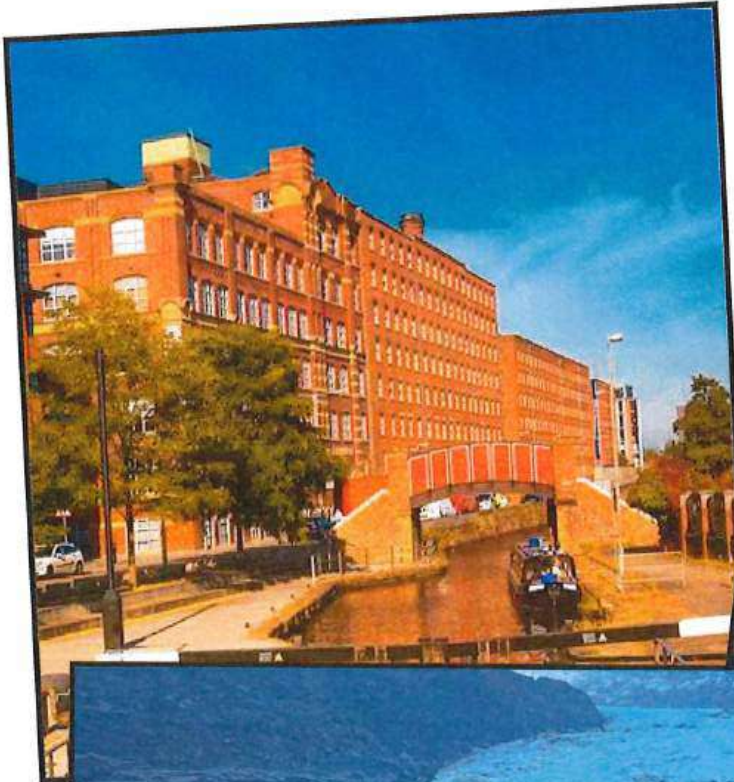
<b>Course Content</b>	
<p>The Pearson GCSE Geography B specification explores global geographical issues (e.g., hazards and urban challenges), UK geographical themes (e.g., landscapes and resource management), and practical geographical investigations with fieldwork. It integrates human and physical geography and focuses on sustainability and decision-making.</p> <p><b>Paper 1</b>  Section A: Hazardous Earth  Section B: Development dynamics  Section C: Challenges of an urbanising world</p> <p><b>Paper 2</b>  Section A: The UK's evolving physical landscape  Section B: The UK's evolving human landscape  Section C: Geographical investigations</p> <p><b>Paper 3</b>  Section A: People and the biosphere  Section C: Consuming energy resources</p> <p>Section B: Forests under threat  Section D: Making a geographical decision</p>	

<b>Assessment</b>	
<p><b>Component 1:</b> Global Geographical Issues (*Paper 1 code: 1GB0/01)  Written examination: 1 hour and 30 minutes  <b>37.5% of the qualification 94 marks</b></p> <p><b>Component 2:</b> UK Geographical Issues (*Paper 2 code: 1GB0/02)  Written examination: 1 hour and 30 minutes  <b>37.5% of the qualification 94 marks</b></p> <p><b>Component 3:</b> People and Environment Issues – Making Geographical Decisions  (*Paper 3 code: 1GB0/03)  Written examination: 1 hour and 30 minutes  <b>25% of the qualification 64 marks</b></p>	

<b>Careers</b>		
Cartographer Urban Planner GIS Specialist/Analyst Environmental Consultant Climatologist	Geospatial Data Scientist Hydrologist Transportation Planner Remote Sensing Analyst Geomorphologist	Environmental Scientist Geological Engineer Surveyor Meteorologist Geography Teacher/Educator
<b>Enrichment</b>	EBacc Subject	Tiered
Revision classes in the run up to examinations.	Yes  1. English 2. Mathematics 3. 2 Science	No

	4. Modern Foreign Language 5. <i>Humanities (Geography)</i>	
<b>Trips</b>	<b>Homework Learning</b>	<b>Examination Board</b>
<p><b><u>Compulsory</u></b> Y10 Paper 2 fieldwork to Ancoats and Edale.</p> <p><b><u>Optional</u></b> Y9 -12 International trip – Iceland or Italy</p>	<p>Students will complete a 40-minute, weekly task.</p> <p>The 'weekly 20-20'. This is completed in a separate home learning book and consists of 20 minutes of exam style questions and 20 minutes of revision notes.</p>	<p><b>Pearson</b> <b>(Edexcel B)</b></p>

*The earth is the Lord's, and everything in it, the world, and all who live in it: (Psalm 24:1-2)*



Subject	History
Head of Department	Mr Peat
Qualification Title	GCSE History (9-1)
Link to Specification	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>
Curriculum Map at BTHCC	<a href="https://www.bthcc.org.uk/attachments/download.asp?file=388&amp;type=pdf">https://www.bthcc.org.uk/attachments/download.asp?file=388&amp;type=pdf</a>

<p><b>Course Content</b></p> <p>The subject content of this specification matches that set out in the Department for Education's History GCSE subject content and assessment objectives document. This content is common to all exam boards. In their GCSE course pupils will study the following modules:</p> <p><b>Paper 1: 30% of overall qualification</b> Medicine in Britain 1250-Present and The British sector of the Western Front 1914-1918: Injuries, treatment and the trenches.</p> <p><b>Paper 2: 40% of overall qualification</b> Early Elizabethan England 1558-1588 Superpower Relations and the Cold War 1941-1991</p> <p><b>Paper 3: 30% of overall qualification</b> Weimar and Nazi Germany 1918-1939</p>
--

<b>Assessment</b>		
<p><b>Paper 1: Thematic study and historic environment</b> (Paper codes: 1HI0/10-13)</p> <ul style="list-style-type: none"> <li>First assessment: May/June 2018</li> <li>The assessment is 1 hour and 20 minutes.</li> <li>The question paper is out of 52 marks.</li> <li>It comprises two sections: A and B.</li> </ul> <p><b>Section A: historic environment</b></p> <p>This section is worth 10%* of the total qualification. It is marked out of 16. All questions are compulsory.</p> <ul style="list-style-type: none"> <li><b>Questions 1 (a) and (b):</b> these focus on describing features (AO1).</li> </ul> <p>Question 2 is a two-part question, targeting AO3. It uses two contemporary sources. One of them may be visual, but at least one will be written.</p> <ul style="list-style-type: none"> <li><b>Question 2 (a):</b> students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.</li> <li><b>Question 2 (b):</b> students suggest a follow-up enquiry relating to one of the sources.</li> </ul> <p><b>Section B: thematic study</b></p> <p>This section is worth 20%* of the total qualification. It is marked out of 36.</p> <p>Of the 36 marks, up to 4 marks in Question 5/6 will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).</p> <p>All questions target AO1/AO2.</p> <p>Questions 3 and 4 are compulsory. Students then select either Question 5 or Question 6.</p> <ul style="list-style-type: none"> <li><b>Question 3:</b> this focuses on similarity or difference over time. Questions will cross sections of the specification and will normally span at least a century (and may span much longer periods).</li> <li><b>Question 4:</b> this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods.</li> <li><b>Questions 5/6:</b> requires a judgement and may focus any of the following: the nature or extent of change (change/continuity); patterns of change (turning points, i.e. significance); the process of change (factors bringing it about, i.e. causation); or the impact of change (i.e. consequence). Questions will normally span at least a complete period or two centuries (whichever is shorter); they may span much longer periods.</li> </ul>	<p><b>Paper 2: Period study and British depth study</b> (Paper codes: 1HI0/2A-2W)</p> <ul style="list-style-type: none"> <li>First assessment: May/June 2018.</li> <li>The assessment is 1 hour and 50 minutes.</li> <li>The question paper is out of 64 marks.</li> <li>It comprises two question and answer booklets: P and B.</li> </ul> <p><b>Question and answer booklet P: period study</b></p> <p>This section is worth 20%* of the total qualification. It is marked out of 32.</p> <p>All questions target AO1/AO2.</p> <p>Students answer four compulsory questions:</p> <ul style="list-style-type: none"> <li><b>Questions 1(a) and 1(b):</b> these focus on consequence.</li> <li><b>Question 2:</b> this focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second order concepts (i.e. causation, consequence, change).</li> <li><b>Question 3:</b> students select two from a choice of three parts. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to situations and unfolding developments (i.e. their consequence and significance).</li> </ul> <p><b>Question and answer booklet B: British depth study</b></p> <p>This section is worth 20%* of the total qualification. It is marked out of 32.</p> <p>Students answer four questions. Questions 1(a), 1(b) and 2 are compulsory. Students then select either Question 3 or Question 4:</p> <ul style="list-style-type: none"> <li><b>Question 1 (a) and (b):</b> these are compulsory and target AO1. They focus on describing features.</li> <li><b>Question 2:</b> this is compulsory and targets AO1/AO2. It focuses on causation.</li> <li><b>Questions 3/4:</b> These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation, consequence or significance.</li> </ul>	<p><b>Paper 3: Modern depth study</b> (Paper codes: 1HI0/30-33)</p> <ul style="list-style-type: none"> <li>First assessment: May/June 2018.</li> <li>The assessment is 1 hour and 30 minutes.</li> <li>The question paper is out of 52 marks.</li> <li>It comprises two sections: A and B.</li> </ul> <p><b>Section A</b></p> <p>This section is worth 16%* of the total qualification. It is marked out of 16.</p> <p>Students answer two questions. Questions 1 is compulsory. Students then select either 2(a) or 2(b):</p> <ul style="list-style-type: none"> <li><b>Question 1:</b> this targets AO3, and focuses on making inferences from a source.</li> <li><b>Questions 2 (a) / (b):</b> these target AO1/AO2, and focus on causation.</li> </ul> <p><b>Section B</b></p> <p>This section is worth 20%* of the total qualification. It is marked out of 36.</p> <p>Of the 36 marks, up to 4 marks in Question 3 (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).</p> <p>All question parts are compulsory.</p> <ul style="list-style-type: none"> <li><b>Question 2 (a):</b> this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.</li> <li><b>Question 2 (b):</b> this targets AO1 and uses two tier written interpretations. Students explain how the two interpretations differ.</li> <li><b>Question 3 (c):</b> this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.</li> <li><b>Question 3 (d):</b> this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context.</li> </ul>

<b>Careers</b>	
<p>Academic Researcher Archaeology Archivist Civil Service Lawyer / Solicitor</p>	<p>Librarian Museum Curator Media and Journalism Political Analyst Teacher or lecturer</p>

Enrichment	EBacc Subject	Tiered
Horrible Histories Club  Epic History Club with Mr Neilson and Mr McGuinness  After school revision lessons throughout Year 11	Yes  1. English 2. Mathematics 3. 2 Science 4. Modern Foreign Language 5. <u>Humanities</u> ( <u>History</u> or Geography)	No  One paper for all pupils
Trips	Home Learning	Examination Board
Battlefields Visit to Belgium and France at the end of Year 10  Berlin Trip in Year 11	Students complete a range of retrieval tasks based around the Core Four revision strategies.	<b>EDEXCEL</b>

**“The lack of historical memory is a serious shortcoming in our society. A mentality that can only say, “Then was then, now is now”, is ultimately immature. Knowing and judging past events is the only way to build a meaningful future.”**

Pope Francis



Subject	<b>Spanish</b>
Head of Department	<b>Mr Ladyman</b>
Qualification Title	<b>GCSE Spanish</b>
Link to Specification	<a href="#">Spanish Online Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Spanish Curriculum Map</a>

### Course Content

#### Theme 1 : People and Lifestyle

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

#### Theme 2: Popular culture

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

#### Theme 3: Communication and the world around us

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and technology

Topic 3: The environment and where people live

### Assessment

GCSE Languages are assessed through 4 skill areas, listening, speaking, reading and writing at the end of the course. Each skill equates to 25% of the final grade.

There are two tiers of entry, Higher and Foundation. Higher allows pupils to achieve grades 9-4 and Foundation 5-1. Pupils should have an idea of the tier of entry they will be aiming to sit in the final examinations, but these are reviewed throughout the course in relation to Centre Assessments.

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

Careers		
Management and consultancy Education Travel and tourism Translation and interpreting Business services National intelligence and security Government and international development Charity Sales and marketing Journalism Film and television production		
Enrichment	EBacc Subject	Tiered
Revision classes in the run up to examinations  Trips abroad  Access to online learning portals	Yes  1. English 2. Mathematics 3. 2 Science 4. <b>Modern Foreign Language</b> 5. Humanities (History or Geography)	Yes  Higher (Grades 9 – 4) Foundation (Grades 5 - 1)
Trips	Homework Learning	Examination Board
Trip to Spain in Year 10	Students will complete 40 minutes of tasks weekly online using LanguageNut  <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>	<b>AQA</b>

" One language sets you in a corridor for life. Two languages open every door along the way."



<b>Subject</b>	<b>Separate Sciences: Biology, Chemistry, Physics</b>
Head of Department	<b>Mrs Thorneloe</b>
Qualification Title	<b>GCSE Biology, GCSE Chemistry &amp; GCSE Physics</b>
Link to Specification	<a href="#">GCSE Biology Specification</a> <a href="#">GCSE Chemistry Specification</a> <a href="#">GCSE Physics Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Science Curriculum Map</a>

**PLEASE NOTE ALL STUDENTS STUDY SCIENCE AT GCSE - TO STUDY SEPARATE SCIENCES  
STUDENTS MUST BE ACHIEVING AT 'SECURING' IN YEAR 9**

### Course Content

The specification content has been organised into broad topic areas and given a reference as follows:

GCSE Biology	GCSE Chemistry	GCSE Physics
1. Cell Biology 2. Organisation 3. Infection & Response 4. Bioenergetics 5. Homeostasis & Response 6. Inheritance, Variation & Evolution 7. Ecology	1. Atomic Structure & The Periodic Table 2. Bonding, Structure & Properties of Matter 3. Quantitative Chemistry 4. Chemical Changes 5. Energy Changes 6. Rate & Extent of Chemical Change 7. Organic Chemistry 8. Chemical Analysis 9. Chemistry of the Atmosphere 10. Using Resources	1. Energy 2. Electricity 3. The Particle Model of Matter 4. Atomic Structure 5. Forces 6. Waves 7. Electricity & Magnetism 8. Space Physics

The topic areas are split across and examined on 2 papers for each GCSE as follows

### Assessment

GCSE Biology
<b>Paper 1</b>
<b>What's assessed</b> Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Multiple choice, structured, closed short answer and open response.</li> </ul>
<b>+</b>
<b>Paper 2</b>
<b>What's assessed</b> Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Multiple choice, structured, closed short answer and open response.</li> </ul>

## GCSE Chemistry

### Paper 1:

#### What's assessed

Topics 1-5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

#### Questions

Multiple choice, structured, closed short answer and open response.



### Paper 2:

#### What's assessed

Topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

#### Questions

Multiple choice, structured, closed short answer and open response.

## GCSE Physics

### Paper 1:

#### What's assessed

Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

#### Questions

- Multiple choice, structured, closed short answer and open response.



### Paper 2:

#### What's assessed

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

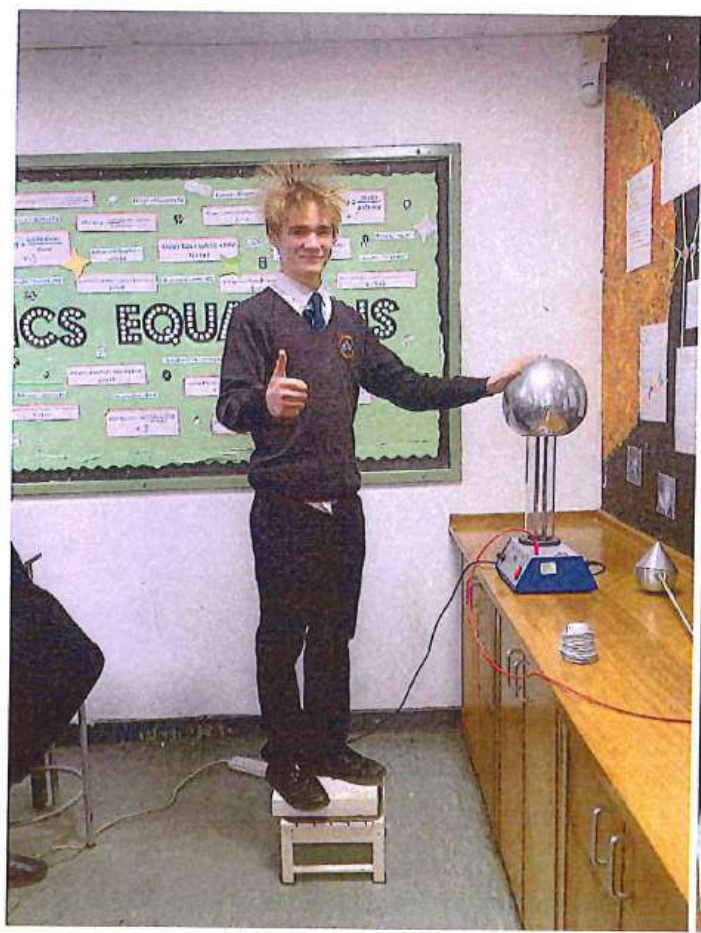
#### Questions

- Multiple choice, structured, closed short answer and open response.

Careers		
Botanist Pharmacist Neuroscientist Microbiologist Doctor Veterinarian Zoologist Radiologist	Aeronautical engineer Chemical engineer Electrical engineer Mechanical engineer Petrochemical engineer Forensic scientist Environmental scientist Immunologist	Reproductive endocrinologist Psychologist Oceanographer Palaeontologist Geologist Anthropologist Astrophysicist Dietician
Enrichment		EBacc Subject
Revision classes in the run up to examinations  Lunchtime Science club	Yes 1. English 2. Mathematics <b>3. 2 Science</b> 4. Modern Foreign Language 5. Humanities (History or Geography)	Tiered Yes  Higher (Grades 9 – 4) Foundation (Grades 5-1)
Trips		Homework Learning
Medical Career's Day in Year 10 Geneva (CERN) in Year 11 GCSE Science Live! in Year 11	Students will complete their retrieval homework via Sparx Science.  From the completion of this home learning, class teachers are able to diagnose student's difficulties in recalling past content and plan to strengthen this recall over the course of future lessons	Examination Board  <h1 style="text-align: center;">AQA</h1>

*“What is the use of a universe without somebody to wonder at it?”*

Father Georges Lemaître



Subject	Art
Head of Department	Mr Quigley
Qualification Title	GCSE Art
Link to Specification	<a href="#">Art Online Specification</a>

### Course Content

The course promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis placed on allowing pupils to experience and learn about a wide variety of artists, techniques and concepts and is designed to build pupil confidence in a range of different specialisms within Art and Design.

Pupils will work in a variety of disciplines such as fine art, painting, ceramics, printmaking photography and digital artwork. In Year 11, pupils will be able to tailor their projects to their own skills and preferred ways of working and will be given greater independence and autonomy over their projects.

The course will culminate in a personal, pupil-led project where pupils produce a portfolio of work to explore an idea, convey an experience or respond to a theme or issue of their choosing.

### Assessment

#### Component 1: Portfolio

##### What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It 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 student's course of study.

##### How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

+

#### Component 2: Externally set assignment

##### What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

##### How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Careers		
<ul style="list-style-type: none"> <li>• Illustrator. ...</li> <li>• Graphic designer. ...</li> <li>• Photographer. ...</li> <li>• Interior designer. ...</li> <li>• Makeup artist</li> <li>• Landscape designer</li> </ul>	<ul style="list-style-type: none"> <li>• Furniture designer. ...</li> <li>• Art teacher or lecturer. ...</li> <li>• Curator.</li> <li>• Architect</li> <li>• Tattoo artist</li> <li>• Animator</li> <li>• Game artist</li> </ul>	<ul style="list-style-type: none"> <li>• Set designer</li> <li>• Fine Artist</li> <li>• Art director</li> <li>• Art/ gallery technician</li> <li>• Hair stylist</li> <li>• Concept artist</li> </ul>
Enrichment	EBacc Subject	Tiered
Art department is open 5 days a week at lunch time and after school	no	No
Trips	Homework Learning	Examination Board
Weekend residentials in Year 10 to Conway	Students are expected to complete 2 hours of homework per week	<b>AQA</b>

**Every child is an artist** Pablo Picasso



Subject	<b>Business Studies</b>
Head of Department	<b>Mr J Mason</b>
Qualification Title	<b>GCSE (9-1) Business</b>
Link to Specification	<a href="#">Business Studies Online Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Business Studies Curriculum Map</a>

### Course Content

Our curriculum is designed to prepare students for the commercial world around them. It focuses on the two core influences businesses have on our lives – our working careers and our ability to become resilient citizens in an ever-changing society. Learners will study how to successfully progress into a fulfilling career, whether that focuses on running/operating their own enterprise or efficaciously contributing to pre-existing companies. We inspire learners to have the skills to be able to build their own business, solve problems, manage resources, and reflect on the impact of all stakeholders in the business. The course will also develop learners' ability to successfully navigate the world around them, whether that be through money management, dealing with a changing economy or managing purchasing decisions. It's with this study that they can develop their life skills and become resilient citizens in a fast-moving society. We instil in our learners the belief that they are capable of bringing about positive change in our world.

At key stage 4 the course is split into two parts. Unit 1 - Investigating Small Business, focusses on the demands of starting a new (or running a small) business for an entrepreneur. Learners will investigate the challenges, requirements, rewards and processes this venture can have on the owner/s.

Unit 2 - Building a Business continues on from Unit 1's foundation learning and focuses more on the expansion of established enterprises. Studies will analyse the impact these organisations can have on new businesses (and their markets), as well as the further rewards and challenges that becoming a national and international enterprise can have. Delivery of these units will see learners continually develop their reading and writing skills over the two years of study to successfully create extended written answers to given business contexts. Knowledge will be tested formatively and summatively through retrieval tasks, extended writing opportunities and progress checks. All activities have been designed to closely mimic exam question practice and build on time management skills.

The curriculum has been sequenced to support long-term memory and retrieval of information. Teaching has been planned to ensure topics closely relate to previous units and build on knowledge taught. Retrieval practices/recall activities are regularly used to encourage learners to recall learning from previous terms and years. Exam focus has been a huge factor in the planning, but in addition to this, the curriculum also ensures students have exposure to "real-world" context to ensure they are not just prepared for their examinations but also for their onward journey after leaving school.

### Assessment

<b>Paper 1 - Theme 1: Investigating small business</b>	<b>Paper 2 - Theme 2: Building a business</b>
Written exam: 90 minutes, 90 marks 50% of the total GCSE	Written exam: 90 minutes, 90 marks 50% of the total GCSE
Multiple choice, calculation, short-answer and extended-writing questions	Multiple choice, calculation, short-answer and extended-writing questions
There are three sections in the paper.	There are three sections in the paper.
Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.	Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
Sections B and C are based on real life, relevant business contexts and examples.	Sections B and C are based on real life, relevant business contexts and examples.

Careers		
Accountant Business Development Manager Investment Banker Project Manager Sales Executive	Chartered accountant Financial Analyst Investment Analyst Marketing Executive Teacher	Human Resource Manager Company Director Marketing Designer Retail Buyer Events Manager
Every job you go for in the future will be for a business, so having knowledge / a background / an understanding of the commercial world will support any application you put forward.		
Enrichment	EBacc Subject	Tiered
Revision classes every Wednesday	No	No – Two papers delivered to all students studying
Trips	Homework Learning	Examination Board
TBA	40-minute revision activity every Monday. Uploaded to BromCom and consists of: <ul style="list-style-type: none"> <li>- A revision (core four) Activity</li> <li>- Past Exam Paper Question Practice</li> </ul>	Edexcel - Pearson



Subject	<b>Classics</b>
Head of Department	<b>Mrs F Wood</b>
Qualification Title	<b>GCSE Classical Civilisation</b>
Link to Specification	<a href="#">Classics Online Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Classics Curriculum Map</a>

### Course Content

Classics GCSE is an exciting opportunity to explore the worlds of the Ancient Greeks and Romans.

The qualification involves the study of literature, mythology, gods, ancient history & politics, and archaeology.

We access the ancient world and its people through elements of the literature & artefacts of the classical world, and acquire an understanding of the fascinating lives, beliefs and values of the Greeks & Romans.

<b>Paper 1: Myth &amp; Religion involves 8 components:</b>			
• The gods	• Heracles / Hercules	• Temples	• Foundation stories
• Festivals	• Symbols of Power	• Death & Burial	• Journeys to the Underworld

<b>Paper 2: The Homeric World involves 2 components:</b>	
Homer's Odyssey – reading the epic involving Odysseus' return home from the Trojan War	The Mycenaean World – a study of the context of Homer's literature

### Assessment

Content Overview	Assessment Overview	
<p><b>Component Group 1: Thematic Study</b></p> <p>Learners must study <b>one</b> component in this component group, chosen from:</p> <ul style="list-style-type: none"> <li>• Myth and Religion (J199/11)</li> <li>• Women in the Ancient World (J199/12)</li> </ul> <p>Both of these components involve a comparative study of ancient Greece and Rome, and combine literary and visual/ material sources.</p>	<p><b>Thematic Study</b></p> <p>(J199/11, J199/12)</p> <p>90 marks</p> <p>1 hour 30 minutes</p> <p>written paper</p>	<p><b>50%</b></p> <p>of total GCSE (9–1)</p>
<p><b>Component Group 2: Literature and Culture</b></p> <p>Learners must study <b>one</b> component in this component group, chosen from:</p> <ul style="list-style-type: none"> <li>• The Homeric World (J199/21)</li> <li>• Roman City Life (J199/22)</li> <li>• War and Warfare (J199/23)</li> </ul> <p>All of these components contain two elements; one in-depth cultural study and one study of related literature.</p>	<p><b>Literature and Culture</b></p> <p>(J199/21, J199/22, J199/23)</p> <p>90 marks</p> <p>1 hour 30 minutes</p> <p>written paper</p>	<p><b>50%</b></p> <p>of total GCSE (9–1)</p>

Careers		
Classics is a broad, academic subject & students go on to a wide range of careers in areas such as: Archaeology, Journalism, Creative writing, Politics, Civil Service, Media, Law, Museum roles, Teaching, Publishing, Theatre and the Arts, Communications, Research roles, Librarian, Heritage, Project Management, Finance...		
Trips	EBacc Subject	Tiered
Greece – Athens & Mycenae (Y11)  British Museum, London	No	No
Enrichment	Homework Learning	Examination Board
Revision classes in the run up to examinations	A 40min task per week – online quizzes, GCSE style questions, revision tasks...	<b>OCR</b>

“Education is the kindling of a flame – not the filling of a vessel” – Socrates



Subject	<b>Creative iMedia</b>
Head of Department	<b>Mr Bolton</b>
Qualification Title	<b>Cambridge National in Creative iMedia</b>
Link to Specification	<a href="#">Creative iMedia Online Specification</a>
Curriculum Map at BTHCC	<a href="#">Creative iMedia at BTHCC</a>

<b>Course Content</b>	
<p>Understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations</p> <ul style="list-style-type: none"> <li>• develop learning and practical skills that can be applied to real-life contexts and work situations</li> <li>• think creatively, innovatively, analytically, logically and critically</li> <li>• develop independence and confidence in using skills that would be relevant to the media industry and more widely</li> <li>• design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.</li> </ul>	
<b>Assessment</b>	
<b>Unit R093: Creative iMedia in the media industry</b>	
<p>48 GLH 1 hour 30 minute written examination 70 marks (80 UMS) OCR set and marked Calculators are not required in this exam</p>	<p>This question paper has two parts:</p> <ul style="list-style-type: none"> <li>• Part A – includes closed response, multiple choice and short answer questions which assess PO1 [10 marks].</li> <li>• Part B – includes closed response, short answer and three extended response questions. Two of the extended response questions will assess PO3 and the third, PO1/PO2. All part B questions relate to a single scenario [60 marks].</li> </ul>
<b>Unit R094: Visual identity and digital graphics</b>	
<p>30 GLH OCR-set assignment 50 marks (50 UMS) Centre-assessed and OCR moderated</p>	<p>This set assignment contains two practical tasks. It should take approximately 10-12 GLH to complete.</p>
<b>R097: Interactive digital media</b>	
<p>42 GLH OCR-set assignment 70 marks (70 UMS) Centre-assessed and OCR moderated</p>	<p>This set assignment contains three practical tasks. It should take approximately 12-15 GLH to complete.</p>

Careers		
Actor Advertising account executive Advertising account planner Advertising art director Advertising copywriter Advertising media buyer Advertising media planner Animator Audio visual technician Broadcast engineer Broadcast journalist Choreographer Director of photography Editorial assistant Film critic	Marketing executive Marketing manager Media researcher Model maker Music promotions manager Photographer Photographic stylist Photographic technician TV or film assistant director TV or film assistant production co-ordinator TV or film camera operator TV or film director TV or film producer	TV or film production manager TV or film production runner TV or film sound technician TV presenter Video editor Visual merchandiser Vlogger
Enrichment	EBacc Subject	Tiered
Revision classes in the run up to examinations	No	No
Trips	Homework Learning	Examination Board
Trip to Harry Potter studios	Students will complete 40 minute tasks set through google classroom	<b>OCR</b>

“In a world like this, media can help us to feel closer to one another, creating a sense of unity of the human family which can in turn inspire solidarity and serious efforts to ensure a more dignified life for all.

Pope Francis



<b>Subject</b>	<b>Design Technology – Product Design</b> (Not to be studied with Design Technology – Textiles)
Head of Department	<b>Mrs Quinn / Mrs Ginsburgh</b>
Qualification Title	<b>GCSE Design and Technology</b>
Link to Specification	<a href="#">Design Technology Online Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Design Technology Curriculum Map</a>

**Course Content**

Course Description Design Technology is about looking at where we are now as a society, and where students think we could be. At Blessed Thomas Holford we have the future designers, inventors and innovators, the people who will design and shape our future. Design Technology aims to teach students to think independently and creativity when they work on a problem. We aim to teach students to be problem solvers, who aren't afraid of making mistakes. Design Technology is broken up into:

- Core technical principles
- Specialist principles
- Design and making principles.

All three sections will be assessed in both the Non Examination Assessment and the Final Exam Our GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. Students will get three hours a week: one hour of theory to prepare for the exam and two hours project work preparation for Non Examination Assessment (course work). The NEA (coursework) is 35 hours of independent study, for this you will need to be self-motivating, manage your own time to make sure you hit the deadline. The build section of Design Technology is a small proportion of the NEA, this will be reflected in the amount of time you do practical work. Material focus: timbers and plastics.


**Assessment**

Assessment 50% examination in Summer of Year 11 - Two hour paper: 85% DT theory, 10% Maths 5% Science. 50% NEA starting June 1st Year 10 - 35 hours independent study: Research, Design, Develop, Build, Evaluate.





**Careers**

Architecture Architectural Technologist Interior Architect Engineering Mechanical Engineering Electrical Engineering Aerospace	Civil Structural, Product Design, Jewellery Design, CAD Technician, Set/Theatre Design, Visual Merchandiser	Courses our pupils have studied post DT GCSE: Aeronautical engineering Watch design apprenticeship 3D Design Product Design A Level Engineering
--	---	--

**Enrichment**

Revision classes in the run up to examinations  3D printing club	Tiered / EBacc Subject  No STEM subject	
--	---	---

**Examination Board**

 	<p><b>Year 10</b> pupils' complete homework set by class teacher each week. <b>Year 11</b> homework is set on: <a href="http://senecalearning.com">senecalearning.com</a></p>  
--	---

Subject	<b>Design Technology – Textiles</b>
Head of Department	<b>Mrs Quinn / Mrs Ginsburgh</b>
Qualification Title	<b>GCSE Design and Technology (9-1)</b>
Link to Specification	<a href="https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF">https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF</a>

### Course Content

Textiles Design is about understanding the present world of fashion, design, and sustainability, while imagining the possibilities for the future. At Blessed Thomas Holford, we nurture the next generation of textile designers, pattern makers, fashion buyers, upholsterers and individuals who will shape the future of fashion and textiles. This course encourages students to think independently and creatively as they explore how textiles impact our daily lives. Through hands-on projects, students will develop problem-solving skills, learning to experiment and embrace mistakes as part of the creative process. By the end of the course, students will be equipped with the skills to design, create, and innovate in the ever-evolving world of textiles. Textiles Design is broken up into:

- Core technical principles
- Specialist principles
- Design and making principles.

All three sections will be assessed in both the Non Examination Assessment and the Final Exam Our GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. Students will get three hours a week: one hour of theory to prepare for the exam and two hours project work preparation for Non Examination Assessment (course work). The NEA (coursework) is 35 hours of independent study, for this you will need to be self-motivating, manage your own time to make sure you hit the deadline. The final product in Textiles is a small proportion of the NEA, this will be reflected in the amount of time you do practical work.

### Assessment

Assessment 50% examination in Summer of Year 11 - Two hour paper: 85% DT theory, 10% Maths 5% Science. 50% NEA starting June 1st Year 10 - 35 hours independent study: Research, Design, Develop, Final product, Evaluate.

### Careers

Fashion Designer. Textile Technologist Costume Designer Textile Artist Product Developer	Interior designer Sustainable Fashion Consultant Textile Merchandiser Product Developer Fashion buyer	Pattern Cutter Fashion Stylist Textile Dyeing Specialist Fabric Technologist Weaver
--	---	---

Enrichment	Tiered / EBacc Subject	Tiered / E
------------	------------------------	------------

Revision classes in the run up to examinations	No STEM subject	No
--	--------------------	----

Textiles club		
---------------	--	--

Examination Board	Homework Learning	
-------------------	-------------------	--

**AQA**



**Year 10** pupils' complete homework set by class teacher each week.  
**Year 11** homework is set on: [senecalearning.com](http://senecalearning.com)

Subject	<b>Drama</b>
Head of Department	<b>Ms Wiggett</b>
Qualification Title	<b>GCSE Drama</b>
Link to Specification	<a href="#">GCSE Drama Online Specification</a>

### Course Content

Drama GCSE is a combination of practical work, coursework and theoretical study which aids students in becoming more confident and creative. The qualification helps develop key life skills such as communication; team-work; problem solving; organisation; and an understanding of people, relationships and the wider world.

The course has been designed to include as much performance opportunity as possible and the theoretical side is often explored practically first to ensure the ideas and study is embedded thoroughly. These opportunities are spread across Year 10 and Year 11. Coursework is written independently as a self-reflection of practical work completed in Year 10. The theoretical work is concluded at the end of Year 11 with a written exam.

There are 3 main components:

1 – Understanding Drama – the exam is split into 3 sections:

- Section A – multiple choice questions about the stage and stage roles
- Section B – 4 questions discussing how you would perform scenes from Blood Brothers
- Section C – 1 question talking analysing a live theatre production

2 – Devising Drama – students create group performances in response to an image, an article, a song etc.

- Recorded group performance (moderated)
- Devising log (coursework) explaining the thought process from the devising project

3 – Texts in Practice – practical performance of 2 extracts

- Marked by an external examiner, students must perform 2 extracts from the same play. This can be done as a monologue, a duologue or a group performance.

Students will have the opportunity to see live theatre shows as a part of the GCSE. There is also the opportunity to understand the wider world of theatre such as design (costume, set, lighting).

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
YEAR 10	Upskilling Ghost Stories	Exam Skills	Devising Workshops Stimulus Discussions	Devising Practical Devising Logs	Devising Practical Devising Logs	Script Explorations
YEAR 11	Blood Brothers Script Workshops	Live Theatre Review Script Workshops	Exam Skills Script Exam	Exam Skills	Exam skills	

### Assessment

#### Component 1: Understanding drama

##### What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of nine
- Analysis and evaluation of the work of live theatre makers

##### How it's assessed

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

##### Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

### Component 2: Devising drama (practical)

#### What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

#### How it's assessed

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

This component is marked by teachers and moderated by AQA.

### Component 3: Texts in practice (practical)

#### What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

#### How it's assessed

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

This component is marked by AQA.

### Careers

Theatre: Actor Director Producer Stage Manager Playwright Set designer	Costume designer Lighting designer Technician Reviewer Drama therapist Teacher	Non-theatre: Journalism Marketing/sales Social media Events management Law Healthcare/therapy/counselling
--	---	---

Enrichment	EBacc Subject	Tiered
------------	---------------	--------

Revision classes in the run up to examinations Drama Club School musical Performance opportunities	No	No
---	----	----

Trips	Homework Learning	Examination Board
-------	-------------------	-------------------

At least 1 theatre trip a year. Workshop opportunities within school and outside of school.	Students will complete a combination of homework depending on the component. <ul style="list-style-type: none"> <li>- Exam practice</li> <li>- Knowledge retrieval</li> <li>- Play research</li> <li>- Line practice</li> <li>- Coursework writing</li> </ul>	<b>AQA</b>
--	---	------------

*"The theatre is not just a place to act, it is a place to make people think."*

**– Steven Berkoff**

<b>Subject</b>	<b>Food Preparation and Nutrition</b>
Head of Department	<b>Miss Ritson &amp; Miss Metcalfe</b>
Qualification Title	<b>GCSE Food Preparation and Nutrition AQA</b>
Link to Specification	<a href="#">Food and Nutrition Online Specification</a>
Curriculum Map at BTHCC	<a href="#">BTH Food &amp; Nutrition Curriculum Map</a>

<b>Course Content</b>
<p>GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on the knowledge and practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.</p> <p>The course is divided into five core topics:</p> <ol style="list-style-type: none"> <li>1. Food, nutrition and health</li> <li>2. Food science</li> <li>3. Food safety</li> <li>4. Food choice</li> <li>5. Food provenance</li> </ol>

<b>Assessment</b>
-------------------

Please note that 15% of the marks for this GCSE are awarded to practical skills. The remaining 85% is written assessment, either on the written examination, or as coursework.

<b>Written Paper (50%)</b>	<b>Non-examination Assessment 1 (NEA1)</b>	<b>Non-examination Assessment 2 (NEA2)</b>
<b>Written examination</b> <ul style="list-style-type: none"> <li>• 50%</li> <li>• June of Year 11 – 1 hr 45 mins</li> <li>• Answer all questions</li> <li>• Section A: multiple choice questions (20 marks)</li> <li>• Section B: Five questions (based on the core topics), with subsections (80 marks)</li> </ul>	<b>Food Science Investigation</b> <ul style="list-style-type: none"> <li>• 15%</li> <li>• Pupils carry out a series of Food Science investigations on a given topic and write up results</li> </ul>	<b>Food Preparation Assessment</b> <ul style="list-style-type: none"> <li>• 35%</li> <li>• Pupils will plan, prepare, cook and present a final menu of three dishes, planning in advance how this will be achieved</li> <li>• Pupils will have a total of 20 hours (including a 3 hour practical assessment and a written portfolio of research, planning and evaluation)</li> </ul>

<b>Careers</b>
----------------

Chef Baker Food Stylist Food Blogger Food Scientist Quality Control Inspector Food Technologist Farmer	Food Teacher Nutritionist Dietitian Health and Safety Inspector Restaurant Manager Hotel Manager Catering Manager Food Buyer	Food Sales Representative Food Writer Food Journalist Food Critic Food Photographer Food Safety Consultant Microbiologist Food Business Owner
---	---	--

<b>Enrichment</b>	<b>EBacc Subject</b>	<b>Tiered</b>
-------------------	----------------------	---------------

Revision classes in the run up to examinations  Catch up NEA sessions if needed	No	No
---	----	----

Trips	Homework Learning	Examination Board
Year 10 – Farm Trip – focus on food production and sustainability  Year 11 – Trip to Trafford College Hospitality and Catering Department	Students will complete written evaluations and Seneca learning online tasks. They will also need to organise and weigh ingredients in preparation of practical lessons.	<b>AQA</b>

“Give someone a fish and you feed them for a day.  
Teach them to fish and you feed them for a  
lifetime.”

Chinese philosopher Lao Tzu



Subject	<b>Health and Social Care</b>
Head of Department	<b>Mrs Moran</b>
Qualification Title	<b>BTEC Tech Award in Health and Social Care</b>
Link to Specification	<a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-spec.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-spec.pdf</a>
Curriculum Map at BTHCC	<a href="https://www.bthcc.org.uk/page/?title=Health+and+Social+Care&amp;pid=36">https://www.bthcc.org.uk/page/?title=Health+and+Social+Care&amp;pid=36</a> 1

### Course Content

Health and Social Care curriculum at key stage 4 follows the BTEC Tech Award Health and Social Care suite offered by Edexcel. The qualification has been developed to give students the opportunity to study a vocational area as part of their curriculum. Students will acquire sector-specific knowledge by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their key stage 4 learning. This will enable them to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

The qualification comprises of three components in the qualification, two of which are coursework based and one external synoptic examination unit.

### Assessment

Assessment is both coursework based, and examination based. Students acquire the knowledge for Human Lifespan Development from September to January and then sit the coursework element of the course from February to May in year 10. From May to September students explore Health and Social Care Services and Values and sit the coursework element of the course from October to December of year 11.

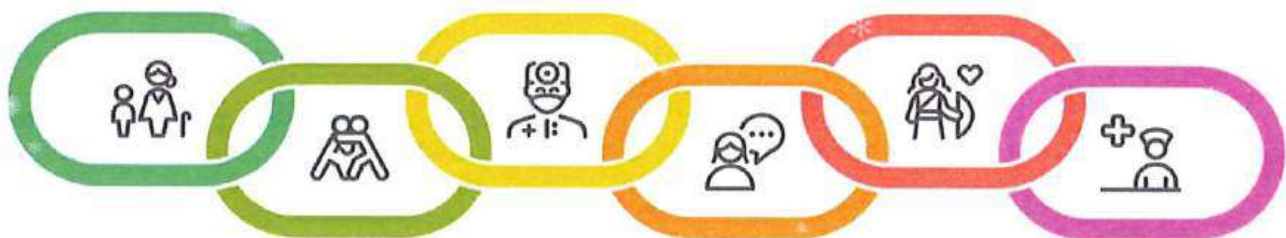
From January to May students explore the examination-based content linked to Health and Wellbeing and sit a two hour examination. This exam is a synoptic unit covering content taught in component 1 and 2 as well as new scientific based health knowledge.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

Grade	GCSE Equivalent
L2 Distinction *	8.25
L2 Distinction	7
L2 Merit	5.5
L2 Pass	4
L1 Distinction	3
L1 Merit	2

L1 Pass		1.25
Careers		
Nurse Childminder Dental nurse Domiciliary carer Midwife Nursery Nurse	Occupational Therapist Residential Care worker Social Worker Support Worker Youth Worker	
Enrichment	EBacc Subject	Tiered
Revision classes in the run up to examinations	No	No
Trips	Homework Learning	Examination Board
NHS Young People's Health Care Event Meet the Social Care Professionals day	Students will complete 30 minute home learning activity each week	<b>Edexcel</b>

Empowering Health and Social Care and enriching lives by creating Heroes for the future.



Subject	<b>Music</b>
Head of Department	Mrs Whitfield and Miss Peilober
Qualification Title	GCSE Music (9-1)
Link to Specification	<a href="#">AQA Music Specification</a>

### Course Content

Developing and applying the musical knowledge, understanding and skills set out in our GCSE specification can ensure your students form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.

The Subject content is divided into the three components:

- Understanding music
- Performing music
- Composing music

#### Understanding music

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The four areas of study can also provide a rich source of material for your students to work with when developing performance and composition skills. There are four areas of study: 1. Western classical tradition 1650–1910 2. Popular music 3. Traditional music 4. Western classical tradition since 1910.

#### Performing music

Students must be able to perform live music using one or both of the following ways:

1. instrumental (including DJ)/vocal
2. production via music technology such as Ableton, BandLab, Garage Band

One performance must be as a soloist and one piece must be as part of an ensemble lasting a combined minimum of four minutes. The performance as part of an ensemble must last for a minimum of one minute. Repertoire will be determined by the student and teacher. It need not reference an area of study and can be in any chosen style or genre. Students must be able to interpret relevant musical elements as appropriate using resources (eg microphones) and techniques (eg pizzicato) as appropriate to communicate musical ideas with accuracy and expression and interpretation, including phrasing and dynamics appropriate to the style and mood of the music. If students choose to perform using non-standard instruments (ie for which there are no nationally recognised accredited music grades) the requirements for instrumental/vocal must be followed.

**Composing music** Students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions.

One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2). The combined duration of the compositions must be a minimum of three minutes. Compositions can be composed in any style or genre to best reflect the skills, strengths and interests of the individual students. Both compositions must be assessed on the student's ability to demonstrate:

- Creative and effective selection and use of musical elements
- Appropriate selection and use of musical elements (to the compositional intention)
- Technical and expressive control in the use of musical elements.

### Assessment

One Listening/Written examination (one hour and a half)  
Solo and Ensemble performances (minimum of four minutes)  
Two individual compositions (one responding to a brief)

The course structure is as follows: -

**Component 1 - Understanding Music: 40% of the total award**

Students explore different types of music including the set works: - Beethoven's Symphony No. 1 In C and three songs by Queen: Bohemian Rhapsody, Seven Seas of Rye and Love of My Life. This is assessed through a Listening exam/ written paper.

**Component 2 – Performing Music: 30% of the total award**

Students to perform one individual performance and one ensemble (group) performance which, combined, last for a minimum of four minutes. These can be recorded at any point in the course and will be re-recorded in Year 11.

**Component 3 – Composing Music: 30% of the total award**

Students compose two pieces of music in any style or genre of the student's choosing

Careers		
Secondary Music Teacher Primary School Teacher Music Performer Music Production	Sound Engineering Composer Music Production Backing Vocalist/ Musician Session Musician	Music Arranger Events Organising/Fundraiser Band Management Concerts Administrator
Enrichment	EBacc Subject	Tiered
Revision classes in the run up to examinations	No	No
Trips	Homework Learning	Examination Board
Visits to the Bridgewater Hall, Royal Northern College Music, theatre productions and workshops with professional composers.	Can include music theory, music listening, composing, performing practice and revision websites such as BBC Bitesize	<b>AQA</b>

**Where words fail,  
music speaks.**



Subject	<b>Physical Education</b>
Head of Department	<b>Miss Hodgkin</b>
Qualification Title	<b>Cambridge National Sports Studies Level 1/2</b>
Link to Specification	<a href="#">Cambridge National in Sport Online Specification</a>
Curriculum Map at BTHCC	<a href="#">Cambridge National Sports Studies at BTHCC</a>

### Course Content

The content has been organised into four units, of which only three are done (2 compulsory and 1 optional). Three units covered over the two-year delivery of the course:

**1. R184 Contemporary issues (Written Exam) 1hr 15 mins: 40% of final mark (70 marks)**

*TA1: Issues which affect participation in sport.*

*TA2: The role of sport in promoting values.*

*TA3: The implications of hosting a major sporting event for a city or country.*

*TA4: The role National Governing Bodies play in the development of their sport.*

*TA5: The use of technology in sport.*

**2. R185 Performance and leadership in sports activities: practical in two sports, assessment of own performance, and activity plan and an evaluation (Coursework) 40% of final mark (80 marks)**

*TA1: Key components of performance.*

*TA2: Applying practice methods to support improvement in a sporting activity.*

*TA3: Organising and planning a sports activity session.*

*TA4: Delivering a sports activity session.*

*TA5: Reviewing your own performance in planning and delivering of a sports activity session.*

**3. R187 Increasing awareness of outdoor and adventurous activities (Practical and Coursework) 20% of final mark (40 marks)**

*TA1: Provision for different types of outdoor and adventurous activities in the UK.*

*TA2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities.*

*TA3: Plan for and be able to participate in an outdoor and adventurous activity.*

*TA4: Evaluate participation in an outdoor and adventurous activity.*

### Assessment

Sport Studies	R184	Contemporary issues in sport	M	Written exam	1 hour 15 minutes	40%
	R185	Performance and leadership in sports activities	M	Set assignment	16 hours	40%
	R186	Sport and the media	O	Set assignment	8-10 hours	20%
	R187	Increasing awareness of Outdoor and Adventurous Activities	O	Set assignment	8-10 hours	20%

Careers		
PE Teacher Sports Coach Sports and Exercise Psychologist Sports Therapist Physiotherapist	Sports Development Officer Sports Technologist Sports Facility Manager Personal Trainer Sports Journalist	Police Officer Fire Fighter Outdoor Activities Instructor
Enrichment	EBacc Subject	Tiered
Revision classes in the run up to examinations.  Sports Hall / 3G: Badminton / Basketball / Football	No	No
Trips	Homework Learning	Examination Board
1 day trip to Snowdon for unit R187 Increasing Awareness of Outdoor and Adventurous Activities.	Students will receive home learning every week during their R184 Contemporary Issues in Sport lesson. This will be set on the website PE classroom: <a href="https://thepeclassroom.com/">https://thepeclassroom.com/</a>  Students will be required for R185 and R187 to attend coursework intervention classes after school when invited, to catch up on coursework and make amendments where necessary.	<b>OCR</b>



Subject	GCSE Physical Education
Head of Dept	Miss Hodgkin
Qual Title	GCSE PE (9-1)
Link to Spec	<a href="#">Physical Education Online Specification</a>
Map at BTHCC	<a href="#">BTH GCSE PE Online Specification</a>

Course Content	Assessment
<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data</li> </ul> <p><b>Non-examination Assessment</b></p> <ul style="list-style-type: none"> <li>• Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</li> <li>• Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul>	<div style="background-color: #0056b3; color: white; padding: 10px; text-align: center;"> <h2 style="margin: 0;">AQA GCSE PE Course Overview</h2> </div> <p><b><u>Paper 1: The Human Body &amp; Movement in Physical Activity &amp; Sport</u></b></p> <p><b>What's Assessed:</b></p> <ul style="list-style-type: none"> <li>• Applied Anatomy and Physiology (6 Topics)</li> <li>• Movement analysis (2 Topics)</li> <li>• Physical training (6 Topics)</li> <li>• Use of data</li> </ul> <div style="border: 1px solid #0056b3; border-radius: 10px; background-color: #0056b3; color: white; padding: 5px; display: inline-block;"> <p><b>How it's Assessed:</b></p> <ul style="list-style-type: none"> <li>• Written Exam: 1hr 15mins</li> <li>• 78 Marks</li> <li>• 30% of GCSE</li> </ul> </div> <hr/> <p><b><u>Paper 2: Socio-Cultural Influences &amp; Well-Being in Physical Activity &amp; Sport</u></b></p> <p><b>What's Assessed:</b></p> <ul style="list-style-type: none"> <li>• Sports Psychology (3 Topics)</li> <li>• Socio-cultural influences (2 Topics)</li> <li>• Health, fitness and well-being (2 Topics)</li> <li>• Use of data</li> </ul> <div style="border: 1px solid #0056b3; border-radius: 10px; background-color: #0056b3; color: white; padding: 5px; display: inline-block;"> <p><b>How it's Assessed:</b></p> <ul style="list-style-type: none"> <li>• Written Exam: 1hr 15mins</li> <li>• 78 Marks</li> <li>• 30% of GCSE</li> </ul> </div> <hr/> <p><b><u>Non-Exam Assessment: Practical Performance in Physical Activity &amp; Sport</u></b></p> <p><b>What's Assessed:</b></p> <ul style="list-style-type: none"> <li>• Practical performance in three physical activities in the role of player/performer: <ul style="list-style-type: none"> <li>◦ One team activity</li> <li>◦ One individual activity</li> <li>◦ One in either a team or individual activity.</li> </ul> </li> <li>• Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul> <div style="border: 1px solid #0056b3; border-radius: 10px; background-color: #0056b3; color: white; padding: 5px; display: inline-block;"> <p><b>How it's Assessed:</b></p> <ul style="list-style-type: none"> <li>• Assessed by Teachers</li> <li>• Moderated by AQA</li> <li>• 100 Marks</li> <li>• 40% of GCSE</li> </ul> </div>

Careers		
Nurse Nutritionist Midwife Physical Education Teacher	Physiotherapist Physiologist Sports Coach Sports Psychologist	Fire Service Police Armed Forces Personal Trainer
Enrichment	EBacc Subject	Tiered
Revision classes NEA catch up sessions See Core PE for Sports offered	No	No
Trips	Homework Learning	Examination Board
Rock climbing trip Trampolining club	Students will complete 40-minute task online using Ever learner and Seneca	AQA