

All Hallows Catholic College

A Voluntary Academy

“Aspire not to have more, but to be more”

(Saint Oscar Romero)



**Pathways 2024 – 2026
Information Booklet**

Dear Parents and Carers,

An exciting time is approaching for our students as they commence their journey into Key Stage 4. At All Hallows Catholic College, we pride ourselves on the provision of a broad and balanced curriculum for our students which enables them all to develop the skills that are required by employers, colleges, universities and not least, for life-long learning.

The Government's current method for measuring student progress is a measure called Progress 8, which measures the progress made (against Key Stage 2 data) across a student's 'best 8' GCSE subjects, with English and mathematics counting as double.

In addition to Progress 8, the EBacc (English Baccalaureate) qualification is a further measure of school performance. To qualify for EBacc, a student needs to study a core of 5 academic subjects, English, mathematics, science, and a humanity (history or geography) and a language (Spanish, French, Mandarin, German).

Our College curriculum, and therefore the subject offer at Key Stage 4, is constantly being revisited in order to secure the best outcomes and experiences for our students and it also must comply with the national measures and expectations (as detailed above).

All students will study the following compulsory subjects:

English language and literature

Mathematics

Science (either double award (trilogy) or separate science (triple))

Religious studies

Core PE (which is not examined)

Alongside these core, compulsory subjects, there will be an element of choice from the subjects detailed in this booklet. As you look through the booklet, we hope that you agree that it offers some exciting opportunities for your child that will challenge and inspire them to work hard, promote their love of learning and enable them to fulfil their potential. Above all, we want it to be a curriculum that our students enjoy. Our members of staff will work tirelessly to support your child and will look forward to working in partnership with you to ensure your child's success.

Information concerning the Option Form will be presented on Pathways Evening (**7-9pm Wednesday 27th March**). A copy of the presentation from Pathways Evening and an electronic copy of this booklet will be made available on the College website.

A reminder please:

- Bring this booklet with you to Pathways Evening
- The deadline for the submission of the Options form is **Monday 22nd April**
- The form should be handed to your form tutor

With kindest regards

Mr Timothy Beesley
Principal

Dear Students,

We are approaching an important milestone in your education at All Hallows Catholic College. In September, you will enter Key Stage 4 and begin the next stage of your learning journey.

This information booklet is designed to be used alongside advice from teachers to help you and your parents and carers to make informed choices about the most appropriate curriculum for you.

You will follow a broad and balanced curriculum made up of core and optional subjects, which have been selected to meet the needs of all students and maximise your opportunities for success and progression onto further study.

In addition to these subjects, you will continue through our Personal Development curriculum which includes SMSC, Relationships, Sex and Health Education, as well as Careers guidance to help prepare you for life beyond All Hallows Catholic College.

Before making your final decision about your options, you will, of course, be involved in discussions with your teachers. They will be able to give you good advice about your suitability for specific courses and whether the demands, content and skills required for the subjects are compatible with your prior learning and abilities.

You will need to consider your performance in the subject during Key Stage 3: did you perform well? Did you enjoy the subject? Did you make good progress? Choices should be made to suit your interests, abilities and future prospects - not because of choices made by your close friends.

We all have our favourite teachers, but please do not make your option choices based on the teacher. At this moment in time, we do not know which teachers will teach which classes.

The Options process has been designed to maximise choices without restricting potential subject clashes in separate option blocks. Wherever possible, we hope that you will be able to follow your preferred choices. However, we also ask that you list reserve subjects; these must be seriously considered as valid option choices. We cannot guarantee you will receive all your options due to potential timetabling constraints and uptake of subjects. We hope you will find this booklet helpful, and we wish you all the very best for the next exciting challenge at All Hallows Catholic College.

Ms Gemma Roberts
Assistant Principal

QUALIFICATIONS AND ASSESSMENT

There are different qualifications detailed within this booklet and whilst they are assessed in a variety of ways, they are of equal value and standing. All courses studied will lead towards a recognised qualification. Please consult the subject pages to find further detail about the methods of assessment.

GCSEs

GCSE stands for General Certificate of Secondary Education and is the main qualification taken by 14-16 year-olds. GCSEs are assessed mainly through written exams, although in some subjects there are also some elements of controlled assessment and controlled tasks. Details of how each course is assessed is given in the individual subject information.

GCSEs have been reformed. These new GCSEs are graded from 1-9: with 1 as the lowest and 9 the highest grade. All external exams will now be taken at the end of the course. Teachers will be preparing students for this with regular assessments and internal examinations to ensure they are fully prepared.

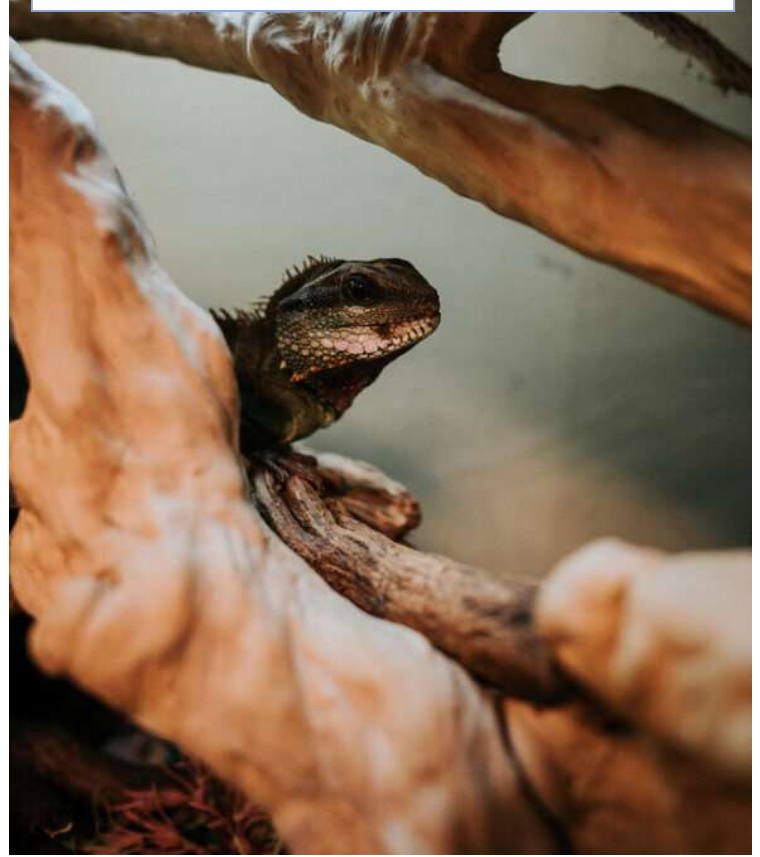
The English Baccalaureate (EBacc)

This is not a qualification in itself, but recognises students' achievements across a core of selected academic subjects, which include English, mathematics, sciences, a language and a humanities subject. The EBacc ensures a broad academic foundation and provides an excellent platform for further and higher education. We strongly recommend the study of the EBacc suite of subjects, and this will be the most suitable choice for many of our students. However, we recognise that it isn't always the most appropriate choice for everyone, and we will support students to find the selection of subjects most suitable for them.



Technical Courses

For our technical courses on offer (more detail can be found on the subject pages), students' progress is continually assessed throughout the two years of study and often these courses incorporate three or more units. There is still at least one externally assessed exam, but this is often not at the end of the two years of study.



THE CORE CURRICULUM

GCSE English Language

Subject Leader: Mr T Hart / Ms E Stebbings

Course: AQA GCSE English Language

LINK: [AQA | GCSE | English Language | Specification at a glance](#)

What will I study and what form does the assessment take?

In English language lessons students develop their reading skills through studying a wide range of fiction and non-fiction texts. This includes a broad range of modern contemporary writing and pre-20th century material. All texts are carefully chosen to match the style and content of the texts used by the exam board. We also aim to introduce them to diverse texts that celebrate our literary heritage. Students will work on basic comprehension, understanding explicit and implicit information, language analysis skills and associated terminology, structure and its effects, comparison of texts, and evaluation of writers' ideas and methods. They also learn how to apply these skills in an exam style answer.

Writing skills are also developed; we study the structure of narrative, descriptive and opinion writing, methods to engage readers, how to generate original and appropriate ideas and how to write accurately, considering spelling, punctuation and grammar. We also teach how to adapt writing to suit a specific genre, audience and purpose.

In preparation for their presentation, students are taught oracy skills – in particular how to plan, write and deliver an effective speech. We consider the importance of standard English and non-verbal features to enhance communication.

In year 11 the English department run a weekly after school voluntary revision session. These are usually in preparation for a weekly practice exam question which aids students' revision and also helps them prepare for the challenge of the final exams.

Final examination:

Students complete two exam papers at the end of year 11.

Paper 1 'Explorations in Creative Reading and Writing' has a fiction and creative writing focus. (1h 45m; 50%).

Paper 2 'Writers' Viewpoints and Perspectives' has a non-fiction and opinion writing perspective. (1h 45m; 50%).

In year 10 students will also have to complete a Spoken Language presentation. This is an individual piece on a topic of their choice. Presentations must be delivered to an audience and are often recorded for exam board moderation. This is awarded separately to the GCSE; they get a pass / merit / distinction.

Are there any special requirements that I need to study the course?

This is a core subject; it is compulsory for all students to study it. If we feel that students are not able to access this course (in very rare circumstances), there are alternative pathways available.

What sort of career paths are available to me if I study this course?

Recognised in its position as a core subject, English is essential for all to study. A minimum of a standard pass (grade 4) is a requirement for most post-16 courses; in many cases colleges will require higher pass grades. The skills taught in English are transferrable to any future career.

THE CORE CURRICULUM

GCSE English Literature

Subject Leader: Mr T Hart / Ms E Stebbings

Course: AQA GCSE English Literature

LINK: [AQA | GCSE | English Literature | Specification at a glance](#)

What will I study and what form does the assessment take?

In English literature lessons students study a range of prose, plays and poetry, both pre-20th century and modern.

These will be:

'Macbeth' by William Shakespeare*

'The Strange Case of Doctor Jekyll and Mr Hyde' by Robert Louis Stevenson*

'An Inspector Calls' by JB Priestley*

The 'power and conflict' poetry anthology

A selection of 'unseen' poetry.

*We expect students to purchase their own copies of these texts to make notes. Students will be informed at the time which editions are the most appropriate. Students who receive additional funding will have texts purchased for them. We also recommend that students buy revision guides to supplement their learning, but this is not compulsory.

In year 11 the English department run a weekly after school voluntary revision session. These are usually in preparation for a weekly practice exam question which aids students' revision and also helps them prepare for the challenge of the final exams.

Final examination:

Students complete two exam papers at the end of year 11.

Paper 1 'Shakespeare and the 19th Century Novel' (1h 45m; 40%).

Paper 2 'Modern Texts and Poetry' (2h 15m; 60%).

Are there any special requirements that I need to study the course?

This is a core subject; it is compulsory for all students to study it. If we feel that students are not able to access this course (in very rare circumstances), there are alternative pathways available.

What sort of career paths are available to me if I study this course?

Recognised in its position as a core subject, English is essential for all to study. A minimum of a standard pass (grade 4) is a requirement for most post-16 courses; in many cases colleges will require higher pass grades.

The skills taught in English are transferrable to any future career.

THE CORE CURRICULUM

GCSE Mathematics

Subject Leader: Mr C Hill

Course: Edexcel Maths

LINK: [Maths GCSE](#) | [Edexcel GCSE Mathematics \(2015\)](#) | [Pearson qualifications](#)

What will I study and what form does the assessment take?

By studying GCSE Mathematics students will learn to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The course will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics
- 7.

Two tiers are available: Foundation and Higher.

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long and has 80 marks.

Are there any special requirements that I need to study the course?

All students will study GCSE Mathematics

What sort of career paths are available to me if I study this course?



THE CORE CURRICULUM: SCIENCE

STUDENTS WILL BE ABLE TO INDICATE A PREFERENCE FOR TRILOGY OR SEPARATE SCIENCE ON THE OPTIONS FORM

GCSE Science (Dual Award Trilogy)

Subject Leader: Mr J Faulkner

Course: AQA Combined Science Trilogy

LINK [AQA](#) | [Science](#) | [GCSE](#) | [Combined Science: Trilogy](#)

What will I study and what form does the assessment take?

Combined Science covers all 3 sciences and gives the students a solid background to science which enables students to progress to all the sciences at A-level. Combined Science is the most common GCSE taken across the UK. The Combined Science course is taught as Biology, Chemistry and Physics in College with lessons involving theory and practicals.

There are 20 required practicals which are covered across the 3 sciences and these practicals will be assessed in the exams as well as the theory.

The course will require the students to work consistently hard revising key knowledge and learning the key vocabulary to maximise their grades. The students will achieve 2 grades which will be the same grade or consecutive grades e.g. 4 4 or 5 4, 6 6 or 7 6 etc.

Final examination: There are 6 exams for the Combined Science Trilogy GCSE

Biology Paper 1 (16.7% of GCSE) Biology topics: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Chemistry Paper 1 (16.7% of GCSE) Chemistry topics: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics topics Paper 1 (16.7% of GCSE) Physics topics: Energy; Electricity; Particle model of matter; and Atomic structure

Biology Paper 2 (16.7% of GCSE) Biology: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 2 (16.7% of GCSE) Chemistry topics: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 2 (16.7% of GCSE) Physics topics: Forces; Waves; and Magnetism and electromagnetism

Are there any special requirements that I need to study the course?

There are no special requirements to take Combined Science but to be successful you need to work hard consistently over the 2 years. Take part fully in all the lessons and complete all assignments set by your teachers to the best of your ability.

What sort of career paths are available to me if I study this course?

A good GCSE in Science is valued by many jobs as to be successful in science you need to work hard, have a good understanding of maths and English plus you will have to apply your knowledge to different situations.

Examples of jobs which require science are: medicine, vet, dentist, chemist, biologist, physicist, pharmacist, engineer, conservationist, environmental scientist, forensic scientist, geoscientist, physiotherapist, sports science, psychologist, meteorologist, nuclear scientist and science is valued greatly in finance, building, aesthetics, and business.

THE CORE CURRICULUM: SCIENCE

Separate Science GCSEs

Subject Leader: Mr J Faulkner

Courses: AQA GCSE Biology, AQA GCSE Chemistry and AQA GCSE Physics.

LINK: [AQA GCSE Biology](#) [AQA GCSE Chemistry](#) [AQA GCSE Physics](#)

What will I study and what form does the assessment take?

Separate science covers all 3 sciences and gives the students a solid background in science which enables students to progress to all the sciences at A-level. Often called triple science, separate science gives the students the opportunity to achieve 3 GCSE in Biology, Chemistry and Physics. Triple science requires students to have a hard working attitude as there is 1/3 more content than Combined Science so students will require to work on some aspects of the courses independently and at a faster pace, because there are not enough lesson hours over the 2 years to complete the whole course in lesson time. The separate science course is taught as Biology, Chemistry and Physics in College with lessons involving theory and practicals.

There are a number of required practicals which are covered across the 3 sciences and these practicals will be assessed in the exams as well as the theory.

The course will require the students to work consistently hard revising key knowledge and learning the key vocabulary to maximise their grades. The students will achieve 1 grade per science GCSE which are independent of each other.

Final examination: There are 2 exams per science GCSE, making 6 in total.

Biology Paper 1 (50% of GCSE) Biology topics: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2 (50% of GCSE) Biology: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 2 (50% of GCSE) Chemistry topics: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Chemistry Paper 1 (50% of GCSE) Chemistry topics: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics topics Paper 1 (50% of GCSE) Physics topics: Energy; Electricity; Particle model of matter; and Atomic structure

Physics Paper 2 (50% of GCSE) Physics topics: Forces; Waves; and Magnetism and electromagnetism, Space

Are there any special requirements that I need to study the course?

The science department will make recommendations for students to study the separate sciences after all the options have been allocated which normally happens in July and the students will find out with a letter which they will bring home. If a student has a strong desire to study the separate sciences, then please could they talk to Mr Faulkner as soon as possible and indicate on the options form their preference to study separate science.

What sort of career paths are available to me if I study this course?

A good GCSE in Science is valued by many jobs as to be successful in science you need to work hard, have a good understanding of maths and English plus you will have to apply your knowledge to different situations.

Examples of jobs which require science are: medicine, vet, dentist, chemist, biologist, physicist, pharmacist, engineer, conservationist, environmental scientist, forensic scientist, geoscientist, physiotherapist, sports science, psychologist, meteorologist, nuclear scientist and science is valued greatly in finance, building, aesthetics, and business.

THE CORE CURRICULUM

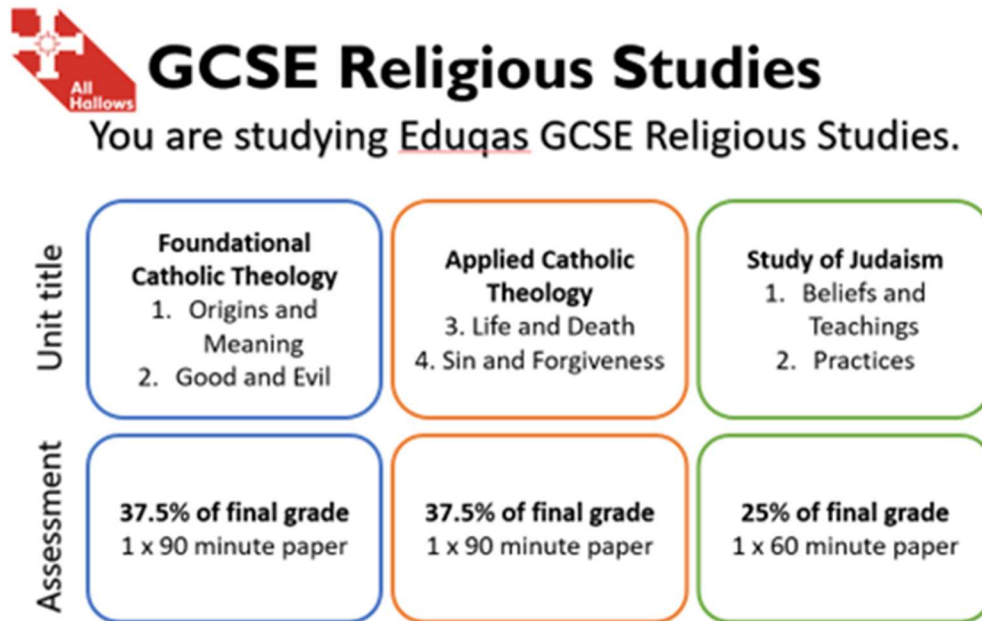
GCSE Religious Education

Subject Leader: Dr G. Keogh

Course: Eduqas Religious Studies, Route B

LINK: <https://www.eduqas.co.uk/media/wpojv0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf>

What will I study and what form does the assessment take?



As part of students' learning, we aim to take all students to a local synagogue as part of their study in Judaism, and also offer a trip to Rome with guided tours of the Vatican and the Colosseum.

Are there any special requirements that I need to study the course?

This is a core subject; it is compulsory for all students to study it. If we feel that students are not able to access this course (in very rare circumstances), there are alternative pathways available.

What sort of career paths are available to me if I study this course?

Religious education is a hugely beneficial subject for many careers where it is necessary to appreciate different cultures such as Judaism, as well as engage with social issues such as abortion, the death penalty and euthanasia. Careers include those in law, police, armed forces, third-sector work, primary and secondary education, and public service/politics.

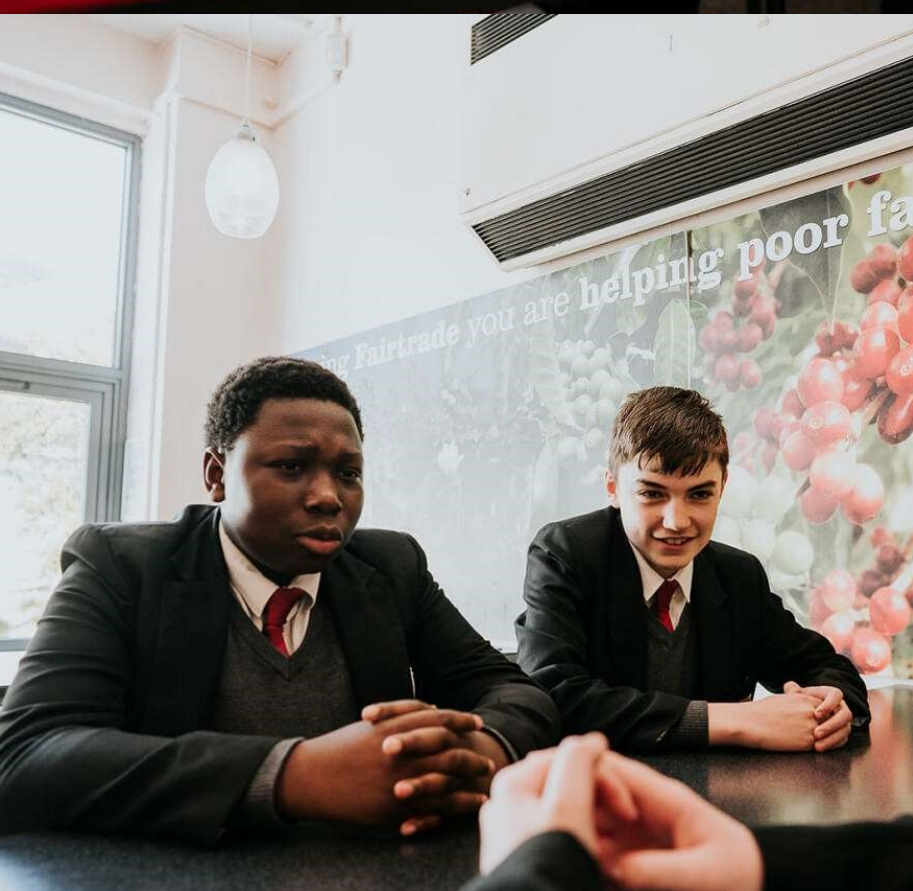


Option

1.

All students must choose one humanity, either geography or history. This is reflected in the Options Form.

*Please see further detail on the options form concerning those who wish to study both geography and history



HUMANITIES

GCSE History

Subject Leader: Mr J Eardley

Course: AQA GCSE History

LINK: [AQA](#) | [GCSE](#) | [History](#) | [Specification at a glance](#)

What will I study and what form does the assessment take?

If you opt for GCSE history you will study four main topics that are broken down into two separate papers sat at the end of year 11. Paper one is aimed to develop your understanding of the development of the modern world. This unit begins with an in-study of Germany between 1890 and 1945. This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – beginning with Germany before and during the First World War, the development and collapse of democracy after the War and the golden age of culture, ending with the rise and fall of Nazism, the Holocaust and the Second World War. The second unit of paper two is focussed on conflict and tensions around the World, known as the wider world depth study. This focusses on the Cold War and tensions between East and West Europe between 1945 and 1972. This considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. Key topics include the Iron Curtain, the Cuban Missile Crisis and the Vietnam War.



Paper two is focussed on how Britain was shaped as a nation. The first part of this course is known as the thematic study this will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time, which is often a useful topic for aspiring doctors and scientists. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the development of science and medicine. The final unit of the course is a specified period, the last 35 years of Elizabeth I's reign, and the end of the Tudor dynasty. The study will focus on major events of Elizabeth I's reign such as issues around her marriage, the threats from Spain with the Spanish Armada, plots and rebellions against Elizabeth and exploration around the world.



the Berlin Wall and Stasi Museum.

As a GCSE historian you will have the opportunity to attend to residential trips abroad. These will run on an annual cycle that will be offered from year 10 to 13, the trips we run are to the battlefields of WW1 in France and Belgium, the second to Poland, visiting the cultural city of Krakow, with a focus on the impact of the Holocaust, the main highlight of this trip is a guided visit to the extermination camp at Auschwitz-Birkenau. The third trip is to Berlin, where we visit sites associated with the Nazi regime of the 1930s and 40s, such as the Olympic Stadium and Reichstag but also sites to do with the Cold War such as



Final examination: There is no examination in year 10, both papers are sat at the end of year 11 in the summer series of exams, both papers are 2 hours long and are worth 50% each.

Are there any special requirements that I need to study the course?

A love of stories and enquiring about the past

A passion for human history

Good written ability

Good literacy and reading ability

The ability to overcome challenges - resilience

Dedication to completion of research and homework tasks

What sort of career paths are available to me if I study this course?

Law

Media and journalism

National and local governments

Politics

Archaeology

Police and armed forces

Museums and galleries

Architecture

Teaching, universities and research

HUMANITIES

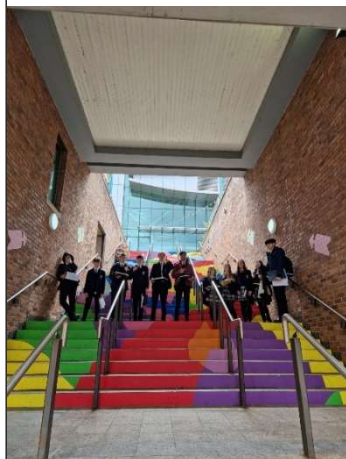
GCSE Geography

Subject Leader: Ms N Sandler

Course: Geography Edexcel A

LINK: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>

What will I study and what form does the assessment take?



Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it.

This GCSE course will deepen understanding of geographical processes, illuminate the impact of change, highlight the dynamic links and interrelationships between places and environments, and develop students' competence in using a wide range of geographical investigative skills, including GIS, maths, and essay writing.



Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Importance of fieldwork:

There is a trip to Manchester covering the Changing Cities Unit of fieldwork at the start of Year 11, including a workshop at The Football Museum in Central Manchester. There is a trip to the Goyt Valley covering the rivers unit of fieldwork at the end of Year 10, including climbing into the river.

Iceland and Italy optional trips are run every other year.

Final examination:

Paper 1: The Physical Environment

Written examination: 1 hour and 30 minutes 37.5% of the qualification, 94 marks

Paper 2 The Human Environment

Written examination: 1 hour and 30 minutes 37.5% of the qualification, 94 marks

Paper 3 Geographical Investigations: Fieldwork and UK Challenges

Written examination: 1 hour and 30 minutes 25% of the qualification, 64 marks



Are there any special requirements that I need to study the course?

Three core concepts – globalisation, sustainability and equality – sit at the heart of geography. As a result, it enables geographers to interpret and understand a dynamic and diverse world and provides an opportunity to identify ways of making improvements.

What sort of career paths are available to me if I study this course?

Careers include the military, town and country planning, law, conservation, accountancy, scientific research and more.

Option

2.

We strongly recommend all students continue to study the language that they are studying at present, which, together with either geography or history forms the EBacc.

*Further detail can be found on the Options form for those students who (in their best interests) will not be studying a language at GCSE and information concerning the alternative subjects are detailed under 'Option 3'.



LANGUAGES GCSE

Subject Leader: Ms R Flatley

Course: Edexcel French, German, Spanish and Mandarin

LINK: [Edexcel GCSE Modern Languages | Pearson qualifications](#)

What will I study and what form does the assessment take?

In French, Spanish, German and Mandarin listening, reading, writing, and speaking skills are assessed in the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Each language will look closely at the culture of the countries where it is spoken and compare it to the UK. The aim of the GCSE is to enable students to access authentic materials from the country where the language is spoken, to enable them to speak confidently to native speakers and to equip them with the skills to become lifelong language learners.

Final examination:

All assessment is at the end of Year 11.

Paper 1: Speaking (25%)

Internally conducted and externally assessed

Foundation tier: 7–9 minutes

Higher tier: 10–12 minutes

+ 15 minutes preparation time for Higher and Foundation

Paper 2: Listening and Understanding (25%)

Written examination

Foundation tier: 45 minutes

Higher tier: 1 hour

+ 5 minutes reading time for Higher and Foundation

Paper 3: Reading and Understanding (25%)

Written examination

Foundation tier: 45 minutes

Higher tier: 1 hour

Paper 4: Writing (25%)

Written examination

Foundation tier: 1 hour 15 minutes

Higher tier: 1 hour 20 minutes

Are there any special requirements that I need to study the course?

If you love communicating in another language and want to find out even more about the countries that the language is spoken in, then a GCSE in language is for you. Students continue with the language they have studied in Year 9.

What sort of career paths are available to me if I study this course?

There are obvious choices like Translation and Interpreting, but also more specialised fields like International Relations and Diplomacy. The beauty of language studies is that you can couple them with **any** other discipline at university or in the workplace, allowing for a global career and usually a 33% higher salary than a graduate with no language skills! Language learning equips you with many transferable skills, which you can apply in other subjects.

Option

3.

This is the most 'open' options choice, and all students will select one of these courses and a reserve.



ANIMAL CARE BTEC

Subject Leader: Mrs J Needham

Course: Animal care Tech award Level 2

LINK: [Animal Care \(2022\)](#) | [BTEC Tech Award](#) | [Pearson qualifications](#)

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/animal-care-2022.html>

What will I study and what form does the assessment take?

Students will study the theory of animal care considering all the factors that ensure an animal has good welfare and how animal owners can ensure they are meeting the needs of each animal. Students will have practical sessions that link into the work they have been doing in their theory lessons and develop their skills and competence in health checking, medicating and grooming animals as well as ensure they know how to clean and set up animal accommodation to a high standard.

The course is split into 3 Components

- Animal Health and welfare 40% of the final grade
- Animal Handling 30% of the final grade
- Animal housing and accommodation 30% of the final grade

In year 10 Students will develop their animal handling skills. They will also gain understanding of the principles of animal behaviour, enabling them to handle and restrain animals safely. They will complete their first coursework in January. The coursework consists of 8 hours of written work where they will produce a report on animal behaviour, a step-by-step method on handling and complete a practical component showing the handling techniques of two species of animal.

From the spring term the students will develop their understanding of the accommodation and housing requirements of animals by carrying out the preparation, checking and cleaning out of animal accommodation. They will then start their second coursework in the first term of year 11. The component 2 coursework consists of students showing their understanding of animal needs in relation to animal accommodation producing a written report and practical activities cleaning and setting up accommodation

Component 3 covers all aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour. The component also gives an understanding of how animals are used in society and how they are protected by legislation.

Trips

We aim to take students to the zoo to look at a range of features such as accommodation design, enrichment, animal behaviour and animal welfare needs. This will allow students to see theory in action and think about how the ideas at the zoo can relate to their own care of animals

Final examination: Students will complete a terminal examination which is a 2 hour paper taken at the end of the course, the exam makes up 40% of overall grade.



Are there any special requirements that I need to study the course?

Students who study this course will have a genuine love of animals; they will be interested in a range of animals from livestock to reptiles. Students must be prepared to get involved in many tasks and are expected to purchase a pair of wellies as part of their PPE for the course.

What sort of career paths are available to me if I study this course?

The animal care industry has grown considerably in recent years, largely owing to a greater public focus on animal health and welfare issues. As such, it is providing a wide range of challenging but fulfilling and rewarding career opportunities for individuals with the right qualifications. These include, zoologist, conservation officer, veterinary nurses and surgeons, animal health and welfare inspectors, farm managers and dog groomers.

HOSPITALITY & CATERING WJEC

Subject Leader: Mrs A Heaton

Course: WJEC Vocational Award level 1 / 2 in Hospitality & Catering

LINK: [WJEC L1/2 VocAward Hospitality and Catering spec-e](#)

What will I study and what form does the assessment take?

In unit 1 learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including range of provision, health and safety, and food safety. This is tested by an online **external examination in Year 11.**

The written aspect of this unit covers: -

- The operation of the front and back of house
- Hospitality and catering provision to meet specific requirements
- Health and safety in hospitality and catering provision
- Food safety
- Preventative control measures of food-induced ill health

In unit 2 learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment. This NEA written coursework unit is completed in 10 hours, under examination conditions, without any written resources The 2-hour practical exam follows shortly afterwards. This coursework will be completed towards the end of year 10 and submitted to the exam board.

You can find sample assessment material here:

<https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=39166>

The qualification is graded Pass Merit Distinction (at level 1 or level 2)

Are there any special requirements that I need to study the course?

To be successful on this course you will need to have a good understanding of the importance of nutrition. You must also be able to demonstrate a good working knowledge of how to implement food hygiene systems. Basic computer skills are needed for theory lessons, coursework completion and for the online written exam. Students must be able to cook independently without assistance. In-order to experience a range of H&C outlets, some of the trips will need to take place at the end of the day for example, TGI Friday's.

What sort of career paths are available to me if I study this course?

The greatest challenge facing the hospitality and catering industry today, is the shortage of skilled staff at all levels; the industry offers fantastic careers to all. The skills which you will develop on this course, will equip you to move onto a wide range of career paths EG. sports and exercise science, Dietician, Nurse, Nursery nurse, health visitor, family support worker, hospitality and catering industry, food manufacturing, new product development, ADT teacher.

DIGITAL IT BTEC

Subject Leader: Mr T Parke

Course: BTEC Tech Award Digital Information Technology

LINK: [BTEC Tech Award Digital IT](#)

What will I study and what form does the assessment take?

The course is made up of 3 components which will be assessed over two years.

Component 1 will require students to develop project planning skills for specific audiences when planning, designing and creating a fully functioning mobile phone app. This involves students learning about digital design principles and how they are employed in the digital sector. This work will be assessed through a Non-Exam Internal Assessment and is worth 30% of the overall grade.

Component 2 will require students to develop an understanding of how data becomes information and how this information is used and manipulated by organisations in order to make well informed decisions. It will involve learners creating a dashboard for organisations to use in order base important decisions. Students will also learn about the importance of information to organisations. This work will be assessed through a Non-Exam Internal Assessment and is worth 30% of the overall grade.

Component 3 will give students the chance to learn about how developments in technology have given modern organisations the opportunity to use systems to communicate and collaborate more effectively than ever before. Students will be able to understand how technology creates flexible workplaces and the impact, both positive and negative that technological developments have had on these organisations. This Component will be examined after components 1 and 2 have been completed. Component 1 will be assessed through an external written exam of 1 hour and 30 minutes and will make up 40% of the overall qualification grade.

Are there any special requirements that I need to study the course?

Students with a wide variety of backgrounds and interests choose to study this course and there are no specific skills other than a willingness to learn and an enthusiastic attitude.

What sort of career paths are available to me if I study this course?

This subject often leads to students choosing to study IT further at Key Stage 5. The BTEC National in IT is a logical step for students to take. Following a course at Key Stage 5, students often progress to a university degree course or a degree apprenticeship in the wide-ranging digital sector in the UK or further afield. The digital sector is a major source of employment in the UK. Despite a turbulent economy in 2020 the Digital sector in the UK advertised 90,000 jobs per week. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK Tech industry as a whole employs over 2.93 million people and has seen 40% growth between 2017-2019. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success – students can start this exciting pathway by studying Digital Information Technology.

SPORTS STUDIES CAMBRIDGE NATIONAL

Subject Leader: Miss S. Thomason & Mr B. Mercer

Course: Cambridge National Sports Studies

LINK: [Cambridge Nationals - Sport Studies Level 1/Level 2 – J829 \(ocr.org.uk\)](https://www.ocr.org.uk)

What will I study and what form does the assessment take?

The course is made up of three units; Contemporary Issues in Sport (40%), Performance & Leadership in Sports Activities (40%) and Sport and the Media (20%).

In Year 10 you will complete the two coursework units which are Performance & Leadership in Sports Activities and Sport and the media.

Performance & Leadership in sports activities

You will learn how to develop your skills as a performer in two different sporting activities and as a leader in one activity. As a leader, you will have the opportunity to plan, deliver and review a safe, effective sporting activity sessions yourself.

Sport and the media

You will learn about the different sources of media and how they differ in their sports coverage. You will then explore the positive and negative aspects of media coverage,

In Year 11 will cover the exam unit of Contemporary Issues in Sport.

The five topic areas in this unit are:

- Issues Affecting Participation
- Promoting Values
- Hosting Major Sporting Events
- National Governing Bodies (NGBs)
- Technology in Sport

Final examination: The Contemporary Issues in Sport exam is externally assessed by an OCR. The exam is taken at the end of the course in Year 11 and is a 1hour 15minute paper.

Are there any special requirements that I need to study the course?

Taking part in sport is an important aspect of this subject. You are expected to participate in two sporting activities and be involved as a leader in one sporting activity, you therefore need a love of sport and need to be participating in at least one sport both inside and outside of college. The broader your range of sporting knowledge, the better.

What sort of career paths are available to me if I study this course?

All Hallows 6th form- BTEC National in Sport (equivalent to one A-Level). College- Apprenticeship or Cambridge Technical

Sports coach/instructor

Sports journalist

PE Teacher

Personal trainer

Strength & conditioning coach

ART & DESIGN (3D DESIGN) GCSE

Subject Leader: Mr P McSwity

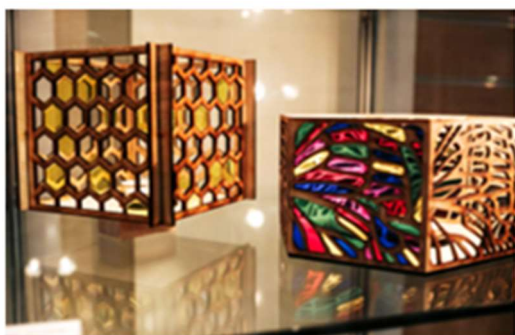
Course: EDUQAS Art & Design (3D Design)

LINK: https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments

What will I study and what form does the assessment take?

3D Design (Product Design) allows you to develop your ideas with tools, machines and computers.

In Year 10 we develop our work learning key skills in making and constructing through the theme of Memphis. In Year 11 students develop their own ideas in a project exploring Architecture and the features of buildings. Independent thinking and thematic development are increasingly encouraged. New skills and techniques are introduced to help you start to select and apply personal intentions to your work.



Our main **3D** Design skills are

- **Drawing.** This is a primary skill in 3D Product Design and is strongly recognised in the assessment objectives. Good drawing skills to help you visualise and work out your ideas are important.
 - **Making.** Using a range of hand tools and machines. Exploring resistant and non-resistant materials
 - **CAD CAM.** Using a computer to design (CAD) and manufacture (CAM) your ideas into products
 - **Photography** This is an important skill for recording what you can see, and you develop your observations using DSLR cameras
- **Collage.** This is a creative outcome which allows you to make imaginative and instant responses
 - **Researching.** Discovering the work of others and presenting ideas in a thematic context is essential in helping you to develop your own work and ideas

Your work is assessed by your teacher and moderated by the exam board.

In Year 11 students visit a major regional Art Gallery and recently we have been visiting the collection at Tate Liverpool

Final examination: This takes the form of an externally set assignment where you select a starting point to develop practical art work over 12 weeks in class. At the end of this period there is a 10-hour controlled assessment over 2 days in College where you make the artwork you have planned and practiced. This assignment takes the same form as the coursework projects so is very familiar.

Are there any special requirements that I need to study the course?

You love to work with materials

To be successful in Art & Design you should enjoy being creative, taking a risk and working hard. 3D Design is a very rewarding subject which allows you to develop your own ideas into products. You learn how to problem solve and take an idea from initiation through to a visual outcome. You gain a broader understanding of culture and of the human condition. Practical work can be time consuming so the ability to apply yourself in a sustained way helps you to achieve your strongest outcomes.

What sort of career paths are available to me if I study this course?

Studying **ANY of our Art & Design** subjects allow you to progress to further education and careers in some of the following pathways. A practicing Artist or freelance designer, Photography, Set and film design, film making, Animation, Printing, Illustration, Product design, Computer game design, Architecture, set design, Prosthetics, Model making, Computer Game design, Advertising, Printmaker, Creative director.

ART & DESIGN (FINE ART) GCSE

Subject Leader: Mr P McSwity

Course: EDUQAS Art & Design (Fine Art)

LINK: https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments

What will I study and what form does the assessment take?

Fine Art allows you to develop your ideas in drawing, painting and making

In Year 10 we develop our work in Portraiture and colour expression. Practical skills are initially revisited, revised and developed with greater confidence and purpose. In Year 11 students develop their own ideas in a Pop Art Project, Man VS Machine. Independent thinking and thematic development are increasingly encouraged. New skills and techniques are introduced to help you start to select and apply personal intentions to your work.



Our main **Fine Art** skills are

- **Drawing**. This is a primary skill in Fine Art and is strongly recognised in the assessment objectives. Good observation skills are important in fine art
- **Painting**, Colour mixing and technical application are developed throughout the course
- **Sculpture** Making by using found objects and materials(ready-mades)
- **Photography** This is an important skill for recording what you can see and you develop your observations using DSLR cameras
- **Collage** This is a creative outcome which allows you to make imaginative and instant responses
- **Researching** the work of others and presenting ideas in a thematic context is essential in helping you to develop your own work

Your work is assessed by your teacher and moderated by the exam board.

In Year 11 students visit a major regional Art Gallery and recently we have been visiting Tate Liverpool

Final examination: This takes the form of an externally set assignment where you select a starting point to develop practical art work over 12 weeks in class. At the end of this period there is a 10-hour controlled assessment over 2 days in College where you make the artwork you have planned and practiced. This assignment takes the same form as the coursework projects so is very familiar.

Are there any special requirements that I need to study the course?

To be successful in Art & Design you should enjoy being creative, taking a risk and working hard. Art is a very rewarding subject which allows you to develop your own ideas in an exciting practical way. You learn how to problem solve and take an idea from initiation through to a visual outcome. You gain a broader understanding of culture and of the human condition. Practical work can be time consuming so the ability to apply yourself in a sustained way helps you to achieve your strongest outcomes.

What sort of career paths are available to me if I study this course?

Studying **ANY of our Art & Design subjects** allow you to progress to further Art & Design education and careers in some of the following pathways. A practicing Artist or freelance designer, Photographer, Set and film design, film making, Animation, Printing, Illustration, Product design, Computer game design, Architecture, set design, Prosthetics, Model making, Computer Game design, Advertising, Printmaker, Creative director.

ART & DESIGN (TEXTILES) GCSE

Subject Leader: Mr P McSwity

Course: EDUQAS Art & Design (Art, Craft & Design)

LINK: https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments

What will I study and what form does the assessment take?

Textiles allows you to develop your ideas and skills in using a range of materials and fabrics

In Year 10 we develop our work learning key skills in textiles and constructing through sewing. We explore the theme of identity and image. In Year 11 students develop their own ideas in a project exploring 3D relief.

Independent thinking and thematic development are increasingly encouraged. New skills and techniques are introduced to help you start to select and apply personal intentions to your work.



Our main **Art, Craft & Design** skills are

- **Drawing.** This is a primary skill in Fine Art and is strongly recognised in the assessment objectives. Good observation skills are important in fine art
- **Making.** Using a range of fabrics and materials, exploring surface pattern
- **Sewing.** Constructing using hand stitch, a sewing machine and embellishing
- **Photography** This is an important skill for recording what you can see and you develop your observations using DSLR cameras
- **Collage.** This is a creative outcome which allows you to make imaginative and instant responses
- **Researching.** Discovering the work of others and presenting ideas in a thematic context is essential in helping you to develop your own work and ideas

Your work is assessed by your teacher and moderated by the exam board.

In Year 11 students visit a major regional Art Gallery and recently we have been visiting the collection at Tate Liverpool

Final examination: This takes the form of an externally set assignment where you select a starting point to develop practical art work over 12 weeks in class. At the end of this period there is a 10-hour controlled assessment over 2 days in College where you make the artwork you have planned and practiced. This assignment takes the same form as the coursework projects so is very familiar.

Are there any special requirements that I need to study the course?

To be successful in Art & Design you should enjoy being creative, taking a risk and working hard. Textiles is a very rewarding subject which allows you to develop your own ideas in an exciting practical way. You learn how to problem solve and take an idea from initiation through to a visual outcome. You gain a broader understanding of culture and of the human condition. Practical work can be time consuming so the ability to apply yourself in a sustained way helps you to achieve your strongest outcomes.

What sort of career paths are available to me if I study this course?

Studying **ANY of our Art & Design** subjects allow you to progress to further Art & Design education and careers in some of the following pathways. A practicing Artist or freelance designer, Photography, Set and film design, film making, Animation, Printing, Illustration, Product design, Computer game design, Architecture, set design, Prosthetics, Model making, Computer Game design, Advertising, Printmaker, Creative director.

PRODUCT DESIGN GCSE

Subject Leader: Mr P McSwity

Course information

GCSE NEA 50% and Examination 50%

What will I study and what form does the assessment take?

Product Design allows you to develop your skills and knowledge with tools, machines and computers

In Year 10 we develop our work learning in core skills. In Year 11 students develop their in-depth knowledge in a project exploring one of the core skills to great depth. Academic learning is combined with practical outcomes to develop knowledge.



Our main **Product Design** skills are

- Wood
- Metal
- Polymers
- Electronics
- Systems and Controls
- Textiles and Fibres

Your coursework work is assessed by your teacher and moderated by the exam board. Your theory exam is externally marked and combined to give you an overall grade

Final examination: This takes the form of an externally set paper which assesses your knowledge of all of the core skills as well as your ability to apply in depth knowledge. This will account for 50% of your final mark and will be combined with your NEA (coursework)

Are there any special requirements that I need to study the course?

You will love to work with materials and use

You should enjoy working with resistant materials and linking practical learning to theoretical knowledge. A proficient level of attainment in maths and science will be of benefit to your progress.

What sort of career paths are available to me if I study this course?

Studying **Product Design** allows you to develop your education pathway towards this subject and other related careers

BUSINESS GCSE

Subject Leader: Mr I. Cottrill

Course: OCR GCSE Business Studies

LINK: [GCSE - Business \(9-1\) - J204 \(from 2017\) - OCR](#)

What will I study and what form does the assessment take?

There are 7 topics that you will cover in GCSE Business Studies that are all relevant to whether you would prefer to start your own business or work for an organisation. The course is designed to give you a head start into the world of business.

Year 10

In topic one you will learn all about how to set up a business and the legal structures that exist in business from Sole traders to Public limited companies. Students then get the opportunity to create a business plan and pitch their ideas to real business owners in and around Macclesfield. Topic 2 builds on this as we explore the world of Marketing and what makes an effective brand. Here we explore the psychology of marketing and how brands influence our buying habits and how social media is changing the landscape for businesses all around the world. Students have the opportunity to develop a marketing campaign for a business including managing the budget and deciding how and why they are going to target their customers.

As your business grows it is important to understand how to recruit, train and develop staff. This also helps learners to understand the process of applying for jobs and what processes business will follow to make sure that they retain the best workers. Other areas covered in topic 3 include employment law, business culture and along with learning how to evaluate the success of different businesses

Year 11

In year 11 we build on the work from year 10. Topic 4 covers production, logistics and operation management along with how a business manages its quality procedures

Topic 5 is where you will study finance and accounts. This unit looks at statements of comprehensive income and financial position so that learners are able to properly assess the performance using accounting ratios along with using cash flow forecasting, break even analysis.

The final 2 topics cover current affairs and tackle some of the issues that we all face in society today. Firstly, How do businesses respond to the external pressure that they face today? Brexit, globalisation, sustainability and ethics along with understanding the economic climate facing us now and in the future.

Final examination: The course is examined across 2 papers at the end of year 11

Paper 1 - Business Activity, Marketing and People (1HR.30)

Paper 2 – Operations, Finance and Influences on Business (1hr.30)

Are there any special requirements that I need to study the course?

The course will suit anyone with an interest in setting up a business or wanting to get a head start into the world of work. An interest in current affairs is desirable

What sort of career paths are available to me if I study this course?

GCSE Business opens the doors to so many career opportunities. This includes setting up your own business to working for a company. Careers can include, but are not limited to Marketing, Production, Finance and Accounts, Economics, Law, Human Resource Management and Sales.

CHILD DEVELOPMENT CAMBRIDGE NATIONAL

Subject Leader: Mrs Heaton

Course: OCR Child Development Level 1 and 2 J809

LINK: [Cambridge Nationals - Child Development Level 1/Level 2 - J809 - OCR](#)

What will I study and what form does the assessment take?

Course Description

Cambridge National in Child Development will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector and more widely. It covers all aspects of child development, from conception to five years, as well as providing safe and nurturing environments. They are an alternative to GCSE and offer equivalent levels of rigour and challenge. This course has two separate levels, 1 and 2 so therefore you will be registered onto the most appropriate level for your individual needs.

Assessment

You will be assessed by a series of written assignments. These will take the form of internally assessed coursework where you research, plan, write and type up your work and present it for marking in the format required. You must meet the set deadlines given by the teacher and produce work independently to a high standard. Topics include the responsibilities of parenthood, contraception, reproduction, pregnancy, giving birth, postnatal checks, childhood illnesses, child safety, equipment, nutrition and the importance of play. There will be one exam in this course.

Course Structure

Health and wellbeing for child development (External Exam)

Create a safe environment and understand the nutritional needs of children from birth to five years. (coursework)

This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child.

Understand the development of a child from birth to five years (coursework)

This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

Final examination: Include information about what this looks like. e.g. Paper 1 (1hr.15) taken at the end of the course and 40% of overall grade

Are there any special requirements that I need to study the course?

Skills you will need:

Good mathematical skills
Good critical thinking skills
Attention to detail
Ability to work independently

What sort of career paths are available to me if I study this course?

Child development equips students with a range of transferable skills which will be useful in a diverse range of careers, including Nursing, Social Work, Nursery Nurse, EYFS and Teaching.

COMPUTER SCIENCE GCSE

Subject Leader: Mr S Barron

Course: Edexcel Computer Science

LINK: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html?locale=en-us>

What will I study and what form does the assessment take?

You will receive lessons which are a mix of theory and practical programming in Python. There is a strong emphasis on engaging, practical activities though the following topics:

Topic 1 - Problem Solving

Topic 2 – Data

Topic 3 – Computers

Topic 4 – Networks

Topic 5 – Issues and Impact

Topic 6 – Programming in Python

As well as traditional questions, you will be given access to a state- of-the-art revision platform allowing you to work independently on multiple choice, extended questions and definitions.

Final examination:

The final examination consists of two papers, each worth 50%.

Paper 1 – Principles of Computer Science. 1 hour 30 mins, worth 75 marks.

Paper 2 – Application of Computational Thinking. 2 hours, worth 75 marks.

Paper 2 is an innovative on-screen examination where you write code to answer the questions.

Are there any special requirements that I need to study the course?

- A love of problem solving and a resilient attitude would be extremely useful for the coding activities.
- There is a requirement to work on programming tasks independently out of school time to maximise success.

What sort of career paths are available to me if I study this course?

Studying GCSE Computer Science would allow you to successfully take further qualifications at All Hallows such as A-Level Computer Science or BTEC Level 3 in Information Technology.

Additionally, the skills and knowledge acquired could lead to other higher qualifications / apprentices / careers such as:

Software Engineer

Cyber Security Specialist / Ethical Hacker

Computer Networking Expert

Artificial Intelligence Programmer

Cryptocurrency / Blockchain Expert

DRAMA GCSE

Subject Leader: Mr Bailey
Course: EDUCAS GCSE Drama
LINK: [GCSE Drama | Edugas](#)

What will I study and what form does the assessment take?

- The GCSE Drama specification is designed to give you a broad and balanced experience of Drama.
- What does GCSE Drama involve? You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as: Lighting design Sound design Set design Costume, Hair and Make-Up Design. ***You can choose to concentrate on acting or design***
- You will collaborate in devising your own piece of theatre and perform in a performance from a text.
- You will explore a range of texts and view a variety of live theatre productions.

Component 1: Devising Theatre 40%	You will participate in the creation, development and performance of a piece of devised theatre. You will produce: A portfolio of supporting evidence based on the rehearsal process A performance lasting between 5-16 minutes (depending on the number of actors in your group) An evaluation of the final performance or design.	Teacher assessed, and externally moderated
Component 2: Performing from a Text 20%	You will study two extracts from the same text chosen by you or your teacher. You can choose to be assessed on acting or design. You will produce: A performance lasting between 5-14 minutes using sections of text from both extracts.	Externally assessed by a visiting examiner
Component 3: Interpreting Theatre 40%	Written examination: 1 hour 30 minutes You will answer: Section A: Set Text - A series of questions based on the set text that you have studied. Section B: Live Theatre Review – One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course	Externally assessed examination

Are there any special requirements that I need to study the course?

Love of being creative
 Collaborating with others
 Practical work
 Extra curriculum involvement
 Watching Theatre
 Designing theatre skills

What sort of career paths are available to me if I study this course?

Drama is a key determiner in the development of creativity; we are encouraged to view things in new ways and from different perspectives. In an ever-changing world, the ability to think on your feet and generate new ideas is a key skill to acquire and one which business leaders see as the future of the skills necessary to succeed.

Many also choose to study Drama as degree courses in Universities. A number of students forge successful careers as Actors, Directors, Lighting or Sound Designers, Costume, Hair and Make-Up Designers or Stage Designers. There are many other career paths within the industry including Stage Managers, Press and PR Managers and Producers. Others go on to various Universities (including Russell Group) to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism

ENTERPRISE BTEC

Subject Leader: Mr I. Cottrill

Course: BTEC Tech Award L1/2 in Enterprise

LINK: [Pearson BTEC Tech Award Level 1/ Level 2 in Enterprise 2022](#)

What will I study and what form does the assessment take?

Entrepreneurs help to create wealth for the nation and according to 2019 data, there are nearly six million businesses in the UK, employing over 16.6 million people. Enterprise is hugely important in today's society as more and more young people look to starting their own business or seeking an advantage when it comes working for an organisation. This course will help learners to develop transferable skills such as researching, planning and developing communication skills that will help them in the world of work or when starting their own business.

If you choose this course you can expect a varied approach to the course. We aim to bring business to life for you by inviting in guest speakers so you can hear first-hand what it is like to set up and run your own business. The course will help you to explore the world of business through a more vocational and practical context by studying entrepreneurs and what has made their business so successful. You will develop transferable employability skills including communication, research, planning and presentation skills that are seen as so valuable by local employers. The course covers entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance. You will also take on the role of a business adviser looking at how you can provide advice on how a business can improve its performance over time. The first component covers research into different organisations and is completed as a controlled assessment in class. Component 2 asks for you to create your own enterprise and put a plan together to explain how you will aim to make it a success. For component 3 you will learn all about the changing world of Marketing and how businesses can influence their customers along with finding out more about finance and accounts. All elements are crucial to business success and will also help you to find out about different careers in business.

Final examination:

You will be assessed through 3 units:

Unit 1 – Exploring Enterprises. (internally assessed coursework)

Unit 2 – Planning and Presenting a Micro Enterprise idea (internally assessed coursework)

Unit 3 – Marketing and Finance for Enterprises (externally assessed exam)

Are there any special requirements that I need to study the course?

You need to have a real interest in finding out more about the world of work or what it is like to run your own business.

What sort of career paths are available to me if I study this course?

There are so many doors that will open to you from studying Enterprise. These include A levels in Business or Economics or will certainly give you a head start in looking for apprenticeships.

The course may also inspire you to start your own business or look for careers in Management, Marketing, Finance, Sales and Human Resources.

MUSIC GCSE

Subject Leader: Miss V Elliott

Course: Eduqas GCSE Music

LINK: [GCSE Music | Eduqas](#)

What will I study and what form does the assessment take?

Throughout the course the emphasis is always on practical music making and engaging actively in the process of musical study. Students will be introduced to a wide range of new and enjoyable musical experiences, as well as being given the chance to progress in your instrument.

Candidates are required to perform throughout the course and will be assessed on their ensemble and solo performance skills. These performances can be in any style and on any instrument, from Voice or Violin to Electric Guitar or even Beatboxing and DJ Decks!

The composing section requires candidates to prepare a portfolio of two compositions. One composition will be to a set brief, the other will be a 'free' composition, in a style of the students' choosing. Candidates can use music technology to produce their compositions if they wish or record themselves on their own instrument.

The listening exam is a written paper with accompanying audio excerpts. All questions are based on the four areas of study set by the exam board including two set pieces and some unheard excerpts related to the genres. Questions are designed to test a candidate's aural abilities, understanding of musical style, technical language and general knowledge.

Trips

GCSE Set Works concert – The Bridgewater Hall

European Music ensemble tour. Destinations vary. In recent years we have been to Malta, Lake Garda and Paris!

Final examination:

Unit 1 - Performance

Internally assessed and externally moderated

Total performance portfolio of **4-6 Minutes** of which **one must be ensemble**, lasting at least 1 minute. The other(s) can be **solo or ensemble**. At least one piece must link to an area of study of the learners choosing. The standard of pieces should be broadly in line with at least grade 3 standard. **30% of final mark**

Unit 2 - Composition

Internally assessed and externally moderated. Total composition portfolio of **3-6 minutes** of which one is a **'free'** composition where learners will set their own brief, and one to a set brief **set by Eduqas** in September of the **examining year**. **30% of final mark**

Unit 3 - Listening paper

100% Examination. **Eight questions** in total, **two** on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music **40% of final mark**

Are there any special requirements that I need to study the course?

Candidates taking GCSE Music should actively play a musical instrument or be willing to start learning a new instrument for the duration of the course. There is an expectation that students will have instrumental lessons, whether at college or at home, on their chosen instrument. They should enjoy listening to all genres and styles of music both in and outside of college. They will also be expected to participate fully in the musical life of the department and wider college.

What sort of career paths are available to me if I study this course?

If you think the music industry is confined to singers and performing musicians, you'd be wrong. As part of this diverse, fast-moving sector you could carve out a career in performing, song writing, composing, live music entertainment, music education, music production, artist management, marketing and PR or music journalism, to name just a few options.

PHYSICAL EDUCATION GCSE

Subject Leader: Mr S Lawson

Course: Pearson Edexcel GCSE Physical Education

LINK: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

What will I study and what form does the assessment take?

Physical Education GCSE is both a practical and theory-based subject. 60% of the marks are allocated to theory components – 2 written exams. 30% of the marks for this subject are allocated to practical components (Performance in 3 sports) and 10% is a coursework component (Personal Exercise Programme)

Component 1: Fitness and Body Systems (Theory)

Written examination: 1 hour and 45 minutes, 36% of the qualification, out of 90 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training

Component 2: Health and Performance (Theory)

Written examination: 1 hour and 15 minutes, 24% of the qualification, out of 70 marks

Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences

Component 3: Practical Performance

30% of the qualification, out of 105 marks (35 marks per activity)

Assessment overview

The assessment consists of students completing **three** physical activities from a set list.

- One must be a team activity.
- One must be an individual activity.
- The final activity can be a free choice.

Component 4: Personal Exercise Programme (PEP)

10% of the qualification, out of 20 marks

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP). Students will plan and perform a training programme to improve one aspect of fitness to help improve their performance in a sport of their choice.

***Trips – we run a climbing trip in Y11. This is a weekend away at ‘High Adventure’ for students to experience and hopefully get a grade at Indoor Climbing.**

Are there any special requirements that I need to study the course?

A love of Sport!

Consistently attend Extra-curricular PE clubs

Take part in sport outside of school

What sort of career paths are available to me if I study this course?

Sports Coaching, Physiotherapy, PE Teaching, Sports Science, Fitness Instructing,

Leisure Management, Sports Psychology, Sports Physiology.

CONTACT INFORMATION

All Languages	r.flatley@allhallows.org.uk
Animal Management	i.needham@allhallows.org.uk
Fine Art/Textiles/3D Design/Product Design	p.mcswity@allhallows.org.uk
Business Studies/Enterprise	i.cottrill@allhallows.org.uk
Child Development / Hospitality and Catering	a.heaton@allhallows.org.uk
Computer Science	s.barron@allhallows.org.uk
Drama	r.bailey@allhallows.org.uk
Digital IT	t.parke@allhallows.org.uk
English	e.stebbings@allhallows.org.uk
	t.hart@allhallows.org.uk
Geography	b.benbow@allhallows.org.uk
History	j.eardley@allhallows.org.uk
Mathematics	c.hill@allhallows.org.uk
Music	v.elliott@allhallows.org.uk
Physical Education	s.lawson@allhallows.org.uk
Sports Studies	s.thomason@allhallows.org.uk
Religious Education	g.keogh@allhallows.org.uk
Science	j.faulkner@allhallows.org.uk

COMPLETING THE OPTIONS FORM

We **strongly advise** that all students follow the full suite of English Baccalaureate (EBacc) subjects, including **both** a language **and** either geography or history.

We therefore advise students to:

- Select either **Geography** or **History** in '**Option 1**'
- Select the language you are currently studying in '**Option 2**'

*There is potentially an alternative pathway to 'Option 1' and 'Option 2'. A student could choose to study both Geography and History. This alternative pathway will be considered based on the numbers selecting it and its viability remains uncertain until all forms have been completed and the outcomes analysed. If you wish to be considered to study both Geography and History, please put a tick in the grey box, found within 'Option 1' and do not select a language in 'Option 2'.

Any student who does not wish to study a language must give reasons for this when completing the form (see the comments box on the back of the form) and we will take this into consideration. Please therefore choose from one of the alternative subjects in 'Option 2' and please indicate a reserve.

All students should then select **one** additional subject from the '**Option 3**' and indicate a reserve.

Please can you also indicate a preference for either Trilogy Science (Dual Award) or Separate Sciences (3 separate GCSEs across Chemistry, Physics and Biology).

We will endeavour to meet the requests of all students; however, we need to make you aware that some subjects may not run if uptake is too low.

OPTIONS FORM 2024

Name:	Form
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Option 1

Please select either geography or history.

	Selection (tick)
Geography	
History	

*If you wish to be considered to study both geography and history, please indicate by selecting the box (below) and DO NOT select anything in Option 2.

	Selection (tick)
*Geography and History	

Option 2

Please select the language you are currently study (or select an alternative course, with a reserve and add your comments to the section at the back).

	Selection (tick)	Reserve (tick)
French		
Spanish		
German		
Mandarin		
Animal Care		
Digital IT		
Sports Studies		
Hospitality & Catering		

Option 3

Please select one subject and a reserve

	Selection (tick)	Reserve (tick)
Art & Design (3D Design)		
Art & Design (Fine Art)		
Art & Design (Textiles)		
Product Design		
Business		
Child Development		
Computer Science		
Drama		
Enterprise		
Music		
PE		

Science Pathway (please indicate a preference for Trilogy or Separate Science)

	Selection (tick)
Trilogy (Dual Award: 2 x GCSEs awarded in science)	
Separate Science (3 separate GCSEs in Chemistry, Physics and Biology)	

Signed (parent/guardian):
Please print name:

If you are not wishing to study your current language through to GCSE, please indicate your reasons in the box below.

A large, empty rectangular box with a thin black border, intended for students to write their reasons for not wishing to study their current language through to GCSE.