



Holy Family Catholic  
High School

**Year 9**  
**Key Stage 4**  
**Information Booklet**

**2024 – 2026**

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## Introduction

Welcome to the Year 9 options process.

The aim of this booklet is to give parents/carers and students a clear understanding of the curriculum that is on offer for year 10 students in September 2024.

Students are now at the stage of their secondary education where they are able to shape their own timetable by choosing a number of optional subjects to study alongside our core offer of English, Mathematics, Science, Religious Education and Physical Education which must be followed by all students.

The aim of our balanced curriculum is to develop, in a context of Christian understanding, the knowledge, skills, values, confidence and motivation each student needs to become a competent and valued member of society. To support this, we provide a stimulating learning environment in which enthusiasm, commitment and enjoyment are paramount.

Holy Family offers a range of optional courses at Key Stage 4 that are delivered by well-qualified and experienced staff. We offer a dynamic, innovative and motivational curriculum which seeks to both engage students and support them to be the best that they can be, thereby ensuring that they are well placed to take up progression opportunities post-16.

As part of the options programme, students are able to study both GCSE and vocational courses (Technical Awards). For students who sit their final examinations in 2026, this must include English Language, English Literature, Mathematics, Sciences and Religious Education. The GCSE Science course offered provides three distinct qualifications in Biology, Chemistry and Physics or a combined dual science award.

So what does this mean for your option choices at Holy Family Catholic High School? The curriculum has three elements to it:

### 1 The Core Curriculum

Students will study GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE single sciences of Biology, Chemistry and Physics or GCSE Combined Science, GCSE Religious Education, either Geography or History and non-examined courses in Physical Education and Personal, Social, Health and Economic education (PSHE).

### 2 The English Baccalaureate

The English Baccalaureate is a set of five subjects comprising English Language and Literature, Mathematics, Sciences, History or Geography and a Language. Whilst not a qualification in itself, the EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The key stage 4 curriculum for 2024 – 2026 requires that **all students study either History or Geography**. In addition to this, some students will take French GCSE as an option, thereby completing the EBacc set of qualifications.

### 3 The Option Choice Subjects

Students may choose two subjects from the following:

Art and Design/Creative Technologies\*  
French  
Hospitality and Catering  
Creative I-Media  
GCSE Music  
GCSE Physical Education

\*Art and Design is a very broad subject that can be adapted to suit individual needs. It can be art, designing using creative technologies or a combination of disciplines e.g. textiles, fine art. Full details of the subject content is on pages 13 and 14 of this booklet.

#### Restrictions

We cannot guarantee that all students will be able to take the subjects they choose, as some courses may be over-subscribed. Courses, which are under-subscribed, may have to be withdrawn.

#### Personal Choice

It is very important that you choose your option subjects based on **YOUR** needs and interests.

**DO** choose a subject because you are good at it or have a talent or flair for it and because you think that you will enjoy it.

**DO NOT** choose a subject simply because it is what your friends are doing or because you like the teacher; they may not teach you for the next two years!

To help you make the right choice, we are running taster sessions during careers week, commencing Monday 4 March 2024, for all option subjects. You will have the opportunity to experience each Key Stage 4 course and ask any questions you may have. Parents and students will have the opportunity to discuss choices and subject requirements at the Year 9 parents' consultation evening on Thursday 14<sup>th</sup> March 2024. During the course of this evening, there will be an options presentation at 5pm and 5.30pm outlining the curriculum for 2024-2026 and providing some key information about the process. Janis Wilson, the school's careers advisor, will also be available during the course of the evening, to give careers information and guidance to Year 9 students.

The deadline for option returns is Tuesday 16<sup>th</sup> April 2024. Following this, we shall be analysing the option choices and the feasibility of group sizes. Parents/carers and students will be informed of the outcome of this process during May 2023.

We are confident that our Key Stage 4 curriculum offer supports each and every student to be the best that they can be whilst ensuring that they are well placed and prepared to progress to post-16 within their chosen career path.

If students require any further information about subjects that are offered in the options process, we urge you to speak to the subject teacher, who will be able to answer any questions you may have.

If parents/carers have any questions about the process, please do not hesitate to contact us at school via [enquiry@hollyfamilycarlton.org](mailto:enquiry@hollyfamilycarlton.org).



# Careers Information Advice and Guidance

*"High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy."* **Department for Education**

Careers Information, Advice and Guidance is something that we are passionate about at Holy Family and we have a dedicated programme that provides quality, impartial advice and addresses misconceptions or stereotypical views on careers or academic and/or vocational pathways. We are proud of this programme, and it was awarded a nationally recognised qualification in June 2019. This award was externally assessed and ensures statutory obligations are being met and that students are receiving a good level of support.

Careers education is delivered within subject lessons, during dedicated events and through one to one consultations. Our PSHE curriculum also has specific units of work with a careers focus for each year group.

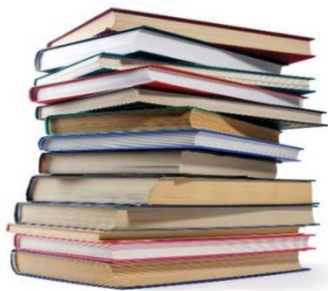
Every student in Year 9 will meet with our Level 6 independent careers adviser to discuss their career ideas and to explore the different routes that are available to them. Students are offered a one-to-one careers consultation that lasts approximately 20 to 30 minutes and they are more than welcome to have follow up appointments if they have more questions at a later date. Our careers adviser is also available to answer questions parents may have.

Students at Holy Family are encouraged to explore all possible pathways available to them once they leave school. The information and guidance given to students will cover academic, vocational and technical qualification routes, including information on the new post-16 qualifications called T-Levels. To help students make the most appropriate decision for them, we arrange for all Year 10 to visit several of our local post-16 providers for taster days and we arrange for the post-16 providers to deliver assemblies to our Year 11. Assemblies and workshops regarding apprenticeships are also delivered to Year 11 and students are invited to attend national apprenticeship events.

As well as interactions with education providers, for both post-16 and post-18, we aim to maximise student interaction with employers and employees as well. We strongly believe by giving students first-hand, meaningful interactions, this allows them to have the necessary information to make informed decisions regarding their futures. These opportunities will take place either in school, both virtually and in person, or at the place of work.

Please visit our school website, which has dedicated careers information pages and offers guidance to both students and parents. These pages provide a wide range of information including our careers programme statement, statutory guidance from the Department of Education and interactive apps to explore labour market information.

As well as the information available in school, all students have access to an online platform [www.unifrog.org](http://www.unifrog.org) This is the world's largest online database for post-16 and post-18 opportunities and brings a wide range of information into one single, impartial, user-friendly platform that helps students to make the best choices. It is again, strongly recommended that parents explore this platform with their children.



# English Language CORE GCSE



## What does the course involve?

GCSE in English Language is a two-year course covering three compulsory units:

- Explorations in creative reading and writing;
- Writers' viewpoints and perspectives; and
- Non-exam assessment: Spoken Language.

## The range of learning activities

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## How will students be assessed?

English Language will be assessed by examination only.

### Paper 1: Explorations in Creative Reading and Writing

**Section A: Reading** - one literature fiction text

**Section B: Writing** - descriptive or narrative writing

**Assessment Method:** Written exam: 1 hour 45 minutes (50% of the GCSE).

### Paper 2: Writers' Viewpoints and Perspectives

**Section A: Reading** - one non-fiction text and one literary non-fiction text

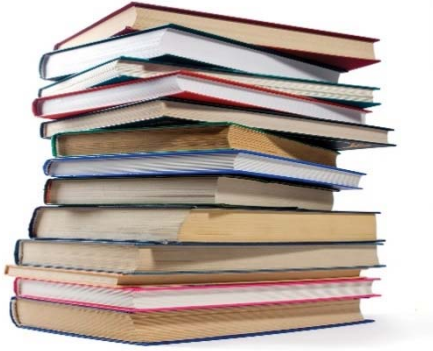
**Section B: Writing** - writing to present a viewpoint

**Assessment Method:** Written exam: 1 hour 45 minutes (50% of GCSE)

Studying English Language and English Literature is compulsory at Key Stage 4. English is a flexible and adaptable subject that opens up a wide range of career choices. English helps students to develop skills in written and spoken communication, working independently and thinking critically, which are highly valued by employers. English courses offer the opportunity to study the literature of many people and places as well as English Language and creative writing. The subjects, cultures, periods and authors, which you will encounter in English are wide ranging. You will develop an understanding of the many strands that make up Britain's culture and the influences that shape its literature and language.

## Preparation for beginning the course

Reading a range of novels, magazines and newspapers will help students to widen their vocabulary and prepare for the Language aspects of the course. Use the BBC Bitesize website to further understanding of the key skills and text.



# English Literature CORE GCSE



## What does the course involve?

GCSE in English Literature is a two-year course covering two units:

### Unit 1: Shakespeare and the 19th-century novel

#### What is assessed?

- Shakespeare play: *Macbeth*; and
- The 19th-century novel: *A Christmas Carol*.

**How will students be assessed?** Written exam: 1 hour 45 minutes (40% of the GCSE).

#### Questions

**Section A Shakespeare:** Students will answer one question on the play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** Students will answer one question on the novel studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### Unit 2: Modern texts and poetry

#### What is assessed?

- Modern prose or drama texts: *An Inspector Calls*;
- The poetry anthology: *Conflict Poetry*, and
- Unseen poetry.

**How will students be assessed?** Written exam: 2 hour 15 minutes (60% of the GCSE).

#### Questions

**Section A Modern text:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

#### The range of learning activities:

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level. Studying English Language and English Literature is compulsory at Key Stage 4.

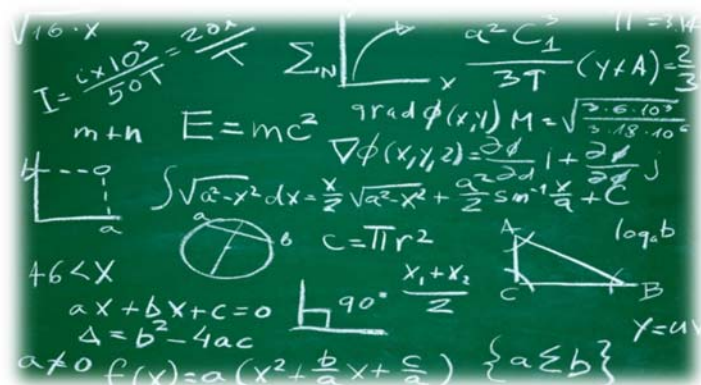
# Mathematics

## CORE GCSE

**OCR**  
Oxford Cambridge and RSA

GCSE

Mathematics (9-1) - J560



### What does the course involve?

Mathematics is a key subject that provides you with life skills that you will carry forward when you leave school. Mathematics will help you to develop mathematical thinking, which is essential in the workplace, business and finance; and for personal decision-making. It is cross-curricular and you will find that you use some aspects of Mathematics in many other subjects that you opt for.

Mathematics is particularly necessary for understanding science, engineering, technology and economics. You will develop functionality in Mathematics and be able to apply Mathematics to real-life situations. We also deal with financial capability so that you leave school as prepared as possible for the challenges that may lie ahead.

Mathematics will ensure that you are able to think independently and can reason and solve problems. The language of Mathematics is international. As students you will develop a series of skills not restricted to Mathematics, that you will not consciously realise you are employing. These skills will allow you to process information, enquire and reason, be creative and finally, evaluate the information that you are presented with. These skills will be developed through a variety of learning activities.

### The range of learning activities

- You will develop mathematical communication by solving problems using mathematical methods, posing questions, and producing reasoned arguments;
- You will represent problems using appropriate variables, symbols, diagrams and models;
- You will be given the opportunity to do investigations thus developing creative thinking;
- You will experience a wide range of learning styles from enthusiastic specialist teachers that incorporate both individual and group activities. You will be encouraged to work independently towards specific learning targets; and
- You will learn how to work as an effective member of a team, helping one another and giving constructive advice and feedback.

### How will students be assessed?

You will follow a GCSE linear course examined at the end of year 11 taking the tier of entry appropriate to your ability. The foundation tier covers GCSE grades 1 - 5 and higher tier covers GCSE grades 4 - 9.

Each tier will consist of 3 papers:

- Paper 1 => 1 ½ hours calculator paper
- Paper 2 => 1 ½ hours non-calculator paper
- Paper 3 => 1 ½ hours calculator paper





# Religious Studies CORE GCSE



## Outline of the course

### Component 1: Catholic Christianity.

This component covers Catholic teachings, practices, sources of authority and forms of expression in relation to six units:

Creation, Incarnation, The Triune God, Redemption, Church and Eschatology.

### Component 2: Perspectives on Faith.

This component covers the teachings of Judaism in relation to two philosophical and ethical units:

- Theme A: Religion, relationships and families; and
- Theme B: Religion, peace and conflict.

### How will students be assessed?

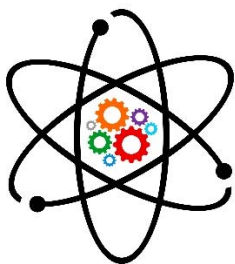
There will be continuous assessments throughout the course and a formative assessment every half term. The final exam will be taken at the end of the course and there will be two exams each lasting one hour and 45 minutes.

The exam includes questions that allow students to demonstrate their ability to:

- Apply knowledge and understanding of two religions;
- Apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith;
- Understand the influence of religion on individuals, communities and societies;
- Understand significant common and divergent views between an/or within religion and beliefs;
- Apply knowledge and understanding to analyse questions related to religious beliefs and values; and
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content below.

### The importance of Religious Studies

This GCSE allows students to focus in depth on Catholic Christianity and broaden their understanding of religion by studying the beliefs and practices of Judaism. Religious Studies will help students to understand theological concepts and religious doctrines, whilst promoting and equipping students with valuable skills for their future development, such as analytical and critical thinking, the ability to work with abstract ideas, leadership and research skills.



# Science CORE GCSE



There are two routes that students may take with their Science studies at Holy Family Catholic High School:

## 1) Combined Science (Trilogy)

The course contains equal amounts of Biology, Chemistry and Physics. It is worth **two** GCSE qualifications.

### How will students be assessed?

The course is assessed by six 75 minute examinations in the summer of Year 11. Examinations are tiered (Foundation allows students to gain grades 1-1 to 5-5, Higher allows grades 4-4 to 9-9). Tiers cannot be mixed between disciplines.

## 2) Triple Science

Triple Science allows students to extend and develop their scientific knowledge and expertise through further study in the three Science disciplines of Biology, Chemistry and Physics. Triple Science contains more content and more challenging topics but leads to **three** distinct GCSE qualifications in each discipline.

### How will students be assessed?

The course is assessed by six 105 minute examinations in the summer of Year 11. Examinations are tiered (Foundation allows students to gain grades 1 to 5, Higher allows grades 4 to 9). As the three Science disciplines are separate students can sit different tiers in different disciplines.

### Working Scientifically

Working Scientifically is a key element of both courses. Students are able to develop their scientific thinking, develop experimental skills and techniques, analysis data and make conclusions, and understand scientific vocabulary, units, symbols and nomenclature.

### Outline of the course:

Biology	Chemistry	Physics
Cells and organisation; Disease and Bioenergetics; Biological Responses; Genetics and Reproduction; and Ecology.	Atoms, Bonding and Moles; Chemical Reactions; Energy Changes; Rates, Equilibrium; Organic Chemistry Chemical Analysis; and The Earth's Resources.	Energy and Energy Resources; Particles at Work; Forces in Action; Waves; Electromagnetism; and Space (Triple Only)

# History

## GCSE



### Why study History?

The study of History provides a student with skills which are not confined to the subject. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skill set for a student but it also keeps career options open. In order to make sense of current affairs it is important to study the past, in this way, History is explicitly relevant to us.

### How will students be assessed?

The department follows the Edexcel syllabus at GCSE. This is a 100% end of course exam and students sit three papers.

#### Paper 1: 30% 1hr 15minutes

- Medicine in Britain c1250-present, surgery on the Western Front; and
- Visit to Thackray Medical Museum, Leeds is beneficial.

#### Paper 2: 40% 1hr 45 minutes

- Anglo Norman England 1060-88;
- Super Power Relations and the Cold War 1941-1991.

#### Paper 3: 30% 1hr 20minutes

- Weimar and Nazi Germany 1918-1939.

This is a good option if students have an interest in History. They will need to continue to develop skills in the following areas:

- Source analysis/source evaluation- the ability to describe sources, use content of sources to support their answer and analyse the importance of sources;
- Write extended answers; and
- Evaluate interpretations.



## Why study Geography?

Studying Geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how Geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

## What will you learn?

This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students will explore case studies in the United Kingdom, higher income countries, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## How will students be assessed?

Students will sit 3 exams at the end of the course. Fieldwork will not be submitted, but issues and fieldwork techniques will be examined. A breakdown of each is below:

### **Paper 1: Living with the Physical Environment (written exam) worth 35%**

The challenge of natural hazards, Physical landscapes in the UK, The living world and Geographical skills.

### **Paper 2: Challenges in the Human Environment (written exam) worth 35%**

Through case studies of major cities in an LICs (Low Income Countries) or NEEs (Newly Emerging Economies) as well as in the UK; urban issues and challenges, the changing economic world, the challenge of resource management (Water, Food and Energy) and geographical skills. Written exam: 1 hour 30 minutes worth 88 marks (including 3 marks for spelling and grammar).

### **Paper 3: Geographical Applications (written exam) worth 30%**

Issue evaluation, fieldwork and geographical skills. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s). Fieldwork will not be submitted, but issues and fieldwork techniques will be examined.

## Why should you choose Art & Design?



The GCSE in Art & Design allows you to use your imagination to create through a variety of mediums. By using this practical approach to teaching and learning, you will gain knowledge in a variety of art and design subject areas, whilst develop critical thinking, creativity and skills through engaging practical experiences.

Art is a practical subject that allows you to gain hands-on experience with a range of materials, and techniques. In your first term, you will experiment with a variety of mediums, before specialising in your chosen area to gain a more in depth understanding of that area.

## Eduqas GCSE in Art and Design



Structure of the course:

### Content Overview

There are seven specification titles available for study.

The titles are:

- Art, Craft and Design (J170)
- Fine Art (J171)
- Graphic Communication (J172)
- Photography (J173)
- Textile Design (J174)
- Three-Dimensional Design (J175)
- Critical and Contextual Studies (J176)

The GCSE (9–1) has TWO components.

#### Component 01: Portfolio

Learners should produce:

- a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.

#### Component 02: Externally set task

- The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli.
- A response should be based on one of these options.

### Assessment Overview

Portfolio

(01)

120 marks

non-exam assessment  
(internally assessed and  
externally moderated)

**60%**  
of total  
GCSE

Externally set task

(02)

80 marks

10 hours

non-exam assessment  
(internally assessed and  
externally moderated)

**40%**  
of total  
GCSE



## Should I choose Art and design?

If you have a passion, talent, or just love to create, Art is for you! You will be given the opportunity to delve into the art world, looking at inspiration from famous and talented artists, to help you create your own masterpieces in your chosen medium.

### Areas of Study

As explained, you have the opportunity to experiment with a variety of mediums before selecting your specialism. Below is the list of areas you can explore.



## Fine Art

- Drawing
- Installation
- Lens-/Light-based media
- Mixed-media
- Land art
- Printing
- Painting
- Sculpture

## Graphic Communication

- Advertising
- Communication graphics
- Design for print
- Illustration
- Interactive design (including web, app and game design)
- Multi-media
- Package design
- Signage
- Typography

## Photography

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image: film, video and animation



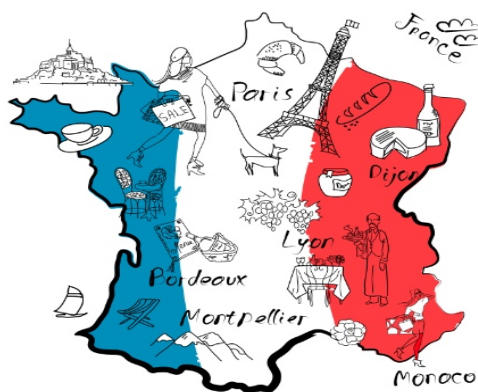
## 3D Design

- Architectural design
- Interior design
- Product design
- Exhibition design
- Environmental/landscape design
- Sculpture
- Design for theatre, film and television
- Jewellery and body adornment
- Ceramics
- Design and communication

## Textiles

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles





**The Exam board is yet to be agreed.**

## Outline of the course

The new GCSE offers an in-depth, academic approach to learning a foreign language, which deals with relevant and topical subject matter, increasing student knowledge and understanding of the world around them and preparing them for the future.

This course enables students to learn more about how a language works and develops the language learning of KS3 to broaden student vocabulary, allowing them to express themselves and their opinions more effectively across the following thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Here are some of the most significant changes to the MFL GCSE curriculum: Subject content will mostly focus on vocabulary, grammar, and phonics. Comprehension-oriented questions and rubrics will be written or asked in English.

## The range of learning activities

Students will learn how to listen to, speak, read and write in French through a variety of learning activities including interactive whiteboard activities, paired and team games, role-plays, competitions and individual tasks on a computer. All students who are wanting to study French GCSE would greatly benefit from taking part in the trip to France in year 9 run within the school, as this is an excellent opportunity to consolidate the learning within the classroom and use it in a real-life context.

## How will students be assessed?

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. They will be assessed in speaking, reading, writing and listening skills. Each paper is worth 25%. They are all marked externally but the speaking exam is conducted by their French teacher.

## Why should students consider studying this subject?

Languages will prepare you for life in an ever changing, increasingly global society. If you are considering applying to university, you should consider studying this GCSE, as some universities

are now making a GCSE in MFL an entry requirement, because it demonstrates a certain level of academic ability. Equally, if you are considering becoming a primary school teacher, all primary schools are required to teach a foreign language to their pupils, and in a competitive field, you will have a distinct advantage if you have a GCSE in a modern foreign language.

A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are the main requirement. For other jobs a combination of languages and other qualifications may be needed. For example, people with languages plus IT, law, finance or sales skills are much sought-after.

Multiple government agencies, the travel industry, engineering, communications, the field of education, international law, economics, public policy, publishing, advertising, entertainment, scientific research, and a broad array of service sectors all have needs for people with foreign language skills.





# Hospitality and Catering EDUQAS



## About the Qualification

The Eduqas Level 1/2 Award in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them. It is most suitable as a foundation for further study, providing students with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning post 16 and employment.

This Hospitality and Catering course has been designed to develop the learner's knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they successfully link to hospitality and catering operations. In this qualification, students will also have the opportunity to develop practical based learning including food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

## There are two mandatory units:

Units	Assessment Method
Unit 1 The Hospitality and Catering Industry	Written exam paper, Eduqas set and mark. 80 minutes, 80 marks. Students answer all questions.
Unit 2 Hospitality and Catering in Action	Centre assessed task. Eduqas moderate.

## Why choose Hospitality and Catering?

'Hospitality' is the friendly reception and entertainment of guests, visitors or strangers. Whereas 'catering' is to provide people with food or drink at a particular event.

So, why not combined the two? Use transferable skills to develop knowledge and understanding of this popular industry.

There are significant career opportunities in many work place settings such as restaurants and hotels. Here are just a few reasons why you should consider a career in Hospitality and Catering. The industry has diverse careers:

- Employees get to do new and exciting things;
- Employees can work all around the world;
- Employees have the opportunity to work in diverse workplace settings;
- Employees can invent new and exciting dishes;



# Certificate in Creative iMedia

## CAMBRIDGE NATIONAL

### What is Creative iMedia?

Are you good at using software to develop products such as movies, images and multimedia products? Do you enjoy creating ICT based products to meet a particular purpose and target audience? Are you interested in a career in games or web development? If so, this may be the course for you! The Cambridge National in Creative iMedia is a course for those with a creative mind. You will be asked to plan, design, develop and review products using a range of software.

### Why Study Creative iMedia?

Creative and Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Creative iMedia provides you with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education.

### Outline of Syllabus Content

**Unit R093:** Creative iMedia in the media industry paper. This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact, and engage audiences.

**Unit R094:** Visual identity and digital graphics. This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

There are 5 optional units to choose from. Each optional unit has the same structure to your learning, but the conventions and practical skills are tailored to the media product being studied. Students select one.

Unit R095: Characters and comics	Unit R098: Visual imaging
Unit R096: Animation and audio	Unit R099: Digital games
Unit R097: Interactive digital media	

### Assessment

**R093:** Creative iMedia in the media industry – 1 Hour 30 minutes written exam, 70 marks

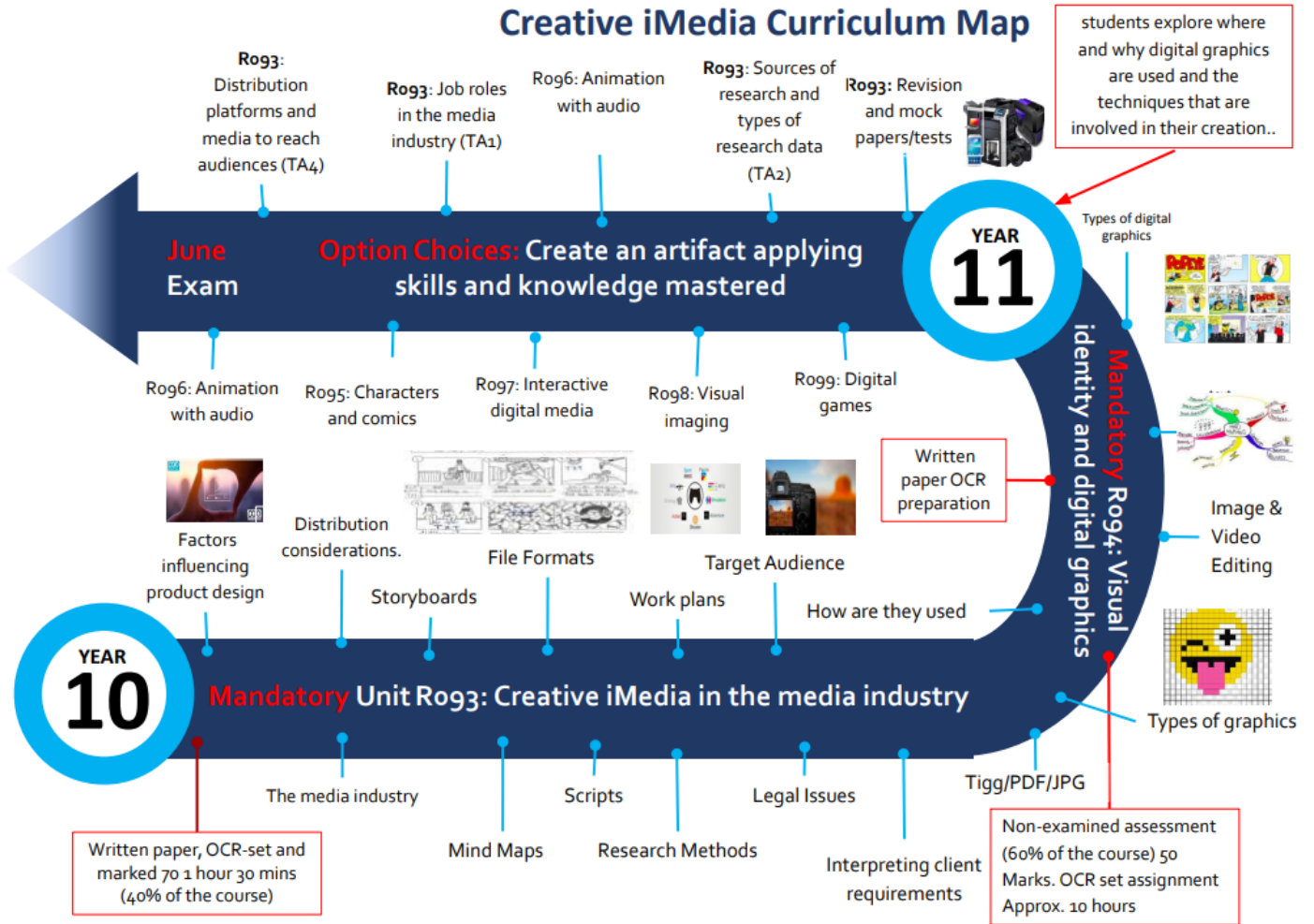
**R094:** Visual identity and digital graphics - Coursework assessed in school moderated by OCR – Approx. 10-12 hours, 50 marks.

Students select one of the 5 optional units - Coursework assessed in school moderated by OCR – Approx. 10-12 hours, 70 marks.

### What can this lead to?

With further training or study, possible careers could include animator, applications developer, cartographer, digital marketer, games developer and film & video editor.

## Creative iMedia Curriculum Map





## Why choose the Pearson Edexcel GCSE in Music?

An exciting qualification which reflects the demands of a modern and evolving music environment. Three engaging components, assessed through:

- One solo & one ensemble **performance** (30% of overall marks)
- One 'free' composition & one **composition** following a brief from Edexcel (30% of overall marks)
- One externally examined **analysis** paper - pupils answer questions on '**Set Works**' (beneath) as well as on some unfamiliar music. (40% of overall marks)

## Course structure

A '**Set Work**' is studied each half-term. This enables students to conduct in-depth studies into different musical styles and genres, and put them in a wider context. Students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group. Composition & Performance tasks are linked to the style being covered.

	Y10	Y11
Autumn 1	Wicked – 'Defying Gravity' 	Set composition brief 
Autumn 2	J. Williams – 'Star Wars' 	Beethoven – 'Pathetique' 
Spring 1	Purcell – 'Music for a While' 	Bach – 'Brandenburg 5' 
Spring 2	Queen – 'Killer Queen' 	Final performances (30%) 
Summer 1	Afro-Celt – 'Release' 	Written Exam (40%) 
Summer 2	Esperanza – 'Samba' 	

**Progression:** The content allows students to progress into AS, A Level, and vocational qualifications in Music.



# Physical Education GCSE

**The Exam board is yet to be agreed.**

## Why study GCSE Physical Education?

Studying Physical Education will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in three different sports through the non-exam assessment component, they will also develop wide-ranging knowledge into the how and why of physical activity and sport.

<b>Paper 1: The human body and movement in physical activity and sport</b>	<b>Paper 2: Socio-Cultural influences and well-being in physical activity and sport</b>	<b>Non-exam assessment: Practical performance in physical activity and sport</b>
<b>What is assessed?</b> <ul style="list-style-type: none"> <li>Applied anatomy and physiology;</li> <li>Movement analysis;</li> <li>Physical training;</li> <li>Use of data.</li> </ul>	<b>What is assessed?</b> <ul style="list-style-type: none"> <li>Sports psychology;</li> <li>Socio-cultural influences;</li> <li>Health, fitness and well-being;</li> <li>Use of data.</li> </ul>	<b>What is assessed?</b> A practical performance in three different physical activities. Analysis and evaluation of performance to bring about improvement in one activity.
<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>Written exam: 75 minutes</li> <li>78 marks</li> <li>30% of GCSE</li> </ul>	<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>Written exam: 75 minutes</li> <li>78 marks</li> <li>30% of GCSE</li> </ul>	<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>Assessed by teachers</li> <li>Moderated by AQA</li> <li>100 marks</li> <li>40% of GCSE</li> </ul>

## Is this course right for me?

This course is aimed at students who enjoy all types of Sport/Physical activities and is a strong performer in at least 3 sports with at least 1 team sport and 1 individual sport. Students should also want to improve their own and others' performance. There must be an interest in human biology (muscles and bones) as well as health and fitness, diet, how to train, socio-cultural influences on sport and sports injuries. You must be keen to study the theory side of PE as well as take part in the practical lessons.

## Progression Pathways

<b>Course progression</b>	<b>Career opportunities</b>
AS & A-Level PE Sport Science Degree Sport Studies Degree Sports Coaching Sports Degree Physiotherapy	PE Teacher or Sport Lecturing, Sports Development, Physiotherapy, Sports Therapy, Chiropractor/Osteopath, Sports Medicine, Fitness Instructor or Personal Trainer, Sports Analyst, Fitness Class Instructor, Sports Journalism Leisure & Sport Management & Sports Coaching.

# STUDENT CHOICES

**Student Name:** ..... **Tutor Group:** .....

All students follow a core curriculum that includes GCSE English Language, GCSE English Literature, GCSE Maths, GCSE Triple Science/Combined Science, GCSE RE, humanities and non-examined courses in physical education and personal social health and citizenship education.

Please select either History or Geography

**History**

**Geography**

If you would like to do both History **and** Geography please tick both.

Please select two subjects from the list below (if you would like to do both History and Geography please choose just one option from the list.)

**Art and Design**

**French**

**Hospitality and Catering**

**ICT: Creative iMedia**

**Music GCSE**

**PE GCSE**

Please write in the space below a reserve choice should one of your choices not be available.

**Reserve Choice** \_\_\_\_\_

**We cannot guarantee that all students will be able to take the subjects they choose, as some courses may be over-subscribed. Courses that are under-subscribed, may have to be withdrawn.**

Once completed this form should be returned to school reception or you can forward choices to our enquiry email [Enquiry@holyfamily.bkcat.uk](mailto:Enquiry@holyfamily.bkcat.uk) . The last date for submission of this form is Tuesday 16<sup>th</sup> April.

Parental signature: ..... Date: .....