**FREDERICK GOUGH SCHOOL KEY STAGE 4 SUBJECTS & OPTIONS 2026**

# ART

## GCSE Art and Design (Fine Art)

The GCSE Art and Design (Fine Art) course is delivered to provide a wide range of study in areas including drawing, painting, collage, mixed media, ceramics, assemblage, printmaking and photography techniques. You will be encouraged to work independently to develop and produce your own response based on your research into the work of artists, designers and craftspeople. Through your study of others and experimentation with a wide range of media, techniques and processes you will create personal, creative and experimental works of art.

Skills gained throughout the course include analysing artwork, giving personal and insightful comments and evaluation, collecting relevant imagery and information, producing high quality, skilful observational drawings, developing original, creative and personal responses and experimenting with a wide range of media, techniques and processes, including image transfer, ceramic techniques, layering with acetate, printmaking to name but a few.

You must have an interest in Art and Design and need to be committed. This course is very rewarding, however it is extremely time consuming and you need to be dedicated. You should be creative and imaginative, work independently at times and have a desire to explore and experiment with media, techniques and processes to produce a personal response to given themes. This course is definitely about more than just drawing.

**Assessment:**

The course is taught as a two-year qualification. It consists of two components, component 1 consists of producing a large portfolio of work and is worth a total of 60% of the qualification. Component 2 is an Externally Set Assignment and is worth 40% of the final qualification.

All coursework produced throughout the entire course will be entered into the portfolio of work, therefore all work produced needs to be to the highest standard even from the beginning of Year 10.

To create the portfolio of work, you will complete three projects over the two years which cover a broad range of skills and build your confidence and knowledge of these. Each project delivered will cover four assessment objectives, these are:

A01: Develop ideas through investigations, demonstrating critical understanding of sources

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03: Record ideas, observations and insights relevant to intentions as work progresses

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Why choose Art?**

You should choose art as an option if you enjoy the subject, are dedicated and know that you are willing to spend additional time at home and school completing coursework. Please see our ‘Careers in Art’ display and ‘Reach 7-9’ display in the art department corridor for visual examples of work previously produced on the course and a vast range of career option suggestions that taking art and design could lead you into. These range from product and fashion design, illustration or make-up artist to museum curator and teacher/lecturer plus many more.

**For more information about this option, please talk to Mrs Anderson and Mrs Maloney.**

## OCR GCSE (9–1) in Business

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well rounded introduction to the subject.

The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware. Below are the units studied.

| Business 1: business activity, marketing and people (01) | |
|---|---|
| 1. Business activity | 1.1 The role of business enterprise and entrepreneurship<br>1.2 Business planning<br>1.3 Business ownership<br>1.4 Business aims and objectives<br>1.5 Stakeholders in business<br>1.6 Business growth |
| 2. Marketing | 2.1 The role of marketing<br>2.2 Market research<br>2.3 Market segmentation<br>2.4The marketing mix |
| 3. People | 3.1 The role of human resources<br>3.2 Organisational structures and different ways of working<br>3.3 Communication in business<br>3.4 Recruitment and selection<br>3.5 Motivation and retention<br>3.6 Training and development<br>3.7 Employment law |
| Business 2: operations, finance and influences on business (02) | |
| 4. Operations | 4.1 Production processes<br>4.2 Quality of goods and services<br>4.3 The sales process and customer service<br>4.4 Consumer law<br>4.5 Business location<br>4.6 Working with suppliers |
| 5. Finance | 5.1 The role of the finance function<br>5.2 Sources of finance<br>5.3 Revenue, costs, profit and loss<br>5.4 Break-even<br>5.5 Cash and cash flow |
| 6. Influences on business | 6.1 Ethical and environmental considerations<br>6.2 The economic climate<br>6.3 Globalisation |

The qualification is assessed by two written exams both of which are sat in year 11. **For more information about this option, please talk to Mr White.**

## CHILD DEVELOPMENT

**OCR: Cambridge National in Child Development Level 1/2 Award (J809)**

The Cambridge National in Child Development is a practical-based qualification that equips the learner with the knowledge and skills to nurture and care for children in their early years. Candidates will examine child development from the point of conception through to 5 years of age, developing a thorough understanding of the importance of effective early years childcare. This is achieved through a variety of approaches, including undertaking research tasks, examining case studies, exploring public campaigns, liaising with childcare establishments, visiting speakers, and engaging in local work experience.

**Why choose Child Development?**

This GCSE equivalent qualification will inspire and equip the candidate with independence and confidence in using skills that are relevant to the childcare sector. Studying Child Development, candidates will explore:

- The biological development of a baby, from embryo to newborn
- Opportunities to promote positive health and wellbeing for child development
- Creating safe and nurturing environments for children to thrive
- Investigating the nutritional requirements of children from birth to five years and developing suitable meal plans
- Researching appropriate equipment to meet children's needs in their early years
- A Child Study: developing research-based learning opportunities through play and psychological techniques in observation to evaluate their approach.

Besides acquiring vocationally relevant knowledge and experience, candidates will also acquire the transferable skills of independent research techniques, presentation and communication skills and the opportunity to work together as a team.

**Assessment**

Students will study the following three units:

| Unit | Title | Type of Assessment | Weighting |
|---|---|---|---|
| R057 | Health & well-being for child development | Examination | 40% |
| R058 | Create a safe environment and understand the nutritional needs of children from birth to five years | Centre Assessed Task | 30% |
| R059 | Understand the development of a child from one to five years | Centre Assessed Task | 30% |

**Post-16 and Career Opportunities**

Candidates can progress on to study courses in Level 3 Health & Social Care or A-levels in Biology, Sociology or Psychology. The award could also contribute towards meeting the entry requirements for training in midwifery, teaching, maternity care, nursing, and working with children in care. There are also many apprenticeship opportunities available within childcare and child development.

**For more information about this option, please talk to Mrs Sowerby.**

## DANCE

**Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts**

The BTEC Dance course is 50% written coursework and 50% practical. It covers:

Exploring**:** Students will examine live and recorded performances in order to develop their understanding of practitioners' work (acting, dance AND musical theatre), with reference to influences, outcomes and purpose.

Developing**:** Students will develop their dance skills and techniques through the reproduction of existing choreography.

Performing: Students will be given the opportunity to work as part of a group to create a dance performance in response to a given brief and stimulus.

Component 1: Exploring the Performing Arts

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

In this unit you will:

- Examine professional practitioners' performance work
- Explore the interrelationships between constituent features of existing performance material.

Component 2: Developing skills and techniques in the Performing Arts

You will develop your performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire.

In this unit you will:

- Develop skills and techniques for performance
- Apply skills and techniques in rehearsal and performance
- Review own development and performance.

Component 3: Performing to a brief

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus from the exam board.

In this unit, you will:

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief
- Apply skills and techniques in a workshop performance in response to a brief
- Evaluate the development process and outcome in response to a brief

Rehearsals and Performances

Rehearsals and performances are a compulsory part of the course. Students should expect to stay behind at least once a week, as well as perhaps rehearsing during lunch and break times. Students are assessed during the rehearsals and performances and must keep a diary of their progress through rehearsals. Students will not be able to pass this course without attending extra rehearsals so commitment to the course is key.

**Why choose Dance?**

KS4 dance helps students develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance.

**For more information about this option, please talk to Mrs Markham.**

## DESIGN & TECHNOLOGY

### GCSE Design & Technology

It is worth one GCSE. You will learn lots of new technical knowledge that builds on the learning of D&T that you did in years 7-9. You will learn through theory and some practical-based lessons too before going on to tackle a major design challenge in Year 11. We will do some 'mini practical projects' in Year 10.

**Assessment:**

Your GCSE is made up of 50% coursework and 50% examination.

The NEA (non-exam assessment or 'coursework') is a substantial design and make task that lasts approximately 30-35 hours and is assessed as follows:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas (Making)
- Analysing & evaluating

Contextual challenges are released annually by the exam board on June 1 each year before the NEA (coursework) begins and these give you a theme for your major project.

Students will produce a practical prototype and also a portfolio of evidence. Work will be marked by teachers and moderated by AQA exam board.

The exam is assessed as follows:

**Section A – core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

**Section B – specialist technical principles (30 marks)**

Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.

**Section C – designing and making principles (50 marks)**

A mixture of short answer and extended response questions.

**Why choose Design & Technology?**

D&T has links to a great number of career choices. Many of our students from previous years have gone onto successful careers linked to D&T & Engineering. Some choose to study D&T at college and then university. Many others have gone in to technical apprenticeships with local employers who have not only paid our former students to train 'on the job' but have also paid for our former students to study part-time at college and university.

North Lindsey and John Leggott colleges offer routes for further study of D&T through both academic and vocational courses.

**For more information about this option, please talk to Mr Lindsay.**

## DRAMA

**Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts**

Study of this sector at Key Stage 4 provides an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress post-16.

The Technical Award gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in performing arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

This award broadens experience and skills participation in different types of performance activities, with the opportunity to apply knowledge and skills practically, through project work such as developing ideas and performing for specific audiences.

Component 1: Exploring the Performing Arts

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

In this unit you will:

- Examine professional practitioners' performance work
- Explore the interrelationships between constituent features of existing performance material.

Component 2: Developing skills and techniques in the Performing Arts

You will develop your performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire.

In this unit you will:

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In this unit, you will:

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief
- Apply skills and techniques in a workshop performance in response to a brief
- Evaluate the development process and outcome in response to a brief

Rehearsals and Performances:

Throughout the two-year course, students are expected to show commitment and are assessed on attending lunchtime, after-school rehearsals, dress rehearsals and of course the performance.

You need to be passionate about this subject. This does not guarantee fame but it will definitely help you on your way through the path of life.

**Why choose drama?**

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector.

Participation in drama is widely recognised as enhancing personal qualities such as self-confidence, communication skills and the ability to analyse and evaluate. These skills are highly valued by colleges and employers.

**For more information about this option, please talk to Mrs Jones.**

## ENGINEERING

### NCFE Level 1/2 Technical Award in Engineering

The NCFE Level 1/2 Technical Award in Engineering complements GCSE qualifications. It is aimed at 14-16 year olds studying Key Stage 4 curriculum who are interested in the engineering industry.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

It is distinct from GCSE Engineering, as it encourages the learner to use knowledge and practical tools to focus on developing transferable skills in practical engineering accompanied by the theoretical knowledge to help with progression into employment and onto further education.

The study of engineering is the application of maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation.

The qualification focuses on an applied study of the engineering sector and learners will gain a broad understanding and knowledge of working in the sector.

The qualification is graded Level 1 Pass/Merit/Distinction/Distinction* and Level 2 Pass/Merit/Distinction/Distinction* (equivalent to GCSE grades 8.5–1).

The course comprises two units:

- Unit 1 Understanding the engineering world
- Unit 2 Skills and techniques in engineering

**What will the learner study as part of this qualification?**

This qualification shows learners how to:

- Understand engineering disciplines
- Understand how science and maths are applied in engineering
- Understand how to read engineering drawings
- Understand properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
- Understand engineering tools, equipment and machines
- Produce hand-drawn engineering drawings
- Produce Computer Aided Design (CADD) engineering drawings
- Demonstrate production planning techniques
- Demonstrate processing skills and techniques applied to materials for a manufacturing task
- Understand how to create, present and review art and design work.

The disciplines that a learner will study within the qualification include:

- Mechanical
- Electrical and electronic

- Aerospace
- Communications
- Chemical
- Civil
- Automotive
- Biomedical
- Software

**Unit 1 - Understanding the engineering world**

- Externally set and 40% of the total mark
- Written examination
- Externally marked

Written examination is worth 80 marks and will be 1 hour and 30 minutes. A mixture of multiple-choice, short-answer and extended-response questions.

The paper will include:

- 11 multiple-choice questions, worth 11 marks in total
- A varying number of short-answer questions each worth between one and 6 marks to a total of 38 marks
- Three 9-mark extended-response questions worth 27 marks.

**Unit 2 - Skills and techniques in engineering**

- Internally assessed: 60% of the total mark
- Synoptic project* (externally quality assured)

* The internal synoptic project requires effective use of integrated knowledge, understanding and skills from across the full breadth of the qualification content.

**Learning outcomes:**

LO1: Produce hand drawn engineering drawings

LO2: Produce Computer-Aided Design (CAD) engineering drawings

LO3: Demonstrate production planning techniques

LO4: Demonstrate processing skills and techniques applied to materials for a manufacturing task

**For more information about this option, please talk to Mr Lindsay.**

## ENGLISH LANGUAGE

**English Language**:

There are two elements to the Language course: Explorations in Creative Reading and Writing and Writers' Viewpoints and Perspectives.

Pupils will study fiction and non-fiction extracts and build on the knowledge of reading they have established at Key Stage 3, focusing on writers' language and structure, writers' views and ideas, summarising and using inference.

They will continue to develop their own writing by writing creatively and imaginatively and presenting their own viewpoint. They will also be examined on their ability to structure writing and use accurate spelling, punctuation and grammar.

Paper 1:

- In section A, pupils read a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- In section B, they write their own creative text, a description or narrative, in response to a written prompt, scenario or visual image.

Paper 2:

- In section A, pupils read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- In section B, they produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme specified (linked to ideas in section A)

**Assessment:**

Assessment is 100% examination

Two written exams, each 1 hour 45 minutes long

Each exam is worth 80 marks: 40 for reading and 40 for writing

**For more information, please talk to Mrs Wilkinson or your English teacher.**

## ENGLISH LITERATURE

**English Literature**:

Studying English Literature requires pupils to read a variety of set texts and build upon the understanding of theme and character they have established at Key Stage 3. They become more familiar with a variety of literature and how to analyse and write about it in a more developed way. They will: use quotations, use inference, comment on writers' methods and link a text and ideas to its social, historical or literary context.

Pupils will study:

- A Shakespeare play
- A 19th century novel
- A modern text
- A collection of poems related to a theme
- Unseen poetry

**Assessment:**

Assessment is 100% exam

Paper 1: Shakespeare and 19th century text 40%

Paper 2: Modern text and Poetry 60%

Examinations will be four hours in total – 1 hour 45 minutes for Paper 1 and 2 hours 15 minutes for Paper 2

**For more information, please talk to Mrs Wilkinson or your English teacher.**

## FOOD AND COOKERY

### WJEC Hospitality and Catering

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to developing sector-specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.

WJEC Level 1/2 Vocational Awards:

- are designed primarily for 14-16-year-old learners in a school environment
- include an element of external assessment through either a written exam or controlled assignment
- are graded L1 Pass, L1 Merit, L1 Distinction, L1 Distinction*, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; and businesses where hospitality and catering is not their primary service but is increasingly important to their success.

According to the British Hospitality Association, hospitality and catering is Britain's third largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined. It employs 2.9 million people and generates £130bn in economic activity, while paying £38bn in taxation to fund local and national services.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

**Unit 1:** The Hospitality and Catering Industry
**Unit 2:** Hospitality and Catering in Action

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector.

Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a ‘plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

This approach also enables learners to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

**For more information about this option, please talk to Mrs Ross.**

# GEOGRAPHY

## OCR's GCSE (9–1) in Geography A (Geographical Themes)

The course will enable learners to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

This qualification encourages learners to think like geographers through the study of geographical themes applied within the context of the UK and the wider world. This structure allows learners to draw synoptic links between the content within the comparable themes.

It will provide learners with a solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life.

**Assessment:**

Living in the UK today (30%) – 1 hour written paper

- Landscapes of the UK
- People of the UK
- UK Environmental Challenges

The World Around Us (30%) – 1 hour written paper

- Ecosystems of the planet
- People of the planet
- Environmental threats to our planet

Geographical Skills (40%) – 1 hour 30 minutes written paper

- Geographical skills
- Fieldwork assessment

**Why choose Geography?**

Nationally, geography has one of the best graduate employment records in the country. Geography graduates are among the most employable, they possess the skills that employers look for. In part this is because geography brings together all other subjects. Studying geography will give you an overview that no other subject can give. It therefore combines well with any GCSE subject.

It would suit those interested in careers including teacher, cartographer, planner, expedition leader, flood protection manager, weather forecaster, hazard prediction and management, environmental consultant, coastal engineer, hydrologist, environmental health, pollution analyst and many more.

**For more information about this option, please talk to Mr Lowry.**

## HEALTH & SOCIAL CARE

### OCR: Cambridge National in Health and Social Care Level 1/2 Award (J835)

The Cambridge National in Health and Social care is a broad-based qualification which equips learners with the knowledge and skills to go on to have positive influence in the lives of other people. Candidates will examine ways in which they can improve the physical health, mental well-being and maintain the safety of individuals in Health and Social Care settings. This is achieved through a variety of approaches, including undertaking research tasks, examining case studies, exploring public campaigns, liaising with local health and social care establishments, visiting speakers, and engaging in local work experience.

**Why choose Health and Social Care?**

This GCSE equivalent qualification will inspire and equip the candidate with independence and confidence in using skills that are relevant to career choices within health and social care.

By studying Health and Social Care you will be able to:

- develop and apply knowledge, understanding and skills to contemporary issues in a range of health and social care settings
- actively engage in the study of health and social care to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- appreciate a range of perspectives on the impacts of health and social care on wider society
- consider how health and social care practice should be ethical and support a sustainable health and care system
- develop and apply skills relevant to health and social care including using and interpreting data
- develop an awareness of career pathways available within health and social care.

**Assessment**

Students will study the following three units:

| Unit | Title | Type of Assessment | Weighting |
|---|---|---|---|
| R032 | Principles of care in health & social care settings | Examination | 40% |
| R033 | Supporting individuals through life events | Centre Assessed Task | 30% |
| R035 | Health promotion campaigns | Centre Assessed Task | 30% |

**Post-16 and Career Opportunities**

Candidates can progress on to study courses in Level 3 Health & Social Care or A-levels in Biology, Sociology or Psychology. The award could also contribute towards meeting the entry requirements for training in teaching, nursing, occupational therapy, physiotherapy, pharmacy and working with people with disabilities. There are also many apprenticeship opportunities available within Health and Social Care.

**Course Requirements**

This course is suitable for all ability levels, with the opportunity for each student to optimise their potential. A thorough grounding in KS3 Science is beneficial for RO35.

**For more information about this option, please talk to Mrs Sowerby.**

# HISTORY

## GCSE History (AQA)

GCSE History is broken down into two key areas: Understanding the Modern World, which looks at key developments and events in the history of the modern world; and Shaping the Nation which looks at key developments and events in the history of Britain. Each section is split into two studies.

For the first section we have chosen to look at Germany 1890-1945. This is a depth study which focuses on the development of Germany from before the First World War through to the establishment of the dictatorship of Adolf Hitler and Life in Hitler's Germany.We also will be studying International Conflict and Tension 1918-1939 which covers the aftermath of the First World War and the path to the Second World War, including developments such as the League of Nations and the rise of Hitler and his foreign policy. For the second section we are looking at Britain: Health and the People which looks at how medicine has developed over time and also Norman Britain with a specific focus on the Norman Conquest.

A wide variety of history is studied with two depth studies (what happens in a very short space in time), one period study (what happens in around 50 years of history) and one thematic study (how something develops over 1,000 years of history). It will also test the key historical skills of chronology, cause and consequence, change over time, significance and the ability to evaluate interpretations.

**Assessment:**

The course will be assessed by way of two exam papers sat in Year 11. Each exam paper will last two hours. Each of the four units will be worth 25% of the final grade awarded. All assessment is in the form of written answers with some shorter answers, but many taking the form of extended writing. Students will also be expected to use and analyse sources in all parts of the exam paper.

**Why choose History?**

Studying GCSE History will help you to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How have we come to live in a multicultural society?

Learning about past events and the people who have influenced history will allow you to understand how the world got to the point it’s at now and how it will continue to develop in the future.

Apart from studying a wide range of exciting historic periods, you’ll learn a range of handy skills that will help you with A-levels and future work. These include things such as excellent communication and writing skills, how to construct an argument, research and problem skills, investigation and problem-solving skills and analytical and interpretation skills. History is a subject which is highly regarded and is important for many careers such as law, journalism, business, politics, marketing and teaching.

**For more information about this option, please talk to Mrs Alexander.**

## INFORMATION COMMUNICATION TECHNOLOGY

**Why choose Information Communication Technology?**

You will explore the application of creative media skills through their practical use. This includes transferable tools and skills which will improve your learning in other subjects and enhance employability when you leave education.

Units studied:

**R093: Creative iMedia in the Media Industry**

- Create a digital graphics product from a client's brief
- Understand the purpose of a range of digital image file formats
- Evaluate a product and use this to plan improvements.

**R094: Visual Identity and Digital Graphics**

- Create an interactive multimedia product from a client's brief
- Understand the purpose of a range of interactive multimedia products
- Evaluate a product and use this to plan improvements.

**R095: Characters and Comics**

- Create a digital sound product for a client's brief
- Understand the purpose of a range of digital sound file formats
- Evaluate a product and use this to plan improvements.

Assessment for this course is by written examination for R093 and controlled assessments in the other three units.

**For more information about this option, please talk to Mr White.**

## MATHEMATICS

### GCSE Mathematics

In the maths department at Frederick Gough School, we deliver a highly ambitious curriculum that goes beyond the National Curriculum. Our aim is for all pupils to achieve their academic potential and develop strong problem-solving skills for use in school, the workplace, and everyday life. We ensure students gain the mathematical knowledge needed to navigate an ever-changing financial world and move confidently to the next stage of their lives. We want pupils to enjoy maths and understand its relevance beyond the classroom. Throughout their time at Frederick Gough, students are encouraged to develop new concepts, challenge themselves with complex problems, and strengthen their logical thinking. We support both personal and academic growth by providing a safe, inclusive, and inspiring learning environment where every pupil can experience success.

**Assessment:**

The GCSE exam has two tiers - Foundation and Higher.

The Foundation paper allows students to achieve a grade from 1-5 and the Higher paper allows students to achieve a grade from 4-9. Each pupil's tier is selected at the end of year 9 after a thorough analysis of each individual's effort, behaviour, attainment, attendance and PREP scored throughout the year.

For the Foundation tier paper, we use the exam board OCR and for the Higher tier paper we use AQA. All exam series consist of 3 papers of which one is non-calculator and two are calculators allowed. Each paper is 90 minutes long and will be completed in exam conditions in the examination halls.

The examinations include a range of question styles, from short, single-mark questions to extended, multi-step problem-solving tasks. The level of mathematical demand increases as students' progress through each paper. There is a strong emphasis on problem solving, which forms a significant proportion of the examination. Students are therefore required not only to learn mathematical techniques, but also to apply their knowledge effectively in unfamiliar contexts.

PREP will continue to be set weekly on Sparxmaths.

**For more information about this subject, please talk to Miss Elizabeth.**

## MODERN FOREIGN LANGUAGES

**GCSE Spanish:**

The MFL department is following the new AQA specification, which covers three themes:

- People and lifestyle, divided into sub-topics such as: Identity and relationships with others, healthy living and lifestyle, education and work.
- Popular culture (free-time activities, customs, festivals and celebrations).
- Communication and the world around us (travel and tourism including places of interest; media and technology, the environment and where people live).

**Assessment:**

Students will be assessed in four skills at the end of the two-year course. There will be no more controlled assessments and students will be entered for Foundation GCSE (grade 1-5) or for Higher GCSE (grade 5-9).

**Listening (25%)**

Foundation and Higher tiers: Students will have to answer a range of questions in English and also in Spanish. Question types will include multiple choice with non-verbal and written responses; gap-fill, one-word answers; selecting correct/false statements and short answer responses. It will also include dictation where students transcribe short sentences and a small number of words.

**Speaking (25%)**

Foundation and Higher tiers: Students will respond in Spanish to a role play, a reading aloud task and a short conversation, a photo card and a discussion. The photo card will be followed by a conversation of at least 3mins. The students will have the opportunity to narrate events, speak spontaneously, exchange opinions and make creative use of the language.

**Reading (25%)**

Foundation and Higher tiers: Students will answer a range of questions in English and in Spanish. Question types will include multiple choice with non-verbal responses; match-up responses; gap-fill, one-word answers; short answer responses; completing information in a table and longer responses. Finally, students will have a small translation task from Spanish to English.

**Writing (25%)**

**Foundation tier: Students will be required to produce the following:**

- To produce 5 short sentences in Spanish in response to a photo.
- A piece of writing in response to five compulsory bullet points- instructions in English (50 words)
- To complete a short grammar task (5 sentences)

- An extended piece of writing such as an email, letter or promotional material with some specified content (90 words)
- A translation of simple sentences from English into Spanish (35-40 words).

**Higher tier: Students will be required to produce the following:**

- A piece of writing in the assessed language such as an email, letter or promotional material with some specified content (90 words).
- An extended, more complex piece of writing such as a letter, email, web page, article or report with some specified content (150 words).
- A translation of a short passage from English into Spanish (50-55 words).

**Why choose a foreign language?**

- Around 75% of the world's population don't speak a word of English.
- You can travel and explore other cultures more successfully.
- You can meet new friends, and you are more open-minded.
- According to research, on average, people who use languages in their jobs earn around 8% more!
- Learning another language boosts your brainpower.

A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. For other jobs, a combination of languages and other qualifications, knowledge or skills may be needed.

Students have a range of career options such as business services, charity work, engineering, media, museums and libraries, public administration, teaching, interpreting, travel and tourism, transport and logistics.

**For more information about GCSE Spanish, please talk to Miss Borzeix.**

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# MUSIC

## GCSE Music

GCSE Music is a fantastic course if you enjoy listening to, composing and playing music. 60% of your final grade is based on practical coursework. If you enjoy performing and composing and are willing to put lots of effort into practising your chosen instrument or voice then this could be the course for you.

All students make huge progress on their chosen instrument/ voice throughout the two years, making the course both suitable for both experienced and beginner performers. We are completely open access as we do not restrict the course to just students who already learn an instrument. We also tailor the coursework requirements to your personal strengths in order to help you secure a strong mark in your performances.

Alongside the practical side of the course, several lessons each fortnight will be spent studying different styles of music, learning about their main characteristic features. We study the development of the concerto, popular music, film and video game music, and rhythms from around the world.

Over the two years, you will record at least two performances on your chosen instrument. You are expected to practise regularly both in and out of classroom lessons. If you don't already play an instrument, your teacher will help you learn either at least two songs or two keyboard pieces for this. Don't worry if you're not a confident note reader; we will teach you how to do this.

You will be taught compositional techniques and will create two individual compositions. One composition will be based on a brief set by the exam board in Year 11.

**Assessment:**

The listening exam is worth 40% of your final grade. You will be played extracts of music (chosen from the styles you have studied) and you answer questions based on what you can hear and facts that you have revised about each style.

Your performances are worth 30% of your final grade. You can record these pieces as many times as you like. They must be recorded in the presence of your teacher. One performance has to be an ensemble (with another person playing).

Your two compositions are worth 30% of your final grade. They will be completed in controlled assessment conditions in lesson time. You will work individually on your composition, composing for your own instrument if you wish. We have ICT facilities if you choose to notate your work on the computer.

**Why choose music?**

If you enjoy music then this is definitely the course for you, regardless of whether you want to work in the music industry or not. You will gain lots of skills that are transferable to many different jobs. Lots of employers want to see evidence of creative skills and this course will really allow you to develop your creativity through composing and performing.

This course is also great fun and very practical. If you are willing to practise regularly outside of lessons, you will make huge progress on your instrument due to the very individual and focused feedback you receive in practical lessons.

Possible careers in the music industry are: performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher. There are

also more jobs than ever in music business-related areas, such as: careers in digital marketing, social media, PR, technology, label services, ticketing and merchandising.

**For more information about this option, please talk to Mrs Daniels.**

# PHOTOGRAPHY

## GCSE Art and Design (Photography)

Photography is defined in this course as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Within the context of photography, you will learn how to demonstrate the ability to use photographic techniques and processes, appropriate to your personal intentions, for example: lighting, viewpoint. You will also use media and materials, as appropriate to your personal intentions, for example, film, digital media, programs and related technologies and graphic media for purposes such as storyboarding, planning and constructing shoots.

You will be encouraged to work independently to develop and produce your own response based on your research into the work of artists, designers and craftspeople. Through your study of others and experimentation with a wide range of media, techniques and processes you will create personal, creative and experimental works of art.

You must have an interest in photography and need to be committed. This course is very rewarding, however it is extremely time consuming and you need to be dedicated. You should be creative and imaginative, work independently at times and have a desire to explore and experiment with media, techniques and processes to produce a personal response to given themes. This course is definitely about more than just taking pictures.

**Assessment:**

The course is taught as a two-year qualification. It consists of two components; component 1 consists of producing a large portfolio of work and is worth a total of 60% of the qualification. Component 2 is an externally set assignment and is worth 40% of the final qualification.

All coursework produced throughout the entire course will be entered into the portfolio of work, therefore all work produced needs to be to the highest standard even from the beginning of Year 10.

To create the portfolio of work, you will complete a number of projects over the two years which cover a broad range of skills and build your confidence and knowledge of these. Each project delivered will cover four assessment objectives, these are:

A01: Develop ideas through investigations, demonstrating critical understanding of sources

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03: Record ideas, observations and insights relevant to intentions as work progresses

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Why choose photography?**

You should choose photography as an option if you enjoy the subject, are dedicated and know that you are willing to spend additional time at home and school completing coursework.

**For more information about this option, please talk to Miss Anderson.**

## PSHCE

**PSHE and Citizenship in KS4 (PSHCE)**

All pupils will study PSHCE in KS4 - mainly the PSHE element (personal, social, health and wellbeing education). As a school, we feel it is very important despite it not being an exam subject: we see it as learning for life!

We try to keep the curriculum as flexible as possible so that if an issue is identified in a particular year group e.g. bullying, we can then address that issue on a wider scale within PSHCE lessons.

There are three core themes:

- Emotional Health and Wellbeing
- Healthy Relationships
- Living in the Wider World

Things you discuss, and skills you practise in lessons, can then be applied in your life outside school, so self-assessment and reflection of your own understanding is really important. We hope you will turn out to be healthy, safe, productive, capable, responsible and able to lead a well-balanced life.

Topics studied will include:

- Emotional wellbeing/coping/resilience skills
- Financial literacy e.g. mortgages, bank accounts, credit cards etc.
- Digital Footprints and E-Safety within social media
- Careers and Guidance to include work skills and information about work experience, writing application forms/CVs, interview skills etc. (in preparation for transition to KS5)
- PSHE to include consent, safer sex with the focus on healthy relationships (but we also examine exploitation and abuse and coping skills), topical issues, managing and minimising risky situations, managing life changes.

**For more information about this subject, please talk to Mrs Shaw.**

# PSYCHOLOGY

## GCSE Psychology

*What makes people tick? Why do some people behave the way they do? Why do different things affect your mood?*

If you have ever spent time thinking about these questions, psychology might be for you. Psychologists could hold the answers, and if they don't yet, you can be sure they are looking for them.

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems.

Psychology is a social science and as such there is a strong element of science and maths on this course. You should be predicted at least a 5 in GCSE Maths if you want to do well on this course and you should enjoy the practical aspects of conducting experiments. The course also has lots of essay-style questions as part of the assessment so you should be predicted at least a 5 in GCSE English Language if you want to do well on this course.

**Assessment:**

The course is 100% exam assessed – there is no coursework element.

**Paper 1 is a 1 hour and 45 minute exam worth 50% of the total GCSE and consists of the following topics:**

- Memory – how does your memory work?
- Perception – how do our brains help us interpret and experience the world?
- Development – how did you develop as a child?
- Research methods – how do you carry out psychological research?

**Paper 2 is a 1 hour and 45 minute exam worth 50% of the total GCSE and consists of the following topics**:

- Social influence – how do others affect your behaviour?
- Language, thought and communication – how do humans and animals communicate with each other?
- The brain and neuropsychology – how is your brain structured and what is its function?
- Psychological problems – how would psychological problems such as depression and addiction affect you?

**Why choose Psychology?**

Psychologists work in a wide range of careers including:

- **Sports** – helping athletes to build mental strategies to improve their performance and handle pressure.
- **Education** – studying child development and helping children who experience difficulties with their education.
- **Clinical and counselling** – treating people with mental health needs.
- **Forensic** - assessing and treating criminal behaviour, which can involve working with offenders and victims of crime.

- **Occupational** – aiming to increase the effectiveness of an organisation and improve job satisfaction.
- **Neuropsychology** – studying how the physical function of the brain affects the way we behave and helping to treat people suffering from brain injuries.

**For more information about this option, please talk to Mrs Shaw.**

## RELIGIOUS STUDIES

**GCSE Religious Studies**

The GCSE has six elements.

Two of these are studies of a religion:

- Christianity – an understanding of what Christians believe and how they practise their religion.
- Hinduism – an understanding of what Hindus believe and how they practise their religion.

Four of these are studies of themes with religious, social and moral elements:

- Relationships and families
  1. The purpose of marriage
  2. The purpose of families
  3. Moral issues of sexual behaviour
  4. Homosexuality

- Religion and life
  1. The origins of human life – considering evolution verses creationism
  2. The value of human life – issues of abortion and euthanasia
  3. Is there life after life?

- Religion, peace and conflict
  1. Causes of wars around the world
  2. Terrorism
  3. How groups and people work towards peace
  4. The morality of war and how people fight

- Religion, crime and punishment
  1. Why people commit crimes?
  2. How and why we should punish people?
  3. The death penalty

**Assessment:**

The course will be assessed by two exams in Year 11. We will have a full revision programme with lots of resources for all students.

**Why do we all study Religious Studies?**

The RS GCSE provides an opportunity for you to engage with a variety of topical questions around belief, values, meaning, purpose and truth. You will be able to reflect on and develop your own values, beliefs and attitudes in light of what you have learnt.

There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and engagement within the classroom.
Students of all abilities will be challenged and inspired, whilst developing valuable skills sought after by higher education and employers.

These skills include (but are not limited to) being able to understand a variety of views of a single issue, whilst being able to analyse and evaluate them to find a conclusion.

You will be able to work with lots of different people and help them to work with you (and your employer) which will be an invaluable skill in any company or workplace. You will

develop an understanding of modern world issues from a variety of standpoints which will help to make you a valuable asset in a variety of settings.

**For more information about this subject, please talk to Miss Wooddisse.**

# SCIENCE – COMBINED

## Combined Science (Trilogy)

Science helps us understand the world around us — from how our bodies work, to how electricity powers our homes, to how new medicines and technologies are developed. At GCSE, students can choose between Combined Science (Trilogy) or Separate Sciences. Both are excellent qualifications, and the right choice depends on a student's interests, confidence and future plans.

## Combined science.

Combined Science offers a broad and balanced introduction to Biology, Chemistry and Physics.This qualification is linear which means students will sit all their exams at the end of the course.

## What will students' study?

Biology:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

## Assessment:

- 6 exam papers (2 Biology, 2 Chemistry, 2 Physics)
- 1 hour 15 minutes per paper

- 70 marks each
- Foundation and Higher tiers available
- Questions include multiple choice, structured questions, short answers and longer responses.

**Why study combined science?**

Combined Science gives students a strong scientific foundation across all three disciplines. It helps students to:

- Develop scientific knowledge and understanding
- Analyse data, read tables and create graphs
- Plan, carry out and evaluate experiments
- Think critically about scientific evidence and claims

This qualification provides access to AS and A-level Science courses, including Applied Science and Psychology. It also develops highly transferable skills valued in many careers. Combined Science is an excellent choice for students who enjoy science and want to keep their options open.

**For more information about this subject, please talk to Mr Waller or Miss Cox**

## SCIENCE – SEPARATE

**Separate Science (Biology, Chemistry and Physics)**

Separate Science allows students to study Biology, Chemistry and Physics as three individual GCSEs. Like Combined Science, it is a linear qualification with exams at the end of the course.

Subject content:

Biology:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

Chemistry:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

**Assessment:**

- 6 exam papers (2 per subject)
- 1 hour 45 minutes per paper
- 100 marks each
- Foundation and Higher tiers available
- Questions include multiple choice, structured questions, short answers and extended responses.

**Why choose separate science?**

Separate Sciences are ideal for students who:

- Have a strong interest in science
- Enjoy challenge and depth
- Are considering science A-levels, university or science-related careers

This course explores scientific ideas in greater detail and includes additional content not covered in Combined Science. Students will examine how scientific discoveries have shaped the modern world and consider the impact of future advances.

While this option requires more lesson time and commitment, it is extremely rewarding. Many top universities prefer applicants for science degrees to have studied Separate Sciences at GCSE. That said, students who take Combined Science can still go on to study science at A-level.

Most importantly, students tend to succeed best in subjects they enjoy and Separate Science allows students to discover where their strengths really lie.

**For more information, please speak to Miss Cox or Mr Waller.**

# Sport:

**OCR Cambridge National in Sport Science**

This course is a combination of coursework and an external examination.

Coursework - 60% of your total marks. You will study 2 units

**Unit 1 Mandatory coursework - Applying the principles of training: fitness and how it affects skill performance**

Topics include:

- Components of fitness applied in sport
- Principles of training in sport
- Organising and planning a fitness training programme
- Evaluate own performance in planning and delivery of a fitness training programme.

**Unit 2 coursework – we will <u>CHOOSE</u> one from these two options**

1. The body's response to physical activity and how technology informs this

Topics include:

- The cardio-respiratory system and how the use of technology supports different types of sports and their intensities
- The musculo-skeletal system and how the use of technology supports different types of sports and their movements
- Short-term effects of exercise on the cardiorespiratory and musculo-skeletal systems
- Long-term effects of exercise on the cardiorespiratory and musculo-skeletal systems.

**2**. Nutrition and sports performance

Topics include:

- Nutrients needed for a healthy, balanced nutrition plan
- Applying differing dietary requirements to varying types of sporting activity
- Developing a balanced nutrition plan for a selected sporting activity
- How nutritional behaviours can be managed to improve sports performance

Exam – 40% of your total marks, 1 hr 15 mins

Reducing the risk of sports injuries and dealing with common medical conditions

If you are interested in this course you can speak to your PE teachers.

**SPORT:**

**GCSE Physical Education**

The qualification is made up of 2 theory exam papers worth 30% each and the remaining 40 % comes from the practical exam consisting of your performance in 3 sports.

**Paper 1:**

**What is assessed?**

Applied anatomy and physiology
Movement analysis
Physical training
Use of data

**How it's assessed**

Written exam: 1 hour 15 minutes with 78 marks and makes up 30% of GCSE. It is a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Paper 2**: Socio-cultural influences and well-being in physical activity and sport

**What is assessed?**

Sports psychology
Socio-cultural influences
Health, fitness and well-being
Use of data

**How it's assessed**

Written exam: 1 hour 15 minutes worth 78 marks and 30% of GCSE made up of a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Non-exam assessment:** Practical performance in physical activity and sport

**What is assessed?**

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
Analysis and evaluation of performance to bring about improvement in one activity.

**How it's assessed?**

Assessed by teachers, Moderated by AQA and worth 100 marks which is 40% of GCSE

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

**Skills and Knowledge Gained**

1. **Sports Performance**: GCSE PE provides an in-depth understanding of sports performance, including techniques, tactics, and strategies.

2. **Anatomy and Physiology**: You will learn about the structure and function of the human body, including muscles, bones, and energy systems.

3. **Fitness Training**: GCSE PE covers various fitness training methods, such as cardiovascular endurance, strength training, and flexibility exercises.

4. **Sports Psychology**: You will explore the psychological aspects of sports, including motivation, goal setting, and mental preparation.

5. **Rules and Regulations**: GCSE PE familiarises you with the rules and regulations of different sports, enhancing your understanding and appreciation of them.

**Career Opportunities**

1. **Sports Coaching**: GCSE PE can lead to a career in sports coaching, where you can work with individuals or teams to improve their performance.

2. **Physical Education Teaching**: With further education and training, GCSE PE can be a stepping stone to becoming a physical education teacher.

3. **Sports Science**: GCSE PE provides a solid foundation for pursuing a career in sports science, where you can work in areas such as sports nutrition, biomechanics, or exercise physiology.

4. **Sports Management**: A background in GCSE PE can open doors to sports management roles, such as managing sports facilities or organising sporting events.

5. **Sports Journalism**: If you have a passion for both sports and writing, GCSE PE can be a stepping stone to a career in sports journalism, reporting on sporting events and athletes.

If you are interested in this course please speak to any of your PE teachers.

# SYSTEMS AND CONTROL IN ENGINEERING

## D&T Systems and Control in Engineering

This is an exciting course that is worth exactly the same as a GCSE. It is aimed at students who wish to study the range of computer and microprocessor applications in engineering, and learn how systems are used across a range of engineering environments. You will use computer-based simulation software to produce printed circuit boards (PCB) and practical skills to test the operation of circuits. You will review and evaluate the completed circuits to suggest improvements in design.

You will develop technical, electrical and electronic knowledge, and develop more 'high-tech' skills too in computer design of circuits. After learning basic electrical theory in Year 10, you will design, build, make and test basic circuits.

In Year 11 you will move onto the investigation/simulation projects and also sit the short exam.

**Assessment:**

The course is broken down into four units, each worth 25% of the overall qualification:

**Simulate, construct and test electronic circuits** – done as a school assessed unit in the second half of Year 10, pupils will build up a folio of evidence of their skills.

**Engineering applications of computers** – a folio-based investigation into engineering uses of computers, you are encouraged to research how different companies use IT to aid modern production. This is school assessed in Year 11.

**Process control systems** - a folio investigation on how computers can control a process and you are to simulate a control system on computer software or technical robotics kit. This is school assessed in Year 11.

**Electronic principles** – basic electronic knowledge assessed by a one-hour exam in Year 11.

**Why choose Systems and Control Engineering?**

D&T has links to a great number of career choices. Many of our students from previous years have gone onto successful careers linked to D&T. Some choose to study D&T at college and then university. Many others have gone onto apprenticeships with local employers who have not only paid our former students to 'train on the job', but have also paid for former students to study part-time at college and university.

North Lindsey and John Leggott colleges offer routes for further study of D&T through courses such as 'A- Level Electronics' or 'Electrical Engineering'. The course pairs well with physics and maths and you will be expected to work out electrical calculations in both the exam and coursework.

Choose this if you are interested in careers in electronics, computer programming, electrical engineering, renewable energy sector, systems design engineering, construction industry, aeronautical engineering or automotive engineering.

**For more information about this option, please talk to Mr Lindsay.**

# TEXTILES

**GCSE: Textiles (Art and Design)**

In this creative subject you will learn about the creation of designs and products for woven, knitted, stitched or printed fabrics and understand what fibres, yarns and fabrics are. You will study the works of historical and contemporary textile designers and makers, as well as the different purposes, intentions and functions of textile design.

Your work will be creative with processes and techniques linked to chosen areas of study, including weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, soft sculpture, appliqué and collage.

**Assessment:**

Portfolio 60%

Your portfolio provides opportunities for you to explore and show important skills, knowledge and understanding through a variety of experiences. This may include visiting a gallery, going to workshops or using the local environment for inspiration amongst other experiences. During the course, you will carry out experimental work, collaborate and make informed creative decisions and innovate on your inspiration and research.

To create the portfolio of work, you will complete three projects over the two years. Each project delivered will cover four assessment objectives, these are:

A01: Develop ideas through investigations, demonstrating critical understanding of sources

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03: Record ideas, observations and insights relevant to intentions as work progresses

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Externally set assignment 40%

The externally set assignment is a choice of seven different starting points set by AQA. You will select one of the set assignments and develop it in the form of a personal response, a specific design brief, or another suitable approach.

**Why choose Textiles?**

This course would enable you to follow a wide range of careers in the following areas:

- Fashion Industry - design/interpretation/illustrator/buyer
- Costume and theatre/film/TV - designer/assistant
- Interior design
- Artist
- Teacher
- Merchandiser
- Jewellery designer
- Gallery/museum - art worker/curator
- Graphics/ICT - textile design with use of ICT
- Engineering - analytical textile technologist/electronics in textiles
- Science/research - technical/medical/smart textiles and innovation

**For more information about this option, please talk to Mrs Blanchard.**

| Qualification | QN Title | QN Code | Website link |
|---|---|---|---|
| Art | AQA GCSE (9-1) in Art & Design (Fine Art) | 60180882 (8202) | AQA \| GCSE \| Art and Design \| Specification at a glance |
| Art and Design - photography | AQA GCSE (9-1) in Art & Design (Photography) | 60180882 (8206) | AQA \| GCSE \| Art and Design \| Specification at a glance |
| Business Studies | OCR GCSE (9-1) Business | 603/0295/1 | https://www.ocr.org.uk/Images/304213-specification-accredited-gcse-business-j204.pdf |
| Child Development | OCR L1/L2 CNAT Certificate in Child Development | 60371146 | OCR Level 1/2 Cambridge National in Child Development |
| Combined Science | AQA GCSE (9-1) in Combined Science: Trilogy | 6018758X | GCSE Combined Science: Trilogy Specification Specification for first teaching in 2016 (aqa.org.uk) |
| Dance | Pearson BTEC L1/2 Tech Award in Performing Arts | 603/7054/3 | https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html |
| Drama | Pearson BTEC L1/2 Tech Award in Performing Arts | 603/7054/3 | https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html |
| Engineering | NCFE L1/2 Technical Award in Engineering | 603/7006/3 | https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-5165#SupportMaterials |
| English Language | AQA GCSE (9-1) in English Language | 60142923 | GCSE English Language Specification Specification for first teaching in 2015 (aqa.org.uk) |
| English Literature | AQA GCSE (9-1) in English Literature | 60144476 | GCSE English Literature Specification for first teaching in 2015 2015 (aqa.org.uk) |
| Geography | OCR GCSE (9-1) in Geography A (Geographical Themes) | 6018310X | OCR GCSE (9-1) in Geography A (Geographical Themes) (J383) Specification |
| Health & Social Care | OCR L1/L2 CNAT Certificate in Health & Social Care | 6037116X | Cambridge Nationals Health and Social Care Specification - J801, J811 (ocr.org.uk) |

| | | | |
|---|---|---|---|
| History | AQA GCSE (9-1) in History | 60182179 | GCSE History Specification Specification for first teaching in 2016 (aqa.org.uk) |
| Hospitality & Catering | WJEC L1/2 Vocational Award in Hospitality & Catering (Specification A) | 60370221 | WJEC ENTRY LEVEL FRAMEWORK SPECIFICATION |
| IT | OCR L1/L2 CNAT in Creative iMedia | 60370907 | https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf |
| Maths Higher | AQA GCSE (9-1) in Mathematics | 60146084 | https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF |
| Maths Foundation | OCR GCSE (9-1) in Mathematics | 60146060 | https://www.ocr.org.uk/Images/168982-specification-gcse-mathematics.pdf |
| Music | OCR GCSE (9-1) in Music | 60182167 | GCSE (9-1) Music J536 Specification (ocr.org.uk) |
| Psychology | AQA GCSE (9-1) in Psychology | 60309325 | GCSE Psychology Specification Specification for first teaching in 2017 (aqa.org.uk) |
| RE | AQA GCSE (9-1) in Religious Studies Specification A | 60184000 | Specification for first teaching in 2016: Specification (aqa.org.uk) |
| Design and Technology | AQA GCSE (9-1) in Design & Technology | 60309842 | GCSE Design and Technology Specification Specifcation for first teaching in 2017 (aqa.org.uk) |
| Spanish | AQA GCSE (9-1) in Spanish | 61035300 | https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8692-SP-2024.PDF |
| Sport (Vocational) | OCR L1/L2 CNAT Certificate in Sport Science | 6037106/7 | OCR Cambridge National in Sport Science and Sport Studies Specification - J802, J803, J812, J813 |
| Sport (GCSE) | AQA GCSE (9-1) Physical Education | 60182799 | https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF |
| Textiles | AQA GCSE (9-1) in Art & Design (Textile Design) | 60180882 (8204) | AQA \| GCSE \| Art and Design \| Specification at a glance |