



# The Holy Trinity Church of England Secondary School



**2025**  
**Year 9 Options Booklet**

## AN INTRODUCTION FOR YEAR 9 STUDENTS BY MR HUNT – YEAR 9 LEADER

Welcome to an exciting phase in your academic journey! As Year 9 Leader, I am thrilled to present the Options Booklet for the upcoming academic year. This booklet is a crucial resource that will guide you through the process of selecting your GCSE options, a decision that will significantly shape your academic path and future career opportunities.

Options are not just subjects; they are the building blocks of your academic and professional journey. The choices you make now will influence not only your GCSE results but also your potential career paths. It's an opportunity to explore your interests, develop new skills, and set the foundation for future success.

To help you navigate this important decision, we have planned key events and dates:

**Wednesday 8<sup>th</sup> November 2024: Key Stage 4 Taster Lessons:** An opportunity to explore potential subjects and gain insight into what each course entails.

**Monday 11<sup>th</sup> November 2024: Parents Consultation Evening:** An invaluable chance for parents to discuss your progress and aspirations with teachers.

**Monday 25<sup>th</sup> November 2024: Year 9 Pre-Public Exams:** An early assessment to help gauge your strengths and areas for improvement.

**From January 2025 onwards: Discussion with Tutors:** Individual discussions to provide personalized guidance and answer any queries you may have.

**Tuesday 14<sup>th</sup> January 2025: Options Assembly:** Miss Savage and Mr Bradley will deliver a comprehensive assembly to provide valuable insights into the available options, discuss the importance of the decision-making process, and address any queries you may have.

**Wednesday 22<sup>nd</sup> January 2025: Options Evening:** Please mark your calendars for this essential event where you and your parents can interact with subject teachers, gather detailed information about each subject, and gain a deeper understanding of the curriculum and assessment methods.

**Thursday 23<sup>rd</sup> January 2025: Options Forms are Live:** Once you have made your decisions, please enter your choices on the online form. Your choices should reflect your interests, aspirations, and goals. If you have any uncertainties, feel free to reach out to your subject teachers, form tutors, or the school's career guidance counsellor.

**Friday 7<sup>th</sup> February 2025: Deadline for Completion of Option Forms:** Make sure to submit your completed option forms by this date.

**Friday 27<sup>th</sup> June 2025: Last opportunity to change courses:** We understand that interests and circumstances may evolve. While we encourage thoughtful decision-making from the outset, a window for option changes will be open until Week 5 of the Summer Term. After this date, changes may not be possible.

Remember, your journey through Year 9 is not just about reaching the destination; it's about embracing the learning and growth that comes with the voyage. Together, let's make this year one of purpose, discovery, and achievement.

This process is an exciting step toward shaping your academic journey. It's an opportunity to discover your passions, challenge yourself, and set the stage for a successful future. We are here to support you every step of the way.

Mr. P Hunt  
**Year 9 Leader**



## An introduction for Year 9 Parents by Mr R Bradley – Head of School

Since joining the school, students have been following a broad programme of study, based mainly around the compulsory subjects of the National Curriculum at Key Stage 3. Key Stage 4 officially begins during the last half term of Year 9 when your child will start their new courses. The school continues to offer a breadth of study, but the number of compulsory subjects has been reduced, providing greater choice.


As a Church School we are committed to the belief that every child is born with individual gifts and talents. Therefore, there are a range of subjects on offer at Key Stage 4 which suit every student's interests and abilities. We hope that every individual will be able, with appropriate support and guidance, to construct a programme of study that enables them to fulfil their potential. As such we do not believe in a 'pathways' approach at Holy Trinity, and students can access a mixture of GCSE and GCSE-equivalent courses, to increase the flexibility of what can be chosen and to cater for the strengths of individuals.

The purposes of this booklet are:

- To explain how the process of choosing options is organised.
- To give background information to help students' decision-making
- To set out the syllabus content, organisation, and methods of assessment for all subjects available at Key Stage 4.

Whilst this booklet has been constructed with a student audience in mind there is also a clear emphasis on the partnership between student, parent, and school. You, as parents and carers, are encouraged to study the contents of this booklet in as much depth as the students. It not only demonstrates your interest in your child's education but also enables you to be an active participant in the key decision-making process on which your child's future success, both in secondary education and beyond, depends.

The world in which we live is exciting, dynamic, daunting, and challenging. We hope that by continuing to foster and work in this partnership, we can ensure that your child begins their Key Stage 4 journey during the last half term of this year studying the right options for their individual needs and able to maximize all of the opportunities that come their way in the future.



Mr R. Bradley

**Head of School**



## The Key Stage 4 Curriculum at Holy Trinity

It is important that you take control of your own future by fully exploring all of the opportunities available to you to gather information before making any decisions. At Holy Trinity we believe that you are unique and possess individual gifts and talents. When making decisions about your options you need to ensure that you understand yourself as well as you can and have thought about your future in a meaningful way. Take the opportunities offered to you in the coming weeks to listen to different people's advice. As a school we will provide you with multiple ways in which to gain advice and guidance, to help you make these important decisions that will frame the next steps of your life.

Your overall curriculum at Key Stage 4 will be made up of different groups of subjects – those that are compulsory (Core), an option course which is 'constrained' (you have a set group of subjects to choose from) and two option choices which are open. There are also two non-examined core subjects which all students take.

	Subject	Information
CORE	English	English Language and English Literature
	Mathematics	Mathematics
	Religion, Philosophy & Ethics	Religion, Philosophy & Ethics
	Science	Combined Science (some students will go on to study Triple Science)
NON-EXAM CORE	Physical Education	Core PE (Maintaining a healthy lifestyle)
	REACH	Relationships, Esteem, Aspirations, Citizenship and Health. Includes Careers education as well.
OPTIONS	Constrained Option	Must choose from <i>Computer Science*</i> , French, Geography, and History.
	Open Option 1	Students select four choices from the table on page 5, in preferential order. We will do what we can to ensure students get their first two picks. A reserve will only be substituted after discussion and consultation.
	Open Option 2	

*\*Due to the difficult nature of this course all Year 9 students will be assessed by the Computer Studies department and will be informed if they can take this course – only those students will see this subject on their options sheet.*

There is a very broad range of optional 'Open Subjects' at Key Stage 4, from which you will choose one constrained option, two free options, and two reserves. These 'Optional Subjects' can be divided into six broad categories, as shown on page 5.

There are different ways in which you can consider a set of options. Some students may prefer to ensure they have a broad range of categories represented in their choices, by choosing from several of these areas. Equally you may feel you are particularly strong in one or two areas and therefore



choose to maximize your potential in those areas; for example: taking both Dance and Drama. Alternatively, you may like to ensure that all of your choices are 'EBACC' (more on this on page 10); or you may prefer to choose one or more subjects which are partially assessed by coursework (see page 8).

### Optional subjects:

<b>Creative Arts</b>	Art & Design (GCSE) Dance (GCSE) Drama (GCSE) Edexcel Music (GCSE) Music Technology (NCFE Technical Award) Photography (GCSE)
<b>Humanities</b>	Geography (GCSE) History (GCSE) Psychology (GCSE)
<b>Modern Foreign Language</b>	French (GCSE)
<b>Technology</b>	Design Technology: Systems* (Electronics) (GCSE) <i>or</i> Textiles* (GCSE) <i>or</i> Timber* (GCSE) Food Preparation and Nutrition* (GCSE)
<b>Employability</b>	Child Development (OCR Cambridge Nationals) Computer Science (GCSE) <i>or</i> BTEC Digital Information Technology <i>or</i> Creative iMedia (OCR Cambridge Nationals) Business (GCSE) Travel & Tourism (BTEC) Workskills (BTEC)
<b>Sport</b>	Physical Education (GCSE) Sport Studies (Level 2 Cambridge National)

*\*Whilst we will endeavour to run all of our Technology courses, if numbers do not allow this to happen the affected students will be offered an alternative Technology subject in the first instance.*

In the areas where we offer a choice of either a GCSE or GCSE-equivalent course, you will be required to select the appropriate course. **You may only select another course for the same subject as a reserve. This relates specifically to Computing, Music, Business and Technology.**

The chart on page 8 shows how much of each subject is assessed by portfolio, coursework, or practical work, rather than written exams. This is a crucial point that you must consider carefully to ensure you are successful at Key Stage 4. Please take on board all of the advice we will provide you with about your learning strengths.



All students will have access to all three choices to ensure the curriculum remains broad and balanced regardless of ability.

As well as GCSEs and Level 2 vocational courses we also offer Workskills, a course that whilst it is accredited, does not count as a Level 2 qualification. This may be a useful option to consider if a student is particularly anxious about the number of qualifications they are about to be studying.

**The school has a responsibility to provide a broad, balanced, and appropriate curriculum for all students and so our approval is required for your final programme.**

### **What other considerations should affect YOUR choice of subjects?**

Your choices should be based on:

- your likes and dislikes
- your strengths and weaknesses
- the different assessment styles of each subject
- the qualifications needed for a career or for courses in the Sixth Form, at college, an apprenticeship, or a university course.

You should consider your performance in your choices during Year 9. Consider work in class, work at home, assessments, report grades and current predictions. All of these should help you make an honest assessment of your strengths and weaknesses.

You must be clear about the content and methods of study in each subject, to ensure that they are going to both interest and motivate you. Are you someone who performs better in exams or independent learning (for example coursework or project-based work)? Do you enjoy extended writing, or being creative?

You should not base your choices on what your friends are doing or who the current teacher is.

### **Am I guaranteed to get the subjects I choose?**

You will be asked to make three choices and two reserves, and we will do all we can to produce a curriculum offer that enables you to take your first three choices. It should be noted, however, that no guarantee can be given that this will be the case. We will attempt to create a timetable that allows as many students as possible to take their first choices; however, everyone must appreciate that not every permutation will be possible, and there will also be a need to have a minimum number of students in every classroom, due to the current economic climate.

### **Different types of Qualifications**

GCSE (General Certificate of Secondary Education) courses

Assessment of GCSEs is mostly by external examinations. A few of the more creative/ practical subjects also have a component that is assessed by portfolio or practical work. The balance between internal assessment and external assessment (written exams) varies from subject to subject and is shown clearly in the chart on page 8.

- GCSE courses have a numerical grading system, ranging from 9 down to 1.
- Most subjects have two or three written exams at the end of Year 11
- All GCSE exams must be taken at the same time at the **end** of the course in Year 11



## Other GCSE-equivalent Qualifications (BTEC, OCR Cambridge National, RSL)

- These courses are assessed mainly through practical work and portfolios completed in school, but you will also need to take one external exam.
- These qualifications are awarded at Pass, Merit, Distinction and Distinction\* grades.
- All of these courses meet tough government requirements and are fully recognised as equivalent to GCSE courses and provide access to the same future pathways.

## Combining GCSE and other courses

- You need to be realistic about how you work and study best, and what approach to learning suits your particular ability and skills.
- Most GCSE courses follow the traditional academic approach with an emphasis on knowledge and understanding, and in most GCSE subjects all of the final grade comes through performance in written examinations.
- However, some GCSE subjects are by their nature highly practical – for example, Drama, Technology and Art
- All of the GCSE-equivalent courses are more practical with an emphasis on having the ability to complete a task: evidence of the skills you demonstrate is recorded and entered into your portfolio, and your final grade is based on the portfolio of evidence submitted and/or your practical work, plus one external exam

## What qualifications will I achieve, what will they be like and how will I be assessed?

- For all GCSE subjects, grades range from 9 to 1, with 9 being the highest.
- OCR Cambridge National and BTEC Technical Award courses are graded as: Level 2 *Distinction\**, *Distinction*, *Merit* or *Pass* and Level 1 *Distinction*, *Merit* or *Pass*
- The chart on page 9 demonstrates the equivalency of the grading systems.
- Full details of each course are given in the descriptions in the next section.
- These subject descriptions contain broad details of the content of each course, the methods of assessment used, and the proportion of marks allocated to each of them.
- In addition, the following chart summarises the amount of assessment by exam and by non-exam, per subject.



## Overview of assessment by subject

Subject	Type of Course	Assessed by Exam	Non-Examination Assessment (NEA)
Art & Design	GCSE	40%	60%
Business	GCSE	100%	0%
Child Development	OCR	40%	60%
Computer Science	GCSE	100%	0%
Creative iMedia	OCR	40%	60%
Dance	GCSE	40%	60%
Drama	GCSE	40%	60%
DT: Systems (Electronics)	GCSE	50%	50%
DT: Textiles	GCSE	50%	50%
DT: Timber	GCSE	50%	50%
Digital Information Technology	BTEC	40%	60%
English Language	GCSE	100%	0%
English Literature	GCSE	100%	0%
Food Preparation & Nutrition	GCSE	50%	50%
French	GCSE	100%	0%
Geography	GCSE	100%	0%
History	GCSE	100%	0%
Mathematics	GCSE	100%	0%
Music	GCSE	40%	60%
Music Technology	NCFE Technical Award	40%	60%
Photography	GCSE	40%	60%
Physical Education	GCSE	60%	40%
Psychology	AQA	100%	0%
Religion, Philosophy & Ethics	GCSE	100%	0%
Science – Combined (Double)	GCSE	100%	0%
Science – Separate (Triple)	GCSE	100%	0%
Sport Studies	Level 2 Cambridge National	40%	60%
Travel & Tourism	BTEC	40%	60%
Workskills	BTEC	0%	100%



## KS4 GRADE COMPARISON CHART

GCSE	OCR Cambridge & BTEC Tech Awards
9	Level 2 Distinction *
8	
7	Level 2 Distinction
6	Level 2 Merit
5	
4	Level 2 Pass
3	Level 1 Distinction
2	Level 1 Merit
1	Level 1 Pass
Fail	Fail

*Please note that Workskills is a straight pass or fail course and does not represent a GCSE full time equivalent.*

### LEVELS OF QUALIFICATIONS & FURTHER STUDY

Level 6-8	=	Post Graduate Degree, Master's Degree & Doctorate
Level 4/5	=	HND / Bachelor Degree and Higher Degree Apprenticeships
-----		
Level 3	=	A levels / Level 3 BTECs & Advanced Apprenticeships & T Levels
Level 2	=	Grades 4 - 9 at GCSE including English & Maths or Level 2 BTEC & Intermediate Apprenticeship
Level 1	=	GCSE Grades 1—3 & Level 1 BTEC



## The English Baccalaureate

The English Baccalaureate (EBacc) is designed to recognise broad academic achievement. It will be awarded only to students gaining **grades 9-5** in **all** of the following subjects:

1. GCSE English Language and GCSE English Literature
2. GCSE Maths
3. GCSE Sciences (either Combined Science or any **two** of Biology, Computer Science, Chemistry and Physics)
4. GCSE History or Geography
5. A GCSE Foreign Language (Modern or Latin)

Since its introduction in 2011, the EBacc has become established nationally as one of many key measures of success at KS4 and announcements by the government have confirmed its status for the future. Employers and universities are increasingly aware of the significance of the EBacc.

Since all students at Holy Trinity study GCSE Maths, English Language, English Literature, and Combined/Triple Sciences as part of their core curriculum, the only two choices required for the EBacc are a Language and either Geography or History. As there are three options in total and these EBacc subjects only need to fill two of them, you will still have **one** other free choice if you decide that you wish to follow an EBacc curriculum.

When you make your Key Stage 4 option choices, the EBacc should be one of the aspects that you consider.

*At Holy Trinity, we believe that all students are children of God and have been born with individual gifts and talents. Whilst we recommend that all students of appropriate academic ability should strongly consider that their option combination of subjects meets the requirements of the "English Baccalaureate" we do not believe in a predetermined pathways approach to education.*

How will you know if you are of the "appropriate academic ability" to make it worth your while choosing subjects to fit the EBacc? A general guide would be: if you are predicted a 5 or above in all of these EBacc subjects you should consider following this pathway. As we don't provide you with long term predictions on your reports in Year 9 you will need to speak to your individual teachers to help work out your own suitability.

As part of our options guidance, we will be giving clear advice to individual students about this decision. However, the final decision will be yours.

### EBacc Languages: Additional Information

Other languages like Panjabi, Polish, Urdu, Portuguese, Turkish, Gujarati and Italian also count towards the EBacc. It is possible to take one of these languages independently outside school and therefore not choose French as one of your three school options (constrained and open). However, this is not always straightforward. Students considering this need to discuss it with their Year Leader and Mr Bradley or Ms Savage **before** making their option choices.



## **EBacc – if selecting Computer Science as one of your Options**

If you would like to meet the requirements of the EBacc you need to be aware that Computer Science is regarded as one of the two required Sciences. Therefore, to meet the requirements of EBacc whilst studying Computer Science, you must also study both a Language and either Geography or History. This would mean all 3 of your options have been taken.

## **EBacc and University**

Your other subjects and overall grades are still very important. Students going on to the Sixth Form still need to get sufficient grades in the right A-Level subjects in order to be accepted on their chosen University degree courses.

For degree courses where there is strong competition for places, it has always been an advantage to have high grades in recognised academic GCSE subjects. The EBacc combination of subjects reinforces this. This is because the EBACC subjects, when combined, demonstrate that a student has command of wide variety of different skills and abilities. French develops decoding skills, Maths problem solving, Science hypothesizing, English literacy, and History/Geography analytical skills in a real-world context. The study of a language also opens up opportunities in other countries around the world.

## **Looking Further Ahead – Getting into University**

The Russell Group, which represents 24 of the UK's leading and most competitive universities, has published a guide to making decisions about post-16 education, called "Informed Choices". The reason for this is that what you decide to study post-16 can have a major impact on what you can go on to study at degree level at these top universities. Getting your post-16 choices right will be an important step towards university, but getting your post-14 Key Stage 4 choices right now can make a big difference to the options open to you post-16.

<https://www.informedchoices.ac.uk/>



## Careers Education and GUIDANCE, KEY Stage 4

Careers education is an important part of supporting the decision making during the transition from key stage 3 to 4 and beyond. Year 9 students have a range of resources at their disposal to help prepare and support them through this transition phase of their school career (see page 13).

**In Year 10**, students are supported with the career and pathways decision-making process through REACH lessons covering topics such as challenging stereotypes, skills and attributes, and what employers want. This is alongside tutor time activities, talks from visiting speakers and FE providers in Pastoral Assemblies, National Careers Week initiatives and a week of Work Experience [Summer term] where students will have the opportunity to develop their employability skills and their awareness of the local labour market. The preparation for the post-16 careers unit starts in the last term of Year 10, which focuses upon getting ready to make decisions for post-16 and post-18 choices.

**In Year 11**, students continue their post-16 careers & pathways journey in the Autumn term and make their Sixth Form/college/apprenticeship plans, supported by REACH lessons with the primary aim of making informed decisions and developing their CV skills. Tutors support students throughout the process, ensuring that they make appropriate choices based on their predicted GCSE/Level 2 grades. The school Senior Leadership Team meet with all of the Year 11 students individually during the Spring term to ensure that they have a suitable destination in place for September following on from their GCSEs/Level 2 qualifications. Where students require more personalised support, Miss McMenamin will mentor and support students with their pathway applications.

### 1-1 IMPARTIAL & INDEPENDENT CAREERS GUIDANCE

The school currently employs a highly qualified, independent careers advisor to deliver impartial careers guidance to all students during the two years of key stage 4 through a 1:1 career guidance meeting and targeted careers workshops where appropriate. Parents may also find this impartial [careers booklet](#) useful reading as they navigate this key stage transition and support their son/daughter in making the best subject decisions for their future, especially pages 12-15 and page 7 for students with SEND. There are some helpful links to videos and websites with more detailed information.

### UNIFROG

Unifrog is a universal careers management and destinations platform used here at Holy Trinity School; it is an excellent resource for exploring and investigating careers, pathways and labour market information [www.unifrog.org](http://www.unifrog.org)

All learners have access to the platform, and we strongly encourage Year 9 students to use this at home with their parents to look at subjects and sectors that they are interested in. During REACH lessons, learners have the opportunity to investigate Unifrog's functionality, try out the quizzes, job library and webinars. It is a useful tool to inspire and raise aspirations for all learners regardless of ability.



## WHAT OTHER SOURCES OF INFORMATION, ADVICE AND GUIDANCE ARE THERE?

The following people will be pleased to offer advice and information:

- The Year 9 Tutor Team
- Year 9 Leader - Mr P. Hunt [phunt2@holytrinitycrawley.org.uk](mailto:phunt2@holytrinitycrawley.org.uk)
- Careers Lead - Ms L. McMenamin [lmcmenamin@holytrinitycrawley.org.uk](mailto:lmcmenamin@holytrinitycrawley.org.uk)
- Students in Year 10 & 11 and Sixth Form at Options Evening

### **The Senior Leadership Team:**

- Rev C. Millwood – Executive Headteacher
- Mr R. Bradley – Head of School
- Mr A. Cook – Deputy Headteacher Pastoral
- Mr K. Berry – Assistant Headteacher KS5
- Mr R. Mullineux – Assistant Headteacher Alternative Provision
- Miss G. Savage – Assistant Headteacher Raising Standards
- Mr A. Sheppard – Assistant Headteacher Behaviour & Culture
- Mrs R. Stuart – Assistant Headteacher Learning & Teaching

Thinking a little way ahead now may help to spur you on and set goals to aim for next year. It is important to consider the pathways ahead of you and make good choices now for your future. If you have a clear idea of which post-18 courses interest you, it is advisable to check out their entry requirements now, as some universities and colleges may require a specific subject or attainment at GCSE in order to gain entry onto the course.

The school makes several sources of careers information available to you and these links are also available on the Careers pages of the school website:

- Books and magazines on careers are kept in the Careers Corner of the Learning Resources Centre in school.
- Go to <http://www.ucas.com> for information about university and apprenticeships.
- To investigate and explore apprenticeships and T-Levels, the best website is [www.amazingapprenticeships.com](http://www.amazingapprenticeships.com)
- **Unifrog** – See page 12. Students will have their own unique log-in sent directly from Unifrog to their school email.
- **WHAT NEXT at 14, 16 & 18** - A booklet aimed at 13 years and over all about making informed choices about pathways, careers, and the future.



<b>CORE SUBJECTS</b>	<b>15</b>
ENGLISH LANGUAGE AND ENGLISH LITERATURE - GCSEs	15
MATHEMATICS – GCSE	16
COMBINED SCIENCE – GCSE	17
RELIGION, PHILOSOPHY & ETHICS – GCSE	18
REACH (PERSONAL, SOCIAL AND HEALTH EDUCATION)	19
<b>OPTIONAL SUBJECTS</b>	<b>20</b>
ART AND DESIGN - GCSE	20
BUSINESS STUDIES – GCSE	21
CHILD DEVELOPMENT – L2 CAMBRIDGE NATIONAL	22
COMPUTER SCIENCE - GCSE	23
CREATIVE iMEDIA – CAMBRIDGE NATIONAL CERTIFICATE	24
DANCE – GCSE	25
DESIGN AND TECHNOLOGY: SYSTEMS (ELECTRONICS) - GCSE	26
DESIGN AND TECHNOLOGY: TIMBER - GCSE	27
DESIGN AND TECHNOLOGY: TEXTILES – GCSE	28
DIGITAL INFORMATION TECHNOLOGY BTEC TECHNICAL AWARD	<b>29</b>
DRAMA – GCSE	30
FOOD PREPARATION AND NUTRITION - GCSE	31
FRENCH - GCSE	32
GEOGRAPHY – GCSE	33
HISTORY – GCSE	34
MUSIC GCSE	35
MUSIC TECHNOLOGY NCFE LEVEL1/2 TECHNICAL AWARD	36
PHOTOGRAPHY - GCSE	37
PHYSICAL EDUCATION – GCSE	38
PSYCHOLOGY – GCSE	39
SPORT STUDIES – LEVEL 2 CAMBRIDGE NATIONAL	40
TRAVEL AND TOURISM BTEC TECH AWARD	41
WORKSKILLS – BTEC LEVEL 2 AWARD	42



## **CORE SUBJECTS**

### **ENGLISH LANGUAGE and ENGLISH LITERATURE - GCSEs**

**AQA**

#### **WHAT WILL YOU LEARN?**

You will prepare for two GCSEs: English Language and English Literature. These are separate qualifications, but they are taught in integrated lessons. You will study a range of texts, including both fiction and non-fiction texts, written in different time periods. The fiction will include a Shakespeare play, an anthology of poetry, and analysis of extracts from 19<sup>th</sup> century prose. You will learn to improve your writing for different purposes and audiences and will complete writing tasks linked to a theme. You will also learn how to become a more confident speaker, completing a range of speaking and listening tasks that will be awarded by a separate certificate.

#### **WHO IS THE COURSE AIMED AT?**

All students will complete the course over two years, with four exams taken at the end of Year 11. Additionally, during the Spring and Summer terms of Year 9, you will begin work on the GCSE skills, but you will not study the actual exam texts until Years 10 and 11. You will be set in mixed ability groups. A small number of students may also complete the Entry Level qualification in English.

#### **HOW IS THE COURSE STRUCTURED?**

There will be a series of on-going assessments in preparation for the final exams at the end of Year 11:

- **AQA English Language**

Paper 1: Fiction and Creative Writing (50%)

Paper 2: Non-fiction reading and Writing (50%)

- **AQA English Literature**

Paper 1: Shakespeare and Post-1914 Literature (50%)

Paper 2: 19th-century Novel and Poetry Anthology (50%)

#### **WHERE DOES THE COURSE LEAD?**

Good skills in English are essential for whatever future course you choose. It is an essential subject for developing wider communication skills and for making progress across all your other subjects. You will achieve two qualifications at the conclusion of the course. There is then the possibility to take a range of English-related A-Levels (including Media Studies, English Language and Literature, and English Literature). Many post-16 courses require at least a level 4 in GCSE English. All post-16 students who have not yet achieved this level will be required to continue studying English.

#### **WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

The skills you gain through studying English can be used to enter the teaching profession, both in the UK and abroad. Within the media, English is essential for journalism, publishing, TV and radio, copywriting, and events management. Other areas where English is highly desirable include advertising, public relations, marketing, and retail. English GCSEs are required to enter the public sector at local government level and also within the Civil Service, and the police/armed forces.

#### **WHERE CAN I FIND OUT MORE?**

Ms Ellis: [cellis@holyltrinitycrawley.org.uk](mailto:cellis@holyltrinitycrawley.org.uk)

Mrs King: [cking@holyltrinitycrawley.org.uk](mailto:cking@holyltrinitycrawley.org.uk)

Exam board details: <https://www.aqa.org.uk/subjects/english>



**WHAT WILL YOU LEARN?**

The GCSE course is designed to teach all the mathematical skills that will be needed for future study and employment. This includes the functional maths elements that learners need to use effectively in a wide range of contexts. The functional elements focus on representing, analysing, and interpreting problems set in 'real world' situations. Learners are also tested on the quality of their written communication.

**WHO IS THE COURSE AIMED AT?**

All students in Key Stage 4 are taught GCSE Maths. You will be set in ability groups so that work is completed at an appropriate pace and level.

**HOW IS THE COURSE STRUCTURED?**

There are two tiers. At the Foundation tier grades 1—5 are available and at the Higher tier grades 4—9 are available.

The course is assessed by three written exam papers which will be taken in May/ June of Year 11. Two of the papers are calculator papers and one is non-calculator. Each paper is 1 hour 30 minutes long and may test any part of the syllabus.

**WHERE DOES THE COURSE LEAD?**

A grade 4 is considered a pass in GCSE Mathematics, which is often a prerequisite for college courses and is required by many employers. All post-16 students are required to continue studying Mathematics if they do not have a grade 4 in GCSE Mathematics.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Careers that specifically use mathematics include actuary, accountant, architect, researcher, economist, market researcher, statistician, croupier, surveyor, structural engineer, chemical engineer, computer programmer, financial adviser, insurance broker, underwriter, banker, stockbroker, shop manager, mechanical engineer.

**WHERE CAN I FIND OUT MORE?**

Miss King: [sking@holytrinitycrawley.org.uk](mailto:sking@holytrinitycrawley.org.uk)

Mr Robertson: [trobertson@holytrinitycrawley.org.uk](mailto:trobertson@holytrinitycrawley.org.uk)

Exam board details: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



**WHAT WILL YOU LEARN?**

Science covers all the compulsory aspects for Biology, Chemistry and Physics; you will learn about the three sciences in detail and how they affect all of us in our lives and how they will shape our future.

**Biology** includes Organisation, Infection and Response, Ecology, Bioenergetics, Variation and Evolution

**Physics** includes Energy, Electricity, Particles, Forces, Waves and Space Physics (Triple only)

**Chemistry** includes Atomic Structure and the Periodic Table, Properties of Matter, Chemical Reactions, Organic Chemistry, Chemical Analysis, Earth Chemistry

**WHO IS THE COURSE AIMED AT?**

All students will follow the Combined Science course, which is a combination of all three of the subject areas outlined above. The Science Department will offer a select number of students the opportunity to study Triple Science into Year 11.

**HOW IS THE COURSE STRUCTURED?**

Exams make up 100% of the grades.

- There are six exam papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

**WHERE DOES THE COURSE LEAD?**

Students that are successful in either the Combined Science or Triple Science stream will have the opportunity to deepen their understanding at A Level.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Careers include doctor, pharmacist, astrophysicist, aeronautical engineer, astronomer, building surveyor, architect, flight engineer, cyberneticist, radiographer, civil engineer, forensic scientist, marine engineer, acoustics consultant, meteorologist, anaesthetist, prosthetics engineer, motorsport engineer, computer scientist.

**WHERE CAN I FIND OUT MORE?**

Miss Mangat [kmangat@holytrinitycrawley.org.uk](mailto:kmangat@holytrinitycrawley.org.uk)

Exam board details: [www.aqa.org.uk](http://www.aqa.org.uk)



**WHAT WILL YOU LEARN?**

All Key Stage 4 students will follow Route A of the Eduqas course.

**Component 1:** Religious, Philosophical and Ethical Studies in the Modern World:

Issues of Relationships, e.g. marriage and the family.

Issues of Life and Death, e.g. the origin and value of human life.

Issues of Good and Evil, e.g. crime and punishment.

Issues of Human Rights, e.g. prejudice and discrimination.

**Component 2:** The Study of Christianity – Beliefs and Practices.

**Component 3:** The Study of a World Faith: Islam – Beliefs and Practices.

**WHO IS THE COURSE AIMED AT?**

This course is relevant to all students as we reflect on what is right and wrong. It prepares you to be able to understand the wide range of views that people hold on ethical issues and to work out your own position on these important topics. It will also make a difference to students' understanding of two of the most influential world faiths, as we study the beliefs and practices of Christians and Muslims in preparation for living and working in a multi-faith community.

**HOW IS THE COURSE STRUCTURED?**

Three examinations at the end of Year 11:

- Religious, Philosophical and Ethical Studies in the Modern World: 2-hour examination = 50%
- The Study of Christianity: 1 hour = 25%
- The Study of a World Faith: Islam: 1 hour = 25%

**WHERE DOES THE COURSE LEAD?**

An A-Level in Religious Studies. Skills gained from this subject are applicable to all higher-level courses in both Science and Humanities.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Religion, Philosophy & Ethics can lead to professional health care, teaching, journalism, the pharmaceutical industry, politics, religious leadership, business management, law, social work, family support, community development and youth work.

**WHERE CAN I FIND OUT MORE?**

Miss Froshaug: [afroshaug@holytrinitycrawley.org.uk](mailto:afroshaug@holytrinitycrawley.org.uk)

Mrs Richardson: [mrichardson@holytrinitycrawley.org.uk](mailto:mrichardson@holytrinitycrawley.org.uk)

Exam board details: <https://www.eduqas.co.uk/media/wpojivm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf>



## REACH (PERSONAL, SOCIAL AND HEALTH EDUCATION)

### WHAT WILL YOU LEARN?

REACH is a student-centred subject, typically called PSHE, in which a programme of study is created to help students explore topics and current issues relevant to their lives and personal growth. Through the programme students will have the opportunity to develop their sense of identity and self-esteem beyond the classroom and their exam subjects. They will develop life skills which will ultimately help them to achieve their full potential both personally and academically.

All Year 10 and 11 students will have a REACH lesson once every fortnight throughout their GCSE studies. The REACH course is formed of five distinct strands which cover a broad range of topics focused on supporting students' personal, emotional, and physical development. **R**elationships, **E**steem, **A**spirations, **C**itizenship and **H**ealth will be explored. Key focus points include helping students to learn how to deal with mental health, being part of a wider community, positive relationships, and sex education. Throughout the two years students will also explore their personal aspirations for future career development. The programme will help students to become reflective, independent, and thoughtful learners who are better able to cope with the pressures and demands of advanced study and examinations. Students will consolidate their learning, values and understanding of themselves so that they can make more informed and personal decisions.

### WHO IS THE COURSE AIMED AT?

Everyone! The REACH programme helps to create an obvious link between all of the students' academic studies. In REACH lessons students will have the opportunity to explore important skills, such as time management, revision skills, coping with stress and remaining healthy whilst completing their challenging GCSE subjects. REACH promotes student well-being across a number of avenues and gives students the time to reflect upon their own personal development and growth as an individual.

Outside speakers are occasionally invited to present to our young people, on topics such as personal safety and successfully navigating higher education. Links may also be made between the school and our wider community with presentations from the local police and magistrates. A further aim of the REACH course is to expand and challenge our students' understanding of the wider issues currently affecting our world.

### WHERE DOES THE COURSE LEAD?

This is a non-examined subject. REACH follows a programme of continual self and teacher assessment. Both students and teachers will reflect on the student's ability to show confidence in the following strengths of character: *respect & dignity / community / resilience and wisdom / hope & aspirations*.

We hope that through REACH our students are better prepared and more confident in navigating the complex situations which may arise through later life. We hope to equip them with the personal skills and understanding needed to become healthy and happy young adults.

### WHERE CAN I FIND OUT MORE?

Course Leader: Miss N Raynor -

[nraynor@holytrinitycrawley.org.uk](mailto:nraynor@holytrinitycrawley.org.uk)

Aspirations / Careers: Mrs L McMenamin -

[lmcmenamin@holytrinitycrawley.org.uk](mailto:lmcmenamin@holytrinitycrawley.org.uk)



## **OPTIONAL SUBJECTS**

### **ART AND DESIGN - GCSE**

**AQA**

#### **WHAT WILL YOU LEARN?**

Studying GCSE Art and Design enables you to develop transferable skills including research and digital skills, the ability to work independently and the aptitude to share ideas visually. It encourages multiple perspectives and celebrates the many ways to see and interpret the world around you.

You will learn creative and practical skills to help you communicate and express original ideas, feelings and meanings in art, craft, and design. You will develop investigative, analytical, and experimental capabilities, while furthering aesthetic and critical understanding. You will learn cultural knowledge and understanding of the media and technologies used in different times, contexts, and societies. In addition, you will develop personal attributes including self-confidence, resilience, perseverance, self-discipline, and commitment.

#### **WHO IS THE COURSE AIMED AT?**

If you are creative and imaginative, and you are keen to express your ideas using a variety of materials, then GCSE Art and Design is an excellent choice. To be successful you will need to have the ability to work independently and be prepared to take risks by experimenting with media and techniques that you may not have tried before.

#### **HOW IS THE COURSE STRUCTURED?**

The GCSE Art and Design course breaks down into two distinct phases and involves a coursework element and an end of course examination.

- Coursework 60% —In Year 10 you will focus on two units throughout the year, developing your skills using a range of materials and techniques including painting, ceramics, and printmaking. In the autumn term of Year 11 you will do a pre-public exam, which will then count towards your coursework.
- Exam 40% —10-hour exam (split over 2 days) with a 20-hour preparation period.

#### **WHERE DOES THE COURSE LEAD?**

If you are planning to study subjects such as Art, Photography, Textiles, 3D design or Graphic Communication at A-level, then this course is an ideal pathway. It is an important subject if you wish to pursue a career in a creative industry. However, whether or not you would like a career in the arts, this course will help equip you to think creatively, develop different ways of communicating effectively, problem solve and take calculated risks. The world we live in needs creative workers in all professions, with flexible, transferable skills to find imaginative and innovative solutions.

#### **WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Studying Art and Design can lead to a career in fashion design, architecture, photography, illustration, graphic design, three-dimensional design, film, web design, advertising, curatorial studies, furniture design, interior design, stage set design, model making, animation, art therapy, typography and many more.

#### **WHERE CAN I FIND OUT MORE?**

Ms S Prades: [sprades@holytrinitycrawley.org.uk](mailto:sprades@holytrinitycrawley.org.uk)

Mrs Diver: [ldiver@holytrinitycrawley.org.uk](mailto:ldiver@holytrinitycrawley.org.uk)

Ms Walker: [awalker@holytrinitycrawley.org.uk](mailto:awalker@holytrinitycrawley.org.uk)

Mr Garner: [mgarner@holytrinitycrawley.org.uk](mailto:mgarner@holytrinitycrawley.org.uk)

Exam board details: [AQA | Art and Design | GCSE | GCSE Art and Design \(Art, craft and design\)](#)



**WHAT WILL YOU LEARN?**

The key features of OCR's GCSE in Business Studies will enable learners to develop:

- An interest in business and entrepreneurial skills
- Connections between theory and practice so that learners are able to apply their understanding of business to real organisations.
- An informed approach that will help learners to evaluate choices and decisions about their own future working lives.
- Confidence in using both qualitative and quantitative data to make business decisions.

**WHO IS THE COURSE AIMED AT?**

This course is aimed at students who are curious to find out more about how business works, possibly with a view to starting their own enterprise in the future.

**HOW IS THE COURSE STRUCTURED?**

- Business 1: Business activity, marketing, and people (01) - 80 marks, 1 hour 30 minutes exam paper (50% Of GCSE)
- Business 2: Operations, finance, and influences on business (02) - 80 marks, 1 hour 30 minutes exam paper (50% Of GCSE)

**WHERE DOES THE COURSE LEAD?**

Many of our Business students go on to study the subject in the Sixth Form or use it as a stepping stone to related subjects such as Economics and Law. Over half of our Sixth Form Business students go on to study a business-related degree at university and go into activities such as marketing and accountancy on completion of their studies.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Business-related careers include economist, insurance provider, financial adviser, business manager, human resources assistant, theatre manager, practice manager, accountant, working in advertising, bank manager, local government officer, civil service officer, management consultant, charities fundraiser, TV/film producer, purchasing officer, human resources.

**WHERE CAN I FIND OUT MORE?**

Mrs Holton: [aholton@holytrinitycrawley.org.uk](mailto:aholton@holytrinitycrawley.org.uk)

Exam board details: <http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/>



**WHAT WILL YOU LEARN?**

The National Certificate in Child Development will give students the opportunity to study children aged 0 to 5 years, developing an understanding of:

- Responsibilities of parenthood
- Contraception
- Reproduction
- Antenatal care
- Health
- Delivery
- Postnatal checks
- Illnesses
- Child safety

**WHO IS THE COURSE AIMED AT?**

This qualification is designed for students who wish to develop applied knowledge and practical skills in child development and wish to develop the skills and learn the theory that can prepare them for further study and employment within the childcare sector. It will particularly appeal to students who are looking for a course that is practical in nature.

**HOW IS THE COURSE STRUCTURED?**

Students will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

**Unit R057: Health and well-being for child development - Examination**

All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety.

**Unit R058: Understand the equipment and nutritional needs of children from birth to five years - Internally assessed coursework.**

- Key factors when choosing equipment for children from birth to five years.
- Nutritional requirements for children from birth to five years
- Practical feeding solutions for children from birth to five years

**Unit R059: Understand the development of a child from birth to five years - Internally assessed coursework.**

- Physical, intellectual, and social development norms from birth to five years
- Benefits of learning through play
- Planning different play activities for a chosen developmental area for a child from birth to five years
- Carrying out different play activities for a chosen developmental area with a child from birth to five years.

**WHERE DOES THE COURSE LEAD?**

This qualification could lead to further vocational qualifications in subjects such as Health and Social Care, Sport, or Food and Catering. It is also a great partner for courses such as Sociology, Psychology and Biology. This course will also offer a progressive route through to A-levels, Technical Certificates, Technical Levels and BTEC Level 3 National Diplomas.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Related careers include paediatrician, midwife, health visitor, teacher, play therapist, play group leader, children's entertainer, children's holiday representative, sports leader, activities organiser, speech therapist, children's theatre actor, childcare inspector, au pair, nanny, learning support assistant, social worker.

**WHERE CAN I FIND OUT MORE?**

Mrs Gardiner: [sgardiner@holytrinitycrawley.org.uk](mailto:sgardiner@holytrinitycrawley.org.uk)

Exam board details: <https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/>



**WHAT WILL YOU LEARN?**

The course gives students a real, in-depth understanding of how computer technology works. Students will be familiar with the use of computers and other related technology from their Computing and ICT lessons and from other subjects. However, this course will give them an insight into what goes on 'behind the scenes,' including computer programming. The benefits of studying Computer Science are that it develops creativity, logical thinking, independent learning, and self-evaluation.

**WHO IS THE COURSE AIMED AT?**

Students who have enjoyed using Scratch, Flowol & Python in Key Stage 3 and who are interested in how a computer works will enjoy Computer Science. If you enjoy problem solving and can think logically then this subject could be for you. This course is aimed at those students who have an aptitude and interest in solving computational problems as demonstrated by a test done by students during Year 9. Do check with your teacher if you are uncertain whether you would be suited to this type of course.

**HOW IS THE COURSE STRUCTURED?**

You will sit two exams each of 1½ hours:

- Paper 1: Computer Systems
- Paper 2: Computational Thinking, Algorithms and Programming

Exams make up 100% of the course grade.

**WHERE DOES THE COURSE LEAD?**

The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A-Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

A whole range of careers could follow on from following a course of study in Computer Science, including computer programmer, systems developer, data centre manager, systems analyst, PC support operator, web designer, games designer, ethical hacker, software engineer, telecommunications engineer, network administrator, service, and repair technician.

**WHERE CAN I FIND OUT MORE?**

Mr Carnell: [scarnell@holytrinitycrawley.org.uk](mailto:scarnell@holytrinitycrawley.org.uk)

Exam board details: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>



**WHAT WILL YOU LEARN?**

This qualification will help students develop media editing and design skills, as well as research, planning, and review skills in a creative media context.

- **R093: Creating iMedia in the media industry.**  
Students will learn about the sectors, products and job roles that form the media industry, the legal and ethical issues considered, and the processes used to plan and create digital media products; how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.
- **R094: Visual identity and digital graphic**  
Students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate the visual identity to engage a target audience. They will apply their skills and knowledge in creating digital graphics against a specific brief.
- **R099: Digital games**  
Students will learn to interpret client briefs to devise original digital game concepts. They will learn to plan digital games effectively and to use a Game Design Document to create engagement among developers and clients. Students will learn to create, edit, test and export playable digital games.

**WHO IS THE COURSE AIMED AT?**

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as: developing visual identities (branding/logos) for clients, planning and creating original digital graphics and planning, creating and reviewing original digital games.

**HOW IS THE COURSE STRUCTURED?**

This qualification consists of:

- One external 1½ hour exam (40%)
  - R093: Creating iMedia in the media industry.
- Two coursework projects:
  - R094: Visual Identity and Digital graphics (30%)
  - R099: Digital Games (30%)

**WHERE DOES THE COURSE LEAD?**

IT qualifications at Level 2 could lead to A level Media Studies (available at Holy Trinity), BTEC Level 3 IT courses or other vocationally relevant courses or apprenticeships run by other establishments. Beyond Sixth Form you could also consider courses in Computer Animation, Graphic Design and Media industry courses.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

This course will be beneficial to anyone going to work in an environment where they will be designing and building graphics or computer games or working within the media industry.

**WHERE CAN I FIND OUT MORE?**

Mr Carnell: [scarnell@holytrinitycrawley.org.uk](mailto:scarnell@holytrinitycrawley.org.uk)

Exam board details: <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>



**WHAT WILL YOU LEARN?**

You will be dancing in most lessons and participating in dance classes, fun group performances and occasional solo work, as well as choreographing your own pieces. Every Dance student will be expected to perform and work as a team as well as independently. You will look at contemporary dance as a significant genre, but there are also opportunities in the course to cover other styles such as street, modern, jazz, hip hop, musical, ballet, tap and cultural dance.

**WHO IS THE COURSE AIMED AT?**

This course is aimed at students who have enjoyed KS3 Dance performance and choreography. The ideal student must like working hard and have the determination to succeed even when they are tired. Having previous dance lessons outside of school is not a requirement to do Dance GCSE, but it is helpful if you are able to attend an extra-curricular activity in dance alongside this subject.

This course is also good to balance out academically heavy options, so if you prefer being out of a classroom once in a while this course may be for you. Many students have excelled in Dance at Holy Trinity and found that this practical and creative subject has been really enjoyable as an option, and very versatile for future pathways.

**HOW IS THE COURSE STRUCTURED?**

- **Performance and Choreography 60%**
  - **Performance– 30% of GCSE**  
12 marks for set phrases.  
24 marks for performance in a duet/trio
  - **Choreography– 30% of GCSE**  
40 marks for creation of choreography
- **Critical Appreciation 40%**  
Written exam– 40% of GCSE  
80 marks  
1 hour 30-minute exam

**WHERE DOES THE COURSE LEAD?**

For those with a singular vision of dance the ideal choice would be the Performing Arts Academy at Holy Trinity and onto a Dance degree at university. Traditional career paths would mean becoming a dancer, a theatre critic, athlete, fitness instructor, actor, arts administrator, and stage manager to name a few. If university is not for you, the wider skills learnt are valued by employers as you can be confident at presenting ideas, and you will know how to successfully work with all types of people creatively.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Dance-related careers include performer, dancer, choreographer, gymnast, artistic director, fitness instructor, entertainer, entertainment manager, community arts worker, teacher, physiotherapist, dance sales adviser, lighting or sound technician, personal trainer, youth and community worker, competition judge.

**WHERE CAN I FIND OUT MORE?**

Mrs Manuel: [jmanuel@holytrinitycrawley.org.uk](mailto:jmanuel@holytrinitycrawley.org.uk)

Exam board details: <http://www.aqa.org.uk/subjects/dance>



**WHAT WILL YOU LEARN?**

Design and Technology Electronics (Systems) offers you an opportunity to design and make products using circuitry, as well as other materials. In addition to a common core, where you will learn about materials, mechanical systems, energy generation, electronic systems, programmable components, and ethical, economic and environmental issues; you will also specialise in systems where you will learn to design electronic building blocks and to link these together to produce more complex, useful circuitry to solve electronic problems. As well as working with electronic components, you will use some polymers and timbers to create protective cases for your circuitry, completing your electronic product. During this course you will develop a wide range of designing and making skills, technical knowledge and understanding related to both electronic and non-electronics products, as well as invaluable transferable skills such as problem solving and time management.

**WHO IS THE COURSE AIMED AT?**

If you enjoy: learning by doing, creative thinking, problem solving, critically evaluating, designing products of the future, making circuits and casings, testing your ideas, using ICT to simulate circuits, and simple programming, and you have a practical interest in science; then Design and Technology (Systems) is the ideal subject for you. 50% NEA (non-examined assessment), which is the new name for coursework, means that you are fully in control of your grade before you take the final exam.

**HOW IS THE COURSE STRUCTURED?**

- **50% Examination**

Section A: Common Core (40 marks)

Section B: Specialist material area (60 marks)

Marks are awarded for mathematical skills in a Design & Technology context.

- **50% NEA (non-examined assessment)**

The project will test students' skills in investigating, designing, making, and evaluating a prototype of a product. There will be a choice of contexts for students to choose from.

**WHERE DOES THE COURSE LEAD?**

Students who study Design and Technology (Systems) can go on to study A-Level Product Design or Electronics. Many students who study D&T Systems go on to careers in engineering, media, film, computer programming, electrical systems, ICT, science, and the armed services. If A-Levels and University are not for you, employers will value a Design and Technology GCSE qualification as it develops creative, technical, and transferable skills.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Related careers include electrician, electrical engineer, CAD draughtsperson, aerospace engineer, computer hardware engineer, electricity distribution, computer programmer, mechanical engineer, production engineer, toy designer, structural engineer, building technician, telecommunications, manufacturing/production engineer, sound and lighting engineer, robotics engineer, aircraft ground crew, technical designer, exhibition designer.

**WHERE CAN I FIND OUT MORE?**

Mr Pigott: [opigott@holytrinitycrawley.org.uk](mailto:opigott@holytrinitycrawley.org.uk)

Exam board details: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>



**WHAT WILL YOU LEARN?**

Design and Technology: Timber offers you an opportunity to design and make products using timber, as well as other materials. In addition to a common core, where you will learn about materials, mechanical systems, energy generation, electronic systems, programmable components, ethical, economic and environmental issues; you will also specialise in timber, where you will develop your awareness of the timber manufacturing industry, your understanding about the structural issues in using timber, as well as the technical, environmental and ethical aspects of the subject.

During this course you will develop your problem solving, creative and artistic skills to realise your design ideas and experiment with new techniques and skills. You will develop a wide range of designing and making skills, technical knowledge and understanding, related to both timber and non-timber products, as well as invaluable transferable skills, such as problem solving and time management.

**WHO IS THE COURSE AIMED AT?**

Are you passionate about manufacturing three dimensional products? Do you enjoy problem solving, designing new ideas or remodelling existing designs and products? Do you enjoy learning new skills? This course is aimed at students who are interested in designing and making using workshop tools and machinery and who wish to learn new creative skills. 50% NEA (non-examined assessment), which is the new name for coursework, means that you are fully in control of your grade before you take the final exam.

**HOW IS THE COURSE STRUCTURED?**

- **50% Examination**

Section A: Common Core (40 marks)

Section B: Specialist material area (60 marks)

Marks are awarded for mathematical skills in a Design & Technology context.

- **50% NEA (non-examined assessment)**

The project will test students' skills in investigating, designing, making, and evaluating a prototype of a product. There will be a choice of contexts for students to choose from.

**WHERE DOES THE COURSE LEAD?**

Students who study Design and Technology (Timber) can go on to study A-Level Product Design. Many students who study D&T Timber go on to careers in engineering, construction, creative industries, and the armed services. If A-Levels and University are not for you, employers will value a Design and Technology GCSE qualification as it develops problem solving, creative, technical, and transferable skills.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Careers in this field include product designer, production manager, design assistant, carpenter, blacksmith, toolmaker, mechanical engineer, production engineer, furniture manufacturer, toy designer, painter, decorator, stonemason, structural engineer, fabricator, building technician, shop fitter, musical instrument maker, sign writer, engraver, picture framer, welder, technical designer, set and stage maker, exhibition designer.

**WHERE CAN I FIND OUT MORE?**

Mr Pigott: [opigott@holytrinitycrawley.org.uk](mailto:opigott@holytrinitycrawley.org.uk)

Mrs Chadwick: [vchadwick@holytrinitycrawley.org.uk](mailto:vchadwick@holytrinitycrawley.org.uk)

Mr Jones: [sjones@holytrinitycrawley.org.uk](mailto:sjones@holytrinitycrawley.org.uk)

Exam board details: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>



**WHAT WILL YOU LEARN?**

Textiles offers you a unique opportunity to design and make products using a range of fabrics as well as other materials, including circuitry. In addition to a common core, you will also specialise in working with textile materials & components where you will develop your awareness of the textiles and fashion industry, along with your understanding of fibres, fabrics, and designers, along with the technical aspects of the subject. This is a STEM subject and opens up a variety of both creative and scientific pathways.

During this course you will develop your creative and artistic skills to realise your design ideas and experiment with new techniques and skills. You will develop a wide range of design and making skills, technical knowledge and understanding related to both textiles and non-textiles products, as well as invaluable transferable skills, such as problem solving, creativity and time management.

**WHO IS THE COURSE AIMED AT?**

Do you learn by making and doing? Are you passionate about art, textiles, and fashion? Do you enjoy sketching new ideas or remodelling existing designs and products? Do you enjoy learning new skills? This course is aimed at students who are interested in design and making, who wish to learn new creative skills and who may be interested in developing a textiles or creative crafting business.

**HOW IS THE COURSE STRUCTURED?**

- **50% Examination**

Section A: Common Core (40 marks)

Section B: Specialist material area (60 marks)

Marks are awarded for mathematical skills in a Design & Technology context.

- **50% NEA (non-examined assessment) – new name for coursework**

The project will test students' skills in investigating, designing, making, and evaluating a prototype of a product. There will be a choice of contexts for students to choose from.

**WHERE DOES THE COURSE LEAD?**

This course can lead on to A-Levels in Fashion and Textiles or an Art and Design A-Level and then onto university or into a hands-on apprenticeship such as tailoring, fashion studio assistant or retail management. Former students have progressed onto Fashion Design, Surface Design, Engineering, Architecture and also Fashion Management. It is a technical and creative course; you will build up a portfolio of skills which can also lead on to a start-up business. It complements a range of other GCSE subjects including Science, Geography, ICT, Business Studies, Photography or Art.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Textiles related careers include fashion designer, textiles artist, interior designer, milliner, product designer, surface design, textiles or garment technologist, production manager, design assistant, textiles scientist, colourist, fashion illustrator, shoe designer, visual merchandiser, fibre engineer, art therapist, costume designer, fashion buyer, retail manager, set designer, exhibition designer, fashion journalist.

**WHERE CAN I FIND OUT MORE?**

Ms McMenamin: [lmcmenamin@holytrinitycrawley.org.uk](mailto:lmcmenamin@holytrinitycrawley.org.uk)

Exam board details: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>



**WHAT WILL YOU LEARN?**

The Level 2 BTEC Tech DIT is separated into three components. Components 1 and 2 are coursework based, and Component 3 is assessed by a written exam.

- **Component 1 - Exploring User Interface Design Principles and Project Planning Techniques**

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface. The user interface could be a website, mobile app, or an interactive touch screen display.

- **Component 2 - Collecting, Presenting and Interpreting Data**

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. This component will help learners gain valuable IT skills used in most future careers.

- **Component 3 - Effective Digital Working Practices**

In this component, learners will discover about how organisations can use technology safely and about the cyber security issues when working in a digital organisation. The knowledge and skills you develop in this unit will give you a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or you may go on to an apprenticeship or entry-level employment where your understanding of technology will be relevant.

**WHO IS THE COURSE AIMED AT?**

All students should leave school with good IT skills as these will be essential in almost every job. This course is ideal for learners who want to progress to a digital apprenticeship or BTEC Level 3 Nationals and for learners who want a career in IT.

**HOW IS THE COURSE STRUCTURED?**

BTEC Tech Award in Digital Information Technology is equivalent to one GCSE and consists of three units:

- One externally assessed written paper 1½ hours (40% of the qualification)
- Two units which are internally assessed (30% each)

Grades are awarded at Level 1 Pass, Merit, Distinction: Level 2 Pass, Merit, Distinction and Distinction\*

**WHERE DOES THE COURSE LEAD?**

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. 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.

IT qualifications at Level 2 could lead to places on BTEC Level 3 IT courses or other vocationally relevant courses or apprenticeships run by other establishments. Beyond Sixth Form you could also consider courses in Computer Animation, Web Design, and IT Management for Business.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

This course will be beneficial to anyone going to work in an environment where they will be using a computer frequently. Jobs in shops, offices, airports, garages, hospitals, and hotels will all require their employees to be able to use a computer competently.

**WHERE CAN I FIND OUT MORE?**

Mr K Vaghadia: [kvaghadia@holytrinitycrawley.org.uk](mailto:kvaghadia@holytrinitycrawley.org.uk)

Exam board details: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>



**WHAT WILL YOU LEARN?**

You will learn how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage. You will learn how to create a character and play this character in a performance. The course will encourage creativity, whilst focusing on practical work reflecting twenty-first century theatre practice. There is also the opportunity to look at the design/technical side of Drama and use this for your practical exam, rather than a performance. You will develop a multitude of transferable skills, including collaboration, communication, and an understanding of how to refine work, to make a smooth transition to the next level of study or employment. Drama lessons will be mostly practical based, whilst encouraging the exploration of texts and topics through acting, directing and technical skills. In addition to this, you will continue developing core character values and personal values by exploring new ideas, theatrical genres, and dramatic techniques over the course of two years.

**WHO IS THE COURSE AIMED AT?**

Do you enjoy:

- Expressing yourself in an active and exciting way?
- Working in a group?
- Exploring ideas by putting yourself in other people's shoes?
- Playing many parts in different imaginary situations?
- Creating your own drama work?
- Looking at plays written by other people?
- Visiting the theatre?
- Lessons that are mostly practical?
- The idea of developing set, costume, and technical design?

Then this GCSE Drama course is the ideal subject for you!

**HOW IS THE COURSE STRUCTURED?**

- **Component 1**  
Devised practical performance examination with accompanying written portfolio, internally assessed (A01, A02 and A04) - 40% of GCSE.
- **Component 2**  
Performance from a text, externally examined (A02) - 20% of GCSE
- **Component 3**  
Formal written examination (A03 and A04) - 40% of GCSE

**WHERE DOES THE COURSE LEAD?**

After you have completed GCSE Drama you can go on to higher levels of study. These include:

- Cambridge Technicals Performing Arts – [www.htsperformingartsacademy.co.uk](http://www.htsperformingartsacademy.co.uk)
- GCE Drama and Theatre Studies A-Level

Drama gives you confidence and hugely transferable skills in communication, working in groups, negotiation, leadership, and interpersonal skills that will be beneficial in any career.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Careers in the entertainment industry and media e.g. actor, performer, prop maker, wardrobe assistant, media researcher, events management, director, stage manager, set designer, entertainment agent, screenwriter, lighting designer/engineer, sound technician, production manager.

Careers that involve working with people e.g. medicine, teaching, police, social services, cabin crew, community arts worker, charity sector work.

Careers that involve public speaking e.g. business, politics, law, reporter.

**WHERE CAN I FIND OUT MORE?**

Mrs O'Neill: [soneill@holyltrinitycrawley.org.uk](mailto:soneill@holyltrinitycrawley.org.uk)

Exam board details: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>



## **WHAT WILL YOU LEARN?**

Food Preparation and Nutrition will equip students with the knowledge, understanding, skills and encouragement they need to develop practical skills in food preparation, food science and nutrition. It will give them the ability to apply the principles of food science, nutrition, and healthy eating. At the heart of the qualification is a focus on developing practical cookery skills and a strong understanding of the science behind nutrition.

There are 5 main areas of study: food nutrition and health; food science; food safety; food choice; food provenance.

## **WHO IS THE COURSE AIMED AT?**

If you enjoy learning by doing, science, nutrition, creative thinking, problem solving, learning about the scientific effects of ingredients, and creating food products with specific nutritional content, then this course is for you.

## **HOW IS THE COURSE STRUCTURED?**

- **50% Examination**
- **50% NEA (non-examined assessment) – new name for coursework:**
  - Task 1:** Food investigation (30 marks)
  - Task 2:** Food preparation assessment (70 marks)

Students will prepare, cook, and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

## **WHERE DOES THE COURSE LEAD?**

Students will develop vital life skills so that they can feed themselves and others affordably and nutritiously. This course will equip those who wish to study BTEC Level 3 Hospitality or Food Science and Nutrition at A-Level. There are many excellent food-related university courses. If A-Levels and University are not for you, then you might consider a catering course. The skills learned in Food Preparation and Nutrition are useful throughout life, and the design and research skills learned are transferable to other subjects.

## **WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Food-related careers include caterer, baker, butcher, consumer adviser, environmental health officer, health promotions officer, trading standards officer, nutritionist, personal trainer, food scientist, micro-biologist, technical brewer, chef, dietician, health promotions adviser, community support worker, community nurse.

## **WHERE CAN I FIND OUT MORE?**

Mrs V Chadwick: [vchadwick@holytrinitycrawley.org.uk](mailto:vchadwick@holytrinitycrawley.org.uk)

Look at the specification: <http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>



**WHAT WILL YOU LEARN?**

In GCSE French you will study a variety of relevant topics which include technology in everyday life; traditions and celebrations; home and local area; environmental issues and solutions; travel and tourism; and my studies and career ambitions.

The aim of the GCSE course is to further develop your ability to understand and communicate creatively in a variety of everyday situations in a country where French is used, as well as broadening your understanding of francophone culture. Class activities will concentrate on developing listening, speaking, reading, writing, and translating skills at a level appropriate to your ability.

To enable you to further develop your cultural awareness, you will have the chance to write to a French pen-pal in one of our partner schools and you will also have the option of taking up the opportunity to go on a French trip as part of your GCSE.

**WHO IS THE COURSE AIMED AT?**

GCSE French is suitable for all students who have a desire to improve their language skills and cultural awareness. You must have studied the language in Year 9 if you wish to take it for GCSE.

**HOW IS THE COURSE STRUCTURED?**

The course will be assessed at the end of Year 11 through final exams in all four skills. The weighting of these skills is as follows:

Listening	25%	Reading	25%
Speaking	25%	Writing	25%

Two tiers of entry are available: Foundation (Grades 1-5) and Higher (Grades 3-9)

**WHERE DOES THE COURSE LEAD?**

As well as opening up opportunities in the world of work and leisure, studying a language for GCSE will give you the chance to further your studies at A-Level and beyond. Many of the top universities favour applicants who have studied a language at GCSE, regardless of the course to be taken. It is possible to study French alongside many other subjects at university level e.g. French with Economics or Politics, French and Theatre Studies or Business, and even with some seemingly unrelated courses such as Biochemistry and Engineering. You may also be given the chance to study or complete a work placement in a French-speaking country as part of your degree.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Language skills can be used in almost any career, and particularly in businesses that trade internationally. Language learning boosts brain power and improves your memory, as well as helping develop other strong cognitive skills such as multitasking, mental flexibility and problem-solving. The ability to communicate in more than one language gives you a real competitive edge in the job market. Multilingual employees have the advantage of seeing the world from different viewpoints, thus enhancing their ability to communicate in today's globally connected world.

Careers using French include interpreting and translating (across a wide range of industries), teaching (French or EAL), international business and marketing, foreign direct investment, diplomatic service, international relations, international aid work, customs & excise officer and other airport roles, engineering, medical research, hospitality, tour guide, travel insurance, journalist, broadcaster, police service, bilingual secretary and many more.

**WHERE CAN I FIND OUT MORE?**

Mrs Merry: [smerry@holytrinitycrawley.org.uk](mailto:smerry@holytrinitycrawley.org.uk)

Exam board details: <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>



**WHAT WILL YOU LEARN?**

Students choosing Geography at GCSE will study a combination of physical and human themes over a two-year course.

The Physical themes include earthquakes, weather hazards, climate change, tropical rainforests, hot desert environments, coasts, and rivers.

The Human themes include urban environments, the changing economic world, the UK economy, resource management.

Furthermore, students will learn how to apply subject knowledge and geographical skills by completing fieldwork and writing up their experiences in preparation for the exam.

**WHO IS THE COURSE AIMED AT?**

The course is primarily aimed at students possessing a keen interest in Geography who want to expand and develop their knowledge of topics introduced at Key Stage 3. Students should have good literacy, numeracy, and analytical skills, given that they will be frequently required to interpret and process a wide range of resource material and then be expected to submit their findings in writing.

**HOW IS THE COURSE STRUCTURED?**

GCSE Geography follows a linear structure with three exams at the end of Year 11.

- Paper 1 – Living with the Physical Environment, 35%
- Paper 2 – Challenges in the Human Environment, 35%
- Paper 3 – Geographical Applications and Fieldwork, 30%

**WHERE DOES THE COURSE LEAD?**

Achieving a GCSE grade 4 or above will enable students to study Geography at A-level at Holy Trinity. A significant number of former A-level students have gone on to study for a Geography-related degree at university.

Employers value the literacy, numeracy and analytical skills practiced in Geography which are easily transferable to the work environment and so Geography students often find themselves readily employable in a number of different sectors.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

There are many different routes you can go down with Geography as the skills are so varied; these are some of the careers: economist, air traffic controller, cartographer, geologist, highways engineer, oceanographer, property developer, meteorologist, civil engineer, teacher, environmental health officer, town planner, transport planner, landscape designer, rural surveyor, ecologist, estates officer, minerals surveyor, property valuer.

**WHERE CAN I FIND OUT MORE?**

Mrs Lewery: [klewery@holytrinitycrawley.org.uk](mailto:klewery@holytrinitycrawley.org.uk)

Exam board details: <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



**WHAT WILL YOU LEARN?**

GCSE History is a fascinating subject that helps you understand a lot about the world and how it has developed.

You will study the history of medicine in Britain: from Medieval treatments of herbs to the modern use of DNA, thinking about how medicine has developed through time as part of this topic you will also look at medical developments in World War One. Then you will do a unit that looks at the reigns of King Richard I and King John with a focus on the role of kings in Medieval Britain; and The American West, c1835-1895, to find out how America became the country it is today through the colonization of land from the Plains Indians. Finally, you will look at conflict involving the USA, including the Civil Rights movement between 1954 to 1975 and the conflict abroad during the Vietnam War.

**WHO IS THE COURSE AIMED AT?**

Anyone with an interest in History who would like to expand their skills learnt at Key Stage 3 and learn a new range of topics. It will suit anyone who is passionate about not only past events but also understanding why these events took place and how they continue to impact the world we live in. You will also learn how to evaluate information using sources and interpretations which will provide you with the confidence to question information in your own life.

**HOW IS THE COURSE STRUCTURED?**

You will learn each topic separately over the two years and sit three exams at the end of Year 11.

- Paper 1—Medicine and Britain, and The British Sector of the Western Front, 1914-18 (30% - exam 1 hour and 15 minutes)
- Paper 2—The reigns of King Richard I and King John, 1189-1216, and The American West, c1835-c1895 (40% - exam 1 hour and 45 minutes)
- Paper 3—The USA: Conflict at home and abroad (30% - exam 1 hour and 20 minutes)
- 

**WHERE DOES THE COURSE LEAD?**

History GCSE allows you to keep your options open as it is connected to many different subjects. History is a respected GCSE, because you will quickly develop a range of new skills:

- Knowledge retention
- Analysis
- Research
- Essay writing
- Communication
- Problem solving
- Argumentation

These important literacy and thinking skills are extremely valuable to potential future employers. This means that History supports a wide range of disciplines and future pathways at A-Level, university and beyond in the world of work.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

History students can find themselves a range of possible careers including archaeologist, museum / gallery conservator, lawyer, genealogist, doctor, writer, journalist, broadcaster, researcher, political adviser, set designer, costume designer, actor, tour guide, archivist, antiques dealer, librarian, secret service, publisher, heritage sites adviser, teacher.

**WHERE CAN I FIND OUT MORE?**

Mr Forster [lforster@holytrinitycrawley.org.uk](mailto:lforster@holytrinitycrawley.org.uk)

Mrs Jordan: [kjordan@holytrinitycrawley.org.uk](mailto:kjordan@holytrinitycrawley.org.uk)

Exam board details: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



**WHAT WILL YOU LEARN?**

As a performer you will develop your practical skills, learn how to compose in different styles and from different starting points, and explore the history of music through listening and appraising, particularly focusing on set works from four areas of study: AOS 1 Vocal Music, AOS2 Instrumental Music, AOS3 Music for Stage and Screen and AOS4 Fusions.

**WHO IS THE COURSE AIMED AT?**

Students who are passionate about playing an instrument or singing, learning about musical history, and analysing music from different genres as well as students who enjoy creating music. If you do not currently play or sing you can start singing lessons or instrumental lessons in Year 9 and reach a standard by the end of Year 11 which will help you succeed at GCSE.

**HOW IS THE COURSE STRUCTURED?****Component 1 Performing: 30%**

One solo and one ensemble which is internally marked and externally moderated.

**Component 2: Composing: 30%**

Two compositions, one free choice and one from an externally set brief which is internally marked and externally moderated.

**Component 3: Appraising: 40%**

1 hour 45 minutes written exam which is externally set and marked.

**WHERE DOES THE COURSE LEAD?**

This course could lead into the Music or Musical Theatre pathways of our new suite of courses at HTS [www.htsperformingartsacademy.co.uk](http://www.htsperformingartsacademy.co.uk). It could also lead to A Level Music, Music Production or Music Technology courses at Level 3.

This course and the Level 3 course could then lead to apprenticeships in the music industry, University courses and direct access to work in the music industry.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Music-related careers include sound technician, media manager, roadie, music therapist, entertainer, music retailer, music publisher, studio equipment designer, sound engineer, music promotions manager, singing teacher, music teacher, arts administrator, musician, conductor, composer, DJ, music librarian.

**WHERE CAN I FIND OUT MORE?**

Ms Perry: [cperry@holytrinitycrawley.org.uk](mailto:cperry@holytrinitycrawley.org.uk)

Exam board details: [https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music2016.html?gclid=CjwKCAiAs8acBhA1EiwAgRFdw9uSwR8UKgIC3YRf7VvcndyhtyK8-leJfvqSMubC7VSogdJ4nTY7rBoChQ4QAvD\\_BwE&gclidsrc=aw.ds](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music2016.html?gclid=CjwKCAiAs8acBhA1EiwAgRFdw9uSwR8UKgIC3YRf7VvcndyhtyK8-leJfvqSMubC7VSogdJ4nTY7rBoChQ4QAvD_BwE&gclidsrc=aw.ds)



### **WHAT WILL YOU LEARN?**

During this combined theoretical and practical course, you will learn how to use Logic Pro X to create music, both electronically and in the studio. You will also learn how to use the recording studio and the Behringer X32 mixing desk with the S16 digital snake, along with the range of dynamic and condenser microphones we have available.

During the course, you will develop your understanding of music theory and history and learn how to set the equipment up and put it into use through practical tasks e.g. recording a vocalist. There is no requirement for you to perform during this course and you do not need to play an instrument; you take the role of the studio engineer and the music producer to record other students. The units you will undertake include Introduction to Music Technology and the Music Business, The DAW, Musical Elements, Musical Style and Music Technology and Multitrack Recording.

### **WHO IS THE COURSE AIMED AT?**

Students who have a keen interest in producing music, music technology in the music business, using a DAW, learning about music from different genres, sound creation in different forms of media and recording equipment to record and multitrack audio recordings.

### **HOW IS THE COURSE STRUCTURED?**

- 120 Guided Learning Hours
- External written exam 1 hour 30 minutes (40%)
- Externally-set, internally marked and moderated synoptic project 17 hours (60%)

The course is graded L2 Distinction\*, Distinction, Merit, Pass and L1 Distinction, Merit and Pass. This course is equal to one GCSE.

### **WHERE DOES THE COURSE LEAD?**

This course could lead into the Music or Technical Theatre Production pathways of our new suite of courses at HTS [www.htsperformingartsacademy.co.uk](http://www.htsperformingartsacademy.co.uk). It could also lead into Music Production or Music Technology courses at Level 3.

This course and the Level 3 course could lead to apprenticeships in the music industry, University courses and direct access to work in the music industry.

### **WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Music Technology related careers include live sound engineer, studio engineer, producer, sound technician, roadie, DJ, studio equipment designer, music promotions manager, events co-ordinator, arts administrator, music teacher, media manager, music therapist, entertainer, music retailer, music publisher, musician, conductor, composer, music librarian.

### **WHERE CAN I FIND OUT MORE?**

Ms Perry: [cperry@holytrinitycrawley.org.uk](mailto:cperry@holytrinitycrawley.org.uk)

Exam board details: <https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-music-technology-5162>



**WHAT WILL YOU LEARN?**

Studying GCSE Photography will equip students with a range of skills including traditional film and digital photography, industry standard digital image manipulation, studio lighting techniques, traditional film development and the ability to fully explore and explain personal creative choices. This course encourages and develops self-expression and creative fluency.

You will learn the creative and practical skills used to interpret and decode the meaning and processes of great works and use this knowledge to better your critical understanding. You will develop the adjacent cultural and psychological knowledge required to express and identify profound and sophisticated meaning. You will use these skills to explore your own perspective and the perspectives of others through creative mediums. You will develop personal attributes including emotional intelligence, self-expression, resilience, self-confidence, perseverance, self-discipline, and commitment.

**WHO IS THE COURSE AIMED AT?**

We are aware that this will be a completely new skill for most applicants so prior achievement in Art is not required, however there are similarities in the work structure. If you are creative and curious about the world around you and are prepared to think critically about what it is you see, then Photography GCSE is an excellent choice. To be successful you will need the ability to take photographs independently and be prepared to take risks by exploring different techniques and methods while being comfortable talking about your creative choices.

**HOW IS THE COURSE STRUCTURED?**

The GCSE Photography course breaks down into two distinct phases and involves a coursework element and an end of course examination:

- Coursework 60% — This is all of the work completed inside and outside of lesson time for the duration of the course through Years 10-11. This consists of a number of fixed projects with room for student-led exploration.
- Exam 40% — 10-hour exam (split over 2 days) with a 10-hour preparation period.

**WHERE DOES THE COURSE LEAD?**

If you plan to take Photography or any other creative pursuit at A-level then this course is a secure pathway to that, especially if your chosen creative pursuit involves digital applications such as digital art, animation or game development; the skills learned on the course allow you to gain a head start and familiarize yourself with tools and more advanced creative concepts.

Most importantly, developing a 'photographers' eye' will allow you to notice and appreciate not only beauty in the world around you, but teach you to more critically engage with media presented to you, which is a vital tool in our modern world.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

A GCSE in Photography opens doors to a broad range of industries. Creative sectors such as fashion, advertising, graphic design, web design, architecture, film, publishing, and marketing all require a photographer's creative skill set and offer opportunities for employment. The accompanying skill set learned on the course from digital image manipulation to narrative understanding all lend themselves to these future pursuits, however, the emotional literacy and critical thinking gained from studying photography will serve you well no matter what your chosen career.

**WHERE CAN I FIND OUT MORE?**

Ms S Prades: [sprades@holytrinitycrawley.org.uk](mailto:sprades@holytrinitycrawley.org.uk)

Mrs Diver: [diver@holytrinitycrawley.org.uk](mailto:diver@holytrinitycrawley.org.uk)

Exam board details: [AQA | Art and Design | GCSE | GCSE Art and Design \(Photography\)](#)



**WHAT WILL YOU LEARN?**

Physical Education GCSE has both practical and theoretical elements. The theory element of the course requires the student to develop their knowledge and understanding of how a range of factors can affect physical activity. Topic areas will include applied anatomy and physiology, movement analysis, physical training, sport psychology, use of data in sport and socio-cultural influences.

For the practical elements, students should improve their performance in a wide range of sports. They must develop the skills required to perform effectively and be able to show an ability to make good decisions within a competitive situation regarding the use of these skills and how to apply tactics and strategy.

**WHO IS THE COURSE AIMED AT?**

This course is for those students who are committed to taking part in a range of physical activities in school, attending both extra-curricular clubs and representing the school teams. Playing for a club outside of school or at a higher level is also of great benefit. The course is for those who are passionate about physical activity and may want to pursue it as a career beyond GCSE. This is a Sports Science course which offers students the opportunity to experience a wide range of theoretical concepts regarding sport that will help them gain the knowledge required to progress onto a wide variety of sports related careers.

**HOW IS THE COURSE STRUCTURED?**

The course is 40% practical and 60% theory.

- The practical score is out of 100 marks. Students must use their best three practical assessments. Each assessment is worth 25 marks. Students also complete an observation and analysis worth 25 marks.
- The theory element covers a variety of topics over two years and has two written examinations which are completed at the end of the course.

**WHERE DOES THE COURSE LEAD?**

Initially this course can lead on to either A-Level Physical Education or a BTEC Level 3 in Sport in the Sixth Form. At University there are a wide range of courses relating to this subject which can lead into careers in the sport and leisure industry as well as in education. The sport sector's annual contribution to the UK economy is £8 billion and has 36,000 employers creating 600,000 full and part time jobs.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Sports-related careers include sports professional, physiotherapist, outdoor pursuits instructor, sports sales adviser, broadcaster, sports development officer, personal trainer, police officer, youth and community worker, sports coach, referee, sports centre manager, director of sports clubs, armed forces careers, fire fighter, stunt performer, sports massage therapist.

**WHERE CAN I FIND OUT MORE?**

Mr Bussens: [abussens@holytrinitycrawley.org.uk](mailto:abussens@holytrinitycrawley.org.uk)

Exam board details: <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>



**WHAT WILL YOU LEARN?**

Students choosing Psychology GCSE will study a combination of physical and psychological behaviours, emotions, and processes, as well as the causes and impacts of these.

Topics are split into two themes:

- **Cognition and behaviour**
  - Memory
  - Perception
  - Development
  - Research methods
- **Social context and behaviour**
  - Social influence
  - Language thought and communication.
  - Brain and neuropsychology
  - Psychological problems

Over the GCSE Psychology course students will learn how to apply subject knowledge and wider scientific and mathematical concepts to the world around them – in particular as they analyse information and develop their ability to evaluate key ideas and concepts.

**WHO IS THE COURSE AIMED AT?**

The course is primarily aimed at students with an interest in the theory and science behind human behaviour, cognition, and motivation. Students who are already enjoying science will be able to develop their knowledge of topics such as the specific physiological functions of the brain and eyes, as introduced at Key Stage 3. Students should have good literacy, numeracy, and analytical skills, given that they will be frequently required to interpret and analyse a wide range of data and draw conclusions from this.

**HOW IS THE COURSE STRUCTURED?**

GCSE Psychology follows a linear structure with two exams at the end of Year 11.

- Paper 1 – Cognition and behaviour (1 hour 45 minutes, 50% of GCSE)
- Paper 2 – Social context and behaviour (1 hour 45 minutes, 50% of GCSE)
- 

**WHERE DOES THE COURSE LEAD?**

Psychology GCSE will prepare students well for A Levels / BTECs in Science or related Social Sciences. In addition, it will prepare students extremely well for the Psychology A Level. A significant number of recent A Level students have gone on to study a Psychology-related degree at university, such as Psychology, Criminology and Forensic Sciences.

In addition to further education, employers value the literacy, numeracy and analytical skills practised in Psychology. These skills are easily transferable to the work environment, in particular with health and social care or psychology-related roles.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

There are many different routes you can pursue with Psychology: therapist or counsellor, teacher, charity roles, graphic design, business psychology, education psychology, sports psychology, medical research, human behaviour research, marketing, and advertising and many more.

**WHERE CAN I FIND OUT MORE?**

Mrs Jordan: [kjordan@holytrinitycrawley.org.uk](mailto:kjordan@holytrinitycrawley.org.uk)

Exam board details: <https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/specification-at-a-glance>



**WHAT WILL YOU LEARN?**

This course will develop students' knowledge, understanding and practical skills that can be used in the exercise, physical activity, and sport industries. The theory content will cover many aspects of sport, including sports performance and coaching, fitness and training, technology in sport, performance enhancing drugs, sport in the media, and socio-cultural influences. Students will also learn how to develop their own performance, and the performance of others, through training and leadership.

Students will study three key units during the course:

- Contemporary Issues in Sport (Exam sat in Year 11)
- Performance and Leadership in Sport (NEA)
- Sport and the Media (NEA)

**WHO IS THE COURSE AIMED AT?**

This course is for students who have a passion for sport and desire to study it in more depth. This would benefit students who want to study sport beyond GCSE, and potentially go on to have a career in the sports industry. Playing sport outside of school is advantageous, but not essential.

**HOW IS THE COURSE STRUCTURED?**

The course is 40% exam assessed and 60% NEA (Non-Exam Assessment).

Students will sit a 1 hour 15-minute exam in Year 11 which is externally assessed. The NEA element of the course is made up of their practical performance and coursework tasks and is assessed internally.

**WHERE DOES THE COURSE LEAD?**

A vocational course, this will give students the skills and tools to move on to the BTEC Level 3 in Sport, to A-Level Physical Education, or to apprenticeships within the sports and leisure industry. In particular, this course will prepare students well for the BTEC Level 3 in Sport. From this, a considerable number of students go on to study Sports degrees at University, including Sports Science, Physiotherapy, Sports Journalism, or Coaching.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

This course gives students experience that is useful in many different aspects of the sports and leisure industry, and can lead on to many different sport related careers including: sports professional, physiotherapist, outdoor pursuits instructor, sports sales adviser, broadcaster, sports development officer, personal trainer, police officer, youth and community worker, sports coach, referee, sports centre manager, director of sports clubs, armed forces careers, fire fighter, stunt performer, sports massage therapist.

**WHERE CAN I FIND OUT MORE?**

Mr. Bussens: [abussens@holytrinitycrawley.org.uk](mailto:abussens@holytrinitycrawley.org.uk)

Exam board details: <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>



## **WHAT WILL YOU LEARN?**

This is a vocational course that introduces students to travel and tourism in a practical and supportive way. It provides a practical approach to learning whilst including the essential subject knowledge on the travel and tourism industry, tourist destinations and factors affecting tourism on a global scale.

## **WHO IS THE COURSE AIMED AT?**

Students who are interested in the travel and tourism industry and who want to learn practical working skills should give this course serious consideration.

## **HOW IS THE COURSE STRUCTURED?**

There are three mandatory units:

- Travel and Tourism Organisations and Destinations Internal – internally assessed controlled assignments.
- Customer Needs in Travel and Tourism Internal – internally assessed controlled assignments.
- Influences on Global Travel and Tourism – 2-hour externally assessed exam.

## **WHERE DOES THE COURSE LEAD?**

BTEC qualifications give students the skills they need to either move on to further education or go straight into employment. For instance, a BTEC Level 3 National qualification in Travel and Tourism would cover all aspects of tourism including customer service, UK and long-haul destinations, employment opportunities and the business of tourism.

## **WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

Careers that make use of a Travel and Tourism qualification include tourist information officer, travel agent, holiday representative, cabin crew, ground crew, ship steward, tour guide, hotel receptionist, leisure centre manager, events management, outdoor activities instructor, entertainments officer, exhibition organiser, public relations officer, tour operator, recreation assistant, theme park manager.

## **WHERE CAN I FIND OUT MORE?**

Mrs Gardiner: [sgardiner@holytrinitycrawley.org.uk](mailto:sgardiner@holytrinitycrawley.org.uk)

Exam board details: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism-2022.html>



**WHAT WILL YOU LEARN?**

This course has been developed by Edexcel in conjunction with employers to provide students with the opportunity to learn a range of skills, techniques, and attributes essential for successful performance in working life.

**WHO IS THE COURSE AIMED AT?**

This course is aimed at students who are curious to find out more about the world of work and may be thinking about progressing to employment rather than going into further education. It would be suitable for students who may find the demands of 9 GCSE courses particularly demanding and would offer them the chance to balance their academic study with a course focusing on work-based skills, giving them an insight into recruitment and application processes in the world of work.

**HOW IS THE COURSE STRUCTURED?**

Students will study a range of units including:

- Developing work-related skills and behaviours
- Developing job application skills
- Developing interview skills

It is assessed by 100% coursework, completed through a series of assignments issued throughout the course.

**WHERE DOES THE COURSE LEAD?**

Students will develop skills, techniques, and attributes to help progress to employment or related general and vocational qualifications.

**WHAT CAREER OPTIONS MIGHT FOLLOW ON FROM THIS COURSE?**

The aim of the Workskills course is to prepare students for the world of work in general. This could include getting ready to work in a practical area such as mechanics or hair and beauty through to office-based work or even working in the public sector such as the NHS.

**WHERE CAN I FIND OUT MORE?**

Mrs Gardiner: [sgardiner@holytrinitycrawley.org.uk](mailto:sgardiner@holytrinitycrawley.org.uk)

Specification: <https://qualifications.pearson.com/content/dam/pdf/WorkSkills/Level-2/2021/specification/BTEC-L2-WS-Spec.pdf>

