



Year 9  
Options  
Booklet  
2024  
for  
School  
Leavers  
2026



Blessed Thomas Holford Catholic College  
May God's love be our guide 

## Options Booklet Introduction

This booklet contains lots of valuable information about the Key Stage 4 curriculum that your child will follow next year and you will also find out about other key aspects of your child's educational provision.

Our aim is for everybody to leave our school with the grades to enter top universities or apprenticeships and to have successful careers. We also aim to support our pupils' character development through a strong and effective programme of personal development and guidance.

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 pupil with excellent guidance and advice so that the subjects are chosen 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 outstanding
- The new accountability measure, Progress 8, shows all our pupils 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 in the UK

Over the next few years we have set ambitious targets for our future results, despite the impact of the pandemic on your child's education. 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 Officer will provide information to your child and be working 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>

We look forward to meeting you in person on Thursday 22<sup>nd</sup> February 2024 for our Year 9 Options Evening. This will be held in the new school building.

*Mr Fishwick*  
*Deputy Headteacher*



# Core Subjects

## All pupils study these subjects

During Key Stage 4 (Year 10 - 11), all pupils 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 pupils 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 pupils may choose a maximum of two

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



## Time Scale

**December 2023** – Launch Assembly

**January 2024** – Parental Meeting  
**January and February 2024** – Options Talks by Teachers during lessons

**Thursday 22<sup>nd</sup> February 2024** – Options Evening with both pupils and parents

**End of February 2024**  
Request are submitted to school


**March 2024**  
Pupil meeting with Senior Leader

**June 2024**  
Confirmed Options

**September 2024**  
Pupils begin studying the course

**Summer 2026**  
Examinations and completion of courses



Course Title
<b>GCSE Religious Education</b>
Examination Board
<b>Eduqas Route B</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.eduqas.co.uk/media/wpojvnm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf">https://www.eduqas.co.uk/media/wpojvnm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf</a>
Head of Department
<b>Mr Wallbank</b> MrWallbank@bthcc.org.uk


Course Description
<p>Eduqas Religious Studies GCSE is a linear qualification and must, therefore, be studied across two years, with examinations taken at the end of this period, in May and June of Year 11.</p> <p>Route B takes a distinctive issues based approach to the study of Catholic Christianity. This route will enable learners to gain knowledge and understanding of two religions: Catholic Christianity and Judaism. Route B comprises a 75% study of Catholic Christianity, alongside a 25% study of Judaism.</p> <p>In studying Components 1 and 2, candidates will engage in a study of Catholic Christianity through themes.</p> <p>To foster a broad and balanced understanding of religion in the world today, the thematic study of both Components 1 and 2 will also require learners to contrast Catholic responses to philosophical and ethical questions with responses given by other Christian denominations and, for Component 1, Judaism, where appropriate.</p> <p>In Origins and Meaning only, candidates must also consider non-religious world views. Throughout Route B, learners will be expected to make reference to relevant sources of authority and wisdom, and to be familiar with those sources stipulated in the specification.</p>

Assessment
100% Examination - Three Papers: Foundational Catholic Theology (90 minutes), Applied Catholic Theology (90 minutes), Judaism (60 minutes)
Future Career Pathways
Law / Diplomacy / Fundraising / Criminal / Education / Charity officer / Paralegal / Curator
EBacc Subject
No
Tiered
No

Course Title
<b>GCSE English Language</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance">https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance</a>
Head of Department
<b>Miss Sigsworth</b> MissSigsworth @bthcc.org.uk



Course Description
<p>The English Language GCSE course supports pupils in becoming confident readers and writers of fiction and non-fiction texts. The reading strategies embedded at Key Stage Three are enhanced and honed as they encounter a wide range of texts on the GCSE course.</p> <p>The knowledge and skills developed through creative and argumentative writing at Key Stage Three provide a solid framework from which pupils can master writing in a range of genres for varied audiences and purposes. Through the Explorations in Creative Reading and Writing unit, pupils explore the ways in which fiction writers are able to bring characters, settings and scenarios to life with their linguistic and structural choices. Pupils also learn to express themselves creatively in extended pieces, developing written fluency and employing the strategies they see in published authors' works.</p> <p>The study of Writers' Viewpoints and Perspectives encourages pupils to read texts critically, exploring how writers achieve their purposes and intentions. Pupils engage with a range of source materials and use close reading skills to analyse the impact writers' choices can make. The written component of the unit challenges pupils to write extended pieces which achieve an intended purpose through careful linguistic and structural decisions. Preparation towards the Non-Examination Spoken Language assessment provides an opportunity for pupils to develop their abilities in Speaking and Listening in a formal setting. The final piece is formally</p>

assessed but does not count towards the final English Language GCSE grade.
Assessment
100% examination. Two written papers. Paper 1: Explorations in Creative Reading and Writing - 1 hour 45 minutes. Paper 2: Writers' Viewpoints and Perspectives - 1 hour 45 minutes. Non-Examination Assessment: Spoken Language.
Future Career Pathways
Speech and Language Therapy; Copywriting; Education; Media and Advertising; Social Media Communications
Trips & Enrichment
Annual Speech Night Author visits to school
EBacc Subject
Yes
Tiered
No

Course Title
<b>GCSE English Literature</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance">www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance</a>
Head of Department
<b>Miss Sigsworth</b> MissSigsworth@bthcc.org.uk



Course Description
<p>The English Literature GCSE course develops pupils' confidence in responding in a thoughtful and personal way to the literary texts they encounter. The knowledge and skills developed through the study of novels, plays and poetry at Key Stage Three act as a firm foundation for the more in-depth academic study of texts at Key Stage 4. Through the study of Shakespeare's play 'Macbeth', pupils develop their ability to analyse the use of dramatic methods whilst developing their knowledge of the importance of contextual factors to our understanding of literature.</p> <p>Reading the novella 'Jekyll and Hyde' encourages pupils to engage with concepts such as good and evil and human nature, exploring linguistic and structural methods as a vehicle for wider ideas about the world. The study of the modern play 'An Inspector Calls' sharpens the pupils' ability to comment on authorial intent and to consider what light literature can shed on our own society. Pupils also study poetry through a set anthology curated through the theme of 'Power and Conflict' which challenges them to develop their personal, critical responses to texts. The knowledge and skills developed through the analysis of set texts is also applied to an unseen poetry element which allows pupils to approach new texts creatively, justifying their interpretations with carefully selected evidence.</p>

Assessment
100% examination. Two written papers.
Paper 1: Shakespeare and the 19th Century Novel - 1 hour 45 minutes.
Paper 2: Modern Texts and Poetry - 2 hours 15 minutes.
Future Career Pathways
Law; Journalism; Researcher; Writer; Education; Social Media Communications
Trips & Enrichment
Theatre trips; National Theatre performances; Touring schools performances.
EBacc Subject
<b>Yes</b>
Tiered
<b>No</b>

Course Title
<b>GCSE Mathematics</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance">https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance</a>
Head of Department
<b>Mr O'Brien</b> MrO'Brien@bthcc.org.uk


Course Description
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 and given a reference as follows:
Number
Algebra
Ratio, proportion and rates of change
Geometry and measures
Probability
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.
All pupils will need a Scientific Casio Calculator, Protractor & Compass.


Assessment
100% examination - 3 written papers - 1 hour 30 minutes each.
Paper 1 is non-calculator. Both Paper 2 and Paper 3 are calculator
Future Career Pathways
Accountancy/ architecture/ graphic design/ teacher/ actuary/ data analyst/ investment analyst/ software engineer/ financial trader/ quantity surveyor/ structural engineer
Trips & Enrichment
Two weekend residentials at PGL in Year 11
EBacc Subject
<b>Yes</b>
Tiered
<b>Yes</b>

Course Title
<b>GCSE Art &amp; Design</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</a>
Head of Department
<b>Mrs Penny-Collings</b> MrsPennyCollings@bthcc.org.uk


Course Description
<p>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.</p> <p>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.</p> <p>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.</p>
Assessment
<p>60% Coursework 40% Externally Set Task examination</p>

Future Career Pathways
<ul style="list-style-type: none"> <li>• Advertising designer • Animator • Architect • Art Teacher • Art therapist • Ceramics artist • Concept Artist • Curator • GCI artist • Design director • Event planner • Engineer • Fashion designer • Fine artist • Floral designer Graphic designer Hairstylist • Illustrator • Tattoo artist • Interior designer • Jewellery designer Make-up artist Photographer • Photojournalist Production designer • Sculptor • Set decorator • Set dresser • Web designer • Wedding planner</li> </ul>
Trips & Enrichment
<p>Conway Art Residential weekend MMU Degree Show Manchester Art Gallery One international trip per year (previous destinations have included Paris, Barcelona, Venice and Amsterdam).</p>
EBacc Subject
No
Tiered
No



Course Title
<b>GCSE Business Studies</b>
Examination Board
<b>Pearson</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html</a>
Head of Department
<b>Mr Mason</b> MrMason@bthcc.org.uk



Course Description
<p>The curriculum is designed to prepare students for the commercial world around them. It focuses on the two core influences businesses have on our lives –</p> <ol style="list-style-type: none"> <li>1. our working careers and</li> <li>2. our ability to become resilient citizens in an ever-changing society.</li> </ol> <p>Learners will study how to successfully progress into a fulfilling career, whether that focuses on running/operating their own enterprise or effectively contributing to pre-existing company. 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 money management, dealing with a changing economy or managing purchasing decisions.</p> <p>The course is split into two parts –</p> <p><b>Unit 1</b> (Investigating Small Business) which focuses on the demand of starting a new (or running a small) business and</p> <p><b>Unit 2</b> (Building a Business) which continues learning around the expansion of established enterprises.</p>

Assessment
100% examination
Two written examinations both lasting 1 hour and 45 minutes.
Each paper is worth 50% of the qualification at 90 marks
Future Career Pathways
Business relates to all careers as every career evolves around Business. However, popular career paths for students who choose business include - Law, Managerial Roles, Marketing, Human Resources, Project Managers, Consultant, Business Analyst, Financial Accountant etc.
Trips & Enrichment
Potential to visit and explore business around the local area such as Amazon
EBacc Subject
<b>No</b>
Tiered
<b>No</b>

Course Title
<b>GCSE Computer Science</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/specification-at-a-glance">https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/specification-at-a-glance</a>
Head of Department
<b>Mr Bolton</b> MrBolton@bthcc.org.uk



Course Description
<p>This course teaches students the fundamental building blocks of computational thinking, to give students the foundations for becoming competent problem solvers. Alongside this, students will also be exposed to a wide range of topics within computer science, including, data representation, computer systems, networking, cyber security, and databases.</p> <p>The course will be split up into 2 papers. The first paper will involve using problem solving skills to decompose larger problems into smaller sub-problems and teach students the skills needed to abstract the data they will need. Students will also have to trace through algorithms to test their suitability for a specific purpose and decide what the outcomes would be from data sets. Alongside these skills, students will have the opportunity to explore different types of algorithms that can be used to sort and search data structures that have been created for different purposes. Combining these fundamental abilities students will then have the tools they need to develop their own programs.</p> <p>Paper 2 explores a wide range of topics, students will look at how binary numbers are used to represent different types of data within a computer, such as sound and images. This will then lead onto the learners developing a better understanding of how computers work. They will investigate the different components of a computer and how they work together to produce the outcomes that we all see as end users. Networking is a key aspect of computer science and in the third topic on paper 2 students will review networks and how data is transmitted through them effectively. Cyber security has become big business in today's world and in the Cyber security unit we will look at techniques to keep our systems safe. Finally, databases and the impacts of technology will be reviewed to complete a well-rounded experience for students.</p>

Assessment
<b>100% examination – 2 papers</b>
Future Career Pathways
Programmer, Data Analyst, Network Technician, Network Manager, Cyber Security Analyst, Games Developer, Software Engineer, Web Developer, Teacher, Technician, Sales Consultant in IT.
Trips & Enrichment
<b>Trips to local universities for guest lectures and museums</b>
EBacc Subject
<b>Yes</b>
Tiered
<b>No</b>

Course Title
<b>iCreative Media</b>
Examination Board
<b>OCR</b>
Course Type
<b>Cambridge National</b>
Hyperlink to Specification
<a href="https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf">https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf</a>
Head of Department
<b>Miss Akintoye</b> MissAkintoye@bthcc.org.uk


Course Description
<p>This qualification has been designed to meet the Department for Education (DfE) requirements for qualifications in the Technical Award. The Cambridge National in Creative iMedia will encourage students to:</p> <ul style="list-style-type: none"> <li>• 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</li> <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> <p>You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:</p> <ul style="list-style-type: none"> <li>• developing visual identities for clients</li> <li>• planning and creating original digital graphics</li> <li>• planning, creating and reviewing original digital media products.</li> </ul> <p>This will help you to develop independence and confidence in using skills that would be relevant to the media industry.</p>

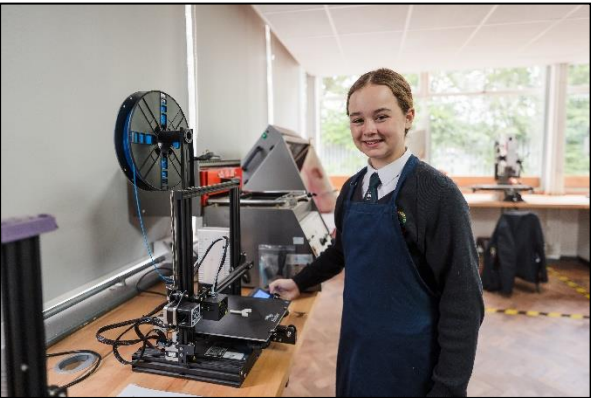
Assessment
<p>Written Paper 60%</p> <p>Non-examination assessment 40%</p>
Future Career Pathways
<p>Creative: animator, content creator, copy writer, graphic designer, illustrator/graphic artist, photographer, script writer, web designer.</p> <p>Technical: camera operator, games programmer/developer, sound editor, audio technician, video editor, web developer.</p> <p>Admin roles: campaign manager, creative director, director, editor, production manager.</p>
Trips & Enrichment
Harry Potter Studio Tours - biannual Summer of Year 10/11
EBacc Subject
No
Tiered
No

Course Title
<b>GCSE Classical Civilisation</b>
Examination Board
<b>OCR</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.ocr.org.uk/Images/315240-specification-accredited-gcse-classical-civilisation-j199.pdf">https://www.ocr.org.uk/Images/315240-specification-accredited-gcse-classical-civilisation-j199.pdf</a>
Head of Department
<b>Mrs Wood</b> MrsWood@bthcc.org.uk



Course Description
<p>"Classical Civilisation provides learners with a vibrant and wide-ranging study of the culture of the classical world. We focus on Ancient Greece &amp; Rome and study the literature, religion, architecture, sculpture, historical figures and politics of these civilisations. Pupils read extensively from ancient sources and create thorough and well-informed arguments drawing on knowledge &amp; materials from the ancient world.</p> <p><b>Paper 1: Myth &amp; Religion</b> This unit explores religion and mythology in the ancient Greek and Roman worlds. This includes an introduction to the gods of Mount Olympus, their responsibilities &amp; their myths. We delve into the tales of heroes such as Hercules and see how Theseus defeated the Minotaur and established democracy in Athens. We learn about the founding of the cities of Athens &amp; Rome and how these cities were given their names by the goddess Athena &amp; Romulus respectively. We appraise some of the most famous buildings &amp; sculptures from the ancient world including the Prima Porta statue of the emperor Augustus and the Temple of Zeus. We journey to the Underworld with the hero Orpheus and meet Hades &amp; Persephone. This unit provides a comprehensive entry point to the study of Classics across a wide range of fascinating topics.</p> <p><b>Paper 2: The Homeric World</b> This unit focuses on the epic text Homer's Odyssey and explores the fascinating Mycenaean Greek world in which the poem is set. This provides a diverse area of study including the archaeology of sites such as Troy and an in-depth analysis of key objects found including jewellery, weaponry, frescoes and funeral masks. Accompanying this contextual study is the reading of sections from Odysseus' fantastical epic journey including his encounters with the Cyclopes, the god Poseidon and the witch goddess Circe. We study plot,</p>

characters and themes such as the role of ancient women and raise interesting questions about revenge & punishment, civilisation and identity.
Assessment
100% Examination - two written papers 1hr30 each
Future Career Pathways
<p>Media, Law, Creative writing, Politics, Academia, Broadcasting, Journalism, Teaching, Architecture, The Arts, Museum &amp; Gallery Roles.</p> <p>Classics is a varied subject which supports pupils in developing strong skills in analysis, writing, reading and debate - it links to a wide range of career paths.</p>
Trips & Enrichment
In the last few years we have taken trips to Athens, Olympia & Mycenae in Greece. We have also visited museums in London & Liverpool. Classics is a vibrant subject with a wide range of opportunities to experience the ancient world outside of the classroom.
EBacc Subject
No
Tiered
No



Course Title
<b>GCSE Design Technology</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink 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>
Head of Department
<b>Miss Ginsburgh</b> MissGinsburgh@bthcc.org.uk



Course Description
<p>Design Technology is about looking at where we are now as a society, and where pupils 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 pupils to think independently and creativity when they work on a problem. We aim to teach pupils to be problem solvers, who aren't afraid of making mistakes. Design Technology is broken up into:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist principles</li> <li>• Design and making principles.</li> </ul> <p>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. Pupils 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).</p> <p>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.</p>

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.
Future Career Pathways
Engineering – Mechanical – Electrical – Aerospace – Civil – Structural, Architecture - Architectural Technologist – Interior Architect – Interior Design, Product Design, Jewellery Design, Construction, CAD Technician, Set/Theatre Design, Visual Merchandiser
EBacc Subject
<b>No</b>
Tiered
<b>No</b>


Course Title
<b>GCSE Food &amp; Nutrition</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/specification-at-a-glance">https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/specification-at-a-glance</a>
Head of Department
<b>Mrs Breton</b> MrsBreton@bthcc.org.uk



Course Description
<p>At its heart, this qualification focuses on instilling a love of food and skills for life, while giving pupils a strong understanding of nutrition and food science.</p> <p>At KS4, pupils build on all the knowledge they have acquired at KS3, gaining a much more detailed understanding across five key areas of nutrition, food science, food choice, food provenance and food safety and hygiene. The practical skills acquired at KS3 are essential so that pupils can develop the complex high-level skills required in the GCSE curriculum. 50% of the qualification is based on a written examination and 50% is based on a non-examination assessment, where pupils carry out written research and on a chosen topic or brief. They will conduct food science investigations to explore the function of ingredients and develop better food preparation and cooking outcomes. They will also develop skills and recipes for people with a particular dietary need or preference, trialling and perfecting dishes, working towards a three-hour food preparation examination. They will evaluate their dishes, carrying out sensory testing and</p>

nutritional analysis so they can assess suitability for the chosen brief.
Assessment
<p>50% - One Written Paper (1 hr 45 mins), Coursework</p> <p>15% Non Examination Assessment 1 - Food Science Investigation,</p> <p>35% Non Examination Assessment 2 Food Preparation</p>
Future Career Pathways
<p>Sports Nutrition, Food Science, Food Technologist, Branding, Hospitality, Agricultural Science, Nutrition and Dietetics, Catering, Product Development, Food Writing</p>
Trips & Enrichment
<p><b>Year 10 trip to Kenyon Hall Farm – Sustainability and Farm to Fork activities</b></p>
EBacc Subject
<b>No</b>
Tiered
<b>No</b>

Course Title
<b>GCSE French</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.aqa.org.uk/subjects/languages/gcse/french-8652/specification-at-a-glance">https://www.aqa.org.uk/subjects/languages/gcse/french-8652/specification-at-a-glance</a>
Head of Department
<b>Miss Ludlow</b> MissLudlow@bthcc.org.uk


Course Description
<p>Students will study a range of topics and grammar concepts under the following three themes:</p> <p>Theme 1: People and lifestyle Theme 2: Popular culture Theme 3: Communication and the world around us</p> <p>Throughout the course, students will have the opportunity to practise listening, reading, writing and speaking skills in the target language through a range of engaging activities. In addition, pupils will be exposed to a range of cultural activities so that they may develop their understanding of the different cultures within the target language.</p> <p>Students will also have the opportunity to take part in careers based lessons and activities to better understand post-16 routes with languages.</p>
Assessment
<p>100% examination based on four papers as follows:</p> <p>Listening exam: 35 minutes (Foundation tier), 45 minutes (Higher tier) 40 marks (Foundation tier), 50 marks (Higher tier) 25% of GCSE.</p> <p>Speaking exam 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.</p>


<p>Reading exam: 45 minutes (Foundation tier), 1 hour (Higher tier) 50 marks (for each of Foundation tier and Higher tier) 25% of GCSE.</p> <p>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.</p>
Future Career Pathways
<p>Some modern language speakers work on a self-employed basis as interpreters or translators. However, many others are employed by companies who trade or offer services internationally, or to non-English speaking customers and suppliers. Linguists are therefore employed by a wide variety of employers and sectors, including: business services, charity work, engineering media, museums and libraries, public administration, teaching, tourism, transport and logistics.</p>
Trips & Enrichment
<p>Trips to France, Trips to cultural events in Manchester such as French cinema trips, restaurant trips, careers based trips and talks, university trips</p>
EBacc Subject
<b>Yes</b>
Tiered
<b>Yes</b>

Course Title
<b>GCSE Geography</b>
Examination Board
<b>Pearson</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html</a>
Head of Department
<b>Mr Milligan</b> MrMilligan@bthcc.org.uk


Course Description
<p>The geography GCSE specification is designed to be engaging, relevant, and accessible for all abilities. It has a straightforward structure with three components: Global Geographical Issues, UK Geographical Issues, and People and Environment Issues (Making Geographical Decisions). This structure provides students with a clear and coherent understanding of the key geographical concepts. The specification also uses an enquiry-based learning approach, which encourages students to investigate geographical questions and issues. This approach helps students to develop their critical thinking and problem-solving skills. In addition, the specification has a real-world focus, which encourages students to apply their geographical knowledge and understanding to real-life situations. This focus helps students to see the relevance of geography to their own lives and to the world around them. The specification also includes engaging and manageable fieldwork, which allows students to experience geography in the field. Fieldwork is an essential part of geography education, as it allows students to see geographical concepts in action and to develop their observational and data collection skills. The specification is assessed through three externally examined papers, which provide gradual progression in demand throughout the topics. The papers are designed to be accessible for all abilities and use a consistent set of 12 command words so that students know what to expect. The specification is designed to support progression to A Level, as it provides students</p>

with a foundation of knowledge and understanding that can be further developed at A Level.
<p>Assessment</p> <p>100% examination - 3 written papers - 1 hour 30 minutes each.</p>
<p>Future Career Pathways</p> <p>Environmental Planning and Management, GIS (Geographic Information Systems), Cartography, Urban and Regional Planning, Meteorology and Climatology, Teaching</p>
<p>Trips &amp; Enrichment</p> <p>Students must carry out fieldwork and research as part of their investigations. Physical fieldwork is an investigation into how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK; undertaken in the Peak District. Human fieldwork is an investigation into how and why quality of life varies within urban areas; undertaken in Ancoats in Manchester. The department also run an enrichment and revision trip in the Spring of Year 11.</p>
<p>EBacc Subject</p> <p>Yes</p>
<p>Tiered</p> <p>No</p>



Course Title
<b>BTEC Technical Award in Health &amp; Social Care</b>
Examination Board
<b>Pearson</b>
Course Type
<b>BTEC</b>
Hyperlink to Specification
<a href="https://qualifications.pearson.com/content/dam/pdf/btec-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-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-spec.pdf</a>
Head of Department
<b>Mrs Moran</b> MrsMoran@bthcc.org.uk



Course Description
<p>Health and Social Care is a BTEC qualification offered by Pearson Edexcel. This is the equivalent of one GCSE. The course comprises of two large coursework responses and one synoptic examination.</p> <p>Over the duration of the two-year course students will develop an understanding of human life span development looking specifically how people grow and develop across the life stages and which factors impact this growth and development. Students will explore different life events that they might encounter over their lifespan and the different types of support available to them. From February to May of year 10 students will be responding to the Pearson Set Assignment which is 5 set tasks worth 60 marks. The score students receive in this coursework will go towards the overall qualification and accounts for 30% of the final grade.</p> <p>Students then progress onto the second unit developing an understanding of health and social care service provision, the barriers that impact individuals accessing services and then explore skills, attributes and values necessary to be successful within the sector. From October to December of Year 11 students will be responding to the Pearson Set Assignment which is 5 set tasks worth 60 marks. The score students receive in this coursework will go towards the overall qualification and accounts for 30% of the final grade.</p> <p>At the end of year 11 students will complete a two-hour examination which encompasses all knowledge gained throughout year 10 and 11 alongside how physiological indicators and individual's lifestyle choices determine physical health, the use of the person-centred approach to care, recommendations and actions to improving health and well being and the barriers or obstacles individuals may face when following recommendations and the support available to overcome. .</p>

Assessment
Unit 1 - Human lifespan development - Coursework = 30% Unit 2 – Health and Social Care Services and Values – Coursework = 30% Unit 3 – Health and wellbeing – 2 hour synoptic exam = 40%
Future Career Pathways
<p>Early years teacher</p> <p>Social Worker</p> <p>Occupational therapist</p> <p>Support worker</p> <p>Physiotherapist</p> <p>Paramedic</p> <p>Midwife</p>
Trips & Enrichment
Manchester University NHS Foundation Trust, Young People's Event Meet the professionals day
EBacc Subject
No
Tiered
No

Course Title
<b>GCSE History</b>
Examination Board
<b>Pearson</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf</a>
Head of Department
<b>Mr Peat</b> MrPeat@bthcc.org.uk



Course Description
In History GCSE pupils will study a range of different topics including: Medicine in Britain 1250-Present; Injuries and treatments on the Western Front; Superpower Relations and the Cold War 1943-1991; Early Elizabethan England 1558-1588; Weimar and Nazi Germany 1918-1939.
In Year 10 pupils will begin by studying Early Elizabethan England looking at the challenges Elizabeth I faced when she became queen and how she dealt with the various plots against her. In this part of the course, they will also look at England's relations with Spain and the events of the Spanish Armada. After this, pupils will move on to the Medicine in Britain & Western Front Paper. For this module they will look at the different factors that led to developments in medical knowledge over an 800-year period. At the end of this part of the course pupils will look at the injuries soldiers suffered in World War One and how medicine developed rapidly to treat the wounded. In Year 11 pupils will be studying Superpower Relations and the Cold War and will focus on the relationship between the USA and the Soviet Union in the 45 years after the end of WW2. This will include looking at topics like the development of the atomic bomb, the creation of the Berlin Wall and the collapse of the Soviet Union. The final topic pupils' study is Weimar and Nazi Germany where we look at how Germany was affected by World War One and then focus on how Hitler was able to take power and how he turned Germany from a democracy into a totalitarian police state.
GCSE History is a very exciting subject that helps pupils develop their essay writing and source analysis skills and is well suited to pupils who enjoy crafting longer written answers as the majority of the exam papers are weighted

towards 12-mark and 16-mark questions that require detailed responses.
Assessment
100% Examination. 3 Papers. Paper 1 - 1hr 15 minutes. Paper 2 - 1hr 50 minutes. Paper 3 - 1hr 20 minutes
Future Career Pathways
Teacher / Lecturer / Writer or Journalist / Political Analyst / Media Researcher / Gallery Curator / Solicitor
EBacc Subject
<b>Yes</b>
Tiered
<b>No</b>

Course Title
<b>GCSE Music</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF">https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF</a>
Head of Department
<b>Mrs Edwards</b> MrsEdwards@bthcc.org.uk


Course Description
The GCSE Music course provides substantial scope for exploration of pupils' personal musical interests, as well as appreciation of the wider musical context.
The course structure is as follows:-
<b>Component 1</b> - Understanding Music : 40% of the total award
Students explore different types of music ranging from Mozart to Paul Simon and Little Shop of Horrors! This is assessed through a Listening exam.
<b>Component 2</b> – 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.
<b>Component 3</b> – Composing Music: 30% of the total award
Students compose two pieces of music in any style or genre of the student's choosing. One composition will be completed during Year 11 and will respond to a brief set by the examination board.


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)
Future Career Pathways
Secondary Music Teacher, Primary School Teacher, Music Performer, Music Production, Sound Engineering, Composer, Music Arranger, Events Organising/Fundraiser, Band Management
Trips & Enrichment
Visits to the Bridgewater Hall, Royal Northern College Music, theatre productions and workshops from professional composers.
EBacc Subject
No
Tiered
No

Course Title
<b>GCSE Physical Education</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance</a>
Head of Department
<b>Mrs Regan</b> MrsRegan@bthcc.org.uk


Course Description
GCSE PE is a linear course where both exams and coursework are assessed at the end of the course.
The theory content will focus on new and contemporary topics to help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies. Pupils will study the following topics: <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> <li>• Sports Psychology,</li> <li>• Socio-cultural influences</li> </ul> Health, fitness and wellbeing.
These topics will inspire curiosity and create an ambition to continue the Physical Education and sport pathway into the next phase of their education.
The practical content of the sport is worth 40% of the final GCSE and the theory content 60%.
Assessment
Assessments of this course are split into three components which pupils will study: Paper 1: The human body and movement in physical activity and sport (1 hour 15 minutes)
Paper 2: Socio-cultural influences and well-being in physical activity and sport (one hour 15 mins)

Practical performance in physical activity and sport are assessed where pupils will need to be proficient in three sporting activities.
Either one team sport and two individual or two team and an individual. Each activity is marked out of 25.
In addition to this pupils will complete coursework on one area of activity (worth 25 marks)
Future Career Pathways
Secondary Music Teacher, Primary School Teacher, Music Performer, Music Production, Sound Engineering, Composer, Music Arranger, Events Organising/Fundraiser, Band Management
Trips & Enrichment
Visits to the Bridgewater Hall, Royal Northern College Music, theatre productions and workshops from professional composers.
EBacc Subject
<b>No</b>
Tiered
<b>No</b>



Course Title
<b>OCR Cambridge National Sports Studies</b>
Examination Board
<b>OCR</b>
Course Type
<b>Cambridge National</b>
Hyperlink to Specification
<a href="https://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf">https://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf</a>
Head of Department
<b>Mrs Regan</b> MrsRegan@bthcc.org.uk


Course Description
"The Cambridge National in sports studies is made up of three units. These are: Performance and leadership in sports activities, Contemporary issues in sport and Increasing awareness of Outdoor and Adventurous activities.
Pupils will have the opportunity to develop their leadership skills through practical assessment, working with their peers and will be assessed in two practical activities/sports.
As part of their outdoor activity unit pupils will take part in a trip to Sale water park where they will experience kayaking/canoeing and will be required to evaluate their own performance in this through written coursework.
For the unit in contemporary issues pupils will learn the factors that impact the popularity of sport, values promoted through sport, user groups in sport, sporting initiatives, barriers to participation and Olympic values. This will be a one hour exam at the end of the course. This course is predominately coursework based with some practical elements.

Assessment
40% External Examination (Contemporary issues) 40% Performance and Leadership Unit (Coursework) 20% Outdoor Activities Unit (Coursework)
Future Career Pathways
Sports Coaching/Sports Development/Personal Trainer/Leisure Centre Manager/Instructor/Expedition Leader
EBacc Subject
No
Tiered
No

Course Title

**GCSE Biology  
GCSE Chemistry  
GCSE Physics**

Examination Board  
**AQA**

Course Type  
**GCSE**

Hyperlink to Specification

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>  
<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>  
<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Head of Department

**Mrs Trull**  
MrsTrull@bthcc.org.uk



Course Description

"Why study Separate Science?

Science is an integral part of modern culture. Studying Separate Science will give you a wider understanding of key scientific ideas underpinning modern medicine, engineering, nuclear power, fuels, and other aspects of modern life. It provides a more in-depth and specialised understanding of each scientific discipline.

You will gain three separate GCSE grades in Biology, Chemistry and Physics taught by three specialist teachers.

This course covers all areas of science in greater depth and allows you to explore your scientific understanding in more detail.

The content teaches you about how science works and how to apply science to real life situations. As well as practical tasks there will be some written work, group work and discussions on how science affects society.

The additional topics you will study include, but are not limited to: cloning, the brain, the eye and culturing microorganisms in GCSE Biology; nanoparticles, fuel cells and batteries, flame tests and flame emission spectroscopy in GCSE Chemistry; and static, nuclear fission and fusion, light and a whole unit on Space in GCSE Physics. You will develop a deep understanding of scientific theories and concepts that will allow you to make more informed choices and decisions regarding controversial scientific advances. You will learn to question and discuss science-based issues that may affect your own life, the direction of society and the future of the world. It will stretch your imagination and creativity.

This is a firm basis for an all-round science education and due to depth and detail of the course content provides an excellent entry route to science A-Levels. A sound science education covers many vital skills for any chosen further

education or employment including research, problem solving, investigative and analytical skills. Choosing separate sciences provides a detailed exploration of biology, chemistry, and physics, offering advantages for those with a strong interest in science, pursuing STEM careers, or seeking a more specialised and advanced scientific education.

Assessment

6 written papers, 2 for each subject. Each paper is 1hr 45mins.

Future Career Pathways

Any scientific or medical based career but a good science background is a definite advantage for all careers.

Biochemist, pharmacist, doctor, nurse, radiologist, physiotherapist, psychologist. Chemist, manufacturing, drug development, research.


Engineering, astrophysicist, finance sector, environmental services, cosmologist.

EBacc Subject

**Yes**

Tiered

**Yes**

Course Title
<b>GCSE Spanish</b>
Examination Board
<b>AQA</b>
Course Type
<b>GCSE</b>
Hyperlink to Specification
<a href="https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance">https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance</a>
Head of Department
<b>Mr Ladyman</b> MrLadyman@bthcc.org.uk


Course Description
<p>Spanish from beginners level. Aimed at competent and passionate linguists with the determination to work hard and develop their Spanish skills from scratch.</p> <p>GCSE Spanish places the emphasis on communication through both written and oral exchanges. The course develops the four skill areas of speaking, reading, listening and writing using a wide variety of materials and teaching techniques to interest the students.</p> <p>The Spanish classes will be small which is advantageous as each student has the opportunity to communicate in the target language with both the teacher and fellow classmates.</p>

Assessment
<p>Four examinations. 25% Listening, 25% Reading, 25% Writing, 25% Speaking</p>
<p>Future Career Pathways</p> <p>Studying Spanish at GCSE can continue to enhance your linguistic and communication skills at A-level. A modern language is useful in almost all sectors of the working world, the fields of business, leisure, tourism and education all highly value competent language speakers.</p>
<p>Trips &amp; Enrichment</p> <p><b>Trip to Spain</b></p>
<p>EBacc Subject</p> <p><b>Yes</b></p>
<p>Tiered</p> <p><b>Yes</b></p>