

# Key Stage 4 **Curriculum and Options Booklet** 2023



**CASTLE MEAD**  
ACADEMY



## Introduction from Mr. Hague, Principal

You are entering an important time in your education. In years 10 and 11 you have the opportunity to prepare for your future and gain the qualifications that will help you to do this.

You will find that most subjects are compulsory which means that you have to study them to make sure that you have a broad education that prepares you for whatever you may choose to do in the future. We want to ensure that you have the right experience and qualifications that will lead on successfully to further study at college, employment or training.

For most of you, the core curriculum will include all the subjects that make up the English Baccalaureate. This means you will study either Geography or History GCSE, along with GCSEs in English, Mathematics, two or three Sciences and a language. This set of subjects has been shown year after year to provide the best preparation for future life.

You also have some choices to make. As part of the options process, you will have a discussion with a member of senior staff who will help you with your decisions. After the meeting, you should discuss your ideas with people who you know will give you sensible advice – your family, teachers, our careers leader and your Form Tutor. Use this booklet to find out more about the courses on offer to you at Key Stage 4.

Whatever subjects you choose, the learning that takes place at Key Stage 4 will enable you to grow as an individual, achieve excellent results, and make a positive difference to the school and the wider community.

It is an exciting time but also a time you need to take seriously. Think carefully about what you are doing, make sensible decisions and then work really hard for the rest of Year 9 so that you are ready for the challenge of Years 10 and 11.

### A scholar's view of choosing their options

When my teachers first talked about options, I was worried, I didn't know what I was going to do as a career and I didn't know what options to take. Whatever options you pick will impact your life, and they are the biggest decision of your life so far.

However, all the support we got in school helped me pick my options. The options I chose were PE and Geography. I picked PE because it is my favourite subject and I enjoy the practical side, but I am also interested in the theory side. I chose Geography as I find the subject interesting and knew it was really important.

My teachers advised me to choose subjects I do well at and enjoyed. Don't forget if you ever need any help or any guidance you always have teachers, parents, careers advisors and your tutor.

Finally, a bit of advice: these options will set you up for your future so pick ones that you really want and not because your friends are doing them. If you do not have a career in mind then choose a wide range of different subjects that you enjoy.

**Year 10 Scholar**



## The KS4 Core Curriculum

All scholars will follow GCSE level courses in:

- English Language
- English Literature
- Mathematics
- Combined Science (some may follow the Separate Sciences course)
- French
- Religious Studies

Scholars will also do core PE, which is a non-examination subject.

## KS4 Options Subjects

For the remaining time, scholars will be guided in choosing additional subjects from the following full course GCSEs or equivalent qualifications.

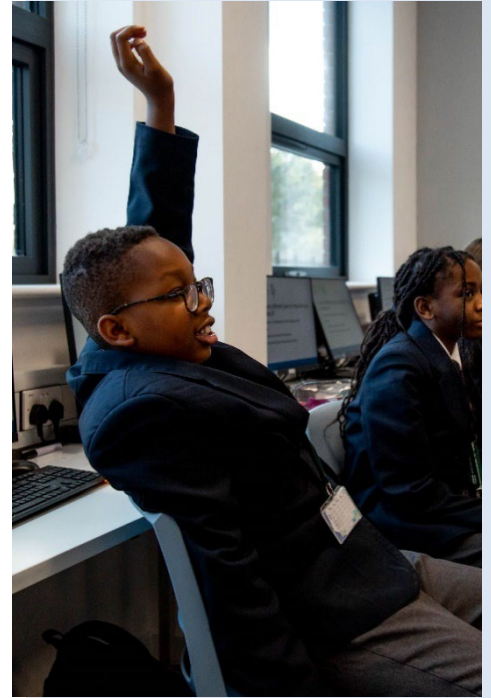
Most scholars must choose one of the following GCSE courses:

- History
- Geography

Also, one of the following GCSE or BTEC courses:

- Art & Design
- Computer Science
- Dance
- Drama
- Food Preparation and Nutrition
- Music
- Physical Education
- Product Design
- Textiles

Scholars will be asked to make a first and reserve choice. Wherever possible, scholars will be granted their first choice. **However, the courses will only run if they are a viable option, and there are many issues that may affect this.**



On this page we have included a brief description of PSHE and Core PE. These are both valuable parts of the KS4 curriculum, but they do not lead to a qualification.



## Personal, Social and Health Education

During KS4, scholars develop their understanding of the rights and responsibilities they have as active British citizens and members of society. There are opportunities to discuss significant topical issues and develop an understanding of how society works and the skills and abilities needed to navigate this. They are able to develop skills such as debating, research techniques, negotiation and participation. The careers programme at KS4 helps scholars to explore the range of opportunities available post 16. Scholars research their own career aspirations alongside advice and guidance from careers advisers. They have the opportunity to develop employability skills through work experience and have many interactions with employers from a variety of work areas. In year 11 scholars complete applications for post 16 education and training. The application process is an opportunity for scholars to showcase their academic ability and their wider school and external contributions.

Coping strategies and mental health awareness are also addressed.

## Core Physical Education

Physical Education remains a compulsory subject in Years 10 and 11 and all scholars have 2 lessons of curriculum time dedicated to the subject. The emphasis in KS4 is on developing Sports Leadership skills; to plan, deliver and critically evaluate their own performance and that of others.

We also place a high importance on participation and enjoyment to inspire and instill a lifelong love and interest in sport and physical activity in our scholars.



## Frequently Asked Questions

### Will there be an examination in my chosen subject?

Every GCSE will include some written examination at the end, in most cases this is at the end of Year 11. With changes made in recent years to exams by the Government, this is usually the main method of assessment in each subject.

### Will I be in different groups?

In all of your subjects you are likely to be in groups with different scholars. Some subjects are in sets and others are in mixed ability groupings.

### Where can I get extra help and guidance in making my decision?

The options choices should be made after careful consideration and discussion. These are the subjects you will study for the next two years and so it's important that you make the best choice possible.

### Help is available from the following people:

- Subject teachers
- Curriculum Leaders
- Form tutors and your Year team
- Mrs Walker – Careers Leader ([dwalker@castle-tmet.uk](mailto:dwalker@castle-tmet.uk))
- Senior Leadership Team

### What now?

- Read this Course Information Booklet in full;
- Research online and read specifications;
- Discuss your interests and ambitions with your family;
- Talk to your form tutor and teachers;
- Look at your latest Achievement Report to see the subjects in which you are doing well;
- Attend Options Evening and Parents' Evening so that you can ask your teachers questions about the courses;
- Complete the choices form which will be sent to you by email before Wednesday 15<sup>th</sup> March 2023;

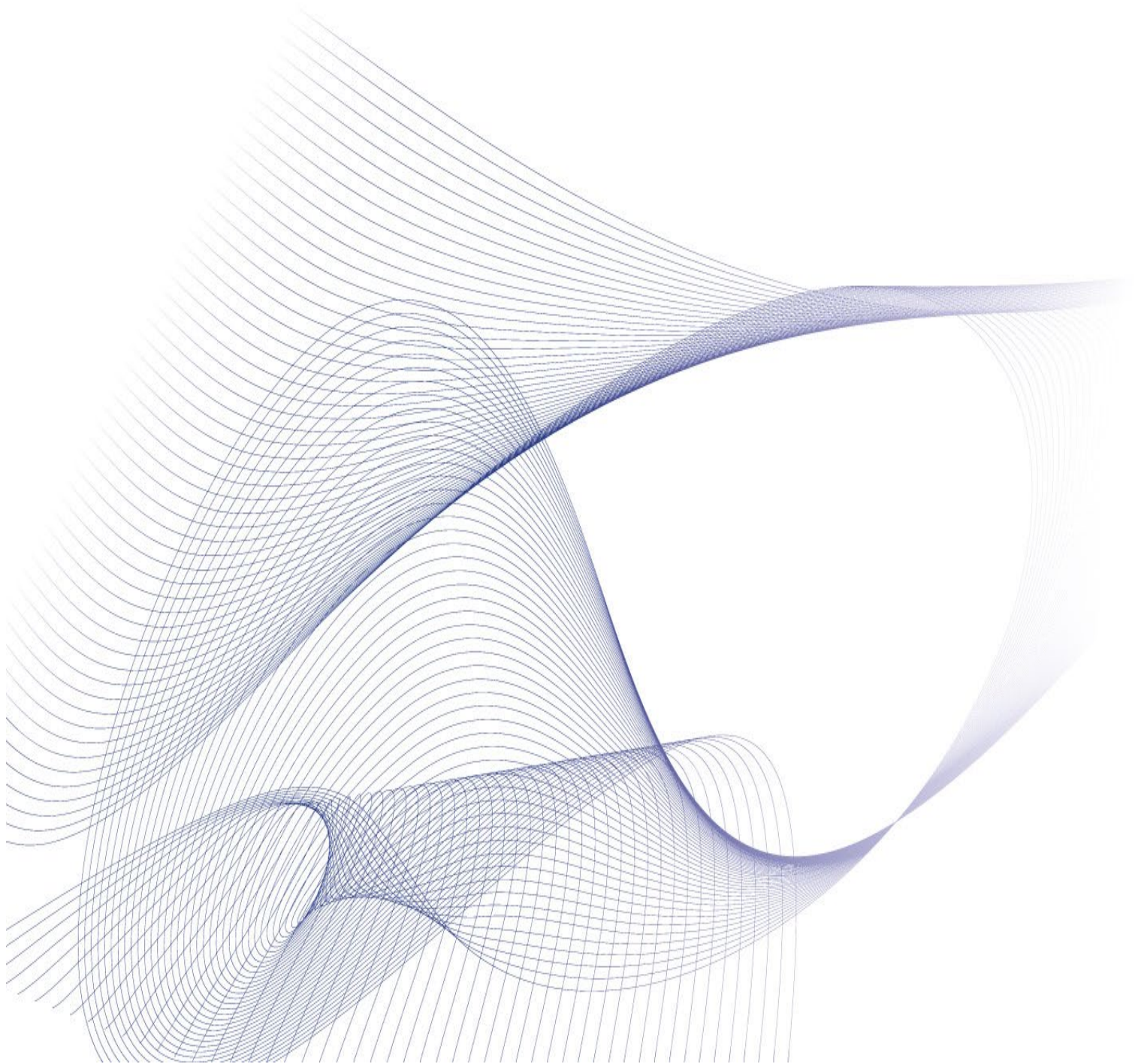
As previously mentioned, it is possible that some scholars will not be able to follow the exact combination of subjects they prefer. We will do our best to meet as many requests as possible, but the order of preference and the selection of reserve choices is really important. Keep an open mind and try to consider alternatives.

You will receive confirmation of your options when the process has been completed and choices have been allocated.



**Key Stage 4**

# **Core Curriculum Subjects**



# GCSE English Language



## Course Overview

The English Language GCSE is wonderful because it is the same for everyone. This means there is no higher or lower tiers; no different coursework; no choice of modules. So, at the end of the two year course, everyone will sit the same two examinations.

The two examinations make up 100% of the qualification. In total, 20% of the marks are allocated to spelling, punctuation and grammar. In addition to the two written examinations, it is compulsory that everyone completes an individual speaking assessment which will be completed at the end of Year 10 and reported separately. This will not form part of the GCSE grade but is a crucial part of the English qualification.

## What are the topics I will study?

For English Language, there are no texts that you will have to write essays upon (this is English Literature). Instead, we will read a variety of engaging and diverse extracts from different types of texts from across the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. This will include a range of fiction (literary prose) and non-fiction (articles, speeches, essays, journals, letters, travel writing etc). We will then use these amazing pieces of writing to develop our own knowledge and skills of writing and communicating, both creatively and correctly, for certain audiences, text types and purposes.

## What skills and knowledge will I develop?

The knowledge that you will gain through this GCSE is endless. It is knowledge that you will need in order to access other subjects at school, but also live a rich and happy life in which you can interact with the world around you.

For example, the course will focus on valuable reading skills which you will need for most careers and future life success, such as:

- Comprehension
- Analysing language and structure
- Summarising
- Evaluating

In addition, the course will also focus upon writing skills, building upon our work at Key Stage 3 of learning the rules of the English language. Across the two examinations, the types of text you will be asked to write are:

- Imaginative writing to describe or narrate
- Transactional writing to persuade, argue or explain

## Further reading

The best way to prepare for this GCSE is to read widely or read whatever you love. If you love manga, read lots of manga. If you love comedy, read lots of comedy plays, poems, novels, blogs and articles. If you love history, read lots of history journals and historical fiction. Remember: non-fiction opinion pieces in the newspaper, high-brow, online blogs or reviews of TV shows, music, films, travel journals or even listening to rhetoric on podcasts are just as rich and beneficial as fiction.

## Qualification Details

- Qualification: GCSE
- Exam board: AQA
- Compulsory GCSE

## Assessment Pathway

100% examination (no coursework)

Two examinations

## Possible Careers

- Journalist
- Blogger
- Social Media Manager
- Politician
- Civil Servant
- Public relations writer
- Lawyer/Solicitor
- Historian or literary critic
- Charity Worker
- Events Manager
- Marketing and advertising
- Publisher or Editor
- Any jobs within a creative sphere e.g playwright, novelist, poet, director, comedian

**Key Contact: Ms Woods (Room 1-06)**

***Words are the only things  
that last forever."***

*William Hazlitt (1778-1830)  
English critic*





# GCSE English Literature



## Course Overview

Our English Literature course is both a window and a mirror. English Literature allows scholars to both hold a mirror up to their own selves through the rich and wonderful texts that we study and reflect upon their own thoughts, feelings and place within the world.

But, English Literature also shows our scholars through a window out into the world of wider human experiences, different customs, beliefs as well as new and enriching knowledge which will only unlock more windows and doors for them in the future.

Just like English Language, everyone will sit the same two examinations at the end of the two year course. These examinations make up 100% of the qualification: there is no coursework, no oral assessment and everyone will study the same texts.

You will have to write one essay upon each of the four texts below. The essay upon poetry will involve a comparison of two poems from the collection. The final section of the final examination will involve reading and responding to two poems which you will have never studied before, demonstrating your skills and knowledge from Poetry in Voice, too.

## What are the topics I will study?

Similar to your English Literature study throughout Key Stage 3, you will study a broad range of canonical, British texts:

- A Shakespearean tragedy: 'Macbeth'
- A 19<sup>th</sup> century novel: 'The Strange Case of Dr Jekyll & Mr Hyde' by Robert Louis Stevenson
- A collection of poetry that spans from 18<sup>th</sup> to the 21<sup>st</sup> century, written by a diverse range of British poets upon the themes of love and relationships
- A 20<sup>th</sup> century play: 'An Inspector Calls' by J B Priestley

## What skills and knowledge will I develop?

English Literature is the perfect accompaniment to English Language. The skills overlap and interweave: studying one benefits the other.

The majority of the course leads to you being able to write effective, critical analytical and evaluative essays upon the four texts above. You will become masters of some of the greatest works of the English language which we study in granular depth, as well as amazing debaters, essayists and literary critics.

## Further reading

As well as the suggestions on the English Language page, we would suggest indulging in original texts, or even blogs, podcasts or journal articles on the following:

- Gothic fiction
- Renaissance tragedy plays
- 20<sup>th</sup> century realist plays
- Love poetry throughout the ages

## Qualification Details

- Qualification: GCSE
- Exam board: AQA
- Compulsory GCSE

## Assessment Pathway

100% examination (no coursework)

Two examinations

Closed book examination (do not take the texts into the examination to refer to, you must remember quotations and the story off by heart)

## Possible Careers

- Journalist
- Blogger
- Social Media Manager
- Politician
- Civil Servant
- Public relations writer
- Lawyer/Solicitor
- Historian or literary critic
- Charity Worker
- Events Manager
- Marketing and advertising
- Publisher or Editor
- Any jobs within a creative sphere e.g playwright, novelist, poet, director, comedian

**Key Contact: Ms Woods (Room 1-06)**



# GCSE Mathematics



## Course Overview

Mathematics in the wider world is used as a tool within a context, to calculate, to compare, to contrast and to communicate with. Without a mathematical framework the work of scientists, engineers, economists, and architects among many others would be impossible. But the study of the world of numbers and relationships of pure mathematics also has a beauty and richness of its own. Mathematics is not just a collection of skills; but a way of thinking. We aim to inspire our pupils to appreciate the beauty of Mathematics and to provide them with a toolbox of strategies that they can utilise in other subject areas such as science, geography, and design technology and in their everyday lives. GCSE Mathematics is not only a subject that every student has to study but one which provides that essential life-skill of numerical competency which is needed to run a household and to navigate the world of work and business.

### What are the topics I will study?

- Number
- Algebra
- Ratio, proportion, and rates of change
- Geometry and Measures
- Statistics and Probability

### What skills and knowledge will I develop?

In GCSE Mathematics lessons scholars will continue to use and apply standard mathematical techniques. They will also learn the skills needed to reason, interpret and communicate mathematically and be able to make deductions, inferences and draw conclusions from mathematical information. A key part of mathematics is solving problems including translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. Being able to interpret results in the context of the given problem and to evaluate the methods used for efficiency and appropriateness to the problem.

### Further reading

(Link to exam board spec and other subject specific websites or books)

[https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-](https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance)

[8300/specification-at-a-glance](https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance)

<https://www.mathscareers.org.uk/>

### Qualification Details

- Qualification: GCSE
- Exam board: AQA Course code 8300

### Assessment Pathway

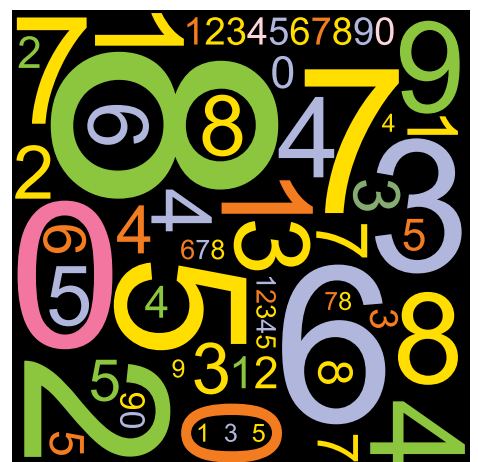
GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

Each paper is worth 80 marks, regardless of tier, and last for 90 minutes. There is no coursework component to the course.

### Possible Careers

- Architect
- Engineer
- Research Scientist
- Surveyor
- Statistician
- Economist
- Financial Advisor

**Key Contact: Mrs Malley (Room 2-27)**



## Course Overview

Students study the content of GCSE Science, which helps them to make sense of the Science they come across in everyday life. They come to appreciate what Science can tell them about themselves, the environment and the Universe. Students achieve two GCSE grades, with marks from each Science (Biology, Chemistry and Physics) combined to define an overall double grade. Their overall grades are determined through linear assessment at the end of their Year 11 studies. Practical skills are assessed through written assessment in the final Year 11 examinations. The content of the course includes 21 core practicals studied in class, but examined in the final exams.

## What are the topics I will study?

- Cells, Organisation, Infection and Disease, Bioenergetics, Homeostasis, Ecology and Inheritance and Selection
- Atoms and the Periodic table, Bonding, Quantitative Chemistry, Energy Changes in Reactions, Chemical Change, Rates of reaction, Organic Chemistry, Chemical Analysis, Atmosphere and Using Resources
- Energy, Electricity, Particle Theory, Radioactivity, Forces, Waves and Magnetism

## Pathways through the subject

AQA Trilogy GCSE (9–1) in Combined Science consists of six externally examined papers. These are available at foundation tier (grades 1 to 5) and higher tier (grades 5 to 9). Each paper is 1 hour and 15 minutes in duration and consists of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. They examine fact recall, application of understanding, evaluation, practical apparatus and techniques and working scientifically skills.

GCSEs in Combined Science allow progression to a number of A-Level and college courses. The course provides a solid foundation of knowledge and understanding in the subject, whilst also developing practical skills.

### Qualification Details

- Qualification: GCSE
- Exam board: AQA
- Specification: Trilogy (8464)

### Possible Careers

- Engineer
- Sports Science
- Zoologist
- Doctor
- Veterinary Surgeon
- Teacher
- Pharmacist
- Meteorologist
- Paramedic
- Astronomer
- Forensic Scientist

**Key Contact: Mr Gilbert (Room 2-08)**

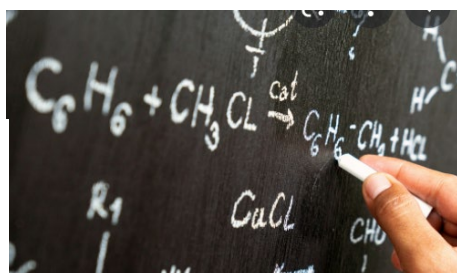
### Further reading

AQA Trilogy Combined Science Specification -

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Useful Course Materials -

<https://global.oup.com/education/content/secondary/series/oxford-revise-aqa-gcse-science/?region=uk>



# GCSE Separate Sciences



## Course Overview

Students study the content of GCSE Science, which helps them to make sense of the Science they come across in everyday life. They come to appreciate what Science can tell them about themselves, the environment and the Universe. Students who study Separate Science achieve a separate GCSE in each of the three Sciences, one in Biology, another in Chemistry and a third in Physics. Their overall grade for each Science GCSE is calculated through linear examinations. Practical skills are assessed through written assessment, incorporated into each of their individual Year 11 examinations. The content of the course includes 28 core practicals studied in class, but examined in the final exams.

## What are the topics I will study?

- Cells, Organisation, Infection and Disease, Bioenergetics, Homeostasis, Ecology and Inheritance and Selection
- Atoms and the Periodic table, Bonding, Quantitative Chemistry, Energy Changes in Reactions, Chemical Change, Rates of reaction, Organic Chemistry, Chemical Analysis, Atmosphere and Using Resources
- Energy, Electricity, Particle Theory, Radioactivity, Forces, Waves, Magnetism and Space Physics

## Pathways through the subject

The AQA GCSE (9–1) in Biology, Chemistry and Physics consists of two externally examined papers for each GCSE. Each paper is one hour forty-five minutes long and consists of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. These are available at foundation tier and higher tier. They examine fact recall, application of understanding, evaluation, practical apparatus and techniques and working scientifically skills.

GCSEs in Science allow progression to a number of A-Level and college courses. The course provides a solid foundation of knowledge and understanding in the subject, whilst also developing practical skills.

### Qualification Details

- Qualification: GCSE
- Exam board: AQA
- Specification: 8461, 8462, 8463

### Possible Careers

- Engineer
- Sports Science
- Zoologist
- Doctor
- Veterinary Surgeon
- Teacher
- Pharmacist
- Meteorologist
- Paramedic
- Astronomer
- Forensic Scientist

**Key Contact: Mr Gilbert (Room 2-08)**

### Further reading

AQA Separate Sciences Specifications -

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Useful Course Materials -

<https://global.oup.com/education/content/secondary/series/oxford-revise-aqa-gcse-science/?region=uk>



# GCSE French

## Course Overview

Scholars follow the AQA GCSE course over three lessons per week in Year 10 and 11. Throughout the course, scholars will learn high frequency, transferable language and they will study a range of interesting topics.

At Key Stage 4 we will build on the foundational knowledge and skills developed at Key Stage 3, expanding scholars' knowledge of vocabulary, structures and grammar surrounding topics such as School, Holidays, Work and Healthy Lifestyles, as well as venturing into new topics such as Global Issues such as climate change and Social Issues such as homelessness and poverty.

Scholars tackle each of the four skills: listening, speaking, reading and writing across each of these topics, developing them into confident problem-solvers and communicators.

Scholars are provided with a range of useful resources and guidance to support their revision.

### What are the topics I will study?

- Identity and Culture
- Local, National and Global Areas of Interest
- Current and Future Study and Employment

### What skills and knowledge will I develop?

Studying a language opens up many opportunities for future careers as it helps you to develop a range of important skills that are essential in the workplace. When learning a foreign language, you develop communication skills, confidence, social skills, resilience, problem solving skills and open mindedness – these are all skills which top employers are looking for so learning a language will makes you stand out from the crowd.

### Further reading

AQA GCSE French Specification

[AQA | Languages | GCSE | French](#)

Further information

[Why study languages at GCSE? | Why study languages?](#)

### Qualification Details

- Qualification: GCSE
- Exam board: AQA
- Included in the English Baccalaureate award

### Assessment Pathway

GCSE French is a linear course which means it is assessed at the end of Year 11. The exams are split into Higher and Foundation. There are four exams, one in each skill:

#### Listening (25%)

Higher 1 hour 15 mins  
Foundation 1 hour

#### Speaking (25%)

Higher 10 – 12 mins  
Foundation 7 – 9 mins

#### Reading (25%)

Higher 1 hour  
Foundation 45 mins

#### Writing (25%)

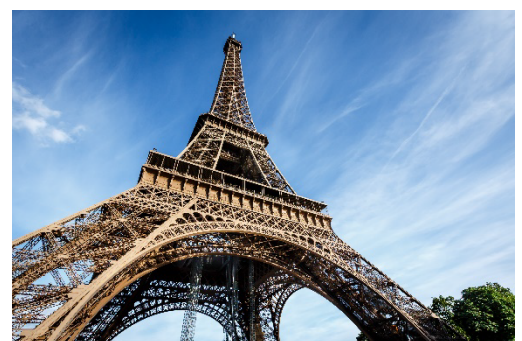
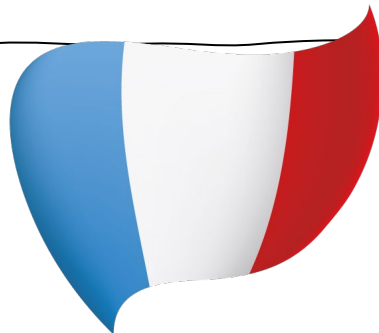
Higher 45 mins  
Foundation 35 mins

### Possible Careers

- *International Law*
- *Travel and Tourism*
- *Interpreting/Translation*
- *Medicine, Science*
- *International Business and Marketing*

***Learning a language can enhance any career choice!***

**Key Contact: Ms Rashid (Room 1-20)**



# GCSE Religious Studies



## Course Overview

To live in a successful and positive society, we must learn to understand the richness of our own diversity. GCSE Religious Studies is the perfect place for scholars to celebrate and appreciate that diversity. Scholars will be learning about a range of religious beliefs with an in-depth focus on Christianity and one other religion. They will also be exploring thematic issues that allow them to learn about the wider world. The study of this GCSE prepares Castle Mead Scholars with the powerful knowledge they need to appreciate the different beliefs, philosophies, and cultures around the world and therefore flourish in their lives beyond CMA. Scholars will be challenged with questions about beliefs, values, meaning, purpose, and truths and will be able to explore their own world view through their Religious Studies lessons, along with non-religious world views such as Atheism and Humanism.

### What are the topics I will study?

An in-depth study of 2 religions:

- Christianity: Beliefs and Practices
- One other religion from Buddhism, Hinduism, Islam, Judaism or Sikhism: Beliefs and Practices

4 Thematic topics:

- Life and death
- Relationships
- Good and evil
- Human rights

### What skills and knowledge will I develop?

Through GCSE RE you will develop skills in critical thinking, analysis and evaluation. The course will allow you to explore your own opinions and the beliefs and values of others. Through the thematic studies you will learn about global issues and the human and social sciences. Through the in-depth studies of two religions, you will gain knowledge in the beliefs and practices of two faiths, allowing you to become experts in those religions, giving you the knowledge to take with you into further education and the workplace.

#### Further reading

Eduqas GCSE Religious Studies specification

<https://www.eduqas.co.uk/media/wpojvm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf>

#### Qualification Details

- Qualification: GCSE
- Exam board: Eduqas

#### Assessment Pathway

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

- Written examination: 2 hours
- 50% of qualification

Component 2: Study of Christianity

- Written examination: 1 hour
- 25% of qualification

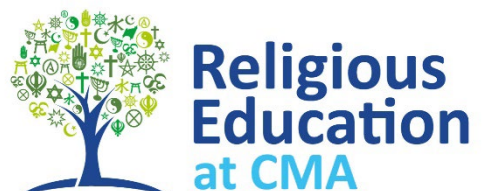
Component 3: Study of a World Faith

- Written examination: 1 hour
- 25% of qualification

#### Possible Careers

- Television and PR
  - Documentary maker
  - Communications
- Careers in the legal system
  - Barrister
  - Magistrate
  - Lawyer
- Working for a charity
  - Volunteers' manager
  - Charity work abroad
  - Leading a charity as a CEO
- Youth work
  - Youth charities
  - Youth action delivery officer
- Careers within government
  - Policy advisor
  - The department for Education
  - The home or foreign office
- Careers working globally
  - Global purchasing manager
  - Logistics

**Key Contact: Mrs Thornhill (Room 2-23)**



Key Stage 4  
**Options Subjects**



# GCSE Art & Design

## Express yourself - Open a world of possibilities!

### Do you...

- ... Enjoy exploring your thoughts, feelings and passions creatively, in a supportive and mature studio atmosphere?
- ... Want to learn about art history and the great 'masters' through the ages and learn their techniques?
- ... Have a desire to independently explore your imagination with teachers that will encourage and support you?
- ... Look forward to going 'off script' and being creative and free?
- ... Have a love and enjoyment of communicating visually?
- ... Enjoy working on your art to develop stamina and resilience?

In art we inspire, challenge and motivate every scholar, no matter your starting point, while supporting and guiding you in creative, practical, engaging lessons. Everyone is an artist.

### What are the topics I will study?

Through a range of projects over the two years we will support you to develop new skills, exploring materials and techniques in workshop-style lessons that spark your imagination and let you express yourself in areas that include:



- ⇒ **Painting**
- ⇒ **Drawing**
- ⇒ **Photography**
- ⇒ **Print-making**
- ⇒ **Sculpture**
- ⇒ **Ceramics (clay pottery)**
- ⇒ **Mixed media**
- ⇒ **Surface texture**

Working both independently and collaboratively we explore a variety of specialisms including landscapes, portraits, abstract, conceptual, 3D installation and still-life.

### What skills and knowledge will I develop?

Scholars realise their potential through developing their visual literacy, art history knowledge, fine art techniques and processes and contemporary practice. They are provided with a safe, risk-taking environment that develop deeper opinions and confidence to persevere.

You develop critical thinking, time-management, resilience, creativity and more transferable skills. With the freedom to be inspired, art brings out the best in you, whilst equipping you with the skills to continue the subject with confidence at further education or as cross-over skills in your chosen career.

Deeper study of creativity helps with wellbeing and improves health and happiness – art is an outlet for releasing the pressures of everyday life.

Furthermore, art will help your research skills, the ability to work independently and innovatively and the aptitude to share ideas visually.

#### Further reading

- AQA Specification - Art and Design – [www.aqa.org.uk](http://www.aqa.org.uk)
- Why study art? – Tate Gallery – [www.tate.org](http://www.tate.org)
- Futures in Creative Industries - [www.unifrog.org](http://www.unifrog.org)



### Qualification Details

- Qualification: GCSE
- Exam board: AQA

### Assessment Pathway

#### 1. Coursework Portfolio (60%)

A personal project of artworks completed in school and at home.

#### 2. Exam Portfolio & Final Piece (40%)

A 2<sup>nd</sup> project on a topic you choose from selected AQA titles. This portfolio is used to support a 10-hour supervised final-piece exam in the art studio.

**There is no written GCSE exam paper**

### Possible Careers & Further Education

Art GCSE enables you to study any creative course at KS5, degree and beyond (this includes design tech, fashion and photography).

Studying art opens the door to a range of careers in the creative industries which are an important part of the British economy – one of the economical areas that is still growing.

*“But I don’t want to be an artist – so why bother studying art?”...*

The leading people in any industry are those who can think creatively and innovatively.

### Art Careers:

- Like creative writing?  
Book/magazine illustrator, art critic, photo-journalist, graphic designer, creative director, animator, art curator, cartoonist.
- Enjoy being outdoors?  
Wildlife/travel/landscape, fine artist, photographer or painter, landscape designer, videographer.
- Like helping people & culture?  
CGI (SFX) artist in films & theatre, make-up artist, prop, costume or set designer, social media promotor, interior designer, cinematographer, product designer, architect, art teacher, art therapist, police and court artist, medical illustrator.
- Enjoy history?  
Art historian, gallery assistant, sculptor, museum curator, art restorer, freelance photographer, anthropologist.
- Like fashion?  
Fashion designer/illustrator, conceptual artist, window dresser, surface pattern designer, fashion illustration.
- Do you like games & tech?  
Game developer, website developer, graphic artist, character designer, app developer.

**Key Contact: Miss McAusland (Room 1-12)**



# GCSE Computer Science



*'Learning to write programs stretches your mind, helps you think better and creates a way of thinking about things that is helpful in all domains.'* - Bill Gates

## Course Overview

### Your pathway to building the next big app or website starts here!

Studying computer science gives you the power to build anything you want on a digital device, from financial software to online shops to games.

You will learn the fundamental principles behind programming, the inner workings of computers and how they communicate over networks like the internet.

We will cover problem-solving techniques and Python programming language. Lessons will be a mix of practical and theory.

Almost all sectors have been turned upside down by technology. Computers are everywhere, they have revolutionised agriculture, entertainment, manufacturing, medicine, even fashion!

Studying computer science is a gateway to anything you want to do or be in the future and Tech companies are some of the most powerful, innovative and fun places to work in the world!

### What are the topics I will study?

- Programming fundamentals and algorithms
- Networks, network security and the internet
- Systems architecture
- Data representation and Boolean logic
- Ethical, legal, cultural and environmental impacts of technology

### What skills and knowledge will I develop?

Problem solving – the ability to analyse problems, break them down, ignore irrelevant information and piece together a plan for how to solve it

Coding – you will learn how to write code in Python, it is used by Intel, IBM, NASA, Pixar, Netflix, Facebook, JP Morgan Chase, Spotify, and a number of other massive companies.

### Further reading

Search for 'OCR Computer Science J277'



### Qualification Details

- Qualification: GCSE
- Exam board: OCR J277
- Included in the English Baccalaureate award

### Assessment Pathway

- Two equally weighted 90-minute paper exams
- One will assess your ability to write or refine programs.

### Possible Careers

- This course is an excellent basis for an A Level in computer science.
- This can open the door to a huge number of degrees and apprenticeships.

### Examples:

- Hardware engineer – Create, implement and test physical components
- Software developer – Manage the creation of computer programs
- Web designer – Create engaging websites
- Network architect – Design data communication networks
- Security analyst – Protect networks from cyberattacks
- Video game developer – Design the next big game
- Data scientist – Analyse data and address targeted problem

**"Every girl deserves to take part in creating the technology that will change our world, and change who runs it."**



— Malala Yousafzai, Nobel Peace Prize Winner



**Key Contact: Mr Sikotra (Room 0-17)**



# BTEC Dance



## Course Overview

The course is a Level 1/ 2 Tech Award, delivered by specialist dance teachers over 120 Guided Learning Hours. Scholars will learn a range of skills and techniques, personal qualities, and attitudes essential for a successful working life in the Dance industry and many other avenues.

The course requires scholars to complete lots of written elements as well as practical performances. There is a requirement to complete three, one-hour exams, two performances and written course work.

Dance works towards enabling all our scholars to develop a broad range of physical and interpretive skills as well as promoting creativity, confidence, and self-discipline. This course offers a chance to appreciate, analyse, study, write about, perform, and create dance.

## What are the topics I will study?

**Component 1 – Exploring the Performing Arts 60 marks**, Scholars will develop their understanding of the performing arts and the roles and responsibilities within the arts by studying 3 different professional dance pieces in 3 different styles based upon a key theme set out in the assignment brief. Scholars will then be examining 1 practitioner and dance piece in great detail exploring the process used to create the performance.

**Component 2 – Developing Skills & Techniques in the Performing Arts 60 marks** Scholars will develop their technical and interpretive skills through the reproduction of professional dance repertoire and they will record their development in a journal. They will also analyse and evaluate their own progress.

### Component 3 – Performing to a Brief, 60 marks

Scholars will be given the opportunity to work as part of a group to create a workshop performance in response to a set brief and stimuli and they will complete 3, one hour written exams which relate to the workshop performance.

Throughout the courses, scholars will be offered revision sessions, mock examination days, past papers, and intervention to maximise success.

## Is this course right for you?

- Are you prepared to perform in front of an audience as a group or on your own?
- Do you enjoy dance and want to study it as an academic subject?
- Are you willing to rehearse in your own time and work well with others?
- Do you want to develop your knowledge and skills in different dance styles?
- Did you achieve a level 6 or higher in KS3 Dance?
- Do you attend extra-curricular Dance clubs?

## Further reading

Pearson Edexcel Specification.

[Specification - Pearson BTEC Level 1/2 Tech Award in Performing Arts 2022](#)

## Qualification Details

- Qualification: BTEC Level 1 / 2 Tech Award in Performing Arts (with a Dance approach)
- Exam board: Edexcel
- Exam code: 603/0406/6

## Assessment Pathway

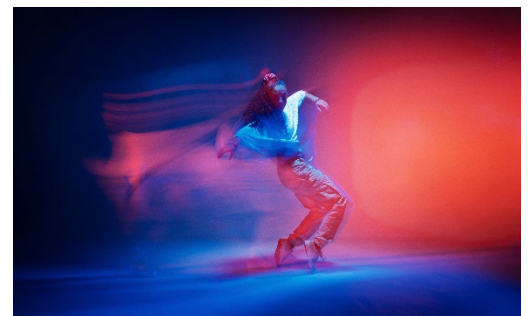
- Internal Assessments (coursework) - Externally Moderated
- External Assessment

## Possible Careers

- Dancer
- Choreographer
- Theatre Performer
- Secondary School Teacher
- Community Arts Worker
- Dance Movement Psychotherapist
- Higher Education Lecturer

We are looking for scholars who are passionate about Dance and are keen to learn more about the theoretical and practical side of the subject.

**Key Contact: Miss Appleby (Sports Hall)**



# GCSE Drama

## Drama – building skills for the theatre and life beyond!

GCSE Drama is an exciting, inspiring and mostly practical course where scholars will develop their skills developed in KS3 and learn to adapt them for a range of theatre genres and mediums. Throughout the course you will have the opportunity to pursue a variety of elements that are part of the wider entertainment industry, for example, elements such as costume and set design, lighting, staging and many more. GCSE Drama is not only rewarding but scholars have the chance to engage with others and explore creativity and self expression in a safe space. The course demands energy, enthusiasm and the ability to work collaboratively and sensitively with others. Scholars need to be aware that a commitment to extra-curricular opportunities is a must to ensure you are getting the most out of this course. GCSE Drama is not only highly academic but also promotes observation, communication, team-work and empathy skills; skills that are invaluable in later life. For example, Drama offers scholars the opportunities to lead in a group, to enhance their confidence and their problem-solving skills, to take initiative and to be adaptable to a range of situations; all skills that are regarded highly by colleges, universities and employers. The course also involves the study and analysis and evaluation of a range of play texts and how productions of these plays have been staged, with opportunities built in to see live theatre and review it.

### Build a wealth of skills and knowledge:

Performance of plays – [interpreting scripts, creativity, directing, costume & set design](#).

Devising theatre – [collaboration, communication, problem solving, leadership, commitment, adaptability](#).

Staging theatre – [knowledge of staging types, flexibility, variation, lighting design](#).

Improvisation responding to stimuli – [motivation, taking initiative, ability to work under time pressures](#).

Design aspects – [a full knowledge of the whole theatre process, respect for theatre design](#).

Exploring issues: [empathy, respect, emotional intelligence](#),

### Further reading

[GCSE Drama | Eduqas](#)

[GCSE Drama - Eduqas - BBC Bitesize](#)

### Qualification Details

- Qualification: GCSE
- Exam board: Eduqas

### Assessment Pathways

The course is divided into three units:

Component One (40%) - Devising Drama – A devised performance, written portfolio and evaluation.

Component Two (20%) – Performing Texts - A performance of two extracts from one play.

Component Three (40%) – Interpreting theatre – A written exam, 1 hour 30 minutes.

### Possible Careers

#### *In the Theatre Industry:*

Performer  
Director  
Designer  
Stage Management  
Technician  
TV and Film

#### *In other Industries:*

Dramatherapy  
Marketing/Advertising  
Social work  
Teaching  
Law  
Youth leader  
Politics  
Journalism  
Event organisation

#### *Key Contact:*

*Miss L Gaisford (Room 0.27)*



# GCSE Food Preparation & Nutrition

## Course Overview

The course focuses on practical cooking skills to ensure scholars develop a thorough understanding of nutrition, food provenance and the working characteristics of ingredients. At its heart, it focuses on nurturing scholars' practical cookery skills to give them a strong understanding of nutrition.

## What are the topics I will study?

- Food Nutrition and health
- Food Science
- Food safety
- Food choice
- Food provenance
- Food preparation skills

## What skills and knowledge will I develop?

Scholars will develop essential life skills such as the ability to prepare and cook dishes from a range of countries and cultures, developing curiosity about the world around them.

Scholars will be equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Be able to make informed decisions so they can feed themselves and others affordably and nutritiously.

Show crucial understanding of both functional properties and chemical characteristics of food that we consume and make.

Understand all aspects of social, moral, ethical and environmental impacts of food choices at different life stages.

'Food may be essential as fuel for the body, but good food is fuel for the soul.'

— Malcolm S. Forbes

## Further reading

AQA GCSE Food Prep and Nutrition Specification:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

## Qualification Details

- Qualification: GCSE
- Exam board: AQA

## Assessment Pathway

**NEA1- Written report 15%:** Scholars conduct a food science investigation, to demonstrate knowledge of the functional, chemical and working characteristics of ingredients.

**NEA2-Practical element 35%:** Scholars plan, prepare, cook and present three dishes that showcase their culinary skills. Scholars will complete a three hour MasterChef style cooking session producing dishes to a high standard.

**Written exam- 50%:** A written theory exam of food preparation and nutrition.

## Possible Careers

- Food Scientist/Technologist
- Sports Science
- Science & Microbiology
- Dietician
- Hospitality Industry/Chef
- Manufacturing
- Baker
- Nutritionist/ therapist
- Butcher
- Home Economist
- Barista
- NHS

**Key Contact: Miss Sharpe (Room 0-33)**



# GCSE Geography

## Without Geography – you are nowhere!

The world in which we live in is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes. Geography tackles, investigates, and searches for answers developing knowledge and understanding for big issues and challenges like environmental responsibility, our global interdependence and place in the world, cultural understanding, and tolerance. The transferable skills which geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking and provides a firm basis for life-long learning. You will be able to see the world that you live in, question, and answer why it is like this and what the future holds.

## Key topics studied

- **The challenge of natural hazards** – tectonic hazards, weather hazards and climate change.
- **The living world** – tropical rainforests and hot deserts.
- **Physical landscapes in the UK** – river and coastal landscapes.
- **Urban issues and challenges** – the urban world, urban change in the UK and sustainable urban development.
- **The changing economic world** – the development gap, Nigeria as a Newly-Emerging Economy and the changing UK economy.
- **The challenge of resource management** – resource management in the UK, food management, water management or energy management.
- **Geographical skills** – decision-making, fieldwork, cartographic, graphical, and statistical skills.

## Pathways through the subject

Geography is a linear course, which means that you will be assessed at the end of Year 11. You will sit three exams which breakdown as follows:

- Paper 1 – **Living with the physical environment** (35% of GCSE)
- Paper 2 – **Challenges in the human environment** (35% of GCSE)
- Paper 3 – **Geographical applications** (30% of GCSE)

## Fieldwork

All scholars will go on two fieldtrips in Year 10 where you will collect primary data as part of fieldwork exercises to help you prepare for your paper 3 exam. Each fieldtrip will provide the opportunity to visit physical and human landscapes, e.g., a coastline and a city centre. In Year 11, scholars can also go on an extra-curricular fieldtrip to an international location such as Iceland.

### Further reading

AQA GCSE specification:

<https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

Royal Geographical Society – Choose Geography:

<https://www.rgs.org/geography/choose-geography/>

### Qualification Details

- Qualification: GCSE
- Exam board AQA
- Included in the English Baccalaureate award

### Possible Careers

- Discover new places!

Travel Agent, Tourism Officer, Media Researcher.

- Enjoy being in the outdoors?

Coastal manager, Geologist, Civil Engineer, Surveyor.

- Interested in people?

Planner, Social Worker, Market Researcher, Diplomat.

- Interested in world events?

Aid Worker, Refugee Advisor, Charity Coordinator, Disaster Management.

*“Geography is the subject which holds the key to our future”*

**Michael Palin**

*“Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level.”*

**Royal Geographical Society**

**Key Contact: Mrs Beckingham (Room 2-25)**



# GCSE History

## Course Overview

**Studying history informs the present and gives you the skills you need to prepare for the future.** Apart from being very interesting, history is useful for a host of different careers, and life too! In fact, history is very practical and teaches you vital skills that employers want.

## What are the topics I will study?

### A Thematic Study and Historic Environment:

- *Migrants in Britain, c800–present and Notting Hill, c1948–c1970.*

### A Period Study and British Depth Study:

Scholars take one of the following British depth study options:

- *Anglo-Saxon and Norman England, c1060–88*
- *The reigns of King Richard I and King John, 1189–1216*
- *Henry VIII and his ministers, 1509–40.*

Scholars also take one of the following period study options:

- *Spain and the 'New World', c1490–c1555*
- *British America, 1713–83: empire and revolution*
- *The American West, c1835–c1895*
- *Superpower relations and the Cold War, 1941–91*
- *Conflict in the Middle East, 1945–95.*

### A Modern Depth Study:

Scholars will study one of the following modern depth studies:

- *Russia and the Soviet Union, 1917–41*
- *Weimar and Nazi Germany, 1918–39*
- *Mao's China, 1945–76*
- *The USA, 1954–75: conflict at home and abroad.*

## What skills and knowledge will I develop?

- **Learning about people** – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)
- **Learning about countries, societies and cultures** – so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?
- **Learning to locate and sift facts** – to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!)
- **Presenting what you've learned in a way that makes sense to others** – whether in graphs, essays or illustrated reports – **and** having the confidence to defend your findings.

## Qualification Details:

- Qualification: **GCSE**
- Exam board: **Pearson Edexcel**
- Included in the **English Baccalaureate** award

## Assessment Pathway:

3 GCSE exam papers at the end of Year 11

- **Paper 1: Thematic study and historic environment**  
Written examination: 1 hr and 15 mins  
30% of the qualification
- **Paper 2: Period study and British depth study**  
Written examination: 1 hr and 45 mins  
40% of the qualification
- **Paper 3: Modern depth study**  
Written examination: 1 hr and 20 mins  
30% of the qualification

## Possible Careers:

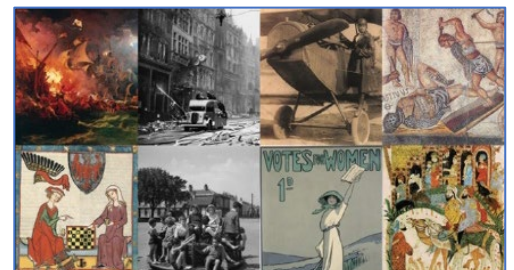
*Many well-known faces share an enthusiasm for history... just consider some of the famous faces that have studied history: **Jonathan Ross (TV Presenter), Sacha Baron-Cohen (Comedian), Shakira (Pop Star), Louis Theroux (Journalist and TV Presenter), Al Murray (Comedian), Diane Abbott (MP) and Martha Lane Fox (Internet Entrepreneur) to name but a few.***

*At the same time as helping you to understand your world, history can also open the door to your future.*

**Studying history can lead to a great number of excellent careers as diverse as:**

- *the media and journalism*
- *government, including local government and diplomatic services*
- *heritage organisations*
- *conservation*
- *teaching*
- *archives and library services*
- *museums and galleries*
- *charity organisations*
- *the police and law*

**Key Contact: Mr Bartlett (Room 2-21)**



# GCSE Music

## Course Overview

GCSE Music will provide a contemporary, accessible and creative Music course made up of 3 main elements: performing, composing and appraising. You will use your musical creativity and broaden your musical horizons and understanding through the study of a broad range of musical genres and styles where you will encounter new musical contexts and develop your musical language. You will also explore performance and composition with a focus on your own instrument and genre choices. GCSE Music is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions and you can really make your own mark on music for the 21<sup>st</sup> century.

## What are the topics I will study?

Area of study 1: My music  
Area of study 2: The concerto through time  
Area of study 3: Rhythms of the world  
Area of study 4: Film music  
Area of study 5: Conventions of pop

## What skills and knowledge will I develop?

You will develop your understanding of performance and composition through exploration of your own instrument within styles and genres of your choice. Your playing skills and abilities will be developed by practising and performing pieces musically, accurately and with appropriate interpretation.

You will develop your composition skills through more advanced knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques. The end result will be that you compose two pieces of music, one to a brief set by the exam board and one to a brief set by you.

In preparation for the listening and appraising exam you will demonstrate knowledge and understanding of musical elements, contexts and language with a particular focus on specific areas of study: The concerto through time, Rhythms of the world, Film music and Conventions of pop.

Commitment to practicing your instrument is essential for you to develop as a musician and solo/ensemble performer - as part of the course you will have a 25 minute musical instrument lesson each week and show off your skills in concerts. It is a prerequisite of this course that you can play a musical instrument to a certain standard before starting the course. Please discuss this with Mr. Larsen before opting.

## Qualification Details

- Qualification: GCSE
- Exam board: OCR

## Assessment Pathway

30% Performance  
30% Composition  
40% Listening and Appraising Exam

## Possible Careers

- Performer
- Teacher
- Administrator
- Songwriter
- Conductor
- Composer
- Recording engineer
- Producer
- Project Manager
- Promoter
- Music publisher
- Music therapy.

**Key Contact: Mr Larsen (Room 0-26)**

## Further reading

OCR GCSE Music Exam Specification (search this on the internet)  
OCR GCSE Music Revision Guide  
CGP OCR GCSE Music Revision Guide



## Course Overview

A GCSE in Physical Education will equip scholars with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Scholars will also gain understanding of how physical activities benefit health, fitness and well-being.

GCSE PE is a subject which incorporates elements of Science (Anatomy, Physiology and Psychology), English and Mathematics.

The course focuses on two aspects: the theoretical and the practical elements of sport.

The theoretical element, which contributes 70% of the total marks, focuses on a range of topics in which scholars will be required to apply theory knowledge to a variety of sporting activities. Accordingly, a large percentage of the GCSE lessons will be theory based, allowing scholars to study the relevant topics and develop exam techniques. The theoretical elements include two external exams, and coursework which includes developing a personalised exercise programme and analysing their own performance.

The course is physically demanding and requires scholars to be physically competent, in three different sporting activities, from the specification list. From these three activities, one must be examined from team sports, one from an individual sport & an open choice for the third sport. Overall, pupil's practical performances equate to 30% of the total grade awarded. The course requires commitment to improving performance and physical fitness as well as dedication to extracurricular activities over the duration of the course. Scholars must compete regularly in at least two sports.

## What are the topics I will study?

- Health, fitness and well-being
- Anatomy and Physiology
- Movement analysis
- Sports psychology
- Practical Performance
- Use of Data

## Further reading

AQA GCSE PE Specification;  
<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance>

## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Exam code: 8582
- Controlled Assessment (10%)
- Practical Assessment (30%)
- Examination 1 (30%)
- Examination 2 (30%)

## Assessment Pathway

This course comprises of two written exams, practical exam. The practical element is worth 30% of the overall grade. Therefore, scholars are required to have a strong practical ability, playing a minimum of two sports at clubs away from school.

Throughout the courses, scholars will be offered revision sessions, mock examination days, coursework days, past papers and intervention to maximise success.

## Possible Careers

- Sports management
- Sports coaching
- Personal trainer
- Teaching
- Physiotherapy
- Sports psychologist
- Sports analyst
- Media and Events
- Sports Reporter

**Key Contact: Mr Gardner (Sports Hall)**





# BTEC Sport

## Course Overview

The BTEC Level 1/Level 2 Tech Award in Sport is for scholars who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. You will explore the different types of participants and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Scholars will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables scholars to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

## What are the topics I will study?

The Tech Award gives scholars the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. scholars will have the opportunity to develop applied knowledge and skills in the following areas:

- Component 1: Investigating provisions for sport including equipment and facilities to enhance sport
- Component 2: Planning and delivery of sport drills and sessions
- Component 3: Fitness for sport including fitness testing and methodology.

Throughout the courses, scholars will be offered revision sessions, mock examination days, coursework days, past papers and intervention to maximise success.

## Further reading

Pearson Edexcel Specification.

[Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 2](#)



## Qualification Details

Qualification: BTEC Tech Award. Level 1/ Level 2

- Exam Board: Pearson

## Assessment Pathway

Internal assessment (coursework)  
externally moderated (exam).

Written theory exam.

## Possible Careers

- Sports management
- Sports coaching
- Personal trainer
- Teaching
- Physiotherapy

We are looking for scholars who are passionate about PE, and have a keen interest in learning more about both the theoretical and practical side of the subject.

This course is for scholars looking to gain a broad overview of the varying disciplines available in the sport, activity, and fitness sector.

Suited to scholars who are considering a career in the sport, activity, or fitness industries, either progressing onto a Level 3 qualification or an apprenticeship.

**Key Contact: Mr Gardner (Sports Hall)**

# GCSE Product Design

## Product Design – building skills for life and employment.

Our curriculum aims to be inspiring, contextualised, and practical; it uses creativity and imagination as scholars design, make and evaluate products that solve real and relevant problems within a variety of contexts, considering the needs of the client and end user. Scholars develop a broad subject knowledge, forging links with prior learning from other disciplines such as mathematics, science, engineering, computing and art. Scholars learn how to challenge themselves both practically and academically by constantly reflecting upon their own performance and using this information to inform their own future learning. Through this cyclic process scholars become resourceful, innovative, enterprising and capable citizens that are able to work within design constraints but also use their own initiative. Through the evaluation of past and present design and technology, scholars develop a critical understanding of its impact on daily life and the wider world as well as their own role within the design and technology sector. At Key Stage 4 our intent is to build upon the foundations of the Key Stage 3 curriculum and add layers of knowledge and understanding in order to give a greater depth to the scholars knowledge and enable them to apply their knowledge to a range of situations using their own initiative.

Scholars will develop a broad knowledge of materials, components, technologies and practical skills to develop high quality, imaginative and functional prototypes. Above all, students will be ambitious and open to explore and take design risks in order to stretch the development of design proposals.

### Build a wealth of skills and knowledge:

**Core technical principles:** new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties.

**Specialist technical principles:** selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.

**Designing and making principles:** investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.

### Further reading

AQA Design and technology – Michael Ross

Making It: Manufacturing Techniques for Product Design, Lefteri

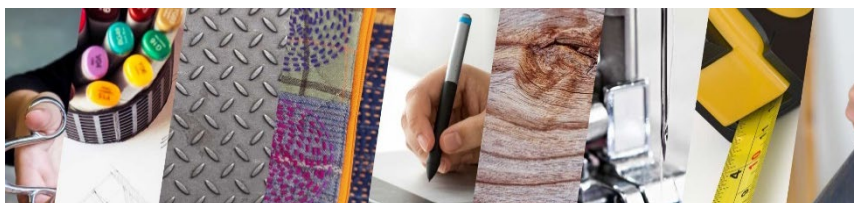
Invention, a life – James Dyson

BBC bitesize – Design and Technology

Exploring issues: [Sustainability](#), [inclusive design](#), [design Stereotypes](#).



## Product Design



### Qualification Details

#### AQA Design and Technology 8552

#### Assessment Pathways

##### Paper 1 (100 marks)

- 2 hour written exam.
- 50% of final grade

##### Paper 1 covers three sections:

**Section A** (20 marks) – Core technical principles. Assessed via multiple choice questions.

**Section B** (30 marks) – Specialist technical principles. Assessed via 2-5 mark short answer questions.

**Section C** (50 marks) – Designing and making principles. Assessed via a mix of short answer and extended response questions.

##### Non-Exam Assessment (100 marks)

- 30 – 35 hour coursework element (completed in class).
- 50% of final grade
- Design & manufacture of a physical prototype.
- Design portfolio.

##### Possible Careers:

Mechanical / Electronics Engineer  
CAD Designer / CNC Engineer  
Automotive / Industrial Designer  
Quality Control Engineer

Construction, Joinery, Electrical installation.

**Further academic study:** Degree, Masters, PHD

##### Key Contacts

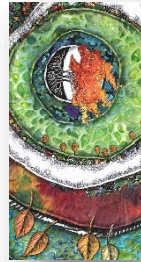
**Miss Simpkin (Room 0.30)**

**Mr Carroll (Room 0.32)**

# GCSE Textiles

## We live in a material world!

GCSE Art Textiles is a vibrant and dynamic course which teaches skills such as **weaving, felting, stitching, appliqué, construction methods, and printing.**



During the course scholars will seek to inspire the development of innovative ideas, which include research into cultural, social, historical and contemporary textile design to create products that are created for functional or aesthetic purposes and are new and exciting.

Example outcomes might include fabric prints, accessories, soft furnishings linked to interior design all driven by a portfolio of developmental and experimental work.

The ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of media and materials, as appropriate to scholars personal intentions which can include the use of inks, yarns, fabrics, digital imagery, print work, embroidery, knitting and much more.

### What are the possible topics I can study in textiles?

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

### The four Assessment Objectives are:

**AO1** – Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

**AO2**- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

**AO3**- Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

**AO4**- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

### What skills and knowledge will I develop?

By the end of the course you will have been able to work creatively, showing imagination, and be inspired by fabrics, clothing and textile products. You will be comfortable with practical work and be able to work independently to generate ideas. Patience and organisation are also key to working effectively as the course will require you to produce a portfolio of assessment work.

### Qualification Details

- Qualification: GCSE Art and Design: Textiles
- Exam board: AQA

### Assessment Pathway

Unit 1 is your portfolio of work and is worth 60% of the final marks.

Unit 2 is the externally set task and is worth 40% of the marks.

### Possible Careers

- Illustrator.
- Interior decorator
- Weaver.
- Print manager.
- Stylist.
- Visual merchandiser.
- Graphic designer.
- Fashion designer.
- 

**Key contact: Miss Simpkin (Room 0-30)**

### Further reading

[AQA | Art and Design | Subject content | Textile design](#)

[TextileArtist.org - Be inspired to create](#)

**Possible places to visit or read about:**

[Showcasing contemporary fashion and textile design | Fashion and Textile Museum \(fashiontextilemuseum.org\)](#)



We believe  
you can always  
improve



CASTLE MEAD  
ACADEMY

