



Key Stage 4
Specialisms Guide
September 2022 - July 2024



Alderman White School

A member of The White Hills Park Trust

Contents



| | |
|---------------------------|--------|
| Key Dates | Page 3 |
| Welcome | Page 4 |
| Core subjects/Specialisms | Page 5 |
| The Process | Page 6 |



| | |
|--------------------|---------|
| Subjects | |
| English Language | Page 7 |
| English Literature | Page 8 |
| Maths | Page 9 |
| Science | Page 10 |
| Core PE | Page 14 |
| Modern Studies | Page 14 |



| | |
|--------------------------------|---------|
| Specialisms | |
| Art | Page 15 |
| Business Studies | Page 16 |
| Computer Science | Page 17 |
| Engineering (Design) | Page 19 |
| Food Preparation and Nutrition | Page 21 |
| Geography | Page 22 |
| Health and Social Care | Page 23 |
| History | Page 24 |
| ICT; Creative iMedia | Page 25 |
| Media | Page 27 |
| Modern Foreign Languages | Page 28 |
| Music | Page 29 |
| PE | Page 31 |
| Performing Arts | Page 32 |
| Photography | Page 33 |
| Preparing for Adulthood (PFA) | Page 34 |
| Psychology | Page 35 |
| RE | Page 36 |
| Textiles | Page 37 |



Key dates and events

| Date | Event |
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| Christmas Break 2021 | Specialism booklet available on the school website and emailed to parents. There will be some hard copies available in reception also. |
| From 5 th January 2022 | Subject Specialists information sessions: Students will identify key aspects of different subjects. Subject teachers will also discuss their subject at GCSE as part of Lessons. |
| Thursday 13 th January 2022 | Online presentation for students and parents / carers detailing the process and different routes. Green/Purple Route: 6:30pm Blue Route: 7:15pm |
| Thursday 20 th January 2022 | <ol style="list-style-type: none"> 1. Meet the Professionals: Students will have the opportunity to meet professionals in industry and ask questions in school. 2. Year 9 Parents Evening for all subjects. (4:00pm – 6:30pm) |
| Tuesday 25 th January 2022 | <ol style="list-style-type: none"> 1. Specialisms Taster Morning: Students will participate in three 50-minute taster sessions to give them the opportunity to experience 'new' subjects and make an informed decision about whether or not they wish to specialise in them. |
| Monday 21 st February 2022 | Deadline for Specialisms choices. |
| Summer 2022 | Confirmation of selected Specialisms will be sent to Students and Parents/Carers. |

Welcome to the Year 9 guide to GCSE Specialisms

The aim of our Key Stage 4 curriculum is to provide a broad and balanced curriculum with a strong academic core. We want to ensure that every student is able to gain qualifications that build on their strengths, interests and talents, and provide a strong foundation for future study and employment.

Our students are all individuals so we offer a broad range of subjects – what is important is for students to carefully choose the specialisms subjects that are most suitable for them. While most of the courses we offer are GCSE courses, we also offer a number of vocational qualifications. These are all approved by the Department for Education as being the equivalent of a GCSE and they are recognised by colleges, universities and employers. It is important for students and parents to understand the similarities and differences between GCSEs and vocational qualifications. Most GCSEs are assessed by exam only at the end of the 2-year course, although practical subjects will also include a practical assessment or portfolio. Vocational courses may also include coursework, with a smaller percentage of the final grade assessed in an exam.

It is hard for young people to know exactly what they want to do in the future when they are in Year 9, and we want to avoid closing doors for them in the future. Most students will gain 9 qualifications – we offer 9 rather than 8 to maintain the breadth of the curriculum. Students are placed on one of 3 pathways which guide their choice of subjects, although the pathways offer many of the same subjects and choices.

All students will complete GCSE courses in Maths, English Language, English Literature and Combined or Triple Science (worth 2 or 3 GCSEs).

Our blue pathway is for students who are likely to go on to do A levels and apply for Russell Group universities. We want to avoid limiting their choices in the future and to support them to choose “enabling subjects” at A level which tend to be ore academic subjects. These students may well find themselves working in an international environment in the future with colleagues from around the world who speak more than one language. We feel it is essential that these students take at least one Languages subject to at least GCSE level to avoid limiting their options in the future. We also expect them to choose at least one Humanities subject (RE, Geography or History GCSE). Students then choose 2 further subjects – this can include Triple Science or another Humanities or Languages GCSE. We advise that at least one choice should be a practical subject.

Our green pathway is designed to provide a broad foundation for future study or training at Level 3 and beyond. Students on green pathway can opt to take a Humanities and a Languages subject as two of their choices. One subject has to be an academic choice – a Language, Humanities subject, Triple Science or Computer Science.

Our purple pathway provides a more personalised and flexible choice for students who will benefit from this. Their Key Stage 4 curriculum will be discussed and planned on an individual basis, although they will have access to the majority of the same subjects as students on the other pathways.

I hope you find this guide a helpful starting point, along with the information on the Specialisms page on our website. This is the start of this process; I look forward to seeing you at the presentation in January, and hope that you and your child will find the programme of activities planned for the first half of the spring term useful in making their specialism choices.

Mrs A Mellors
Head of School

See more online:

Find videos giving more information on our subjects and pathways on our website:

url.aldermanwhite.school/specialisms



Core Subjects

All students will be studying the following subjects:

- English Language and English Literature
- Maths
- Science: either Trilogy – worth 2 GCSEs or Triple Science (Biology, Chemistry and Physics) worth 3 GCSEs. *To study Triple Science students must meet the entry requirements and select it as a specialism.*

All students will also study the following non-exam courses:

These are vital to their broader education.

- Core PE
- Modern Studies (PSHE, Careers, Citizenship, RE)

Specialisms

Students can select **FOUR** Specialisms from the following subjects:

- Art GCSE
- Business Studies GCSE
- Creative iMedia Cambridge National (ICT)
- **Computer Science GCSE*** (*Suitable for students predicted to achieve Secure / Mastery in Maths*)
- Engineering Cambridge National (Engineering Design)
- **French GCSE***
- Food Preparation and Nutrition GCSE
- **German GCSE***
- **Geography GCSE***
- Health and Social Care Cambridge National
- **History GCSE***
- **Mandarin GCSE***
- Media GCSE
- Music (*RSL or GCSE to be confirmed dependent upon the cohort*)
- Performing Arts RSL Level 2: Acting
- Photography GCSE
- Psychology GCSE (*Suitable for students predicted to achieve Secure / Mastery in Maths and English*)
- **RE GCSE****
- Sport (*GCSE or BTEC to be confirmed dependent upon the cohort*)
- Textiles GCSE
- Triple Science (*Suitable for students predicted to achieve Mastery*)

***EBacc Subjects (For the EBacc, students must choose at least one language and either Geography and/or History).**

****RE is included as a Humanities specialism for students on the Blue pathway. Students must take at least one EBacc specialism not including RE.**

NB: Art GCSE and Textiles GCSE both come under the same qualification code for Fine Art and therefore cannot both be chosen together.

The Process

- Students will be asked to select their FOUR choices in order of preference, as well as four reserve choices in order of preference.
- Students may only select Triple Science, Psychology or Computer Science if they meet the entry requirement for the course.
- Whilst we will endeavour to run as many of the courses as possible, if insufficient numbers opt for a subject this may not be possible.
- Where a subject is oversubscribed we will carefully consider the order of preference of specialism subjects, as well as attitude to learning.
- Where we are not able to meet a student's choice of four subjects we will discuss with them the other subjects available.

It is important that all students consider their choices carefully, especially with regard to subjects they have not studied at Key Stage 3, and find out as much as they can from the Specialisms events. We cannot guarantee that changes can be made at a later point.

Please do contact your son / daughter's tutor if you would like to arrange an appointment to discuss their Subject Specialisms further in addition to the advertised events.

| Subject | GCSE English Language |
|---|--|
| Exam Board: | AQA |
| Assessment structure: | 100% final exam at the end of two years |
| Topics covered in this course include: | <p>English Language Paper 1: Fiction.</p> <p>Students read and respond to an unseen extract from a 20th/21st century novel. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writer's methods. Students also have to choose one task which may be descriptive or narrative writing.</p> <p>English Language Paper 2: Non-fiction.</p> <p>Students read and respond to two unseen extracts, one of which is a 19th century text. They show understanding by answering questions on information and ideas, the writer's use of language, and comparing viewpoints and ideas in both sources. Students also have to undertake a discursive writing task – a speech, essay, letter, article or text for a leaflet – based on a topic linked to the content of the extracts.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>English Language is an entry requirement for all subjects at post-16.</p> <p>English Language GCSE leads into A-Level English Language.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p> |
| For more information please contact: | ✓ Mrs Gardiner |

| Subject | GCSE English Literature |
|---|--|
| Exam Board: | AQA |
| Assessment structure: | 100% final exam at the end of two years. Closed book (this means that students do not have a copy of the text that they have studied with them in the examination). |
| Topics covered in this course include: | <p>English Literature Paper 1: Shakespeare and the 19th century novel. (Currently <i>Romeo and Juliet</i> and <i>The Strange Case of Dr Jekyll and Mr Hyde</i>) Students read and respond to an extract from a Shakespeare play that they have studied and to a 19th century novel that they have studied. They show understanding by answering one question on each text, linking the extract to the whole novel or play. They must respond to the writers' ideas, use of language and structure, and apply contextual ideas.</p> <p>English Literature Paper 2: Exploring Modern Texts. Students answer one question on a 20th/21st century text, currently '<i>An Inspector Calls</i>'. Students also answer one question that asks them to compare two poems from the <i>AQA anthology</i> that they have studied, one of which is printed on the exam paper. A third question asks students to analyse <i>an unseen poem</i>. The fourth question requires students to compare the effects of language and structure in two unseen poems.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>English Literature GCSE leads into A-Level English Literature.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p> |
| For more information please contact: | ✓ Mrs Gardiner |

| Subject | GCSE Maths |
|---|---|
| Exam Board: | AQA |
| Assessment structure: | 100% exam 3 Papers: <ul style="list-style-type: none"> ✓ One is a non-calculator paper ✓ Two are calculator papers All exams are 1hr 30 mins. |
| Topics covered in this course include: | All of the KS3 content covered, and many more new topics, taken from: <ul style="list-style-type: none"> ✓ Number ✓ Algebra ✓ Ratio and Proportion ✓ Geometry ✓ Statistics |
| This course is ideal for: | All students of all abilities. There are two tiers – Higher and Foundation. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <ul style="list-style-type: none"> ✓ A-Level Maths and Further Maths. ✓ Links well to Sciences, especially Physics. ✓ Also supports Psychology, Geography, Product Design, Engineering and Science. ✓ In terms of careers, Maths gives you access to anything STEM related (Science, Engineering, Maths, Technology), as well as careers in business, economics, psychology etc. Employers/sixth form colleges will value passing grades in Maths at GCSE (if you don't achieve at least a grade 4+ in Maths at GCSE, you will have to re-sit the until you do, up to the age of 18) <p style="text-align: center;">Maths opens every door!</p> |
| Also available | <ul style="list-style-type: none"> ✓ FML2 Further Maths GCSE equivalent course Available to highest attaining (grade 9) in Y11. ✓ Well regarded qualification to supplement GCSEs: valuable if choosing Further Maths at A-Level. |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Mr Haigh |

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| Subject | Triple Science – Specialist in the Sciences. GCSE Sciences in Biology, Chemistry and Physics |
| Exam Board: | AQA |
| Assessment structure: | <p>Students DO NOT need to take Triple Science in order to study A Level Sciences, but we would advise this as the best route. Students may only select Triple Science if they are predicted to achieve Mastery in Science in Year 9 and have the support of their Science teacher. If this is not the case, they are best advised to follow the Trilogy course.</p> <p>Students will receive THREE GCSE qualifications (grade 1-9) in Biology, Chemistry and Physics.</p> <p>The current Year 9 course has been structured to bridge the learning of GCSE content for all 3 disciplines, Biology, Chemistry and Physics.</p> <p>Due to the removal of the course work element, “How Science Works” skills are embedded within teaching of content and through the delivery, interpretation and evaluation of a number of core practical investigations per GCSE (10 Biology core practicals, 8 Chemistry core practicals and 10 Physics core practicals). The skills are teacher assessed at regular intervals and knowledge and application of the core practicals will be externally assessed in the final examinations.</p> <p>Each GCSE will be assessed separately at the end of the course (summer 2019) in two written examinations: totalling six examinations.</p> <p>Paper 1 (1 hour 45 minutes), 100 marks, 50% of GCSE</p> <p>Paper 2 (1 hour 45 minutes), 100 marks, 50% of GCSE</p> |

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| <p>Topics covered in this course include:</p> | <p>Biology: 7 topics</p> <ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology | <p>Chemistry :10 topics</p> <ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources | <p>Physics: 8 topics</p> <ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics |
| <p>Progress from this course: (KEY STAGE 5 or possible careers)</p> | <p>Progress onto A-Level studies.</p> <p>A-Level in Biology, Chemistry and Physics if they attain a GCSE grade 6 or above by taking the higher tier assessment route.</p> <p>Level 3 Extended Certificate in Applied Science.</p> <p>Science GCSEs are often part of entry requirements or essential qualifications for careers including Medicine, Veterinary Science and Engineering.</p> | | |
| <p>For more information please contact:</p> | <p>✓ Miss Crabtree</p> | | |

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| Subject | GCSE Combined Science (Biology, Chemistry and Physics) |
| Exam Board: | AQA; Combined Science – Trilogy route |
| Assessment structure: | <p>Students will study Science through the delivery of topics that are separated into the traditional Science disciplines of Biology, Chemistry and Physics.</p> <p>The course will result in a qualification that carries the weight of two GCSEs. Students will receive a pair of (equal or consecutive) grades in the form of 9-9, 9-8, 8-8, 8-7, 7-7, 7-6 etc. in Combined Science.</p> <p>They will be taught the content and skills over years 10 and 11.</p> <p>The current Year 9 course has been structured to start teaching GCSE content for all 3 disciplines, Biology, Chemistry and Physics, thus enabling students to have a "taste" of each GCSE discipline.</p> <p>Due to the removal of the course work element, "How Science Works" skills are embedded within teaching of content and through the delivery, interpretation and evaluation of 21 core practical investigations. The skills are teacher assessed at regular intervals and knowledge and application of the core practical components will be externally assessed in the final examinations.</p> <p>Each unit will be assessed separately at the end of the course in a total of six written examinations (two biology, two chemistry and two physics):</p> <p>All papers are 1 hour 15 minutes in length and worth 70 marks. Each has a 16.7% weighting of the combined GCSE.</p> |

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| Units and topics covered | <p>Biology: 7 topics</p> <ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology | <p>Chemistry :10 topics</p> <ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources | <p>Physics: 7 topics</p> <ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Progress onto A-Level studies.</p> <p>A-Level in Biology, Chemistry and Physics if they attain a GCSE grade 6 or above by taking the higher tier assessment route.</p> <p>Level 3 Extended Certificate in Applied Science.</p> <p>Science GCSEs are often part of entry requirements or essential qualifications for careers including Medicine, Veterinary Science and Engineering.</p> | | |
| For more information please contact: | <p>✓ Miss Crabtree</p> | | |

| Subject | Core PE |
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| Activities included in Core PE: | Students are asked to make a choice of one of the following <i>pathways</i> : Performance, Creative, Participation and Leadership. Within the chosen <i>pathway</i> , students select the activities to compete and participate in. We feel giving students a choice is essential, as this is an integral part of sustaining interest and a positive attitude towards being physically active. We hope this will represent the way they may approach physical activity outside of school and so encourage lifelong learning and participation. |
| Skills developed in core PE: | Within Core PE, students will continue to develop their physical skills and the ability to perform within a range of sports and activities alongside developing their overall understanding of what it is to be fit and healthy for life. We also place a strong emphasis on a range of skills which include the ability to demonstrate leadership, resilience, working within a team and communication skills. |
| The benefits of Core PE: | The list is numerous, none more so than the ability to understand and maintain a healthy lifestyle, which has a range of physical, social and mental benefits. Within a sporting environment and during physical activity, students engage with a number of concepts and challenges that develop the whole person. |
| Progress from this course: | Progress from Core PE develops into lifelong participation in physical activity. Overall, the aim is to develop a person who can understand why it is important to lead a healthy lifestyle and how they can achieve this. |

| Subject | Core Modern Studies |
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| Activities included: | Students cover all the key aspects of their statutory entitlement in these subjects including: <ul style="list-style-type: none"> ✓ Sex and relationships ✓ Online safety ✓ Drug and alcohol awareness ✓ Careers advice and post-16 planning ✓ Religious views on controversial topics ✓ Migration, identity & religious beliefs ✓ Core British Values |
| Skills developed: | PSHE, RE and Citizenship enable students to acquire the necessary skills and knowledge to become informed, active citizens. |
| The benefits of this course: | These subjects enable students to discuss issues within society and develop analytical skills. |
| Progress from this course: | These courses are particularly appropriate to studying Government & Politics and / or Philosophy & Ethics. |

| Subject | GCSE Art |
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| Exam Board: | AQA |
| Assessment structure: | <p>The AQA GCSE Art & Design (Fine Art) carries a 60% weighting for controlled assessment over two years. Students will carry out two broad units of work during this time. This is then followed by a 10-hour practical exam/controlled test after a given preparation time. This makes up 40% of the final GCSE grade.</p> |
| Topics covered in this course include: | <p>Students carry out a range of practical projects in two and three dimensions, learn about the creative process and understand how to make decisions about the development and direction of their work. They will also need to be able to demonstrate an awareness and understanding of the work of other artists and craftspeople. This can be done in writing and annotating their own personal response to others' work and their own work also by a personal response through their own artwork.</p> |
| This course is ideal for: | <p>This course will appeal to students who enjoy Art, or who would like to consider a creative or design-orientated career.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Students who are considering further study at A-Level in Art and Design or are thinking of a career in any of the design areas below will need to take the GCSE Art & Design course as they will be required to submit a portfolio of work at interview.</p> <p>There are numerous career opportunities in Art related fields such as architecture, product designer, window dresser, teacher, film or theatre set designer, web designer, game design, animation, graphics, textile design, fashion or costume design.</p> |
| For more information please contact: | <p>✓ Ms Friend</p> |

| Subject | GCSE Business Studies |
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| Exam Board: | Edexcel |
| Assessment structure: | 100% Exam (this is split in to two exams that are taken in summer of year 11. They are worth 50% each) |
| Topics covered in this course include: | <p>Business is taught in two units:</p> <p>Investigating small businesses, which includes sections on:</p> <ul style="list-style-type: none"> ✓ Enterprise and entrepreneurship ✓ Spotting a business opportunity ✓ Putting a business idea into practice ✓ Making the business effective ✓ Understanding external influences on business <p>Building a business, which includes sections on:</p> <ul style="list-style-type: none"> ✓ Growing the business ✓ Making marketing decisions ✓ Making operational decisions ✓ Making financial decisions ✓ Making human resource decisions |
| This course is ideal for: | Students interested in the world of business and understanding the key aspects of business. It is suitable for people confident sitting exams, so a requirement in excellent written communication is essential. |
| Progress from this course: (KEY STAGE 5 or possible careers) | Overall, the course offers a varied and interesting introduction to the subject of Business. Whilst the content will be new to all students (and therefore quite demanding) it will be of use to students later in life and help them understand business in practical terms. The course introduces Business, Economics and Enterprise and will therefore be of use to students who wish to study these subjects at A-Level. The course gives a broad introduction to many important and useful areas of Business in today's competitive world. |
| For more information please contact: | ✓ Mr Farnie |

| Subject | GCSE Computer Science |
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| Exam Board: | OCR |
| Assessment structure: | There are two written exams which are taken in Year 11 and make up 100% of your final grade (50% per exam) |
| Topics covered in this course include: | <p>Students will study the following:</p> <ul style="list-style-type: none"> ✓ Computer systems and programming (written exam paper) <p>This component will assess:</p> <ol style="list-style-type: none"> 1.1 Systems architecture 1.2 Memory & storage 1.3 Computer networks, connections & protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural & environmental impacts of digital technology. <ul style="list-style-type: none"> ✓ Computational Thinking, Algorithms and Programming (written exam paper) <ol style="list-style-type: none"> 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages & Integrated Development Environments. <ul style="list-style-type: none"> ✓ Programming project (controlled assessment) |
| This course is ideal for: | Students who are logical and enjoy problem solving. Computer Science is also aimed at students who want to learn more about coding to produce programmes, to meet a range of briefs. |
| Progress from this course: | A-Level in Computer Science through to a degree and career in a whole host of computing Specialisms, |

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| (KEY STAGE 5 or possible careers) | including programming, project management and network management. |
| For more information please contact: | <ul style="list-style-type: none">✓ Mr Bateman✓ Mr Young |

| Subject | Level 1 Level 2 Cambridge National Award/Certificate in Engineering Design |
|--|---|
| Exam Board: | OCR |
| Assessment structure: | <p>Students will complete the GCSE over the course of the two years. They will be continuing with the work they have studied in Year 9 during their Engineering lessons.</p> <p>The Engineering Design Award/Certificate includes:</p> <ul style="list-style-type: none"> ✓ Design briefs, design specifications and user requirements - Written paper OCR set and marked 1 hour 15 min – 80 marks. ✓ Communicating designs - Centre-assessed task, OCR moderated. 60 marks ✓ Design Evaluation and Modelling- Centre-assessed task, OCR moderated. 60 marks |
| Topics covered in this course include: | <p>Engineering design is a process used to develop and enhance new products and systems as a response to market opportunities. This qualification is an opportunity for you to develop a design specification and study the processes involved in designing new engineered products. You will use practical skills such as drawing, computer modelling and model making to communicate design ideas. The qualification will also encourage you to consult with a client and, with its practical focus, will engage you in producing, testing and evaluating a prototype in the form of a model.</p> |
| This course is ideal for: | <ul style="list-style-type: none"> ✓ Students who like to design a variety of products using their imagination. ✓ Students who like to think outside the box and explore their creative side. ✓ Students who like to work with different materials to construct a chosen design they might have come up with. ✓ Students who like to learn about how different techniques can be applied to materials to enhance their looks/performance. ✓ Students who like to work with a range of tools and machinery to construct various prototypes that they have designed. |

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| | <ul style="list-style-type: none"> ✓ Students who are able to work with a client to assist them in the development/testing of their product. |
| <p>Progress from this course: (KEY STAGE 5 or possible careers)</p> | <p>A-Level in Product Design or other Technology subjects, Architecture, Life sciences, college courses practical careers, and trades.</p> <p><u>Future Prospects:</u></p> <ul style="list-style-type: none"> ✓ industrial design ✓ interior design ✓ graphics design ✓ computer game design ✓ automotive design ✓ architecture, product design ✓ theatre design ✓ textile design ✓ engineering |
| <p>For more information please contact:</p> | <ul style="list-style-type: none"> ✓ Mr Simkins |

| Subject | GCSE Food Preparation & Nutrition |
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| Exam Board | Eduquas |
| Assessment structure: | <p>Written examination: 1 hour 45 minutes. 50% of the final mark Internal Assessment: 50% of the final mark Assessment 1. Food Investigation Assessment- 15% (8 hours) Assessment 2. Food Preparation Task- 35% Investigate, prepare, cook, serve, and evaluate a menu of 3 dishes for a set theme (12hrs)</p> |
| Topics covered in this course include: | <p><u>Component 1</u>: Principles of Food Preparation and Nutrition. (Written exam)</p> <ul style="list-style-type: none"> ✓ Food commodities ✓ Nutrition, diet, and good health ✓ The science of food ✓ Where food comes from ✓ Cooking and food preparation <p><u>Component 2</u>: Food Preparation and Nutrition in Action. This is assessed through 2 exam board set assessments <u>Assessment 1</u>: (15%) An example of a task might be to practically investigate the effects of using different ingredients in shortcrust pastry and to produce a report to evidence your findings. <u>Assessment 2</u>: (35%) An example of this task might be to research, prepare and cook three dishes to promote the cuisine of a specific country or region that could be served on a themed menu for a local restaurant's International Week.</p> |
| This course is ideal for: | <ul style="list-style-type: none"> ✓ Students learn through practical experimentation and skills development ✓ Practically increasing knowledge, skills and confidence in working with a wide range of foods and preparation and cooking methods. Developing high level practical making skills. ✓ Developing an understanding of food and health so that pupils can look after their own needs and those of others (life-skill) ✓ Developing an understanding of factors that influence the foods that we eat e.g. environmental, ethical, economic, social ✓ Exploring and understanding a range of ingredients and processes from different culinary traditions ✓ Being creative with food and enjoying working with and developing new recipes |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A-Level courses in Food Science and Nutrition Level 2 and 3 courses in Catering and Hospitality Food-related courses at A-Level <u>Prospects</u> Food scientist, product development, hospitality and catering, dietician, sports nutrition, teaching, lecturing, health promotion</p> |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Mrs Brewer |

| Subject | GCSE Geography |
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| Exam Board: | AQA |
| Assessment structure: | <p>Living with the physical environment – 1 hour 30-minute exam worth 35% of overall grade</p> <p>Challenges in the human environment – 1 hour 30-minute exam worth 35% of overall grade</p> <p>Geographical applications– 1-hour exam worth 30% of overall grade</p> |
| Topics covered in this course include: | <ul style="list-style-type: none"> ✓ Natural Hazards ✓ Climate Change ✓ Rivers ✓ Coasts ✓ Glaciation ✓ Ecosystems ✓ Urbanisation ✓ Economics ✓ Development ✓ Food security ✓ Water security ✓ Energy security ✓ Fieldwork |
| This course is ideal for: | Students who have an interest in the natural world and our place in it. |
| Progress from this course: (KEY STAGE 5 or possible careers) | Due to Geography’s wide range of topics and close links with other academic disciplines, this GCSE is a great complement to a number of A-Level courses, not just A-Level Geography. As well as there being many careers where Geography is essential (environmental management, town planning etc.), there are countless professions where it would be useful (e.g. teaching, finance, tourism etc.). As such, GCSE Geography is very highly regarded by all colleges and employers. |
| For more information please contact: | ✓ Mr Baxter |

| Subject | Level 1 and 2 Cambridge National Certificate in Health and Social Care |
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| Exam Board: | OCR |
| Assessment structure: | <p>There are three units. Two units are coursework based and cover the topics of Health Promotion Campaigns and Supporting individuals through life stages.</p> <p>There is a written exam which is one hour long on Principles of Care in Health & Social Care settings.</p> <p>You can retake the exam and improve your coursework.</p> <p>The highest score will be the one that counts!</p> |
| Topics covered in this course include: | <p>Communication Skills - These cover verbal, written and electronic. You will also participate in an assessed presentation as part of your Health Promotion Campaign. The modules covered are:</p> <ul style="list-style-type: none"> • Principles of care in health and social care settings • Supporting individuals through life events • Health promotion campaigns <p>Across the units you will be assessed on your ability to:</p> <ul style="list-style-type: none"> • Recall knowledge and show understanding • Apply knowledge and understanding • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply skills and processes relevant to the subject area |
| This course is ideal for: | <p>Students who have a desire to provide care for vulnerable people in society and want to understand key principles that underpin why and how this should be done.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Level 3 Health/Social Care related courses/Sociology/Psychology/A-Level Science/Biology. NVQ and Apprenticeship route</p> <p>Careers: Paramedic, nurse/midwife, mental health worker, childcare worker, occupational therapist, counsellor, radiographer plus many, many more.</p> |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Mrs Watson ✓ Mrs Ferris |

| Subject | GCSE History |
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| Exam Board: | Edexcel |
| Assessment structure: | <p>Three exams at the end of Y11</p> <p>Exam 1 Thematic Study and historic environment 30%</p> <p>Exam 2 British Depth Study and Period Study 40%</p> <p>Exam 3 Modern Depth Study 30%</p> |
| Topics covered in this course include: | <p>Thematic study: <i>Medicine in Britain 1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.</i></p> <p>This will look at medical developments in Britain and how these have changed over time. There will be a focus on how people responded to diseases like the Black Death, Cholera and lung cancer. It will also focus on the medical developments that took place during the First World War.</p> <p>British Depth Study: <i>Anglo-Saxon and Norman England 1060-88</i></p> <p>This topic will examine how William became King of England in 1066 and how he tried to control England in the years after the Battle of Hastings. This will include the development of castles, the feudal system and how he dealt with rebellions.</p> <p>Period Study: <i>The American West, c1835-c1895</i></p> <p>This topic will focus on the expansion of America into the west and how settlement of the Plains caused conflict.</p> <p>World Depth Study: <i>Weimar and Nazi Germany, 1918-39</i></p> <p>This topic will examine how the Nazis controlled life in Germany and what it was like for different groups of people to live under Nazi rule, including young people, women and the persecution of the Jews.</p> |
| This course is ideal for: | <p>Students who are inquisitive and like to ask questions about the past. Students who want to find out about the world around them and why it is the way it is. Students who study history enjoy investigating and sorting through evidence to try to work out what happened or why people have different views about events in the past.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A-Level History and degrees and all types of academic study in History, classical studies, politics, etc.</p> <p>Archaeologist, archivist, lawyer, politician, journalist, writer, teacher and many, many more jobs are relevant to the study of History</p> |
| For more information please contact: | <p>✓ Mrs Scurrah</p> |

| Subject | ICT; Creative iMedia |
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| Exam Board: | OCR |
| Assessment structure: | One exam; Creative iMedia in the media industry worth 40% 2 coursework units worth 30% each. |
| Topics covered in this course include: | <p>These qualifications will assess the application of creative media skills through their practical use. The qualification will encourage independence, creativity and awareness of the digital media sector.</p> <p>Creative iMedia in the media industry</p> <p>In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.</p> <p>Visual identity & digital graphics</p> <p>In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of roles within the media industry.</p> <p>Interactive digital media</p> <p>In this unit you will learn to design and create interactive digital media products for chosen platforms.</p> <p>You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you will the basic skills for further study or a range of creative and technical job roles within the media industry.</p> |

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| This course is ideal for: | This course is ideal for students who wish to develop their knowledge and practical skills in creative digital media products such as websites and digital graphics. If you enjoy the creative side of ICT designing and creating a product for a particular audience, this is a perfect course. |
| Progress from this course: (KEY STAGE 5 or possible careers) | Cambridge Technical Creative iMedia provides a strong base for progression to Further Education, whether it is on to the Level 3 Cambridge Technical ICT, A Levels, apprenticeship or work. Careers in ICT, Digital Marketing. |
| For more information please contact: | ✓ Mr Bateman |

| Subject | GCSE Media |
|---|--|
| Exam Board: | WJEC |
| Assessment Structure: | <p>Component 1: Exploring the Media (40% exam)</p> <p>Component 2: Understanding Media Forms and Products (30% exam)</p> <p>Component 3: Creating Media Products (30% non-examined assessment)</p> |
| Topics Covered in this course include: | <p>We will cover a wide range of media products and platforms, carrying out detailed analyses and explorations in terms of Media Language, Audience, Institution and Representation: Magazines, Film Marketing, Newspapers, Advertising, The Film Industry, TV Crime Drama, Music Videos (modern marketing and distribution) and the Radio Industry.</p> |
| This course is ideal for: | <p>Anyone with an interest in why and how the media manipulate and shape our responses to make us think in the ways that we do. If you're the kind of person who always wants to know the tricks and secrets behind how blockbuster films are marketed and promoted. If you already have practical skills in photography and a passion for film making. If you can use ICT and different DTP and editing programs to make your own film posters, short films or radio podcasts, then this is the course for you.</p> |
| Progress from this course: (KS5 or possible careers) | <p>A Level Media Studies A Level Photography A Level English Language University Degrees in Media, Journalism (TV and print), Film making and editing, Advertising, Marketing. Careers in TV, the BBC and journalism. People who have a background in Media are highly desirable candidates in the marketing and advertising industry thanks to the independent research and practical skills they gain throughout their studies.</p> |
| For more information please contact: | <p>✓ Mr Barker and Mrs Gardiner</p> |

| Subject | GCSE MFL (French, German, Mandarin) |
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| Exam Board: | Edexcel |
| Assessment structure: | Four externally examined papers based on the following skills: listening, speaking, reading and writing (25% each) |
| Topics covered in this course include: | <p>There are 5 themes:</p> <ul style="list-style-type: none"> ✓ Identity and culture ✓ Local area, holiday, travel ✓ School ✓ Future aspirations, study and work ✓ International and global dimension |
| This course is ideal for: | <ul style="list-style-type: none"> ✓ Students who have enjoyed MFL at KS3 and are keen to develop their communication skills and fluency in a foreign language ✓ Students who want to travel and broaden their horizons ✓ Students who want to impress others by using a skill which is in short supply |
| Progress from this course: (KEY STAGE 5 or possible careers) | <ul style="list-style-type: none"> ✓ A-Level French/German/Mandarin <p><i>Languages can offer an exciting future:</i> The opportunity to study abroad as part of a university course or a career in:</p> <ul style="list-style-type: none"> ✓ International finance, sales and marketing ✓ Internationally-based scientific research Medicine and engineering ✓ Translating and interpreting ✓ Travel and tourism ✓ Teaching |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Mrs Fourie |

| Subject | Music (RSL MUSPRA Level 2) – dependent upon cohort |
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| Exam Board: | Rockschool Music Practitioner, Level 2 |
| Assessment structure: | <p>The qualification has one externally assessed paper (40%), and two internally assessed units (60%). The externally assessed unit takes the form of a timed assessment under controlled conditions, set and marked by an RSL examiner. The internally assessed units are chosen from a number of options catering for varied musical tastes and career paths.</p> <p>Completed units are assessed as either a Pass, Merit or Distinction. Distinction in the Level 2 Certificate is equivalent to a GCSE A grade, merit is equivalent to a B grade and pass is equivalent to a C grade.</p> |
| Topics covered in this course include: | <ul style="list-style-type: none"> ✓ Performance ✓ Rehearsal techniques ✓ Planning a performance ✓ Image and marketing ✓ Health and Safety ✓ Musical knowledge (studying popular music styles) |
| This course is ideal for: | <p>The Rockschool Music Practitioner is a Level 2 vocational qualification for students who want to develop their solo and group performing skills in various genres and musical styles. This fully accredited qualification is a fantastic alternative for students who would like to continue their music study in year 10 on a vocational course with a large practical element.</p> <p>Students suitable for the course should be a high 'secure' level or above at KS3 Music. Only KS3 Music classroom experience is necessary, although students having instrumental lessons will be at an advantage.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>This course is well regarded by universities and further education providers due to the key skills developed. Rockschool Music Practitioner Level 2 Certificate may lead on, in Year 12, to the Level 3 Rockschool MUSPRA course or Music Technology. Students may also progress to National Diplomas in Music or Music Technology, or perhaps Performing Arts and Production Arts National Diplomas. Within the music industry, there is the opportunity to become a performer, composer, sound designer, sound engineer, music tutor, writer or journalist, or work in arts administration and business. Skills developed in the course that are useful are listening, leadership, team-working, problem solving, as well as interpersonal and communication skills.</p> |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Ms Hebbs ✓ Mr Wedgeworth |

| Subject | Music GCSE – dependent upon cohort | |
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| Exam Board: | OCR GCSE (9–1) Music J536 | |
| Assessment Structure: | Integrated portfolio (01 or 02) 60 Marks Performance on your chosen instrument. Composition to a brief set by you. | 30% of total GCSE |
| | Practical component (03 or 04) 60 Marks Ensemble performance. Composition to an OCR set brief. | 30% of total GCSE |
| | Listening and appraising (05) 80 Marks 1 hour and 30 minutes written exam. | 40% of total GCSE |
| Topics Covered in this course include: | <ol style="list-style-type: none"> 1. Your Music (Integrated task on your own instrument) 2. Concerto 3. Rhythms of the World 4. Film Music 5. Conventions of Pop | |
| This course is ideal for: | The GCSE Music course is ideal for students who want to develop their skills as a musician. The course provides a contemporary and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Learners explore performance and composition with a focus on their own instrument and genre choices. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge. | |
| Progress from this course: (KS5 or possible careers) | A GCSE Music qualification is recommended if you want to go on to study Music at A level, Music Technology or Performing Arts. It is also useful if you want to pursue a career in the Performing Arts industry, such as an instrumentalist, singer, teacher, DJ, sound engineer, songwriter, film music composer, dancer or actor. | |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Ms Hebbs ✓ Mr Wedgeworth | |

| Subject | GCSE PE |
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| Exam Board: | OCR |
| Assessment structure: | 60% external exam 40% practical and written controlled assessment |
| Topics covered in this course include: | <p>Component 1: Exam covering the physical factors effecting performance (30%)</p> <p>Component 2: Exam covering the socio-cultural issues and sports psychology (30%)</p> <p>Component 3: Practical Performances (30%) Non-examined assessment: internally marked and externally moderated (60 marks) Assessment in 3 sports/activities (20 marks per activity) General performance skills in team and individual sports</p> <p>Component 4: Analysis and evaluation of performance (10%) Non-examined assessment: internally marked and externally moderated (20 marks) Analysis task of skill development Carrying out an action plan to improve performance Evaluating the impact of the action plan.</p> |
| This course is ideal for: | Students who wish to pursue a career in the sports industry, especially those who are interested in sports, training and fitness and will be physically competent in at least two sports. Students will be expected to complete a controlled assessment based on their practical performance. |
| Progress from this course: (KEY STAGE 5 or possible careers) | A GCSE in PE will aid progression to further study and prepare students to continue into further education. Students studying a GCSE in PE have a whole array of career paths that are suitable to them based upon this course, such a sports science, physiotherapy, coaching and teaching. When taken as part of a balanced curriculum, there is a clear progression route to a BTEC-Level 3 course, which can be studied at Bramcote College. |
| For more information please contact: | ✓ Mrs Kilbane |

| Subject | Creative and Performing Arts (RSL Level 2) |
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| Exam Board: | RSL Level 2 |
| Assessment Structure: | <p>The course is assessed through two units of internally assessed coursework; marked by the teacher and one externally assessed unit that is sent off to an examiner.</p> <ul style="list-style-type: none"> • Performing Arts Knowledge = combination of written/recorded portfolio and performance • Skills Development = written/recorded portfolio • Synoptic = combination of written/recorded portfolio and performance |
| Topics Covered in this course include: | <p>Performing Arts Knowledge 30% (internally assessed) This unit aims to build learners' knowledge and understanding of the performing arts and to develop their ability to discuss existing genres and works using appropriate terminology. This will include the study of a range of performance genres, watching and reviewing a piece of live theatre and performing a short performance in a chosen genre.</p> <p>Skill Development 30% (internally assessed) Whilst studying this unit learners will develop their ability to plan and carry out a proactive and structured skill development process in an area relevant to their discipline, based around their own goals and objectives. They will carry out an audit of their own skills and set targets accordingly, providing evidence of their progress.</p> <p>Synoptic: Devised Performance 40% (externally assessed) Learners will apply their skills and contextual understanding to develop work for a live acting performance, allowing them to explore how what they have learnt so far works in practice. Learners should select performance material that allows them to develop and present their acting skills. This unit aims to further develop the skills and knowledge learnt in the previous two units. Learners can select to complete this unit either as an actor or taking on a technical role such as costume design or lighting.</p> |
| This course is ideal for: | <p>Performing Arts allows learners to explore their creativity, develop communication skills and an awareness of self. It allows for the development of confidence and focuses around skills development. As this is a vocational qualification, it uses coursework as the main assessment route, allowing learners to have a confident grasp on their own progress.</p> <p>Students will be expected to perform in front of an audience as part of this course and careful consideration of this is recommended.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A-Level or equivalent Dance, Drama or Performance Studies courses. A number of our students have gone on to study Performing Arts subjects at university and specialist colleges. Former students now have careers in performance, teaching, sales, marketing and design.</p> |
| For more information please contact: | <p>✓ Mrs Armitage-Giles</p> |

| Subject | GCSE Photography (Art and Design) |
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| Exam Board: | AQA |
| Assessment Structure: | <p>Students following the GCSE Photography course will complete two main assessment portfolios.</p> <p>Component 1 (Portfolio) This is worth 60% of the final mark and is a Personal Investigation exploring one major theme.</p> <p>Component 2 (exam topic) This is worth 40% of the final mark. Students must respond to a title set by AQA during a 10-hour practical exam/controlled test after a set preparation time.</p> |
| Topics Covered in this course include: | <p>We begin the course by introducing students to different photographic styles and techniques, including landscape photography, sequencing, Photoshop editing and comic books. Students will produce a sketchbook of work in which they explore different photographers, experiment with editing techniques and refine their own photographic skills.</p> |
| This course is ideal for: | <p>This course will appeal to students who want to improve and develop their photographic skills and understanding of different styles of photography. Students who take this course are able to work creatively and independently and enjoy experimenting with making different outcomes to their work.</p> |
| Progress from this course: (Key Stage 5 or possible careers) | <p>A Level qualification in Photography, Media Studies and Art. University degrees in photography, creative arts subjects, journalism and design. Students with an A level in Photography have successfully accessed courses in marketing and design based on the independent and creative skills they have gained throughout this course.</p> |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Mrs Gardiner ✓ Mr Barker ✓ Mrs Shiers ✓ Miss Brown |

| Subject | Preparing For Adulthood (PFA) |
|---|---|
| Exam Board: | ASDAN |
| Assessment structure: | 100% Portfolio (Non Exam) |
| Topics covered in this course include: | <p><u>This course is designed for students with additional needs on the purple route only</u> to support their development of skills for independence, employability and lifelong learning. It is ideally suited to those working at Entry Level 3 or Level 1.</p> <p>The course will include: Trident Independent Travel Training ASDAN Personal Development Programme ASDAN Level 1 Certificate of Personal and Social Effectiveness</p> <p>and cover topics: Safe travel. Communication skills. Budgeting. Employability skills including ICT. Working with others. Problem solving.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | Many of the colleges run supported learning courses that allow for continued development of these skills. These skills are transferrable to any future Level 1 or Level 2 college course. |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Ms Shiels ✓ Mrs Matthews ✓ Mrs Orchard-Robson |

| Subject | GCSE Psychology |
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| Exam Board: | Edexcel/Pearson |
| Assessment Structure: | 100% Exam |
| Topics Covered in this course include: | <p>Developmental Psychology: the way we develop including intelligence.</p> <p>Memory: the structure and role of memory including short term and long term.</p> <p>Psychological Problems: different mental health problems including depression, schizophrenia, addiction and autism.</p> <p>Social Influence: conformity, obedience and collective behaviour.</p> <p>Neuropsychology: the structure and function of the brain and how it impacts on behaviour</p> |
| This course is ideal for: | Students who are interested in understanding how we function as human beings and why we display different types of behaviours (e.g. why people commit murder). |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A-Level Psychology, Criminology, Sociology and Health & Social Care.</p> <p>Careers in all of the above areas and in psychology, psychiatry, counselling and mental health work etc.</p> |
| For more information please contact: | ✓ Mrs Watson |

| Subject | GCSE Religious Studies |
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| Exam Board: | EDUQAS |
| Assessment structure: | 3 x 2-hour exams 100% exam |
| Topics covered in this course include: | <p><u>Component 1</u>- Religious, Philosophical and Ethical Studies in the Modern World (50% of qualification)</p> <p>Theme 1- Issues of Relationships Theme 2- Issues of Life and Death Theme 3- Issues of Good and Evil Theme 4- Issues of Human Rights</p> <p><u>Component 2</u>- Study of Christianity- beliefs, teachings and practices (25% of qualification)</p> <p><u>Component 3</u>- The Study of a World Faith- Judaism- beliefs, teachings and practices- (25% of qualification)</p> |
| This course is ideal for: | <ul style="list-style-type: none"> ✓ Deepening students' understanding of the relationship between people ✓ To become informed about common and divergent views within traditions, in the way beliefs and teachings are understood and expressed ✓ To understand that religious traditions in Great Britain are diverse and include other religious beliefs, such as Atheism and Humanism <p><u>Developing skills such as:</u></p> <ul style="list-style-type: none"> ✓ Clear & logical thinking ✓ Critical evaluation ✓ Literacy & expression ✓ Organising ✓ Problem solving ✓ Research |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Key Stage 5 – A-Level Religious Studies- Philosophy and Ethics and an in-depth study of a world religion- Christianity</p> <p><u>Jobs/Careers:</u> lawyer, schools, colleges, universities, doctor/ nursing, counsellor, social worker, journalist, civil service, legal firms</p> |
| For more information please contact: | <ul style="list-style-type: none"> ✓ Mrs Watson |

| Subject | GCSE Textiles Design |
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| Exam Board: | AQA |
| Assessment structure: | <p><u>Component 1: Portfolio</u> Students will produce a portfolio that covers the four assessment objectives, including a project evidencing the journey from initial ideas to the realisation of intentions. (Year 10 and part of year 11) 60% of GCSE</p> <p><u>Component 2: Externally set assignment</u> Student will respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><u>How it's assessed</u> Preparatory period followed by 10 hours of supervised time 40% of GCSE</p> |
| Topics covered in this course include: | <ul style="list-style-type: none"> • Art textiles • Costume design • Constructed textiles • Printed and dyed textiles • Surface pattern • Stitched and/or embellished textiles • Soft furnishings and/or textiles for interiors |
| This course is ideal for: | Textiles is ideal for students who enjoy drawing, designing and making. Whilst some critical and analytical skills are required, the emphasis of the course is on practical work . Throughout the course, students will be expected to work individually, and in groups, producing drawings and photographs, creating designs, experimenting with samples in a range of media, researching relevant designers and movements, developing ideas to final pieces, and presenting work. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Come and do AS and A2 textile design, then the sky's the limit! Did you know that Textiles is a growing industry worth over £800 million and contributes to the UK's reputation as a world leader in creativity? Craft makers contribute to many businesses and industries, including film, theatre, dance, fashion and product design.</p> <p>The Fashion and Textile sector is very diverse and ranges from processing raw fibres, such as spinning, weaving and dyeing, to sourcing new materials, manufacturing and production, textile technology, marketing, branding and retailing, as well as Design.</p> |
| For more information please contact: | ✓ Miss Penniston |