

**HAZEL
GROVE**
HIGH SCHOOL

**OPTIONS CHOICES FOR KEY STAGE 4
2025 - 2027**



Overview of the KS4 Curriculum at Hazel Grove High School

1 Core Curriculum

There is a core curriculum that is the essential learning for all students and is **compulsory**:

- English Language & English Literature
- Mathematics
- Combined Science
- Physical Education
- Beliefs and Values

2 Option Subjects

Students will have THREE Options subjects to add to their core curriculum. Details of these follow in this booklet.

3 The English Baccalaureate (EBacc)

The EBacc is a combination of subjects which offers an important range of knowledge and skills and keeps future careers open to young people. To achieve this, students need to follow the core curriculum outlined above, complete their Modern Foreign Language GCSE this summer and select **History or Geography** as one of their **three** Options choices. It is recommended that most students should follow the EBacc curriculum.



The Options Process

It is vital that both parents, teachers and students are wholly involved in the options process for it to be an effective mechanism to allow students to thrive academically and holistically. All stakeholders are given ample time and information to consider their choices, and the following timeline highlights key points in this:

- **Week commencing 24th February** – Options Booklet is shared with parents. Students are made aware of options page on Sharepoint via form tutors [*HGH Year 9 Options - Home*](#). Options assembly for all Year 9 students. Teachers begin to deliver taster sessions and raise awareness of options subjects within their teaching disciplines. Non KS3 taught subjects to deliver information via lunchtime sessions.
- **6th March** – Year 9 Parents Evening – Opportunity to meet with all current teachers and discuss current progress in subjects and view information on Options subjects including Non KS3 taught subjects. Options choices opens via Sharepoint and video links made available for all Options subjects.
- **14th March** – Options choices closes. Students to have made selections by this date.
- **15th March onwards** – all student choices reviewed by Senior staff, SEND and pastoral teams and meetings with students arranged as required to discuss options in more detail.



Qualification Types at KS4 Explained

It is our school's aim to have each and every student achieve the best grades possible to open the doors to the future of their choice and therefore be able to choose from a broad and balanced range of subjects.

GCSE

We offer a wide range of GCSE subjects covering a number of subject areas. GCSE qualifications tend to follow a more traditional, linear pathway towards final examinations. Each subject comprises of a variety of skill and content elements and how much each element counts towards the final qualification depends on the subject. Please read the course details to find out more.

GCSEs are graded from 9 – 1 (9 being the highest).

GCSE study is often, although not always, a pre-requisite for A Level study in many disciplines. If a student is wanting to follow an educational route towards A Level and on to Degree or Degree Apprenticeship study then they should consider taking GCSEs in the subject areas that interest them. For more information on A Level courses and course requirements visit our Hazel Grove Sixth Form curriculum page: [Sixth Form – Curriculum - Hazel Grove High School](#).

BTEC / Cambridge National (CNAT)

Our BTEC and equivalent courses are also offered at **Level 2**. This means that they are the equivalent of one GCSE qualification. BTECs and equivalents are graded Distinction*, Distinction, Merit, or Pass.

These courses differ from GCSE courses in that assessment happens continuously across the two years. Assessment is based on a number of internally conducted, but externally set, coursework assignments known as PSAs **as well as a final examination element**. Although these courses have an assessment process that is broken down over the two years, it does not mean that they are any “easier” or less challenging than GCSE subjects and students will need to have excellent attendance to ensure that they are able to sit all assessment components throughout the two year period to guarantee that they can perform as well as possible.

All the work done in these BTEC or equivalent courses takes place in what we call a ‘vocational context’. That means that students are expected to put themselves in the position of a person who is working in the industry the qualification is connected



to. For example, in Engineering, students may be expected to produce work as if they were an Apprentice Engineer or in Sport as a Fitness Centre Assistant.

BTECs can be continued Post 16 to Level 3 which is an A Level equivalent. Many local colleges offer BTEC Level 3 courses where students can continue to study these qualifications.

Future Study Post 16

Students have many choices available to them Post 16 but they will have to remain in a form of education, training or employment up to the age of 18. The options subjects they choose at this stage will impact upon the subjects they can access Post 16 so it is vital that students, alongside parents and carers, make these decisions feeling informed about their next steps after 16. It may seem early to start looking at careers and Post 16 opportunities, however, it would be wise to ensure that students can access their chosen course with the options they have selected. Please see our Careers page for further information and signposting: [Life After Laurus - The Laurus Trust](#).

Important considerations for the Options process

- We will endeavour to create a timetable that allows students to study their three preferred subjects. We cannot guarantee that this will work in all cases and therefore ask students to select a reserve subject that they would also be happy studying.
- Depending on numbers, subjects may be withdrawn from our offer after choices have been made.
- Some combinations of subjects are not allowed. This is usually where the content and assessment procedure are too similar. If this is the case, a meeting will be arranged to discuss alternatives.
- Only current and prior attainment will be considered when allocating places to courses. We do not consider potential future attainment levels.
- Where it exists, students must meet subject specific entry requirements.
- Students should make their own choices and not be swayed by friends and current groupings. Classes and teachers change and students need to ensure they are making choices that support them in their own learning and progression.



Options Choices Process and Subject Information

On the remaining pages you will find detailed information on all of our Core and Options subjects. Please take the time to read this carefully.

When students have taken the time to read the information, speak to their teachers, listen to their Options Assembly, attend Parents Evening and watch all relevant Options videos on Sharepoint they will be ready to make their Options choices. If there are specific queries you can contact ks4options@hazelgrovehigh.co.uk.

Student Options choices have been put into pre-populated pools to ensure the timetable can be created with as few alterations as possible.

Students will select one subject from Pool A and two subjects plus a reserve from Pool B. These will be selected using the online Options choices which will be available from Thursday 6th March following Year 9 Parents Evening.

Pool A (Select One)

- Geography
- History
- Modern Foreign Language (must be different to language completed in Year 9)
- Separate Sciences
- Sport Award (BTEC)
- Creative Media Production (BTEC)
- Engineering Manufacture (Cambridge National)

Pool B (Select Two plus a reserve)

- Art, Craft and Design (GCSE)
- Business (GCSE)
- Business Enterprise (BTEC)
- Computer Science (GCSE)



- Design and Technology (GCSE)
- Drama (GCSE)
- Engineering Manufacture (Cambridge National)
- Food Preparation and Nutrition (GCSE)
- Geography (GCSE)
- Health and Social Care (BTEC)
- History (GCSE)
- Media (GCSE)
- Creative Media Production (BTEC)
- Modern Foreign Languages (GCSE)
- Music (GCSE)
- PE (GCSE)
- Religious Studies (GCSE)
- Sport Award (BTEC)
- Separate Sciences (Biology, Chemistry and Physics) (GCSE)
- Textiles



CORE SUBJECTS

These subjects form part of the core offer
and are not part of the options process

- English Literature and Language
- Mathematics
- Combined Science



GCSE ENGLISH LANGUAGE AND LITERATURE

Examination Board and Syllabus

AQA English Language - 8700

AQA English Literature - 8702

Form of Assessment

The English Language and Literature course is linear (all examinations are at the end of the course). When students are awarded their GCSE grade, it will be in the form of two numeric grades (9-1).

English Language

Paper 1 – Explorations in Creative Reading and Writing (50%)

- Reading: One literature fiction text with four questions
- Writing: Descriptive or narrative writing

Paper 2 – Writers' Viewpoints and Perspectives (50%)

- Reading: Two non-fiction texts with four questions
- Writing: To present a viewpoint

Speaking and Listening: Presenting and responding to feedback (awarded as an endorsement of the GCSE grade)

English Literature

Paper 1 – Shakespeare and the 19th century novel (40%)

- Romeo and Juliet: One question based on an extract and wider understanding of the play
- A Christmas Carol: One question based on an extract and wider understanding of the novel

Paper 2 – Modern texts and poetry (60%)

- An Inspector Calls: One question on the modern drama text
- Power and Conflict Poetry: One comparison essay from the anthology cluster
- Unseen Poetry: One question on an unseen poem and one comparison question of two unseen poems



Course Content

The English Language course enhances and extends students' knowledge in each of the 3 elements: Reading, Writing and Speaking & Listening. These skills will prepare students for their future. Students will read a selection of texts from the 19th, 20th and 21st Century, including prose and high-quality journalism. They will learn how to write for a number of different purposes and explore how to communicate with others in a variety of situations.

All our students study English Literature. Students study a rich variety of texts including: a Shakespeare play, a poetry anthology and post 1945 British drama. The course supports students in their study of English Language which also includes a Literature element.

Skills and Qualities Required for Success

- Resilience and stamina for extended writing
- Organisation and note-making skills
- Able to see the bigger picture of how all parts of your learning link together
- Discussion skills, ability to form, share and respond to others' opinions confidently
- Good reading skills - be able to read texts carefully but also skim and scan for particular detail
- Make comparisons and see how texts link together

Futures

GCSE English Language is an essential qualification that is a requirement for all employers, professions and higher education establishments. The Language and Literature qualifications will support all future academic study, as well as providing students with essential skills in their lives after education.

The skills that are used and refined at GCSE can be applied to a variety of A-Level courses such as English Literature, English Language, Media Studies, History, Drama and Theatre Studies.

Students can go on to follow some of the following career pathways: Journalism, Education, Creative Writing, Law, Marketing, Advertising, Performing Arts and much more.

Additional Requirements

- Students will benefit from regular reading in their spare time to develop a love for reading, both fiction and non-fiction
- Students should be critical as they read- ask questions, think about purpose and impact
- Students should try to develop their own powerful knowledge by keeping up to date with the news, current affairs and what is happening in the world



GCSE MATHEMATICS

Examination Board and Syllabus

OCR Specification GCSE Mathematics (J560) is used. The class teacher will decide on the most appropriate tier of entry for your child.

Form of Assessment

No coursework requirement

Foundation grades 1 - 5 Higher Level Grades 4 - 9

Students will sit three examinations to achieve a GCSE in Mathematics, one non-calculator paper and two calculator papers. Each paper is equally weighted and lasts 1 hour 30 minutes and will have a range of questions.

All examinations must be taken at the same tier and will take place at the end of Year 11.

Course Content

Students will be assessed on 3 key areas of mathematics:

- AO1 Using and applying standard techniques
- AO2 Reasoning, interpreting and communicating mathematically
- AO3 Solving non-routine problems in mathematical and non-mathematical contexts

Skills and qualities required for success

- Rational thinking
- Appreciation of different methods and approaches
- Ability to solve problems in familiar and unfamiliar contexts
- Ability to make links, find connections and generalise

Futures

Most jobs and Sixth Form Colleges now require a minimum of a Grade 5 GCSE for entry. However, increasingly places are asking for a Grade 6. Universities also require a Grade 6.

Careers with numbers can range from:

- Computer Programmer



- Meteorologist
- Financial Planner
- Air Traffic Controller
- Urban Planner
- Sports Analytics
- Engineer

Post 16 AS/A2 Level:

As competition for places increases, a Grade 7 at GCSE is required if students wish to study Maths at A Level at most colleges.

A Grade 8 is required if students wish to study Further Maths at A Level.



GCSE COMBINED SCIENCE

Examination Board and Syllabus (Codes):

AQA Trilogy GCSE – Combined Science (8464)

Assessment:

2 x 1hr 15 minutes exams for Biology, Chemistry and Physics

100% exams-Multiple choice, structured, closed short answer and open response

Course Content:

The specification is divided into topics which each cover different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the course and assessed in the written papers.

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using Resources	5. Forces 6. Waves 7. Magnetism and electromagnetism

Skills and Qualities required for success

- Good scientific knowledge from KS3
- Good scientific vocabulary developed from KS3
- Enquiry and problem-solving skills
- Independent learner
- Good observational and practical skills
- Modelling skills



This course encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study.

It encourages learners to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how Science works.

It enables learners to engage with Science and to make informed decisions about further study in Science and related disciplines, and career choices.

Future Success:

All Science courses are highly respected by both further education establishments and employers alike. Whether your next step is Sixth Form, College or an Apprenticeship, GCSEs in Science are highly regarded when considering students in this competitive environment. Alongside this, Science provides skills which can be applied to all aspects of life.

Although triple Science is preferred by organisations when students are going on to study A Levels in Science, it is still possible to continue to A Level from Combined Science GCSE.

Career Pathways:

Successful completion of this qualification will allow access to most career pathways. It is a key qualification for students wanting to start university, apprenticeships and many careers.

Additional Requirements (Entry Levels):

Combined Science is a Core Subject and the traditional route that most students will follow, unless Separate Science is opted for.

There are two available tiers of entry; higher and foundation. Throughout the GCSE course, we will track and monitor progress matching the student to the correct tier.



OPTIONS SUBJECTS

- Art, Craft and Design (GCSE)
- Business (GCSE)
- Business Enterprise (BTEC)
- Computer Science (GCSE)
- Design and Technology (GCSE)
- Drama (GCSE)
- Engineering Manufacture (Cambridge National)
- Food Preparation and Nutrition (GCSE)
- Geography (GCSE)
- Health and Social Care (BTEC)
- History (GCSE)
- Media (GCSE)
- Media – Creative (BTEC)
- Modern Foreign Languages (ab initio)
- Music (GCSE)
- PE (GCSE)
- Religious Studies (GCSE)
- Sport Award (BTEC)
- Separate Science:
 - Biology (GCSE)
 - Chemistry (GCSE)
 - Physics (GCSE)
- Textiles (Art) (GCSE)



GCSE ART, CRAFT & DESIGN

Examination Board and Syllabus (Codes):

AQA (8201)

Form of Assessment:

Component 1: Artists portfolio. 60% of GCSE mark.

The portfolio of work is completed in the form of coursework style projects & media skills workshops throughout year 10 and the autumn term of year 11. Students will carefully select and present a range of their best work covering the syllabus assessment objectives.

Current coursework projects include the hugely popular “Character Concept Design” and “Urban Environment, Architecture and Street Art” projects.

Component 2: Externally set task. 40% of GCSE mark.

Students respond to their chosen starting point from an externally set assignment paper provided by the exam board. Students are provided with a preparatory period to explore the question/theme followed by 10 hours exam time in which they create a personal and meaningful response to the theme. The externally set task starts in the spring term in year 11.

Course Content:

The GCSE Art, Craft & Design course provides an important platform for young people to explore creativity and imagination. It teaches students about Art, Craft & Design processes and how one can develop meaningful responses from briefs or starting points, as would happen in the creative industries.

As an artist/designer your learning experience will be wide, varied and packed with knowledge that helps you become the artist you would like to be. Both coursework projects explore a range of key skills such as 2D and 3D exploration, drawing, painting, colour theory, mixed media and research methods. The individual coursework themes then allow students to explore more niche specialisms.

It should also be noted that GCSE students now see digital art included in their busy and exciting curriculum. The department have recently invested in IPADS meaning that



digital illustration programmes such as Procreate are explored. We hope this helps prepare our artists meaningful creative futures.

The Character Design Project Explores: Concept art and character design. Modelling process and ceramics.

The Urban Environment, Architecture & Street Art Project Explores: Architectural & experimental drawing technique, Photography, Photo-manipulation, Architectural modelling, Plaster casting, Stencilling & Graffiti skills, paint & media experimentation and much more.

All students' learning journeys will be enriched with contextual research based around their briefs and opportunity to explore historical & contemporary artists, cultures and issues. Students will also have opportunity to attend educational visits.

Skills and Qualities Required for Success:

- You are interested or passionate about Art, Craft & Design.
- You are enthusiastic & creative.
- You are explorative and enjoy developing new skills.
- You are independent and enjoy having ownership over your work and projects.
- You want a creative future or are considering one.

Futures & Pathways:

The Art, Craft & Design course is the best & most exciting platform into the creative industries. Opportunities within the sector are vast and diverse and there are many routes to take when completing the GCSE course.

Students will have opportunity to explore A Levels and BTEC National courses which specialise in a range of creative subjects such as Art & Design, 3D Design, Photography, Fashion & Textiles and more. Students could also access the creative working world through modern apprenticeships.

A Levels and BTEC National courses naturally lead to higher education courses and careers in Architecture, Interior Design, Fine Art, Illustration, Animation, Digital Media, Media, Ceramics, Crafts, Photography, Fashion, Textiles, 3D Design, Graphic Design, Web Design, Computer Game Design, Education to name but a few.

Additional Requirements (Entry Levels):

It is essential that students opting for this subject have a keen or growing interest in



the field. They will be hard working, enthusiastic and want to explore creativity.

We also suggest that students who opt for the subject make sure they are kitted out for success. Every year the Art department offers options students an art pack. This provides a range of specialist Art kit to support students' learning from home. A camera would also be a great asset but not essential.



GCSE BUSINESS

Examination Board and Syllabus: Edexcel Business GCSE (1BS0)

Assessment:

Theme 1 – Investigating Small Business (50%) 1 ¾ hour examination

Looking at the core concepts of starting and running a small business. The nature, purpose and reasons why businesses exist. Entrepreneurs, adding value, market research and the competitive environment.

We look at aims/objectives, ownership, finance – revenue, costs, profit, cashflow and breaking-even and how small businesses obtain finance. We investigate franchising, location and marketing before moving on to the economy, legislation and the external factors affecting businesses.

Theme 2 – Building a Business (50%) 1 ¾ hour examination

We look at how businesses develop and grow beyond the start-up phase. Marketing, operations, finance and human resources. We also consider the impact of the wider world e.g. pressure groups, ethical issues and the environment versus globalisation and business performance. We look at technology and production, motivational management, stock control and JIT manufacturing. We investigate recruitment, training and the growth of business.

Course Content:

The Business course enables students to gain knowledge and an insight into the business world. Students will look at many aspects of business, from the types of businesses, to how products and services are successfully marketed. They may get to pretend to be the famous Alan Sugar as they do role play and make the executive decisions in business or work in a team to build models to find out if flow production is faster than batch production. We will again look to invite speakers into school as well as arranging work place visits where possible.



Students will have opportunities to invent and market a product, developing a new invention and experiencing the Dragons Den. They will experience the role of recruitment, applying and interviewing for a job, as a newsagent manager. They will investigate business opportunities in Hazel Grove and plan a new business start-up.

Skills and Qualities Required for Success:



- A thirst to find out more about how to make money
- An interest in news and business
- Inquisitive nature about jobs and companies
- Ability to use independent research skills
- Ability to work as part of a team

Futures:

Successful completion of this qualification will allow access to the following career pathways:

- Students successfully completing GCSE Business could continue with Business at A Level
- Students could use the skills developed in other A-Level Choices
- The subject is a good platform for a range of apprenticeships at Post-16 or Post-18

Post 16 AS/A2 Level:

Business can be taken as a subject at A Level and as a BTEC at most colleges and Sixth Form centres. It is a very popular and highly regarded A Level subject that provides a broad-based understanding to a huge array of degree courses. A Level Business supports other subjects such as Economics, Geography, Business Administration and Accountancy.

Career Pathways:

Students studying Business could go on to be involved in a wide range of commercial activities. It also provides a sound footing to A Levels. Students with GCSE Business could go on to work in Public Relations, Customer Service, Retail, Marketing and Financial Accounting. Who knows they could be creating TV advertisements for ITV, be the Marketing Manager at Microsoft, or the face behind a new concept on the internet.

Additional Requirements (Entry Levels):

To study Business GCSE it is important to have

- A good understanding of Maths and English at GCSE and we recommend that students should be working towards Foundation Stage 4 or 5 by the end of KS3 in Maths/English
- Students need a thirst for knowledge and an inquisitive nature to think about laws, politics, business activity, ethics and finance
- They should have an interest in why some businesses are successful and why some fail.
- They must have demonstrated a good academic performance during KS3.



BTEC TECH AWARD IN ENTERPRISE

Examination Board and Syllabus: Pearson Tech Award in Enterprise (603/7063/4)

Assessment:

Unit 1: Exploring Enterprises – 30% Coursework

We investigate entrepreneurs and the concepts of starting and running a small business. The nature, purpose and reasons businesses exist. How small businesses add value, conduct market research and why they remain competitive. We investigate how small businesses deal with a changing competitive environment looking at external factors affecting business. For the coursework, students research and investigate a local successful business of their choice and present their findings.

FILM MY
MATCH

Little
Angels
Nursery

J4
JAMES JAMES

INSURANCE APPROVED
AUTOSCREEN
LIMITED

IPEX

EXPLORER
TRAVEL

THE HAIR & BEAUTY
RETREAT



Unit 2: Planning and Presenting an Enterprise Activity - 30% Coursework

We consider promotional methods businesses use and how effectively they combine the Marketing mix. We look at aims/objectives, ownership, finance – revenue, costs, profit, cashflow and breaking-even and how small businesses obtain finance. For the coursework, students set up a business in theory investigating business ideas before writing their own business plan. They then have to pitch their ideas “Dragons Den” style to their teacher to gain investment for their idea.

gelato



These Are the Days
Your local antiques dealer

THE PASTA
FACTORY



Unit 3: Marketing and Finance for Enterprise - 40% 2 hour examination

The examination covers a wide range of business-related documentation and financial records needed for an understanding of record keeping within business. Three areas looking at promotional factors, targeting customers, segmentation, marketing budgets and advertising methods.

Financial records, looking at documents in business, payment methods, revenue and costs, profits and liquidity. Finally, Cash flow, forecasting, break-even and sources of



finance. Students will look how to monitor and improve the performance of an enterprise.

Course Content:

The BTEC Enterprise course enables students to gain knowledge and an insight into the business world through the eyes of a small business. Students will look at many aspects of Business, from the entrepreneurialism through to growth and changes in ownership. It is very much hands-on, learning theory of business and then applying it to business examples. Students investigate local businesses, interviewing local business owners to write up about how businesses operate and thrive in the local area. We use a range of local businesses but equally students can look at a family business and evaluate its success.

They will investigate business opportunities in Hazel Grove getting the chance to set up their own business in theory. They evaluate local opportunities and produce a business plan covering all the aspect of establishing a new enterprise. They also present this ensuring they have covered the financial aspects and the overall feasibility of the idea.

Skills and Qualities Required for Success:

- A thirst to find out more about how to make money
- An interest in news and business
- Inquisitive nature about jobs and companies
- Ability to use independent research skills
- Ability to type up their coursework

Futures:

Successful completion of this qualification will allow access to the following career pathways:

- Students successfully completing BTEC Business could continue with Business at A-Level
- Many students enjoy business and go on to complete the BTEC Level 3 at college
- The subject is a good platform for a range of apprenticeships at Post-16 or Post-18

Post 16 AS/A2 Level:

Business can be taken as a subject at A-Level and as a BTEC at most colleges and Sixth Form centres. It is very popular and highly regarded A-Level subject that provides a broad-based understanding to a huge array of degree courses.

Career Pathways:

Students studying BTEC Enterprise could go on to be involved in a wide range of



commercial activities. It also provides a sound footing to A Levels or to complete a Level 3 in BTEC. Students with Business qualifications could go on to work in Public Relations, Customer Service, Retail, Marketing and Financial Accounting. Who knows they could be creating TV advertisements for ITV, be the Marketing Manager at Microsoft, or the face behind a new concept on the internet.

Additional Requirements (Entry Levels):

To study BTEC Enterprise it is important to have

- A solid understanding of Maths and English at GCSE. We would expect students to be working towards Foundation Stage 3 or above in Maths and English by the end of Year 9.
- A strong work ethic is important as students will need to be independent workers.
- Students need a thirst for knowledge and an inquisitive nature to think about laws, politics, business activity, ethics and finance

They should have an interest in why some businesses are successful and why some fail.



GCSE COMPUTER SCIENCE

Subject Title

GCSE Computer Science

Examination Board and Code

OCR – J277

Form of Assessment*

Unit 01: Computer systems – External Exam (50%)

Unit 02: Computational thinking, algorithms and programming
- External Exam (50%)

Course Content

The subject content for this qualification consists of the following areas of study:

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Ability to design, write, test and refine robust programs using a high- level programming language.
- Ability to create original algorithms or work with algorithms produced by others.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases; ability to use SQL to insert, amend and extract data stored in a structured database.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret fragments of assembly code.
- Understanding of how computer networks, the internet and the World Wide Web work.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Understand the need to decompose problems into sub-problems

GCSE Computer Science allows students, not only the opportunity of developing their knowledge and understanding of programming, but also the underlying principles of logic, decomposition, algorithms, data representation and communication.



Skills and Qualities Required for Success:

- Keen interest in Computer Science
- Strong programming skills from Year 9 content
- Keen to develop computational thinking skills and be able to apply these skills to solve real problems and produce robust programs
- Enjoying working independently and demonstrate resilience, finding out your own answers – not just being taught
- Ability to complete work by the deadlines set

Futures

The skills and knowledge covered during this Level 2 qualification will prepare students for A Level Computing, as well as supporting students who wish to seek employment at entry or trainee level, within a wide range of different working environments.

Additional Requirements

Throughout the GCSE Computer Science course, you will need to show a keen interest in keeping up-to-date with emerging technologies and to meet career challenges in the future, it is important that you are self-reliant as well as good communicators and problem solvers.

Coding for fun and in your own time is a strong indicator of students who do well in this course. Finding time to troubleshoot and extend your programs from in school is highly recommended.

A minimum of working towards FS Level 5 in Maths and FS Level 4 in English at Key Stage 3 is required for those students opting for the GCSE Computer Science course, due to the nature of the content and logical thinking skills required.

Students **may** be considered if they can show sufficient evidence of programming experience and logical problem-solving skills.

Given the content of this course a further consultation with the Head of Department may be appropriate before a student is accepted onto the course.



GCSE DESIGN AND TECHNOLOGY

Examination Board and Syllabus

AQA Design and Technology (8552)

Form of Assessment

This qualification is linear. Linear means that students will sit their exam and submit all of their non-exam assessment at the end of the course, in the summer term of year 11.

There are two, equally weighted, forms of assessment:

The written paper (50%)

This is a 2-hour written exam that tests the students' knowledge of:

- Core technical principles
- Specialist technical principles
- Designing and making principles



The Non-Exam Assessment (NEA) (Coursework) (50%)

This is a designing and making task set by the exam board.

Students will be able to choose their own personal brief from the exam board. They will work through an iterative design process of research, analysis, designing, developing, modelling, and a final practical outcome, which matches their personal specification.

This will showcase the students' creative problem-solving skills, a range of hand drawing and CAD design. Students can use a range of high-level processes including wood turning, casting, laser cutting and CNC machining. Students will be creating a range of models and test pieces to inform high quality practical skills in the workshop, where they will make a final working prototype.

Students have approximately 30–35 hours to demonstrate their practical application of:

Core technical principles
Specialist technical principles
Designing and making principles

Course Content



Core technical principles

To make effective design choices students will be taught a breadth of core technical knowledge, including:

- 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

In addition to the core technical principles, the students will develop an in-depth knowledge and understanding of the following 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

Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- 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



Skills and Qualities Required for Success

Students wishing to study Design and Technology at GCSE should have enjoyed the KS3 foundation course in Technology and have an interest in the products we find in our manmade world.

The following skills will enhance the students learning:

- An enjoyment of practical activities
- An enquiring mind
- An environmental conscience
- Good drawing skills
- Good IT skills
- The ability to work with accuracy
- The ability to work independently
- The ability to work to set deadlines

Futures

Successful completion of this qualification will allow access to the following career pathways:

Further study at college on a Technical/Art based course such as:

- A Level 3D Product Design
- Art 3D Design

Possibly leading to a career in Product design, mechanical engineering, manufacturing, and architecture.

Further study at college at A Level or Apprenticeship with Pathways to University, which can lead to a career as:

An Architect
Product Designer
Civil Engineer



Research and Development Engineer

Graphic Designer

3D Designer

Joiner/Construction

Furniture Designer

Manufacturing Engineer

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in designing and making.
- Be able to achieve at least a foundation level 5 in Design and Technology by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Design and Technology
- They should have an excellent record of working safely within a workshop environment.



GCSE DRAMA

Examination Board and Syllabus

Edexcel (Pearson) C560

Form of Assessment

Component 1: Devising (40%)

Coursework: Devised Performance (10%) Portfolio (30%).

Content: Here students will work in groups to create their own original piece of theatre based on a piece of stimulus. They will also write or record a portfolio analysing and evaluating their process. (*Performer or Designer routes available*).

Component 2: Performance from Text (20%).

External Examination: Two performances each worth 10%.

Content: Working as a performer or designer students will explore and rehearse two key extracts from a performance text. These pieces will then be performed to an external examiner.

Component 3: Theatre Makers in Practice (40%).

External Examination: 1 hour 45 minutes Written Examination. Section A (30%) Section B (10%).

Content: Section A Bringing Texts to Life: This section asks students to demonstrate knowledge of how a performance text can be developed and performed. They will have to write about our set text (DNA) from the perspective of an actor, director and designer. The preparatory work for this will be to stage a full production of the play at the beginning of Year 10.

Section B Live Theatre Evaluation: This section requires students to analyse and evaluate a live theatre performance. They will be allowed up to 500 words of notes in the exam to support their responses.

Course Content

Practical exploration is central to the Drama GCSE course, with opportunities to be a deviser, performer, director, designer and an active audience member. Throughout the course you will be participating in workshops that explore and develop your knowledge of a range of styles and genres of theatre. As well as deepening your understanding of theatrical traditions you will also get to understand the process of working with script – getting the work ‘from page to stage’. Early on in the course you will be putting on a showcase of scenes from our set text, later you will be performing two scripted pieces. A key part of the course is enabling your independence as a theatre maker and so a large focus will be upon you creating your own original theatre. In addition to this, it is vital that you have as many opportunities as possible to engage with live theatre. There will be trips throughout the course to watch live theatre as well as workshops with professional theatre companies to develop and hone your skills.

1. From page to stage – the process of putting on a production (working as a director, performer and designer)



2. Style, genre and practitioners – understanding the conventions of different types of theatre (participating in workshops as a performer)
3. Devising Skills – developing practical skills (participating in workshops as a performer)
4. Responding to Live Theatre – how to analyse and evaluate a production (watching live theatre and responding in the role of a theatre critic)
5. Development of vocal, physical and characterisation skills
6. Development of design skills (set, lighting, costume, sound, props)

Skills and Qualities Required for Success

- Well-developed practical skills in Drama.
- A passion for, and interest in, Theatre.
- Good written communication when analysing and evaluating.
- Independence when rehearsing.
- Commitment to rehearsal schedules.
- Ability to work collaboratively as part of a group.
- A willingness to push yourself beyond your comfort zone!

Futures

Successful completion of this qualification will allow access to the following career pathways:

- Careers within the arts, theatre, media and entertainment industry (e.g. Actor, Stage Manager, Make-up Artist, TV Presenter, Theatre Critic).
- Careers where excellent communication skills are needed (e.g. Law, Social Work, Teacher, Therapist, Event Management, Marketing).
- Careers where creativity is highly valued. In a study completed by the World Economic Forum 'creativity' is now ranked as the 3rd most valued skill by employers.

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in Drama and Theatre. In addition, they must be able to achieve at least a foundation stage 4 Drama by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Drama.
- It is essential that students have demonstrated an enthusiasm for participation and performance in the subject throughout KS3.



CAMBRIDGE NATIONAL IN ENGINEERING

MANUFACTURE OCR LEVEL 1/2

Examination Board: OCR J823

Form of Assessment

- **Controlled Assessment:** 60%
- **External Assessment:** 40%

The course consists of three units:

Unit R014 is the written exam which consists of 70 marks which is 1 hour 15 minutes.
Unit R015 and R016 are centre assessed and externally moderated. Both of these units are marked out of 60.

The breakdown of each unit is below

R014: Principles of engineering manufacture: Written exam

In this unit, students will learn about the different types of manufacturing processes, the materials that can be used to manufacture products using these processes, and the factors to be considered when determining the manufacturing requirements of an engineered product. They will consider the different types of manufacturing process that are typically used in engineering, using specific examples of each process type. The engineering materials include ferrous and non-ferrous metals, polymers, ceramics, composites, and smart materials.

Students will understand how the properties of these materials relate to their manufacturing characteristics. In addition, they will also develop an understanding of some of the current developments in engineering manufacture.

Non-Examined Assessment:

R015: Manufacturing a one-off product

In this unit, students will learn to identify the information required to make a product, plan the production of a product and carry out risk assessments for the processes, tools and equipment needed to produce a product in small quantities. They will also learn how to select and safely use the equipment, processes and tools required to mark out, measure and manufacture a product in small quantities, using a range of hand-held equipment and conventional non-computer numerical control (CNC) machining methods.

R016: Manufacturing in quantity



In this unit, students will learn how to manufacture and use simple jigs and templates to support manufacturing in volume. By using CAD software, they will learn about the information needed to facilitate manufacture, and apply this in order to program CNC equipment.

In addition, students will learn how to set up and operate the CNC equipment and monitor the quality of the manufactured products.

Unit	Marks	Duration	GLH*
R014: Principles of engineering manufacture	70	1 hour 15 mins	48
Written paper, OCR set and marked			
R015: Manufacturing a one-off product	60	Approx. 10-12 hours	36
Centre-assessed tasks, OCR moderated			
R016: Manufacturing in quantity	60	Approx. 10-12 hours	36

Skills and Qualities Required for Success

Students wishing to study Cambridge National in Engineering should have enjoyed the KS3 foundation course in Technology and have an interest in research and manufacture of Industry standard products and components.

The following skills will enhance the students learning:

- An enjoyment of practical and written activities
- An enquiring mind for independent research
- An environmental awareness of the world around you.
- Good IT skills using design software
- The ability to work with accuracy and to high tolerances
- The ability to work independently and safely.
- The ability to work to set deadlines with good time management.

Futures



Successful completion of this qualification will allow access to the following career pathways:

Further study at college on an Apprenticeship or college T Level course.

Possibly leading to a career in mechanical engineering, manufacturing, and construction.

Further study at college on an Apprenticeship, possibly leading to a career as a tradesperson:

- Joiner
- Plumber
- Electrician
- Builder
- Mechanic
- Engineer

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in how products are manufactured and how quality control is maintained in larger scale production.
- Be able to achieve at least a foundation level 4 in Design and Technology by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Design and Technology
- They should have an excellent record of working safely within a workshop environment.



GCSE FOOD PREPARATION AND NUTRITION

Examination Board and Syllabus

AQA Code: 8585

Form of Assessment

Component 1: Principles of Food Preparation and

Nutrition Written examination: 1 hour 45 minutes. 50% of final GCSE mark.

This component will consist of:

- Section A: Multiple choice questions based on the five topics within the specification. (20 marks)
- Section B: Structured, short and extended response questions to assess content related to the five topics within the Food Preparation and Nutrition.

Component 2: Food Preparation and Nutrition in Action. 50% of GCSE mark.

Non-examination assessment (NEA): internally assessed, externally moderated.

Two pieces of controlled assessment both completed in Year 11.

What is assessed?

Task 1: Food investigation (30 marks) 15% of GCSE mark.

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment (70 marks) 35% of GCSE mark.

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How it is assessed?



Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Maximum 20 x A4 sides. Photographic evidence of the three final dishes **must** be included.

Course Content

This exciting course offers a GCSE in Food Preparation and Nutrition. It will equip learners with the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition and healthy eating. Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

The course includes five core topics:

- Food, nutrition and health
- Food safety
- Food science
- Food choice
- Food provenance

Skills and Qualities Required for Success

- Well-developed practical skills and a love of food
- Clear ingredient understanding from Key Stage 3 Food and Nutrition
- Independence and capability for writing up assignments (NEA)
- Ability to use independent research skills
- Ability to work as part of a team

Futures

Successful completion of this qualification will allow access to the following career pathways:

- Employment in any hospitality area or a specialist catering service including hospitality management. Over 20% of the top 100 British companies are involved in food manufacturing
- Further study at college
- Nutritionist, Dietetics, Teaching, Product Development, Food Scientist, Food Safety, Chef, Farming and Agriculture.

Additional Requirements



- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in food preparation and nutrition. Be able to achieve at least a foundation stage 4 in Design and Technology by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Design and Technology
- An excellent record of bringing ingredients into school
- Excellent organisation and an enjoyment of experimenting with food ingredients
- Enjoy preparing and eating a wide variety of food
- Students must have the ability to follow and adhere to hygiene and safety rules when preparing and cooking food.



GCSE GEOGRAPHY

Examination Board and Syllabus (Codes):

AQA GCSE in Geography 8035

Assessment:

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

Paper 3: Geographical applications

Written exam: 1 hour 30 minutes

Pre-release resources booklet made available 12 weeks before Paper 3 exam

Course Content:

LIVING WITH THE PHYSICAL ENVIRONMENT

The Challenge of Natural Hazards

Tectonic Hazards, Tropical Storms, Extreme Weather UK and Climate Change

Physical Landscapes in the UK

UK Physical Landscape, Coastal Landscapes, River Landscapes.

The Living World

Ecosystems, Tropical Rainforests and Hot deserts

CHALLENGES IN THE HUMAN ENVIRONMENT

Urban Issues and Challenges

Urban Growth, Urban Change, Urban Sustainability

The Changing Economic World

Development Gap, Globalisation, Economic Futures UK

The Challenge of Resource Management

Resource Management, Food Management

Skills and Qualities Required for Success:

The world in which we live in is likely to change more in the next 50 years than ever before. Geography explains and helps you understand how society prepares for those changes.

As Michael Palin, the Immediate Past President of the Royal Geographical Society (with IBG), says, "Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them."

**A good Geographer is able to:**

- Consider a range of view points
- Come to informed decisions by critically analysing sources of information
- Communicate effectively
- See the world from a range of perspectives
- Demonstrate a range of geographical skills including graphic, numeracy, GIS and source analysis to name a few.

Skills you will develop at GCSE Geography:

- Subject knowledge that is highly relevant to many of the challenges facing society and the environment today;
- Specialist and transferable skills including statistical, spatial and environmental analysis alongside other quantitative and qualitative skills;
- Strong analytical and research skills, critical analysis, ability to judge evidence and work across the social and natural sciences;
- An ability to collect, understand and interpret complex data and communicate it to a variety of audiences;
- Tackling problems and examining big issues at a variety of scales and from different perspectives;
- The experience of working in a team, including through field research;
- An interest in how the world works, contemporary issues and other cultures.

Futures:

Geography holds the key to so many questions, as such the skills that Geographers have can provide them with access to a range of careers. It is a highly sought-after qualification by universities and employers.

Post 16 AS/A2 Level:

Geography at GCSE links with many A level courses including- A Level Geography, Environmental Science, Geology, Sociology, Maths, Physics, Biology, Chemistry

Career Pathways:

Common careers for Geographers are: Pilot, Archaeologist, Architect, Cartographer, Climate Change Analyst, Climatologist, Emergency Management Specialist, Geomorphologist, Geospatial analyst, GIS specialist, Hydrologist, Location analyst, Meteorologist, Pollution Analyst, Soil Conservationist, Surveyor, Town planner, Water conservation officer.

Additional Requirements (Entry Levels):

- Good organisation to help you keep on top of PP&R
- An interest in world events- keeping up to date with current events
- Numeracy skills - solid performance in Maths at KS3
- Literacy skills - solid performance in English at KS3



BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

Examination Board and Syllabus

Pearson Level 1 and 2

Qualification number **603/7047/6**

Form of Assessment

This is a Level 2 qualification which is the same size and level as a GCSE. The grades range from Level 1 Pass (Grade 1) to Level 2 Distinction* (Grade 8.5). 40% of the course is externally assessed in a 2-hour exam, while 60% is assessed through coursework internally during guided learning hours. The course offers a practical introduction to life and work in the health and social care sector.

Course Content:

Health and Social Care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. The NHS is the biggest employer in the UK.

The course will give students the opportunity to develop key skills and knowledge relevant to the health and social care sector such as research techniques and ways to measure someone's physical health. Students will also develop their written communication skills as they create health and wellbeing plans for an individual with specific needs.

Students will complete three mandatory units:

Component 1: Human Lifespan Development

Students will study how people grow and develop over the course of their lives, from infancy to later adulthood. They will also look at the factors that may affect growth and development throughout the lifespan, such as life changing events like marriage or death of a partner. They will explore how individuals cope with these changes, as well as investigate the types of support available to help them.

Students will complete four pieces of coursework for this unit which will be internally assessed and make up 30% of their grade.

Component 2: Health and Social Care Services and Values

Students will investigate common services as well as those for specific needs, considering how services will work together to meet individual's needs. They will examine the barriers for individuals to access services and how these may be overcome. Skills, attributes and values that are required in health and social care will be studied along with their importance in making sure that the people who use these services get the care they need.

Students will complete five pieces of coursework for this unit which will be internally assessed and make up 30% of their grade.

Component 3: Health and Wellbeing



In this unit students will explore the factors that can have a positive or negative influence on an individual's health and wellbeing. They will interpret physiological and lifestyle indicators, and what they mean for someone's state of health. Students will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing.

Students will be assessed for this unit in a 2 hour externally assessed exam.

Skills and Qualities Required for Success:

- Have an interest in people and the world around you
- An interest in health and social care
- Be open minded and able to see events from different points of view
- Ability to work independently and as part of a group
- Ability to use independent research skills
- Ability to type up their coursework
- Organisation as the coursework projects have strict deadlines

Futures

Students who are successful in completing this qualification will be able to access the following career pathways post 16:

- T Level – Education and Childcare
- T Level – Health
- BTEC National Level 3 Health and Social Care
- BTEC National Level 3 Children's Play, Learning and Development
- Apprenticeships
 - Childcare
 - Dental Nursing
 - Early Years Educator
 - Teaching Assistant
 - Pharmacy Technician

Students may choose a career in the NHS, the UK's largest employer, such as Nursing, Midwifery or Allied Health Professionals such as a Paramedic, Radiographer or Counsellor. Health and Social Care also provides a solid foundation for further study in social care fields such as Social Workers, Psychology and Mental Health Support or in education such as in Early Years.

Students will be able to explore different careers through the course content as well as with external guest speakers, such as Guide Dogs UK, Kids Planet Nurseries. There is also the opportunity to help organise fundraising for charities such as Early Essentials and trips to these charities plus local care homes.

Additional Requirements

- A good understanding of English at GCSE. Students should be working towards Foundation Stage 3 or above in English by the end of Year 9.
- A strong work ethic, students will need to be able to apply themselves independently.



GCSE HISTORY

Examination Board and Syllabus (Codes): AQA GCSE History (8145)

Assessment:

Paper 1-2 hours 84 marks (50% of the GCSE)

Paper 2-2 hours 84 marks (50% of the GCSE)

GCSE History is purely focused on exams - there is no coursework.

Course Content:

The GCSE History content comprises the following elements:

- one period study (paper 1)
- one wider world depth study (paper 1)
- one thematic study (paper 2)
- one British depth study including the historic environment (paper 2)

Paper one

AB Germany, 1890–1945: Democracy and dictatorship

How can one country have changed so much in the period of 55 years? This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. Students will focus on three different time periods in Germany: Germany and the growth of democracy (the role of the Kaiser); Germany and the Depression; and the experiences of Germans under the Nazis. This is a fascinating option which explores a country over a period of 55 years and analyses the many events that shaped a nation.

BB Conflict and tension: the inter-war years, 1918–1939

Did the actions of the leaders from WWI lead to WWII? This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.



The course is split into three key parts, Peacemaking (Treaty of Versailles); The League of Nations and international peace; and origins and outbreak of the Second World War (Hitler's foreign policy). This option really highlights the impact that the Allies made in 1919 which eventually led to the rise of Hitler and WWII.

Paper two

AC Britain: Migration, empires and the people: c790 to the present day

How did Britain become the modern nation that we see today rich with a variety of cultures? This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests and study the country's relationship with Europe and the wider world. It will also explore the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It examines the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire. This option spans from the Anglo-Saxon period right up to modern day. It is an excellent topic which enables an understanding of how modern-day Britain was formed.

BC Elizabethan England c1568-1603

Could Henry VIII have ever truly known the power and legacy his daughter would eventually have? This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. There are three key themes which we will study: Part one - Elizabeth's court and Parliament; Part two - Life in Elizabethan times; and Part three - Troubles at home and abroad. This option highlights the incredible drama that was seen during the Elizabethan times.

Skills and Qualities Required for Success:

- The first quality that will help you with studying History is a thirst for knowledge and a drive to learn more about the past.
- You must be prepared to read and justify your opinions in extended written answers.
- You must also be organised, willing to get involved in class discussion and interested in the world around you.



Futures:

Studying History at GCSE will enable and support you in most A Levels /BTECS /apprenticeships. You will gain an understanding of the modern world, develop your analytical skills and be able to articulate your opinion in any debate.

Post 16 AS/A2 Level:

GCSE History helps with a variety of A Levels. It is excellent to develop your knowledge to then take A Level History and will also help with any written based A Levels/BTECS.

Career Pathways:

Studying History opens up a lot of doors for a variety of careers for example: historian, lawyer, journalist, teacher or solicitor. The fundamental point about studying History is the transferable skills of writing, discussion and questioning sources which are applicable to any career.

Additional Requirements (Entry Levels):

- Ability to read large pieces of text
- Ability and desire to write
- A consistent record of progress in KS3
- Organisation skills to assist with PP&R
- A love for History which goes beyond the classroom-books, documentaries and museums.

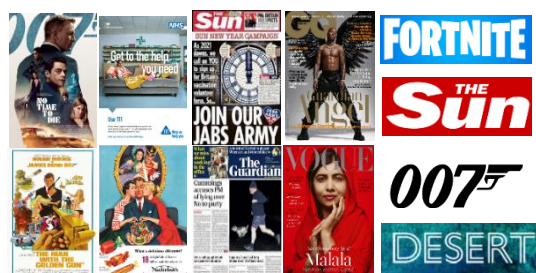


GCSE MEDIA

Media is an exciting contemporary subject that gives students the opportunity to critique the world around them and to create media products of their own. In a technological age, Media qualifications are more in demand than ever before; choosing Media gives students an understanding of how to think critically, analyse in depth and a proficiency in Photoshop that can be used beyond school. Increasingly recognised by employers and universities alike, this course will encourage students to become digitally literate, critical thinkers who can interpret the media they use in a skilful and appropriate way.

Essential Information

Exam Board	Eduqas
Examinations	70%. Two written papers: <ul style="list-style-type: none"> <i>Component 1 (40%)</i> <i>Component 2 (30%)</i>
Coursework	30%. One Photoshop project: <ul style="list-style-type: none"> <i>Component 3: NEA</i>



Course Structure:

Component 1: Exploring the Media

Written examination: 1hr 30 minutes. 40% of GCSE.

This examination requires students to explore the key concepts of Media and apply these to the set products below:

Section A

- Film Marketing (The Man with The Golden Gun and No Time To Die posters)
- Advertising (Quality Street and NHS 111 print advertisements)
- Magazines (Vogue and GQ)
- Newspapers (The Sun and The Guardian)

Section B

- Radio Drama (Desert Island Discs)
- Online Gaming (Fortnite)
- Film Websites (007.com)
- Newspaper Industry (The Sun newspaper focus)

Section A: Media Language & Representations.



Extended analysis of two of the above Section A products, and one unseen comparison. Colour copies of the set product are provided in the exam.

Section B: Industries and Audiences.

A series of shorter responses that build up to a longer response.

Component 2: Understanding Media Forms and Products

Written examination: 1hr 30 minutes. 30% of GCSE.

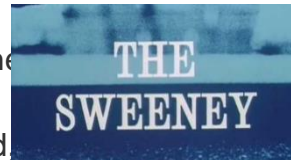
This examination requires students to study audio-visual products from the TV and E-Media sectors in greater depth. This examination requires students to watch a short clip of an episode they have previously studied then to write about this. We study the following:

Section A: TV Crime Drama

- Trigger Point (2024)
- The Sweeney (1975) as a point of comparison

Section B: Music Video and Online Media

- Taylor Swift, The Man (2020)
- Stormzy, Superheroes (2019)
- TLC, Waterfalls (1995)

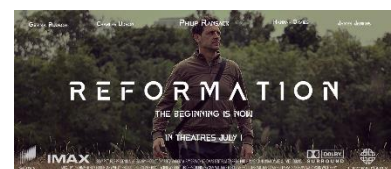


Component 3: Creating Media Products

Practical coursework project: 30% of final GCSE grade

Students will produce a media product in response to a brief set by the exam board; typically, students create a DVD cover and promotional poster or a magazine front cover and double page article, depending on the brief and/or their chosen interests. Previous examples of NEA have been sci-fi films, fashion magazines, thriller films and music magazines.

Original images are required for their productions. Students will be shown how to use Photoshop to create professional-looking media products.





Through the use of contemporary equipment, students will develop their practical skills by using Digital SLR cameras as well as learning to use Adobe software to manipulate and edit moving and still images and sound. Media students have access to industry-standard software, such as Photoshop, Premiere Pro and After Effects, and will learn how to airbrush and edit images effectively.



Types of questions we consider in Media:

- Do video games make children more violent?
- Why do some audiences still refuse to buy The Sun newspaper?
- Should magazines tackle hard-hitting issues like war and violence?
- Do we need greater regulation of the internet?
- Should adverts promoting weight loss products be shown in public places, e.g. bus stations or train stations?
- Should the production of fake news/clickbait be illegal?

Skills and Qualities Required for Success:

- An interest in the media: no prior knowledge of editing software is required
- An ability to write in an analytical style- similar to English Literature
- An independent attitude to study, particularly for the coursework element
- An interest in debating different ideas and viewpoints

Post-16 study:

This course equips students very well for study at AS/A2 level. As the course layout is very similar to the GCSE, many students find this helps them adapt to the demands of the KS5 curriculum. Learners are able to build on the skills gained at KS4 and develop these further at KS5 as they encounter increasingly challenging concepts. Similarly, if students wish to pursue the more practical BTEC route at Level 3, this course will give them the practical and analytical skills they need to succeed.

Futures:

Although not a new subject, Media has become increasingly popular in recent years, and employers value the skills we teach more than ever. Media encourages students to become critical writers and creative problem-solvers, all of which are valuable in a range of careers.

Crucially, more businesses rely on the media than ever before as online marketing is often a key source of promotion. Media is offered at most major colleges and can be



pursued at university level. Alternatively, there are different apprenticeships and more vocational routes, which are ideal given our close proximity to MediaCityUK. Previous students have gone on to study Media at university level whilst others have taken the apprenticeship route; both are valuable options, and depend on the learner's preferred route into industry. Staff can advise students on this as they consider choices about their further study options.

Careers in the media may include some of the following:

- Graphic design
- Sports journalism
- TV researcher
- Video editor
- Digital marketer
- Photographer
- Public Relations advisor



BTEC TECH AWARD: CREATIVE MEDIA PRODUCTION

NQF Level 2

Media is an exciting contemporary subject that gives students the opportunity to critique the world around them and to create media products of their own. In a technological age, Media qualifications are more in demand than ever before; choosing Media gives students an understanding of how to think critically, analyse in depth and a proficiency in Photoshop that can be used beyond school.

Unlike the GCSE, BTEC Media has fewer exams, and the qualification is built up in Y10 and Y11 through two large coursework assignments.

Essential Information

Exam Board	Pearson
Examinations	40%: Creating a media product in response to a brief. <ul style="list-style-type: none">Brief released in January of Y11Exam sat in supervised, controlled conditions in classSubmitted at start of May
Coursework	60%. Two internally assignments: <ul style="list-style-type: none">Component 1: Written assignmentComponent 2: Photoshop practical and review Assignments are moderated externally, with grade boundaries being subject to change each year.

Component 1: Exploring Media Products

Students will learn about media sectors and investigate media products across the following sub-genres:

- Audio / moving image** (TV programmes, films, trailers, music videos)
- Publishing** (newspapers, magazines, film posters, e-magazines)
- Interactive (websites, mobile apps, mobile games, video games, social media posts)

Assessment

In January, the theme for the assessment will be released. The assessment is split into two tasks:

- Task 1: analyse how audiences are targeted across three different products (publishing, moving image and interactive products selected by students)
- Task 2: Extended analysis of two films

Previous themes have included teens in the media, parenting and the action/adventure genre. As this is completed in Y10, good attendance is essential to ensure the best chance of success.





Component 2: Developing Media Production Skills

In Y11, students will produce a media product in response to the theme, and review design decisions and progress. Students will make either a DVD and film poster, or a magazine and double page article. There will be a preparatory period where we explore the theme as a class, then students will generate ideas and assets for their project, including taking their own photos for their project.

Students will be guided to:

- Create appropriate planning materials
- Create an original idea for a DVD/magazine
- Create appropriate photography, graphics and copy
- Experiment with Photoshop techniques
- Review progress throughout



Component 3: Create a media product in response to a brief

This unit is in the form of a practical assessment that is set by the exam board and assessed by the exam board.

There are a set number of hours to complete the production. Work is then sent off to be marked externally, with results published on GCSE results day.

The project will centre around applying digital skills and techniques by responding to a digital media brief.

Students will be guided to:

- Learn how to respond to a media brief
- Plan an appropriate response to the brief
- Apply skills and techniques to a production
- Justify the process and outcomes of the project

Through the use of contemporary equipment, students will develop practical skills by having the opportunity to produce original media productions. This involves using Digital cameras as well as learning to use the software to edit images. Where possible, we encourage students to follow their interests and produce products that they would engage with.

Media students will have access to the **iMac suite**, which enables access to the whole Adobe Creative Suite. The main piece of software we will use is Photoshop, where students will learn to manipulate images, but we also have access to Premier Pro and After Effects. Media students have access to the iMac suite at lunchtimes to work on



individual projects and learn new skills. All of these skills then contribute to an overall grade at the end of Y11.

Skills and Qualities Required for Success

Potential students should have a keen interest in the media, be that film, television, music, the internet or photography to name but a few. As the course progresses, we would expect students to engage with a wider variety of products and to bring their ideas to class discussions.

There is an expectation that students are willing to investigate and research topics independently, particularly for the Pearson Set Assignments (PSA's). Good time management and being able to work to deadlines in this subject is a must, just as it is in the media industry. Independent effort is of utmost importance, especially when producing original media products; good teamwork skills are desirable as students will work with peers when creating media productions.

Futures

A BTEC qualification in Media can lead onto further Media studies courses such as BTEC (Level 3) and A Level. It also complements other creative subjects, and is often a good fit with courses like English Literature, Art and Photography.

Careers in the media may include some of the following:

- Graphic design
- Sports journalism
- TV researcher
- Video editor
- Digital marketer
- Photographer
- Public Relations advisor

Additional Requirements

Excellent attendance is required for this course as students will build up their portfolio of work from September in Year 10.



MODERN FOREIGN LANGUAGES

GCSE Ab Initio French/German/Spanish

Examination Board and Syllabus AQA / 8652/8662/8692 (NEW for 2024)

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a higher and foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

Of course, the main content of the GCSE MFL courses is the language! You will learn how to use the language, with lots of speaking and games to practise it all.

You have a huge amount of existing knowledge which you can bring to a second language. You are already an expert in how to translate, how to write and how to speak to get a good grade, so you will not need to re-learn all of that. That's why, **in the Laurus Trust, the majority of students who take a second GCSE language achieve just as well or even better than they did in the first.**

You will be familiar with the topics that we will be speaking about, as they are similar to the ones we have spoken about in your first language. They are:

- People and lifestyle
- Popular culture
- Communication and the world around us

*Please note that there are some small changes in specification from the MFL exam that you will have taken in 2024. These are mainly:

- Less vocabulary to learn
- Prompts in English for the writing tasks and role plays
- Dictation in the listening exam
- Reading a text aloud in the speaking exam

Life after Laurus



Whatever you want to do in life, knowing more languages will grant you more opportunities. As a scientist, you may want to collaborate with universities around the world; as a journalist, you might want to interview people in different countries; or as an engineer, you might get the chance to work on a major international project. Whatever job you are applying for, speaking multiple languages could put you ahead of all the other candidates.

Students who are hoping to go to University will benefit particularly from GCSE Languages. Universities know that languages are demanding, academic subjects; that they improve your ability to speak and write in English; and that they help you recognise patterns and crack codes more quickly than others do. Having extra GCSE languages can therefore mark you out as particularly talented, whatever course you may be applying for.

If you are thinking of studying a language at University, it is beneficial to take a second GCSE language. It will improve your abilities in languages generally, and it will therefore improve your ability in your first language as well. It will also help you to apply for top University places.

However, of course, it is not all about jobs and courses. Some of the biggest social problems we face today come from a lack of understanding and respect between people from different parts of the world. Learning languages helps you to understand people from other cultures, and to make yourself understood to them too – so, by learning more of them, you could become part of the force that solves these problems for good.



GCSE MUSIC

Exam Board & Code: Edexcel, 1MU0

Form of Assessment - Exams and NEA

Component 1: Performing Music - 30%

Performance 1: Solo Performance

Performance 2: Ensemble (Group) Performance

Students will perform a piece in a group and a solo for their final assessment.

The standard level of difficulty required at GCSE level is grade 4.

Component 2: Composing Music - 30%

Composition 1: Composition to a brief

Composition 2: Free composition

Students will be taught to use industry standard software, Logic and Sibelius on the Apple Mac computers.

Component 3: Appraising - 40% (Written exam - 1 hour 45 mins)

Critically listening to, analysing and answering questions on a broad range of musical extracts (8 set works and additional unfamiliar music).

Course content

Performing, Composing, Listening and Appraising are integrated throughout the course to develop you as a musician. You will develop your knowledge and appreciation of music through these four areas of study:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

There are numerous performance opportunities throughout the course for you to perform as a soloist and as part of a group. There will also be opportunities to go on trips to watch live music as well as masterclasses with professional musicians to develop your knowledge skills.

Skills and Qualities Required for Success



A genuine passion for music is essential.

Students must play a musical instrument or sing and must be willing to perform in both solo and ensemble performances. Students need to be able to work independently to practise and improve on their instrument or voice.

Students need to be open minded about studying and embracing a variety of musical styles.

Students need to be achieving at least an FS5 on their KASH report.

Futures

GCSE Music provides a solid foundation for further study in music, music production, music technology and the performing arts. If music is not your chosen career path, universities and employers prefer well rounded students who have developed skills outside of your chosen subject. Having a GCSE in Music is a great talking point at an interview and demonstrates you are skilled in many areas.

GCSE Music involves written, analytical, practical and social/personal skills such as:

- Independent learning
- team working
- performance and presentation skills
- listening
- confidence and self-esteem
- creativity and self-expression

Further relevant information

Attendance at one extra-curricular activity during the course is expected to support performance.

Groups on offer are: Choir, Guitar Group, String Group, Brass Group, Steel Band, Woodwind Group, Orchestra, School of Rock, Percussion Group, Soul Band.

In order to succeed at GCSE Music, you must be having weekly lessons on your instrument or voice and practice regularly. Instrument lessons are available in school.



GCSE PE

Examination Board and Syllabus

Edexcel GCSE in Physical Education

Form of Assessment & Course Content

Theory 60%

This is externally assessed through two written examination papers these include multiple-choice questions, short-answer, and longer-answer questions.

Component 1 - Fitness and Body Systems - 36%

Exam 1 hour 45 minutes

Topics include:

Applied anatomy and physiology - bodies systems

Movement analysis

Physical training

Use of data

Component 2 – Health and Performance - 24%

Exam 1 hour 15 minutes

Topics include:

Health, fitness and well-being

Sport psychology

Socio-cultural influences

Use of data

Practical 40%

Component 3 - Practical Performance – 30%

All students must complete three practical activities one of which must be a team activity and one must be a game activity.

Component 4 – Personal Exercise Programme – 10%

Students will be required to plan, carry out and evaluate their own personal exercise programme. This must be done on one of the three activities from component 3.

Examinations and Coursework dates

Final Practical Examination – Date to be set between March – May 2024

Final Theory Exams x 2 - May 2024 (60% of Final Mark)

NEA – Personal Exercise Programme – Due to be completed in the summer term 2023.

Students can offer off site activities if participating to a high standard. A full list of



activities is available on the Edexcel website.

Entry Requirements to GCSE Physical Education

GCSE Physical Education is a very challenging GCSE course requiring very specific skills and abilities. For this reason, we insist on a separate process for access to the qualification. **Entry to this course is restricted** to those students who have performed at the highest level in Physical Education throughout Key Stage 3 as a performer.

In order to be accepted on to the course you must have:

- An exemplary record of attendance and kit in PE lessons
- Evidence of extra-curricular activity both in and outside of school – must already be undertaking extra-curricular clubs in at least one activity and regularly participating in an activity outside of school from the examination boards recognised list of activities.
- Genuine ability in **THREE** different practical areas
- Working at FS4 in Physical Education, English & Science

Some students may need a further consultation with the subject leader for PE and a member of SLT before being accepted on to the course.

Please note that there will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

Skills and Qualities Required for Success

Students taking GCSE Physical Education will be required to work independently, in pairs and also in teams in the practical elements of the course. They will also be expected to attend elective clubs – there will be a requirement that students attend an extra GCSE practical session either before or after school during **the course**. In theory lessons students will be required to make notes, complete presentations and research projects and produce and perform a six-week personal exercise programme.

Post 16 opportunities and possible career pathways/opportunities

As well as ideal preparation for the A Level Physical Education course, PE allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, recreational management, leisure activities, the fitness industry, coaching and officiating.



GCSE RELIGIOUS STUDIES

Examination Board and Syllabus

AQA (8062)

Form of Assessment

Component 1: The study of religions: beliefs, teachings and practices

Written examination: 1 hour 45 minutes. 50% of final GCSE mark.

This component will consist of two sections both containing **compulsory questions** and will assess knowledge of **Christianity Beliefs and Practices** and **Islam Beliefs and Practices**.

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Component 2: Thematic Studies

Written examination: 1 hour 45 minutes. 50% of final GCSE mark.

This component consists of four of the following six themes. These will be approached from a Christian and Islamic perspective.

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Course Content

This exciting course offers a GCSE in Religious Studies. It will equip learners with the knowledge, understanding and skills required to apply knowledge of religion to modern ethical debates, evaluate religious traditions and beliefs and express a deep understanding of different beliefs and practices.

Following this qualification will encourage learners to engage with our diverse society



and be knowledgeable of a wide range of religious beliefs and practices. There are many opportunities to debate ethical issues from a range of perspectives and appraise and evaluate the opinions held by religious groups and specific individuals. The thematic side of the course offers a modern and relevant look at many ethical debates

which we approach from religious and nonreligious points of view; students are encouraged to form their own opinions on controversial topics in an informed and respectful manner

Skills and Qualities Required for Success

- Extended writing and English skills
- Respect for others
- Evaluation and open mindedness
- Ability to use independent research skills
- Ability to work independently

Futures

Successful completion of this qualification will allow access to the following career pathways:

Where will RS take me?

- A career in Law/Police
- The Education Sector (e.g Teaching)
- Working in the Political sphere
- The Leisure and Tourism industry
- Journalism and Correspondence
- The Medical profession/Health and Social Care
- Childcare
- Food and Catering
- Mental Health services

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivated to independent research
- Students should be able to demonstrate debate and evaluation skills
- A good record of PP&R and in-class organisation
- An enjoyment of participating in class discussions



BTEC TECH AWARD IN SPORT

Examination Board and Syllabus

Edexcel – Level 2

Form of Assessment

The course will be assessed through the following methods:

Students will complete 3 components.

Component 1 - *Preparing participants to take part in sport and physical activity.*

Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2 - *Taking part and improving other participants.* Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

Component 3 - *Developing fitness to improve other participants performance in sport and physical activity.* This component is externally assessed, it is worth 60 marks and is a 90-minute exam.

Course Content

During practical sessions students will reinforce the work covered in class and computer rooms. Students will require ICT skills to access information required for independent study, ensuring work is presented to a high standard.

Students will study a wide range of practical activities – Health and fitness; including fitness testing and methods of training, Badminton, Basketball, Netball, Football, Table Tennis, Trampolining and Athletics, Leading Sports Activities and Training for Personal Fitness.

These areas of study have been chosen to provide the knowledge, understanding and skills necessary to prepare learners for employment and/or to provide career development opportunities for those already in work.

Skills and Qualities Required for Success



- An exemplary record of attendance and kit in PE lessons
- A keen interest in all areas of sport, not just practical lessons
- Competence in the use of computers
- A keen interest in how the body copes with sporting activities
- Ability to lead others
- Ability to work independently on a task over several lessons
- The ability to produce presentations and perform them in front of others
- Bringing your PE kit to every practical lesson.

Please note that there will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

Additional Requirements

- Good knowledge of a variety of computer programmes.
- Ability to keep to deadlines.



GCSE SEPARATE SCIENCES

Examination Board and Syllabus (Codes):

AQA - GCSE Biology (Triple 8461)

AQA - GCSE Chemistry (Triple 8462)

AQA - GCSE Physics (Triple 8263)

Assessment:

This course provides three separate GCSE qualifications (it is NOT possible to take them individually).

2 x 1hr 45minute exams for Biology, Chemistry and Physics (6 exams in total at the end of year 11)

100% exams-Multiple choice, structured, closed short answer and open response.

Course Content

The specifications are divided into topics which each cover different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the courses and assessed in the written papers.

GCSE Biology	GCSE Chemistry	GCSE Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	5. Force 6. Waves 7. Magnetism and electromagnetism 8. Space physics

The GCSEs in Separate Sciences encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages learners to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how Science works.

Skills and Qualities Required for Success:



- Excellent Scientific knowledge from KS3
- Good scientific vocabulary developed from KS3
- Effective enquiry and problem-solving skills
- Independent learner
- Good observational and practical skills
- Modelling skills
- Excellent numeracy and literacy skills

Futures:

Post 16 AS/A2 Level:

All science courses are highly respected by both further education establishments and employers alike. Whether your next step is Sixth Form, College or an Apprenticeship, GCSEs in science are highly regarded when considering students in this competitive environment. Alongside this, Science provides skills which can be applied to all aspects of life.

Separate Science, although not essential, is preferred by organisations when students are going on to study A-Levels in Science. This qualification gives more in-depth knowledge and allows students the time to develop the understanding and skills in all three areas of science.

Career Pathways:

Successful completion of this qualification will allow access to most career pathways. It is a key qualification for students wanting to start university, apprenticeships and many careers.

However, it is a must for students considering careers in medicine and veterinary science.

Additional Requirements (Entry Levels):

Ability to opt for Separate Science GCSE will be decided by an entrance exam, carried out in school time, along with teacher assessment grades. A letter with more details of the exam will be available.

The assessment will be similar to tests taken throughout KS3 and contain material that students have studied from Y7-Y9. There is no need for extra revision or preparation.



GCSE ART AND DESIGN, TEXTILE DESIGN

Examination Board and Syllabus

Form of Assessment

Component 1: Portfolio

This component has two parts, a sustained project and a selection of further work. This is the NEA (non-examined assessment) which is known as the coursework element of the course.

The sustained project is completed in response to a theme. A sustained project shows your ability to take an idea and develop it through drawing for Textiles and sampling using extensive Textiles techniques through to a realisation of intentions where you will make a final piece.

The selection of further work is compiled through a smaller project which focuses on experimentation, trials and sampling workshops. The selection of further work aims to develop an understanding of general textiles techniques and skills needed to develop an extended project.

Component 1 Portfolio Assessment:

Component 1 is marked and assessed in school, it is then moderated by AQA during a visit to the school. The component 1 part of the course is marked as a whole, you do not get an individual mark for each project.

There is no timescale for component 1 and it is completed throughout year 10 and year 11.

Component 1 is worth 60% of your GCSE.

Component 2: Externally Set Assignment

The exam brief will be given by the exam board in January of Year 11. You are expected to use your knowledge of the creative process to create research boards and sampling in response to the theme of the brief provided. This is your preparatory period.

The final exam is a practical 10-hour exam. In these 10 hours you will make a final piece in response to your preparatory work which to complete the examination.

Component 2 is marked as a whole. It is marked in school and then moderated by AQA on a visit to school.

You will start component 2 in the January of year 11 and this will run until the end of year 11.

The component 2 is worth 40% of your GCSE.

Course Content



This creative course offers a GCSE in Art and Design Textiles. This course will equip you with the knowledge of both traditional and current textiles techniques which will allow you to develop your ideas as part of a creative process.

This qualification will encourage you to become comfortable with experimentation, creative risk taking and problem solving as a way of developing a project from just one initial theme or idea.

Throughout the GCSE in Art and Design Textiles you will learn textiles techniques and skills such as:

- Drawing for Textiles
- Hand Embroidery
- Machine Embroidery
- Appliqué
- Hand Dyeing
- Batik
- Image Transfer
- Hot Textiles
- Printing
- Lino Cutting
- Embellishing
- Marbling
- Weaving
- Quilting
- Laser Cutting
- Paper Manipulation
- Heat Setting
- Computer Aided Design Embroidery

Skills and Qualities Required for Success

- Well-developed practical skills and a love of Textiles
- A clear understanding of basic Textiles equipment and how to use them.
- Commitment and self-motivation when working on extended projects.
- Independence when working creatively.
- The ability to work as part of a team.

Futures in Textiles

On successful completion of this qualification you could continue onto career pathways such as:

Working in a fashion retail setting. Continuing on to further study such as A Levels or Apprenticeship schemes, Seamstress, Designer, Garment Technologist, Fashion Promotion and Marketing

Additional Requirements



If you are intending to choose Textiles, you should:

- Be dedicated and self-motivated with a genuine interest in design.
- Be able to achieve a Foundation Stage 4 in Design and Technology by the end of Year 9.
- Be able to demonstrate a consistent work ethic throughout KS3.
- Enjoy working on long extended projects.
- Be comfortable working as part of a team.

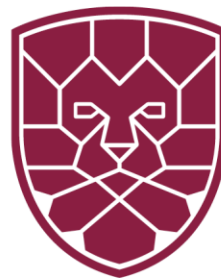


Entry requirements for all subjects

Course:	EntryCriteria	Notes
Art, Craft and Design (GCSE)	Level 4 at KS3 by the end of Year 9	
Business (GCSE)	Foundation Stage 4 or 5 in Maths and English by the end of Year 9.	
Business Enterprise (BTEC)	Foundation Stage 3 or above in Maths and English by the end of Year 9.	
Computer Science (GCSE)	A minimum of working towards FS Level 5 in Maths and FS Level 4 in English at Key Stage 3	
Design and Technology (GCSE)	Foundation stage 5 in Design and Technology by the end of Year 9.	
Drama (GCSE)	Foundation stage 4 Drama by the end of Year 9.	
Engineering Manufacture (CNAT)	Foundation stage 4 in Design and Technology by the end of Year 9	
Food Preparation and Nutrition (GCSE)	Foundation stage 4 in Design and Technology by the end of Year 9.	
Geography (GCSE)	Foundation Stage 4 in Geography by the end of Key Stage 3	



Health and Social Care (BTEC)		
History (GCSE)		
Media (GCSE)	Foundation stage 4 in English by the end of Year 9.	
Media – Creative (BTEC)		
Modern Foreign Languages (GCSE)		
Music (GCSE)	Students must be having instrument or singing lessons. These are available in school.	
PE (GCSE)	Working at Foundation stage 4 in Physical Education, English & Science. Must already be regularly participating in an activity outside of school from the examination board's recognised list of activities.	
Religious Studies (GCSE)		
Sport Award (BTEC)		Students need to be aware that it is a requirement of the course to be filmed for assessment purposes for Component 1 & Component 2.
Separate Science		
Textiles (Art) (GCSE)	Foundation stage 4 in Design and Technology by the end of year 9.	



**HAZEL
GROVE**
HIGH SCHOOL

Hazel Grove High School

Jacksons Lane
Hazel Grove
Stockport
SK7 5JX

t: 0161 549 7700

e: enquiries@hazelgrovehigh.co.uk

w: hazelgrovehigh.co.uk