Holy Trinity School

Year 9 Options Booklet

AN INTRODUCTION FOR YEAR 9 STUDENTS BY MR REEVE – YEAR 9 LEADER

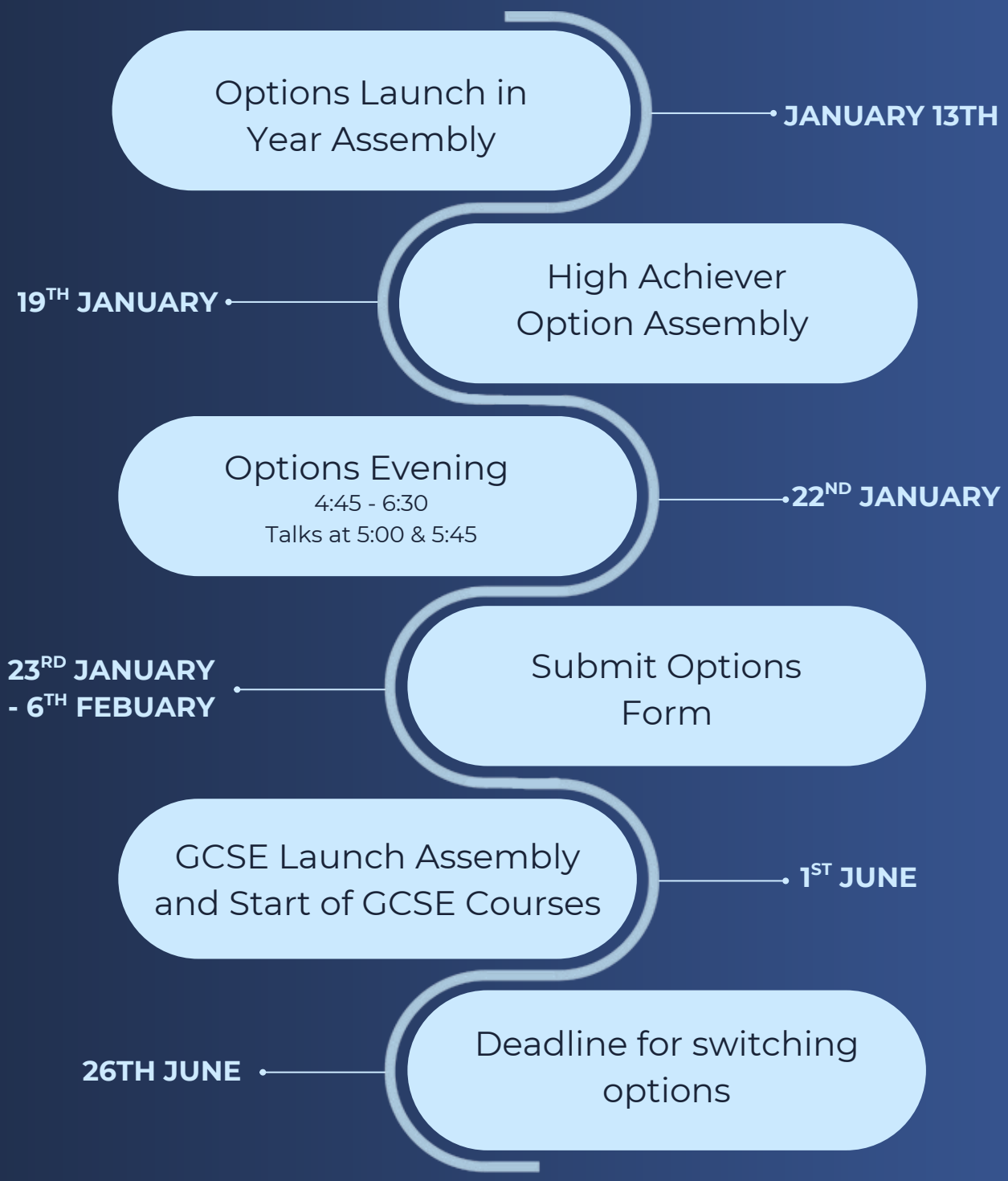
This booklet will guide you through choosing your GCSE subjects for Key Stage 4. These choices are important, they shape your learning over the next two years and influence future opportunities.

Since Year 7, you've studied a broad curriculum. At the end of Year 9, this begins to narrow: while some subjects remain compulsory, you now have greater freedom to select courses that match your interests and strengths. At Holy Trinity we offer a flexible mix of GCSE and equivalent courses so every student can build a programme suited to their abilities and ambitions.

As a Church School, we believe every child has unique gifts and talents. Our aim is to help you choose subjects that allow you to fulfil your potential. This booklet:

- Explains how the options process works
- Provides information to support your decisions
- Outlines the content and assessment for each subject

Parents and carers play a vital role in this process. Please read this booklet carefully and discuss the choices together. Your involvement ensures your child makes informed decisions that set the foundation for success in school and beyond. To support you in making the right choices for your future please see key dates below:



The Key Stage 4 Curriculum at Holy Trinity

Choosing your GCSE options is an important step in shaping your future. At Holy Trinity, we believe every student has unique gifts and talents. To make the best decisions, take time to understand your strengths, interests, and future goals. Use the advice and guidance available in the coming weeks, talk to teachers, parents, and careers staff before making your choices.

Your Key Stage 4 curriculum will include:

- Core subjects – compulsory for all students
- One constrained option – chosen from a specific group of subjects
- Two open options – chosen from the full range of available courses
- Two non-examined core subjects – taken by all students

This booklet explains the process, provides details about each subject, and helps you make informed choices. We are here to support you every step of the way.

	Subject	Information
Core	English	English Language and English Literature
	Mathematics	Mathematics
	Science	Combined Science (some students will go on to study Triple Science)
	Religion, Philosophy & ethics	Religion, Philosophy & Ethics
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 Computer Science*, 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.

Optional subjects

The optional subjects are divided into six broad categories (see page 5). When selecting your options, you might:

- Choose a broad mix from different categories
- Focus on areas where you are strong or passionate, e.g., both Dance and Drama
- Aim for an EBacc combination (see page 10)
- Include subjects with coursework assessment (see page 8)

Your choices should reflect your interests, strengths, and future goals. Use the guidance in this booklet and speak to teachers and parents before making your decisions. You will also select two reserve subjects in case your first choices cannot be accommodated.

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

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

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.

Frequently Asked Questions

What other considerations should affect your choice of subjects

When deciding your GCSE subjects, think about what's right for you. Your choices should be based on:

- What you enjoy – subjects you like and find interesting
- What you're good at – your strengths from classwork, homework, and assessments
- How you learn best – do you prefer exams or coursework? Do you enjoy writing, practical work, or creative tasks?
- Your future plans – some subjects may be needed for Sixth Form, college, apprenticeships, or certain careers

Be honest about your performance in Year 9. Look at your PPE report and teacher feedback to help you decide. Don't choose a subject just because your friends are doing it or because you like the teacher. These can change, but your choices will stay with you for two years.

Am I guaranteed to get the subjects I choose?

On your options form you will choose:

- 3 main subjects
- 2 reserve subjects (in case your first choices can't fit into the timetable)

We will do everything we can to give you your first three choices. However, sometimes this isn't possible because:

- Not every combination of subjects can fit into the timetable
- Each class needs a minimum number of students

Our goal is to make sure as many students as possible get the subjects they want, but please understand that there are limits.

I'm not sure what career I want in the future. How will I pick my option subjects?

That's completely normal, many students don't know their future career yet. The good news is your GCSE choices can keep lots of doors open.
Here's what to do:

- Choose subjects you are interested by, you'll be more motivated and likely to succeed
- Keep a broad mix, this gives you flexibility later for Sixth Form, college, apprenticeships, or university
- Think about the skills you want to develop, for example analysis or problem solving

Your choices now won't lock you into one career. You'll have more chances to specialise later, for now, choose subjects that you will enjoy studying.

Different Types of Qualification

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.

- GCSE courses have a numerical grading system, ranging from the top grade or 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 the final grade comes through performance in written examinations
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

Levels of Qualifications & Further Study

Level 6-8 = Post Graduate Degree, Masters Degree & Doctorate

Level 4-5 = HND / Batchelor Degree and Higher Degree Apprenticeship

Level 3 = A Levels / Level 3 BTECs & Advanced Apprenticeships & T Levels

Level 2 = Grades 4-9 at GCSE including English and Maths or Level 2 BTEC & Intermediate Apprenticeship

Level 1 = GCSE Grades 1-3 & level 1 BTEC

GCSE Grade Conversion 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
U	Fail

The English Baccalaureate

The English Baccalaureate (EBacc) is a group of academic subjects that show a broad and balanced education. To achieve the EBacc, students need grades 9–5 in:

- English Language and Literature
- Maths
- Science (Combined or Triple)
- A Language
- History or Geography

At Holy Trinity, you already study English, Maths, and Science as part of the core curriculum. To complete the EBacc, you would need to choose a Language and either History or Geography as two of your three options. This still leaves one free choice.

Why consider the EBacc?

- The Ebacc is recognised nationally and valued by employers and universities.
- It keeps your future options open for Sixth Form, college, apprenticeships, and university.
- It shows you can succeed in a wide range of academic subjects.

Is EBacc right for you?

If you are predicted a grade 5 or above in these subjects, it's worth considering. Speak to your teachers for advice—we will guide you, but the final decision is yours.
For more information about future university choices, visit:
www.informedchoices.ac.uk

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 Miss Savage before making their option choices.

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 traditional 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.

Careers Education and Guidance

Careers Education and Guidance at Key Stage 3 & 4

Choosing your GCSE subjects isn't just about the next two years—it's about your future. Careers education helps you make informed decisions now and later.
In Year 9, you've already had careers lessons in REACH and assemblies, looking at:

- Different jobs and careers
- Skills employers want
- Qualifications and salaries
- The changing job market

You also had a Cultural Capital Day experiencing GCSE taster lessons, talks from local employers, and decision making workshops. When choosing your options, think about what you learned in these sessions. Your choices can affect what you do after Year 11, whether that's Sixth Form, college, apprenticeships, or work.
In Year 10, you'll start preparing for post-16 choices and do a week of work experience.
In Year 11, you'll get support with applications for Sixth Form, college, or apprenticeships.
We'll guide you every step of the way, but the decisions start now, so choose subjects that keep your future options open. 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.amazingapprencticeships.com
- Unifrog – Students will have their own unique log-in sent directly from Unifrog to their school email

1-1 Impartial & Independent Careers Guidance

The school currently employs a qualified independent careers advisor to give impartial careers information and guidance to students in Years 10 and 11 through 1:1 careers guidance interviews and targeted careers workshops.

Developing Key Employability Skills Through GCSE Choices

All subjects help students build all 12 skills listed below, but the subjects listed under each heading have a particular focus on developing that skill.

1. Reading

Definition: The ability to understand, interpret, and evaluate written information.

Subjects:
History
Child Development
Psychology

2. Listening

Definition: Paying attention and accurately interpreting spoken information and instructions.

Subjects:
French
Music
Child Development

3. Teamwork

Definition: Working effectively and cooperatively with others to achieve shared goals.

Subjects:
Physical Education
Dance
Drama

4. Writing

Definition: Communicating ideas clearly and effectively in written form.

Subjects:
History
Geography
Digital Information Technology

5. Planning

Definition: Organising tasks, resources, and time to achieve objectives efficiently.

Subjects:
Photography
Business
DT: Timber

6. Speaking

Definition: Expressing ideas confidently and clearly in spoken form.

Subjects:
Drama
French
Business

7. Leadership

Definition: Guiding and motivating others to achieve goals and make decisions.

Subjects:
Physical Education / Sport Studies
Food Preparation & Nutrition
Drama

8. Problem Solving

Definition: Identifying issues and finding effective solutions through reasoning and creativity.

Subjects:
Computer Science
DT: Systems
Psychology

9. Adaptability / Resilience

Definition: Adjusting to change and persisting through challenges or setbacks.

Subjects:
Art and Design
Dance
DT: Textiles

10. Numeracy

Definition: Using numbers and data effectively to solve problems and make decisions.

Subjects:
Mathematics (core subject)
Geography
Business

11. Independence

Definition: Taking responsibility for learning and working without constant supervision.

Subjects:
Photography
Art and Design
Computer Science

12. Creativity / Innovation

Definition: Generating original ideas and approaches to tasks or problems.

Subjects:
Art and Design
Music
DT: Textiles

Art & Design

Subject Lead - Ms S Prades

YEAR 9

Mixed Media projects:
zines + large-scale paintings

Artist studies:
Chris Ofili, Zimbabwean art, Dia de los Muertos, Frida Kahlo, and Damien Hirst

YEAR 10

Monochrome studies:
Drawing painting and printmaking

Exploring organic forms and texture

Polychrome studies:
paint, mixed media and 2D/3D exploration

YEAR 11

Personal direction for coursework

Coursework Final piece

8-10 week final project based on theme released by the exam board + 10 hour exam

How is this course assessed

GCSE Art and Design is assessed through Coursework (60%) and an Externally Set Assignment (40%), both judged on four objectives:
Developing ideas
Refining techniques
Recording observations
and Presenting a personal response.
Coursework includes two themed projects documented in a sketchbook. The exam involves an 8–10 week preparation and a 10-hour practical test.

Where does this course lead

GCSE Art and Design can lead to a wide range of exciting and creative pathways, both in further education and future careers. After completing the course, many students go on to study A-level Art and Design, A-level Photography, or other creative qualifications such as BTECs in Art & Design, Media, or Creative Digital Media. These subjects can then lead to foundation diplomas or university degrees in areas like: Fine Art, Graphic Design, Photography, Fashion Design, Architecture, Illustration, Animation, Film and Media Production, Interior Design, Game Design. Beyond education, the skills developed—such as creativity, visual communication, critical thinking, and project development—are highly valued in many industries. Careers might include becoming a professional artist, photographer, designer, art teacher, curator, or creative director, among many others

Business Studies

Subject Lead - Mrs A Holton

Business Activity — **YEAR 9**

YEAR 10 — Marketing

People

Operations

Finance Influences on Business — **YEAR 11**

The interdependent nature of Business

How is this course assessed

2 X 1 hour 30 minute paper at the end of year 11

Where does this 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.

Child Development

Subject Lead - Mrs S Gardiner

YEAR 9

Nursery Project - planning activities, safe guarding and healthy eating.

YEAR 10

Understand the equipment and nutritional needs of children from birth to five years

Health and well-being for child development

YEAR 11

Understand the development of a child from birth to five years

Health and well-being for child development

How is this course assessed

Unit R058: Understand the equipment and nutritional needs of children from birth to five years - Internally assessed coursework in Year 10 = 30% of final grade completed in Autumn and Spring Term of Year 10

Unit R059: Understand the development of a child from birth to five years - Internally assessed coursework in Year 11 = 30% of final grade completed in Autumn and Spring Term of Year 11 Exam

1 hour 30 minutes paper in Year 11 summer exams worth 40% of final grade

Where does this course lead

This qualification could lead to further vocational qualifications in subjects such as Level 3 Health and Social Care, or Childcare and Education (Early Years Educator). Likewise it would be a good route to Level 2 or Level 3 Apprenticeships with options available including Early Years Practitioner or Educator. The course can support a wide range of careers including: Entry level roles including Early Years Educator, Nursery Nurse, Teaching Assistant, Childminder, Family Support Worker and Special Educational Needs (SEN) Support Worker. Degree level roles including Primary School Teacher, Child Psychologist, Speech and Language Therapist, Social Worker (Children and Families), Paediatric Nurse and Educational Psychologist

Computing

Subject Lead - Mr S Carnell

Systems architecture — **YEAR 9**

Memory and storage

Computer networks, connections and protocols — **YEAR 10**

Network security

Systems software

Ethical, legal, cultural and environmental impacts of digital technology

Algorithms — **YEAR 11**

Programming fundamentals

Producing robust programs

Boolean logic

Programming languages and Integrated Development Environments

How is this course assessed

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 this 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. 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.

Dance

Subject Lead - Mrs J Manuel

YEAR 9

Component 2 – Developing Skills and Techniques

Develop technical and interpretative dance skills

Rehearse and perform repertoire

YEAR 10

Component 1 – Exploring the Performing Arts

Study professional dance works
Understand roles, responsibilities, and approaches of practitioners

Component 2 continued – Developing Skills and Techniques

Develop technical and interpretative dance skills
Rehearse and perform repertoire

YEAR 11

Component 3 – Responding to a Brief

Create and perform a dance piece in response to a set brief

How is this course assessed

Total Guided Learning Hours: 120

Year 11 Assessment: 60% internal, 40% external

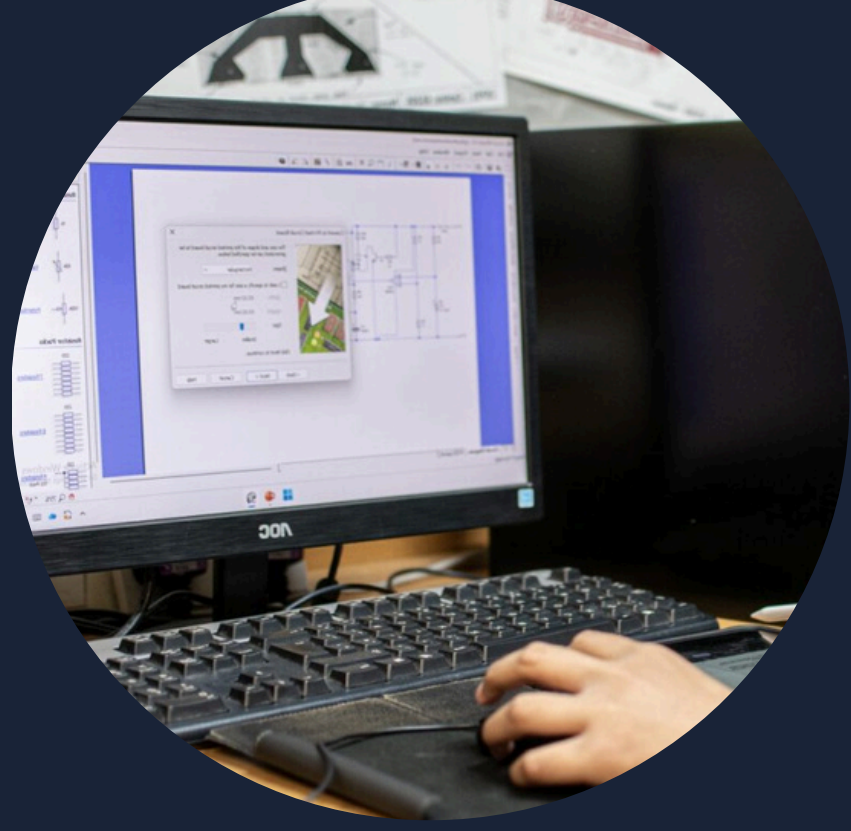
Grading: Level 1 Pass to Level 2 Distinction*

Where does this course lead

Further study in dance or performing arts
Careers in performance, choreography, teaching, production and physiotherapy
Transferable skills for any career path

Design and Technology
Operations Systems

Subject lead - Mr O Pigott



YEAR 9

Temperature monitor – Designing, Circuit simulation and manufacturing

Sumobot project – Designing. Modelling and Manufacture of a hand controller and microbot.

YEAR 10

Core: Materials and properties, Energy Generation and storage, Mechanical devices, Electronic Systems
Specialist: Circuits (sensing, latching, timing), Stock forms, PCB design

Core: Programmable components
Specialist: Circuits (timing, counting, micro controllers), Etching circuits

YEAR 11

Core: New and Emerging technologies, Smart and modern materials
Specialist: : Circuits (advanced sensing, logic) Design skills, Impact of forces and stresses
Coursework: Analysis to Specification

Core: Selecting materials, Challenges to designing
Specialist: Sources of raw materials, Ecological footprint, Industrial processes Coursework: Initial designs, Development, Final Design

Core: Revision
Specialist: Casing Design and construction, Factor affecting materials choice, Polymer forming, Coursework: Planning, Manufacture, Evaluation

Core: Revision
Specialist: Environmental legislation, Surface finishes, Revision

How is this course assessed

50% Coursework (called NEA): start on 1st June during Yr10 and complete by March of Yr11

50% Exam: 1 hour 45 minute paper in Year 11 GCSE exams (40% core topics and 60% specialist topics)

Where does this 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, 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.
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.

Design and Technology

Textiles

Subject Lead - Miss V Chadwick & Miss L McMenamin

YEAR 9

- Design & Make GCSE Practical Skills
- Sustainable Hoodie Project

YEAR 10

- Decorative Techniques Development and Subject Specialism Principles
- Constructional Techniques and Subject Specialism Principles
- NEA Launch: research/analysis & design

YEAR 11

- NEA: design development and manufacture
- Core & Design Principles theory Summer - Core & Design Principles theory revision

How is this course assessed

50% external exam in June Year 11

50% non-examined assessment [controlled assessment coursework] launched June Year 10 and on-going until May Year 11

Where does this course lead

This course can lead on to A-Levels in Fashion and Textiles or another Design A-Level; it offers progression 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, Costume Design 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. This A Level complements a range of other subjects including Science, Geography, ICT, Business Studies, Photography or Art.

Design and Technology

Timber

Subject lead - Mr O Pigott

YEAR 9

Clock project: Design, Development and Manufacture of a desktop clock.

Picture frame: Designing, Planning and Manufacturing a picture frame

YEAR 10

Core: Materials and properties, Energy Generation and storage, Mechanical devices, Electronic Systems
Specialist: Bookend project, Timber sources, Working properties and characteristics,

Core: Programmable components, Specialist: Bedside cabinet project, Selection of timber, Stock forms,

Core: New and Emerging technologies, Smart and modern materials,
Specialist: Box of many joints project
Coursework: Analysis to Specification

YEAR 11

Core: Selecting materials, Challenges to designing
Specialist: Sources of raw materials, Ecological footprint, Industrial processes.
Coursework: Initial designs, Development, Final Design

Core: Revision Specialist: Design and construction, Factors affecting materials choice, Manufacturing processes.
Coursework: Planning, Manufacture, Evaluation

Core: Revision
Specialist: Environmental legislation, Surface finishes, Revision

How is this course assessed

NEA
Coursework worth 50% of grade - Start Yr10 1st June - Complete Year 11 March

1 hour 45 minute paper in Year 11 GCSE exams worth 50%.

Where does this 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, the creative industries, 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.
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.

Digital Information Technology

Subject Lead - Mr S Carnell

YEAR 9

- Foundations of Digital Information Technology Learn how user interfaces are designed
- Understand modern digital technologies
- Explore accessibility and inclusivity in digital systems
- Develop project planning and design skills for digital products
- Assess the impact of digital technologies on individuals and society

YEAR 10

- Applying Digital Skills & Data Study cyber security
- Develop spreadsheet and data manipulation skills
- Understand legal and ethical issues
- digital responsibility, including legal, ethical and environmental impacts
- Understand the social impact of digital technologies and equal access

YEAR 11

How is this course assessed

Component 1 – Exploring user interface design principles and project planning techniques May 1st year 10 30%

Component 2 – Collecting, presenting and interpreting data December 15th year 11 30%

Component 3 – Effective digital working practices Summer year 11 40%

Where does this course lead

Further Study Level 3 IT, Computing or Digital Media courses (BTEC, A Level or T Level) Careers IT Support, Software or App Developer Web / UX Designer or Game Developer Data Analyst or Cyber Security Analyst Network, Systems or Digital Project Manager Employer Skills Designing and evaluating digital solutions Problem-solving with data and technology Cyber security and data protection awareness Teamwork, project planning and digital literacy

Drama

Subject lead - Mrs S O'Neill

YEAR 9

- Berkoff and Non-Naturalistic Theatre
- Devising Group Dynamics

YEAR 10

- Theatre practitioners
- Component 1 Devising drama techniques
- Component 3 DNA, set text
- Component 2 Mock scripted performance
- Component 3 Live Theatre Evaluation

YEAR 11

- Component 1 Final devising project and portfolio
- Component 2 Final Scripted Exam Performance

Where does this course lead

Component 1: devised performance and written portfolio, started in summer Year 10, completed first half-term in Year 11 worth 40%.

Component 2: scripted exam performance in Spring Term of Year 11 worth 20%.

Component 3: 1 hour 45 minute written paper in Summer exams of Year 11, worth 40%

Where does this course lead

GCSE Drama is a powerful and versatile qualification that benefits students whatever career path they choose. While it is an excellent foundation for those interested in acting, directing, design or theatre-making, its real strength lies in the wide range of transferable skills it develops. Students learn how to communicate ideas clearly and confidently, work collaboratively, think creatively, and respond constructively to feedback. Through performance and practical exploration, they build resilience, self-discipline and the ability to problem-solve under pressure—skills that are highly valued in all industries. Drama also strengthens empathy and emotional intelligence, helping students understand different perspectives and communicate effectively with others. The course encourages independent thinking and reflection, supporting strong written and verbal skills that are essential for success in further education and the workplace. These qualities make GCSE Drama an excellent choice for careers in law, education, marketing, media, psychology, business, healthcare, politics and leadership, as well as the creative industries. GCSE Drama doesn't just prepare students for the stage—it prepares them for life. It opens doors to A Levels, vocational courses and a wide range of future opportunities, helping students become confident, adaptable and expressive individuals ready to succeed in any career they choose.

French

Subject Lead - Mrs S Merry

YEAR 9

- Health, Fitness and Lifestyle
- Food and Drink
- Sport, Leisure and Education

YEAR 10

- Identity and Relationships
- Media, Technology and Celebrity Culture
- Free Time Activities
- Customs and Festivals

YEAR 11

- Healthy Living and Lifestyle
- Education and Work
- Town and Environment
- Travel and Tourism

How is this course assessed

1This qualification is linear. All students will sit their final exams in French at the end of Year 11. Students are assessed in the 4 skills of listening, speaking, reading and writing. Each skill is worth 25% of the final grade. Assessment is set in the context of the following three themes. Theme 1: People and Lifestyle Theme 2: Popular Culture Theme 3: Communication and the world around us

Where does this course lead

Learning a language will unlock many opportunities for you, both in the world of work and leisure. Studying French for GCSE will enable you to explore language and culture through mediums such as music, fashion, food and film. A language fits nicely with the majority of subject choices for current and future study. Many universities favour applicants who have studied a language at GCSE, regardless of the course to be taken. You may also be given the chance to study or complete a work placement in a French-speaking country as part of your degree. Studying French can help you stand out from the crowd in a multitude of career paths. Demand for language skills is booming in the global market! It will unlock doors to careers in journalism, diplomacy, charity work, the fashion, travel & car industry, medecine and food to name but a few. Learning a language will also give you the confidence to travel and explore the world! Why wouldn't you....?

Food preparation and Nutrition

Subject lead - Mrs V Chadwick

YEAR 9

Food safety Food Nutrition and Health

YEAR 10

Food Nutrition and Health Food Science

Food Choice

Food Provenance

Mock NEA 1 & 2

YEAR 11

NEA 1 & 2

Revision of topics covered

How is this course assessed

50% Examination 1 hour 45 minutes exam paper sat in year 11 at the end of the summer term. 50% NEA (non-examined assessment) – new name for coursework: Task 1: Food investigation (30 marks) Term 1 of year 11. Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report of 1500-2000 words. which will include research into 'how ingredients work and why'. Task 2: Food preparation assessment (70 marks) Term 2 of year 11. Students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3–4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved. They will produce an electronic portfolio of no more than 20 sides of A4.

Where does this 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. 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, dietitian, health promotions adviser, community support worker, community nurse.

Geography

Subject Lead - Miss K Bird

YEAR 9

- China
- Plate Tectonics
- Inequality
- Living World

YEAR 10

- Urban Issues
- Coastal Landscapes
- Resource Management
- Energy
- Glaciation
- Hazards

YEAR 11

- Economic World

How is this course assessed

Year 11 GCSE Exams

Paper 1 - 35%

Paper 2 - 35%

Paper 3 - 30%

Where does this 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 practised in Geography which are easily transferable to the work environment and so Geography students often find themselves readily employable in many different lines of work.

History

Subject Lead - Mr L Foster

YEAR 9

- Richard and John, Medieval Life Paper 2

YEAR 10

- Richard and John, Richards Beginning Paper 2
- Richard and John Johns Reign Paper 2
- American West Paper 2
- Medicine through time Paper 1

YEAR 11

- Medicine through time Paper 1
- Western front Medicine Paper 1
- USA Civil Rights Paper 3
- USA Vietnam War Paper 3

How is this course assessed

100% Exam

Paper 1 - Medicine Through Time + Western Front

Paper 2 - Richard and John + American West

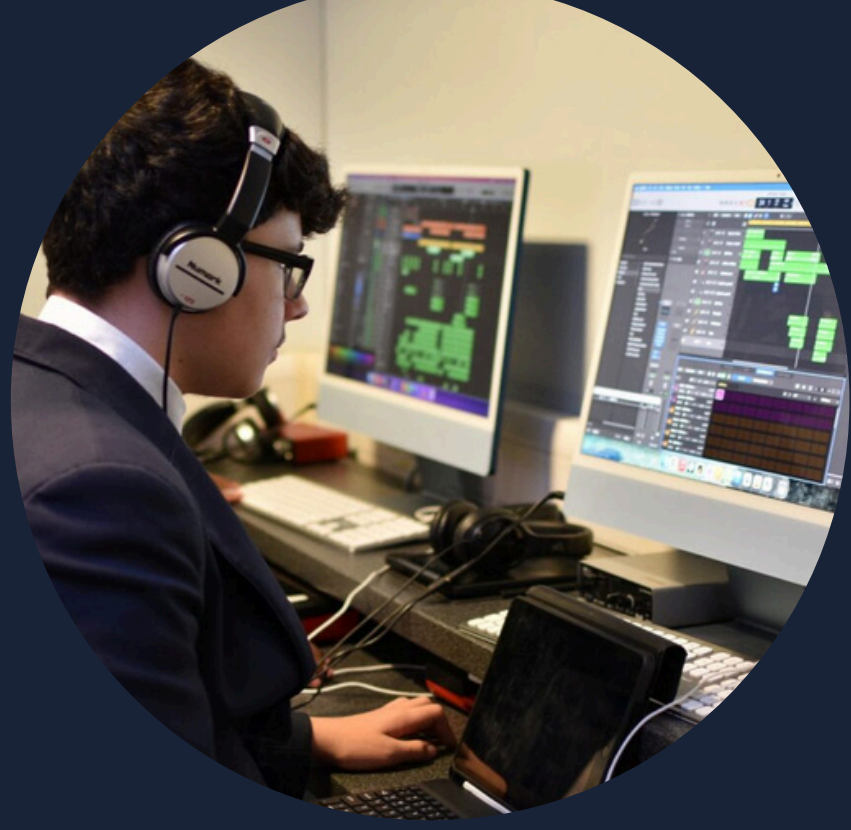
Paper 3 - USA Civil Rights + USA Vietnam War

Where does this 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 Debate Skills Critical Thinking 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. History students have regularly entered the following careers: archaeologist, museum / gallery conservator, lawyer, genealogist, doctor, writer, journalist, broadcaster, researcher, political adviser, set designer, medicine, costume designer, actor, tour guide, archivist, antiques dealer, librarian, secret service, publisher, heritage sites adviser, teacher.

Music

Subject Lead - Ms C Perry



YEAR 9

- Music from different genres - Listening, analysing, performance and arrangement
- Classical Music - Fur Elise arrangement
- Music from different cultures - Reggae and Samba Step up to GCSE

YEAR 10

- Component 3 Appraising: Step up to GCSE AOS 1 Forms and Devices including Bach's Badinerie AOS 4 Popular Music including Toto's Africa
- Component 2 Composition: Free Composition
- Component 3 Appraising: AOS 3 Film Music Area of Study 2 Music for Ensemble
- Component 1 Performance including Sequenced Performance using Music Technology: Summer Concert Performances

YEAR 11

- Component 2: Composition from a Brief
- Component 3 Performance including Sequenced Performance using Music Technology: Solo Performance Ensemble Performance Live Music Performance evening

Where does this course lead

Ongoing performance development throughout the course culminating in performances (solo and/or ensemble) in March of year 11 (30% of the course) Free Composition deadline April of year 10 (15% of the course) Composition from a Brief deadline January of year 11 (15% of the course) Listening and Appraising paper in year 11 GCSE exams 1 hour 15 minutes (40% of the course)

Where does this course lead

The Eduqas GCSE Music course could lead into the Music or Musical Theatre pathways of our new suite of courses at HTS 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. Music-related careers include: session musician, sound technician, media manager, roadie, music therapist, entertainer, music retailer, music publisher, music journalist studio equipment designer, sound engineer, music promotions manager, singing teacher, music teacher, arts administrator, professional instrumentalist, conductor, composer, DJ, music librarian.

Photography

Subject Lead - Ms S Prades

YEAR 9

Mixed Media projects:
zines + large-scale paintings

YEAR 10

artist studies:
Chris Ofili, Zimbabwean art,
Dia de los Muertos, Frida Kahlo,
and Damien Hirst

Darkroom, studio and digital techniques

After four terms of foundation work, they choose a personal direction

YEAR 11

Students choose a new starting point to extend coursework

The course ends with an Externally Set

Paper 8–10 weeks' preparation and a 10-hour practical exam worth 40%.

How is this course assessed

GCSE Photography is split into Coursework (60%) and an Externally Set Assignment (40%), assessed against four objectives:
Developing ideas
Refining techniques
Recording observations
and Presenting a personal response.
Coursework involves creating a portfolio using darkroom, studio, and digital techniques. The exam includes 8–10 weeks' preparation and a 10-hour practical response.

Where does this course lead

GCSE Photography opens pathways to creative futures in education and careers. Many progress to A-level Photography, Art, or BTECs in Art & Design, Media, and Digital Media, leading to degrees in areas like Fine Art, Graphic Design, Fashion, Architecture, and Animation. Skills gained—creativity, communication, and critical thinking—are highly valued.

Physical education

Subject Lead - Mr A Bussens

YEAR 9

Physical Training
Paper 1

Socio Cultural Influences
Paper 2

YEAR 10

Sport Psychology
Paper 2

Health, Fitness and
Well-Being
Paper 2

Analysis and Evaluation of
Performance – Written
Coursework

YEAR 11

Applied Anatomy and
Physiology
Paper 1

Movement Analysis
Paper 1

How is this course assessed

Year 11 Summer Exam 60%:
Paper 1 – The Human Body and Movement in Physical Activity and Sport (30%)
Paper 2 – Socio-cultural Influences and Well-being in Physical Activity and Sport (30%)

NEA (Non-Exam Assessed 40%:
Practical Performance of 3 Sports (ongoing throughout Year 10 and 11) (30%)
Analysis and Evaluation of Performance – Written Coursework (Autumn Term in Year 11) (10%)

Where does this 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. This is a fantastic starting point into that industry.

Psychology

Subject lead - Mrs K Jordan

YEAR 9
- Research Methods

YEAR 10
- Memory
- Perception
- Development
- Social Influence

YEAR 11
- Language
- Thought and Communication
- Brain and Neuropsychology
- Psychological Problems

Where does this course lead

100% exam

Year 11 GCSE exams:
Paper 1 Cognitive and Behaviour 50% 1 hour 45 minute

paper 2 Social Context and Behaviour 50% 1 hour 45 minute

Where does this course lead

GCSE Psychology is an excellent foundation for students who are considering future studies in Psychology, Criminology, Health and Social Care, or even medical, computing and business routes at Key Stage 5. The course develops a strong understanding of human behaviour and thinking, while also building essential skills in literacy, numeracy and analysis. These skills prepare students well for A Levels or BTECs in Science and related Social Sciences, and particularly for A Level Psychology, where many of the concepts introduced at GCSE are explored in greater depth. A significant number of our recent A Level students have progressed to university degrees in Psychology, Criminology, Forensic Science and Sports Psychology, demonstrating how valuable this subject can be for opening doors to higher education. Beyond further study, the transferable analytical, mathematical and research skills gained through Psychology are highly valued by employers.

Sports Studies

Subject Lead - Mr A Bussens

YEAR 9
Physical Training
Exam and Coursework

YEAR 10
Sport and the Media
Coursework

Performance and Leadership
in Sport - Practical
Performance/Coursework

YEAR 11
Performance and Leadership
in Sport - Practical
Performance/Coursework

Contemporary Issues in
Sport - Exam

How is this course assessed

Year 11 Summer Exam – 40%
Contemporary Issues in Sport NEA (Non-Exam Assessed) – 60%

Sport and the Media – Written Coursework in Year 10 (20%)

Performance and Leadership in Sport – Performance of 2 Sports, Leading a Sports Session and Written Coursework in Year 10 and 11 (40%)

Where does this 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 PE, 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. This is a fantastic starting point into the sports industry.

Travel and Tourism

Subject lead - Ms S Gardiner

YEAR 9

Destinations - accommodation, attractions, transport links and local facilities and amenities.

YEAR 10

Component 1: Travel and Tourism Organisations and Destinations (Internal Coursework)

Component 2: Customer Needs in Travel & Tourism (Internal Coursework)

YEAR 11

Customer Needs in Travel & Tourism - Completion of controlled assessment

Component 3: Influences on Global Travel & Tourism (External Exam)

Global factors: Economic, political, social, environmental elements that affect international travel and tourism

Organisational responses: How destinations and travel providers adapt to changing conditions

Tourism impacts & sustainability: Positive/negative effects of tourism and strategies for sustainable development

How is this course assessed

Year 10 Spring Term - Component 1 - Controlled Coursework - 30% of final grade

Year 11 Autumn Term - Component 2 - Controlled Coursework - 30% of final grade

Year 11 Summer exam - Component 3 - 2 hour paper - 40% of final grade

Where does this course lead

Living so close to Gatwick Airport means you're right at the heart of the UK's travel industry! The BTEC Tech Award in Travel & Tourism is your first step into this exciting world. After Level 2, you can progress to Level 3 courses, apprenticeships, or start work in roles like travel agent, holiday rep, or airport assistant. With further study, you could become cabin crew, work in aviation, or manage tourism destinations, opening doors to global opportunities right on your doorstep.

Religious Studies

Subject lead - Miss A Froshaug

YEAR 9

- Buddhism
- Love and Marriage
- Ultimate Questions
- Wisdom
- Philosophical Theories

YEAR 10

- Good and Evil
- Christian practises and beliefs
- Islamic practises and beliefs
- Human Rights
- Relationships

YEAR 11

- Life and Death

Where does this course lead

100% exam:

Ethics = 50% of GCSE = 2 hours.

Christianity = 25% = 1 hour

Islam = 25% = 1 hour

Where does this 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 Debate Skills Critical Thinking 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. History students have regularly entered the following careers: archaeologist, museum / gallery conservator, lawyer, genealogist, doctor, writer, journalist, broadcaster, researcher, political adviser, set designer, medicine, costume designer, actor, tour guide, archivist, antiques dealer, librarian, secret service, publisher, heritage sites adviser, teacher.

English

Subject lead - Mrs C King

YEAR 9

- Novel - 'Boy's Don't Cry' Poetry of protest and empowerment
- Non-fiction Autobiography
- The Scottish Film, an introduction to Macbeth through the medium of film Dystopian Fiction
- Continuation of Novel, Poetry, Macbeth, Non-Fiction & Fiction

YEAR 10

- AQA Power and Conflict poetry anthology
- A Christmas Carol - Charles Dickens
- Language Paper one fiction analysis and imaginative writing

YEAR 11

- An Inspector Calls - JB Priestley
- English Language Paper two Non-Fiction analysis and writing
- Macbeth - William Shakespeare
- Unseen Poetry

Where does this course lead

4 exams
Paper 1 Language (Fiction) 50%
Paper 2 Language (Non-Fiction) 50%

Paper 1 Literature - Macbeth and A Christmas Carol (40%)
Paper 2 Literature - Poetry, Unseen Poetry and An Inspector Calls (60%)

Where does this course lead

GCSE English Language and Literature are more than just core subjects - it's about unlocking skills that will carry you through every subject you study and every step you take beyond school. English is the foundation of learning: it teaches you how to read carefully, think critically, and express yourself clearly. Whether you're writing up a science experiment, explaining a maths solution, or debating a point in history, the ability to communicate your ideas is what makes the difference. Through English Language, you'll learn how to craft arguments, analyse information, and present yourself with confidence. Through Literature, you'll explore stories, plays, and poems that open up new worlds, challenge your thinking, and help you understand people and perspectives far beyond your own. Together, these subjects build skills that employers and universities value most - creativity, problem-solving, empathy, and communication. In short, English is the subject that underpins everything else: it's the key that helps you unlock success in your GCSEs, your future studies, and any career you choose. This is why success in English is the key to your future.

Science
Biology

Subject lead - Miss K Mangat & Mrs Eves-Dann

YEAR 9

- Cell Biology
- Animal Organisation
- Non-Communicable Diseases

YEAR 10

- Cell Division
- Plant Organisation
- Communicable Diseases
- Photosynthesis
- Respiration
- Responses

YEAR 11

- Variation and Evolution
- Ecology

Where does this course lead

All exams are taken at the end of Year 11, 2 papers for each Biology, Chemistry and Physics.

Where does this course lead

Students who are successful in either the Combined Science or Triple Science stream will have the opportunity to deepen their understanding at A Level. For those who choose not to continue with science post-16, there are still plenty of pathways to apply scientific thinking and problem-solving skills in other subjects such as Psychology, Geography, PE, or vocational courses that value analytical and investigative approaches.

Science
Chemistry

Subject lead - Miss K Mangat & Mrs Eves-Dann

YEAR 9

- Atomic Structure
- Energy
- Bonding and the Periodic Table

YEAR 10

- Bonding
- Chemical Changes
- Chemistry Calculations
- Electrolysis

YEAR 11

- Rates of Reactions
- Organic Chemistry
- Chemical Analysis
- Earth Chemistry

Where does this course lead

All exams are taken at the end of Year 11, 2 papers for each Biology, Chemistry and Physics.

Where does this course lead

Students who are successful in either the Combined Science or Triple Science stream will have the opportunity to deepen their understanding at A Level. For those who choose not to continue with science post-16, there are still plenty of pathways to apply scientific thinking and problem-solving skills in other subjects such as Psychology, Geography, PE, or vocational courses that value analytical and investigative approaches.

Science
Physics

Subject lead - Miss K Mangat & Mrs Eves-Dann

YEAR 9

- Particles and Matter
- Energy
- Electricity

YEAR 10

- Heating
- Electricity
- Radioactivity
- Forces

YEAR 11

- Waves
- Electromagnets

Where does this course lead

All exams are taken at the end of Year 11, 2 papers for each Biology, Chemistry and Physics.

Where does this course lead

Students who are successful in either the Combined Science or Triple Science stream will have the opportunity to deepen their understanding at A Level. For those who choose not to continue with science post-16, there are still plenty of pathways to apply scientific thinking and problem-solving skills in other subjects such as Psychology, Geography, PE, or vocational courses that value analytical and investigative approaches.

Maths

Subject lead - Miss S King

YEAR 9

- Number - decimals, indices powers, roots, factors, multiples and primes
- Algebra - Simplifying, equations, formulae, inequalities and sequences
- Statistics - averages and representing data
- FDPR - fractions, decimals, percentages and ratio
- Geometry - area, perimeter, angles, transformations and bearings

YEAR 10

- Algebra - real life graphs, straight line graphsgraphs and vectors + trigonometry
- Algebra - quadratics, graphs, simultaneous equations, circles, cones, spheres and cylinders
- Statistics - comparing averages, averages from tables, and scatter graphs
- Geometry - similarity and congruence, Pythagoras
  Number - standard form
- FDPR - ratio and proportion
  Algebra - Gradient, functions, graph transformations

YEAR 11

Where does this course lead

3 written papers in May/June of year 11.

Two papers are calculator and one is non-calculator

Each paper is 1 hour 30 minutes and can assess any part of the syllabus

Where does this course lead

GCSE Mathematics is more than just an exam — it is a key qualification that helps unlock future opportunities. Achieving a Grade 4 or above shows that you have strong problem-solving and numeracy skills that are valued by colleges, training providers, and employers.
A good pass in Mathematics can open doors to a wide range of post-16 pathways, including A Levels, vocational courses, apprenticeships, and T Levels. It is also essential for many careers, from engineering, science, and technology to business, finance, healthcare, and education.
If a student does not achieve a Grade 4 at GCSE, they will continue studying Mathematics after Year 11, giving them another opportunity to strengthen their skills and improve their grade. Developing confidence in Mathematics not only supports future study and employment, but also builds skills for everyday life, such as budgeting, decision-making, and problem solving.
Success in GCSE Mathematics helps students move forward with confidence and ambition, providing a strong foundation for their future goals.