Guide to Post 14 Options

2026 - 2027



The King's (The Cathedral) School
Peterborough



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WELCOME

Dear Year 9 Parents and Pupils,

This booklet is your guide to the process of choosing GCSE Options. You will have the chance to talk to subject teachers at the Year 9 PSTC on **Thursday 28 January 2027.** I also look forward to seeing you at the Post 14 Options Fair on **Thursday 14 January 2027** where you will have the opportunity to meet with subject specialists to discuss the courses in person. In addition, to the information provided withing this booklet, subjects all have the chance to present on their GCSE offer through assemblies, and Mr Jenkins (Academic Head of Year) along with the Year 9 tutors will support individuals in their decision making.

The purpose of this booklet is to guide you through the choice of subjects for external examination in KS4 (Years 10 and 11). We understand the challenge of ensuring that pupils choose courses best suited to their interests, career aspirations and academic achievements. This is not an easy process, and we aim to support all of you in submitting a set of optional subjects which are in the best interests of your son/daughter.

The school aims to offer an academic curriculum which benefits from breadth and variety, whilst ensuring a balance between Science, Humanities, Technology and Modern Foreign Languages which creates a solid foundation for further academic study in the Sixth Form.

Please could I also emphasise the importance of ensuring that the option choices are submitted to the school by the deadline of **Friday 29 January 2027.**

Yours faithfully,

Mr Charlie Armstrong
Assistant Headteacher

GCSE GRADING

GCSEs use a grading structure of 9-1: a grade 4 is considered a standard pass, and grade 5 a strong pass; and the top 20% of Grade 8 pupils will be awarded Grade 9 which is intended to represent the very highest achievers.

What choices are available?

Some subjects have been chosen on your behalf and are part of the **compulsory** core curriculum on offer:

- **English and English Literature**
- **Mathematics**
- **Sciences**
- **Religious Studies**
- **Learning for Life (non-examinable)**
- **Physical Education (non-examinable)**

Three optional subjects will then be chosen to complete the curriculum as per the instructions on Page 8.

The details of the relevant courses are contained within this booklet for your information and interest.

What questions should we consider?

While familiarising yourselves with the subject outlines in this guide, we would advise finding out as much as possible by listening carefully in the Options assemblies and asking questions during the Y9 PPTC.

- **The style of course on offer.**
- **The kind of work involved.**
- **The range of skills developed through the course.**
- **Is there any Controlled Assessment? What percentage of the GCSE is this equivalent to?**
- **Is there an element of practical assessment? How is this managed?**
- **How does the course link to study in KS3?**
- **Is there a field trip or residential?**
- **Is this subject suitable for further study?**

What makes a good choice of curriculum?

Bearing in mind the compulsory elements and the principles stated above, a selection should be made, based on the following:

- **Subjects in which the pupil is likely to achieve highly.**
- **Subjects the pupil finds interesting and enjoyable.**
- **Subjects which reflect the pupil's interests and hobbies.**
- **Subjects which may be vital or useful, where a pupil expresses a specific career interest.**

Having given due consideration to all these factors, judge the total choice according to the following criteria:

1. **Does the choice provide a broad, balanced programme of education?**
2. **Does the choice allow access to an A Level subject which is not studied at GCSE?**
3. **Does the final selection PREVENT the pupil from pursuing a Further/Higher Education course or a career of his/her choice at a later stage?**

What other support is there?

The School recognises the need to make informed decisions and will be providing a range of support to the year group leading up to the evening.

- **Learning for Life: the contents of this guide will be used to inform lessons.**
- **Tutors discuss choices with their tutees.**
- **Mr Dew, our UCAS & Careers Advisor, meets with pupils to explore making choices, career interests and setting goals.**
- **Assemblies focused on making the right choice.**
- **Option subjects may run taster lessons/assemblies.**

How can feedback help inform choices?

Prior to the deadline for submitting options decisions there are two reports on progress.

1. **The Year 9 Options Fair will be held in the School Hall on Thursday 14 January 2027 between 5.30pm and 7.00pm.**
2. **The Year 9 PSTC Evening on Thursday 28 January 2027 will allow you to consult teachers about your child's progress in their subjects, as well as to raise individual questions about option decisions. You will have received a Year 9 current attainment and predictions report the week before.**

3. **Each Year 9 Student will meet with a member of the Senior Leadership Team to discuss and agree their subject choices.**
4. **The full School Report will be uploaded to the school's Gateway in June and will update you formally on progress across all subjects.**

Things to think about

- **Friends will be friends but we are all different! Please do discuss the importance of making the right choice for individuals.**
- **We cannot guarantee the teacher. Choices should be made based on the subject and its content.**
- **Consider the breadth and types of subjects. Is the balance of practical and written work appropriate? It is easy to become overloaded - exam results are important but so is enjoying subjects and a life including time for extra-curricular activities.**

How do we submit the chosen subjects?

Please reference the form on the next page

You should choose one subject from the column Option 1.

You should choose one other subject from the column Option 2.

And you should choose one further subject from the column Option 3.

Please use the following link to submit your choices by the deadline of Friday 29 January 2027. Please note that students must login to the form using **their own** School login details; if they are logged in as **anyone else**, the tracking of this submission **will not work**. The form is open from **00.15am on Friday 15 January 2027**.

Year 9 GCSE Options for September 2027 – Fill in form

You will also be asked to provide us with a reserve choice subject in case we are unable to accommodate your preferred selection of subjects.

We will endeavour to meet your requests of subject combinations as far as possible but please note that we cannot guarantee combinations of options or that classes will run.

Option 1		Option 2		Option 3	
Computer Science		*Business*		*Business*	✓
French		*Computer Science*		*Computer Science*	
Geography		*Design & Technology: Product Design **		*Design & Technology: Product Design**	
German	✓	*Design & Technology: Textiles **		*Design & Technology: Textiles**	
History		*Drama*		*Drama*	
Latin		*Fine Art*		*Fine Art*	
		Food Preparation & Nutrition		*Food Preparation & Nutrition*	
		French		*French*	
		Geography	✓	*Geography*	
		German		*German*	
		History		*History*	
		Latin		*Latin*	
		Music		*Music*	
		Photography & Digital Media		*Photography & Digital Media*	
		Physical Education		*Physical Education*	

*** Please note that Product Design and Textiles are the same GCSE award and therefore only one of these subjects may be chosen.**

Core Subjects



English Language

Head of Department: Mrs A Rhodes

Course: AQA (8700)
GCSE Count: 1

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆☆☆★
Communication	★★★★★
Creativity	☆★★★★
Practical	☆☆★★★
Group Work	☆★★★★
Examination	100%
Controlled Assessment	None

The Importance of English Language

"Reading and writing, like everything else, improve with practice. And, of course, if there are no young readers and writers, there will shortly be no older ones." *Margaret Atwood*
"The more you read, the more things you will know. The more that you learn, the more places you will go." *Dr Seuss*
"I have hated words and I have loved them, and I hope I have made them right." *C.S. Lewis*

Aims of the Course

The course will enable pupils to:

- **read a wide range of texts fluently and with good understanding.**
- **read critically and use knowledge gained from wide reading to inform and improve their own writing.**
- **write effectively and coherently using Standard English.**
- **use appropriate grammar correctly.**
- **punctuate and spell accurately.**
- **acquire and apply a wide vocabulary.**

Pupils will gain knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language. Pupils will also be encouraged to listen to and understand spoken language and use spoken Standard English effectively.

Practical/Controlled Assessment

There is no coursework or controlled assessment unit within this course.

Learning Approaches

Discussion, paired/group work, projects, presentations, research, ICT.

Course Structure

Examination Paper 1: Explorations in Creative Reading and Writing (50%)
Examination Paper 2: Writers' Viewpoints and Perspectives (50%)
All texts in the examinations will be unseen.
Non-examination assessment: Spoken Language. (The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade).

Who should take English?

English Language is a core subject that everyone will study at GCSE level.

English Literature

Head of Department: Mrs A Rhodes

Course: AQA (8702)
GCSE Count: 1

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆☆☆★
Communication	★★★★★
Creativity	☆★★★★
Practical	☆☆★★★
Group Work	☆★★★★
Examination	100%
Controlled Assessment	None

The Importance of English Literature

"When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young." *Maya Angelou*
"The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village." *Roald Dahl (Matilda)*
"It is literature which for me opened the mysterious and decisive doors of imagination and understanding. To see the way others, see. To think the way others, think and above all, to feel." *Salman Rushdie*

Aims of the Course

This course enables pupils to:

- **read a wide range of classic literature fluently and with good understanding, and make connections across texts.**
- **read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.**
- **develop the habit of reading widely and often.**
- **appreciate the depth and power of the English literary heritage.**
- **write accurately, effectively and analytically about their reading, using Standard English.**
- **acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.**

Practical/Controlled Assessment

There is no coursework or controlled assessment unit within this course.

Learning Approaches

Discussion, paired/group work, projects, presentations, research, ICT.

Course Structure

Examination Paper 1: Shakespeare and the 19th-century novel (40%).
Examination Paper 2: Modern texts and poetry (60%).
All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

Who should take English?

English Literature is a core subject that everyone will study at GCSE level.

Learning for Life

Head of Department: Mrs L Phillips & Mr R Dew

Course: N/A
GCSE Count: 0

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆★★★
Communication	★★★★★
Creativity	☆☆★★★
Practical	☆☆☆★★
Group Work	☆★★★★
Examination	
Controlled Assessment	

The Importance of Learning for Life

Learning for Life encapsulates elements of PSHE, Citizenship and Careers Education. In Years 10 and 11 the schemes of learning allow pupils to engage with areas of life which are relevant to this age group.

Through this we aim to equip students with the knowledge, understanding, life skills and strategies to live healthy, happy, safe, productive, capable, responsible and balanced lives.

Examples of topics include: Applying for Work Experience, Healthy Minds & Safe Choices, Post-16, Staying Safe & Smart.

Aims of the Course

- **To help pupils reach their preferred option at post 16 and beyond.**
- **To build positive relationships and focus on health and wellbeing**
- **To build an awareness of the role of citizens in society.**
- **To explore aspects of living in the wider world.**

Learning Approaches

Much of LFL involves debate and discussion - building thinking and communication skills which are vital in other subjects. In these years research and reporting back plays a key element and pupils will come into contact with different ways of feeding back information and supporting other class members. The approaches used will be conducive to developing self-confidence and the ability to work independently and in a group.

Mathematics

Head of Department: Mrs M Smith

Course: Pearson Edexcel (9-1)
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆☆☆★★
Numeracy	★★★★★
Communication	☆★★★★
Creativity	☆☆☆★★
Practical	☆☆☆★★
Group Work	☆☆★★★
Examination	100%
Controlled Assessment	None

The Importance of Mathematics

Maths is a subject that pupils will make use of throughout their lives. Everyone needs to be numerate to maximise their life chances: Mathematical skills are a core requirement of employers and a wide range of other subjects in the curriculum.

Aims of the Course

To enable pupils to:

- Develop fluent knowledge, skills and understanding of mathematical concepts.
- Be able to select and apply mathematical techniques to solve problems.
- Reason mathematically and draw conclusions.
- Comprehend, interpret and communicate mathematically in a variety of forms.

Practical/Controlled Assessment

In Mathematics there are no practical and controlled assessments. Assessment is via terminal exams.

Learning Approaches

Pupils will study a range of mathematical concepts from Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability. Pupils are taught in a variety of ways including teacher led lessons, group work and independent learning. Students have access to a variety of learning tools such as the 'CorbettMaths' and 'Dr Frost' websites and an online textbook. We also make regular use of past paper exam questions and provide a large amount of practice papers to help them prepare for exams.

Course Structure

	Foundation	Higher
Number	25%	15%
Algebra	20%	30%
Ratio, Proportion and Rates of Change	25%	20%
Geometry and Measures	15%	20%
Statistics and Probability	15%	15%

There will be 3 exam papers each lasting 90 minutes; Paper 1 is Non-Calculator and Papers 2 and 3 are both Calculator.

Who should take Mathematics?

As a core subject all pupils are required to take this course.

Religious Studies

Head of Department: Dr M Smith

Course: AQA Religious Studies (Full Course)
GCSE Count: 1

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆☆★★
Communication	☆★★★★
Creativity	☆☆☆★★
Practical	☆☆☆★★
Group Work	☆☆★★★
Examination	100%
Controlled Assessment	None

The Importance of Religious Studies

We see Religious Studies as giving you tools to understand the world we live in and developing your personal understanding of what it means to be human today. Religious Studies offers the chance to consider multiple perspectives on some of life's most difficult questions. Given the importance of religion historically, it also shines a light on many of your other subjects.

We want you to have a broad-minded approach to life's biggest questions. As well as understanding many different views, you will become more comfortable with questions that can never be fully resolved. We want your own ideas to be challenged, and your personal faith (or non-faith) commitments to become clearer, more considered, and more confidently held.

Aims of the Course

To enable pupils to:

- Develop their religious literacy for the two major faiths in the UK and the world, as well as how these beliefs interact and relate with the wider world.
- Have a broad-minded approach to life's biggest questions and to develop personal responses.
- Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally.
- Communicate effectively and develop skills such as self-awareness, tolerance, listen effectively and develop analytical skills.

Learning Approaches

- Describing, explaining and evaluating the religions and philosophical views studied.
- Interpreting primary texts
- Critical thinking and problem-solving, especially where questions are ambiguous

Course Structure

Component 1: Beliefs and Practices - Christianity & Islam

Component 2: Thematic Studies, through four themes:

Religion & Life | Religion, Peace & Conflict | Religion, Crime & Punishment| Religion, Social Justice & Human Rights

There are 2 written exam papers lasting 105 minutes each.

Practical/Controlled Assessment

There are no practical or controlled assessments.

Who should take Religious Studies?

As a core subject, all pupils are required to take this course.

Furthermore, this subject encourages students to consider their own and others' viewpoints, as well as being able to express them respectfully to others– an invaluable life skill!

Science

Heads of Departments: Miss K Henson (Chemistry)
Mrs F Fry (Biology)
Mrs M White (Physics)

Course: AQA Science
GCSE Count: 2 or 3 (depending on the GCSE route that your teacher decides you will study)

SKILLS	STAR RATING
Literacy	☆★★★★
Numeracy	★★★★★
Communication	☆★★★★
Creativity	☆☆☆★★
Practical	★★★★★
Group Work	☆★★★★
Examination	100%
Controlled Assessment	None

The Importance of Science

All pupils at the King's School study Biology, Chemistry and Physics to GCSE standard. This study will prepare you for a wide range of careers, and a good grade in these subjects is needed to study science at A-level. You will also learn important skills like analysis of data, logically applying knowledge and explaining ideas.

Aims of the Course

- Develop scientific enquiry skills such as experimental planning, data analysis and evaluation of practical procedures.
- Develop a good knowledge of a wide range of scientific concepts in preparation for life in a technologically and scientifically advancing world and to allow further study of science.
- Possess the skills required to assess scientific claims reported in the media.

Practical/Controlled Assessment

Practical Skills are assessed throughout the course. There is no coursework element.

Learning Approaches

Science teachers will use a variety of techniques to help pupils to understand the content of the course. This will involve extensive practical work as well as engaging and interesting theory lessons. Pupils will need to have good knowledge and understanding and will have to evaluate and think critically about ideas presented to them. Pupils will also need to apply their knowledge to new situations.

Course Structure

There are two routes pupils might take in science. The first route is called Combined Science and pupils will receive two Science GCSE grades for this route reflecting their ability across Biology, Chemistry and Physics, since the course involves study of all three Science disciplines. The second route is called Separate Science with three separate GCSEs (in Biology, Chemistry and Physics). There are pros and cons of each of these options and science teachers will decide which route pupils will take to ensure that they meet their potential. Science teachers will take into account consistency of attainment and progress across all 3 sciences during Year 9. Students will start Year 10 in broad ability-based sets. Final setting and course decisions will be made after tests in all three sets around half term of Year 10. Teachers will then carefully monitor progress throughout the course in Year 10 and 11 and they may make additional recommendations for changes where they will be beneficial for the student.

Who should take Science?

All pupils at King's study Science. Teaching staff will decide which GCSE route pupils take.

Option Subjects



Business

Head of Department: Miss J Yarnell

Course: OCR
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆★★★★
Numeracy	☆☆★★★
Communication	☆★★★★
Creativity	☆★★★★
Practical	☆☆☆★★
Group Work	☆☆★★★
Examination	100%
Controlled Assessment	None

Why Business?

Business allows pupils to appreciate how businesses operate and, as both customer and future employee to understand what determines businesses behaviour and consider how external influences affect their decision-making process.

Aims of the Course

To enable pupils to:

- **Know and understand business concepts business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.**
- **Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.**
- **Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.**
- **Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.**

Practical/Controlled Assessment

100% Examination (split between two exams).

Learning Approaches

Discussion learning: Whole group, small groups and paired work. This part of the learning is best supported by observing and reading about the business world, both locally, nationally and globally.
Active learning: Small groups, paired work or individual work. Pupils will get opportunities to prepare and deliver presentations, role play, visit local businesses, prepare business style reports and respond to exam type questions.
Learning through reading and noting: By using textbooks and other sources.
Pupils will be expected to take notes and read useful articles from time to time.

Course Structure

The course is in 2 parts:

UNIT 1: Business Activity, Marketing & People, accounts for 50% of the marks and is a one-and-a-half-hour exam with multiple choice questions and a range of short answer and longer answer questions.

UNIT 2: Operations, Finance & Influences on Business, accounts for 50% of the marks and is a one-and-a-half-hour exam with multiple choice questions and a range of short answer and longer answer questions.

Who should take Business?

Pupils who are interested in life beyond the classroom as a customer, future employee or potential entrepreneur, interested in how business are set up, operate and how they are affected by the world around us.

Computer Science

Head of Department: Mr C Baker

Course: OCR
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆☆☆★★
Numeracy	★★★★★
Communication	☆★★★★
Creativity	☆☆☆★★
Practical	☆☆☆★★
Group Work	☆☆★★★
Examination	100%
Controlled Assessment	None

Why Study Computer Science?

GCSE in Computer Science equips learners with a knowledge and understanding of the fundamental principles and concepts of the subject, including the computational thinking skills to analyse problems and design solutions across a range of contexts.

Aims of the Course

To enable pupils to:

- **understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.**
- **analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.**
- **think creatively, innovatively, analytically, logically and critically.**
- **understand the components that make up digital systems, and how they communicate with one another and with other systems.**
- **understand the impacts of digital technology to the individual and to wider society.**
- **apply mathematical skills relevant to computer science.**

Course Structure

Programming is an important element of computer science, but the underlying principles of logic, decomposition, algorithms, data representation, communication are even more fundamental. This is reflected in the assessment model used for this qualification.

2 written papers 80 marks each - Component 1:1hr 30mins Component 2:1hr 30mins

Component 01: Computer systems: Systems architecture, Memory and storage, Computer networks, connections and protocols, Network security, Systems software, Ethical, legal, culture and environmental impacts of digital technology.

Component 02: Computational thinking, algorithms and programming: Algorithms, programming fundamentals, Producing robust programs, Boolean logic, Programming languages and Integrated Development Environments.

Practical programming: All students will be given the opportunity to undertake programming tasks, either to a specification or to solve a problem, during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Who should study Computer Science?

Computer Science is ideal for pupils who want to study a subject that is relevant to the world we live in. A world where technology continues to evolve at an ever-increasing rate, changing the way people work from music and medicine to manufacturing and finance.

Drama

Head of Department: Mrs G Walker

Course: AQA
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆★★★★
Numeracy	★★★★★
Communication	☆★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	☆☆☆★★
Examination	40%
Controlled Assessment	60%

Why Study Drama?

Drama is an enjoyable and enriching subject which develops key life skills including confidence, communication, creativity and collaboration. Drama pupils are able to think for themselves, work in a team, listen to others, negotiate and create - vital qualities for any career.

Aims of the Course

- **To develop your knowledge and understanding of drama and theatre.**
- **To learn how to explore a script, idea or theme through drama techniques and activities.**
- **To learn how to bring a character from the 'page to the stage'.**
- **To learn how to devise your own pieces of theatre to communicate ideas to an audience.**
- **To improve performance, communication and group working skills.**
- **To develop your ability to empathise with others, to imagine yourself in other times and places, and to see the world through eyes of others.**

Practical/Coursework

Coursework consists of creating a devised performance and a written and/or recorded portfolio which details ideas, research and dramatic aims before analysing and evaluating the process and performance. Coursework is worth 30% of the qualification with both performances (devised and scripted) equating to 30%. The remaining 40% is assessed in a written examination which includes the practical exploration and study of a complete performance text and a live theatre analysis.

Learning Approaches

Lessons are dynamic, fun and engaging; the majority of the work is practical with pupils collaborating in small groups. We encourage our pupils to think and work "on their feet", to take initiative, to not be afraid of making mistakes, and always challenge them to take risks and step out of their comfort zones.

Course Structure

Component 1: Understanding Drama (Written Examination) 40%

Component 2: Devising Drama (Performance and coursework) 40%

Component 3: Texts in Practice (Performance) 20%

Who should study Drama?

Anyone who is interested in Drama, both on and off stage, who enjoys practical group work and who would like to develop their self-confidence, their ability to communicate, as well as their performance and technical skills.

Fine Art

Head of Department: Mrs D Taylor

Course: AQA Syllabus
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆☆★★★
Numeracy	☆☆☆☆★
Communication	☆★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	☆☆☆☆★
Examination	None
Controlled Assessment	100%

Why Study Fine Art?

Pupils who study art experience an increase in skills and knowledge, advances in personal and social development, development of creativity and thinking skills and the enrichment of communication and expressive skills.

Aims of the Course

To enable pupils to:

- **Understand the role and purpose of visual communication.**
- **Explore a broad skills base and to become confident in a range of media.**
- **Develop their own ideas working independently and individually.**

Practical/Controlled Assessment

Component 1: Portfolio of Work - 60%: set and marked by school staff and moderated by AQA. A candidate portfolio of work undertaken during the course and must include at least one project and supporting evidence.
Component 2: Externally Set Task - 40%: Question papers are issued from 1 January. This exam is marked by school staff and moderated by AQA. Unlimited preparation time prior to 10 hours of sustained exam time.

Learning Approaches

Fine Art at GCSE includes painting and drawing, printmaking, ceramics, 3D, and photography/digital media. This course offers pupils the opportunity for personal expression, allowing them to develop their own ideas individually. The emphasis is on gaining a broad skills base and becoming confident in a range of media.

Course Structure

Term 1: A thematic, skills-based project developing drawing, painting, printmaking and 3D ceramics skills, centred around a theme, with an emphasis on taking risks.
Term 2: An artist study, pupils visit an exhibition in London as a starting point for their investigation. On return they are encouraged to develop their own personal written and visual responses to a particular artist they have seen.
Term 3: Personal project. Pupils select from a range of titles. Pupils are encouraged to think about using sketchbooks/journals and recording ideas in effective, creative ways. This investigation covers the Mock exam in year 11 where students resolve ideas creating sustained outcomes.

Who should study Fine Art?

If pupils have enjoyed the subject at KS3, and always strive to achieve their best, then Fine Art at GCSE may well be the subject for them.

Food Preparation & Nutrition

Head of Department: Mr S Holbird

Course: AQA 8585
GCSE Count: 1

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆★★★
Communication	☆★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	☆☆★★★
Examination	50%
Controlled Assessment	50%

Why study Food Preparation & Nutrition?

In this course students will develop the knowledge, understanding and practical skills involved in cooking whilst applying the principles of food science, nutrition and healthy eating. Students will learn about how to apply through practical work, the principles of nutrition, cooking food and heat transfer, the functional and chemical properties of food, food spoilage and contamination, sustainability, food processing, production and sensory evaluation, while still enjoying the practical and useful activity of cooking.

Aims of the Course

This course enables pupils to

- **Develop a wide range of food preparation skills to make products.**
- **Develop a knowledge of food commodities including cereals, fruit and vegetables, eggs, meat, fish and dairy, and understand their working characteristics**
- **Understand about diet, nutrition and health.**
- **Apply their knowledge of food safety principles when buying, storing, preparing and serving food**
- **Develop understanding of factors which influence food choice including religion, ethical consideration and lifestyle**
- **Learn about food science and the functional properties of ingredients**

Learning Approaches

Food Preparation and Nutrition is delivered through both practical and theory lessons. One lesson each week will be a practical lesson where pupils will either prepare a dish or conduct experiments on the working characteristics of foods. Food theory lessons will be used to learn key concepts and gain understanding of nutrition, food safety, dietary choices, food provenance and scientific concepts. Much of Year 11 will be focussed on preparation for and completion of the two NEAs and the final summer exam.

Course Structure

Written examination 50% Non-Examined Assessment 50% (NEA)

Two NEA tasks completed in Year 11

Task 1 – 10 assessment hours (15% of qualification marks)

Pupils will complete an investigation into the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report.

Task 2 - create a portfolio not exceeding 20 A4 pages in 20 hours including a 3-hour practical assessment (35% of qualification marks)

Pupils will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. This is an opportunity to showcase practical skills gained over the course. Over half the marks for NEA 2 are awarded for technical and making skills.

Who should study Food Preparation & Nutrition?

The nutrition and scientific element links well across the curriculum but particularly with other science subjects, PE and Business. In addition, there are a range of career opportunities linked to this course. Completing this course would open a wide range of career possibilities including further education in food development or production, chef, restaurant management, dietician or a nutritionist, to name just a few.

French

Head of Department: Mr A Mandin

Course: AQA GCSE
GCSE Count: 1

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆☆★★
Communication	★★★★★
Creativity	☆☆★★★
Practical	☆☆☆☆★
Group Work	☆☆★★★
Examination	100%
Controlled Assessment	None

Why Study French?

Learning a foreign language is a crucial skill in the modern working world; it opens the way to effective communication with colleagues and clients alike, and an awareness and appreciation of other cultures helps you to interact more smoothly with others. 20% of UK companies admit that they are losing out on business because not enough of their employees speak foreign languages, and as we move into a post-Brexit world, UK companies will have to work even harder to do business with companies abroad. French is a major world language, spoken as a first language by 67.8 million people across the globe. Put simply, studying French to GCSE (or beyond) can make a huge difference to your choices of career and your employability.

Aims of the Course

To enable pupils to:

- **Use spoken French to describe and discuss aspects of their own lives.**
- **Write passages of French describing and discussing aspects to their own lives.**
- **Handle French grammar competently.**
- **Understand spoken and written texts in French.**

Learning Approaches

Speaking is practised in a variety of ways: whole group work, pair work and short presentations. Pupils will have opportunities to hear and read authentic French materials in class in order to build their confidence in comprehension exercises. Homework tasks are designed to consolidate knowledge and allow focused learning of vocabulary and grammar points. Pupils also have the opportunity to work on past papers in order to improve examination technique. Including some one-to-one time sessions with our native Foreign Language Assistant to help with the speaking element of the course.

Course Structure

The French GCSE is divided into four papers, all taken towards the end of the course; there are listening and reading comprehension examinations, a speaking examination and a writing examination which covers translation exercises and an essay in French. Each exam is worth 25% of the final mark.

Who should study French?

Anyone who has studied French at Key Stage 3 is eligible.

Geography

Head of Department: Mrs S Gray

Course: OCR Geography B (Geography for Enquiring Minds)
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆★★★★
Numeracy	☆★★★★
Communication	☆★★★★
Creativity	☆☆★★★
Practical	☆☆☆★★
Group Work	☆☆★★★
Examination	100%
Controlled Assessment	None

Why Study Geography?

The study of Geography stimulates an interest in, and a sense of wonder about places. It helps us make sense of a complex and dynamically changing world. Geography explains how places and landscapes are formed, how people and their environments interact and how a diverse range of economies, societies and environments are interconnected. Whether it is the threat of global warming, the consequences of our ageing population or controversial planning decisions in our local area, the media provide a constant reminder of the importance of 'Geography' in our lives.

Aims of the Course

To enable pupils to develop:

- **A clear overall view of the world in the first part of the 21st century.**
- **An 'awe and wonder' which will allow pupils to fully appreciate and learn from the world around them.**
- **Their understanding of their responsibilities to other people, the environment and the sustainability of the planet.**
- **Communication skills, graphical and cartographical skills, technological skills, including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy and problem-solving skills.**
- **A sound foundation for those pupils who intend to continue to study the subject to a higher level.**

Fieldwork Opportunities

During the two-year course pupils will have contrasting fieldwork opportunities. These will include enquiries into both physical coasts and rivers and human urban studies as part of the course content covered. The geographical and statistical skills gained through these enquiries will then form a section of the Paper 1 and Paper 2 exams. There is also an optional opportunity to visit Iceland.

Learning Approaches

We are an innovative curriculum area and try to make our lessons engaging and thought-provoking. As a result, Geography lessons are taught through a range of different learning strategies. Pupils are encouraged to become actively involved with their learning. This may be through group discussions, presentations or fieldwork opportunities.

Course Structure

This GCSE course has an equal balance between 'Physical' and 'Human' aspects of Geography. Topics which will be studied during the course include: global hazards (weather, tectonics); changing climate; distinctive landscapes (coasts); sustaining ecosystems (tropical rainforest, polar environments); urban futures (population, cities); dynamic development, UK in the 21st century and resource reliance (food security). Pupils' knowledge and understanding of these units will be assessed by three exam papers: Paper 1 Our Natural World (35%); Paper 2 People and Society (35%) and Paper 3 Geographical Exploration (30%).

Paper 3 focusses on synoptic assessment from the topics studied for the Our Natural World and People and Society papers. Pupils will be provided with a range of resources to answer a range of different questions and a decision-making activity.

Who should study Geography?

If pupils have enjoyed the subject at KS3, enjoyed finding out about places and how the world works, if pupils have always strived to achieve their best, then Geography at GCSE may well be the subject for them.

German

Heads of Department: Mr A Mandin and Mrs T Streeter

Course: AQA GCSE
GCSE Count: 1

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆☆★★
Communication	★★★★★
Creativity	☆☆★★★
Practical	☆☆☆☆★
Group Work	☆☆★★★
Examination	100%
Controlled Assessment	None

Why Study German?

Learning a foreign language is a crucial skill in the modern working world; it opens the way to effective communication with colleagues and clients alike, and an awareness and appreciation of other cultures helps you to interact more smoothly with others. 20% of UK companies admit that they are losing out on business because not enough of their employees speak foreign languages, and as we move into a post-Brexit world, UK companies will have to work even harder to do business with companies abroad. German is a major world language, and Germany is a global centre of excellence for technical and engineering industries. Put simply, studying German to GCSE (or beyond) can make a huge difference to your choices of career and your employability.

Aims of the Course

To enable pupils to:

- **Use spoken German to describe and discuss aspects of their own lives.**
- **Write passages of German describing and discussing aspects to their own lives.**
- **Handle German grammar competently.**
- **Understand spoken and written texts in German.**

Learning Approaches

Speaking is practised in a variety of ways: whole group work, pair work and short presentations. Pupils will have opportunities to hear and read authentic German materials in class in order to build their confidence in comprehension exercises. Homework tasks are designed to consolidate knowledge and allow focused learning of vocabulary and grammar points. Pupils also have the opportunity to work on past papers in order to improve examination technique. Including someone to one-time sessions with our native Foreign Language Assistant to help with the speaking element of the course.

Course Structure

The German GCSE is divided into four papers, all taken towards the end of the course; listening and reading, comprehension, speaking and a writing examination which covers translation exercises and an essay in German. Each exam is worth 25% of the final mark.

Who should study German?

Anyone who has studied German at Key Stage 3 is eligible.

History

Head of Department: Mr G Gunn

Course: AQA History 8145
GCSE Count: 1

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆★★★
Communication	★★★★★
Creativity	☆☆★★★
Practical	☆☆☆☆★
Group Work	☆☆★★★
Examination	100%
Controlled Assessment	None

Why Study History?

History deals with big issues, for example, racism, power, war, politics, discrimination & terrorism. It teaches you how and why the world came to be as it is today. History asks, 'how did things get to be this way?' History develops transferable skills employers want.

Aims of the Course

To enable pupils to:

- **Acquire knowledge and understanding about the past.**
- **Investigate historical events, changes, people and issues to reach developed conclusions.**
- **Develop an understanding of how the past has been represented and interpreted.**
- **Use a range of historical sources critically in their historical context.**

Learning Approaches

- **Investigation, explanation and evaluation of the historical past through collaborative learning.**
- **Making connections and comparisons between different aspects of themes and events studied.**
- **Describing, analysing and evaluating the causes and consequences or significance of historical events and situations.**
- **Developing an awareness of how the past has been represented and interpreted.**
- **Actively engaging in historical enquiry to develop as critical and reflective thinkers with enquiring minds.**
- **Organising and communicating historical knowledge in creative ways to reach substantiated judgements.**

Course Structure

Pupils are assessed by marked homework, tests and regular common assessments based on GCSE criteria.

- **Paper I - The USA 1920-1975: Social and Economic Study and International Relations 1919-1939 (2 hours = 50%)**
- **Paper II – Elizabethan England 1568-1603 (British Study) and Medicine and Public Health in Britain (Thematic Study) (2hours = 50%)**

Trips

- **Year 10/11 Elizabethan Site Study (changes every year)**
- **Year 11 Science Museum**

Who should study History?

Anyone who is interested in History. Anyone who likes writing to explain their point of view and analysing others' viewpoints.

Latin

Head of Department: Mr A Prideaux

Course: Eduqas GCSE Latin
GCSE Count: 1

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	☆☆☆☆★
Communication	★★★★★
Creativity	☆☆☆★★
Practical	☆☆☆☆☆
Group Work	☆★★★★
Examination	100%
Controlled Assessment	None

Why Study Latin?

Latin has been studied by a wide range of people; from actors like Tom Hiddleston, to entrepreneurs like Martha Lane Fox and Mark Zuckerberg, to footballers like Frank Lampard. It is seen as a good qualification by employers and universities because it encourages a range of skills and develops understanding of a variety of areas. In particular, it develops linguistic understanding not only of Latin Language but also of English and Romance languages. It encourages logical thinking as well as literary analysis and the ability to understand material sources and evidence. In addition to this, pupils learn to appreciate and understand a culture that is different to their own. It opens our eyes to the wonders of the Roman world.

Aims of the Course

To develop a love of Latin and the Roman world.

To enable pupils to:

- **Translate and understand stories in Latin.**
- **Understand, engage with and analyse Roman civilisation. Our topic will be Roman religion, festivals and worship.**
- **Understand, analyse and personally engage with Latin Literature. Our topic will be Heroes and Villains.**

Learning Approaches

Pupils will continue to learn through a variety of tasks as they have been used to in Years 8 and 9 - performance, translation, comprehension, project work and creative responses among others. Pupils will have the opportunity to present to their peers. Language based activities will be focussed on enabling pupils to feel confident about approaching both comprehension and translation tasks on passages in Latin. Civilisation lessons will develop the ability to analyse a variety of Roman and modern sources and deduce information from them. In Literature lessons pupils will learn to develop their analytical skills to enable them to confidently understand and interpret passages of Latin written by the Romans themselves.

Course Structure

Year 10 Autumn and Spring terms: developing Language skills and understanding Civilisation topics.
Year 10 Summer term: continuing development of Language and then introducing literature study.
Year 11 Autumn term: completing Literature for exam, Language and Civilisation consolidation and revision.
Year 11 Spring term: teaching and completion of literature and revision of Language and Civilisation.

Who should study Latin?

Anyone who has enjoyed studying the subject in Years 8 and 9 and wants to learn more about the Romans and their language.

Music

Head of Department: Dr M Ratcliffe

Course: Edexcel
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆☆★★★
Numeracy	☆☆☆★★
Communication	☆★★★★
Creativity	☆☆★★★
Practical	☆☆★★★
Group Work	☆☆★★★
Examination	40%
Controlled Assessment	60%

Why Study Music?

''Music expresses that which cannot be said and on which it is impossible to be silent'' *Victor Hugo*
Music can be an immense source of enjoyment, inspiration and relaxation in our busy lives. Music pupils develop their musical potential whilst focussing on their strengths and musical preferences.

Aims of the Course

Music is a practical course which enables pupils to:

- **Develop performing skills in a style or styles of your choice, both as an individual and as part of a group.**
- **Compose your own music, experimenting with musical ideas and techniques.**
- **Develop aural and visual skills through the study of set works, from Bach and Beethoven to musicals (*Wicked*), films (*Star Wars Episode IV: A New Hope)* and popular music (*Killer Queen* by Queen). Pupils will recognise features within the music and place it in a cultural and historical context.**

Practical/Controlled Assessment (60% of the course)

Both Performing and Composing work are assessed by the teaching staff through practical tasks carried out during the course. You can revisit your work repeatedly until Easter in Year 11.

Learning Approaches

Pupils are given time in lessons to practise and rehearse together and with staff. Composing work is an individual activity and pupils work with staff either on their instrument and/or on the computer programmes in the Music Department. During the study of the set pieces and unfamiliar music, pupils listen to extracts from popular music, musicals, songs, film music and classical music, and discuss the features of the music and complete written exercises about them. The Department also organises regular trips (e.g. to see *Wicked* in London) to support pupils' learning.

Course Structure

60% of the GCSE Music course comprises practical work.
Component 1: Performing. Pupils prepare one solo and one group performance during the course. (30%).
Component 2: Composing. Pupils complete two compositions during the course. (30%).
Component 3: Appraising Music. Pupils develop, and are examined on listening skills and contextual understanding of music through the study of unfamiliar and study pieces (40%).

Who should study Music?

No prior musical training is required for pupils to study GCSE Music, nor do you have to be having instrumental or singing lessons. If you enjoy listening to and learning about Music, if you enjoy practical work, and if you would like to be able to play and/or sing music of your choice and compose your own music, then GCSE Music course would be ideal for you.

Photography

Head of Department: Mrs D Taylor

Course: AQA Syllabus
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆★★★★
Numeracy	☆☆☆★★
Communication	☆★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	☆☆★★★
Examination	None
Controlled Assessment	100%

Why Study Photography & Digital Media?

Photography combines the significance of art, history and digital awareness into one. To take a photo should not solely be a technical exercise, it should also include the need for meaningful storytelling and capturing a moment in time that has the power to evoke emotion.

Aims of the Course

To enable pupils to:

- **Understand how ideas, feelings and meanings can be conveyed and interpreted in images and photographs.**
- **Gain knowledge and understanding of the work of others and develop and extend thinking which informs their own work.**
- **Explore a range of new media technologies.**

Practical/Controlled Assessment

Component 1: Portfolio of Work - 60%: set and marked by school staff and moderated by AQA. A candidate portfolio of work is selected from work undertaken during the course and must include at least one project and supporting work.

Component 2: Externally Set Task - 40%: Question papers issued from 1 January which is marked by school staff but moderated by AQA. Unlimited preparation time, plus 10 hours of sustained focused study.

Learning Approaches

Photography at GCSE is designed for pupils who want to explore their creativity through photography. Pupils will be given the opportunity to explore both still and moving imagery, developing skills with the camera and with Photoshop and movie making software. Working from several different starting points, pupils are able to explore and express their own ideas.

Course Structure

Over the course pupils will study a range of genre-based projects, each lasting 4-8 weeks to introduce pupils to the workings of the camera, digital editing software, and the presentation of a digital sketchbook. The topics are: Still life, Black and White, Movement, Landscape (Urban and Rural), Portrait, A Feast for the Eyes and Senses. There will be two visits, one the photographer's gallery with photoshoots in London and one to a location to support the exam project.

Who should study Photography & Digital Media?

If pupils enjoy exploring concepts, taking photographs and manipulating images on the computer, then photography could be the subject for you.

Physical Education

Head of Department: Mrs J Higgins

Course: AQA Physical Education
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆☆☆★★
Numeracy	☆☆★★★
Communication	★★★★★
Creativity	☆★★★★
Practical	★★★★★
Group Work	★★★★★
Examination	60%
Controlled Assessment	40%

Why Study Physical Education?

Taking responsibility for your own physical growth and development is essential as part of a personal healthy active lifestyle. P.E. secures the required knowledge and understanding.

Aims of the Course

To enable pupils to understand:

- **Applied anatomy and physiology**
- **Movement analysis**
- **Physical training**
- **Use of data**
- **Sports psychology**
- **Socio-cultural influences**
- **Health, fitness and wellbeing**

Practical/Controlled Assessment

Having followed a variety of games and individual activities in Years 10 and 11, and been assessed when performing in these, pupils carry forward their best three scores, which then account for 30% of their final mark. The remaining 10% of the practical marks is achieved through the candidates' ability to evaluate their own performance in one of their chosen activities, using theoretical knowledge learnt in lessons. The range of activities that can be assessed fall into two categories, team activities and individual activities, many of these are taught during school time. There is however the opportunity for pupils to be assessed externally in activities such as golf, sailing, skiing and horse-riding, where they may already be a skilled performer.

Learning Approaches

This AQA course provides opportunities for pupils to improve their overall knowledge of and performance in a range of practical activities and to appreciate the necessity for sound understanding of the principles, practices and training which underpin improved performance and better health and well-being. The course therefore is both practical and theory-based, with regular lessons in the classroom supported by practical sessions in the sports hall (in addition to the core statutory PE lessons).

Course Structure

Paper 1 (theory) - The human body and movement in physical activity and sport. Written exam (1hr 15mins. 30% of GCSE).
Paper 2 (theory) - Socio-cultural influences and well-being in physical activity and sport. Written exam (1hr 15mins. 30% of GCSE).
Practical performance in physical activity and sport. Assessed in three different activities plus written analysis and evaluation of performance. Internal assessment and external moderation (40% of GCSE).

Who should study Physical Education?

AQA GCSE P.E. offers routes to further education, such as A-levels, higher education in PE as well as other related career opportunities. GCSE P.E. enables pupils to transfer their acquired skills into related or similar subjects such as social science qualifications.

D&T: Product Design Route

Head of Department: Mr S Holbird

Course: AQA 8552
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆☆★★★
Numeracy	☆★★★★
Communication	★★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	☆☆☆★★
Examination	50%
Non-Examined Assessment (NEA)	50%

Why Study Design & Technology?

D & T is the study of how we interact with everyday objects and how we can improve the quality of people's lives through better, more thoughtful and intelligent design. It involves analysing what people need, what people desire and using research, science, engineering and above all creativity to produce new products they will buy and enjoy; applying the skills and knowledge from Art, Science and Technology to create tangible three-dimensional goods.

Aims of the Course

The specification combines theoretical content with practical application. The 3 principles are:

- **Core technical principles: Development in new materials, materials and their working properties, how energy is generated and stored, mechanical devices, new and emerging technologies.**
- **Specialist technical principles: forces and stresses on materials, selecting materials, scale of production, source and origin, ecological and social footprint, stock form, specialist techniques, surface treatment and finishes.**
- **Designing and making principles: Investigation and research, the work of others, environmental, social and economic challenge, design strategies, prototype development, communication, tolerances, tools and equipment.**

Non-Examined Assessment 50% (NEA)

The NEA is a single design-and-make activity selected from a range of contextual challenges set by AQA each June, and students will be required to produce a prototype and a portfolio of evidence. Pupils will start work on this in the summer term of Year 10 and will work on this until the deadline in February of Year 11. The NEA will enable pupils to make a wide variety of products, without material or technology limit - the only limit is your imagination. Examples of the contextual challenge could be 'addressing the needs of people with disabilities', 'supporting developing countries', 'encouraging a healthy lifestyle'. This is worth 50% of the GCSE marks.

Learning Approaches

The course is mostly delivered through a series of projects during Year 10, similar to KS3, but with more open tasks which will allow pupils to build up more refined investigative, design, manufacturing, analytical and evaluative skills. Project work will also allow pupils to build up knowledge of materials and manufacturing through using and doing. Theory lessons will be used to learn key concepts to expand awareness of D & T and its effect on society.

Course Structure

The course is assessed through NEA (50%) and exam (50%). Earlier projects, in Year 10, will build skills in readiness for the NEA as well as theory in preparation for the exam. The two-hour written exam will have 3 sections, 1 for each of the principal areas, with a mixture of short mark questions and extended questions, 15% of the exam will be maths application.

Who should study Design and Technology?

If you have enjoyed D & T at KS3 and/or if you are interested in working or studying any kind of design (product design, graphic design, architecture, transport, industrial design, exhibition design) or engineering field, then GCSE D&T is for you. However, you also develop analytical, problem solving and planning skills which are of benefit in virtually all walks of life and all professions. If you are interested in the 'made' world, or want to study a creative subject that has a real practical application then you should seriously consider studying D & T.

D&T: Textiles

Head of Department: Mr S Holbird

Course: AQA 8552
GCSE Count: 1

SKILLS	STAR RATING
Literacy	☆☆★★★
Numeracy	☆★★★★
Communication	★★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	☆☆☆☆★
Examination	50%
Non-Examined Assessment (NEA)	50%

Why study D & T: Textiles?

D & T: Textiles enables pupils to develop their creativity through practical design and make activities. Pupils can develop their knowledge and understanding of core D & T principles and all aspects of specialist textiles technical principles, learning how to apply them to everyday products. D & T: Textiles involves analysing what people need, what people desire and using research and creativity to produce new products they will buy and enjoy. It applies the skills and knowledge from Art, Science, Maths and Technology to create tangible three-dimensional goods.

Aims of the Course

The specification combines theoretical content with practical application. The 3 principles are:

- **Core technical principles: Development in new materials, materials and their working properties, how energy is generated and stored, mechanical devices, new and emerging technologies.**
- **Specialist technical principles: forces and stresses on materials, selecting materials, scale of production, source and origin, ecological and social footprint, stock form, specialist techniques, surface treatment and finishes.**
- **Designing and making principles: Investigation and research, the work of others, client needs and wants, design strategies, prototype development, communication, tolerances, tools and equipment, environmental, social and economic challenge.**

Non-Examined Assessment (NEA)

The NEA is a single design-and-make activity selected from a range of contextual challenges set by AQA each June and students will be required to produce a prototype and a portfolio of evidence. Pupils will start work on this in the summer term of Year 10 and will work on this until the deadline in March of Year 11. The NEA will enable pupils to make a wide variety of products, without material or technology limit - the only limit is your imagination. Examples of the contextual challenge could be 'addressing the needs of people with disabilities', 'supporting developing countries', 'encouraging a healthy lifestyle'. This is worth 50% of the GCSE marks.

Learning Approaches

The course is mostly delivered through a series of projects during Year 10, like KS3, but with more open tasks which will allow pupils to build up more refined investigative, design, manufacturing, analytical and evaluative skills. Project work will also allow pupils to build up knowledge of materials and manufacturing through using and doing. Theory lessons will be used to learn key concepts to expand awareness of D & T and its effect on society.

Course Structure

The course is assessed through NEA (50%) and exam (50%). Earlier projects, in Year 10, will build skills in readiness for the NEA as well as theory in preparation for the exam. The two-hour written exam will have 3 sections, 1 for each of the principal areas with a mixture of short mark and extended questions, 15% of the exam will be maths application.

Who should study D & T: Textiles?

If you enjoy Textiles at KS3 and/or if you are interested in working or studying any kind of design then D & T: Textiles is for you. However, design also develops analytical, problem solving and planning skills which are of benefit in virtually all walks of life and all professions. If you are interested in the 'made' world, or want to study a creative subject that has a real practical application then this is for you.



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Registered Office: The King's (The Cathedral) School, Park Road, Peterborough PE1 2UE

Tel: 01733 751541

Email: admin@kings.peterborough.sch.uk