

All Hallows Catholic College

A Voluntary Academy

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

(Saint Oscar Romero)



**Pathways 2025 – 2027
Information Booklet**

Dear Parents and Carers,

An exciting milestone is approaching for our students as they begin their journey into Key Stage 4. At All Hallows Catholic College, we take great pride in offering a broad and balanced curriculum that equips students with the essential skills needed for future success—whether in employment, further education, university, or lifelong learning.

The Government currently measures student progress using a system called *Progress 8*. This tracks progress from Key Stage 2 across a student's *best eight* GCSE subjects, with English and mathematics carrying double weight. Additionally, school performance is assessed through the *English Baccalaureate (EBacc)*, which requires students to study a core set of five academic subjects: English, mathematics, science, a humanities subject (history or geography), and a language (Spanish, French, Mandarin, or German).

At All Hallows, we continually review and refine our curriculum to ensure the best possible outcomes and experiences for our students while meeting national education standards.

Compulsory Subjects at Key Stage 4

All students will study the following core subjects:

- **English Language and English Literature**
- **Mathematics**
- **Science** (*either Combined Science (Trilogy) or Separate Sciences (Triple)*)
- **Religious Studies**
- **Core PE** (non-examined)

In addition to these compulsory subjects, students will have the opportunity to choose from a range of additional subjects detailed in this booklet. We hope you find these choices exciting and inspiring, offering students a chance to challenge themselves, deepen their love of learning, and reach their full potential. Most importantly, we want this curriculum to be one that students truly enjoy. Our dedicated staff will provide full support throughout this journey, and we look forward to working in partnership with you to ensure your child's success.

Key Dates & Reminders

- **Pathways Evening: Wednesday 26th March** (6-8pm) – Information about how to complete the Options Form will be shared during this event. A copy of the presentation delivered, and an electronic version of this booklet will be available on the College website
- **Bring this booklet with you to Pathways Evening**
- **Options Form Deadline: Friday 25th April** – Forms should be submitted to your child's form tutor.

We appreciate your support and look forward to guiding your child through this important stage of their education.

With kindest regards,

Mr. Timothy Beesley
Principal

Dear Students,

As you approach this important milestone in your education at All Hallows Catholic College, you are about to embark on the next stage of your learning journey—Key Stage 4.

This booklet has been designed to guide you and your parents or carers in making informed decisions about your curriculum. Alongside advice from your teachers, it will help you choose the subjects that best suit your strengths, interests, and future aspirations.

You will follow a broad and balanced curriculum consisting of core and optional subjects, carefully selected to support your success and progression to further study. Additionally, you will continue with our Personal Development curriculum, which includes SMSC (Spiritual, Moral, Social, and Cultural education), Relationships, Sex and Health Education, and Careers guidance to help prepare you for life beyond All Hallows Catholic College.

Before finalizing your choices, you will have the opportunity to discuss your options with your teachers. They will provide valuable advice on the suitability of different courses based on their content, skills required, and how well they align with your prior learning and abilities.

When making your decisions, consider your Key Stage 3 performance:

- Did you perform well in the subject?
- Did you enjoy it?
- Did you make good progress?

Your choices should reflect your interests, strengths, and future goals—not the preferences of your friends. While we all have favourite teachers, please do not base your choices on specific staff members, as we cannot guarantee who will teach each class.

The Options process is designed to give you as much flexibility as possible while minimising potential subject clashes. While we strive to accommodate your preferred choices, we ask that you select reserve subjects as well. These should be carefully considered, as we cannot guarantee all first-choice options due to timetabling constraints and course demand.

We hope this booklet provides the guidance you need, and we wish you all the best as you take this exciting next step in your education.

Ms. Gemma Roberts
Assistant Principal

QUALIFICATIONS AND ASSESSMENT

This booklet outlines various qualifications, all of which hold equal value and recognition, despite differences in assessment methods. Every course leads to a formally recognised qualification. For details on specific assessment methods, please refer to the subject pages.

GCSE (General Certificate of Secondary Education) is the main qualification taken by students aged 14-16. These courses are primarily assessed through written exams, though some subjects include elements of controlled assessment or practical tasks. Details on assessment methods for each course can be found in the individual subject pages.

GCSEs have been reformed and are now graded on a 1-9 scale, with 1 being the lowest and 9 the highest. All external exams are taken at the end of the course. To ensure students are fully prepared, teachers will provide regular assessments and internal examinations throughout the course.

The English Baccalaureate (EBacc)

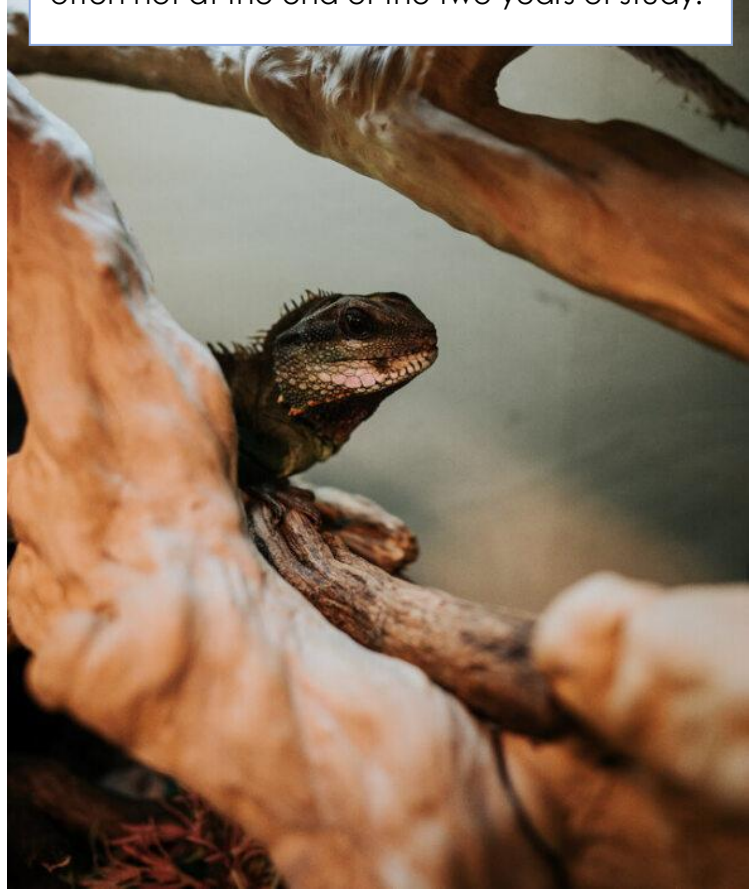
The EBacc is not a qualification but a recognition of students' achievements across a core set of academic subjects, including English, mathematics, sciences, a language, and a humanities subject. It provides a strong academic foundation and an excellent platform for further and higher education.

We strongly recommend studying the full EBacc suite, as it will be the best option for many students. However, we understand that it may not be the most suitable choice for everyone. Our priority is to support each student in selecting the subjects that best align with their strengths, interests, and future aspirations.



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: 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

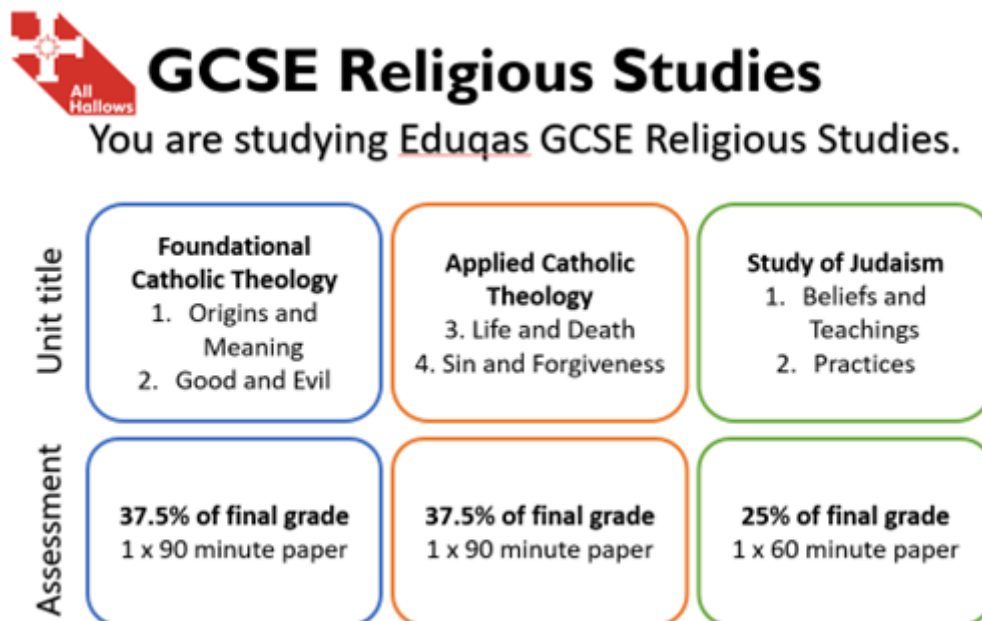
GCSE Religious Education

Subject Leader: Dr G. Keogh

Course: Eduqas Religious Studies, Route B

LINK: <https://www.eduqas.co.uk/media/wpojvm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf>

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



The RE GCSE takes a distinctive issues-based approach to the study of Catholic Christianity. It integrates a 75% study of Catholic Christianity, with a 25% study of Judaism. Component 1 is entitled Foundational Catholic Theology and Component 2 is entitled Applied Catholic Theology. The thematic material serves as the entry point for the study of Catholic Christianity in each of the two components. The thematic study part of each component will also require learners to contrast Catholic responses to philosophical and ethical question with answers given by other Christian denominations and answers given by those subscribing to non-religious world views. The course will enable learners to gain knowledge and understanding of two religions: Catholic Christianity and Judaism.

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?

"History is not just a sequence of events. History is our compass, guiding us as we navigate our complex world. It reminds us of our origins, enlightens our present, and projects the possibilities of our future."



Studying History at GCSE will provide you with an understanding of the past; both in Britain, Europe and the world. Studying History will equip you to be a powerful, conscientious and astute future citizen. The study of chronology, source analysis, an awareness of causation and the ability to interpret historical events will allow you to speak with conviction and make comparisons with current world events. You will see how there are different versions of one story; how an event has been portrayed to the public and critically evaluate why people disagree about historical events. All vital skills that can be applied to various careers in the future from journalism and media to working in government and law.



Trips are run on a cycle including three abroad trips, one to Poland, visiting Krakow and Auschwitz-Birkenau, one to the battlefields of the First World War in France and Belgium and one to Berlin. These are offered to year 10 to 13. There are also visits to buildings associated with Elizabethan England such as Hardwick Hall, Kenilworth castle and the Globe theatre.



The course is split into two 2-hour exams.

Paper one is worth 50%:

Germany: Democracy to Dictatorship 1890 to 1945. This covers key issues such as:

- Germany under Kaiser Wilhelm II and the First World War
- The impact of WW1 and the golden age of culture in the 1920s
- Political rebellions and plots following the First World War
- The rise of the Nazi party and the impact of the Nazi regime in Germany
- Germany, the Holocaust and the Second World War

Conflict and Tension: East Vs West 1945 to 1972. This covers key issues such as:

- The impact of the Second World War on international relations
- The spread of communism in Eastern Europe and Asia and the Korean and Vietnam wars
- The development of nuclear weapons and the space race
- The Berlin Wall
- The Cuban Missile Crisis



Paper two is worth 50%:

Britain Health and the people C1000 to the present day. This covers key issues such as:

- Ancient Roman and Greek beliefs on medicine
- The Black Death, supernatural beliefs and witchcraft
- Medieval cures for disease
- New surgery and tools of the Renaissance
- Germ theory, vaccination and safer surgery in the Industrial Revolution
- Modern developments such as antibiotics and the NHS
- Medicine in the First and Second World War



Elizabethan England. This covers the reign of Elizabeth I and the end of the Tudor period, including key event such as:

- Elizabeth's background and upbringing, the impact of Henry VIII
- Life in Court and Government
- New fashions and styles
- The growth of theatre and new architectural styles
- Plots against Elizabeth
- The Spanish Armada
- Travel to the New World and beyond

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	Police and armed forces
Media and journalism	Museums and galleries
National and local governments	Architecture
Politics	Teaching, universities and research
Archaeology	

HUMANITIES

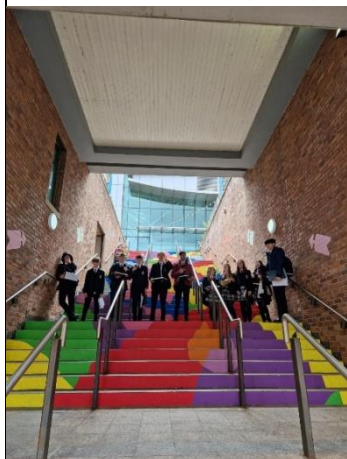
GCSE Geography

Subject Leader: Ms N Sandler / Mr G Farthing

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 better understand the world, the challenges it faces, and their place within it.

This GCSE course deepens understanding of geographical processes, highlights the impact of change, and explores the dynamic links between places and environments. It also develops students' competence in a wide range of geographical investigative skills, including GIS, data analysis, and essay writing.

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

There is a Field Trip to Manchester City Centre examining the 'Changing Cities' Unit of fieldwork at the start of Year 11, including a workshop at The National Football Museum. There is a trip to the Goyt Valley covering the 'Rivers' unit of fieldwork at the end of Year 10, students will be in the river, collecting their data.

Our department also offers GCSE students the opportunity to attend international trips, including Iceland and Italy.

Final examination:

Paper 1: The Physical Environment

- Coasts
- Rivers
- Climate Change
- Drought and Tropical Cyclones
- Ecosystems

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

- Changing Cities
- Energy
- Development

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 EXAM learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including the range of provision, health and safety, and food safety. This is tested by an online **external examination in year 11. Some of the sections tested in this exam are listed below:** -

- Commercial and non-commercial H&C operations
- Health and safety in H&C.
- Food hygiene regulations in H&C.
- The operation of the front and back of house.
- Hospitality and catering provision to meet specific requirements.
- Preventative control measures of food-induced ill health.
- Employment opportunities in H&C

In unit 2 NEA 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. 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. The 2-hour practical exam follows shortly afterwards. This coursework will be completed in year 10 and sent off to the exam board for external moderation. The written aspect of this unit covers: -

- Analysis the given scenario.
- Menu planning in response to a given scenario.
- Detailed knowledge of nutritional needs.
- Detailed knowledge of how cooking methods affect the nutritional value of a dish.
- Assessing how a meal meets the nutritional needs of a specific age group.
- Assessing how a range of factors impact on the suggestion of dishes for a menu for the given scenario.
- Finding suitable recipes for the given scenario.
- Producing a detailed plan to show how to make 2 dishes simultaneously in a 2-hour period of time.
- Reviewing and assessing your performance and making detailed recommendations for improvement.

On successful completion of unit 1 & 2, the learner will be awarded either a Pass Merit or Distinction grade at level 1 or level 2 depending on their performance. Level 2 distinction * is the highest grade possible and equivalent to grade 8/9 at GCSE

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. Good computer skills and self-organisation & motivation are needed for theory lessons, coursework completion and for the online written exam. Students must be able to cook independently without assistance. Food hygiene regulations must be adhered to.

Who provides the ingredients to cook with?

Just like key stage 3, parents are asked to pay a termly fee for the ingredients that their child will use. Students must get into good habits of bringing in a box to take food home in.

Students with collar length hair / long fringe / long hair must tie it back, so it doesn't contaminate the food area.

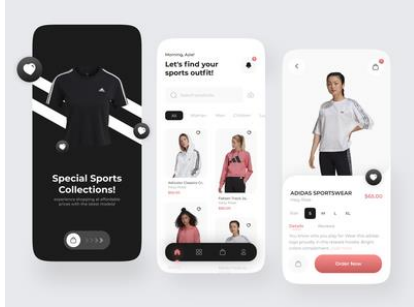
DIGITAL IT BTEC

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://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 S Mackreth

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 and Mrs Remfry

Course: OCR Child Development Level 1 and 2 J809

[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 and other related sectors. It covers all aspects of child development, from conception to five years old; as well as understanding how to provide a safe and nurturing environment. This qualification is a GCSE and has expectations in terms of academic rigour and challenge. This course is graded from level 1 up to level 2 and therefore students will work on the most appropriate level for their individual needs.

Assessment

You will be assessed by a series of written assignments. These will take the form of 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.

Course Structure – all 3 units must be successfully achieved

Health & Wellbeing for child development (External Exam in year 11) this unit covers the following:-

- Topic Area 1: Pre-conception health and reproduction
- Topic Area 2: Antenatal care and preparation for birth
- Topic Area 3: Postnatal checks, postnatal care and the conditions for development
- Topic Area 4: Childhood illnesses and a child safe environment

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 an examination, to demonstrate 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 and the observation of a child, to show how play affects the development of individual children.

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

Skills you will need:

- Good literacy and computer skills
- Good organizational skills
- Good analytical and researching skills
- Attention to detail
- Ability to work independently to meet deadlines

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 post 16 study, 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 S Mackreth

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 / Mr W Thompson

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	j.needham@allhallows.org.uk
Fine Art/Textiles/3D Design/Product Design	p.mcswity@allhallows.org.uk
Business Studies/Enterprise	s.mackreth@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.stebbing@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	w.thompson@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 2025

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.