



PHILIP MORANT
SCHOOL & COLLEGE

2026

Key Stage 4

Curriculum Booklet

For Year 10 Students in 2026-27

Important

Option form submission deadline

no later than Thursday 12th March 2026

Information about the process

We run two pathways in our KS4 Curriculum:

- The Language pathway which most students follow
- The Open pathway

It will be made clear in the letter that was sent to you which pathway your child is on.

Those students following the Language pathway must:

- Make one preference from Group A. This will be the language they currently study.
- Make one preference from Group B
- **Two** preferences from Group C, plus two reserve preferences

Those students following the Open pathway must:

- Make one preference from Group B
- **Three** preferences from Group C, plus two reserve preferences.

Group A
French
Spanish

Group B
Geography
History

Group C	
French	Art and Design: Fine Art
Spanish	Art and Design: Photography
Geography	Drama
History	Music
Business	Media Studies
Statistics	Physical Education
Citizenship Studies	Sport Studies
Religious Studies	Design and Technology: Product Design
Child Development	Design and Technology: Hospitality and Catering
	Design and Technology: Graphic Design
	Design and Technology: Engineering

Key Stage 4 Curriculum

As students move from Key Stage 3 (KS3) into Key Stage 4 (KS4) it is important to ensure they continue to follow a broad and balanced curriculum that will enable them to move forward onto their post-16 pathways.

Students will all complete GCSEs in Maths, English Language, English Literature, and Combined Science or Physics, Biology, Chemistry.

Students complete four additional GCSE subjects.

Students also continue to study CBLs, RSHE+ and core Physical Education.

Languages give young people a competitive edge

Languages are an important part of Key Stage 4 education. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden students' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes.

Choosing GCSE subjects

Choose your option subjects thoughtfully, as it may be challenging to switch courses once you've begun. Your selection of KS4 subjects should be influenced by four key factors:

1. Your abilities and aptitude for the subjects
2. Your interest and enthusiasm for each of your chosen subjects
3. The connection between your selected subjects
4. Your aspirations for further education and potential career paths

Some of you may already have a clear vision of your desired career, which will help narrow down your subject choices at KS4. For many, the subjects you excel in will likely be those you enjoy, suggesting they will complement each other well. However, if you are still uncertain about your career direction, the options can feel overwhelming. Don't worry—there is plenty of support available.

Firstly, it's important to consult a variety of people within the school before making any decisions. Subject Leaders and subject teachers can provide insights into your abilities in each subject and offer further information on course content and assessments. Your Form Tutor can also give you a comprehensive understanding of your academic progress up to this point. Our Curriculum evening will provide further guidance on subject requirements and the qualifications needed for various future courses and careers.

Lastly, avoid selecting subjects solely based on your favorite teachers, as there is no guarantee you'll be in their class. It's equally important not to choose subjects just because your friends are doing them; take the time to carefully reflect on your future goals and what you genuinely wish to pursue.

Should you require any further information, please do not hesitate to contact us at the below address.

options@pmsc.school

Different types of assessment in qualifications

Different qualifications are assessed through different routes. The assessment method is an important part of your subject choice. Please use this guide below to help you make choices about your subjects and to understand the different types of assessment that you may undertake. Some of these will take place in lessons, some in formal exam windows, for some your child may have a focussed day of assessment.

- **Written examination** - this is what most students will experience as a formal examination sat normally at the end of a course. These are completed in exam conditions in our exam hall.
- **NEA** - this is "non-examination assessment". This is the new term for coursework and is marked internally by school staff and then moderated externally by the exam board.
- **CA** - this is a controlled assessment. These are becoming increasingly popular with exam boards as a type of assessment. Students work independently on a series of tasks under exam conditions over a sustained period of time. We complete these assessments during normal lesson times as students must be supervised and not bring in any material that is not permitted. Some controlled assessments allow students to bring in notes and others do not. The class teacher will ensure that students are informed of the rules that need to be followed. These often take place throughout the course and not just in year 11. Once the deadline for these have passed students cannot improve their work.
- **PSA** - these are "Pearson Set Assignments" which are completed as part of the new BTEC courses by Pearson. These are similar to controlled assessments except that they must be completed in a particular window of time set by the exam board. These are marked internally and then checked by the exam board. Students may not improve this work once the time is up but can resit the assessment. For a resit, a new assessment is completed and students must complete all of the work again. These take place throughout the course, not just in year 11.

If you have any questions about the process please contact options@pmsc.school.

Before you make any preferences about the subjects you are going to take at Key Stage 4, we would first like you to think about, and tell us, your future career **aspirations**.

It is suggested that a person today might have up to four different careers in their lifetime, so if you have more than one idea, please let us know.

With these aspirations in mind, we would then like you to share: what courses you might like to study at university; what apprenticeships or college courses you could be interested in post-16. If you are unsure of what the educational requirements of your chosen career path might be, you will find all the information you need here: app.morrisby.com/login. If you need a password, please email stacy.willis@pmsc.school.

On your preferences form we would like you to tell us about your career aspirations and complete a short paragraph on each of the following areas:

Aspiration

- Tell us about the career aspirations you have for the future
- What job/jobs might you like to aim for?
- Tell us what courses you might like to study at Key Stage 5 and university or if you are interested in an apprenticeship.
- You may have several ideas, tell us about them all.

Success

- What qualifications do you need to be successful in your aspirations?

Kindness

- Tell us what further support we can give you to help reach your aspirations.



This is a guided process and helping you make the best possible choices to ensure success towards your aspirations is an integral part of this Careers Information and Guidance (CiG) process.

Course and qualification information

Changes to qualifications and reserve choices

Although the information in this booklet is correct at the time of printing, we reserve the right to make changes to qualifications and specifications. This may be as a result of changes to government policy, or other factors.

Courses described may not take place if there is not sufficient demand or available resources and we may not be able to accommodate every combination of subject choices made. Your reserve choices are important and should be given consideration. We will endeavour to notify you as soon as we become aware that a course or course combination is not possible.

Restrictions on the combinations of courses

There are restrictions on the following courses:

- You cannot take more than one of: Art & Design: Fine Art, Design & Technology: Graphic Design, Art and Design: Photography
- You cannot take Physical Education with Sport Studies
- You can only take the language you have studied whilst in Year 9.

CORE SUBJECT

English Language and Literature *GCSE*

What is English Language?

GCSE English Language allows students to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics, drawing on personal experience.

Paper 1: External examination 50% of the total GCSE marks	Explorations in Creative Reading and Writing <ul style="list-style-type: none"> • One literature fiction text • Descriptive or narrative writing
Paper 2: External examination 50% of the total GCSE marks	Writers' Viewpoints and Perspectives <ul style="list-style-type: none"> • One non-fiction and one literary non-fiction text • Writing to present a viewpoint
Non Examination Assessment	Spoken Language <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback • Use of Standard English

What is English Literature?

GCSE English Literature allows students to explore a variety of literary texts including Shakespeare, modern drama and novels, contemporary poetry and poetry from the English Literary Heritage. They are encouraged to draw on stage productions and films of the texts studied to enrich and inform their work. Through their studies, students will increase their knowledge and understanding of history and human nature by analysing and empathising with characters and situations in influential texts spanning the last four hundred years.

English Literature course structure

Paper 1: External examination 40% of the total GCSE marks	Shakespeare: <i>Macbeth</i> 19th Century Novel: <i>A Christmas Carol</i> by Charles Dickens
Paper 2: External examination 60% of the total GCSE marks	Modern Texts: <i>An Inspector Calls</i> by JB Priestley Poetry: Poetry anthology/Unseen poetry

Why study English Language and Literature?

Our aim is to develop considered, informed, independent, and academically talented thinkers that leave us with a range of skills and an astute ability to be critical and confident as they navigate their way through their academic career and adult life.

Director of English: Mrs R Hanlon

CORE SUBJECT

Mathematics *GCSE*

What is Mathematics?

Mathematics concerns the study of number, patterns and relationships, shape & space, statistics and probability, which are combined with problem solving and reasoning. Mathematics developed originally through practical requirements, which still are central to its use. All students will follow a programme of study based upon the National Curriculum.

Course structure

The secondary Mathematics programme of study has expanded with more higher level content than has been seen previously. There is also more focus on geometry and ratio, for example trigonometry is now covered in both tiers. There will still be some emphasis in examinations on the assessment of applying mathematics and using mathematics to solve problems, and some questions will be set in contexts that students should be expected to deal with in the real world.

All students will follow the linear specification at either foundation or higher tier– this means that all of the examinations are taken at the end of the course. Within each tier they will explore topics in algebra, number, ratio, geometry, statistics and probability.

Assessment for the course is by 3 papers taken at the end of Year 11 (1 non-calculator and 2 calculator papers), which are equally weighted.

Why study mathematics?

Our mathematics curriculum allows students to build on the core concepts of mathematics so they can appreciate the interlinking of topics in mathematical problems and the complexity of the subject. Students are encouraged to try a range of problems and challenge themselves through the curriculum. Our subject is one in which confidence is key and we encourage students to be positive about it and explore how mathematics can open doors to many varied careers.

Director of Maths: Mrs A Stallwood

CORE SUBJECT

Science (Triple or Combined) *GCSE*

What is Science?

In Science, we offer all students a broad and balanced curriculum, covering topics in Biology, Chemistry and Physics. Towards the end of Year 9, the Science leadership team will decide which level of the sciences students will follow, whether that be Combined Science or Triple Sciences. This decision will be based on the performance of the student up to this point and will result in all students gaining either two or three science GCSE grades.

Combined Science covers much of the same elements as the Triple Sciences. Students will sit six exams at the end of year 11 and will gain a combined GCSE which takes the total combined score across all six papers and applies a combined grade.

Triple Science covers all three sciences, much like Combined Science, however the main difference between Triple and Combined Sciences is that with Triple Science students will cover 33% more content. Students will sit six exam papers as is the case in Combined Science however each paper will be an extra 30 minutes longer to account for the additional content covered throughout the duration of the course.

Triple Science students will receive three separate grades. One for biology, one for chemistry and one for physics.

The Triple Sciences course is aimed at students who can work at a faster pace and who have a real love and enthusiasm for the sciences with a view to pick up science courses once they have completed their secondary education.

That being said, any student that goes on to study Combined Science but would like to pick a Science based subject beyond secondary education will not be at a disadvantage when applying for these courses. Many students that achieve well in Combined Science are able to study the Sciences at A-level and beyond.

Course Structure

The GCSE programme of study will include:

- An emphasis being placed on **scientific enquiry** and **experimental work**, through compulsory practical tasks
- Engagement in up-to-date and relevant **contemporary science**
- Identifying the importance of the **knowledge, skills** and **understanding** of how science and scientists work in the world as well as in the laboratory

All examinations will be taken at the end of Year 11, and there is no coursework element. All written papers will have open and closed questions, and questions needing longer answers. Students will sit 6 examinations, these vary in length depending on the pathway that they are taking. Each of the papers will assess knowledge and understanding from distinct topic areas. Students may also be asked questions linked to the practical tasks completed during lessons.

Why Study Science?

Science helps us to make sense of the world we live in. It works for us all day, every day. You do not need to know how a mobile phone works to enjoy sending text messages. But, think about how you started to use your phone. Did you work through pages of instructions? Probably not! You knew that touching the screen would change something (knowledge). You played around with the buttons to see what would happen (observation). You had a guess at what you thought might be happening (prediction) and then you tested your idea (experiment). If your prediction was correct you remembered that as a fact. If you could repeat the operation and get the same result, you would have shown your results were reliable. This is how science in the real world works for us.

Working as a scientist in lessons you will gain knowledge of the world around you, develop an enquiring mind and hopefully start asking those thought provoking questions about your observations.

Director of Science: Mr D Cooper

OPTIONAL GROUP A SUBJECT

Modern Foreign Languages: French *GCSE*

Modern Foreign Languages: Spanish *GCSE*

Why study a modern foreign language?

We challenge our students to think, act and speak like those working in the field would with the aim to create the very best linguists. Our framework introduces students to a wide range of knowledge which goes beyond their own cultural experiences and sets them up as intercultural citizens. We do this by teaching language contextually within topic areas using target language to model and encourage students to communicate in the foreign language.

Language learning is skills based – use of verbal and non-verbal communication, thinking on your feet, problem solving using gist and inference and multitasking are just a few skills that you will develop every lesson in order to overcome language barriers.

Students will choose to study either French **or** Spanish. In most cases this will be the language they have already studied in years 7 to 9.

What is covered?

Both French and Spanish cover the detailed study of a range of topics that deal with everyday life both in the UK, their home countries and French/Spanish speaking countries around the world. These include family and friends, social media and free time, social issues in the local and international world, travel and tourism, work and education.

Course structure

The study of topics will be divided up over the 2 year course. Assessment will take place equally in the four skills of listening, speaking, reading and writing. All exams will be taken at the end of the 2 year course. Examples of different assessments are available to view on the AQA website:

French: <https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

Spanish: <https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

There are foundation and higher tiers of entry for listening, speaking, reading and writing, however, students have to be entered at the same tier for all skills.

Subject Leader MFL: Mrs M Riley

OPTIONAL GROUP B SUBJECT

Geography GCSE

What is Geography?

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment, and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.

The National Geographic Society, 2021

Course structure

Paper 1 – PHYSICAL GEOGRAPHY (35%, 1 hour 30-minute exam)

1. **The Challenge of Natural Hazards** – earthquakes, volcanoes, tsunamis, hurricanes, extreme weather, climate change
2. **The Living World** – ecosystems, deforestation in the tropical rainforest and living in a hot desert
3. **Physical Landscapes in the UK** – why is the traditional geography of rivers and coastal environment important in modern Britain?

Paper 2 – HUMAN GEOGRAPHY (35%, 1 hour 30-minute exam)

1. **Urban Issues and Challenges** – by 2050, 70% of the world's population will live in cities. What problems will this pose and how will we solve them?
2. **The Changing Economic World** – the economic development of different countries around the world
3. **The Challenge of Resource Management** – climate change has reduced food, water and energy resources in the UK. With a growing population, how will we increase the supply of these essential resources?

Paper 3 – GEOGRAPHICAL SKILLS (30%, 1 hour 30-minute exam)

1. Pre-exam Study Booklet
2. **Fieldwork** – Two local field trips to study one issue from paper one, and another issue from paper two, in the local area. Enrichment trip - Iceland
3. Map Skills

Why study geography?

Geography is a truly interdisciplinary subject, and whether students go on to study Geography at A-level or Degree level in the future or not, the study of Geography at GCSE provides students with a cocktail of skills, both tangible and intangible, which help to equip them for the next stages of their lives, whatever that may be.

Students learn through, and showcase their acquisition of knowledge through reading, extended writing; factual, persuasive and creative, collection of data, presentation and analysis of data through a variety

design and technology
science
economics
geology
religious education
maths
citizenship
english
history

of graphical methods, statistical analysis, map creation and analysis, debate, discussion, presentation, diagrams and creative drawings etc. Students acquire a sound competency with a variety of skills, which are readily accessible to them at any future stage of their lives.

Where will this lead me?

Geographers have the opportunity to enter a range of occupations, including, to name just a few of them: cartography, climate change analysis and advice, journalism, teaching, environmental management, geological exploration, geographical information system (GIS maps) creation and analysis, politics, land surveying, landscape architecture, water conservation, meteorology, seismology, volcanology, nature conservation, sustainability consultancy, tourist information, and town and country planning.

Subject Leader Geography: Mrs L Mills

OPTIONAL GROUP B SUBJECT

History *GCSE*

What is history?

We believe in the importance of learning from history. This course enables students to study different aspects of the past so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

Course structure

The GCSE History course offers an excellent academic subject qualification that will really look great on your CV. Students are assessed by examination only, at the end of Year 11. The course is taught across Years 10 and 11, and includes a revision programme throughout. Home learning and independent revision will be a vital part of student success at GCSE.

Paper 1:

- Thematic Study: **Medicine in Britain c1250-present**
- Historic Environment: **The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.**

Paper 2:

- British Depth Study: **Early Elizabethan England 1558-1588**
- Period Study: **Superpower relations and the Cold War, 1941–91**

Paper 3:

- Modern Depth Study: **Weimar & Nazi Germany 1919-39.**

Skills developed

The GCSE requires students to develop and demonstrate the following:

- **Knowledge and understanding** of the chronology, key features, individuals, events, developments and issues in the specified content.
- **Understanding of the historical concepts** of continuity and change, cause and consequence, similarity and difference, significance by making connections, drawing contrasts, analysing trends and framing historical questions.
- **Understanding of the connections** between different aspects of the periods and themes studied; between local, regional, national and international history; between cultural, economic, social, political, religious and military history; between short and long term time-scales.
- **Understanding of how evidence is used** rigorously to make historical claims, discerning how and why contrasting arguments and interpretations of the past have been constructed.
- **The ability to create their own structured accounts**, including written narratives, descriptions and analysis.

How is it assessed?

Paper 1, end of Year 11: Written exam: 1 hour 15 minutes, 30% of GCSE

Paper 2, end of Year 11: Written exam: 1 hour 45 minutes, 40% of GCSE

Paper 3, end of Year 11: Written exam: 1 hour 20 minutes, 30% of GCSE

Why study history?

Our high quality History education enables all students to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires students' curiosity to research the past and understand how it forms the future. Teaching equips students to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Other Important Details

History GCSE is valued very highly by Universities and Colleges because of its range of transferable and literacy skills.

It is a traditional, well respected subject, and valued by all employers, especially businesses, and particularly in the fields of journalism, broadcasting and digital online media, public relations, advertising, and the legal profession.

Subject Leader History: Mrs E Gorham

OPTIONAL GROUP C SUBJECT

Business *GCSE*

What is Business?

Everyone has some connection to the world of business. Some people own and run their own business; others are employees of businesses; we all consume the products and services of businesses large and small; we encounter advertising (online and in real life) on a daily basis as businesses compete for our custom or for market position. Studying Business means gaining a greater understanding of how (and why) businesses are set up, how they grow, how they are successful and why they sometimes fail.

Course structure

The course comprises two, equally-weighted, themes, both assessed by written examination at the end of the course (end of Year 11).

THEME 1 : Investigating Small Business	THEME 2 : Building a Business
<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 	<ul style="list-style-type: none"> ● Growing the business ● Making marketing decisions ● Making product decisions ● Making financial decisions ● Making human resource decisions

Both papers consist of calculations, multiple-choice, short-answer and extended-writing questions.

Why study Business?

Maybe you dream of starting your own business. Maybe you are an avid viewer of TV shows such as *Dragons' Den* and *The Apprentice*. Maybe you have stopped and wondered why some big businesses have vanished from our city centres (eg. Debenhams, Toys "R" Us, Mothercare) while others have thrived. GCSE Business allows you to combine theoretical knowledge with real world experience. It requires you to master quantitative (mathematical) techniques, to analyse and evaluate information, and to be able to express your ideas clearly in written form.

Because GCSE Business requires a broad skill set it opens up many opportunities beyond the course. You may choose to continue your studies at A-level/Level 3 in Business or a related subject (eg. Economics or Accounting). You may have ambitions to become an entrepreneur and end up applying the knowledge you have gained to make your business a success. Whatever you choose you will have developed logical, analytical, numerical and communication skills that will enhance your application as you take your next steps towards the career of your choice.

Subject Leader Business: Miss C Gibney

OPTIONAL GROUP C SUBJECT

Statistics *GCSE*

What is statistics?

GCSE Statistics provides a comprehensive introduction to the principles and techniques of statistical analysis. Covering key concepts extended from GCSE Maths, such as data representation, probability, and hypothesis testing, students will develop a solid foundation in statistical reasoning and application. Practical skills are honed through hands-on activities, enabling students to collect, analyse, and interpret data effectively. Emphasis is placed on real-world applications, fostering a deeper understanding of how statistics impacts various fields.

Course structure

The course consists of 2 calculator exam papers of 80 marks, each lasting 1 hour and 30 minutes and worth 50% of the qualification.

Both papers focus on the same content and assessment objectives.

Content	Assessment overview
1. The collection of data.	The papers contain short, medium and extended response questions. Questions cover statistical methods in both familiar and unfamiliar contexts. Calculators may be used in both examinations.
2. Processing, representing and analysing data.	
3. Probability.	

Why study statistics?

Statistics is the part of maths most used in the real world.

Go into retail and you'll need to report your sales statistics.

Go into sports science and you'll be looking at performance statistics.

Go into anything from weather forecasting to psychology, traffic management to online media, engineering to marketing to journalism and you will encounter statistics.

GCSE Statistics gives you transferable skills to support your work in many other subjects and gives you an understanding of how data is used (and misused) in the modern world.

Director of Maths: Mrs Stallwood

OPTIONAL GROUP C SUBJECT

Citizenship Studies *GCSE*

What is Citizenship Studies?

Students will study issues covering four units, which are:

- Politics and participation
- Taking citizenship action
- Life in Modern Britain
- Rights and responsibilities

For both papers, students will learn Citizenship skills, processes and methods. Units are designed to enable Citizenship Studies to link closely with other subjects, particularly English, Geography, History and Religious Studies. GCSE Citizenship Studies also contributes actively to a student's cultural capital.

Why study Citizenship Studies?

GCSE Citizenship Studies is a 'hands on', practical and enjoyable course that encourages students to take their rightful place as a citizen in the world in which we all live. The course is about how people take an active part in democratic politics and work together for a better society; locally, nationally and globally. Studying topical citizenship issues will allow students to develop debating skills, critical thinking skills and skills of enquiry to gain an understanding of local, national and global issues. Students will be encouraged to share opinions, build arguments and make informed judgements when addressing Citizenship issues in the community and beyond. Activities will include:

- Becoming a Holocaust ambassador
- Visiting local places of interest
- Having an active role in the local community
- Being involved in and supporting other students in the Magistrates Court mock trials competition
- An opportunity to join the Amnesty International Youth Group
- Visit London's Houses of Parliament
- Hosting the Great Get Together Event

What would be your next steps in this subject?

You could study a range of subjects, such as politics, economics, business studies, law, public services or humanities based subjects.

What careers will this help you with?

There are many careers where you will be able to use your Citizenship qualification. Ideas include careers in politics, the media, teaching, public services, the civil service and charitable sectors.

Subject Leader Citizenship and RE: Ms S Hope

OPTIONAL GROUP C SUBJECT

Religious Studies *GCSE*

What is Religious Studies?

Religious Studies is a major source of inspiration, meaning, and controversy in human culture, informing history, politics, economics, art, and literature. It rivals trade as a major transnational force across the globe. One cannot hope to understand current events e.g. Brexit, the genocide in Sudan, or US presidential elections without knowledge of religion.

- Component 1: The Study of Religions: beliefs, teachings and practices.
 - Students will study the beliefs, teachings and practices from two religions from Buddhism, Christianity, Hinduism, Islam, Judaism & Sikhism
- Component 2: Thematic Studies: Students will study the topics below:
 - Relationships and families
 - Religion and life
 - Religion, crime and punishment
 - Religion human rights and social justice

2 written papers (1 hour 45 minutes each).

Why Study Religious Studies?

Religious Studies is a lively, stimulating GCSE that provides great opportunities for students to engage with current issues; developing social, cultural, political and historical awareness. It encourages philosophical thought and decision making skills; enabling students to discuss and analyse topics encountered in society and through the media. Religious Studies will help students develop an understanding of their own values and beliefs, gaining a greater sense of identity and learning how to respect the rights and responsibilities of others. Furthermore, the study of religion helps students to learn how to think critically, listen empathetically, speak thoughtfully and write clearly. Religious Studies can play a key role in creating social cohesion and generating genuine understanding between communities; reducing friction, intolerance and social unrest.

What would be your next steps in this subject?

A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. Students will achieve the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.

Subject Leader Citizenship and RE: Ms S Hope

OPTIONAL GROUP C SUBJECT

Child Development

This is a BTEC Vocational Award qualification that is equivalent to a GCSE

What is Child Development?

The early years sector focuses on the learning, development and care of children in the UK, there were approximately 1.7 million Ofsted registered childcare places for children offered by many different types of early years settings in England in 2019, ranging from childminders and nannies to nurseries, crèches and preschools. Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

Course structure

The course is split into 3 components. Two components are Pearson Set Assignments (internally assessed) and the final component is an externally assessed exam. Below you can see the component title for each area that will make up the final grade.

Pearson BTEC Level 1/Level 2 Tech Award in Child Development				
Component number	Component title	GLH	Level	How assessed
1	Children's Growth and Development	36	1/2	Internal
2	Learning Through Play	36	1/2	Internal
3	Supporting Children to Play, Learn and Develop	48	1/2	External Synoptic

Why Study Child Development?

Child Development prepares students for progression into further studies and employment as well as enhancing students' research, extended writing and evaluative skills. Child Development is a current and well-respected subject which can be further studied at university, as well as on a vocational basis. It is also well regarded by employers, especially those who deal directly with people.

Where would be your next steps in the subject?

Once you have completed the qualification, you will have developed a practical understanding of the early years sector and child development. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the early years sector is for you, and if so, which part of it you might want to study further. If you decide to go on to further study of early years and child development, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

Subject Coordinator Child Development: Mrs K Ross

Art & Design: Fine Art *GCSE*

What is Fine Art?

This GCSE course is wide and varied. All aspects of painting, drawing, print-making, three dimensional studies and critical and historical studies may be covered. In addition, areas such as computer graphics and photography are available. Students will undertake a variety of projects or topics during the two year course; each project will explore a different aspect or emphasis of the subject, and lasts anything from one week to a whole term. The course requires students to demonstrate an ability to individually investigate their own ideas, experiment with media and materials and produce high quality artefacts that link closely to a given theme.

Course structure

- **60% of the GCSE is assessed through NEA (Non-Examination Assessment) which includes a major project.**
 - Students will choose a major project from a list of creative titles. This will involve exploring different creative disciplines, developing ideas through investigations and developing critical understanding of sources. Experimenting and exploring your own ideas and recording your observations through a creative process which leads towards a personal and meaningful response.
- **40% of the GCSE is assessed through an exam at the end of Year 11.**
 - Students will choose from a selection of externally set titles and over an eight week period will be required to produce preparatory supporting work and a final piece in a ten hour timed test under exam conditions.

Why Study Art & Design?

This course will develop students' creative and technical skills to be an artist or designer. It will build on students' imaginative powers and they will spend time making and designing, using different materials in creative ways. The course will further develop their skills and invite them to see and experience the world around them with a universal visual language. GCSE Art & Design can lead to further study and creative jobs such as design, advertising, media, fashion or as a fine artist.

Other important details

- Art students will be required to undertake independent research.
- You will need Art GCSE to study Art A-Level at Sigma Sixth.
- Students will be asked to join us on gallery visits to see new and traditional forms of art and design.

Subject Leader Art and Photography: Miss P Veitch

OPTIONAL GROUP C SUBJECT

Art & Design: Photography *GCSE*

What is photography?

Historically photography would simply capture a unique moment in time, recording it for future generations. Today however in the modern digital age the possibilities are endless. With digital manipulation a photograph can no longer be relied upon to be a true representation of the original subject. With digital cameras, camera phones and social media your generation has become the most photographed in history. This course is concerned with the development of skills, knowledge and understanding required to produce an individual, personal and creative portfolio. Ultimately, when you pick up your camera, you should be preparing to tell a story. As with any good story, it must convey emotion, stir interest, catch attention, and this is all done through your personal choice of different lens based media and may be further manipulated by the use of digital technology.

Course structure

- **60% of the GCSE is assessed through NEA (Non-Examination Assessment) which includes:**
 - Short assignments: Students will follow a number of short assignments that build and develop their creative skills in particular areas.
 - Major project: In years 10 & 11 students will complete a major project exploring different creative processes, developing ideas and critical understanding of sources.
- **40% of the GCSE is assessed through an exam at the end of Year 11.**
 - Students will choose from a selection of externally set titles and over an eight week period will be required to produce preparatory supporting work and a final piece in a ten hour timed test under exam conditions.

Why study photography?

Photography is a subject that allows and encourages students to be creative and to develop their own visual language through the practical application of a range of different photographic media. Also students are able to develop creative and technical skills that are current and relevant to further education and creative industries.

Other important details

- Photography students will be required to undertake independent research.
- Photography students will be asked to join us on gallery visits to view contemporary and traditional photographic and art exhibitions.
- Gives you a head start to the study of Photography A-Level at Sigma Sixth.

Subject Leader Art and Photography: Miss P Veitch

OPTIONAL GROUP C SUBJECT

Drama *GCSE*

What is Drama?

GCSE Drama is an exciting, stimulating and creative course which builds on the wide range of skills that students have begun to develop at Key Stage 3. The course is extremely practical in nature and gives students the opportunity not only to develop their performance skills, but also to explore a variety of contemporary issues and ideas through both script work and their own improvisations. There is also the opportunity to develop non-performance skills such as lighting, sound, costume and make-up. Students will also be required to develop their written skills to discuss how they have devised a performance, evaluate a piece of live theatre and analyse a set text.

Course structure

- **COMPONENT 1: Devised Practical Performance (40%)**
 - Task 1: Students will devise a practical performance based on a given theme, linked with a practitioner or genre.
 - Task 2: Students will complete a written portfolio documenting their devising process, justifying the choices they have made.
 - Task 3: Students will complete a written evaluation on the practical work they have completed for task one, under formal supervision.
- **COMPONENT 2: Performance from a Text (20%)**
 - Students will be assessed externally on their acting or theatre design skill, from a published play.
- **COMPONENT 3: Written Examination (40%)**
 - Students will be assessed on their ability to analyse one set text as an actor, and director.
 - Students will watch live theatre (before the exam) and write an evaluation of the success of the performance based on acting or technical skills.

Why study Drama?

The focus throughout our curriculum is to nurture enthusiasm through every aspect of Drama. We truly believe that students deserve to be given a varied and broad curriculum that will allow them to express themselves creatively and imaginatively and to communicate with others confidently and effectively. Students will not only be proud of their own work but will appreciate the work of others, allowing them to demonstrate mutual respect for their peers. Our department feels that our Drama curriculum will equip students with many skills and tools that can be applied to whichever career path they choose to follow.

Other important details

As well as taking part in theatre trips and workshops, students will have an opportunity to work in a school club or production in some way in order to help them to improve the quality of their work. Students will be required to work well with others in a group, ensuring they are punctual and reliable and give their own time to rehearse for assessments and their final exam performances where necessary. Students thinking of taking GCSE Drama are encouraged to talk to Drama students in the years above them to find out just how much they got out of the course, and how it has benefitted them in other curriculum areas.

Subject Coordinator Drama: Mrs S Wright

Music *GCSE*

What is Music?

Music is a significant part of all our lives. GCSE Music delivers a rich and diverse appreciation of the wonder of music all around us and incorporates a diverse range of content and skills. There are three components to this course: Performance, Composition, Listening and Appraising. You will develop as a musician through a range of performance opportunities, learning to compose your own music and studying a range of musical styles and genres. Music technology is used regularly during the course for composing and/or recording using Logic Pro X software on Apple Macs.

- **Performance (30%) non-examination assessment:**
 - The performance aspect of GCSE requires students to submit two recordings for assessment. One ensemble performance and one solo performance. Ideally, you'll need to be Grade 3 standard on an instrument (or voice) by the end of the course.
 - The performance is marked for technique, expression, interpretation, accuracy and fluency.
- **Composition (30%) non-examination assessment:**
 - Two compositions:
 - Composition one: you must compose a piece of music in response to a set brief, issued by the exam board at the start of Year 11.
 - Composition two: a free composition, for which you must set your own brief. You can link it to an area of study if you wish.
 - Assessment criteria for these will be based on the development of musical ideas, technical control of musical elements and structure and stylistic coherence. Both of these must total a minimum of three minutes.

Listening & Appraising (40%) final examination):

- Analytical listening is the only examination based assessment. Students study a variety of genres and styles, whilst developing an awareness of compositional skills and the chronology of music.
 - Content: Theory of music, Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music.
- The listening examination is held in the summer of Year 11. It consists of eight questions using unfamiliar music from all areas of study. Two of the eight questions are based on extracts set by the exam board which will be studied in depth during the course.

Why study Music?

We aim to provide a curriculum which ignites a desire to engage with, and appreciate a range of genres, and make links through time with key musical concepts. Our focus is for all students to have access to an all-inclusive curriculum with the range of skills required to achieve optimum musical understanding; the technical, the constructive and the expressive.

Other important details

Students wishing to study GCSE Music will be required to play an instrument, or sing to fulfil the performance requirements of the course. We suggest taking up instrumental lessons is the best way to support your performance for GCSE Music. Students may wish to sing rather than play an instrument, this will also meet the performance criteria.

Subject Leader Music: Mr L Hawkins

OPTIONAL GROUP C SUBJECT

Media Studies *GCSE*

What is Media Studies?

Media Studies has always been a subject which enables students to think about our world and the messages the media construct. Once we start to understand the techniques involved, it is clear the media is a very clever and powerful means of influencing others. Students learn how audiences are becoming more active in today's world and how we are changing in a media saturated society. Over the two years, students cover a vast range of mediums including; radio, television, music videos and social media as well as print based media, exploring the magazine, advertising and newspaper industries. Media teaches skills and knowledge through a theoretical, analytical and part-practical skill set.

Course structure

Two written exams are sat at the end of Year 11 which account for 70% of the GCSE. Approximately 15 set products are covered in a large amount of detail looking at audiences, industry, media language, representation and historical/social context. These are set by the exam board (and subject to change at the board's discretion) to allow students to gather a breadth of knowledge upon different media and how audiences have been impacted over time. During the exams, you will be required to analyse and explore both seen (studied in lesson) and unseen media products and produce extended responses (essays) to answer questions.

30% of the GCSE is assessed through NEA production which includes: research, design and the understanding of genres in relation to a chosen concept. Students are required to make their own media product from scratch including carrying out their own photography and putting together a design over time using Adobe Photoshop and InDesign. Students will be taught how to use this industry level software in lessons in our purpose built media ICT suite.

Why study Media?

Our aim within the Media Studies department is to encourage young enquiring minds to look closely at the way in which our world is portrayed through the media lens, and distributed around the world for public consumption and business revenue. Students are given the tools and knowledge to explore and question for themselves the various ways in which society is shaped by our media, both positively and perhaps negatively to both grow and inhibit societal change.

Other important details

Students are required to write about media products in extended responses which are very similar to ones they are asked to write in English. Media studies is analysis based and students will spend time having to make notes on the products they study to prepare them in writing the above responses, whether the product be a printed item such as a newspaper or magazine, or an extract from a television production. Students who enjoy English and analysing visual stimuli tend to enjoy media studies the most.

Subject Leader Media: Miss C Gibney

Physical Education *GCSE*

What is Physical Education?

Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. The content of GCSE Physical Education is divided into three components. Each component is further subdivided into topic areas and detailed content associated with those topics.

GCSE Course structure

Component 1: Physical factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Physical training

Component 2: Socio-cultural issues and sports psychology

- 2.1 Socio-cultural influences
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being

Component 3: Performance in physical education (Non-Examination Assessment - NEA)

- 3.1 Performance of three activities taken from the two approved lists
 - one from the 'individual' list
 - one from the 'team' list
 - one other from either list
- 3.2 Analysing and Evaluating Performance (AEP), task-based NEA

Assessment overview

Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks : 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks : 1 hour written paper	30% of total GCSE
Practical activity assessment Evaluating and Analysing Performance (AEP)	Performance in physical education (03) 80 marks : non-exam assessment (NEA)	40% of total GCSE

Practical activity options

Students are assessed in 3 activities, one team sport, one individual and one from either classification. Students are assessed in competitive situations and are required to keep a log of their competitive activities throughout the course. Students will benefit from participating in at least one of the activities competitively outside of school, as this helps justify higher marks being awarded. See the list of activities that can be used for GCSE PE below.

Team Activities - Football, Badminton, Basketball, Blind Cricket, Camogie, Cricket, Dance, Gaelic Football, Goal Ball, Handball, Hockey, Hurling, Lacrosse, Netball, Powerchair football, Rowing, Rugby League, Rugby Union, Squash, Table cricket, Table Tennis, Tennis, Volleyball, Wheelchair Rugby.

Individual Activities - Amateur boxing, Athletics, Badminton, Boccia, Canoeing, Cycling, Dance, Diving, Equestrian, Golf, Gymnastics, Kayaking, Polybat, Rock Climbing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table Tennis, Tennis, Trampolining.

The approved lists can be found in sections 2d and 2e of the 'OCR GCSE (9–1) guide to NEA in PE'

Why study Physical Education at GCSE?

GCSE Physical Education is an ideal course for students who enjoy physical education and are taking part regularly in sport and physical activity both in and out of school. You should be interested in learning more about how our bodies work and the effect that exercise has on the body. A good understanding of Science will help students in their progress in the theory content of the course. The aim of PE is to develop students' competence in a broad range of physical activities. We will develop their knowledge of the techniques, tactics and rules so they can take part in these activities with confidence. Students will engage in competitive sports and activities with these opportunities taking place in lessons and through intra/inter school competition. Students will have the opportunity to analyse their own and others' performance in physical activity and take on leadership, officiating and coaching roles.

Director of Sport: Mr G Harris

OPTIONAL GROUP C SUBJECT

Sport Studies

This Cambridge National qualification is equivalent to a GCSE

What is Sports Studies?

Sport Studies will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Studies
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Understand topical and contemporary issues in sport, including: why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high profile events have in sport, as well as how technology is used within sport
- Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions
- Create a plan, write and evaluate an activity session, to further develop leadership skills
- Analyse their own performance to help improve themselves and their skills in sport
- Explore the relationship that media has with sport and understand how linked they are. The relationship to real world examples and the different ways in which sport and the media represent each other will be applied
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity of sport

Course structure

For this qualification, students must achieve three units: one externally assessed and two Non-Examination Assessment (NEA) units.

Unit 1 (Externally Assessment) - Contemporary issues in sport

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

Unit 2 (NEA) - Performance and leadership in sports activities

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

Students will be assessed in two sports from the list below.

Team Activities - Football, Badminton, Basketball, Blind Cricket, Camogie, Cricket, Dance, Gaelic Football, Goal Ball, Handball, Hockey, Hurling, Lacrosse, Netball, Powerchair Football, Rowing, Rugby League, Rugby Union, Squash, Table cricket, Table Tennis, Tennis, Volleyball, Wheelchair Rugby.

Individual Activities - Amateur boxing, Athletics, Badminton, Boccia, Canoeing, Cross Country Running, Cycling, Dance, Diving, Equestrian, Golf, Gymnastics, Kayaking, Polybat, Rock Climbing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table Tennis, Tennis, Trampolining, Windsurfing.

Unit 3 (NEA) - Sport and the media

This is assessed by a set assignment. In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport.

Why study Sport?

Study this course if you have a keen interest in physical activity, enjoy practical PE lessons in school and want to complete a vocational course with a more internal assessment based approach to learning than the GCSE PE course. This course also is suitable for those who want to work in coaching roles due to the leadership and coaching elements of the course.

Director of Sport: Mr G Harris

OPTIONAL GROUP C SUBJECT

Design & Technology: Product Design *GCSE*

What is Product Design?

A GCSE in Design & Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design & Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. This course links to the A-Level Product Design 3D and A-level Textiles course for those wishing to take the subject further. Please note all students will need to complete core units which cover all materials.

Course structure

- **Year 10:** Students will undertake a range of focused practical tasks as well as knowledge based work that extends the students' understanding of the commercial world of design, materials and processing.
- **Year 11:** Assessment by the exam board:
 - Written 2 hour paper, 50% of total marks
 - A Controlled Assessment that represents 50% of total marks

This Controlled Assessment consists of a project which addresses all the assessment objectives holistically. Students will be required to respond to a design context set by the exam board. The contexts are broad, and offer the opportunity for a range of diverse products to be manufactured using a variety of resistant and compliant materials.

Why study Product Design?

Design & Technology is a fast moving, high energy, industrial profession requiring good lateral thinking skills, imagination and a good graphic sense. Students will need to display a range of modelling skills to visualise their designs and these will form a significant part of the assessment. CAD/CAM is a major component and students who pursue this course will have a keen interest in products and using graphic techniques to represent them. Many of our students are following design based subjects through A-Level and on to university studying subjects like Product Design, Automotive Design, Engineering, Architecture, Fashion and Textiles, Marketing and Advertising.

Other important details

There are a wide range of resources available to the students to help and support their work. Much information is given on our school website as well as in written guidance during class. We do expect that every student on the course buys a revision guide. In addition, materials for the Controlled Assessment will need to be provided by the student although basic materials will be provided by the school.

Subject Leader Technology: Mr D Raleigh

OPTIONAL GROUP C SUBJECT

Design & Technology: Hospitality & Catering

This Vocational Award qualification is equivalent to a GCSE

Why choose Hospitality & Catering

The Hospitality and Catering industry covers a wide range of different business types, all of which are dedicated to providing customers with food, drinks and accommodation. There are a variety of different business types within this industry. This includes pubs, bars, restaurants, holiday centres, hotels, and so many more. The hospitality industry is vast and can be broken down into separate sectors. The top four sectors consist of; 'Food and Beverage', 'Accommodation', 'Travel and Tourism' and 'Entertainment and Recreation'. Although the industry is segmented, there is significant overlap to improve customer experience. There are numerous roles within the hospitality industry that all revolve around delivering exceptional customer service. The industry works alongside other industries to support and enhance them, such as contract catering provisions and to offer a level of hospitality where it will enhance the customers' experience. Consider how a long haul flight would be without a catering provision being offered? The industry employs over 2.3 million people in the UK alone. Choosing this course is a wonderful introduction to the numerous roles within the hospitality industry and the underpinning knowledge required to commence your career path as a hospitality professional.

Course structure:

You will be assessed through a written examination and a NEA assignment consisting of practical tasks and written evidence to complete.

Unit 1: external examination worth 40% of your qualification

You will learn about the hospitality and catering industry. Topics include:

- Hospitality & catering provisions
- How provisions operate
- Health and safety in the hospitality and catering industry
- Food safety

Unit 2: you will complete an assignment where you will plan, prepare, cook, present and evaluate 2 dishes in response to a brief. This is worth 60% of your qualification.

You will learn:

- The importance of nutrition
- How cooking methods can impact the nutritional value of food
- Factors to consider when planning a menu
- Practical skills and techniques needed to prepare, cook and present dishes
- How to review your work effectively

Assessment Overview

Unit 1 The hospitality and catering industry - external examination 40%
L01: Understand the environment in which hospitality and catering providers operate
L02: Understand how hospitality and catering providers operate.
L03: Understand how hospitality and catering provision meets health and safety requirements.
L04: Understand how food can cause ill health.

Unit 2 Hospitality and catering in action - internally assessed, externally verified. 60%
L01: Understand the importance of nutrition when planning meals
L02: Understand menu planning.
L03: To be able to prepare, cook and present dishes.
L04: Understand how to critically evaluate yourself and the food you create.

Why study Hospitality and Catering?

Studying hospitality and catering will open doors to a wonderful career in an exciting industry that presents a wealth of opportunities to you and can give you international experiences working in venues around the world.

The sheer diversity of the industry is breathtaking and the range of career opportunities endless. From being a chef to a manager, or running your own hospitality business.

The routes from this qualification are as follows:

- Eduqas/WJEC Applied Certificate / Diploma in Food, Science and Nutrition
- Level 3 Diploma in Hospitality and Tourism Management
- Level 3 Diploma in Hospitality, Supervision and Leadership principles
- Level 3 Certificate in Hospitality and Catering Principles (professional cookery)
- Level 3 Award in Practical Food Safety Supervision for Catering.

Career paths

Chef, wait staff, restaurant or hotel management, front of house roles, event catering, party/event planner, environmental health officer.

Subject Coordinator Food: Miss E Noone

OPTIONAL GROUP C SUBJECT

Design & Technology: Graphic Design

This Technical Award qualification is equivalent to a GCSE

The Technical award in Graphic Design is a creative qualification, aimed at students who are interested in any aspect of Design, Visual Communication, Illustration, and Computer Aided Design, and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content, which is open to creative exploration and personal interests.

Why choose Graphic Design?

Technical Awards in Graphic Design are designed to provide learners with the skills, knowledge and understanding of Graphic Design as a form of visual communication. Throughout the qualifications, learners will gain valuable knowledge of:

- How to identify and experiment with graphic design components
- Graphic designers, their work and working in the industry
- How to work to graphic design briefs, refining and selecting ideas
- How to form a graphic design portfolio and explore creative direction

Qualification structure

To be awarded the Level 1 or Level 2 Technical Award in Graphic Design, learners are required to successfully pass the non examination assessment and written exam. The qualification has 2 assessments, both externally-set: one non-examination assessment and one written examination assessment.

Content Areas	Assessment
1: Components of graphic design	Internally Assessed
2: Work of graphic designers	Internally Assessed
3: Requirements of a graphic design brief	Internally Assessed
4: Planning, development and experimentation	Internally Assessed
5: Graphic design production	Internally Assessed
6: Design, present and promote graphic design work	Internally Assessed
Non Examination Assessment (NEA)	Externally Set, Internally Marked, Externally Verified
External Exam	Externally Set, Externally assessed

Where will this lead me?

Learners who achieve this qualification could progress onto level 3 qualifications and A-Levels, such as:

- Level 3 Extended Diploma in Art & Design (Graphics)
- A-Level Graphic Design
- A-Level Design & Technology (Product Design)

It may also be useful to those studying qualifications in the following sectors:

- Design & Technology
- Art and Design
- Media Studies

Career paths

The range of employment opportunities in graphic design are vast, but not limited to:

Creative industries that use graphic design, advertising, marketing, industrial and product design including; fashion, film, TV, ICT, publishing, museums, galleries, set design, digital animation, graphic design agencies, packaging, idea and concept generation, branding, illustration, freelance opportunities, responding to client briefs, selling graphic designs through websites, competitions and much more.

Subject Leader Technology: Mr D Raleigh

OPTIONAL GROUP C SUBJECT

Design & Technology: Engineering

This Vocational Award qualification is equivalent to a GCSE

Engineering has proven to be a popular subject to study at Philip Morant School leading students to take a number of different pathways though further education, higher education, apprenticeships and employment.

Engineering is a huge part of the economy and there are numerous opportunities to study and work in engineering-related fields. Studying engineering can lead to careers in Mechanical, Automotive, Aeronautical, Chemical, Electrical, Manufacturing, Marine, Chemical and Civil Engineering sectors.

A range of materials, tools and modern processes including use of CAD/CAM are integral to the learning on this course.

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Engineering accounts for 18% of UK employment, with 5.5 million people in the UK working within the engineering and manufacturing sector. It is estimated that 200,000 skilled engineers will be needed between now and 2026.

Course structure

Unit	Guided Learning Hours	Assessment method
1. Manufacturing engineering products	48	Internal
2. Designing engineering products	24	Internal
3. Solving engineering problems	48	External

Why study Engineering?

- Engineering is a huge part of the economy and there are numerous opportunities to study and work in engineering fields
- Studying Engineering can lead to careers in Mechanical, Automotive, Aeronautical, Chemical, Electrical, Manufacturing, Marine, Chemical and Civil Engineering sectors
- A range of materials, tools and modern processes including use of CAD/CAM feature at the heart of the learning

Other important details

- Safety and an understanding of the potential hazards in working with a wide range of materials and equipment are emphasised through responsible activities in the workshop.
- In order to support our students, course descriptions are provided covering all main areas of assessment. A candidate assessment pack is provided to students to fully explain the internally assessed units.

Subject Leader Technology: Mr D Raleigh

Frequently Asked Questions

Q. Why has my child been allocated to a certain pathway?

All students are allocated to a specific pathway based on our knowledge and understanding of their academic attributes. Your child has been with us for 3 years of their secondary education and in this time we have gained a significant amount of knowledge as to the suitability of their KS4 curriculum. The language pathway identification has been based on selection by their language teachers based on achievement. Those students who have not been signposted to the languages pathway are welcome to discuss this option with the languages teachers.

Q. What do I do if my preferred combination of Option Subjects does not fit into the option blocks?

We will try to build the option blocks, and our timetable, around students' options choices. Where it isn't possible to allocate a student to all four of their preferred choices, we will make use of their reserve choice. Where this is still not possible, we will look into alternatives that could be available and discuss with both the student and their parents.

Q. What if my child speaks a second language?

If your child has a home language other than English or has lived in another country and become proficient in another language, it may be possible to enter them for an extra GCSE in this. The majority of these examinations are assessed in the four skills of listening, speaking, reading and writing, so it is essential that your child can read and write the language. We are unable to offer teaching for these examinations (the responsibility will be on the student to ensure their language skills are practised) but can support them with preparation.

The following languages are included: French, Spanish, German, Italian, Arabic, Bengali, Biblical Hebrew, Chinese (Mandarin or Cantonese), Classical Greek, Greek Modern, Gujarati, Hebrew Modern, Japanese, Latin, Punjabi, Persian, Polish, Portuguese, Russian, Turkish, Urdu.

Q. Which subjects should I choose?

The subjects that are best for you depend on who you are and where you want to go. Think about your strengths and interests. Which subjects are you doing best in? Which subjects do you find most interesting? Think about which career might be right for you and which subject you might like to study at university. You don't have to have your future mapped out, but start thinking about the future. You are more likely to do well in a subject that you are achieving well in or that you enjoy. Much will change between now and age 18 so it's a good idea to follow a broad range of qualifications to keep more possible pathways open.

Q. What is the deadline for return of Options Forms?

The Options Forms must be completed by Thursday 12th March. A Google form will be shared with parents to complete at the end of options evening.

Q. When do students find out which subjects they will be studying?

Students should find out which option subjects they will be studying around mid-June. If for any reason there are changes to a course, we will contact parents/carers and students.

Q. What happens if my child wants to change subjects once they have begun the course?

We will look at individual cases where a student is not happy studying a particular course and try to accommodate any requests where possible. We can only make these changes if places exist on alternative courses and if the request is made within a reasonable timescale. Contact your child's Year Leader in the first instance.



PHILIP MORANT

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