



HEDINGHAM SCHOOL & SIXTH FORM

READY RESPECT SAFE

KEY STAGE 4 CURRICULUM

2023 - 2024

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Introduction

This booklet is intended to be a guide for you while you are selecting courses to study over the next two years. It contains advice about how to make choices and descriptions of courses offered. It is not the only help available. In school your tutors, subject teachers and senior staff will all offer you advice and guidance, but it is also very important that you discuss your choices with your parents.

There are **Core Subjects** that everyone must do. These are essential areas of learning for all young people as they develop vital skills and understanding. They provide an academic **core** to your curriculum.

At Hedingham there is also a wide range of subjects on offer from which you will make choices. We will be providing guidance because it is important for all young people to study a balanced set of courses. This allows you the opportunity to make choices later about your career or educational future beyond Year 11. Each subject area makes a particular contribution to learning and understanding. They allow you and other students to follow different pathways for learning.

There is a wide range of academic courses, with some vocational courses. Most courses lead to GCSE but some are BTEC courses which help students to explore a particular area of the world of work and have a higher coursework element.

RE, Citizenship, Computing and other aspects of Personal Development are delivered through the wider curriculum. They may occur on all or part of a school day in place of the usual timetabled lessons. Students also have a comprehensive tutorial programme which covers these areas.

Every effort will be made to ensure that you will be able to study the subjects you select, but this may not always be possible. You must list your chosen courses in your order of preference. Place at number one the course you most want to do, then your second favourite choice, and so on. Where there is a problem it will be discussed with you and your family before any final decision is made.

It is also possible that subjects will be withdrawn if not enough students choose them.

Studying a balanced set of courses means that there are many possible choices to be made at 16. The courses you select for Year 10 have been planned so that they may be developed further in our extensive Sixth Form programme. You may also decide to go onto college or some other form of training or further education.

Week Beginning Monday 6 March 2023

Presentation to students via Year 9 Assembly
Choices Booklet published on Website and on the Year 9 Guided Choice Team

Week Beginning Monday 6 March 2023

Support through morning tutorial sessions with tutors available for Q&A

Wednesday 22 March 2022 5.30pm – 6.30pm

Parents Guided Choice Information Evening

Thursday 23 March 2023

Year 9 Parents' Evening (Virtual)

Monday 27 March 2023

Year 9 Guided Choice Form available through Microsoft Teams

Friday 28 April 2023

Deadline for submitted Guided Choices

The Key Stage 4 Curriculum

All students in Year 10 will follow a core curriculum at Hedingham School which will provide them with the necessary skills for their future lives and next steps.

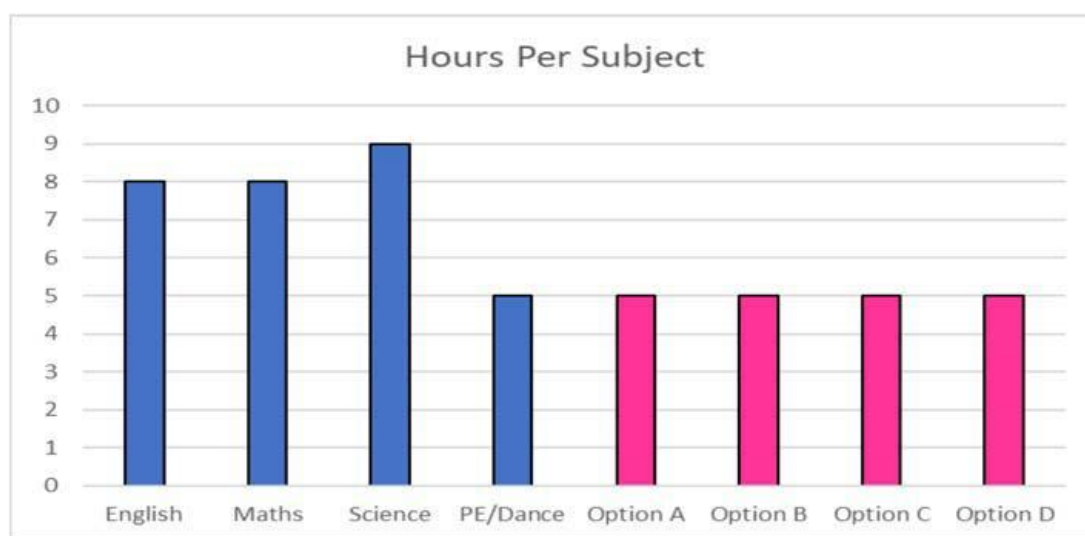
Core Subjects

Subject	Teaching Hours Every Two Weeks	Summary Information
English	8	All students will study for two GCSE's in English. (English Language and English Literature)
Maths	8	All students will study for a GCSE in Mathematics.
Science	9	All students will study for two GCSE's in Science. Some students will choose to study Triple Science as an additional subject from Options Choice 2,3 or 4.
PE or Dance	5	All students will study for a BTEC in either Dance or Physical Education.

Option Subjects

Students will then be offered the opportunity to study a further four subjects from the following option blocks (see next page for guidance).

Option	Choices
1	History, Geography, French or Computer Science.
2,3,4	Art, Business Studies, Child Development, Computer Science, Drama, Food Preparation and Nutrition, Geography, History, Media Studies, Music, Philosophy and Ethics, Triple Science, DT (one of, Graphic Design, Textile Design, Three Dimensional Design)



How to Make Your Selection and Complete the Guided Choice Selection Form

Once you have made your decisions about your options, you need to complete the online Guided Choice Selection Form. This is available through the Guided Choice Teams page. This form will go live from Monday 27 March 2023 to give you some time thinking time before making your choices.

Key Points - The Core Curriculum

All students must study the following core subjects:

English language and English Literature

Mathematics

Combined Science (with the option to study Triple Science as an extra separate Science as Option Choice 2, 3 or 4) therefore you do not need to opt for these on your selection form.

PE- your Physical Education course that you follow in your core curriculum will be decided by your PE teacher based on their knowledge of your strengths and interests. If you have a particular preference on BTEC Sport or BTEC Dance, you can verbally give this information. They will inform you before the end of Year 9 which route you will follow. If you wish to change at this point you are able to.

There is no need to make a selection on your guided choice selection form for PE.

Option Choice 1

This option block completes your core academic foundation of your curriculum.

For Option Choice 1, students select only **one** of the following:

- Computer Science
- French
- Geography
- History

These are all listed on the Guided Choice Selection form.

If students wish to study a language (French), it must be made in Option Choice 1. All other subjects in Option Choice 1 are also available in Option Choices 2, 3 or 4.

Option Choice 2, 3 and 4

Students have an open choice of 3 subjects listed in these blocks. Option Choices 2, 3 and 4 should be selected in the order the student most wishes to study the subject i.e.

- Option Choice 2- second choice
- Option Choice 3 - third choice
- Option Choice 4 – fourth choice

Students also require 2 reserve options from this block.

These will be used if your selected option choices are not available.

Your Guided Choice Selection Form must be completed by Friday 28 April 2023.

How to Make Your Decisions!

WHAT TO DO!

Discuss all your decisions with your teachers and family.

This will help you make the right decision for **you**.

Choose subjects that you are interested in.

You have two years of study ahead of you and it will be hard to motivate yourself if you do not enjoy the work.

If you know what you want to do when you leave school, make sure you check to see if there are any particular qualifications you need.

You do not want to find out in two years time, that you should have taken a certain subject!

If you are not sure what you want to do - don't worry.

Lots of people don't know at your age.

The guidelines are there to make sure you take a balanced range of subjects, so that no doors will be closed to you in the future.

WHAT NOT TO DO!

Do not make a decision until you have all the facts.

You have over three weeks to discuss your choices, think about them and make up your mind carefully.

Do not choose a subject just because your friend is doing it!

Think about what **you** want to do.

Do not take/not take a subject because you like or dislike the teacher.

The chances are that you might not have them next year.

Key Stage 4 Curriculum Overview 2023 - 2024

8 lessons per fortnight	8 lessons per fortnight	9 lessons per fortnight	5 lessons per fortnight (1 of the below)	Guided Choices Option 1 5 lessons per fortnight (1 of the below)	Guided Choices Option 2, 3 and 4 5 lessons per fortnight (3 of the below)
English	Maths	Science	PE Dance	History Geography Computer Science French	Art Business Studies Child Development Computer Science Drama Information technology Food Preparation and Nutrition Geography History Media Studies Music Philosophy and Ethics Triple Science Design Technology (Graphics, Textiles or Three-Dimensional Design)

Core Curriculum

Guided Choices 1, 2, 3 and 4

KEY STAGE 4 CURRICULUM

Please Note:

The Government has promoted the idea of an English Baccalaureate (EBACC), where students follow a programme at GCSE in:

English

Maths

Two Sciences

History or Geography

French

The EBACC is not a qualification in itself, rather it is a recognition of student achievement across a specific group of academic subjects.

The subjects included in the EBACC are referred to as Facilitating Subjects, in that they provide a strong foundation for A Level study and are regarded highly by Russell Group Universities.

Students might decide that this suggested academic route is one that they wish to follow and they may construct their options accordingly. However, it is important to emphasise that this route will not suit the needs of all students.

Core Subjects

Everyone must study:

English

Mathematics

Science

PE

(Cambridge National Sport Studies or BTEC Dance)

English Language and English Literature

WHY STUDY ENGLISH LANGUAGE AND ENGLISH LITERATURE?

Studying English Language and English Literature provides students with the opportunity to extend their understanding of the need to communicate successfully in an increasingly media-orientated world and increases awareness of the world around them. Exploring and analysing the language of communication is an exciting part of the English Language GCSE. Participating in speaking and listening activities which builds students' confidence, is an integral part of the English GCSE.

ASSESSMENT OBJECTIVES

English Language investigates how writers use narrative and descriptive techniques to engage readers as well as exploring how different writers present similar topics over time.

English Literature provides the opportunity to develop critical reading skills through the study of poetry, plays and a nineteenth century novel.

You will be assessed through the use of regular mock exams, with the final external examinations for Literature and Language in the summer term of Year 11.

Element of the course: English Language	Mark
English Language Examination	100%

Element of the course: English Literature	Mark
English Literature Examination	100%

THE RANGE OF ENGLISH GCSES AVAILABLE

The course is separated into two elements: English Language & English Literature

Students will study both English Language and English Literature as two-year courses, which are assessed by an external examination.

For students who enjoy English and are likely to pursue English 'A' levels, studying English Language and Literature courses will furnish them with additional knowledge, understanding and skills that will prepare them for further studies of either English Language or English Literature at 'A' level.

For further details of this course please see **Ms Barker**, Leader of English, or any member of the English department.

WHY STUDY MATHEMATICS?

GCSE Mathematics covers many of the basic skills you will require throughout your life. Consequently it is a compulsory subject for all students in Years 10 and 11. You will employ many of the skills learnt in GCSE Mathematics in other subjects that you study, for example in Science you may be asked to use Formulae and Solve Equations, in Geography you will be required to read charts and diagrams and use statistics, in Design & Technology you may need to use measures and make scale drawings. The majority of College and Sixth Form courses require GCSE Maths as an entry requirement, as will many jobs and career paths.

WHAT WILL THE COURSE INVOLVE?

GCSE Mathematics covers a wide range of basic Mathematical knowledge and skills, grouped into six key areas:

Number
Algebra
Ratio and Proportion
Geometry
Probability
Statistics

Whilst studying Mathematics you will be expected to:

Use Mathematical skills and knowledge to solve problems.

Implement logic and reason to solve problems.

Break down problems into small steps in order to solve them.

Rely on the Mathematics that you learn to solve problems that might happen in real life.

Learn how to use a calculator to solve problems quickly and effectively.

HOW WILL I BE ASSESSED?

The assessment process will consist of three written examinations, which will include one non-calculator and two calculator papers.

WHAT CAN I DO NEXT WITH MATHEMATICS?

GCSE Mathematics is an important foundation for many of the avenues you may choose to take when considering employment or further education, Mathematics is also a requirement for many University courses. If you receive a high grade at GCSE level, you may even decide to take Mathematics A level or Core Maths in the future.

For further details of this course please see **Mrs Woodley**, Leader of Maths, or any member of the Mathematics department.

WHY STUDY SCIENCE?

Studying Science provides students with a knowledge and understanding of the natural world, the skills of Investigation and Experimentation with an appreciation of the importance of Science to individuals and society. Science GCSEs provide insight and experience into how Science works, stimulating learners' curiosity and encouraging them to recognise and engage with Science in their everyday lives. This provides them with the opportunity to make informed decisions about the possibility of further study or career options.

ASSESSMENT OBJECTIVES

The Science courses are all assessed by 100% examination time.

There is no Controlled Assessment or Coursework Element.

There is now an increased mathematical requirement in the course

Core practical activities are assessed throughout the examination.

Question papers are targeted at either Foundation or Higher tiers.

THE RANGE OF SCIENCE GCSES AVAILABLE

Most students in Years 10 and 11 will study 9 periods of Science throughout a two-week timetable. The majority of students will complete a course in Combined Science (GCSE 9-1) which equates to 2 GCSEs and will study all three Science subjects: Biology, Chemistry and Physics. Alternatively, more able students who attain a specific level for their end of Key Stage 3 Science and Mathematics Tests may choose to spend a further 5 periods throughout a two week timetable following a two year course in the separate Sciences, known as the triple option (Biology, Chemistry and Physics) as a 'Guided Choice'. This will result in attaining 3 GCSEs.

The most appropriate programme for the majority of students will comprise of the Combined Science (9-1). This choice is sufficient preparation for those students who may decide to study one or more Science A levels, provided they attain the required level and will allow entry to the Applied Science (Cambridge Technical Qualification) at Key Stage 5.

For students who enjoy Science and are more likely to pursue Science 'A' levels, studying the separate Sciences will provide further opportunities to develop their interest and enthusiasm for Science as well as furnish them with additional knowledge, understanding and skills that will prepare them for the study of Science at 'A' level.

For further details regarding Combined Science (GCSE 9-1) or Separate Sciences please take a look at: www.edexcel.com

For further details of the course please see **Dr Finn**, Leader of Science, or any other member of the Science department.

WHY STUDY PHYSICAL EDUCATION?

All students will follow an accredited course within their KS4 programme. The course will be an extension of the work that students will have already been studying in KS3. With this in mind, there will be no student option process. Through a comprehensive assessment process during KS3, we are in a position to identify the appropriate course for individuals to follow in KS4, both achievement and student enjoyment being central to this decision.

We will endeavour to guide students towards appropriate accredited courses that will support their individualised needs, as well as continue to motivate and enthuse students towards practical activity. They will follow a balanced and varied programme of team and individual sports.

All students will study either Sport Studies or BTEC Dance. The details of each of these courses are included below.

OCR Cambridge National in Sport Studies Level 1/2

WHAT WILL THE COURSE INVOLVE?

During the course, students will learn about the many facets of the sports sector as well as experiencing different roles within practical sport (such as performers, leaders, officials and coaches). In addition students will have the opportunity to further their skills in a range of individual and team sports.

The units students will study are:

Sport and the Media
Leading Sporting Activities
Practical Sports Performance
Contemporary Issues in Sport

Each of these units have elements that are delivered within the classroom however any opportunity to deliver a part of the course within a practical lesson will be utilised.

HOW WILL I BE ASSESSED?

In addition to an exam in Contemporary Issues, students are assessed by a number of coursework assignments that are completed within each of the three additional units. Students have to gather a range of evidence to complete these assignments. Deadlines are set regularly for each task and it is expected that these timescales are met.

THINGS TO CONSIDER:

The Vocational qualification still allows students to participate practically within sport but will be assessed through coursework projects, which consist of examples of activities completed within PE lessons and is equivalent to one GCSE.

WHAT CAN I DO NEXT WITH PE?

The BTEC course provides a wide range of knowledge and skills which act as an excellent foundation to an employment environment. Alternatively, the qualification can be used as a base for progression towards further education qualifications.

For further details of this course please see **Mr Sergeant**, Leader of PE, or any other member of the PE department.

WHAT WILL THE COURSE INVOLVE?

The BTEC Level 2 Technical Award in Performing Arts (Dance) allows students to develop both their theoretical and practical knowledge of dance through vocational contexts. Students will develop key skills such as:

- Reproducing repertoire from professional dance works.
- Responding to a stimulus.
- Exploring ideas, and creating and developing dances for performance.
- Performance attitudes, that are considered most important in dance, including personal management and communication.
- Increased knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

Students will study three components over the next two years:

Component 1 – Exploring the Performing Arts

Students will develop a practical understanding of how performing arts work is created. Students will investigate different performing arts work covering stylistic qualities, features, intentions and purpose of the work. Students will also cover the skills and responsibilities required and the influences of other work. Finally, the unit will require students to actively explore the techniques, processes and approaches used in the creation of professional work studied.

Component 2 – Developing Skills and Techniques in the Performing Arts

Students are expected to take part in regular workshops and classes to develop technical, practical and interpretative skills through the rehearsal and performance process. Students will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Reflective practice is essential to develop their skills and techniques, and will take place regularly as students are required to respond to feedback and identify areas for improvement using logbooks.

Component 3 – Responding to a Brief

In this component, students will have the opportunity to respond to a brief set by the examination board. The brief will outline the performance requirements and asks students to consider a target audience and to start the creative process by using the stimulus included in the brief. Working as a group, students will develop ideas for a workshop performance in front of a live audience, applying performance skills and techniques.

WHAT CAN I DO NEXT WITH BTEC DANCE?

The BTEC dance course allows students to acquire knowledge and skills which acts as an excellent foundation to an employment environment. The qualification can contribute to a students' overall GCSE score to progress to further education such as A Levels or Level 3 programmes.

WHY STUDY DANCE?

Taking BTEC dance gives students the opportunity to work both collaboratively and independently, it develops student's creativity, problem solving, skills, artistry as performers, confidence, and ability to collaborate with others. In order to enjoy the course, you must have enjoyed lessons in lower school, and you must be prepared to perform and be filmed for assessment purposes.

For further details of this course please see **Mrs Murton**, Leader of Dance. or **Miss Harris**, Dance Teacher.

Students have the opportunity to personalise the academic “core” of their curriculum by selecting one of the following options. These options (other than French) are also available in Blocks B, C and D if you wish to do more than one of them.

Computer Science

Geography

History

**Modern Foreign Languages
(French)**

WHY SHOULD I STUDY COMPUTER SCIENCE?

Do you want to learn how to program using the most popular/widely used programming language on the planet? Do you want to know how the internal components of a computer system function? Do you want to know about how information is transferred across the internet? Learn this and so much more when studying GCSE Computer Science.

In GCSE Computer Science you will develop a wide range of skills using Python 3, the programming language used by Google, Instagram, Pinterest, YouTube and many more to create and develop their systems. You will learn how to design and create coded solutions to a variety of problem-solving scenarios including how to rigorously test these programs to check for errors, to strengthen robustness and to ensure validity of data. This will centre around the main programming constructs of Sequence, Selection and Iteration and will include learning about how to create appropriate loops within your programs using WHILE and FOR, creating conditional sections of your programs using IF, ELIF and ELSE, and creating appropriate data structures to store a variety of data inside Arrays, Tuples and Dictionaries.

Alongside the practical programming skills, you will develop your knowledge of a wide range of theoretical elements including: how Binary and Hexadecimal can be used to communicate with computers, how images, sounds and characters can be represented within a computer and how data can be compressed and sent across networks such as the internet. You will also develop your knowledge of the internal components of computer systems, looking at how different hardware connects to one another and how data can be broken down and transferred across different types of networks. With Cyber Security being an ever-growing area of importance in Computer Science, you will also study how hackers attempt to breach security measures and learn of the skills and techniques employed by programmers to help combat these types of threats.

WHAT WILL THE COURSE INVOLVE?

During the Computer Science GCSE, you will cover 8 main areas of study:

1.	Fundamentals of Algorithms	2.	Programming
3.	Fundamentals of Data Representation	4.	Computer systems
5.	Fundamentals of Computer Networks	6.	Cyber Security
7.	Relational Databases and Structured Query Language (SQL)	8.	The Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

HOW WILL I BE ASSESSED?

You will be assessed on your knowledge through two written exam papers, the first lasting 2-hours, the second 1-hour 45 minutes. The exam papers will test your theoretical knowledge as well as your ability to solve computational problems, hand-trace algorithms and to determine how well you are able to apply your computational knowledge to a range of given scenarios. Both exam papers will consist of a mix of multiple choice, short-answer and long-answer questions. On Paper 1 there will also be the opportunity to create written coded solutions to programming problems.

	Paper 1: Computational thinking and problem solving	Paper 2: Written Assessment
Content	Areas of study 1 and 2	Areas of study 3 to 8
Marks	90 marks available	80 marks available
Percentage	50% of final GCSE	50% of final GCSE

THINGS TO CONSIDER:

You should consider GCSE Computer Science if you have a keen interest in learning a programming language, like to work on logical problems and have good math's skills. Programming involves the regular use of math's and it is essential in order to do well in this subject. We also offer A-Level Computer Science, so this is a natural progression route, should you wish to study the subject at Sixth-Form.

For further details of this course please see **Mr Poston**, Leader of Computer Science and Information Technology.

WHY STUDY GEOGRAPHY?

Geography is the spatial science; helping us to understand the world's people, places, environments and the interactions between them – whether at local, national or global scales. Dr Rita Gardner CBE, Director of the Royal Geographical Society (with IBG).

Geography is recognised by the Government as one of the family in English Baccalaureate GCSE subjects. Studying Geography will enable you to understand more about the world in which you live in and the challenges that it faces in the 21st century. It will pair very well with all of your other academic subjects including History, Science or Business Studies. The course will offer the Edexcel B specification. This organises ideas thematically according to place, across three main components. Each component will include a combination of Human and Physical Geography.

HOW WILL I BE ASSESSED?

There will be three examinations at the end of Year 11 and this course is only assessed by a 1½ hour paper exam and will be worth 37.5% of the grade.

Paper 1 - Global Geographical Issues, consisting of three topics.

1. **Hazardous Earth** - the world's climate, climate change, tropical cyclones and tectonic hazards.
2. **Development Dynamics** - the study of global inequalities, economic growth and development in an emerging country .
3. **Challenges of an Urbanising World** - how and why cities change over time, megacities and challenges of population growth.

Paper 2 - UK Geographical Issues, you will study two topics and you will be required to complete field-work in this unit.

There is a requirement to complete two days of fieldwork within this component. The exam will be 1½ hours and worth 37.5% of your grade. It will include questions designed to assess your ability to understand a geographical enquiry process and how to complete fieldwork effectively.

1. **The UK's evolving physical landscape** - geology, coasts and rivers.
2. **The UK's evolving human landscape** - population, economic change, the challenges face by both cities and rural environments.

Paper 3 - People and Environment Issues, three topics to study and develop decision making skills.

This exam will be 1½ hours and worth 25% of your final grade. It will include an extended written answer, asking you to justify a decision.

1. **People and the biosphere** - examining the world's biomes.
2. **Forests under threat** - exploring the threats and management options facing different forest biomes.
3. **Consuming energy resources** - considering our energy needs and how we should meet these in the future.

THINGS TO CONSIDER:

This subject is interesting and relevant but does require a good level of both literacy and numeracy. It provides the opportunity for fieldwork and will complement many other subjects. Looking beyond GCSE this course provides an excellent basis for the Geography A Level course we offer at Hedingham Sixth Form, the Russell Group of universities has selected Geography as one of their preferred 'facilitating' A Level subjects to support an application into degree courses. Geography Graduates experience low levels of graduate unemployment due to the wide variety of skills which Geography develops.

For further details of this course please see **Miss Salmon**, Leader of Geography, or any member of the Geography department.

WHY CHOOSE TO STUDY HISTORY?

There are still many people who believe History to be a dull and boring study of dates, Kings, Queens and Battles. This could not be further from the truth! History is very relevant to every day life because our future is decided by the choices we make today, just as our life now has been shaped by the past! We study History to investigate how and why people throughout the ages lived, what their way of life was like, beliefs and how their attitudes have affected the societies we live in now and what were the moral dilemmas faced by great politicians and ordinary people alike.

WHAT WILL THE COURSE INVOLVE?

We will be studying the Edexcel Specification, it will contain three exams taken at the end of Year 11.

Paper 1 will be based around a Thematic Paper with Historic Environment:

Crime and Punishment in Britain with Whitechapel, c1870-1900: crime, policing and the inner city. This exam is worth 52 marks and is 30% of your overall mark and will be 1 hour and 15 minutes long.

Students will be investigating the nature and changing definitions of criminal activity, the nature of law enforcement and punishment over four different time periods. Each period will contain a case study, for the influence of the church on Crime and Punishment and the treatment of conscientious objectors in the First and Second World War.

The Historic Environment study you will be researching the local area of Whitechapel regarding the organisation of policing and the developments of investigative techniques.

Paper 2 is a Period Study and British Depth Study

The American West c1835-c1895 and Early Elizabethan England 1558-88. This exam is worth 64 marks and is 40% of your overall mark and will last 1 hour and 45 minutes long.

The American West topic focuses on the Plains Indians and their beliefs and way of life, the development of the Plains and how the settlement of the west affected the life of the Plains Indians and conflicts and conquests; the destruction of the Plains Indians way of life.

The Depth Study focuses on Queen Elizabeth, her government and religious issues and the challenges to Queen Elizabeth at home and abroad.

Paper 3 will consist of a Modern Depth Study

The USA, 1954-75; conflict at home and abroad. This exam is worth 52 marks and is 30% of your overall mark this exam will last 1 hour and 20 minutes.

This study is divided into four separate topics. The development of The Civil Rights movement, Protest, Progress and Radicalism, the US involvement in the Vietnam War, Reactions to and the end of US involvement in Vietnam.

THINGS TO CONSIDER:

History develops a wide range of skills that can be useful in many areas of employment and also at university. For example you will learn to analyse a range of historical sources to independently research information, to record your findings in a concise manner and to draw your own conclusions supported by evidence. All of these will be useful when completing a dissertation or research project at university, in areas of education, law, medicine, psychology, journalism, administration, museums, local councils, publishing or even the police force. Students do not just look at past events, they also look at how the consequences of the events affect communities and the future.

For further details of this course please see **Miss Wallis**, Leader of History, or any member of the History department.

WHY STUDY MODERN FOREIGN LANGUAGES?

In the current climate, more and more employers are looking for people with international perspectives. Adding a Language to any CV is a key indicator of how willing and prepared we are to operate in an increasingly multilingual world.

Not only this, but learning and experiencing a Foreign Language is also about developing a better appreciation of different cultures and sensitivities. It promotes social cohesion, multicultural understanding and cooperation. These skills are vital to the UK's future in a Brexit climate.

Adding a Language to your CV will give you a competitive edge in any job application as well as adding valuable additional dimensions to life skills if considering University entrance.

WHAT WILL THE COURSE INVOLVE?

Through the different topics seen, students will develop the ability to understand and use the language in such a way that it is possible to communicate effectively with other Europeans either abroad or in our country, whom you may meet socially or through employment.

Students will have covered a third of the course at the end of Y9, which will give them more time in KS4 for exam practice.

The topics are divided into three themes:

1. Identity and culture

Me, my family and friends

Technology in everyday life (covered in Y9)

Free-time activities (covered in Y9)

Customs and festivals in French-speaking countries and communities (covered in Y9)

2. Local, national, international and global areas of interest

Home, town, neighbourhood and region

Social issues

Global issues

Travel and tourism (covered in Y9)

3. Current and future study and employment

My studies

Life at school/college

Education post-16

Jobs, career choices and ambitions

HOW WILL I BE ASSESSED?

Students will sit 3 papers (Listening, Reading and Writing) and have a speaking exam (conducted by their class teacher) at the end of Y11. All papers are worth 25% of the final mark.

Students can be entered either for Foundation or Higher tier.

For further details of the course please see **Miss Dezert**, Leader of Modern Foreign Languages, or any other member of the Modern Foreign Languages department.

Guided Choice Course Details

Option Blocks 2, 3 and 4

You may choose **three** further subjects from the box below.

Think seriously about which subjects will help you in your future adult and working life. Consider the idea of Entitlement – continuing to study an Arts subject, a Design and Technology subject, a Humanity, a Modern Foreign Language and Information Communication Technology.

Guided Choices:

Art	Business Studies	Child Development
Computer Science	Information Technology	Drama
Food Preparation and Nutrition	Geography	History
Media Studies	Music	Philosophy and Ethics
Separate (Triple) Science		
Design Technology: You can only choose one from the below		
Graphic Design	Textile Design	Three-Dimensional Design

You can only choose **one** Design and Technology subject from: Graphic Design, Textile Design and Three-Dimensional Design.

Food Preparation & Nutrition is a separate option and can be taken alongside any of the above courses.

Certain students will be invited to take part in a Skills course instead of 1 choice to help them cope with the pressure of GCSE courses. These students will be contacted on an individual basis.

You must list your chosen courses in order of preference. Place at Number 1 the course you most want to do, then your second favourite and so on.

WHY STUDY ART & DESIGN FINE ART?

For those who are passionate about Art, a GCSE Fine Art is a rewarding and exciting course, where you will be encouraged to investigate Artists' work, experiment with different drawing medias and create final pieces which explore different ways of making in depth. Through intensive study at GCSE, you will see your technical skills progress, and many of our students choose to pursue further courses of study in Art after their GCSE. A Fine Art GCSE demonstrates skills in making, problem solving and visual literacy which are key skills for working in the Creative Industries.

WHAT WILL THE COURSE INVOLVE?

The Fine Art GCSE has a strong focus on drawing skills and you will develop your drawing and making techniques throughout the course. GCSE Fine Art is a coursework subject. Each lesson and homework counts towards your qualification, as you create evidence to support your grade against each of the Assessment Objectives (AO1 Art History; AO2 Developing & Experimenting with Ideas; AO3 Drawing and Written Recording; AO4 Final Pieces).

Year 10

Coursework Unit 1: Still Life

There are different Still Life themes every year, and students produce a sketchbook and final pieces in response to this theme. The Autumn term's focus is on AO3, exploring drawing skills in a variety of media and understanding the importance of high-quality sketchbooks. In the second half term we begin to investigate relevant Still Life artists and then develop final portfolio pieces in the style of those artists, meeting AO1 and AO2. The AO4 Portfolio pieces for the Still Life project may include: A Ceramic Tile, a Batik, Lino Prints, a Painting and an Oil Pastel Drawing. These pieces are paced throughout the Autumn and Spring terms.

Coursework Unit 2: Landscape

The Summer Term in Year 10 consists of a GCSE Mock Exam, exploring the theme 'Special Places'. Students have an eight-week preparatory period to produce a sketchbook (covering AO1-3) exploring the exam theme and investigated artist in a variety of medias. This is done during lesson time and homework. At the end of the preparatory period, there is a five-hour practical exam, where students make an AO4 final piece responding to their investigation. This unit is assessed and then is entered as coursework.

Year 11

Coursework Unit 3: Figure

The third coursework project is 'Finding the Figure'. Students investigate two artists whose work is concerned with the human figure and produce drawings and develop ideas for final pieces in a sketchbook covering AO1-3. The AO4 Portfolio pieces produced include intaglio prints, mixed media drawings and a clay sculpture.

Externally Set Task (Exam)

The Spring Term of year 11 consists of the GCSE Exam (Externally Set Task). The exam paper is released in January, and students have 8 weeks of lesson time and homework to produce a preparatory sketchbook responding to their chosen theme, covering AO1-3. At the end of the preparatory period, students undertake a ten-hour Practical Exam where they make their AO4 Final Piece.

HOW WILL I BE ASSESSED?

You will study OCR GCSE Art & Design Fine Art. Your qualification is assessed as Coursework Portfolio 60% and Externally Set Task 40%, equating to 100%. Sketchbooks are formatively marked throughout the year and homework is set weekly during the course. All work is marked using GCSE levels, with written targets and development advice every two weeks for sketchbooks.

Final assessment of the Externally Set Task is done at the end of the Exam period and the Coursework Portfolio at the end of the course. These combined marks are then submitted to the Exam Board for moderation.

THINGS TO CONSIDER:

Doing Fine Art at GCSE is incredibly rewarding, and you should see your skills in making improve over the course. However, you will need to be prepared to work hard!

As a coursework subject, putting in maximum effort is crucial because 90% of your Fine Art GCSE is done in lessons and at home, with only 10% completed as a practical exam. There is a minimum expectation of you spending 1.5-2 hours per week on your homework, and the Art Studios are open at lunchtime and afterschool to support you with this.

You can access all the required Art resources and equipment by attending lunchtime homework clubs, but you may want to purchase your own Art equipment for working at home.

For further details of this course please see **Mr Nancarrow**, Leader of Art, or any member of the Art Department.

WHY STUDY BUSINESS STUDIES?

No matter what you do in life you will work for a business of some description, be it your own or someone else's! Studying a GCSE in Business Studies, will provide you with a unique insight into the world of work.

WHAT WILL THE COURSE INVOLVE?

Throughout the study, you will discover how businesses operate and learn about their key elements and essential Business functions. You will gain Business knowledge, understanding and skills, looking into current events in Local, National and Global contexts. You will also look at how to run a small business, including employees, marketing, production and finance. Students will also consider Business ethics and the impact a Business makes on the environment. You will develop independently and will be encouraged to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgments.

This course prepares students for further study in Business and Business-related subjects, including A-level Business Studies, CTEC Business, and beyond. If you are a budding entrepreneur or looking to be successful in the future then this is the course for you.

HOW WILL I BE ASSESSED?

The Business Studies Exam Board is OCR and will consist of two units:

Content Overview	Assessment Overview	
Business Activity Marketing People	Business 1: 80 Marks 1 Hour 30 Minutes Section A: Multiple choice questions. Section B: Short, medium and extended response style questions which use stimulus material that draws on real Business contexts.	50% of the total GCSE
Operations Finance Influences on business The interdependent nature of business	Business 2: 80 Marks 1 hour 30 minutes Section A: Multiple choice questions. Section B: Short, medium and extended response style questions which use stimulus material that draws on real business contexts.	50% of the total GCSE

For further details of this course please see **Mr Illingworth**, Leader of Business Studies.

WHY STUDY CHILD DEVELOPMENT?

This qualification will allow students to develop applied knowledge and practical skills in child development. It is structured with both practical and theoretical elements, which will prepare students for further qualifications within the Child Care sector including, Health and Social Care, Psychology, Sociology and Biology. In the UK about 3 million people work in the Health and Social Care sector with a large proportion of those working directly with children or in a child based setting. The Child Care industry is rapidly growing in the UK and this course will provide a stimulating and rewarding career for anyone who chooses it.

WHAT WILL CHILD DEVELOPMENT INVOLVE?

All students will study three mandatory topics:

Health and Well-being for Child Development

This unit underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in Child Development, reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

Create a safe environment and understand nutritional needs for children from birth to five years

In this unit, students will gain knowledge of the equipment required for babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices, students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

Development norms of a child from one to five years

Students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of and skills in, developing activities to observe development norms in children up to the age of five. This topic will also include researching, planning and carrying out activities with a child, observing and evaluating the activities, as well as comparing the child to the expected development norms.

HOW WILL I BE ASSESSED?

Unit 1 is assessed by an externally set exam at the end of year 1. Units 2 and 3 are assessed through is coursework, which is completed throughout the two years and assessed externally by the OCR examination board.

WHAT CAN I DO AFTER I HAVE A GCSE IN CHILD DEVELOPMENT?

Knowledge and experience gained in this qualification will be a great asset for further studies in Health and Social Care, Psychology, Sociology, PHSE, Biology and other Child Development avenues. Evaluation skills are also developed, which will be useful in further studies in many other areas of study. Researching, planning, observing and evaluating skills will support many further studies, as these are transferable skills and can be applied to many subject areas or career paths.

For further details of this course please see **Mr Batch**, Leader of Vocational Education.

Information Technology

WHY SHOULD I STUDY INFORMATION TECHNOLOGY?

Do you want to expand your knowledge of the digital world and build your skills across a variety of digital content? Do you want to learn about the different systems and tools businesses and organisations use on a daily business to handle areas such as finance, payroll and stock management? Do you want to learn about how information can be communicated with customers through various advancing technologies including web communication tools and augmented reality? If so, this could be the course for you! This course is designed to teach a range of theoretical and practical IT skills, ranging from the manipulation of data sets, user interface design, digital communication tools and techniques e.g. social media, instant messaging services, augmented reality applications, the structure of the internet and much more.

Alongside technology being utilised in across most workplaces, organisations and businesses, the UK also has a thriving technology sector and constantly needs new talent to join an ever-expanding industry. In 2021 there were over 80 UK based technology companies with a market capital of over £1 Billion, alongside technology jobs providing annual salaries over 50% higher than the national average wage. The UK is leading the charge and becoming a major global player in the technology industry and it needs young, creative, talented young people with the right skills to come and join the industry at a time of great expansion. Not only is there a huge gap in the technology job market for people with the right skills, most non-technology related employers still require staff with the right computer knowledge and skills for the 21st century workplace.

WHAT DOES THE COURSE INVOLVE?

During this course you will study three units. The examination unit will be studied over the course of Year 10 and Year 11. The two coursework units will be split with one unit being completed in Year 10 and the other in Year 11.

Unit	Assessment Type	No. of Topic Areas	Topic Areas
R050: IT in the Digital World	Exam	6	Tools, Human Computer Interface (HCI), Data and Testing, Cyber Security and Legislation, Digital Communications and Internet of Everything (IoE)
R060: Data Manipulation using Spreadsheets	Coursework	4	Planning/Designing, Creating, Testing and Evaluating a Spreadsheet Solution
R070: Using Augmented Reality to Present Information	Coursework	4	Augmented Reality (AR) then Designing, Creating and Testing/Reviewing an Augmented Reality (AR) Model Prototype

HOW WILL I BE ASSESSED?

Unit(s)	Assessment Method
R050: IT in the Digital World	The unit will be assessed through a 1 hour 30-minute written examination worth a total of 70 marks. This will include a variety of closed response, multiple choice, short response and medium and extended response questions.
R060: Data Manipulation using Spreadsheets and R070: Using Augmented Reality to Present Information	Both of these units will be assessed using an OCR-set assignment. Students will carry out all of the required learning and will then be presented with an assignment with specific tasks they are required to complete in the given 12-hour timeframe. This coursework is then externally moderated by OCR.

THINGS TO CONSIDER:

You should consider studying the Cambridge National in Information Technology if you are keen to learn a variety of new IT skills which can be utilised across the rest of your curriculum or in future educational settings and/or workplaces. You should be keen to spend time learning new software packages and developing your existing skills further. You will be required to produce a variety of different documentation as part of the course, so it is important to demonstrate good written English skills. If you are interested in continuing to study an IT related subject in Sixth Form/College, we offer the T-Level Digital Business Services course at our Sixth-Form, which is a suitable follow on from this course.

For further details of this course, please see **Mr Poston**, Leader of Computer Science and Information Technology.

WHY STUDY DRAMA?

Drama is the ideal subject for a student if they enjoy working with others, have a creative imagination and a keen interest in Theatre or Performing Arts. Drama builds confidence, improves communication skills and allows you to be imaginative and creative. Like all the Arts, Drama helps us to understand and make sense of the world.

GCSE Drama is not just for students who wish to pursue a career in the Arts, throughout the course you will enhance your confidence, communication, presentation, problem -solving, collaborative and leadership skills, all of which are transferable and valuable to any type of career path or further study.

WHAT DOES THE COURSE INVOLVE?

COMPONENT 1 - Understanding Drama 40%

Study of one set play - Blood Brothers.

This is explored through both practical and written approaches.

Review of a live theatre performance.

COMPONENT 2 - Devising Drama 40%

Creating your own work based on a stimulus/theme of your choice.

Performance of the work created.

Evaluation of the work created.

COMPONENT 3 - Texts in practice 20%

Performance of two scripted extracts - these are chosen according to the students' preference and skill.

HOW WILL I BE ASSESSED?

Written exam 1hr 45 minutes.

Devising log and performance assessed by a teacher, moderated by the Exam Board.

Performances to visiting examiner.

AREAS OF STUDY

Characteristics of performance texts and dramatic works.

Social, cultural and historical contexts.

Drama and Theatre terminology and how to use it appropriately.

Roles and responsibilities of Theatre makers in contemporary professional practice.

Interpreting a text for a performance.

Analysis of a live Theatre performance.

Create and develop ideas to communicate meaning within a devised performance.

THINGS TO CONSIDER:

In order to enjoy the course, students must have enjoyed Drama in lower school, or have been part of Drama/Performance groups outside of school. The student should be keen to attend visits to the Theatre organised by the Drama department and will see a variety of plays. Whilst students do not need to be a natural performer, it is important that students should be committed to developing their performing skills. Students will be expected to rehearse outside of timetabled lessons in the lead up to assessments. You will also be required to give permission to be filmed for assessment purposes.

For further details of this course please see **Mrs Murton**, Leader of Drama.

Food Preparation and Nutrition

WHY STUDY FOOD PREPARATION & NUTRITION?

Students that choose to study Food, will have the opportunity to identify and solve real problems by designing and making products, in a wide range of contexts relating to various scenarios.

There will be the opportunity to analyse and evaluate situations, design and create products, then appraise them.

Students will carry out activities related to industrial practices when designing and creating products.

A knowledge of nutritional needs, food choices, hygiene and safe working practices are developed throughout the entire course.

WHAT WILL FOOD PREPARATION & NUTRITION INVOLVE?

In Year 10 student's will complete a variety of tasks in preparation for Year 11.

In Year 11 student's will complete additional coursework which will include practical tasks and experiments.

HOW WILL I BE ASSESSED?

Students will be expected to provide **all** the ingredients for practical tasks. Ingredients will be required at least once a week throughout this course.

Coursework a total of 50%	Food Investigation - 15%
	Food Preparation Assessment - 35%
Terminal Examination a total of 50%	Single Tier (1 hr 30 minutes)

For further details of this course please see **Miss Powell**, Teacher of Design and Technology.

WHY STUDY MEDIA STUDIES?

Media products and platforms dominate our daily lives, so it is important to understand the processes and the influence they can have over us.

Studying Media not only gives you an insight into the industry and the ever- changing world around us, but also improves analytical skills, writing skills, creativity, confidence, and the ability to form an argument.

WHAT WILL THE COURSE INVOLVE?

Students will examine a range of Media products looking at:

1. Media Language (how the Media communicates to an audience)
2. Representation (how people, places and groups are represented)
3. Industry (who owns, funds and regulates the Media)
4. Audience (who uses a product and why?)

These products include:

Music Videos
Magazines
TV Sitcoms

Online Media
Advertising
Radio Dramas

Newspapers
Video Games
Film Marketing

In each topic, it will be required to complete analytical written tasks to demonstrate your understanding of the Media, as well as complete creative, practical tasks to put this understanding into practice. Students will develop skills in industry-standard design software such as Adobe InDesign and Adobe Photoshop whilst doing so.

HOW WILL I BE ASSESSED?

Component 1 - Written Exam	
Exploring the Media - Case studies of 10 Media products across different platforms	40%
Component 2 - Written Exam	
Television Sitcoms- <i>Friends and Modern Family</i> Music Videos & Online Presence - <i>Taylor Swift & Justin Bieber</i>	30%
Component 3 - Coursework	
Creating a film marketing campaign including planning and production.	30%

To do well in Media GCSE, you must be able to express yourself effectively in writing.

WHAT CAN I DO NEXT WITH A MEDIA GCSE?

2022 figures suggest that nearly 10% of all UK job roles are related to the creative industries. Those who study Media open the doors to a number of different career paths, ranging from the Film & TV Industry, to transferrable skills that would be beneficial to any career choice.

For further details of this course please see **Miss Hodgson**, Leader of Media and Photography or **Mr Hyde**.

WHY STUDY MUSIC?

Music is open to everyone entering Year 10. Music focuses on Performing, Composing and developing an understanding of how music is made.

WHAT WILL THE COURSE INVOLVE?

The course offers opportunities for instrumentalists and singers to further their skills in solo performance and ensemble work, in addition to learning about and using various techniques seen through a range of Musical styles. Students will compose Music in different styles, initially starting on simple building blocks and improving on their work overtime. Lessons are generally split between completing composition coursework and developing their understanding of Music for the exam (end of Year 11), with performance mostly worked on independently or with the peripatetic Music staff. Hedingham School's Music Department have a friendly team of excellent visiting Music teachers; this will include school-funded instrumental lessons weekly, to support performance skills over the duration of the course. In addition to this, we will be continuing the exciting opportunities that previous students have experienced in recent years, such as being involved in trips, workshops and concerts (including the next School Musical- TBC).

HOW WILL I BE ASSESSED?

Unit	Name of Unit	What It Involves	Mark
Unit 1	Performance (Coursework)	Have you ever thought about all of the things that need to happen before a gig or concert? Over the course of this unit, you will explore performance skills and make decisions as you prepare for performance. After a year, your skills are assessed as a solo and ensemble performance.	30%
Unit 2	Composition (Coursework)	Have you ever wondered who writes the music that surrounds us? This unit will require you to develop a portfolio of basic composition ideas, some of which will be developed further and two of which will be completed.	30%
Unit 3	Appraising Music (Externally assessed exam)	What is the formula to the best music in the world? In an hour long exam you will answer a range of questions to show your knowledge of this question. You will spend time learning about the context and construction of different styles of music, such as classical, pop/rock, and film music.	40%

THINGS TO CONSIDER:

GCSE Music is an ideal course for anyone who enjoys music, interested in performing, composing Music and learning about how Music works. Students should be prepared to work hard but also have fun! The course is within a streamlined Music curriculum (with Key Stage 3 having previously been introduced to some of the course's concepts) and there is a pathway progression to A-Level Music and BTEC Level 3 in Music or Performing Arts from Year 12. The course also develops a range of skills, techniques and personal qualities essential for working life, in Music or other career choices.

All students have experienced playing instruments during Key Stage 3 and there is no expectation that you will be required to be of a certain performance level on an instrument, however there must be a desire to want to improve, for example, students will take responsibility for attending the school-funded Music lessons and practicing the instrumental skills in their own time. It will also be expected to perform in front of small audiences from time to time during lessons, including peers and Music teachers.

For further details of this course please see **Mr Cull**, Leader of Music.

Philosophy and Ethics

WHY STUDY PHILOSOPHY AND ETHICS?

Philosophy and Applied Ethics is a GCSE course which offers an exciting and relevant opportunity, for students to consider a response to fundamental questions of life. Students will develop their knowledge of beliefs, values and traditions of Christianity and explore how Christians respond to pertinent moral and Philosophical issues raised by human and religious experience.

WHAT WILL THE COURSE INVOLVE?

Philosophy and Ethics		Christianity Philosophical Beliefs and Practices	Buddhism Philosophic Beliefs and Practices
Life and Death: Origins of the universe and human life, stewardship and value of human life. The Soul, Afterlife, Euthanasia and Abortion.	Relationships: Attitudes about Families, Sexual relationships, Marriage, same Sex Marriage and Equality.	Nature of God, Creation, Jesus Christ, Salvation and the Afterlife. Types of Worship, Baptism and Eucharist, Pilgrimage, the Church in the local community and worldwide.	Life of the Buddha, Dharma, Four noble truths, human personality, Human destiny and Ethical teaching. Buddhist place of worship, Meditation, Devotional practices, Death, Mourning, Festivals and Retreats.
Crime and Punishment: Death Penalty, Aims of punishment and Corporal punishment.	Peace and Conflict: Violence and Weapons of mass destruction.		

HOW WILL I BE ASSESSED?

Students will look at Philosophy and Ethics from the Christian and Buddhist perspective. Over the two years students will follow the AQA course in Religious studies. At the end of Year 11 there will be two exams each lasting 1 hour 45 minutes.

During lesson time students will be involved in a range of activities including discussion, debate, presentations, research and evaluation. The students will need a high level of literacy to cope with the demands of the course.

WHAT CAN YOU DO WITH A GCSE IN PHILOSOPHY AND ETHICS?

The course takes issues which are in the news every day and investigates the issues involved by looking at a variety of belief systems including Christianity, Buddhism, Secular and personal viewpoints.

The course will develop:

In-depth thinking, useful for careers such as law, teaching, medicine, psychiatry and any others which require in-depth and creative thought, especially when there are no straight forward answers.

A depth in understanding the importance of evaluating issues from a variety of viewpoints, useful for any employment that involves working with other people: journalism, social work, police nursing, law management, the civil service and similar careers.

For further details of this course please see **Mrs Tyler** Leader of Religion, Values and Ethics.

WHY STUDY GRAPHIC DESIGN?

This GCSE will provide additional freedom and opportunities for students to work with a range of materials including card, foam board and acrylic. The graphic design work will require strong creative and modelling skills including free hand drawing and computer aided design skills. Written work will mainly be completed and presented using computer based formats.

HOW WILL I BE ASSESSED?

Non-exam assessment (35 hours)			
Students complete this work in School over two terms in Year I I. Students set their own design brief.	Research and investigation	15%	60% of GCSE undertaken in Year I I
	Design and development	15%	
	Analyse and evaluate	15%	
	Making and practical skills	15%	
Set task (10 hours) presentation time.			
Students present this work in school over two full days in Year I I and have a choice from five set briefs. Which students can research, practice and prepare, well in advance of the set task.	Research and investigation	10%	40% of GCSE undertaken in Year I I
	Design and development	10%	
	Analyse and evaluate	10%	
	Making and practical skills	10%	

THINGS TO CONSIDER:

This course is aimed at and suited to students who are considering following careers in areas such as Advertising, Illustration, Animation and any other design based career path, that requires designing and making within a graphical context.

The GCSE in Graphic Design is 100% coursework based with no written examination and will therefore require students to be fully committed to the time and effort required to produce high quality design and practical work, throughout the GCSE course.

For further details of this courses please see **Mr Rutter**, Teacher of Design and Technology, or any member of the Design and Technology department.

WHY STUDY TEXTILE DESIGN?

This GCSE provides opportunities for students to work with a wide range of fabric materials and textile accessories. The Textile Design work will require strong creative and practical skills including free hand drawing and making skills along with some computer aided design and manufacturing skills. Written work will mainly be completed and presented using computer based formats.

HOW WILL I BE ASSESSED?

Non-exam assessment (35 hours)			
Students complete this work in School over two terms in Year 11. Students set their own design brief.	Research and investigation	15%	60% of GCSE undertaken in Year 11
	Design and development	15%	
	Analyse and evaluate	15%	
	Making and practical skills	15%	
Set task (10 hours) presentation time.			
Students present this work in school over two full days in Year 11 and have a choice from five set briefs. Which students can research, practice and prepare, well in advance of the set task.	Research and investigation	10%	40% of GCSE undertaken in Year 11
	Design and development	10%	
	Analyse and evaluate	10%	
	Making and practical skills	10%	

THINGS TO CONSIDER:

This course is aimed at and suited to students who are considering following careers in areas such as Fashion Design, Costume Design, Jewelry Design, Interior Design and any other career that requires a creative flare for Designing, with the use of textiles and associated materials.

The GCSE in Textile Design is 100% coursework based with no written examination and will therefore require students to be fully committed, to the time and effort required to produce high quality Design and practical work throughout the GCSE course.

For further details of these courses please see **Mrs Pretty**, Teacher of Design and Technology, or any member of the Design and Technology department.

WHY STUDY THREE-DIMENSIONAL DESIGN?

Students who choose this course will work with a wide range of materials including timber, metals and plastics. The Three Dimensional Design work will require strong creative and practical skills, including free hand drawing and making skills along with computer aided design and manufacturing techniques. Written work will mainly be completed and presented using computer based formats.

HOW WILL I BE ASSESSED?

Non-exam assessment (35 hours)			
Students complete this work in School over two terms in Year 11. Students set their own design brief.	Research and investigation	15%	60% of GCSE undertaken in Year 11
	Design and development	15%	
	Analyse and evaluate	15%	
	Making and practical skills	15%	
Set task (10 hours) presentation time.			
Students present this work in school over two full days in Year 11 and have a choice from five set briefs. Which students can research, practice and prepare, well in advance of the set task.	Research and investigation	10%	40% of GCSE undertaken in Year 11
	Design and development	10%	
	Analyse and evaluate	10%	
	Making and practical skills	10%	

THINGS TO CONSIDER:

This course is aimed at and suited to students who are considering following careers in areas such as Architecture, Product Design, Automotive Design, Furniture Design and any other Design or Engineering career that requires designing and making within a Three Dimensional context.

The GCSE in Three Dimensional Design is 100% coursework based with no written examination and will therefore require students to be fully committed to the time and effort, required to produce high quality design and practical work throughout the GCSE course.

For further details of this course please see **Mr Gamble**, Leader of Design and Technology, or any other member of the Design and Technology department.