

# All Hallows Catholic College

*A Voluntary Academy | National Teaching School*

*"Aspire not to have more, but to be more"*

*(Archbishop Oscar Romero)*



## Pathways 2022 - 2024

### Parents and Students Year 9 Information

KEY STAGE 4 CURRICULUM 2022 – 2024

## INTRODUCTION

Dear Parent(s)/Carer(s) and Students of Year 9,

This booklet provides information about the courses which are available for you to study from September 2022.

The Government's current method for measuring student progress is a measure called Progress 8, which collects the progress a student has made, against their Key Stage 2 data across a student's 'best 8' GCSE subjects.

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 is therefore constantly being revisited in order to secure the best outcomes and experiences for our students and it also must take into account these national measures and expectations.

### Compulsory Subjects

All students will study the following mandatory subjects:

English Language and Literature

Mathematics

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.

Information concerning the Pathways Option Form will be presented on Pathways Evening (7-9pm Thursday 31<sup>st</sup> March). A copy of this presentation and an electronic copy of this booklet will be made available on the College website.

A reminder please, that the deadline for handing in the Pathways Options Form is **Thursday 28<sup>th</sup> April.**

Yours sincerely



Assistant Principal - Curriculum  
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# Subject: 3D Design (Product Design)

Subject Leader: Miss A Cook

**GCSE**

Exam Board:  
**EDUQAS**

## Course Description

GCSE 3D Design (Product Design) provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in design which covers areas such as furniture design, interior design and architecture, theatre / exhibition design, product design and graphics.

Initially exploring the work of other designers, students will communicate their ideas through drawing and sketching; annotating and developing innovative ideas which lead on to modelling and making products and prototypes using the technology and equipment available in the workshop.

Students will develop skills of design analysis; 3d sketching and drawing; technical drawing; presenting design boards using specialist software; modelling in traditional materials; and manufacturing 3d printing and laser cutting as well as using traditional worktop tools. Students may design and make products such as lamps and lighting; small pieces of furniture and homewares; theatre sets and interior design models or designs for small buildings / spaces.

Students are encouraged to take risks and follow an iterative design process that develops ideas and stretches students creativity. Students enjoy their Product Design lessons and the opportunity to work collaboratively with their peers. Students work closely with their teachers to turn their ideas into reality and explore the possibilities of the workshop.



## Assessment

**There are two components:**

- 1. Coursework Portfolio (60%)** – Projects from the three year course are selected to represent the achievements of students through to course of study.
- 2. Externally Set Assignment (40%)** – A Personal choice project incorporating a 10 hour unaided practical outcome with 10 weeks preparation time.

## Higher Education Courses/Careers

**Sixth Form:** GCE A level Fine Art  
GCE A level Art, Craft & Design

**College of higher education:** Students can continue to study Design at A-Level, GNVQ or BTEC and traditionally go on to study Art or Design courses at university such as Product Design, Furniture Design, Graphic Design, Interior Design, Architecture and Theatre Design. GCE (A-Level) 3D Design is available to continue to study at AHCC.



## Subject Teachers

Miss Barton   Mrs Remfry  
Miss Cook

# Subject: Animal Care

Subject Leader: Mrs J Needham

BTEC Tech Award  
Exam Board:  
Pearson

## Course Description

If you have a love of animals and want to find out how to care for them, this course provides a perfect overview.

A Level 2 qualification will give you an introduction to important topics in animal care - feeding, handling and grooming animals, looking after their accommodation and understanding their health and welfare.

You Will:

- Carry out practical handling skills
- Learn how to recognise signs of ill health
- Develop an understanding of animal behaviour
- Plan how to carry out simple husbandry tasks
- Learn how to comply with the Animal Welfare Act



## Assessment

**Component 1:** Animal Handling  
Internal coursework assignment set by Pearson

**Component 2:** Animal Housing and Accommodation.  
Internal coursework assignment set by Pearson

**Component 3:** Animal Health and Welfare  
External synoptic assessment.

## Higher Education Courses/Careers

BTEC Level 3 Animal Management

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.

## Subject Teachers

Mrs J Needham

**Subject:** Information Technology  
**Subject Leader:** Mr S Cunningham

**BTEC Tech Award**  
**Exam Board:**  
**Pearson**

## Course Description

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

### Units covered:

1. Exploring User Interface Design Principles and Project Planning Techniques – Internally assessed
2. Collecting, Presenting and Interpreting Data – Internally assessed
3. Effective Digital Working Practices – Externally assessed through 1.5 hour written paper

## Assessment

The external exam comprises 40% of the total grade in the subject with the remaining 60% split equally between the remaining two units. The examined content will be delivered last with an opportunity for students to sit an exam in February of year 11 and again in the Summer exam season should they need to. Components 1 and 2 are both assessed internally through Non examined components and promote deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of different types of user interfaces, how user interface design principles are used to meet the needs of different users, and how organisations collect, manipulate and interpret data to draw conclusions and make decisions
- the development and application of skills such as project planning, iterative design of a user interface, using data manipulation tools to create a dashboard, interpreting and drawing conclusions from data
- reflective practice through the development of skills and techniques that allow learners to respond to feedback on their design for a user interface and to identify areas for improvement

## Possible progression

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

## Subject Teachers

Mr T Parke    Mr S Barron

# Subject: Enterprise

Subject Leader: Mrs P Lockwood

**BTEC Tech Award**  
**Exam Board:**  
**Pearson**

## Course Description

The BTEC Level 1/Level 2 Tech Award in Enterprise is for students who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning.

The qualification enables students to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

The qualification has three components that focus on the assessment of knowledge, skills and practices. These components include:

### 1. Exploring Enterprises

Students will examine different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

### 2. Planning for and Pitching an Enterprise Activity

Students will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.

### 3. Promotion and Finance for Enterprise

Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

## Assessment

### Component 1

#### **Exploring Enterprises**

This unit is internally assessed. Students will produce coursework as evidence.

### Component 2

#### **Planning for and Pitching an Enterprise Activity**

This unit is internally assessed. Students will produce coursework as evidence.

### Component 3

#### **Promotion and Finance for Enterprise**

2hr exam (Students have two opportunities to sit this exam)

## Higher Education Courses/Careers

Sixth Form:

- A Level Economics
- BTEC Level 3 National Extended Certificate in Business

Students who achieve this qualification will be prepared for the full range of Advanced level courses in the Sixth Form at All Hallows and will be particularly well placed to study any Business related BTEC/A Level offered. The qualification also prepares students very well for the general world of work, employment and apprenticeships as well as laying the foundations for small business ownership and working for large corporates in the future. Career prospects are good for business students.



## Subject Teachers

Mrs Lockwood Mr Parke Mr Barron Mr Lees

# Subject: Catering & Hospitality

Subject Leader: Mrs A. Heaton

**Vocational Award  
in Catering &  
Hospitality  
Exam Board: WJEC**

## Course Description

The WJEC Vocational Award in Catering & Hospitality is aimed at 14–16-year-olds who are interested in any aspect of food & nutrition, food preparation, food service systems and the operation of food businesses. The award is an alternative to GCSE and offers equivalent levels of rigour and challenge.

The course has two separate elements: -

**Unit 1 (Exam) taken at the end of year 10 with a resit opportunity in year 11.**

- The structure of the industry
- Working in the industry
- Factors affecting the success of a business
- The operation of a kitchen
- The operation of front of house
- Meeting customer requirements
- Health and safety responsibilities
- Risks and control measures
- Food poisoning and allergies
- Food safety legislation and inspections

**Unit 2 (coursework completed in year 11)**

- Nutrition
- Menu Planning
- Environmental issues
- Food commodities
- Cooking methods
- Presentation techniques

## Subject Teacher

Mrs Heaton

Throughout the week you will take part in a mixture of theory and practical cookery lessons where you will learn to cook a wide variety of food commodities. By the end of the course, you will also be able to confidently follow recipes and identify hygiene and safety risks.



## Assessment

You will be assessed by an online external examination, and you will produce coursework in response to an assignment brief. Part of this coursework is a practical exam to produce two dishes in response to the assignment brief.

**This course is graded at: -**

Level 2 Distinction / Merit / Pass

Or Level 1 Pass

## Higher Education Courses/Careers

Catering and Hospitality is an industry that offers a wide variety of exciting careers. This course will improve your skills for employment or further study. Students who achieve this qualification will be fully prepared to progress onto a college course, apprenticeship, or level 3 programme of study at All Hallows.

# Subject: Child Development

Subject Leader: Mrs A Heaton

**Technical Award  
Level 2 Certificate  
in Child  
Development  
Exam Board: OCR**

## Course Description

The child development qualification is aimed at 14-16 year olds studying the Key Stage 4 curriculum who are interested in a career working with children. A Child Development qualification will allow students to achieve their potential and progress to the next stage of their lives, whether it be Further Education, an apprenticeship or employment. 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)

Responsibility for the well-being of a child starts before conception and this unit aims to provide learners with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care. By completing this unit, learners will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.

### 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.

## Education Courses / Careers

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.



## Course Teachers

Mrs Remfry    Mrs Heaton

# Subject: Computer Science

Subject Leader: Mr S Cunningham

**GCSE**

Exam Board:

**Edexcel**

## Course Description

Computing offers a unique opportunity for students to understand how computer technology works. Although students will be familiar with the use of computers, this course will give an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day-life. Computing provides a good foundation in areas such as engineering, financial and resource management, science and medicine, game designing, computer programming, web design and creation and software developing.

### Skills you will need:

- 📄 Good mathematical skills
- 📄 Good critical thinking skills
- 📄 Attention to detail
- 📄 Ability to work independently
- 📄 An interest in computer technology
- 📄 An interest in how computers work and modern technology.

### Main areas of study:

- 📄 Paper 1 – theory on how computers work, digital data, networks, impact and use of digital devices
- 📄 Paper 2 – applications focusses on logic, problem solving and understanding of programming

The GCSE Computing course will give students the skills to create interactive programs develop problem solving skills as well as giving the opportunity to work as part of a team.

## Assessment

### Examination (Externally Assessed)

#### Principles of Computer Science

**1 hr 30 mins - End of Year 11 - 50%**

### Examination

#### (Externally Assessed online examination)

#### Applications of Computational Thinking

**2 hrs - End of Year 11 - 50%**

## Progression

A-level study in Computer Science

Level 3 BTEC in ICT

Level 3 BTEC in Computing

## Subject Teachers

Mr S P Cunningham

Mr S Barron

# Subject: Dance

Subject Leader: Miss S Mellor

GCSE  
Exam Board:  
AQA



## Course Description

The Dance course helps students to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation.

### Why Choose Dance?

- Dance promotes fitness, a healthy lifestyle, teamwork and creativity
- Dance is a powerful and expressive subject which encourages you to develop your creative, physical, emotional and intellectual capacity
- You will develop understanding of a range of dance styles through performance, creation and appreciation. You can choose any style to perform and choreograph in, providing it meets the assessment criteria

**SKILLS**  
for **Life**

## Course Structure

### Perform:

- Application of knowledge, skills and understanding of performing
- Develop physical, technical and expressive skills
- Communication of choreographic intention and artistry

**Confidence**  
**Problem-solving skills**  
**Teamwork**  
**Independent learning**  
**Leadership skills**  
**Creativity**

### Create

- Creative and imaginative response to a range of stimuli
- Use of imagination, problem solving, creativity and synthesis of ideas
- Application of knowledge skills and understanding of choreographic forms and devices
- Communication of ideas, feelings, emotions, meanings and moods.

### Appreciate

- Articulation of knowledge and critical reflection to inform artistic practice
- Critical appreciation of dance in its physical, artistic, aesthetic and culture contexts itical analysis, interpretation, evaluation and appreciation of professional dance work

**Subject Teacher** - Miss Mellor

# Subject: Drama

Subject Leader: Ms J Pridding

GCSE

Exam Board:

Eduqas



## Course Description

This course gives students the opportunity to:

Develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study.

Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas.

Watch and critique Live Theatre in a range of styles and venues.

Develop and improve confidence and communication skills.

Consider and explore the impact of social, historical and cultural influences on drama texts and activities.

Reflect on and evaluate their own work and the work of others.

Develop and demonstrate competence in a range of practical, creative and performance skills.

Develop a basis for their future role as active citizens in employment and society in general, as well as for the potential further study of Drama & Theatre Studies at A-Level.



## Assessment

**Unit 1 - 40% of qualification.** Completed in Year 10. For this unit you will be required to devise your own piece of Theatre and perform this to your peers. The performance must be created from a stimulus provided by the exam board. To document your creative process, you will be required to keep a working journal which may contain video blogs, photographs, script sections and continuous prose.

**Unit 2 - 20% of qualification. Practical.** Completed in Year 11. A performance from two chosen extracts of a published script to an examiner. You will work in a group, sized between 2-5 people. You will rehearse and perform to an audience.

**Unit 3 - June written examination- 40% of qualification.** Year 11. You will study a set text and answer questions in the written paper from the view point of a Director, Designer or Actor. In addition to this you will answer a question on a piece of Live Theatre you have seen throughout the Year.

To be able to successfully complete a Drama GCSE you must have at least a grade 5 in English at the end of Key Stage Three. You should also already have a certain level of confidence and passion for performance.

## Higher Education Courses/Careers

Sixth Form: A level Theatre Studies (Eduqas)

## Subject Teachers

Ms J Pridding

# Subject: Art & Design-Fine Art

Subject Leader: Mr P McSwity

GCSE  
Exam Board:  
EDUQAS

## Course Description

*GCSE Art and Design: Fine Art* encourages students to explore and interpret ideas, images and feelings, using a range of visual art methods, particularly drawing and painting, collage, photography and sculpture.

The course is a development of experiences and techniques learned in earlier years, and are both challenging and enjoyable for all levels of ability. We aim to provide an exciting and rewarding experience for all students.

Two major projects are studied around which a series of work is developed towards the final Coursework Portfolio at the end of Year 11. As part of their studies, students will look at the work of artists, both past and present, as well as from other cultures, making connections with their own work, and as a stimulus for ideas.

Sketchbooks play a very important part in evidencing coursework and for regular homework. Students are taught and encouraged to work in a variety of scales and Techniques. They visit a Gallery to expand their ability to work outside the classroom. Following Fine Art allows students to produce work in any medium they see fit.



## Assessment

There are two components:

1. Coursework Portfolio (60%) – Projects from the three year course are selected to represent the achievements of students through to course of study
2. Externally Set Assignment (40%) – A Personal choice project incorporating a 10 hour unaided practical outcome with 10 weeks preparation time.

## Higher Education Courses/Careers

Sixth Form: GCE A level Fine Art  
GCE A level Art, Craft & Design

Fine Art is a creative subject where you will learn to take risks in order to produce interesting and exciting work. The United Kingdom is renowned for producing world famous artists who add to our cultural heritage. Art plays an important role in helping us to understand ourselves and the world around us. Fine Art develops your ability to think, develop your own ideas and work independently where your outcomes are unique. Your work will be exhibited in the ADT summer exhibition each year. You will have the opportunity to attend exciting trips to Art galleries and other locations to develop your work.

Studying Fine Art allows students to access further education courses. Options include Fine art, Sculpture, Textiles, Photography, Set and film design, Film making, Animation, Printing, Illustration, Product design, Computer game design. Career opportunities include illustration, Graphic Design, Photography, Product design, Architecture, Animation, Film making, Craft industries, Media, Prosthetics, Model making, Computer Game design, Advertising, Printing, Professional Artist/Crafts person.

## Subject Teachers

Mr McSwity Mrs Wilkinson Miss Wood  
Miss Cook

# Subject: French, German, Mandarin and Spanish

Subject Leader: Ms R Flatley

GCSE  
Exam Board:  
Edexcel

## Course Description

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

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

Each language will look closely at the culture of the countries where it is spoken and compare it to the U.K.

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.

Students continue with the language they have studied in Year 9.



## Assessment

All assessment is at the end of Year 11.

**Paper 1:** Listening and Understanding (25%)  
Foundation tier: 35 minutes  
Higher tier: 45 minutes

**Paper 2:** Speaking (25%)  
Internally conducted and externally assessed  
Foundation tier: 7–9 minutes  
Higher tier: 10–12 minutes

**Paper 3:** Reading and understanding (25%)  
Written examination  
Foundation tier: 45 minutes  
Higher tier: 1 hour

**Paper 4:** Writing (25%)  
Foundation tier: 1 hour 10 minutes  
Higher tier: 1 hour 20 minutes

## Higher Education Courses/Careers

Sixth Form: GCE A-Level in French, German, Mandarin and Spanish

A-Level languages can lead to all sorts of well-paid and sought-after careers. From the obvious choices like Translation and Interpreting, to the more specialised like International Relations and Diplomacy. The beauty of language skills is that you can couple it 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!

## Subject Teachers

Ms Flatley   Mrs Flood   Mrs Parry  
Miss White   Mrs Ward   Mrs Bailey  
Ms Denby   Mrs Crick

# Subject: Business

Subject Leader: Mrs P Lockwood

GCSE  
Exam Board:  
OCR

## Course Description

The OCR GCSE Business course is an up-to-date and engaging qualification that is relevant to the world of business today.

Our GCSE in Business equips students with the skills and confidence to explore how different business situations affect decision-making. They develop their understanding of concepts, objectives and terminology, and the impact of contemporary issues on business operations. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

The Specification is divided into topics, each covering key concepts in business and include:

- Marketing,
- People in Business,
- Production,
- Finance,
- Enterprise and Business Planning
- External Influences on Business.

The specification has been developed with subject leaders and teaching experts, working in close consultation with other key stakeholders with the aim of including up-to-date, relevant content.



## Assessment

### Paper 1

Business Activity, Marketing and People

External assessment – 80 Marks  
1 hour 30 Minutes Paper - 50%

### Paper 2

Operations, Finance and Influences on Business

External assessment – 80 Marks  
1 hour 30 Minutes Paper - 50%

## Higher Education Courses/Careers

Sixth Form:

- A Level Economics
- BTEC Level 3 National Extended Certificate in Business

Students who achieve this qualification will be prepared for the full range of Advanced level courses in the Sixth Form at All Hallows and will be particularly well placed to study any Business related BTEC/A Level offered. The qualification also prepares students very well for the general world of work, university, employment and apprenticeships as well as laying the foundations for small business ownership and working for large corporates in the future. With so many business related degrees available at University and so many employment opportunities available to business students, career prospects are good for business students.

## Subject Teachers

Mrs Lockwood Mr Blades Mr Barron

# Subject: Geography

Subject Leader: Miss Sandler

GCSE  
Exam Board:  
Edexcel A

## Course Description

GCSE geography gives you the opportunity to understand more about the world, the challenges it faces and your place within it. This course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links between places and environments, and develop your ability in using a wide range of geographical investigative skills, including GIS, maths and statistics, and essay writing. Geography enables you to become globally and environmentally informed citizens.

Topics studied include:

- The changing landscapes of the UK
- Drought, hurricanes and climate change
- Changing cities in Manchester and Sao Paulo
- Global development
- There are two days of fieldwork, one-day studying rivers, one day looking at urban change in Manchester as well as optional trips such as Iceland and Italy.



## Assessment

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

## Higher Education Courses/Careers

Sixth Form: GCE A level Geography

Geography A-Level is considered a soft science by universities, allowing for students to progress to take medicine and other scientific subjects. Geography has the highest number of non-vocational, university graduates going on to further study or employment at over 95%.

Geographers can interpret and understand a dynamic and diverse world and provides an opportunity to identify ways of making improvements.

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

## Subject Teachers

Miss Sandler, Mr Benbow, Mr Evans, Mr Farthing



The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

— Barack Obama —

AZ QUOTES

# Subject: History

Subject Leader: Mr T Martin

GCSE

Exam Board:

AQA

## Course Description

**There will be an opportunity to visit Auschwitz Concentration Camp in Year 11.**

History is an argument without an end! It is the story of billions of people who have come, gone, and left their mark on the world. It is the story of us, had we been born earlier! People are fascinating, and you will come across some brave, dangerous, frightening and clever people through studying this GCSE. You will learn how to put forward a decent argument, grow in confidence and help improve your writing skills. If you are unsure what to do, History is a safe option to pick as it keeps your future-plans open and doesn't force you down one route. **Everyone respects a History GCSE!**

More importantly, History is INTERESTING! It equips you for your role as a citizen of society, allowing you to be conscientious, critical and to act as a check on current governments.



## **SCHOOL TRIPS!!**

Year 10 – Possible visit to Belgium WW1 battlefields.

Year 11 – Auschwitz Concentration Camp, Krakow Poland.

## Assessment

Students study the AQA GCSE History syllabus. Students are taught 'interleaving' the topics meaning they move between the topics every 5 weeks to maintain knowledge and interest.

### **Paper 1 Topics 50% 2 hour exam**

**World War One** and its causes 1894-1918

**Germany 1890-1945** (inc. Nazi Germany)

### **Paper 2 Topics 50% 2 hour exam**

**Elizabethan England** c.1568-1603

**Britain, Health and the People** c.1000-1990

## **Subject Teachers**

Mr Martin, Mrs Bell-Smith, Mr Eardley, Mrs Ward-Argument

## **Higher Education Courses/Careers**

**History is part of the E-Bacc and is a 'facilitating subject'** meaning it is most commonly required or preferred by universities to get on to a range of degree courses.

Sixth Form: **A level History**  
**A Level Sociology**  
**A level Politics**  
**A level Law**

History can be studied with a wide range of other subjects at university. Courses include Politics, Theology, Religious Studies, Philosophy, Law, Sociology, Psychology, Teaching and Medicine.

# Subject: Music

Subject Leader: Miss V Elliott

**GCSE**

Exam Board:

**Eduqas**

## Course Description

Throughout the course the emphasis is 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.

Candidates are required to perform throughout the course and will be assessed on their ensemble and solo performance. These performances can be in any style and on any instrument, from Voice or Violin to Electric Guitar or even 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 are able to use music technology to produce their compositions if they wish.

The listening exam is a written paper with accompanying audio excerpts. All questions are based on the 4 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.



## Assessment

### Unit 1 - Performance

Internally assessed and externally moderated  
Total performance portfolio of **4-6 Minutes** of which **1 must be ensemble**, lasting at least 1 minute. The other(s) can be **solo or ensemble**. At least 1 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 1 is a '**free**' composition where learners will set their own brief, and 1 to a set brief **set by Eduqas** in September of the **examining year**.

**30% of final mark**

### Unit 3 - Listening and Appraising

100% Examination. **8 questions** in total, **two** on each of the four areas of study.

Area of study 1: Musical Forms and Devices

*Set extract: Bach Badinerie*

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

*Set extract: Toto, Africa*

**40% of final mark**

## Subject Teachers

Miss Elliott    Mr Thompson

## Higher Education Courses/Careers

Sixth Form:    GCE A level Music  
                          GCE A level Music Technology

Music can be studied with a wide range of other subjects at university. Popular courses include Music, Music Technology, Sound design, Maths, Physics, and Teaching.

Candidates taking GCSE Music should actively play a musical instrument and enjoy listening to all kinds of different music in and outside of college.

# Subject: OCR Cambridge National in Sport Studies

## Course Description

Students will have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. They will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

## Assessment

The course is made up of three units:

### **R184: Contemporary issues in sport**

This is a 1 hour 15min written paper.

Students will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. They will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport

**40% of final grade**

### **R185: Performance and leadership in sports activities**

Students will have an opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferrable skills.

**40% of final grade**

### **R187: Increasing awareness of Outdoor and Adventurous Activities**

Students will understand how to find out information about what opportunities there are in their local area as well as nationally in the UK

how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe

**20% of final grade**

## Subject Teachers

Mr B Mercer, Miss S Thomason

## Higher Education Courses/Careers

Sixth Form: BTEC National in Sport (equivalent to one A Level)

College: Apprenticeships or Cambridge Technicals

Physical Education can open the doors to many careers in sport and subjects at university. Courses include Sports Coaching, Physiotherapy, PE Teaching, Sports Science, Fitness Instructing, Leisure Management, Sports Psychology, Sports Physiology.



**Cambridge  
National Sports  
Studies**

**Exam Board: OCR**

# Subject: Physical Education

Subject Leader: Mr Lawson

## Course Description

Physical Education GCSE is both a practical and theory-based subject. 40% of the marks for this subject are allocated to practical components (Performance in 3 sports and a Personal Exercise Programme) and 60% of the marks are allocated to theory components – 2 written exams.

## Assessment

### **Component 1: Fitness and Body Systems (Theory)**

Written examination: 1 hour and 45 minutes

36% of the qualification

90 marks

#### Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

### **Component 2: Health and Performance (Theory)**

Written examination: 1 hour and 15 minutes

24% of the qualification

70 marks

#### Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

### **Component 3: Practical Performance**

30% of the qualification

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

20 marks

#### Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

The assessment consists of students producing a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance in a sport of their choice.

## Subject Teachers

Mr Lawson Mr Lees Mr J Mercer Mr Ives  
Mr B Mercer Miss Gowing Miss Thomason

## Higher Education Courses/Careers

Sixth Form: BTEC National in Sport (equivalent to one A Level)

Physical Education can open the doors to many careers in sport and subjects at university.

Courses include Sports Coaching, Physiotherapy, PE Teaching, Sports Science, Fitness Instructing, Leisure Management, Sports Psychology, Sports Physiology.



**GCSE**

Exam Board:  
**Edexcel**

# Subject: Textiles (Art & Design)

Subject Leader: Miss A Cook

**GCSE**

Exam Board:

**EDUQAS**

## Course Description

GCSE Textiles is a course which encourages students to explore and interpret ideas, images and feelings, by using a wide range of textile materials and techniques, such as fabric printing, transfer, layering, fashion design, construction, sculpture, fabric construction and stitching.

The course enables students to demonstrate and develop the use of colour, line, shape, texture, pattern, harmony and contrast in their work. Both boys and girls have enjoyed success in this practical subject due to the diversity of tasks and outcomes. Two projects are studied each year, based on a theme, which introduce students to the professional practice of a designer. Starting points for projects will be based on the students' first-hand experiences and observations. Visits to Galleries in the North West and other venues will provide exciting and inspirational ideas.

As part of their studies, students will look at the work of artists, designers and embroiderers both past and present. Historical and Cultural connections will also provide a context in which the students work. Sketchbooks and sample-books are a very important part of the course, where students will produce initial drawings, research into artists, textile samples and experiments with the materials. This evidence of their coursework and homework will be assessed throughout the course and in the final exhibition, alongside the outcomes of each project.



## Assessment

**There are two components:**

- 1. Coursework Portfolio (60%)** – Projects from the two-year course are selected to represent the achievements of students through to course of study.
- 2. Externally Set Assignment (40%)** – A Personal choice project incorporating a 10 hour unaided practical outcome with 10 weeks preparation time.

## Subject Teachers

Miss Cook Miss Wood

## Higher Education Courses/Careers

Sixth Form: GCE A level Fine Art

GCE A level Art, Craft & Design

Textiles is a design led subject where you will learn to take risks in order to produce creative and exciting work. The United Kingdom is renowned for producing world famous designers who add to our cultural heritage. Design plays an important part in shaping how we live and enhance the things we wear or use. Studying Textiles develops your ability to think, develop your own ideas and work independently where your outcomes are unique.

GCSE Textiles prepares students for further courses, such as Advanced Level Textiles or GNVQ or BTEC courses in Fashion Design, Textile Design, Embroidery and Illustration. Traditionally, students achieve results well above national standards in this subject, which reflects the quality of the course. Careers Fashion Design, Fashion Marketing, Hat, shoe, fabric and print design and Interior design. Surface, embroidery and weave. The skills learned are transferrable to a vast range of Art & Design based careers.



## Contact Information

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