CUNDALL MANOR SCHOOL

GCSE OPTIONS
HANDBOOK

GCSE Choices

Maximise your Potential

...in a supportive, happy school

Choosing the correct subjects at GCSE is one of the most important decisions you can make at school.

At Cundall Manor School we are proud of each one of the many GCSEs available and the support on offer to help each pupil succeed. We understand the need for each person to enjoy their learning while also thinking about where our pupils would like to go on to, after they leave Cundall.

Last January we were delighted to host a dedicated sixth form providers evening where 18 leading local colleges and Further Education (F.E) providers came to Cundall to talk about the next steps.

Please use this guide to find out more about each GCSE on offer at Cundall and how they could fit your future goals and career. Inside this guide you will find useful information on the course how you will be assessed, the new GCSE grading system and where a subject may take you.

In this edition, we also have new QR codes and links which will take you to each of the Exam Board Course Specifications. This will give you and your parents an opportunity to look at the subject in detail.

If you have any questions regarding our GCSE courses or want to talk in more detail, please feel free to arrange a meeting. Simply email office@cundallmanor.org.uk

We will look forward to helping you take your next step - the best of luck.

Our G.C.S.E Value Added statistic of +1.6 is something we are very proud of and something parents and pupils should be excited by!

(2022 DATA)

Contents

This booklet provides broad details of the curriculum on offer at Cundall Manor School for Years 9 and 10 from September and is designed to assist pupils and parents in making informed decisions about options. We encourage pupils to talk to their teachers and tutors, and to discuss with their parents the range of subjects on offer before making final choices.

Since September 2017 all GCSEs have been graded 9 to 1 rather than A* to G.

The following is taken from www.gov.uk/government/news/setting-standards-for-new-gcses-in-2017 which we hope will help give some context to the newer system.

- Broadly the same proportion of pupils will achieve a grade 4 and above as currently achieve a grade C and above
- Broadly the same proportion of pupils will achieve a grade 7 and above as currently achieve an A and above
- For each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers
- The bottom of grade 1 will be aligned with the bottom of grade G
- Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. This will mean it will be of greater demand than the present grade C, and broadly in line with what the best available evidence tells us is the average PISA performance in countries such as Finland, Canada, the Netherlands and Switzerland
- The Mathematics GCSE is tiered, with grades 4 and 5 available through both tiers

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Disclaimer: While we attempt to ensure that all information is correct at the time of going to print, we reserve the right to change the courses and/or specification on offer.

Art

Course specification: OCR J170

The GCSE course allows students to actively engage in the process of art, craft and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The course is designed to stimulate imaginative and intuitive capabilities and encourage experimentation with different media and techniques.

Students will have the benefit of trips to UK galleries, museums and places of interest as part of the curriculum. In Year 10 there is an overseas trip, for example to Barcelona, Paris or Venice. In Year 11 the students visit London to do the primary research for component two, the set task.

How will I be assessed?

There are two mandatory units of work:

Portfolio – a portfolio of coursework produced over 15 -18 weeks and developed from a specific starting point. This body of work forms 60% of the total marks and should show exploration, research and demonstrate the use of a range of techniques and skills.

Externally Set task – which comprises 6-8 weeks of preparation and a 10-hour exam and forms 40% of the total marks. Students select one question from an early-release exam paper to which they produce a personal response.

Where will it lead to?

The study of art and design can help you develop transferable skills that you can take to any career or job. It will help your research skills, the ability to work independently and the aptitude to share ideas visually and verbally.

Business Studies

Course specification: AQA 8132

Businesses are part of our everyday lives, providing us with the products we need, communicating relentlessly with us through advertising, providing employment and inventing new products and services that transform how we live. This course focuses on what businesses are and how they organise themselves to achieve their objectives. The businesses studied range from small enterprises to large multinationals and consider the issues in a local, national and international context.

There are six units:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human Resources
5. Marketing
6. Finance

How will I be assessed?

Linear course - written exam: 100%

Students are assessed by sitting two papers at the end of the course. Each paper is 1 hour 45 minutes and the papers have equal weighting (50% each)

Where will it lead to?

You could go on to study Business A Level or BTec and a wide variety of University Business degrees. You will develop transferable skills such as the ability to analyse and evaluate quantitative and qualitative information, which can be used in a wide variety of professions, including marketing, sales, finance, accounting, human resources and operational logistics, as well as for future entrepreneurs.

Computer Science

Course specification: OCR J277

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

How will I be assessed?

Paper 1 – Computer Systems Theory (50%)

- System Architecture
- Memory & Storage
  - Computer networks, connections & protocols
- Network securities
- System software
  - Ethical, legal, cultural & environmental of digital technology

Paper 2 – Computational Thinking, Algorithms and Programming Theory (50%)

- Algorithms
  - Programming Fundamentals
  - Producing robust programs
- Boolean logic
  - Programming languages & integrated Development Environments

Practical Programming (Non-Examined)

All pupils are given the opportunity to undertake a programming task, either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Where will it lead to?

Pupils analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. Looking ahead, jobs related to the subject could include: Games Development, Managers of IT and Communications Services, Business Analysts, IT Consultants and Systems Developers.

Design & Technology

Course specification: EDEXCEL Assessment- NEA

The course offers many creative opportunities. Pupils gain knowledge and understanding of materials and production methods along with developing their technical drawing and designing skills. Throughout Year 10, pupils complete a series of skill-based projects which build up their confidence and experience in the workshop. Year 11 pupils then choose their major project (NEA) which counts as 50% of their GCSE. Students work with a range of materials- focusing on timber.

How will I be assessed?

Written exam: 1hr 45minutes (50%)

Non examination assessment (NEA): (50%)

There are four parts to the non-exam assessment:

1 – Investigate: This includes investigation of needs and research, and a product specification

2 – Design: This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design

3 – Make: This includes manufacture, and quality and accuracy.

4 – Evaluate: This includes testing and evaluation.

Where will it lead to?

This course complements other options where the is a lot of content crossover including Maths and Physics. It is also a good choice for pupils who enjoy creative and practical subjects like Art, I-Media, ICT and Food Technology.

There are many college/university and career pathways that lead to a DT qualification. GCSE Product Design gives students a sound knowledge and understanding of materials and manufacturing skills and provides a firm foundation for further study such as A-level Product Design. Continue to careers in Engineering, Product Design, Architecture, Vehicle Design, Gaming design, Fashion and many more.

GCSE OPTIONS

Drama

Course specification: OCR J316

This exciting GCSE in Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work; bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes Drama and Theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal.

How will I be assessed?

Non examination assessment (60%)

Component 1 & 2 : Devising Drama (Practical)

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli given to them by the teacher. Their final piece will be performed to an invited audience.

Component 3: Presenting & Performing Texts

Students will study a text chosen by the teacher and perform short extracts of the piece to an invited audience.

Examination assessment (40%)

Performance & Response

The examination component will be assessed at the end of the qualification and will be 1 hour 30 minutes in length. Students will have to complete two compulsory sections. One section on a play text and one section on a live performance that they will have seen and studied during the course.

Where will it lead to?

After you have completed GCSE Drama you can go on to higher levels of study these include:

AS/A Level Drama and Theatre Studies, AS/A Level Performing Arts, BTEC National Performing Arts (Acting) as well as courses that specialise in technical theatre, theatre design and Arts Management.

English Language

Course specification: AQA 8700

This course is compulsory. Students will use higher-order thinking skills in order to read, compare, analyse and evaluate a range of high-quality, challenging texts (both fiction and non-fiction).

How will I be assessed?

The course is assessed by two unseen examinations at the end of Year 11.

Unit 1 - Explorations in Creative Reading and Writing (50%)
This unit is assessed by an examination of one hour and fifteen minutes. In Part A students have to respond to a piece of unseen fiction. They will be asked to identify arguments and interpret information. They will also have to evaluate ideas and analyse the impact of the writer's use of language and structure. In Part B students have to produce a piece of creative writing in response to a stimulus; marks are given for technical accuracy as well as content and organisation.

Unit 2 – Writers' Viewpoints and Perspectives (50 %)
This unit is assessed by an examination of one hour and forty-five minutes. In Part A students are given two unseen nonfiction texts to read. They are then asked to identify ideas and to write a summary. They are also required to compare the use of language and structure in the two texts. In Part B they are asked to present a written viewpoint, selecting language, tone and style in a way that enables them to communicate clearly and effectively and deploys Standard English well. Correct use of grammar, punctuation and spelling make up a significant percentage of the marks awarded for this section.

Unit 3 - Speaking and Listening
Students are required to give a presentation for this unit. They are awarded a certificate with a separate grading but this mark does not count towards their overall grade for GCSE Language.

Where will it lead to?

GCSE English and English Literature are necessary if students wish to study either subject at A Level. However, it should be noted that currently A Level English Language does not feature on the list of 'prestige' A Levels preferred by top universities, whereas A Level English Literature does. An English degree may be useful for anyone wishing to pursue a career in education, the media, the law or PR.

English Literature

Course specification: AQA 8702

Students who do well in this subject tend to enjoy reading and are perceptive with regard to writers' ideas. There is a large element of analysing aspects of writers' style, and students are expected to be able to evaluate the historical, social and cultural contexts of a text. The course requires students to write long essay responses; therefore, a fluent and precise writing style is helpful. Students wishing to proceed to 'A' level English Literature will need to have studied the subject at GCSE.

How will I be assessed?

The course is assessed by two closed book examinations at the end of Year 11.

Unit 1 - Shakespeare and the 19th Century Novel (40%)

This unit is assessed by an examination of one hour and forty-five minutes. Students are required to answer two essay questions: one on a Shakespeare play and one on a 19th Century novel by a writer such as Dickens, Bronte or Austen.

Unit 2 - Modern Texts and Poetry (60%)

This unit is assessed by an examination of two hours and fifteen minutes. Students are required to answer three essay questions: one on a work of modern prose or drama (for example, a work by Alan Bennett or George Orwell) and two on poetry (both prepared and unseen) taken from across a range of styles and periods.

Where will it lead to?

GCSE English and English Literature are necessary if students wish to study either subject at A Level. However, it should be noted that currently A Level English Language does not feature on the list of 'prestige' A Levels preferred by top universities, whereas A Level English Literature does. An English degree may be useful for anyone wishing to pursue a career in education, the media, the law or PR.

Food & Nutrition

Course specification: AQA 8585

GCSE Food Technology students will learn effective and safe cooking skills by planning, preparing, and cooking using a variety of food commodities, cooking techniques, and equipment. They will develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. Alongside the GCSE they will complete an accredited Level 1/Level 2 Food Hygiene certificate qualification.

Food preparation skills – intended to be integrated into the five sections. 1) Food, nutrition and health 2) Food Science 3) Food safety 4) Food choice 5) Food provenance

How will I be assessed?

Paper 1: Food preparation and nutrition
Written exam:1 hour 45 minutes • 100 marks • 50% of GCSE

- Multiple choice questions (20 marks)
- Five questions each with a number of sub-questions (80 marks)

Non-exam assessment (NEA)
Task 1: Food investigation (30marks)
- Pupils' understanding of the working characteristics, functional and chemical properties of ingredients.
- Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation

Task 2: Food preparation assessment (70 marks)
- Students' knowledge, skills, and understanding of the planning, preparation, cooking, presentation of food, and application of nutrition related to the chosen task.
- Students will prepare, cook, and present a final menu of three dishes within a single period of no more than three hours, planning how this will be achieved.
- Written or electronic portfolio (not exceeding 15 A4 Pages) including photographic evidence.

Where will it lead to?

It can lead to a wide range of careers. For example, you could be designing new recipes, or working in hospitality. You could also be working in distribution or retail for a supermarket or advising people about healthy eating as a nutritionist.

GCSE OPTIONS

Geography

Course specification: AQA 8035

GCSE Geography leads to an understanding of the world and an interest in places. It inspires you to become global citizens by exploring your place in the world, your values and your responsibilities to other people and to the environment. You will appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies.

How will I be assessed?

The course is linear. Linear means that students will sit all their exams at the end of the course. The course is split into three units:

Unit 1: Living with the Physical Environment (35%)

Written exam: 1 hour 30 minutes. 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)

Unit 2: Challenges in the Human Environment (35%)

Written exam: 1 hour 30 minutes. 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)

Unit 3: Geographical Applications and Skills (30%)

Written exam: 1 hour. 76 marks (including 6 marks for SPGST). Pre-release resources made available from 15 March in the year of the exam.

Where will it lead to?

GCSE Geography can lead you to study A-level geography and/or Geology. Within the course, you will develop transferable skills which can be used in other courses and many different careers. Some of these include; graphical and cartographical skills; technological skills, including ICT and GIS; interpersonal skills through debate and discussion; literacy and numeracy; problem-solving skills.

History

Course specification: AQA 8145

History is not simply the study of the past; it is also the study of how the present world was created. It is the story of the world that we live in. Our GCSE History course aims to develop in candidates a broad understanding of how the world we live in today has its roots firmly in the past. Through studying History students are encouraged to analyse and evaluate historical sources and to form their own opinions about the significance of key events, changes and individuals.

How will I be assessed?

Written Exam: 100% (No coursework) Paper 1: Understanding the Modern World.

Germany 1890-1945: Democracy and dictatorship. From the Kaiser to Adolf Hitler & Conflict and Tension 1918-1939

Paper 2: Shaping the Nation.

Britain: Power and the People c1170 to the present day. British Depth Studies. Norman England 1066-1170.

Where will it lead to?

You can go on to study A Level, then a History Degree. However, History at GCSE also opens up an avenue to Politics and Law. Employers recognise History as a traditional academic subject which demonstrates to them a competent level of written English. It is one of the eight key A Level subjects which allows access to the Russell Group Universities.

Mathematics

Course specification: EDEXCEL 1MA1

The course content is grouped into the following topic areas:

1. Number, 2. Algebra, 3. Ratio, proportion and rates of change, 4. Geometry and measures, 5. Probability, 6. Statistics

Students should develop knowledge, skills and understanding of the content. They should be able to use their knowledge and understanding to make connections between mathematical concepts and apply them to solve real-life situations. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

How will I be assessed?

There are three written papers, each covering all of the assessment objectives.

Papers can be sat at two levels:

Foundation - Grades 1 - 5 available Higher - Grades 4 - 9 available

All papers last 1 hour 30 minutes with 80 marks available on each. Paper 1 is a non-calculator paper and a calculator is allowed for Papers 2 and 3 at both levels. All 3 papers must be sat at the same level which will be decided by the class teacher in consultation with the student and their parents.

Where will it lead to?

A grade 5 or above in Mathematics will be a prerequisite for most sixth forms and future courses or career paths that you may decide to take.

If you are considering taking Mathematics at A-level, a standard of no less than grade 7 at GCSE is recommended.

Music

Course specification: WJEC Eduqas GCSE Music: C660QS

How will I be assessed?

Paper 1 – Performance (30%)

Pupils are encouraged to work on their performance skills, developing their creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests. Assessment is based on the performance of two pieces. Both can be as part of an ensemble/group, or if preferred, one of the two can be a solo performance.

Paper 2 – Composition (30%)

Composing is the process of creating music. Pupils will investigate a range of techniques and resources for developing and manipulating musical ideas, and turning them into completed pieces of music. They will produce two compositions for their final assessment, one in response to a brief set by the exam board, and the other in a style chosen by the student. Pupils can use traditional musical notation or software such as Garageband.

Paper 3 – Listening and Appraising (40%)

Pupils study a range of music across a variety of styles and genres: musical forms and devices, ensemble music, film music and pop music. A written paper (1 hour 15 minutes) is taken at the end of the course and is assessed externally.

Where will it lead to?

As well as being a prerequisite for most A Level Music and Music Technology courses, a GCSE in Music demonstrates a number of valuable transferable skills which are valued highly by higher education institutions and employers. Self-discipline, creativity, critical thinking, ability to communicate, collaborate and think "outside the box" are all needed to succeed, and these are recognised as being important to enable young people to respond with confidence to the demands of undergraduate study and the world of work.

GCSE OPTIONS

Modern Foreign Languages

Course specification: OCR J316

GCSE French and GCSE Spanish have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9) with four papers each. Pupils must take all four papers at the same tier. The French and Spanish GCSEs cover three distinct themes. Pupils are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French or Spanish is spoken.

Language learning develops skills, which are useful in a wide range of future careers. These skills include the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies. From 2024, pupils will be expected to transcribe in the target language and use their phonic awareness of French / Spanish to read short unseen sentences aloud. Learning a new language adds an international dimension to a pupil's range of GCSE subjects, which is something many future employers and higher education providers look for.

Examination:

Pupils study all of the following themes on which the assessments are based.

Theme 1: People and Lifestyle Theme 2: Popular Culture

Theme 3: Communication and the world around us

French

Course specification: AQA 8652 (new specification for first teaching 2024)

How will I be assessed?

Wherever possible, we prefer to commence teaching in year 9 in order to be able to cover each theme in depth.

Paper 1 – Listening – (25%)

Paper 2 – Speaking – (25%)

Paper 3 – Reading – (25%)

Paper 4 – Writing – (25%)

Spanish

Course specification: AQA 8698

How will I be assessed?

Wherever possible, we prefer to commence teaching in year 9 to be able to cover each theme in depth.

Paper 1 – Listening – (25%)

Paper 2 – Speaking – (25%)

Paper 3 – Reading – (25%)

Paper 4 – Writing – (25%) Where will it lead to?

A Level French & Spanish. Languages are highly regarded and more and more universities are advising that a good grade is viewed favourably, even at GCSE level, whatever the degree course studied. Nowadays languages are often the key to future employability in today's world of international trade. The transferable skills gained in language learning are valuable in all employment sectors and graduate linguists have one of the highest employment rates. Proficiency in a language provides greater opportunities in the UK, Europe and beyond.

GCSE OPTIONS

Physical Education

Course specification: AQA 8582

The AQA Physical Education specification takes a multi-disciplinary approach, encouraging the development of different methods of enquiry drawn from a wide range of disciplines, with the focal point being the active participant. The specification is based on the interaction between the theory and practice of Physical Education.

The course suits the proficient practical performer, therefore the ability to perform, officiate, and coach, along with a very good knowledge of the rules/laws in a range of sports, is also an advantage. You should be a proactive participant in sports in school and outside of school time.

How will I be assessed?

The course is comprised of two written assessments and an assessment of the individual's practical performance in sport.

Paper 1 - The human body and movement in physical activity and sport (78 marks = 30%)

Paper 2 - Socio-cultural influences and well-being in physical activity and sport (78 marks = 30%)

Practical Assessment:

The individual will be assessed on their performance in 3 sports and activities (team and individual) and on an internal controlled written assessment on analysis of performance. (100 marks = 40%)

Briefly, the following elements will be learnt:

Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data, Sports Psychology, Socio-cultural influences, Health, fitness and well-being

Where will it lead to?

BTEC/A Level in P.E. Successful completion of the course could lead to: Sports Studies/Science, Physical Education Teaching / Coaching and Sports Development. Additionally, the course would prepare students for work in Sports and Recreation Management, Fitness Industry, Sports Rehabilitation and Physiotherapy.

Religious Studies

Course specification: AQA 8062

Religious Studies is a popular and challenging subject. Students will address questions about belief, values, meaning, purpose and truth, enabling them to develop their attitudes towards religious, philosophical and ethical issues. By studying the subject, pupils will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. The staff team are highly experienced and foster a love of their subject through the delivery of engaging lessons with a real emphasis on debate and discussion. Students will study the beliefs, teachings and practices of Christianity and Islam. They will also engage with key philosophical and ethical topics.

Theme A: Relationships and families.

Theme B: Religion and life.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

How will I be assessed?

100% Written Exam

Where will it lead to?

Many professions require the ability to think critically. Policing and Medical professions need a robust knowledge of ethics, something which this course will help you with.

Progression into A-Level courses such as Philosophy, R.S., Critical Thinking and English Literature with further progression into a myriad of university degrees.

The course allows for a solid foundation in how to question and think critically about big issues and their impact on society and the individual.

GCSE OPTIONS

Science

Course specification: Separate Sciences – EDEXCEL 1BI0, 1CH0, 1PH0

Combined Science – EDEXCEL 1SC0

All students will follow the EDEXCEL (9-1) Combined Science for 2 GCSEs unless they choose Separate Sciences where they will achieve 3 GCSEs, one in Biology, one in Chemistry and one in Physics.

Separate Sciences can be demanding and will add additional lessons of science to the pupils' timetable to work towards the third GCSE. It is therefore recommended only for pupils who are both prepared for the additional workload and enjoy science. A-levels in science are entirely accessible through the Combined Sciences route however the Separate Sciences route goes into greater depth in all three sciences, enabling students to bridge the gap between GCSE and A-level study more effectively.

How will I be assessed?

There will be 3.5 hours of examination assessment per GCSE. For Combined Sciences, there will be 6 exam papers, each 1hr 10minutes in duration (7hrs total). For Separate Sciences there will be 6 exam papers, each 1hr 45minutes in duration (10.5hrs total). There will no longer be assessment through a practical controlled assessment and practical skills will be assessed through the written papers, accounting for 15% of the available marks. The exams will consist of a mixture of question styles, including multiple-choice, short answer, calculations and extended response questions.

Key differences between Combined and Separate Sciences

The Biology, Chemistry and Physics topics are made up of key topics that all students (both those on the Combined Sciences and Separate Sciences route) will study. Those studying Separate Sciences will study additional areas within each topic. To see the full specification for GCSE Combined and Separate Sciences, please visit the EDEXCEL website at qualifications.pearson.com

Where will it lead to?

Separate Sciences are a fantastic way for a highly motivated and enquiring Science student to expand their knowledge of the three sciences. Any student considering a career in the medical, engineering, veterinary or scientific profession is encouraged to have strong science qualifications for entry into these fields. More information on the science qualifications is available from the Science department.

Combined Science specification

Biology specification

Chemistry specification

Physics specifcation

GCSE OPTIONS

Textiles

Course specification: OCR J174

Students should demonstrate an expressive, decorative or functional response through the use of fabrics dyes and fibres. Candidates explore a range of techniques and processes. Students are required to work in one or more area/s of Textile Design such as: Constructed textiles; Digital textiles; dyed fabrics; printed fabrics; fashion design; installed textiles; soft furnishings; stitched and/or embellished textiles.

Students will have the benefit of trips to UK galleries, museums and places of interest as part of the curriculum. In Year 10 there is an overseas trip, for example to Barcelona or Paris, and a trip to the Harrogate Knit and Stitch Fair. In Year 11 the pupils visit London to do the primary research for component two, the set task.

How will I be assessed?

Students are required to complete two mandatory units of work:

Unit 1 - A114 Portfolio – a portfolio of coursework produced over 15 -18 weeks and developed from a specific starting point. This body of work forms 60% of the total marks and should show exploration, research and demonstrate the use of a range of techniques and skills.

Unit 2 - A124 - Set task – which comprises 6 weeks of preparation and a 10-hour exam and forms 40% of the total marks. Students select one question from an early-release exam paper to which they produce a personal response. For more details see Mrs Pearson in the Art Dept.

There is an exam in the Summer term for Year 10 and a mock exam in Michaelmas term for Year 11. The two GCSE units are internally marked and externally moderated by the Examining Board.

Where will it lead to?

The study of Textiles can help you develop transferable skills that you can take to any career or job. It will help your research skills, the ability to work independently and the aptitude to share ideas visually and verbally.

Post 16 - You could go on to take a higher qualification in Textiles and Design such as A Level or BTEC.

Post 18 - Ultimately you may wish to go on to careers in such fields as fashion design, fashion buying or merchandising, textile design and/or technologies, surface design, interior design, applied arts or education.

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