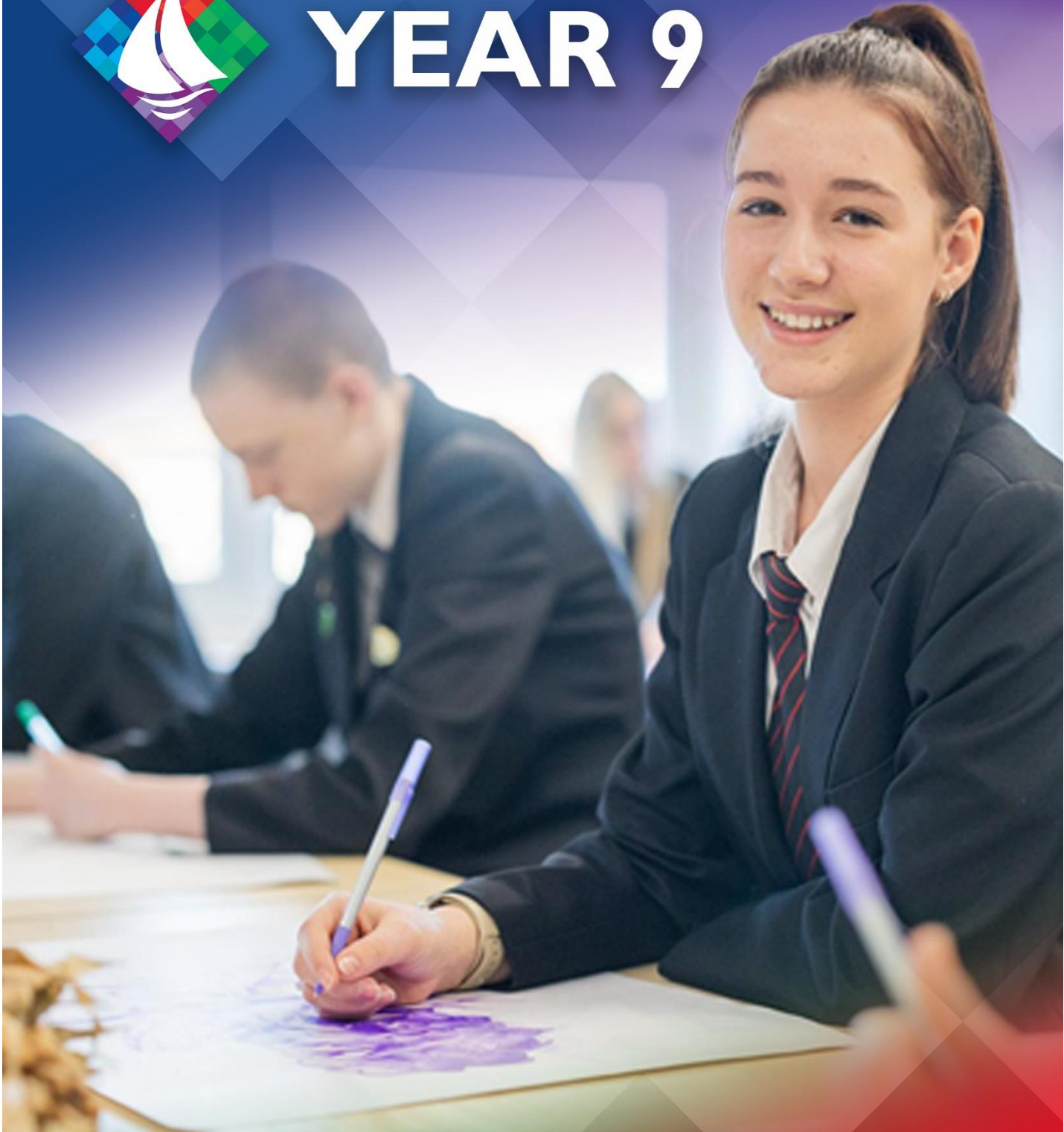




YEAR 9



Course Choice Booklet 2023

Welcome

March 2023

Dear Students, Parents and Carers,

Key Stage 4 Curriculum 2023/24

It is my pleasure to welcome you to the Year 9 into 10 Options process.

In today's constantly changing society, it is important for your child to develop the range of skills and knowledge required not only for their next educational step but also adult life. Our curriculum is designed to be broad, balanced and aspirational to ensure all students are successful. We are proud to offer a wide range of subjects and qualifications through our KS4 curriculum to ensure the needs of all students are met.

The purpose of the Options Evening and this booklet is to prepare your child for the process of choosing the subjects they wish to study in Years 10 and 11. We take this responsibility and challenge very seriously and look forward to working in partnership with you, to ensure that each young person achieves their full potential. Videos have been created about the courses on offer and can be found on the school's website 'Year 9 Options' page. These videos have been created by subject specialists, who are also available to contact to discuss options to ensure you and your child are supported in choosing the most appropriate courses. In addition, your child's Tutor will be in contact this week to arrange a 30-minute Tutor Options RAP meeting to discuss these choices. During this meeting, your child will make their final choices.

It is important that your child chooses options they are happy with in order to provide the foundation for success. We understand, however, that there will be requests to change subjects as the reality of Year 10 unfolds. This is possible within the first few weeks of the academic year so, if your child does wish to change subjects they will need to approach me as soon as possible. We cannot guarantee that a change will be possible, but we will always aim to try to accommodate student preference.

Thank you for taking the time to attend our Y9 Options evening; we value your support.

Yours faithfully

Miss L Clark
Assistant Headteacher

The Key Stage 4 Curriculum at Trafalgar School

During Years 7, 8 and 9 your child has studied a broad and balanced range of subjects. This booklet aims to provide you and your child with the subjects and courses available to study in their final two years at Trafalgar School.

It contains information about:

- The subjects and courses that all students **must** do; the **core curriculum subjects**.
- The subjects and courses students can **make a preference** to study.

The booklet also contains a copy of the option blocks A, B, C and D, to help you and your child make their final choices.

The final online form will be completed by your tutor as part of your Year 9 RAP meeting, taking place between 21st and 30th March.



Core Curriculum Subjects

The core curriculum subjects are studied by everyone. These are:

- English Language and English Literature
- Mathematics
- Combined Science
- A Humanity subject (History or Geography)
- A Modern Foreign Language (for students on the pink and cream pathway) who have studied a language in Year 9
- Core Physical Education (no qualification)
- Personal Development and Citizenship (no qualification).

Many of these subjects will lead towards the GCSE (General Certificate of Secondary Education) qualification. English and Science courses will, in most cases, lead to two GCSE passes in each subject.

The following table provides information about the number of lessons your child will receive for each subject in 2023/24.

Subject	Number of GCSE equivalent	Lessons per fortnight	Notes
English	2	10	This is made up of English Language and English Literature.
Mathematics	2 (3)	10	Students will be entered for Statistics GCSE in the summer of Year 10. High attaining students may also be entered for AQA Level 2 Further Maths.
Combined or Triple Science	2 (3)	10 (16)	This is made up of Biology, Chemistry and Physics. (High ability students and students currently in Set 1 in Science can choose Triple Science qualification as an option).
Core PE	0	4	This is an essential aspect of the curriculum to enable students to develop a healthy body as well as a healthy mind.
Personal Development & Citizenship	0	2	This is an essential part of your development enabling students to understand themselves and the world they live in.
EBACC Subjects:			
Geography	1	6	You can also choose more of these within the option subjects.
History	1	6	
French	1	6	
Spanish	1	6	

The Option Subjects

To complement the core subjects and enhance their curriculum, most students will study three additional subjects by making preferences from the following:

Subject	Lessons per fortnight
Geography	6
History	6
Spanish	6
French	6
Fine Art	6
Art Graphics	6
Art Textiles	6
3D Design	6
Photography	6
Business	6
Child Development	6
Computer Science	6
Food Preparation	6
Film Studies	6
Health & Social Care	6
Creative iMedia	6
Drama Acting	6
Drama Production	6
Dance	6
Music	6
GCSE PE	6
Sports Studies	6
Religious Studies	6
Sociology	6
Travel and Tourism	6
Triple Science	6

NB: You cannot study more than one of these subjects: Fine Art, Graphics or Textiles.

NB: You can choose either Drama Acting or Drama Production, but cannot do both.

Personalised Pathways

In Years' 10 and 11 students are provided with a range of pathways that provide challenge and aspiration for all. Their personalised curriculum pathway has been suggested based on their end of Year 11 targets and current performance data. The details of your child's pathway have been sent with this letter.

Curriculum Pathway	Targeted at...
PINK	Our Ebacc pathway.
CREAM	Our core pathway offering a wide range of choices suitable for most students.
ORANGE	Our literacy and numeracy pathway for students who would benefit from additional support in these areas.

We strongly encourage all students to take a modern foreign language as one of their preferences. Students will be guided to select from three different curriculum pathways based on their FFT 20 targets and attainment at KS3 to ensure the curriculum matches their emerging needs.

1. The Pink Pathway – This pathway is for students who are following the EBAC route. This pathway offers English Language, English Literature, Maths, Statistics, Combined Science, PSHE and Core PE, a choice of either Geography or History and a choice of either Spanish or French. Students in Set 1 Science or with end of Year 11 targets of 5-9 are able to and should consider opting for Triple Science.

Students can then choose 3 subjects from the following; Geography, History, Spanish, French, **Fine Art, Art Graphics, Textiles**, Photography, **3D Art**, Business Studies, Computer Science, Business Studies, Food Preparation, Film Studies, Health & Social Care, Creative iMedia, **Drama Acting, Drama Production**, Dance, Music, GCSE PE, Sport Studies, Religious Studies, Sociology and Travel and Tourism.

2. The Cream Pathway – This pathway is for the majority of Trafalgar School students and offers English Language, English Literature, Maths (and statistics), Combined Science, PSHE and Core PE, a choice of either Geography or History*. Students in Set 1 Science or with end of Year 11 targets of 5-9 are able to and should consider opting for Triple Science.

***Students on this pathway are strongly recommended to select French or Spanish as an options choice.**

Students can then choose 3 subjects from the following; Geography, History, Spanish, French, **Fine Art, Art Graphics, Textiles**, Photography, **3D Art**, Business Studies, Computer Science, Business Studies, Food Preparation, Film Studies, Health & Social Care, Creative iMedia, **Drama Acting, Drama Production**, Dance, Music, GCSE PE, Sport Studies, Religious Studies, Sociology and Travel and Tourism.

3. The Orange Pathway* – This pathway is for students who would benefit from additional literacy or numeracy and offers English, Maths, Combined Science, PSHE and Core PE as well as a choice of either Geography or History.

Students will receive additional Literacy and numeracy intervention in place of one option choice and therefore can then choose 2 subjects from; Geography, History, Spanish, French, **Fine Art, Art Graphics, Textiles**, Photography, **3D Art**, Business Studies, Computer Science, Business Studies, Food Preparation, Film Studies, Health & Social Care, Creative iMedia, **Drama Acting, Drama Production**, Dance, Music, GCSE PE, Sports Studies, Religious Studies, Sociology and Travel and Tourism.

On all pathways, students can choose one of either Fine Art, Art Graphics, Textiles and 3D Art and one of either Drama Acting and Drama Production.



English Baccalaureate (Ebacc)

The English Baccalaureate is a collection of subjects that the government recommends for most students. It is to be awarded to any student who secures good GCSE grades (current grade 5 and above) in **all** of the following subject areas:

- English Language and English Literature
- Mathematics
- Two Sciences (one of which can be Computer Science)
- And at least two of:
 - A Modern Foreign Language: French or Spanish
 - A Humanity subject: History or Geography.

All pathways are required to study a humanities subject but we strongly recommend that all students on the pink or cream pathways study a modern foreign language in addition to a humanities subject.


Gaining this group of qualifications is likely, in the future, to be the core expectation of a student to progress to more academic routes of study following Key Stages 4 and 5 so it is important that you are aware of this when selecting your options. Russell Group universities will favour applications who have the Ebacc qualification, although this has not been confirmed as statutory for entry.

In deciding your choice of subjects, there are some important factors to consider:

- Which subjects give me the most enjoyment and satisfaction?
- What sort of job do I want to do in the future?
- What qualifications will I need?
- How do I get them?
- When should I leave full time education?

Grading System

Students will be working towards GCSE qualifications that will be awarded within a numerical system from the highest Grade 9 to Grade 1, with the three top grades replacing the old A and A*. At present, a grade 5 is considered a 'strong' pass and a grade 4 considered a 'standard' pass.



New GCSE grading structure

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above – top of C and above

AWARDING
4 and above – bottom of C and above

Making the right choices

There are a number of people who can support you in making the most appropriate choices. These are:

- **Your Form Tutor** – who knows you as an individual student in the school.
- **Your Subject Teachers** – who can provide an objective assessment of your ability in their subjects.
- **Your Parents and Carers** – who know you best of all as a person.
- **Heads of Department** – who can provide a course overview.
- **Your Head of House** – Mr Morris, Mr Gronow, Mr Furnell or Mr Stokes.

Important things to consider:

- **DO** evaluate your subjects and your ability in terms of preference.
- **DO** consider if this subject is needed for a particular career.
- **DO** keep your options open. Do not try and specialise at this stage but aim for a good balance of subjects.
- **DO** work to your own strengths and choose appropriate subjects.
- **DO NOT** choose a subject because a friend is choosing it; there is no guarantee that you will be in the same teaching groups.
- **DO NOT** choose a subject because you like your teacher. Again, there is no guarantee that they will be teaching your group next year.



Options Process Timeline:

Tuesday 14th March 2023	Year 9 Options Evening.
21st – 30th March	1:1 Parent/student RAP meetings with tutor.
31st March 2023	Deadline for completed forms.
June:	Option choice confirmation issued to students and parents/carers.
September 2023:	Year 10 courses begin.
Friday 23rd September:	Final option subject change requests deadline. Students will not be able to change courses after this date.

Terminology

Here is a short explanation of some of the words and phrases used in this booklet.

CORE SUBJECT – a subject which you must study to GCSE/BTEC level.

CONTROLLED ASSESSMENT – a task completed under exam conditions in class. Often preparatory notes are permitted.

FINAL / TERMINAL EXAM – an assessment at the end of your course.

KEY STAGE 3 – the collective name for Years 7 to 9.

KEY STAGE 4 – the collective name for Years 10 and 11

NATIONAL CURRICULUM – the subject areas which every student in England must study.

OPTIONAL SUBJECT – a subject which you can choose to study at GCSE/BTEC level.

SYLLABUS/SPECIFICATION – the information you have to know and what you must be able to do by the end of the course.

TIER – the level of exam you are entered for – Foundation or Higher.

CORE CURRICULUM SUBJECT INFORMATION

2023-2024

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English Language

Exam Board	AQA
Subject Description	English Language will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.
Course Content and Structure	Students will study non-fiction and fiction writing, exploring the methods writers use to create meanings. Students will have opportunities to write both creatively and for an audience and purpose. Students will use discussion and verbal presentations to explore issues related to the texts they have studied.
Assessment Arrangements	This course is assessed via 100% examination broken into two exams. <u>Paper 1. Reading and Writing Fiction texts</u> Reading (40 marks) (25%) – one single text Writing (40 marks) (25%) <u>Paper 2. Reading and Writing Non-Fiction texts</u> Reading (40 marks) (25%) – two linked texts Writing (40 marks) (25%) Students will also complete a speaking and listening assessment during the course. This is assessed by the class teacher and is a separate endorsement to the GCSE.
Equipment	Pen Highlighter Dictionary
Career Opportunities	English Language is vital for a full range of careers.
Enrichment Opportunities	Opportunities to join cross school debating teams and visits to exhibitions as a stimulus for writing.
Where would I get any further information from?	For further information, please speak to Mrs Watts: kwatts@trafalgarschool.org.uk

English Literature

Exam Board	AQA
Subject Description	English Literature is designed to inspire, challenge and motivate every student, no matter their level of ability. Students study and explore a range of texts from the literary canon through the use of extract-based questions in the assessment of the 19th-century novel and the Shakespeare plays.
Course Content and Structure	Students study a range of texts, including a 20 th century play; a 19 th century novel; a collection of poetry and a Shakespeare play.
Assessment Arrangements	<p>This GCSE is 100% examination, broken into two exams.</p> <p><u>Paper 1. Shakespeare and the 19th Century Novel</u> Written exam: 1 hour 45 minutes 64 marks 40% of GCSE</p> <p><u>Paper 2. Modern texts and poetry</u> Written exam: 2 hour 15 minutes 96 marks 60% of GCSE</p>
Equipment	Copy of the literary texts studied. (This will be confirmed with the class teacher at the beginning of Year 10.)
Career Opportunities	English Literature feeds into a wide range of careers including journalism, education, politics and law.
Enrichment Opportunities	Opportunities to attend theatre productions of set and supplementary texts.
Where would I get any further information from?	For further information, please speak to Mrs Watts: kwatts@trafalgarschool.org.uk

Mathematics

Exam Board	Edexcel
Subject Description	<p>The ability to use mathematics is an essential life skill.</p> <p>GCSE Mathematics allows you to:</p> <ul style="list-style-type: none"> ● Develop fluent knowledge, skills and understanding of mathematical methods and concepts. ● Acquire, select and apply mathematical techniques to solve problems. ● Reason mathematically, make deductions and inferences and draw conclusions. ● Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
Course Content and Structure	<p>We start the GCSE Mathematics course in Year 10.</p> <p>There are two tiers of entry: Higher and Foundation. Over the course we cover the content of the tier appropriate to students.</p> <p>The course will cover a range of topics from the areas listed below:</p> <ul style="list-style-type: none"> ● Number ● Algebra ● Ratio, proportion and rates of change ● Geometry and Measures ● Probability ● Statistics
Assessment Arrangements	<p>There are three equally-weighted written examinations that you will sit at the end of Year 11.</p> <ul style="list-style-type: none"> ● Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. ● Each paper is 1 hour and 30 minutes long and has 80 marks. ● Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
Equipment	<p>You will need a scientific calculator. We recommend the Casio FX-83GTX (which you can purchase at school).</p> <p>You will also need a geometry set containing a compass and protractor.</p>
Career Opportunities	<p>Mathematics GCSE is an essential qualification for all types of careers. There are more specific links to careers in the financial sector, teaching, construction, engineering, plus many, many others.</p>
Enrichment Opportunities	<p>Students have the opportunity to participate in the UKMT team challenges.</p> <p>We will also be offering a Further Mathematics Level 2 qualification to our more able students.</p>
Where would I get any further information from?	<p>For further information, please speak to Mrs Parsons cparsons@trafalgarschool.org.uk</p>

Statistics

Exam Board	Edexcel
Subject Description	<p>The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:</p> <ul style="list-style-type: none"> ● The use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc. ● Identifying trends through carrying out appropriate calculations and data visualisation techniques ● The application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general ● Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life ● Understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data ● Understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing ● Applying appropriate mathematical and statistical formulae, and building on prior knowledge.
Course Content and Structure	<p>The course will be offered alongside GCSE Mathematics to all students. There are two tiers of entry: Higher and Foundation. Over the course we cover the content of the tier appropriate to students.</p> <p>The course will covers the following areas:</p> <ul style="list-style-type: none"> ● The collection of data ● Processing, representing and analysing data ● Probability.
Assessment Arrangements	<p>There are two equally-weighted written examinations that you will sit at the end of the course.</p> <ul style="list-style-type: none"> ● Students are allowed to use a calculator on both papers ● Each paper is 1 hour and 30 minutes long and has 80 marks. ● Each paper has a range of question types; short response, medium response and extended response questions.
Equipment	<p>You will need a scientific calculator. We recommend the Casio FX-83GTX (which you can purchase at school).</p> <p>You will also need a geometry set containing a compass and protractor.</p>
Career Opportunities	<p>A Statistics GCSE can help students towards careers in: actuarial analyst, actuary, data analyst, data scientist, financial risk analyst, investment analyst, market researcher</p>
Where would I get any further information from?	<p>For further information, please speak to Mrs Parsons cparsons@trafalgarschool.org.uk</p>

Combined Science

Exam Board	Edexcel
Subject Description	Combined Science at KS4 is designed to develop and inspire future scientists and provides a good scientific grounding. Our world is constantly changing and evolving; Science and how it relates to the real world, is a fascinating subject to students of all abilities and aspirations. The course we follow encompasses the study of all three sciences: Biology, Chemistry and Physics which then results in 2 GCSE's.
Course Content and Structure	<p>The course will cover a range of topics, including from the areas listed below:</p> <ul style="list-style-type: none"> ● Cellular function and cellular division ● Health, genetics and evolution ● Plant structures and animal control ● Ecosystems ● Atomic structure and the Periodic Table ● Bonding and reactions ● Reactivity series and metal extraction ● Fuels and Earth sciences ● Motion, forces and conservation of energy ● Waves, the dangers and the uses ● Development of the atomic model and radioactivity ● Electricity and magnetism. <p>All students will complete their studies with two Science qualifications. All exams are taken at the end of the course.</p>
Assessment Arrangements	Written examination 6 x 70-minute exams. 2 each for Biology, Chemistry and Physics. Each paper has a total of 60 marks and is worth 16.67% of the overall GCSE grade.
Equipment	You will need a scientific calculator. We recommend the Casio FX-83GTX (which you can purchase at school).
Career Opportunities	<p>Science can help you make sense of the world, to assist understanding of current issues and develop transferable skills that are necessary throughout life. Science enables students to develop an enquiring mind, problem solving skills, good communication, data handling, computer literacy and team working. Students become more aware of the importance of science in their everyday lives as well as becoming more socially and environmentally informed.</p> <p>A good scientific background is necessary for most walks of life and can lead to a multitude of careers, including medicine, astrophysics, research, engineering and many more. Acquiring science skills enables students to make their way in the real world in which problems can seem to abound: in the home, in the workplace, in the community and on the planet. We aim to motivate our students, encourage scientific curiosity, reinforce scientific thinking and enable all our students to enjoy and succeed in Science.</p>
Enrichment Opportunities	There will be an opportunity to take part in the Green Car Challenge as well as various STEM trips to local universities and other organisations.
Where would I get any further information from?	For more information, please speak to Mr Miah mmiah@trafalgarschool.org.uk

Core Physical Education

<p>Why study this subject?</p>	<p>Physical fitness and an appreciation of the benefits of exercise are a vital part of modern life; studying PE and participating in the range of sports on offer will develop an understanding and enjoyment of sport and physical activity.</p> <p>During Year 10, students will be offered a more tailored pathway dependent on their previous experience of PE.</p>
<p>What topics will I cover and learn in this subject?</p>	<p>Students will participate in a variety of sports: football, netball, trampolining, basketball, handball, table tennis, rounders, softball, cricket and athletics.</p>
<p>What activities can I expect to do in this subject as part of the learning and assessment?</p>	<p>Participation in sport and physical activity is the key component in the lessons, to build a lifelong enjoyment of leading an active and healthy lifestyle, along with the intention to improve their level of performance. Peer and self-assessment and feedback will be a regular part of the lessons and teachers will give ongoing, formative input.</p>
<p>Will I need any special / different equipment?</p>	<p>Students are required to bring their full Trafalgar School Physical Education kit.</p>
<p>The future: What GCSE, careers and university courses does this link to?</p>	<p>Core PE will further develop their personal skills which will help them within all their subjects such as communication, self-esteem, confidence and resilience. Core PE will enable GCSE/Sports Studies students to practice their practical topics more frequently, to improve performance.</p>
<p>Where would I get any further information from?</p>	<p>Further information is available from Miss L Nerssessionian, Head of PE; lnerssessionian@trafalgarschool.org.uk</p>

PSHE

<p>Why study this subject?</p>	<p>This subject is one of the most important subjects in the school. It brings together teachers and students to discuss things that matter.</p> <p>The course is enhanced by the Philosophy for Children (P4C) programme, which encourages students to think creatively and critically in order to communicate and cooperate with others.</p>
<p>What topics will I cover and learn in this subject?</p>	<p>The course follows government guidance in its selection of topics, including: relationship and sexual education, physical health and mental well-being, freedom and equality, extremism and radicalisation, criminal exploitation and hate crimes.</p>
<p>What activities can I expect to do in this subject as part of the learning and assessment?</p>	<p>Discussion will feature heavily in most lessons. You will be expected to ask questions, generate dialogue and debate and create reasoned judgements.</p>
<p>Will I need any special / different equipment?</p>	<p>No specialist equipment, but be prepared to discuss your ideas.</p>
<p>The future: What GCSE, careers and university courses does this link to?</p>	<p>Whilst the course does not lead to any qualifications, it is very worthwhile in so far as it improves literacy and speaking and listening skills. It is also praised for its effects on emotional awareness and thinking skills. All of these areas prepare you for your life beyond school.</p>
<p>Where would I get any further information from?</p>	<p>Further information is available from Mrs L Hudson-Roberts lhudson@trafagarschool.org.uk</p>

EBACC SUBJECT INFORMATION

2023-2024

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Geography

Exam Board	AQA
Subject Description	Geography enables candidates to appreciate the diversity of landscapes, peoples and cultures. Geography is therefore a vital subject resource for 21st century global citizens, enabling us to face questions about what it means to live sustainably in a changing world.
Course Content and Structure	<p>GCSE Geography includes the following elements:</p> <p><u>Living with the physical environment</u></p> <ul style="list-style-type: none"> • The challenge of natural hazards – tectonic hazards, weather hazards, climate change. • The living world – ecosystems, tropical rainforests, hot environments. • Physical landscapes in the UK – coastal and river landscapes. – fieldwork <p><u>Challenges in the human environment</u></p> <ul style="list-style-type: none"> • Urban issues and challenges – global urban growth, urban change in the UK, sustainability. • The changing economic world – global development and quality of life and the UK economy. • The challenge of resource management – global and UK resource management and water. <p><u>Geographical applications</u></p> <ul style="list-style-type: none"> • Issue evaluations – critical thinking, decision making and problem-solving using secondary sources (including pre-released material). • Fieldwork – two geographical enquiries, including the collection of primary data on fieldtrips. <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> • Cartographic skills • Graphical skills • Numerical skills • Statistical skills • Use of quantitative and qualitative data • Formulating enquiries and arguments • Literacy.
Assessment Arrangements	<p>Assessment takes the form of three written examination papers. The exam papers will include a number of different styles of question, including multiple-choice, short answer and extended essay-style responses.</p> <ol style="list-style-type: none"> Our Natural World 35%. This exam assesses knowledge and understanding of the physical geography units (1 hour 30 minutes). People & Society 35%. This exam assesses knowledge and understanding of the human geography units (1 hour 30 minutes). Geographical Exploration 30%. This exam assesses the issues, fieldwork and geographical skills elements of the course (1 hour 15 minutes).
Equipment	Nothing in addition to the equipment stated in your planner.
Career Opportunities	<p>Geography can be studied at A Level and at university degree level. Employers and universities regard geography qualifications very highly. It can lead to a huge variety of careers including:</p> <p>volcanologist, air traffic controller, archaeologist, architect, cartographer, civil engineer, conservationist, estate agent, environmentalist, financial adviser, foreign correspondent, geologist, geophysicist, graphic designer and holiday rep, surveying, town planning, geo-physical engineer, meteorologist, teacher, lawyer, banking, museum and arts, and civil service.</p>
Enrichment Opportunities	Students will take part in fieldwork visits where they will put their knowledge into practice in a human and physical environment. They will then develop their enquiry skills; recording, analysing, interpreting and evaluating their own investigation.
Where would I get any further information from?	For further information, please speak to Mrs Chandler or your geography teacher. dchandler@trafalgarschool.org.uk

History

Exam Board	WJEC Eduqas
Subject Description	History is a challenging and rewarding subject that you will enjoy studying to GCSE level. History can spark your passion, and these carefully chosen modules will equip you with life skills, as well as a wealth of knowledge about the world around you. GCSE History will help you understand how the world you live in was shaped, and make you consider today's society in a different way.
Course Content and Structure	<p>The GCSE History content comprises the following elements:</p> <p>Two studies in depth:</p> <p><u>British Depth Study: The Elizabethan Age 1558 - 1603</u></p> <ul style="list-style-type: none"> ● We will look at the reign of Elizabeth I, her government, the social aspects of Elizabethan England, poverty, and the religious threats that she faces. <p><u>Non-British Depth Study: Germany in Transition 1919 - 1939</u></p> <ul style="list-style-type: none"> ● We will study how Germany reacts to the Treaty of Versailles after their defeat at the end of WW1, through Hitler's rise to power, how he consolidates the power of the Nazis and the foreign policy that leads to the outbreak of WW2. <p>Two studies in breadth:</p> <p><u>Period study: The Development of the USA 1929 – 2000</u></p> <ul style="list-style-type: none"> ● We will study several different aspects of life in America, from the F.D.R. and how he deals with the New Deal, through Civil Rights, Political and Social Change, the Cold War and the Gulf War. <p><u>Thematic study: Changes in Crime and Punishment in Britain c.500 to present day</u></p> <ul style="list-style-type: none"> ● The Crime and Punishment module will look at how crime has changed from c.500, and how they have changed how crime is dealt with. With a focus on Medieval, Early Modern and Modern examples, and a case study which is yet to be determined by the exam board.
Assessment Arrangements	There will be two written exams at the end of Year 11. Each exam is worth 50% of the final grade and both exams are 2 hours long. One exam will assess the two studies in depth and the other exam will assess the two studies in breadth.
Equipment	Nothing in addition to the equipment stated in your planner.
Career Opportunities	<p>History can be studied at A Level and at university degree level. Employers and universities regard History qualifications very highly. It can lead to a huge variety of careers including: law, journalism, archaeology, medicine, politics, restoration, social work, business, finance and town planning.</p> <p>Studying history will develop a number of skills employers find attractive. For example, your ability to analyse the usefulness and evaluate the reliability of evidence. You will be able to debate and create balanced arguments. A study of history will encourage you to become opinionated and share your reasoned judgements.</p>
Enrichment Opportunities	As the Humanities Faculty develops and grows, there will be multiple opportunities to hear guest speakers and go on trips relevant to your studies.
Where would I get any further information from?	For more information, please speak to Mrs L Hudson-Roberts lhudson@trafalgarschool.org.uk

French

Exam Board	AQA
Subject Description	<p>Learning French is an essential skill for the modern world and workplace. In an increasingly internationally competitive marketplace, it is vital that young people learn other foreign languages and have an appreciation of different ways of life. Language learning opens up many opportunities to travel, meet new people and experience other cultures, which ultimately enhances and enriches our own lives and perspectives. More than 220 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. Our objective is to enable all students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.</p>
Course Content and Structure	<p><u>Theme 1: Identity and culture</u> <u>Topic 1: Me, my family and friends</u></p> <ul style="list-style-type: none"> ● Relationships with family and friends ● Marriage/partnership <p><u>Topic 2: Technology in everyday life</u></p> <ul style="list-style-type: none"> ● Social media ● Mobile technology <p><u>Topic 3: Free-time activities</u></p> <ul style="list-style-type: none"> ● Music ● Cinema and TV ● Food and eating out ● Sport <p><u>Topic 4: Customs and festivals in Spanish-speaking countries/communities</u></p> <p><u>Theme 2: Local, national, international and global areas of interest</u> <u>Topic 1: Home, town, neighbourhood and region</u> <u>Topic 2: Social issues</u></p> <ul style="list-style-type: none"> ● Charity/voluntary work ● Healthy/unhealthy living <p><u>Topic 3: Global issues</u></p> <ul style="list-style-type: none"> ● The environment ● Poverty/homelessness <p><u>Topic 4: Travel and tourism</u></p> <p><u>Theme 3: Current and future study and employment</u> <u>Topic 1: My studies</u> <u>Topic 2: Life at school/college</u> <u>Topic 3: Education post-16</u> <u>Topic 4: Jobs, career choices and ambitions</u></p>
Assessment Arrangements	<p>GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.</p> <p><u>Paper 1: Listening</u> <u>Paper 2: Speaking</u> <u>Paper 3: Reading</u> <u>Paper 4: Writing</u></p>
Equipment	<p>We ask all students to come prepared to all lessons with the appropriate equipment; however, you will also need to have access to an online dictionary. The possession of a chromebook is highly recommended to access different sites to enhance learning</p>

	(Memrise.com, SentenceBuilders.com, Activelearn.com, Wordreference.com). AQA revision guides and workbooks are highly recommended and can be purchased through school.
Career Opportunities	Learning a foreign language has many proven benefits; it enhances your problem-solving skills, boosts your creative thinking, and improves your memory – to name but a few. Studying French at GCSE will not only help you to get your EBACC qualification, but also it will open horizons for future prospects. Employers are also increasingly seeking out candidates with language qualifications, and the rapidly changing global job market means language-related jobs are booming. Language graduates work for a huge variety of employers and sectors, including; business services, charity work, engineering, media, museums and libraries, public administration, teaching, tourism, transport and logistics.
Enrichment Opportunities	Educational tours to France will offer a wide variety of opportunities for learning outside the classroom in destinations such as Paris. Being able to actually visit places in the countries that speak the languages students are learning is one of the best ways to immerse children and young people in the language itself. Young people are able to spend some time in the other country, learning much more about how the people live, and work and speak as they do so. French is a useful asset for anyone interested in international business. It is an official language of the European Union and of its three political centres, Brussels, Strasbourg and Luxembourg City. 67.8 Million people speak French as their main language and it is spoken in 60 countries around the world. Most native speakers live in France, however, there are also a high number living in Quebec, Switzerland, Belgium and a number of African countries.
Where would I get any further information from?	For more information, please speak to Mr Kohli: akohli@trafalgarschool.org.uk

Spanish

Exam Board	AQA
Subject Description	<p>437 million Spanish-speakers throughout the world. That's 17% of the entire world. Not only does this number make Spanish the second most-spoken language in the world, but it is also the official or national language of 21 countries. In America, 418 million people speak it and in the European Union, 8% of the people speak it as a first language, and 7% speak it as a second language.</p> <p>Learning Spanish gives the opportunity to communicate with a wider range of people in their personal and professional lives. It will open up the world literally and figuratively to our students. At Trafalgar, we aim to enable all students to develop their Spanish language skills to their full potential. Our objective is to equip students with the knowledge to easily communicate in a variety of contexts but also to help them understand the traditions, religions, arts, and history of different cultures and communities.</p>
Course Content and Structure	<p><u>Theme 1: Identity and culture</u></p> <p><i><u>Topic 1: Me, my family and friends</u></i></p> <ul style="list-style-type: none"> ● Relationships with family and friends ● Marriage/partnership <p><i><u>Topic 2: Technology in everyday life</u></i></p> <ul style="list-style-type: none"> ● Social media ● Mobile technology <p><i><u>Topic 3: Free-time activities</u></i></p> <ul style="list-style-type: none"> ● Music ● Cinema and TV ● Food and eating out ● Sport <p><i><u>Topic 4: Customs and festivals in Spanish-speaking countries/communities</u></i></p> <p><u>Theme 2: Local, national, international and global areas of interest</u></p> <p><i><u>Topic 1: Home, town, neighbourhood and region</u></i></p> <p><i><u>Topic 2: Social issues</u></i></p> <ul style="list-style-type: none"> ● Charity/voluntary work ● Healthy/unhealthy living <p><i><u>Topic 3: Global issues</u></i></p> <ul style="list-style-type: none"> ● The environment ● Poverty/homelessness <p><i><u>Topic 4: Travel and tourism</u></i></p> <p><u>Theme 3: Current and future study and employment</u></p> <p><i><u>Topic 1: My studies</u></i></p> <p><i><u>Topic 2: Life at school/college</u></i></p> <p><i><u>Topic 3: Education post-16</u></i></p> <p><i><u>Topic 4: Jobs, career choices and ambitions</u></i></p>
Assessment Arrangements	<p>GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. All students are assessed on the following skills:</p> <p><u>Paper 1: Listening</u></p> <p><u>Paper 2: Speaking</u></p> <p><u>Paper 3: Reading</u></p> <p><u>Paper 4: Writing</u></p>
Equipment	<p>We ask all students to come prepared to all lessons with the appropriate equipment; however, you will also need to have access to an online dictionary. The possession of a chromebook is highly recommended to access different sites to enhance learning (Memrise.com, SentenceBuilders.com , Activelearn.com, Wordreference.com).</p>

	AQA revision guides and workbooks are highly recommended and can be purchased through school.
Career Opportunities	Learning a foreign language has many proven benefits; it enhances your problem-solving skills, boosts your creative thinking, and improves your memory – to name but a few. Studying Spanish at GCSE will not only help you to get your Ebacc qualification, but also it will open horizons for future prospects. Employers are also increasingly seeking out candidates with language qualifications, and the rapidly changing global job market means language-related jobs are booming. Language graduates work for a huge variety of employers and sectors, including; business services, charity work, engineering, media, museums and libraries, public administration, teaching, tourism, transport and logistics.
Enrichment Opportunities	Knowing Spanish will seriously enhance your travelling experiences. If you are passionate about travelling, then obtaining a solid grasp of Spanish will allow you to more fully experience the cultures of Spanish-speaking countries like Mexico, Chile or Cuba. Hispanic culture is fascinating and somewhat underrepresented, so learning about the culture, along with the language, will definitely be a rewarding, revealing and exciting experience. Moreover, educational tours to Spain will offer a wide variety of opportunities for learning outside the classroom in destinations such as Barcelona. Being able to actually visit places in the countries that speak the languages students are learning is one of the best ways to immerse children and young people in the language itself.
Where would I get any further information from?	For more information please speak to Miss Rahmouni srahmouni@trafalgarschool.org.uk

Computer Science

Exam Board	AQA
Subject Description	Computing is of enormous importance to the economy, and the role of computer science as a discipline itself as an 'underpinning' subject across science and engineering is growing rapidly. The growth in the use of mobile devices and web-related technologies has exploded, resulting in a host of new challenges for employers and employees. In the next 10 years, the industry will require up to 20,000 new graduates to cope with the growth of the sector, in particular forensic computing which is aimed at preventing fraud and theft of intellectual property.
Course Content and Structure	You will investigate programming languages such as Python. Programming concepts are then used to support the theory that is required to complete the examinations. The theory of computing and computer architecture as well as the use of storage technologies including the cloud and data security are key concepts. This course requires some independent study and the tenacity to learn a variety of programming languages.
Assessment Arrangements	You will be assessed at the end of each unit and this will inform your progress on the course and help you to identify areas for improvement. The final exams consist of one 120 minute and one 105-minute written papers. One paper on the theory of computing and the second on programming concepts, which tests your problem-solving skills.
Equipment	It would be beneficial to have access to a computer that is connected to the internet to help you with your studies and to access coding environments that can support your experiments. Additionally, an 8GB Flash drive to store a backup of your work. We can also add some applications to this so that you don't have to worry about downloading software at home.
Career Opportunities	A grade 5 and above can lead to a Level 3 course in Computer Science, Software Systems Development or Business Information Systems. At university, you might study a BSc in: Computer Science; Software Engineering; Systems Analysis and Design. Employers will be confident knowing you have the skills required to work in a technology driven workplace. Some of the careers that this course could lead to are: web development; software and programming development; business analyst; network engineer; forensic analyst; database manager, to name a few.
Enrichment Opportunities	You will be able to take part in our Digital Leaders program and opportunities for trips are being planned.
Where would I get any further information from?	For further information, speak to Mr Murphy cmurphy@trafalgarschool.org.uk

NB: This course is only suitable for students with a Maths Year 11 target grade of 5 or above.

OPTION SUBJECTS INFORMATION

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Art – Fine Art

NB: You can only choose to study one subject from: Fine Art, Graphics or Textiles.

Exam Board	AQA
Subject Description	This course allows students to study art and explore their own creativity. It is concerned with intellect and aesthetics and allows students to discover their own path through experimentations, imagination and discussion.
Course Content and Structure	The course is designed to enable all students to achieve their potential by tailoring it to their individual needs and strengths. Students will explore a wide range of materials and techniques such as: drawing (wet and dry), painting, ink and wash, printmaking including collagraphs, drypoint intaglio, mono and lino printing, sculpture, relief, collage, photography and mixed media. Students will look at the work of different artists and explore, discuss and write about them, their work and techniques. They will annotate their work explaining their thought process, ideas and responses to different techniques and formal designs. All students will produce a final piece of work reflecting their own personal development.
Assessment Arrangements	You will be assessed in line with the most recent GCSE criteria: each section of work will be marked referencing the 4 GCSE Assessment Objectives. Peer and self-assessment will feature throughout the course. Group critique is essential for the development of work and ideas. Component 1: Portfolio is worth 60% of the GCSE grade and is marked as a whole on the completion of the course. Component 2: Externally set assignment is worth 40% of the GCSE grade and includes 10 hours of unaided supervised work and a body of preparatory study which must be submitted at the start of the supervised time. This will be marked at the end of the course. There will be interim checks on progress with reference to current achievement reflected on targets.
Equipment	Students will need a good set of drawing pencils in the 'B' range. A good quality eraser and pencil sharpener. They may also wish to purchase a range of graphite pencils and we would recommend investing in a sketchpad.
Career Opportunities	Airbrush Artist/Spray Painter, Architectural Illustrator, Interior Designer, Stage and Prop Designer, Film set Designer, Book Illustrator, Graphic Illustrator, Cartoonist/Caricaturist, Fine Artist (painter), Sculptor, Ceramicist, Printmaker/Screen Printer, Courtroom Artist, Art Conservationist, Special Effects Makeup, Mural Artist, Tattoo Artist and many more.
Enrichment Opportunities	There are constant opportunities for students to attend art and technology sessions after school and break times to enhance their skills or explore new techniques. The Art rooms are extremely well equipped in state-of-the-art technology to support students pursuing and exploring a wide range of techniques and processes.
Where would I get any further information from?	For further information, speak to Miss Sturgess: rsturgess@trafalgarschool.org.uk .

Art - Graphics

Exam Board	AQA
Subject Description	Graphic Communication (Art Graphics) is the process of visual communication and problem solving. It teaches students how art can be applied to the world of work and allows them to develop the skill of combining text and pictures in advertisements, magazines, illustrations and books.
Course Content and Structure	The course is designed to develop students' understanding of how to work on a design brief. Students will explore a wide range of materials and techniques such as: Drawing, painting, printmaking including lino and mono printing. Computer aided design: photography and Photoshop and mixed media, as well as working with digital drawing tablets. Students will look at the work of different graphic designers and illustrators and explore, discuss and write about them, their work and techniques. Students will annotate their work explaining their thought processes, ideas and responses to different techniques. All students will produce a final piece of work reflecting their own personal development.
Assessment Arrangements	You will be assessed in line with the new GCSE criteria: each section of work will be marked referencing the 4 GCSE Assessment Objectives. Peer and self-assessment will feature throughout the course. Group critique is essential for the development of work and ideas. Component 1: Portfolio is worth 60% of the GCSE grade and is marked as a whole on the completion of the course. Component 2: Externally set assignment is worth 40% of the GCSE grade and includes 10 hours of unaided supervised work and a body of preparatory study which must be submitted at the start of the supervised time. This will be marked at the end of the course. There will be interim checks on progress with reference to current achievement reflected on targets.
Equipment	Students will benefit from a good set of drawing pencils in the 'B' range. A good quality eraser and pencil sharpener. They may also wish to purchase a range of graphite pencils and a sketchbook to develop their drawing skills independently. If students have access to a drawing tablet at home, or a tablet with digital drawing software (i.e. iPad), they are encouraged to use this as home learning.
Career Opportunities	Graphic designer, illustrator, teacher, lecturer, visual merchandiser, advertiser, architect, game designer.
Enrichment Opportunities	There are constant opportunities for students to attend art and technology sessions after school and break times to enhance their skills or explore new techniques. The Art rooms are extremely well equipped in state-of-the-art technology to support students pursuing and exploring a wide range of techniques and processes.
Where would I get any further information from?	For further information, speak to Miss Sturgess: rsturgess@trafalgarschool.org.uk .

Art - Textiles

Exam Board	AQA
Subject Description	During this course, students are encouraged to develop their own personal interests and skills using a range of exciting and innovative techniques. Textiles is about experimentation and exploration of a wide range of materials and processes. It is about pushing the boundaries of fabric from paper, plastic, cloth and much more. If a medium can be manipulated it can be incorporated into textiles. Students have to be willing to experiment and be adventurous.
Course Content and Structure	Students will learn to work from direct observation and explore a range of skills and techniques which will allow them to interpret a design brief and create a personal response. Students will learn a wide range of skills including: drawing, painting, paper and fabric manipulation, weaving, felt making, fabric dyeing, printmaking, batik, marbling, sewing and many more techniques in constructing textiles. They will learn traditional, hand sewing techniques as well as mastering the sewing machines to create elaborate and experimental pieces. Students will look at the work of cultures, textile designers and explore, discuss and write about their techniques. Students will annotate their work explaining the techniques they have used and how they have achieved them.
Assessment Arrangements	You will be assessed in line with the new GCSE criteria: each section of work will be marked referencing the 4 GCSE Assessment Objectives. Peer and self-assessment will feature throughout the course. Group critique is essential for development of work and ideas. Component 1: Portfolio is worth 60% of the GCSE grade and is marked as a whole on the completion of the course. Component 2: Externally set assignment is worth 40% of the GCSE grade and includes 10 hours of unaided supervised work and a body of preparatory study which must be submitted at the start of the supervised time. This will be marked at the end of the course. There will be interim checks on progress with reference to current achievement reflected against targets.
Equipment	Students may wish to contribute by collecting interesting fabrics e.g. cotton, lace, denim, felt, chiffon, organza, velvets and silks in addition to accessories such as ribbons, yarns, buttons, beads, threads and much more. Recycling is essential to creating exciting textile design.
Career Opportunities	This course is a useful stepping stone en-route to degree level study in Textile design, Product design, Fashion, Costume design, Pattern cutting, Milliner, Accessory designer and many more.
Enrichment Opportunities	There are constant opportunities for students to attend art and technology sessions after school and break times to enhance their skills or explore new techniques. The Art rooms are extremely well equipped in state-of-the-art technology to support students pursuing and exploring a wide range of techniques and processes. .
Where would I get any further information from?	For further information, speak to Miss Sturgess: rsturgess@trafalgarschool.org.uk .

Art - Photography

Exam Board	AQA
Subject Description	This course aims to give students a broad experience of Photography and photographic techniques. It allows students to experiment with different ideas and to interpret the world around them in a unique way.
Course Content and Structure	Students will explore a wide range of photography techniques such as landscape, portrait, close detail, sports/action etc. They will look at the work of different photographers and explore, discuss and write about them, their work and techniques. Students will annotate their work explaining the techniques they have used and how they have achieved them. They will gain experience and mastery in Adobe creative software, including Photoshop, as well as traditional practices within the darkroom as well as master the use of professional studio lighting and composition in our photography studio.
Assessment Arrangements	You will be assessed in line with the new GCSE criteria: each section of work will be marked referencing the 4 GCSE Assessment Objectives. Peer and self-assessment will feature throughout the course. Group critique is essential for development of work and ideas. Component 1: Portfolio is worth 60% of the GCSE grade and is marked as a whole on the completion of the course. Component 2: Externally set assignment is worth 40% of the GCSE grade and includes 10 hours of unaided supervised work and a body of preparatory study which must be submitted at the start of the supervised time. This will be marked at the end of the course. There will be interim checks on progress with reference to current achievement reflected against targets.
Equipment	Students' own camera equipment is not essential but an advantage as the school's equipment is only available during school hours.
Career Opportunities	Film making, illustrations, book covers, photo-shoots, wedding photographer, commercial, buildings photographer, photojournalist, portrait photographer, digital marketer and many more.
Enrichment Opportunities	There are constant opportunities for students to attend art and technology sessions after school and break times to enhance their skills or explore new techniques. The Art rooms are extremely well equipped in state-of-the-art technology to support students pursuing and exploring a wide range of techniques and processes.
Where would I get any further information from?	For further information, speak to Miss Sturgess: rsturgess@trafalgarschool.org.uk .

3D Design

Exam Board	AQA
Subject Description	The aim of this course is to develop students' knowledge and understanding of, drawing, design, prototyping, modelling, making functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.
Course Content and Structure	<p>The course is designed to enable all students to achieve their potential by tailoring it to their individual needs and strengths. Within the course, students will have the opportunity to explore a wide range of disciplines within 3-dimensional design, such as: architectural design, sculpture, ceramics, product design, interior design, environmental/landscape/garden design, exhibition design, 3D digital design and designs for theatre, film and television. They will analyse different important periods of design such as Bauhaus and the Arts and Crafts movements.</p> <p>We will look at the commonality between art, design and production; understanding the creative process in problem solving and working to a design brief.</p> <p>Drawing will also play an integral part to this course, as we understand design through observation and the development of our drawing skills is an important part of this process.</p>
Assessment Arrangements	<p>You will be assessed in line with the most recent GCSE criteria: each section of work will be marked referencing the 4 GCSE Assessment Objectives.</p> <p>Peer and self-assessment will feature throughout the course. Group critique is essential for the development of work and ideas.</p> <p>Component 1: Portfolio is worth 60% of the GCSE grade and is marked as a whole on the completion of the course.</p> <p>Component 2: Externally set assignment is worth 40% of the GCSE grade and includes 10 hours of unaided supervised work and a body of preparatory study which must be submitted at the start of the supervised time. This will be marked at the end of the course.</p> <p>There will be interim checks on progress with reference to current achievement reflected on targets.</p>
Equipment	We recommend students invest in a good set of drawing pencils and a sketchbook to aid their drawing development at home.
Career Opportunities	Architect, video game designer, 3d printing technician, graphic designer, 3d animator, 3d designer, ceramicist, web developer, artist, carpenter, motion designer.
Enrichment Opportunities	There are constant opportunities for students to attend art and technology sessions after school and break times to enhance their skills or explore new techniques. The Art rooms are extremely well equipped in state-of-the-art technology to support students pursuing and exploring a wide range of techniques and processes.
Where would I get any further information from?	For further information, speak to Miss Sturgess: rsturgess@trafalgarschool.org.uk .

Business

Exam Board	OCR
Subject Description	<p>OCR's GCSE (9–1) in Business is an up-to-date and engaging qualification that is relevant to the world of business today. The qualification equips learners with the skills and confidence to explore how different business situations affect business decisions.</p> <p>The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware. The specification is divided into topics, each covering key concepts of business.</p>
Course Content and Structure	<p>The course is broken into six areas:</p> <ul style="list-style-type: none"> ● Business activity ● Marketing ● People ● Operations ● Finance ● Influences on business ● The interdependent nature of business.
Assessment Arrangements	<p>Two 90-minute written examinations externally assessed at the end of year 11:</p> <ul style="list-style-type: none"> ● Business 1: business activity, marketing and people. ● Business 2: operations, finance and influences on business. <p>Each paper is worth 80 marks, split into two sections and assesses content from the areas listed above.</p> <p>Section A contains multiple choice questions. This section of the component is worth 15 marks.</p> <p>Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section of the component is worth 65 marks.</p> <p>In the Business 2 paper, there is a synoptic question that links areas covered in both Business 1 and Business 2.</p>
Equipment	<p>Access to a chromebook to perform research. (This is available in school.)</p> <p>Calculator.</p>
Career Opportunities	<p>Today's employers want candidates with a broad range of skills and the ability to analyse data to inform business decisions. This course will enable you to be an effective participant in the growth of a business and equip you with vital skills to be successful.</p> <p>A strong grade 5 pass can result in access to a Level 3 course at college which could be A Level Economics or BTEC Diploma in Business and Finance. At university, you might study a BA in Business Administration or Accounting and Finance. Potential careers that you could find yourself in might be, business management and ownership, financial advisor, accounting technician, banking, insurance brokerage and advisor.</p>
Enrichment Opportunities	<p>Liaising with local business managers and entrepreneurs to investigate first-hand the challenges facing the business world.</p>
Where would I get any further information from?	<p>For further information speak to Mrs Parsons cparsons@trafalgarschool.org.uk</p>

Child Development

Exam Board	OCR - Cambridge National Certificate
Subject Description	Cambridge National Certificate Level 2 in Child Development teaches students to understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years. Students will develop learning and practical skills that can be applied to real-life contexts and work situations, as well as develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.
Course Content and Structure	<p>R057: Health and well-being for child development (75 minutes – 70 marks written paper). In this unit you will learn about the importance of preconception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive. Topics include: Preconception health and reproduction; Antenatal care and preparation for birth; Postnatal checks, postnatal care and the conditions for development; Childhood illnesses and a child safe environment.</p> <p>R058: Create a safe environment and understand the nutritional needs of children from birth to five years (Internally assessed task, externally moderated, 60 marks). In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs. Topics include: Creating a safe environment in a childcare setting; Choosing suitable equipment for a childcare setting; Nutritional needs of children from birth to five years.</p> <p>R059: Understand the development of a child from one to five years (Internally assessed task, externally moderated, 60 marks). In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development. Topics include: Physical, intellectual and social developmental norms from one to five years; Stages and types of play and how play benefits development; Observe the development of a child aged one to five years; Plan and evaluate play activities for a child aged one to five years for a chosen area of development.</p>
Assessment Arrangements	<p>The Cambridge National has three units, one that is externally assessed through an exam and two of which are internally assessed and externally moderated.</p> <p>R057 - 70 marks (40%) R058 - 60 marks (30%) R059 - 60 marks (30%)</p>
Equipment	No specialist equipment required.
Career Opportunities	By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Health and Social Care, an apprenticeship or university. Child Development could be the first step of a career as a Nursery Nurse, an Early Years Teacher, Family Support Worker, Nursery Manager, Children's Nurse, Social Worker and more.
Enrichment Opportunities	Throughout the course there will be many opportunities to learn beyond the classroom in Childcare settings.
Where would I get any further information from?	For more information please speak to Miss Nerssessian Inerssessian@trafalgarschool.org.uk

Food Preparation and Nutrition

Exam Board	OCR
Subject Description	Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. This course does offer opportunities to cook, the majority is writing based, including scientific and theoretical research - percentages are broken down in the 'access and arrangements' section.
Course Content and Structure	<p>This course is theory-focused, with an element of cooking throughout. You will cover these areas:</p> <ul style="list-style-type: none"> ● Principles of food preparation and nutrition ● Food commodities ● Nutrition – diet and good health ● The science of food ● Where food comes from ● Cooking and food preparation ● Food preparation and nutrition in action ● Preparation and cooking techniques <p>You will also develop confidence in working safely, hygienically and independently within the kitchen; planning and developing your own meals to demonstrate your knowledge of food theory and science.</p>
Assessment Arrangements	<p>50% of your total grade is a 90-minute written examination worth 100 marks that will take place at the end of year 11.</p> <p>15% of your total grade is a Food Investigation task worth 45 marks.</p> <p>35% of your total grade is a Food Preparation Task worth 105 marks.</p>
Equipment	If students opt for this course, they are expected to be responsible for the provision of their own ingredients. With support and guidance, they will be designing and planning their own cooks based on various areas of food science and theory. We will always support students experiencing difficulty sourcing particular ingredients, just let your teacher or Mrs Geehan know!
Career Opportunities	<p>If you have an interest and enthusiasm for studying food you could find many exciting opportunities in the Food industry, which represents the largest manufacturer in the British economy. In fact, 12% of the British workforce work in the food industry.</p> <p>It is also the first step into a continuing education in food which can be studied at KS5 and degree level. Careers involving food and nutrition can include Dietician, Food Technologist, Food Marketing, Environmental Health Officer, Teaching, Lecturing, Nursing and Health Services, Hospitality, Hospitality Management, Journalism, Event Management.</p> <p>You will need a commitment to planning, organising and preparing ingredients on a regular basis. These are invaluable skills which will be used throughout adult life.</p>
Enrichment Opportunities	There will be various opportunities to take part in trips and visits. There will also be some demonstrations and tutorials from visiting professionals.
Where would I get any further information from?	For further information speak to Miss Sturgess: rsturgess@trafalgarschool.org.uk

Film Studies

Exam Board	WJEC/ EDUQAS
Subject Description	The EDUQAS specification in GCSE Film Studies is designed to draw on learner enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel.
Course Content and Structure	<p>Film Studies is not about watching films. It is about exploring how film represents people, places and events. We will explore how film challenges stereotypes and assumptions and enables audiences to fully immerse themselves in the narratives being told. We will look critically at the cinematography and criticisms of a range of award-winning films from across the globe.</p> <p>Production is an important part of this specification and integral to learners' study of film. The production task is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed. Film Studies aims to develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • The ways in which meanings and responses are generated through film • A contrasting, culturally diverse range of films from different national contexts • Film as an aesthetic medium • How films reflect the social, cultural and political contexts in which they are made • The relationship between film and film technology over time.
Assessment Arrangements	<p>This course is made up of two exams and a non-assessment exam.</p> <p><u>Component one: Key Developments in US Film</u> Written examination: 1 hour 30 minutes 35% of qualification 70 marks.</p> <p><u>Component two Global Film: Narrative, Representation and Film Style</u> Written examination: 1 hour 30 minutes 35% of qualification 70 marks.</p> <p><u>Component three: Production</u> Non-exam assessment Internally assessed, externally moderated by WJEC 30% of qualification (production, 20%, evaluative analysis, 10%) 60 marks.</p>
Equipment	Pen Highlighter
Career Opportunities	This course would aid students interested in a career in the media.
Enrichment Opportunities	Links with universities to explore a range of production methods.
Where would I get any further information from?	For further information, please speak to Mrs Watts or Miss Newell kwatts@trafalgarschool.org.uk or bnewell@trafalgarschool.org.uk

Health and Social Care

Exam Board	OCR - Cambridge National Certificate
Subject Description	Cambridge National Certificate Level 2 in Health and Social Care introduces students to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals to maintain their dignity and sense of being valued.
Course Content and Structure	<p>R032: Principles of care in health and social care (75 minutes – 70 marks written paper). Students learn about the rights of individuals, person centred values, effective communication and how to protect service users in health and social care settings.</p> <p>R033: Supporting individuals through life events (Internally assessed task, externally moderated, 60 marks). Students will learn about growth and development through the life stages. They will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.</p> <p>R034: Creative and therapeutic activities (Internally assessed task, externally moderated, 60 marks). Students will explore therapies and learn how they can benefit people. You will also learn about the benefits of creative activities and will plan and deliver an activity to a group or individual.</p>
Assessment Arrangements	<p>The Cambridge National has three units, one that is externally assessed through an exam and two of which are internally assessed and externally moderated.</p> <p>R032 - 70 marks (40%) R033 - 60 marks (30%) R034 - 60 marks (30%)</p>
Equipment	No specialist equipment required.
Career Opportunities	Care worker, personal assistant, social worker, community support and outreach worker, supervisors and managers, occupational therapist, activities coordinator, technician, administration, support staff, nursing, psychological therapies, public health.
Enrichment Opportunities	Throughout the course there will be many opportunities to learn beyond the classroom in Health and Social Care settings.
Where would I get any further information from?	For more information please speak to Miss Nerssessionian Inerssessionian@trafalgarschool.org.uk

Creative iMedia

Exam Board	OCR
Subject Description	<p>OCR Cambridge National Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.</p> <p>Our digital world requires proficient developers and creators of Creative iMedia which include websites, video advertising, animation and games. All of this digital content needs to be moderated and adapted to suit a variety of mediums which make it suitable for distribution to a target audience.</p>
Course Content and Structure	<p>Students will complete 2 years of study where they will learn to present information effectively using a range of digital tools.</p> <p>Investigations will include learning to use the following tools:</p> <ul style="list-style-type: none"> ● Photoshop – image manipulation ● Illustrator – image creation ● Dreamweaver – web development ● PowerPoint – professional presentations ● Moviemaker – video creation ● Audacity – sound manipulation
Assessment Arrangements	<p>There are 2 internally assessed units and 1 external exam.</p> <p>The internal units are Visual Identity and Digital Graphics (compulsory) and then ONE of:</p> <ul style="list-style-type: none"> - Characters and comics - Animation with audio - Interactive digital media - Digital games <p>The internal assessments are between 12 and 14 hours</p> <p>The external exam is on Creative iMedia in the media industry. The external exam is 1hr 30mins.</p>
Equipment	A USB Flash drive would be useful to store backups of your work.
Career Opportunities	<p>Successful completion of this course can lead to Level 3 courses in Art and Design, Creative Craft, Creative iMedia including Web Development and Games Design as well as Film Studies.</p> <p>Modern business requires individuals with a wide range of skills which include the ability to present information effectively and to make use of social media to attract customers. Achieving this professionally recognised qualification will demonstrate to a potential employer that you are capable of planning, developing and refining digital products to meet a specification which is an essential skill to promote a diverse range of businesses.</p>
Enrichment Opportunities	Opportunities for trips are available
Where would I get any further information from?	For more information, please contact Mr C Murphy cmurphy@trafalgarschool.org.uk

Performing Arts - Music

Exam Board	Pearson
Subject Description	Music fosters both teamwork and independent study whilst developing persistence and resilience in students. The core principles of performing, composing, producing and listening and appraising are key to developing musical ability students receive at KS3, which is explored and deepened at KS4.
Course Content and Structure	<p>This course provides learners with opportunities to link education and the world of work in engaging, relevant and practical ways. Using the core strands of performing, composing, producing, listening and appraising, students study a range of musical genres and how these can be applied in their future lives and careers.</p> <p>The BTEC course consists of three units, during which they will be required to work both alone and in groups:</p> <p><u>Component 1: Exploring Music Products & Styles</u> Students study 5 styles and the techniques associated with those genres. Students create a blog and participate in practical workshops to produce performances, compositions, projects and commentaries about the pieces. Note: there is a large written component to these projects.</p> <p><u>Component 2: Music Skills Development</u> Students audit their skills in performance, composition and production and spend 6 months developing these. Students explore the professional and commercial skills needed for the music industry.</p> <p><u>Component 3: Responding to a Commercial Music Brief</u> Students create a 'product' in relation to a professional music brief, bringing together all the knowledge and skills from the first two components. Students write an in-depth commentary on the processes involved.</p>
Assessment Arrangements	<p>Components 1 & 2 are worth 30% each of the final mark and are assessed internally. Component 3 is worth 40% of the final mark and is assessed externally.</p> <p>Students will be awarded a Pass, Merit or Distinction for successfully completing the course.</p>
Equipment	<p>Instrument lessons are essential to help you develop your skills on your own instrument. These are offered at school during the day – Please ask Mr Mounteney for more information.</p> <p>An instrument to practise at home is highly recommended. A chromebook is also key as you must complete written tasks.</p>
Career Opportunities	<p>Successful completion of this course would allow students to pursue a level 3 or 4 qualification in music, performing arts or music technology, or an apprenticeship. Careers within this industry are wide and varied, from studio recording technicians to publicists and from performers to managers. Music also develops essential skills and attributes prized by employers, further and higher education institutes, such as working with others, problem solving and independent study.</p> <p>We aim to inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally. This course will give learners the potential opportunity to enter employment within a wide range of junior job roles across the music industry, for example runner, roadie (backline technical support), stage crew, venue staff, music promotion, and retail and sales roles.</p>
Enrichment Opportunities	<p>Musicians can participate in band rehearsals which take place weekly. There is also the opportunity to be part of our school shows and other showcases. Instrumental lessons are also available in school at an extra cost.</p>
Where would I get any further information from?	<p>Please speak to Mr Mounteney for further information: rmounteney@trafalgarschool.org.uk</p>

Performing Arts – Drama Acting

Exam Board	Edexcel (Pearson)
Subject Description	The Performing Arts BTEC Acting Award is a practical course with a focus on the development of key skills of performing and creating. You will learn about different styles of acting, how performances are created, how performers develop their skills and how people in the Performing Arts sector work together to produce a final piece of work. You will also create your own performance as part of a group and continuously take part in workshop performances to develop skill, evaluate theatre and prepare for Component 3. This is a perfect course for those who work well with others, enjoy performing and want to expand their knowledge of theatre.
Course Content and Structure	The course is taught through three components. Year 10 begins with Component one which is about existing, published plays, creative styles and the roles and responsibilities of both performers and non-performers. The rest of year 10 builds on this with Component two in which you will recreate an extract from a published text or play. This performance can be solo, in pairs or in a group, which will be decided by the teacher. Year 11 is focused on Component three and involves students working in groups of 3 to 7. You will use the skills and knowledge acquired through Components one and two to create a short-devised performance of your own from a given brief from the exam board.
Assessment Arrangements	Component one is internally assessed and is worth 30% of the overall mark. This is titled Exploring the Performing Arts, where you present your research of three plays, referencing skills, roles, responsibilities and styles. Assessment also takes place through teacher observation and recordings of workshops. Component two is internally assessed and is worth 30% of the overall mark. Assessment is through your own rehearsal log-book as well as teacher observation, peer observations and recordings of workshops and performances of a set text, chosen by the teacher. Component three is externally assessed and is worth 40% of the overall mark. You will write four short pieces about planning, rehearsing, developing skills and reviewing your devised performance. The workshop performance is also recorded.
Equipment	Black, appropriate clothing is needed for the workshop performances. Access to a chromebook is key as you must complete research tasks.
Career Opportunities	If you want to pursue a career in the Arts or simply develop your skills further you can progress to Level 3 qualifications such as 'A' Levels and further BTEC's or higher. However, the skills learnt through Performing Arts are very transferrable and desirable for all Level 3 and above qualifications and apprenticeships. You will become confident at working with others and speaking publicly. Your leadership and problem-solving skills will develop and you will become a self-reflective learner who is able to take charge of their own progress no matter what subjects you take post-16, or what career you choose.
Enrichment Opportunities	The Performing Arts Department has performances across the year that you can get involved with. There will be trips as part of your course and opportunities to engage with other schools and Local Colleges.
Where would I get any further information from?	For further information, please speak to Miss Reid or email hreid@trafalgarschool.org.uk

NB: You can choose either Drama Acting or Drama Production, but cannot do both.

Performing Arts – Drama Production

Exam Board	Edexcel (Pearson)
Subject Description	<p>The Performing Arts BTEC Production Award is a practical course with a focus on the development of key skills of theatre designers. You will learn about different roles within theatre, how performances are created, how designers develop their skills and how people in the Performing Arts sector work together to produce a final piece of work.</p> <p>In this course you will study and learn about the non-performance roles within theatre; set design, lighting, sound and costume, hair, masks and make-up. You will develop the skills and techniques needed to create and develop successful productions, and the job that each of these professionals play. This is a perfect course for those who have taken Drama in Year 9, enjoyed learning about theatre designers and want to expand their knowledge.</p>
Course Content and Structure	<p>The course is taught through three components. Year 10 begins with Component One which is coursework about existing, published plays, creative styles and the roles and responsibilities of both performers and non-performers. The rest of Year 10 builds on this with Component Two, in which you will create either set, costume, hair, make-up and mask, lights or sound for performers and have to complete a 10-minute presentation on your ideas.</p> <p>Year 11 is focused on Component Three and involves students working alongside actors. You will use the skills and knowledge acquired through Components One and Two to create and design key non-performance elements of your peer's performance. You will explore all non-performance roles in a practical way and learn to analyse live and recorded professional works. All students will take part in theatre production workshops focusing on: set design, lighting, sound and costume, hair, masks and make-up and will present their work in a final presentation to justify their</p>
Assessment Arrangements	<p>Component One is internally assessed and is worth 30% of the overall mark. This is titled 'Exploring the Performing Arts', where you present your research of three plays, referencing skills, roles, responsibilities and styles through coursework. Assessment also takes place through teacher observation and recordings of workshops.</p> <p>Component Two is internally assessed and is worth 30% of the overall mark. Assessment is through your own rehearsal and diary log-book as well as teacher observation, peer observations and presentations of work.</p> <p>Component Three is externally assessed and is worth 40% of the overall mark. You will write four short pieces about planning, rehearsing, developing skills and reviewing your devised performance. The presentation of our completed work is also recorded.</p>
Equipment	Access to a chromebook is key as you must complete research tasks. All other equipment will be provided.
Career Opportunities	<p>This would be an ideal route if you are intending to pursue a career in the Performing Arts industry such as: theatre lighting or sound technician/designer, stage crew or any aspect of theatre/TV or film design.</p> <p>The skills you learn in drama are skills for life and they will prepare you for many roles outside of the Performing Arts industry. Careers such as a lawyer, doctor, teacher, recruiter, journalist, or those in the field of PR, retail, sales & marketing and any job that requires public speaking or teamwork will all appreciate the value of a KS4 qualification in Drama.</p>
Enrichment Opportunities	The Performing Arts Department has performances across the year that you can get involved with. There will be trips as part of your course and opportunities to engage with other schools and local Colleges.
Where would I get any further information from?	For further information, please speak to Miss Reid hreid@trafalgarschool.org.uk

NB: You can choose either Drama Acting or Drama Production, but cannot do both.

Performing Arts – Dance

Exam Board	Edexcel (Pearson)
Subject Description	The Performing Arts BTEC Dance Award is a practical course with a focus on the development of key skills of performing and creating. You will learn about different styles of dance, how dances are created, how dancers develop their skills and how people in the Performing Arts sector work together to produce a final piece of work. You will also create your own performance as part of a group.
Course Content and Structure	<p>The course is taught through three components.</p> <p>In Year 10 you will learn about existing dances, choreographers and different varieties of dance styles and create research tasks on this, this will make up Component 1. For Component 2 you will recreate an existing dance or style. This performance can be solo, in pairs or in a group, which will be decided by the teacher with rehearsal logs alongside.</p> <p>Component 3, which you will start in year 11, is then focusing on using the knowledge of the first two components to create a short dance of your own from a given brief from the exam board.</p>
Assessment Arrangements	<p>Component one is internally assessed and is worth 30% of the overall mark. Assessment takes place through a research project, teacher observation and recordings of workshops.</p> <p>Component two is internally assessed and is worth 30% of the overall mark. Assessment is through your own rehearsal log-book as well as teacher observation, peer observations and recordings of workshops and performances of your dance.</p> <p>Component three is externally assessed and is worth 40% of the overall mark. You will write four short pieces about planning, rehearsing, developing skills and reviewing your devised performance. The workshop performance is also recorded.</p>
Equipment	Students will be expected to wear their PE kit in lessons. A Dance kit will be launched soon.
Career Opportunities	If you want to pursue a career in the Arts or simply develop your skills further you can progress to Level 3 qualifications such as 'A' Levels and further BTEC's or higher. However, the skills learnt through Performing Arts are very transferrable and desirable for all Level 3 and above qualifications and apprenticeships. You will become confident at working with others and speaking publicly. Your leadership and problem-solving skills will develop and you will become a self-reflective learner who is able to take charge of their own progress no matter what subjects you take post-16, or what career you choose.
Enrichment Opportunities	Dance Live is a Dance competition that the school have been regularly involved with. This takes place in February and is a great opportunity to get to know other students who have a love of dancing. Dance club is also on once a week. Dance students will also have the opportunity to liaise with local colleges and schools doing BTEC Dance.
Where would I get any further information from?	For further information, please speak to Miss Reid hreid@trafalgarschool.org.uk

Religious Studies

(to continue Ethics and Philosophy)

Exam Board	AQA
Subject Description	<p>GCSE Religious Studies (specification A) offers a range of faith-specific options and a variety of highly relevant and contemporary themes, ensuring you have a diverse choice of intriguing subjects to explore and discuss.</p> <p>You will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare you for further study.</p>
Course Content and Structure	<p>The GCSE covers a number of major world religions and contemporary ethical themes. You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop your own attitudes towards religious issues.</p> <p>You will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare you for further study.</p>
Assessment Arrangements	<p>Paper 1: Beliefs, teachings and practices of Christianity and Islam</p> <ul style="list-style-type: none"> ● 1 hour 45 minutes ● 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG) ● 50% of GCSE. <p>Paper 2: Thematic Studies exploring Relationships and families, Religion and life, Religion, crime and punishment, and Religion, peace and conflict</p> <ul style="list-style-type: none"> ● 1 hour 45 minutes ● 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG) ● 50% of GCSE. <p>There are no controlled assessments in this subject.</p>
Equipment	Nothing in addition is required.
Career Opportunities	<p>A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment. A good grade at GCSE will help you progress to an AS or A level in Religious Studies.</p> <p>Furthermore, as you enter the world of work, you will be expected to work alongside people with different beliefs than your own. Religious Studies will teach the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers, especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces.</p>
Enrichment Opportunities	There will be opportunities to visit places of worship used by different religions and to meet and talk with people from a range of different cultures and religions.
Where would I get any further information from?	For further information, please speak to Mr Coram mcoram@trafalgarschool.org.uk

Physical Education - GCSE PE

Exam Board	Edexcel
Subject Description	<p>This course enables students to explore various aspects of sport. It also develops their understanding of the benefits sport can have on a healthy and active lifestyle. In addition, the course provides a platform for students to explore other relevant career opportunities. Lessons will be a combination of theory and practical work.</p> <p>This course is ideal for students who would like to follow a career path or further education in sports science, sports medicine, medicine in general or teaching.</p>
Course Content and Structure	<p>Paper 1 Exam: Fitness and Body Systems (36%) Students will be assessed in their knowledge of applied anatomy and physiology, movement analysis, physical training and the use of data.</p> <p>Paper 2 Exam: Health and Performance (24%) Students will be assessed in the knowledge of sports psychology, sociocultural influences, health, fitness and well-being, sport psychology and the use of data.</p> <p>Non-Examined assessment: Personal Exercise Programme (10%) Students will complete a controlled assessment based around their own physical fitness and how they would improve this using a six-week personal training programme.</p> <p>Non-Examined assessment: Practical Performance (30%) The final part of the course comes from a non-examined assessment in practical performance in physical activity and sport. The selected sports must come from a combination of either two team sports and one individual, or two individual and one team. Students MUST regularly participate in extra-curricular sport clubs to ensure their practical competence is secure.</p>
Assessment Arrangements	Students are prepared throughout the two years to be able to sit two exams equalling 60% of their overall grade. Their controlled assessment will be externally marked and will amount to 10% of their final grade. Students will be expected to perform in all of the sports or activities that they have experienced in their practical lessons. This will be worth 30% of their final grade.
Equipment	Although there is no requirement, it is expected that all students have appropriate equipment to participate in a variety of sports and that this is brought to all practical lessons.
Career Opportunities	<p>The sports industry is one of the UK's fastest growing and offers many opportunities for young people to continue to be involved in sports beyond school. These include such things as:</p> <ul style="list-style-type: none"> - Advertising and marketing: events planner, sales executive, press officer. - Medicine and healthcare: physiotherapist, nurse, occupational therapist. - Education: PE teacher, lecturer. - Sport and fitness: athlete, nutritionist, lifeguard, personal trainer, sports coach.
Enrichment Opportunities	<p>Throughout the course there will be many opportunities to learn beyond the classroom. Groups will have opportunities to visit and workout in local gyms as well as in school with local fitness instructors.</p> <p>Students MUST regularly participate in extra-curricular sport clubs to ensure their practical competence is secure.</p>
Where would I get any further information from?	For more information please speak to Miss Nersessian lnerssession@trafalgarschool.org.uk

Physical Education - Sports Studies

Exam Board	OCR
Subject Description	This course will develop learning and practical skills that can be applied to real-life contexts and work situations. Students will develop understanding of contemporary issues in sport, including why people do and do not participate in sport, the promotion of values and ethics and how technology is used in sport. They will also learn how to plan and lead a sports session as well as practically perform and review their performance. Students will also take part in outdoor and adventurous activities in natural settings, learning how to do this safely as well as understanding the benefits these activities offer to people.
Course Content and Structure	<p>R184: Contemporary issues in sport. By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p> <p>R185: Performance and leadership in sports activities. In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.</p> <p>R187: Increasing awareness of Outdoor and Adventurous Activities. In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.</p>
Assessment Arrangements	<p>Students will be graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.</p> <ul style="list-style-type: none"> ● Unit R184 (40% of overall grade) is assessed by an exam and marked by OCR. ● Unit R185 (30% of overall grade) is assessed as a NEA (non-examined assessment) and is marked by your teacher and moderated by OCR. ● Unit R187 (30% of overall grade) is assessed as a NEA (non-examined assessment) and is marked by your teacher and moderated by OCR.
Equipment	Students to wear appropriate Trafalgar PE kit when taking part in practical lessons.
Career Opportunities	The skills and knowledge developed will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or Outdoor activity instructor.
Enrichment Opportunities	Throughout the course there will be many opportunities to learn beyond the classroom. There will be opportunities to experience activities beyond those taught within the school curriculum and to lead sporting events and activities.
Where would I get any further information from?	For more information please speak to Miss Nerssessionian Inerssessionian@trafalgarschool.org.uk

Sociology GCSE

Exam Board	WJEC (Eduqas)
Subject Description	<p>The WJEC Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.</p> <p>Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. Learners will develop their own sociological awareness through active engagement with the contemporary social world.</p> <p>This specification will develop learners' ability to think sociologically in relation to their experience of the social world around them so that they are able to play a positive, active and informed role in society.</p>
Course Content and Structure	<p>This WJEC Eduqas GCSE specification in Sociology requires learners to:</p> <ul style="list-style-type: none"> ● analyse information and use evidence in order to make draw conclusions about how society is structured ● use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality ● use sociological theories to understand social issues, debates and change in society over time ● understand a range of research methods ● use sociological terminology appropriately and make connections between the key areas of subject content.
Assessment Arrangements	<p>Component 1: Understanding Social Processes Written examination: 1 hour 45 minutes 50% of qualification. This component covers the following topic areas: Key concepts and processes of cultural transmission, Families, Education, Sociological research methods.</p> <p>A written assessment with a mix of short answer, structured questions and extended response questions, all compulsory. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.</p> <p>Component 2: Understanding Social Structures Written examination: 1 hour 45 minutes 50% of qualification. This component covers the following topic areas; Social differentiation and stratification, Crime and deviance, Applied methods of sociological enquiry.</p> <p>A written assessment with a mix of short answer, structured questions and extended response questions, all compulsory. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.</p>
Equipment	No additional equipment is needed.
Career Opportunities	By studying sociology, students will develop transferable skills including how to investigate facts and make deductions, develop opinions and new ideas on social issues, and analyse and better understand the social world. Future prospects could include jobs in youth work, probation services, the criminal justice system, charity and research organisations, marketing, journalism, social work, counselling, teaching or public relations and communication.
Enrichment Opportunities	As the Humanities Faculty develops and grows, there will be multiple opportunities to hear guest speakers and go on trips relevant to your studies.
Where would I get any further information from?	For further information, please speak to Mrs L Hudson-Roberts lhudson@trafalgarschool.org.uk

Travel and Tourism

Exam Board	Edexcel
Subject Description	BTEC Travel and Tourism is a vocationally related qualification. It is designed to develop your knowledge and understanding of this dynamic and growing industry. The course focuses on how the industry supports the economies of the world and how tourism affects both our environment and people. The course also investigates how the travel industry has changed and how this has contributed to the rise in global tourism.
Course Content and Structure	You will study four units which are: Unit 1, The UK Travel and Tourism Sector. This looks at how tourism contributes directly and indirectly to the UK economy. Unit 3, The Travel and Tourism Customer Service Experience. This looks at the importance of customer service within organisations. Unit 4, International Travel and Tourism Destinations. This investigates the appeal of worldwide destinations and examines the development of international gateways. Unit 5, Factors Affecting Worldwide Travel and Tourism. This investigates why events such as natural disasters and terrorism affects the travel and tourism sector.
Assessment Arrangements	Unit 1 is a written examination in year 11 (25%). Units 3, 4 and 5 you will be required to complete a series of written assignments to given deadlines over the two years (75%).
Equipment	Research folders Highlighters Project folders All equipment stated in your planner.
Career Opportunities	Employers are increasingly looking for people who have a wide range of employability skills such as time management, problem solving, working within teams and good interpersonal skills. You will have the opportunity to develop these skills as you are working to deadlines, working within teams to complete tasks and through surveys developing your communication skills. BTEC Travel and Tourism relates to an industry which has one of fastest growing employment rates in the world. There are many career opportunities within this varied industry working within areas such as marketing and sales, customer service, sports and leisure, tourist information, travel consultant and holiday representatives. With over 4.9 million people in the UK working in or supporting the industry there are plenty of career opportunities to choose from.
Enrichment Opportunities	There are a number of trips designed to support your research into the UK travel and tourism industry. We will visit a wide variety of different venues such as museums, Southsea, a sports complex, visitor attractions and Gunwharf Quays. All visits are optional. There may be a cost for some visits but not for those students in receipt of the pupil premium grant.
Where would I get any further information from?	For more information please speak to Mrs D Chandler dchandler@trafalgarschool.org.uk

Triple Science

Exam Board	Edexcel
Subject Description	Triple Science at KS4 builds on the good scientific grounding provided by the combined science pathway with additional content that allows for greater challenge and depth of understanding. The syllabus provides regular opportunities for investigative work designed to spark curiosity and indulge those with a passion for science. As with the combined pathway the course encompasses the study of all three sciences: Biology, Chemistry and Physics, resulting in 3 separate GCSEs. This is only suitable for students who are currently in 9G1 or 9R1.
Course Content and Structure	<p>The course will cover a range of topics, including from the areas listed below:</p> <p>Biology:</p> <ul style="list-style-type: none"> ● Cellular function and Cellular division ● Health, Genetics and Evolution ● Structures of the Brain and Eye ● Plant structures and Animal control ● Ecosystems <p>Chemistry:</p> <ul style="list-style-type: none"> ● Atomic structure and the Periodic Table ● Bonding and Reactions ● Reactivity series and metal extraction ● Quantitative analysis ● Fuels and Earth Sciences <p>Physics:</p> <ul style="list-style-type: none"> ● Motion, Forces and Conservation of energy ● Waves, the dangers and the uses ● Development of the atomic model and Radioactivity ● Electricity and Magnetism ● Space <p>All students will complete their studies with three Science qualifications. All exams are taken at the end of the course.</p>
Assessment Arrangements	Written examination 6 x 100 minutes. 2 each for Biology, Chemistry and Physics. Each paper has a total of 100 marks and is worth 50% of the overall grade for each Single Science.
Equipment	You will need a scientific calculator. We recommend the Casio FX-83GTX (which you can purchase at school).
Career Opportunities	<p>Science can help you make sense of the world, to assist understanding of current issues and develop transferable skills that are necessary throughout life. Science enables students to develop an enquiring mind, problem solving skills, good communication, data handling, computer literacy and team working.</p> <p>A good scientific background is necessary for most walks of life and can lead to a multitude of careers, including medicine, astrophysics, research, engineering and many more. Acquiring science skills enables students to make their way in the real world in which problems can seem to be abound – in the home, in the workplace, in the community and on the planet. We aim to motivate our students, encourage scientific curiosity, reinforce scientific thinking and enable all our students to enjoy and succeed in Science.</p> <p>Those considering taking a science subject at college will be better prepared for the course thanks to the range of content that the triple science course provides.</p>
Enrichment Opportunities	There will be an opportunity to take part in various STEM trips to local universities and other organisations.
Where would I get any further information from?	For more information, please speak to Mr Miah mmiah@trafalgarschool.org.uk