

Thomas Hall School

GCSE Options 2025 - 2027





HEAD TEACHER'S FOREWORD



At Thomas Hall School, we are committed to the success of every pupil. Our curriculum is designed to support academic progress throughout each Key Stage, supporting successful external examinations at the end of Year 11.

Pupils follow a broad curriculum in Year 7, Year 8 and Year 9, before taking some ownership of their curriculum pathway in Year 10. This year we will have a single pathway within the option process. Almost all of our pupils are put forward for the 'English Baccalaureate' to ensure that they have access to a range of academic subjects at GCSE, including English, Mathematics, at least two Sciences, and a Modern Foreign Language. Students will then choose either Geography or History and two further GCSEs to complete their Key Stage 4 learning journey. This booklet contains information about each course offered to help students decide between the three options.

When making their choices, the best advice we can give is for your child to select the subjects in which they feel most confident and which they enjoy the most. Our goal is to ensure a balanced curriculum, which gives reasonable class sizes and which offers each pupil the chance of obtaining the best possible examination results at the end of Year 11.

Unfortunately, therefore, we are unable to guarantee everyone's first choices. Students will be asked to rank the options in order of preference and reserve choices may have to be employed where a particular subject is over or under-subscribed. Nevertheless, our overall aim will be to meet the needs of each individual as far as is possible within the timetable.

New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	F/G	E	D	Bottom 2 thirds C	Bottom third B Top third C	B Top 2 thirds	A	A*	A* Top 20% Grade A and above

Regards,

Phil Arnold

The Options Process

THE ENGLISH BACCALAUREATE

Most students will have the opportunity to follow the full English Baccalaureate*. This is awarded to students who are successful in gaining GCSE grades 9 - 5 in the following subjects:

- English Language
- Mathematics
- Science
- One Humanity subject in either History or Geography
- One Modern Foreign Language (French)

It is accepted that the combination of subjects in the English Baccalaureate has become a selection criterion for universities and employers. The Russell Group of Universities (considered the best 24 universities in the country) has made it known that Modern Foreign Languages and a Humanities subject are two of the eight facilitating subjects they desire for entry.

Students will continue to follow a two-week timetable, with 20 lessons each week. This allows for a developed curriculum that offers academic rigour, but also supports our wider curriculum delivery. Along with the core examination curriculum, pupils will continue to have focused lessons in PHSE and core PE. The breakdown of subjects is split over the two-week timetable, with 40 available lessons.

*Students currently in intervention will continue to do so in place of French.

English	Maths	Triple Science	French
6 Lessons per fortnight	7 Lessons per fortnight	7 Lessons per fortnight	4 Lessons per fortnight

Physical Education	PSHRE**
3 Lessons	1 Lesson

** Personal, Health, Social & Religious Education

OPTIONS

Option 1	Option 2	Option 3	Total
4 Lessons	4 Lessons	4 Lessons	40 lessons over 2 Weeks

OPTIONS

Option Block 1	Option Block 2	Option Block 3
History	Music (Vocational)	Sports Studies (Vocational)
Geography	Art & Design	Computer Science
	Drama	Health and Social Care (Vocational)
	Photography	



English Literature & language

English Language	5
English Literature	-
	8



Languages

French 9



Mathematics

Mathematics	10
	-
	11



Nature & the Environment, Science and Technology.

Triple Sciences	12
Health & Social Care BTEC	-
Computer Science	16



Place and Time

Geography	17
History	-
	20



Sport and Performance

Art	21
Music BTEC	-
Photography	-
Drama	-
Sports Studies	28

ENGLISH LANGUAGE



Currulum

English Language inspires and motivates learners, enabling them to develop skills in reading, writing and communication. Through their GCSE in English Language they will hone analysis skills by covering texts from the 19th, 20th and 21st centuries.

Students will learn to enquire, form opinions and interpret ideas and information. They will develop skills to enable them to reflect critically and evaluate fiction and non-fiction texts in order to have greater understanding of the world around them.

English Language encourages learners to write coherently and for a sustained amount of time. It encourages them to develop the accuracy of their writing, their sentence structures and use a wide range of vocabulary. Their lessons are designed to equip them with the vital literacy skills for their other subjects and for continued life-long learning.

In the Speaking and Listening examination, learners will understand the important role of communication, courage and self-discipline. Learners will engage an audience through a prepared speech which is delivered to their peers. They will be awarded a Pass, Merit or Distinction for this as a separate grade alongside the number grade they achieve for their English Language GCSE.

Assessment

Course Content	Assessment
<p><u>Paper 1 – Explorations in Creative Reading and Writing</u></p> <ul style="list-style-type: none"> • Reading – one literature fiction text post 1900 • Writing – descriptive or narrative writing 	<p>Written exam – one hour 45 minutes forming 80 marks and 50% of GCSE.</p>
<p><u>Paper 2 – Writers' Viewpoints and Perspectives</u></p> <ul style="list-style-type: none"> • Reading – one pre 1900 non-fiction text and one literary non-fiction text • Writing- writing to present a viewpoint 	<p>Written exam – one hour 45 minutes forming 80 marks and 50% of GCSE</p>
<p>Non-examination Assessment – Spoken Language</p> <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback • Use of Standard English 	<p>Marked by teacher</p> <p>Separate endorsement (0% weighting of GCSE)</p>

ENGLISH LANGUAGE



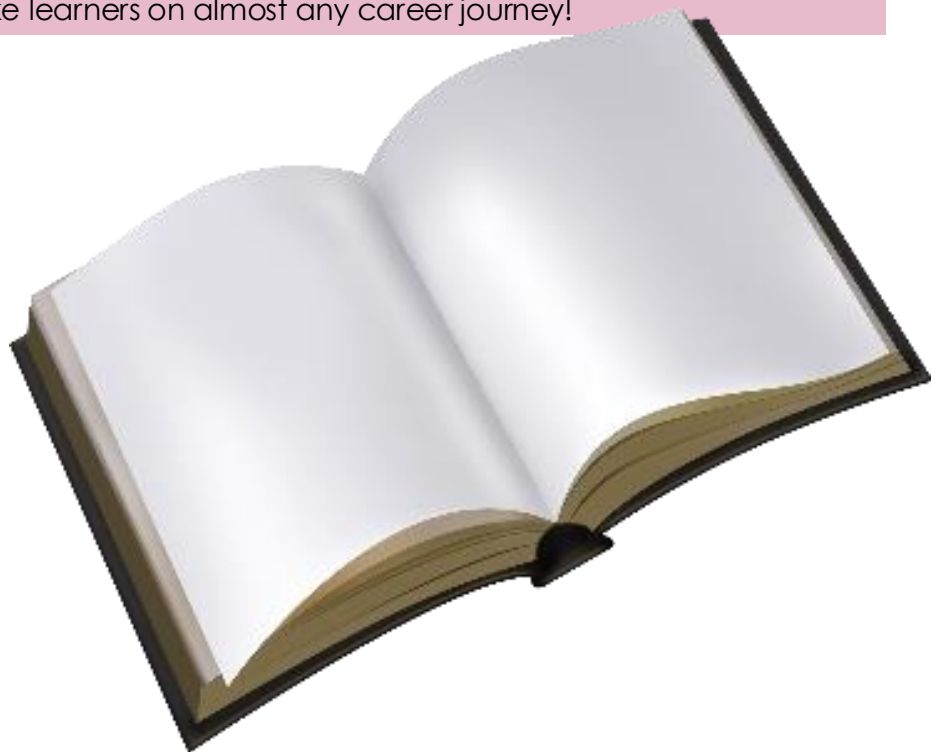
Trips

Trips: Students will be offered enrichment activities to enhance the knowledge they have of the texts we are studying. For example, trips to a theatre to watch a play we are studying, attending poetry events or writing workshops.

Post 16 and Career Progression

Students can progress to study English Language, English Literature and Media Studies 'A' Level.

Careers can include: journalism, writing, media, marketing and a range of arts administration work. English is a transferable skill and equipped with so many skills including: critical thinking, articulation, self-expression and communication. English can take learners on almost any career journey!



ENGLISH LITERATURE



Curriculum

English Literature is a highly valued subject by both employers and higher education institutions as it enables students to develop an understanding of themselves and of the world around them as well as honing the skills of analysis which are useful in many areas of work and education. The syllabus includes studying the works of Shakespeare, a Nineteenth Century novel by Charles Dickens, a play as well as poetry from a collection of poets.

The texts enable learners to develop a critical understanding of the ways in which literary texts are an exploration of the human condition and are often a commentary on the society and politics of when they were written and set.

Learners will analyse the language, form and structure of a text, as well as developing skills to comment on writers' intentions, and evaluate how well this was achieved

Assessment

Course content:

Paper 1: Shakespeare and the 19th Century Novels -

Shakespeare – Macbeth

19th Century novel – A Christmas Carol

Assessment: Written exam – 1 hour 45 minutes 64 marks – 40% of English Literature GCSE

Paper 2: Modern Texts and Poetry

Drama – An Inspector Calls

Poetry – Power and Conflict cluster

Unseen poetry – Students will also be given poems they have not studied and will be asked to analyse them.

Assessment - Written exam – 2 hours 15 minutes

96 marks – 60% of English Literature GCSE

- The Literature exams are 'closed book', i.e. students have no access to copies of the texts studied during the exams.
- All students will take the two subjects (English Language and English Literature and gain two separate GCSEs.

ENGLISH LITERATURE



Trips

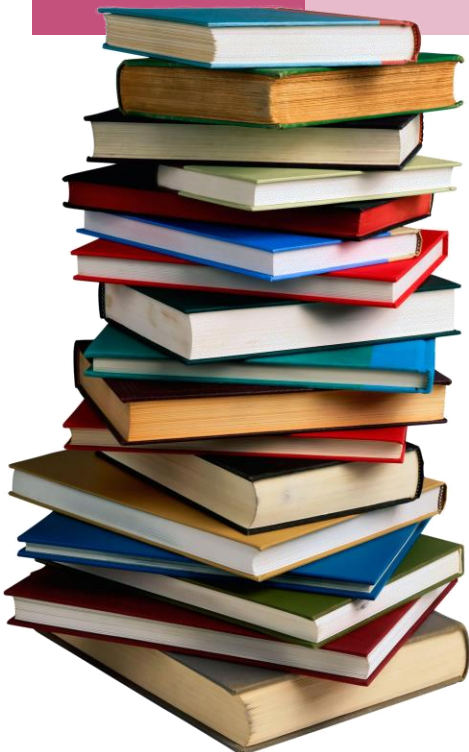
Optional trips: We will offer optional trips as part of the course each year including: visiting the local Exeter Northcott theatre and enjoy learning experientially about the social and historical context of both the nineteenth century and Shakespeare texts. Virtual trips include live performances at the National Theatre.

Outdoor learning: Our site and its links to Exeter and its history will help us understand the social and historical context of nineteenth and twentieth century texts.

English Leaders: GCSE students will help organise World Book Day, contribute to the running of the library and share a love of reading with younger students across the school community. They will also participate in creative writing and poetry competitions

Post 16 and career Pathways

Many of our learners have opted for English Language, English Literature and Media Studies at post 16 level. Careers can include: journalism, writing, media, marketing and a range of arts administration work.



FRENCH



Curriculum

Learning a language is part of being a global citizen. Learning about another culture develops respect and empathy for others as well as helping you to understand yourself. It takes a lot of courage to be open to learning a language and experimenting with an unfamiliar dialect in front of your peers and this helps to build confidence.

Businesses and universities like to see a language qualification on application because it takes dedication and self-discipline to acquire. You are not really just learning French at Thomas Hall, you are using language you may need in the future in this ever-changing world!

Linguists nurture each other in the classroom as they support others in pair and group work. Linguists nurture themselves as they look at the world beyond their own town and country and consider their part as an active global citizen.

Assessment

There are four components within the French GCSE, all of which are externally assessed pieces; listening, reading, writing and speaking papers. Each component is worth 25% of the final mark.

Post 16 and career Pathways

They are specific career opportunities. Which include teaching, translating and interpreting. The ability to offer a language is welcomed in many aspects of business, tourism, science, engineering and the medical profession.



MATHEMATICS



Curriculum

Mathematics is the language of the universe and so helps us to understand the amazing and complex world around us. In all cultures and across the centuries Mathematics has been a core subject schools and universities. It has an inner beauty and majesty capable of stimulating the imagination. It is the universal language used to describe and understand the world we live in. It possesses a rich core of puzzles and problems that continue to entertain and bemuse.

You will learn to apply mathematical knowledge and understanding to real life functional problems. Mathematics helps you to think and communicate mathematically - precisely, logically and creatively.

Mathematics makes our life orderly and prevents chaos. It nurtures power of reasoning, creativity, critical thinking and problem-solving ability. Be it a cook, a farmer, a carpenter or a doctor, everyone uses Mathematics in their day-to-day life. A study of nature reveals Mathematics – Snails make their shells: spiders design their webs and bees build hexagon combs.

Assessment

Edexcel GCSE. Tiered – Foundation (1-5) / Higher (4-9), linear (all three examinations must be taken at the end of the two years) and no coursework. Three externally assessed examinations: Paper 1 is non-calculator, Paper 2 and 3 are calculator allowed.

Trips

Optional Trips

We will have the opportunity to take part in Maths conferences which will inspire you to understand the applications of Mathematics in unusual areas of life from code breaking to newspapers and crowd movement.

Outdoor learning; We will use our wonderful outdoor space to measure the circumference of trees and use this data to predict their age. We will learn about topics including area, volume, perimeter and bearings outside.

MATHEMATICS



Trips (Cont.)

Mathematic Leaders

Our GCSE students will be asked to help students further down the school by running maths challenges every term, such as Maths quizzes, collecting data about how all students travel to school. We plan to enter 'The Intermediate Mathematical Challenge', which is a competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems.

Post 16

A good GCSE grade in Mathematics will allow you more choice post 16.

Qualifications in Mathematics are often part of employers' criteria for selection of job applicants. A good pass will often be the first hurdle in gaining an interview for a diverse range of careers and can also be an essential entry qualification to many college courses, even ones that are seemingly unrelated to Mathematics.

Mathematicians use their skills in a variety of careers such as: accountancy, economics and finance;

- Construction, engineering and design;
- Science and medicine;
- Teaching;
- Computing, design and animation.



Domain of Learning – Nature and the Environment, Science and Technology

7 lessons every 2 Weeks
COMPULSORY



TRIPLE SCIENCE

Curriculum

Learning Science is to learn about yourself, the world around you and your position within the world. We strive to understand how everything interacts and works together in harmony, from within an atom to ecosystems and the universe.

Using scientific enquiry, we can study the world from different perspectives and disciplines, including biology, chemistry and physics. This teaches us courage to question what we know, and use empathy to understand, accept and respect others' viewpoints. Science also gives a profound appreciation of the amazing world we live in and develops a deep sense of respect and gratitude for our environment.

Scientists need to work with a high-level of self-discipline and integrity to ensure that investigations, enquiries and data analysis are performed rigorously, fairly and without bias.

Scientists develop an innate understanding of the human organism, its physiology and interaction with its environment. We nurture the development of independent thought and learn to evaluate lifestyle choices to reduce risk factors and to stay healthy.

Scientists nurture others by learning about the interactions between organisms and how scientific developments can be used to improve the quality of life for many people. We also learn to appreciate different viewpoints and cultures through ethical topics and debates.

Scientists nurture the world by developing respect for our environment, the impact we have on it as humans, and how we can reduce and reverse these effects.

Assessment

All paper exams are equally weighted in the final GCSE, 3 separate GCSEs are awarded

GCSE BIOLOGY

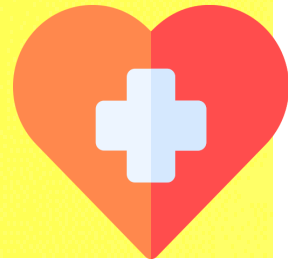
Paper 1 – Biology topics 1-4: Cell Biology; Organisation; Infection and Response; Bioenergetics

Paper 2 – Biology topics 5-7: Homeostasis and response; Inheritance, variation and evolution; Ecology



TRIPLE SCIENCE

Assessment (continued)	<p>GCSE CHEMISTRY</p> <p>Paper 1 – Chemistry topics 1-5: Atomic structure and the periodic table; Bonding, structure and the properties of the matter; Quantitative analysis; Chemical Changes; Energy Changes.</p> <p>Paper 2 – Chemistry topics 6-10: Rates of Reaction; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; Using Resources</p> <p>GCSE PHYSICS</p> <p>Paper 1 – Physics topics 1-4: Energy; Electricity; Particle model of matter; Atomic structure.</p> <p>Paper 2 – Physics topics 5-8: Forces; Waves; Magnetism and Electromagnetism; Space.</p>
Trips	<p>Each year we take part in the Exeter Maths School 'Physics Challenge', where teams of Year 10 & 11 students compete with other schools in the area.</p> <p>Outdoor Learning</p> <p>We have the benefit of being able to use our beautiful site to study ecology and can make great use of the outdoor space for investigations into other topics such as sound, effect of exercise on heart and breathing and terminal velocity.</p> <p>Science Leaders</p> <p>We will plan to initiate a STEM programme and the option to enter the national Big Bang UK Young Scientists and Engineers Competition, where students could end up presenting their projects at the Big Bang Fair, locally and nationally. As part of the programme, club members will act as ambassadors for science within school, encouraging and supporting younger students to access and engage in science and enquiry-related projects.</p>
Post 16 and Career pathways	<p>Studying science and the skills developed by doing so opens the doors to a wide range of career paths. Depending on which discipline is most of interest, this could include:</p> <ul style="list-style-type: none">• Biology-related careers: biomedical scientist, nurse, vet• Chemistry-related careers: chemical engineer, forensic scientist lab technician• Physics-related careers: astronomer, nuclear engineer, electrician <p>Research</p>



HEALTH & SOCIAL CARE

Curriculum

This qualification is for pupils interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care.

The course covers some of the fundamental aspects of health and social care, including growth and development, health and social care services and values, and health and wellbeing, giving pupils a broad introduction to a sector that transects a wide range of careers from social care and social work to many different branches of healthcare. They will learn about physical, lifestyle, social, cultural, economic and environmental factors affecting health and wellbeing and how to make recommendations for improvement using person-centered approach.

The Cambridge National combines theory with plenty of practical application, giving pupils the opportunity to develop key skills relevant to the health and social care sector such as research techniques and measuring physical health, as well as developing their written communication skills as they create health and wellbeing plans. Through the two internally assessed components, learners will complete realistic tasks and activities that allow them to fully connect knowledge to practice and evidence core knowledge, understanding and skills

Assessment

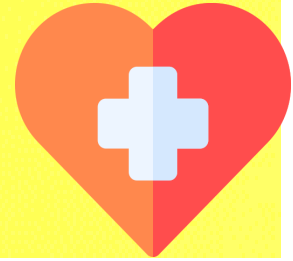
OCR Cambridge National Level 1 / 2 Health and Social Care
Consists of 2 Mandatory Units and 1 Optional Unit.

Mandatory Units

- R032 Principles of Care in Health & Social Care Settings – 1 hour 15min Exam, (70 marks): 40%
- R033 Supporting Individuals through life Events - Internal assessment tasks, 10-12 hours (60 Marks): 20%

Optional Units

- R034 Creative and Therapeutic Activities - Internal assessment tasks, 10-12 hours (60 marks): 20%
- R035 Health Promotion Campaigns - Internal assessment tasks, 10-12 hours (60 marks): 20%



HEALTH & SOCIAL CARE

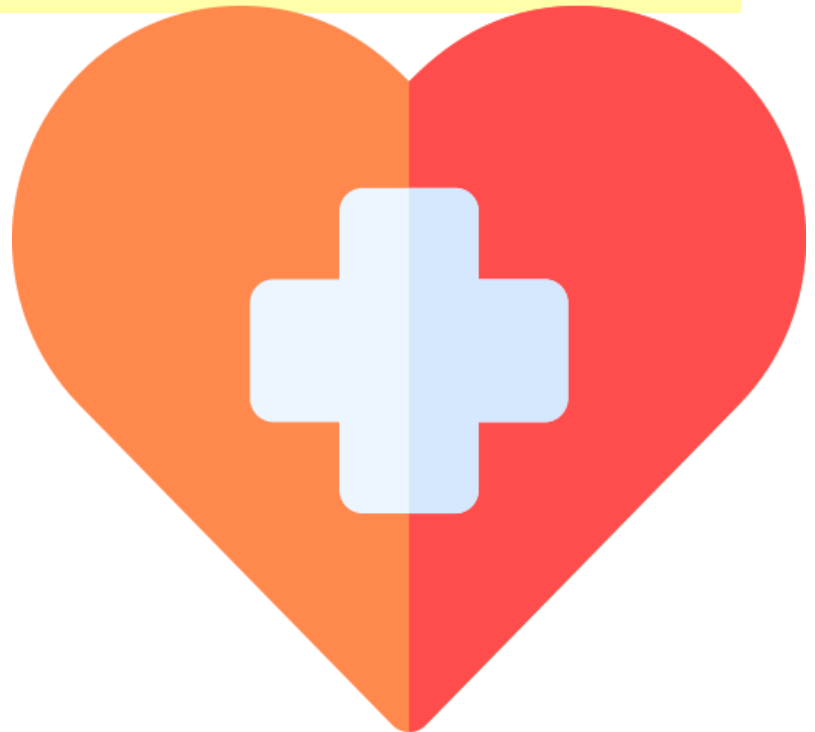
Choosing a Cambridge National Qualification

Cambridge Nationals are Level 1/Level 2 courses that are of the same size and rigour as GCSEs, widening learners' options at Key Stage 4, while keeping all their options open for progression into post-16 education and training.

Post 16 and Career pathways

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.

The careers that start from Health and Social Care are endless – Nurse, Midwife, Social Worker, Occupational Therapist, Paramedic and more.





COMPUTER SCIENCE

Curriculum

The modern world is digital, with every aspect of our lives touched by computing. In this GCSE you will be exploring the beating digital heart of our civilisation. You will learn the reasons behind the current paradigms and develop real familiarity with the underlying functions that drive our world.

3.1 Fundamentals of algorithms

Build examples of different algorithms and explain when to use which.

3.2 Programming

Refine your programming skills and expand your capabilities with more abstract concepts like functions and subroutines.

3.3 Fundamentals of data representation

Find out why we use the numbers we do, and why there is an ever-growing list of file types.

3.4 Computer systems

Understanding the path from electrons in wafer to a screen full of data.

3.5 Fundamentals of computer networks

Learn to describe how everything in our digital world connects

3.6 Cyber security

Understanding of the threats we face and how to mitigate them

3.7 Relational databases and structured query language (SQL)

Probably the one skill you will use for the rest of your digital career

3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Understanding how we fit into the bigger picture

Assessment

Paper 1: Computational thinking and programming skills

2 Hours, 50% of GCSE. A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: Computing concepts

1 hour 45 minute, 50% of GCSE. A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Post 16 and Career pathways

Computer science GCSE is a solid first step into a career in tech, from development to system administration, but there are other opportunities.

Cutting edge research in Science almost always requires someone that can code the simulation or sensor integration for experiments.

Businesses thrive when they are digitally literate.

GEOGRAPHY



Curriculum

Why study Geography?

There has never been a better or more important time to study geography. With growing interest in issues such as climate-change, sustainable development, migration, environmental degradation and social inequality, geography is one of the most relevant courses you could choose to study. Not only is the subject itself intrinsically interesting, but geographers are also highly employable. Often, the top media stories of the day concern topics related to geography, such as crime statistics, the spread of disease, wind farms and other renewable energy resources, and pressures on the environment. Geographers' abilities to understand the local and global implications of such issues, from a breadth of different perspectives, mean that their knowledge and skills are highly sought after in the workplace.

What will you gain from Geography?

Geography is the study of where places are, what they are like, what life is like in them, and how and why they are changing. It can help you to:

- Read and use maps and diagrams.
- Learn to analyse data.
- Develop decision making skills – through role plays and simulations.
- Gain knowledge of the world and understand current events.
- Appreciate diverse cultures, in this country and abroad.
- Develop debate skills and empathise with others.
- Become aware of physical and human environments.

Assessment

Paper 1 - Living with the physical environment

35% - (Physical Geography) Written exam: 1 hour 30 minutes, 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)).

Topics - The challenge of natural hazards (tectonics, weather & climate), the living world (tropical rainforests & hot deserts), and physical landscapes in the UK (rivers & coasts).

Paper 2 - Challenges in the human environment

35% - (Human geography) Written exam: 1 hour 30 minutes, 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)).

Topics - Urban issues and challenges, the changing economic world, and challenges of resource management (energy or water management).

GEOGRAPHY



Assessment (Cont.)

Paper 3 - Geographical Applications

30% Written exam: 1 hour 30 minutes, 76 marks (including 6 marks for spelling, punctuation, grammar and specialist terminology (SPaG)). Pre-release resources are made available from 22 March in the year of the exam.

Topics - Fieldwork, issue evaluation, and geographical skills. The issue evaluation will be based on a pre-release information booklet and will assess a topic area from Paper 1 or 2, drawing on concepts across the curriculum.

Fieldwork is compulsory; visiting Lyme Regis and Bristol to study the coastal and urban landscapes and prepare for the Paper 3 assessment.

There may be additional opportunities for residential trips to Iceland or Naples to study tectonic hazards and culture.

Outdoor Learning: We will use our school site and weather station to learn about climate and the woodland ecosystem.

Trips

Fieldwork is a compulsory part of the course.

Optional Trips

We will plan trips to Bristol, London or Leicester to study urban change. We will make links virtually with less economically developed countries. We will plan a trip to Iceland to study tectonic hazards every 2 years.

Outdoor Learning

We will use our site and weather station to learn about climate, and woodland ecosystems and to study the water cycle. We will use digital infrared camera technology to study and learn about the ecosystem in the woodland area of Thomas Hall.

Geography Leaders

We will teach younger students to measure and classify river sediments and to graph them, the students will engage with younger people in an ecosystem survey on site. We will teach students to record and present data on urban traffic and take air samples to show the impact of cars and show how trees can improve air quality by reducing particulate emissions.

Post 16 and Career pathways

Geographers use their skills and knowledge in a wide variety of careers. These include both people and science related careers: Cartographer, surveyors, law, marketing, water and energy companies, geographical information systems, e-commerce, logistics companies, environmental researchers, charities, NGOs and conservation groups.

HISTORY



Curriculum

The study of history aligns itself very easily to the Thomas Hall ethos. Empathy is an incredibly important skill as it will allow our young people to understand the struggles of people through history. Respect for the past and for one another will be demonstrated in class discussions and debates. Students will need to have courage to challenge others' views and self-discipline in tackling their studies.

Students that take GCSE history will deepen their understanding of the people, periods and events studied and enable them to think critically, weigh up evidence, analyse arguments, make informed judgements and develop perspective and judgement. With our programme of study, students will be able to see how crimes have changed in this country in the past 1000 years and see how the law and punishment system has adapted in response. They will learn how close the world has come to nuclear war on several occasions. And how a single and unmarried queen succeeded in a hostile and male-dominated world. They will also see how a developed European country allowed itself to vote into power a fascist regime, a decision that had terrible consequences for millions of people.

Assessment

- **Paper 1:** Thematic study and historical environment. 30% written exam, 1 hour 15 minutes with 52 marks. Content for paper 1 includes: crime and punishment in Britain c1000 – present and Whitechapel c1870 - c1900.
- **Paper 2:** Period study and British depth study. 40% written exam, 1 hour 45 minutes with 64 marks. Content for paper 2 includes: early Elizabethan England, 1558-1588, and superpower relations and the cold war, 1941-1991.
- **Paper 3:** Modern depth study. 30% written exam, 1 hour 20 minutes with 52 marks. Paper 3 content includes: Weimar and Nazi Germany, 1918-1939.

HISTORY



Trips

Visits to Elizabethan house in Plymouth and other sites throughout Devon and Dorset will deepen an understanding of this period. We will create a series of historical experiences for younger students.

Post 16 and Career pathways

The study of history can lead to exciting career options that include journalism, law, business, politics, archaeology, marketing or teaching.



ART, CRAFT & DESIGN



Curriculum

A high-quality Art and Design education should engage, inspire and challenge pupils in a visual and creative way, it should equip young people with the knowledge and skills to experiment, invent and create their own works of art.

The creative art reflects and shape our culture, history and contribute to the national wealth of our country. The Arts teach pupils that complex problem-solving purposes are seldom fixed, but change with circumstance and opportunity, learning in the arts requires the ability and willingness to surrender to the unanticipated possibilities of the creative work as it unfolds.

The Arts make vivid the fact that neither words in their literal form nor numbers exhaust what we know. The limits of our language do not define the limits of our cognition.

The creative arts teach students clearly that there are many ways to see and interpret the world. We can create a personal and meaningful response that realises intentions and demonstrate understanding of the visual language in all its form. GCSE Art and Design incorporates drawing, painting, sculpture, installation, lens/light-based media, photography, animation, digital art, printmaking, mixed media and textile design.

Assessment

- AQA GCSE Art and Design Assessment Objectives: (25% of a grade each)
- A01: Develop ideas through investigations, demonstrating critical understanding of sources, culture and social background.
- A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- A03: Record ideas (write about), observations and insights relevant to intentions as work progresses.
- A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ART, CRAFT & DESIGN



Assessment (Cont.)

- UNIT 1: makes up 60% of overall GCSE grade. Coursework: portfolio and 2 internally set projects, which students will develop over the course of two years. Students will explore and develop two coherent projects through expanding their artistic mind by making exciting discoveries through creative investigations.
- UNIT 2: makes up 40% of the overall GCSE grade. One externally set project where students will have 12 weeks to research, explore and prepare ideas through supported experimentation and recorded observations. Student's final discoveries and realization will be presented in a 10-hour exam where final outcomes are created.

Trips

Extra-curricular outings to exhibitions, galleries and the vast national wealth of permanent collections of Art, Craft and Design are part of the GCSE syllabus. We will take virtual trips to art galleries like the Tate.

Post 16 and Career Pathways

The study of Art, Craft and Design can open up careers such as Graphic Design Media and Advertising, Film, Animation, Printmaking, Exhibition Curator, Publishing, Education, Fashion and Textile Photography, Architecture, Theatre and Set Typography, Craftsmanship, Fine Art, Product Design and Arts preservation.



PHOTOGRAPHY AND GRAPHIC DESIGN



Curriculum

Photography is the art, application, and practice of creating durable images by recording light, digitally, chemically by means of a light sensitive material such as photographic film or paper. Photography offers students a highly creative education that should engage, inspire and challenge pupils, in a multimedia environment. It will equip pupils with the know knowledge and skills to experiment, invent and create in a wider field of digital technology.

The way sources inspire the development of ideas, relevant to photography including sources related to historical, contemporary, social, cultural and issue-based contexts and external considerations such as those associated with the creative industries and client orientated requirements. How ideas, themes, subjects and feelings can inspire creative responses informed by different photographic styles, genres and aesthetic considerations or an individuals distinct view of the world.

Within the context of photography, students must demonstrate the ability to: use photographic techniques and processes, appropriate to students' personal intentions, for example:

- Lighting
- Viewpoint
- Aperture
- Depth of field
- Shutter Speed and Movement
- Chemicals
- Digital Processes

Pupils will learn to use media and materials, as appropriate to students' personal intentions, for example: film photographic papers chemicals appropriate to darkroom practices digital media, programs and related technologies graphic media for purposes such as storyboarding, planning and construction shoots.

PHOTOGRAPHY AND GRAPHIC DESIGN



Assessment

AQA GCSE Photography assessment objectives (25% of a grade each)

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources, culture and social background.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas (Write about) observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Unit 1: makes up 60% of overall GCSE grade. Coursework: Portfolio and 2 internally set projects, which students will develop over the course of two years. Students will explore and develop two coherent projects through expanding their artistic mind by making exciting discoveries through creative investigations.

Unit 2: makes up 40% of the overall GCSE grade. One externally set project where students will have 12 weeks to research, explore and prepare ideas through supported experimentation and recorded observations. Student's final discoveries and realisation will be presented in a 10 hour exam where final outcomes are created.

Trips

Optional trips extra-curricular outings to exhibitions, galleries and the vast national wealth of permanent collections of Art, Craft and Design, are part of the GCSE syllabus. We will take virtual to art galleries like the Tate Britain.

Post 16 And Career Progression

Graphic Design Media and Advertising, Film, Animation, Printmaking, Exhibition Curation, Publishing, Journalism, Education, Photography, and Architecture. Theatre and Set Typography and Craftmanship.

DRAMA



Curriculum

Drama GCSE is a collaborative subject which balances the study of both the practical and the theoretical. This versatile subject offers the opportunity to inspire and engage learners' creativity and passion. Through drama, learners will learn self-discipline, become effective decision makers and communicators and develop their teamwork skills. This subject will ignite their sense of play and imagination and encourage them to appreciate drama and theatre as an art form – something that they will take into adult life. Drama will help learners to become well-rounded human beings.

Drama GCSE students will help to set a student voice for the school community. They will lead and share their work in performances and public presentations and will inspire others to participate in creative projects.

Assessment

Drama Edexcel Grading 9-1

Component One – Devising (40% of the overall grade). Students will be given a stimulus and devise a performance. They will also write a portfolio on the process of their work.

Component Two – Performance from Text (20% of the overall grade). Practical students choose two extracts from one play and perform to an examiner.

Component Three – Theatre Makers in Practice (40% of the overall grade). Students will study 'An Inspector Calls' and write a theatre evaluation on a live performance.

Trips

Watching a live performance is a compulsory part of the course. We will offer exciting and educational theatre trips to help expand learners' knowledge and practice. We will enjoy visiting local theatres including the Exeter Northcott Theatre and the Theatre Royal Plymouth to watch live performances.

Post 16 And Career Progression

Drama is a subject that provides young people with transferable skills of communication, articulation and collaboration. This can be in television, media, stage and radio, as well as careers in events management.

MUSIC (BTEC TECH)



Curriculum

Music is a language of the emotions and through our expression in the mediums of performance and composition, it helps in each Thomas Way and helps develop our creative and progressing selves. Music shows dedication and communication skills so can help with applications in the future to study a range of other subjects.

The **BTEC Tech Award in Music Practice** by Pearson is divided into three components, each designed to equip learners with a range of skills and understanding to succeed in the music industry. These components focus on musical development, practical exploration, and professional application.

Assessment

Component 1: Exploring Music Products and Styles introduces learners to the diversity of musical genres and styles. Students analyse and evaluate different types of music products, such as live performances, recordings, and compositions. By understanding how these products are created, marketed, and consumed, learners develop a deeper appreciation of the industry and the skills needed to create music in a variety of styles.

Component 2: Music Skills Development focuses on building practical skills in music performance, creation, and production. Learners have the opportunity to experiment with instruments, software, and techniques to refine their abilities. This hands-on component encourages students to practise regularly, receive feedback, and make improvements, fostering their confidence and technical proficiency in their chosen area of focus.

Component 3: Responding to a Music Brief is the culmination of the course, where students apply their knowledge and skills to a real-world scenario. Learners are tasked with creating an original music product, such as a composition, performance, or production, based on a specific brief provided by Pearson. This component allows students to demonstrate creativity, time management, and professionalism, preparing them for future opportunities in the music industry.



SPORTS STUDIES

Curriculum

Sports and Activity are essential for healthy bodies and to lead healthy lives. The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. The **OCR Cambridge National in Sport Studies** course offers a well-rounded introduction to the world of sport, combining theoretical knowledge with practical application. The course is divided into several components, each designed to give learners a comprehensive understanding of the sports industry, as well as the skills needed for future progression.

Assessment

Contemporary Issues in Sport explores the societal impact of sport, covering topics such as barriers to participation, inclusion, ethics, and the role of national and international sporting events. This component encourages learners to think critically about how sport shapes and is shaped by society, while also discussing current challenges in the sector.

Developing Sports Skills focuses on practical abilities in both individual and team sports. Learners refine their performance, techniques, and tactical awareness while also taking on officiating roles. This component is essential for building confidence, teamwork, and an understanding of the rules and regulations in a variety of sports.

Sports Leadership teaches learners how to plan, deliver, and evaluate sports sessions effectively. Through this component, students develop communication, organisation, and leadership skills, gaining valuable experience that can be applied to coaching or managing in a sports setting.

Sport and the Media examines the relationship between sport and various forms of media, including television, social media, and print. Learners investigate how sport is represented and marketed, its influence on public opinion, and the role of the media in shaping perceptions of athletes and events. This component provides a fascinating insight into the power of media in the sporting world.

Trips

Optional trips – We will offer trips to sporting arenas and have the opportunity to experience a variety of sports.

Outdoor Learning – We will deliver the course in a variety of ways, both theory and practical. With a large amount of the developing skills and leadership practice taking place in the outdoors.

Sports Leaders – The course dictates that we will theorise and practice out sports leadership which will be led to peers and primary age students.

Post 16 And Career Progression

As OR A-Level Physical Education or BTEC. Careers in areas such as physiotherapy, sports science referee/umpire, sports management/sports medic, sport/fitness instruction, coach/training, teaching, sports administration, athletics.



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