



PHILIP MORANT
SCHOOL & COLLEGE

2019

Options Booklet

For Students in Year 8 in 2018-19

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Information About the Process

How will this booklet help me?

Before you make any choices about the subjects you are going to take at GCSE, we would first like you to think about, and tell us, your future career aspirations. With these aspirations in mind, we would then like you share: what courses you might like to study at university; what apprenticeships or college courses you could be interested in post 16. If you are unsure of what the educational requirements of your chosen career path might be, you will find all the information you need at the following website:

- nationalcareersservice.direct.gov.uk

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

Aspiration

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

Success

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

Kindness

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

As you are making your option choices, you should have in mind the courses/career aspirations for the future, ensuring your Key Stage 4 courses give you the best opportunity to move forward and reach out to your future aspirations. For those of you who are unsure what they might be, there are people you can talk to for guidance; your parents; your form tutor; Mr. Randall, the school Careers Advisor; Mrs. Tayel or Mr. Murphy.

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

What subjects do I have to take?

The subjects that everyone studies are called core subjects. These are:

- **English** – leads to GCSE English Language and GCSE English Literature
- **Mathematics** – leads to GCSE Mathematics
- **Science** – The majority of students will follow the Combined Science (Trilogy) course, leading to a double award GCSE - with the top sets following the triple science route leading to three separate GCSEs.



Do I get a choice of what I do?

Yes, but there are some simple guidelines that you must follow when you receive your Options Forms.

- Choose subjects from groups A & B on the school copy of the Options Form.
- Choose 4 subjects in total plus 1 reserve choice.
- Make a note of your choices on your student copy of the form, keep your student copy.
- Return this school copy to student services before 21st March.

Group A Subjects – Choose at least 1 subject from this group.

- Choose up to 4 subjects from this group.
- If you wish to follow an **English Baccalaureate Pathway** make sure you choose a **humanity** (either Geography or History) and a **language** subject in Group A. (The language you are currently studying).
- Subjects in Group A are:
 - Computer Science
 - Geography
 - History
 - French
 - Spanish

Group B Subjects – Choose your remaining subjects from this group.

- You should choose 4 subjects in **total** between groups A and B.
- Choose 1 reserve subject from Group B. Write a tick in the **Res.** column to indicate your reserve choice.

You must complete all parts of the Options Form before you hand it in, including the **Aspiration, Success** and **Kindness** boxes on the reverse of the form.

Information to help you with the qualifications box can be found at

- nationalcareersservice.direct.gov.uk

When do I have to hand the form in?

Thursday March 21st

CORE SUBJECT

English Language and Literature

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Titles:	GCSE English Language GCSE English Literature				

What is English Language?

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

English Language Course Structure

A numerical grade will be awarded at the end of the course; this will be in the range 1 to 9 (9 being the top grade, with a grade of 4 or 5 being approximately equivalent to an old C grade).

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



What is English Literature?

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

English Literature Course Structure

Paper 1: External examination 40% of the total GCSE marks	Shakespeare (<i>Macbeth</i>) and the 19th century novel (<i>A Christmas Carol</i>)
Paper 2 : External examination 60% of the total GCSE marks	Modern Texts (<i>An Inspector Calls</i>) and Poetry Poetry anthology/Unseen poetry

Why Study English Language and Literature?

English Language is the core qualification that all students have to study and which is required as a minimum entry qualification to many courses of further study, including those at university. English Literature provides students with the opportunity to study a range of diverse texts and make links across time and through themes.

Subject Leader: Miss P Smith

Assistant Subject Leader: Mr S Edmonds

CORE SUBJECT

Mathematics

Examination board:	Pearson	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE (9-1) Mathematics				

What is Mathematics?

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

Course Structure

GCSE Mathematics changed in 2015 to assess the new Key Stage 4 programme of study which schools and colleges are required to teach. The new secondary mathematics program of study has expanded with more higher level content than has been seen previously. There is also more focus on Geometry and Ratio, for example Trigonometry is now covered in both tiers. There will still be some emphasis in examinations on the assessment of applying mathematics and using mathematics to solve problems, and some questions will be set in contexts that students should be expected to deal with in the real world.

All students will follow the linear specification at either foundation or higher tier– this means that all of the examinations are taken at the end of the course. Within each tier they will explore topics in Algebra, Number, Ratio, Geometry, Statistics and Probability.

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

A numerical grade will be awarded at the end of the course, this will be in the range 1 to 9 (9 being the top grade, with a grade of 4 being a Standard Pass and grade 5 being a good pass).

Why Study Mathematics?

This is a core subject that students have to study. Mathematics is used throughout the world as an essential tool in many fields, including science, engineering, medicine, and the social sciences and is a basic entry requirement for many courses and forms of employment. Mathematics should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. The most able students will be in a position to access A-level Mathematics at Key Stage 5 and some students might consider the Further Mathematics A-level which is considered helpful for Oxbridge Mathematics and Science courses.

Other Important Details

In Year 11 students are invited to purchase study guides to assist their revision.

Subject Leader: Mrs A Davies

Key Stage 4 Coordinator: Dr M Dean

CORE SUBJECT

Science - Separate and Combined Science

Examination board:	AQA	Qualification Level:	2	Award:	Either 1 double award GCSE or 3 GCSEs
Qualification Titles:	GCSE Triple Science (Biology, Chemistry and Physics) GCSE Combined Science: Trilogy				

What is Combined Science?

In Science, we offer all students a broad and balanced curriculum, covering topics in Biology, Chemistry and Physics. Towards the end of year 9, the leadership team in Science will decide which of the Science GCSE subjects students will be entered for. This decision will be based on the performance of the student up to this point and will result in all students gaining either two or three Science GCSE grades.

Course Structure

The GCSE programme of study will include:

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

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

Why Study Science?

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

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

Subject Leader: Mrs K Egan-Clarke

OPTIONAL GROUP A SUBJECT

Computer Science

Examination board:	OCR	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Computer Science (9-1) J276				

What is Computer Science?

This GCSE course will prepare students to understand and become skilled in the creation of software and applications. It is also recognised and approved as a legitimate part of the English Baccalaureate. This specification requires candidates to demonstrate an ability to apply a range of high level mathematical and logic-based concepts. The course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find challenging and absorbing. This course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a challenging and interesting way to develop these skills, which can be transferred to other subjects and applied in day-to-day life. The qualification is based on a piece of coursework to be completed in year 11 and two written exams sat at the end of year 11.

Course Structure

- **Section 1: "Computer Systems" (90 minute written paper)**
 - This unit covers the body of knowledge about computer systems on which the examination will be based. This is assessed by a written paper, which has a mixture of short and long answer questions. Topics covered include memory, wired and wireless networks, system security and ethical, legal, cultural and environmental concerns. This exam is a non-calculator paper.
- **Section 2: "Computational thinking, algorithms and programming" (90 minute written paper).**
 - This section of the course teaches students about the theory and practical aspects of programming that are vital in making computers function. The unit covers algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages and data representation. This exam is a non-calculator paper.
- **Programming Project. Non-Examined Assessment (NEA)**
 - An investigative computing task provided to the students by OCR at the start of year 11. The task is broad, requiring students to utilise all the skills learnt in years 9 & 10 and assesses: programming techniques, analysis, planning, design, development, testing and evaluation and conclusions. The NEA is a 20 hour project undertaken in class time under strictly controlled conditions. It will be marked internally and moderated externally. Knowledge learnt in sections 1 and 2 are required to complete the task successfully.

Why Study Computer Science?

This course provides excellent preparation for higher study and employment in the field of Computer Science and other areas include engineering, security, mathematics, financial management, science and medicine. Society's increasing reliance upon computational systems means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A-Level or university will have an advantage over their colleagues who are picking up the subject at these levels. This course also provides excellent opportunities for students to develop independent thinking, resilience and logical thinking skills that can be used to solve problems in all walks of life. A sound understanding of the programming and theory work undertaken in years 7 and 8 is very beneficial.

Subject Leader: Mr M Smith

OPTIONAL GROUP A SUBJECT

French

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE French				

What is French?

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

Course Structure

Study of topics will be divided up over the 3 year course. Assessment will take place equally in the four skills of Listening, Speaking, Reading and Writing. There are no longer Controlled Assessments, so all exams will be taken at the end of the 3 year course. Examples of different assessments are available to view on the AQA website:

www.aqa.org.uk/subjects/languages/gcse/french-8658/assessment-resources

There are tiers of entry for Listening and Reading, however students have to be entered at the same tier for both skills.

Why Study French?

A Grade 5, or above, in a language is a component of the “English Baccalaureate”

Future employers will require those with “all-round” qualifications, not just specialists in one area, so French is advantageous as it provides you with a range of cross-curricular skills and knowledge. If you think learning a language is hard, don’t worry – it’s not as hard as you think! You’re probably already doing a lot of the skills in Key Stage 3

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

A GCSE in a language is a highly valued skill, a requirement for entry to some universities and an essential tool for study of a language at A-Level.

Other Important Details

It is important that you discuss your suitability for the course with your class teacher as they will be able to advise you further.

The expectation will be for students to not only recognise but also implement a range of features of language such as use of at least 3 time lines, opinions and justifications, reference to the 1st and 3rd persons, awareness of contextual vocabulary and other appropriate structures.

Subject Leader: Mrs M Riley

OPTIONAL GROUP A SUBJECT

Spanish

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Spanish				

What is Spanish?

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

Course Structure

Study of topics will be divided up over the 3 year course. Assessment will take place equally in the four skills of Listening, Speaking, Reading and Writing. There are no longer Controlled Assessments, so all exams will be taken at the end of the 3 year course. Examples of different assessments are available to view on the AQA website:

<http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/assessment-resources>

There are tiers of entry for Listening and Reading, however students have to be entered at the same tier for both skills.

Why Study Spanish?

A Grade 5, or above, in a language is a component of the “English Baccalaureate”

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Subject Leader: Mrs M Riley

OPTIONAL GROUP A SUBJECT

Geography

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Geography 8035				

What is Geography?

GCSE Geography confronts a range of human, physical and environmental issues on a scale ranging from local to global. Students are given the opportunity to build a bank of skills and widen their geographical knowledge and understanding considerably; the ability to make valued judgements is also developed. Through the course the influence of humans on the natural environment and vice versa is fully appreciated.

Course Structure

- **Living with the physical environment** (35%) - 1 hour and 30 min exam
 - Section A: The challenge of natural hazards
 - Section B: Physical landscapes in the UK
 - Section C: The living World
- **Challenges in the human environment** (35%) - 1 hour 30 min exam
 - Section A: Urban issues and challenges
 - Section B: The changing economic world
 - Section C: The challenge of resource management
- **Geographical applications** (30%) - 1 hour exam
 - Section A: Issues evaluation
 - Section B: Fieldwork
 - Geographical skills

The department's fieldwork opportunities vary from year to year. In the past we have conducted fieldwork in France and Italy. Local fieldwork is available as an alternative.

Why Study Geography?

The course offers an ideal foundation for students who want to pursue Geography at A-Level or as a career - it covers a wide range of topics to ensure that the student becomes a well-rounded geographer.

A Grade 5, or above, in a humanities subject is a component of the "English Baccalaureate".

Subject Leader: Mr P Norman

OPTIONAL GROUP A SUBJECT

History

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE History 8145				

What is History?

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

Course Structure

Paper 1: Understanding the Modern World

- **Unit 1: Russia, 1894–1945: Tsardom and Communism**
 - This **period study** focuses on the development of Russia during a turbulent half century of change. It was a period of autocracy and communism – the fall of the Tsardom and the rise and consolidation of communism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.
- **Unit 2: Conflict and tension: the First World War, 1894–1918**
 - This **wider world depth study** enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Paper 2: Shaping the Nation

- **Unit 3: Britain: Health and the People c.1000 to the present day**
 - This **thematic study** will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes
- **Unit 4: Norman England c.1066-1100**
 - This **depth study** allows students to examine in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

How it is assessed?

Paper 1, end of Year 11: Written exam: 1 hour 45 minutes, 50% of GCSE

Paper 2, end of Year 11: Written exam: 1 hour 45 minutes, 50% of GCSE

Why Study History?

- Learn how to construct a reasoned argument both in writing and spoken aloud
- Visit historical sites: scenes of real, often tragic but always significant, events
- Learn how to become a master of debate
- Learn from the lessons of our past
- Enhance your knowledge on important events of our past
- Improve your reading and writing skills
- Improve your judgement and analysis skills

Other Important Details

A Grade 5, or above, in a humanities subject is a component of the “English Baccalaureate”.

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

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

Subject Leader: Mr B Lawrance

OPTIONAL GROUP B SUBJECT

Citizenship Studies

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Citizenship Studies 8100				

What is GCSE Citizenship Studies?

Students will study issues covering four GCSE units, which are:

Assessment overview:

- Politics and Participation
- Taking Citizenship Action
- Life in Modern Britain
- Rights and Responsibilities

For both papers, students will learn Citizenship Skills, Processes and Methods

Units are designed to enable Citizenship Studies to link closely with other subjects, particularly English, Geography, History ICT, Religious Studies and Personal, Social and Health Education. GCSE Citizenship Studies also contributes actively to student's Spiritual, Moral, Social and Cultural Development (SMSC).

Full Course: 2 written papers (1 hour 45 minutes each).

Why Study Citizenship Studies?

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

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

What would be your next steps be in this subject?

You could study a range of subjects, such as Politics, Economics, Business Studies, Law, Public Services or Humanities based subjects.

What careers will this help you with?

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

Subject Leader: Ms S Hope

OPTIONAL GROUP B SUBJECT

Health & Social Care

Examination board:	Pearson	Qualification Level:	2	Award:	BTEC Technical Award
Qualification Title:	Health and Social Care				

What is Health and Social Care?

Health and Social Care is an exciting qualification that allows you to explore and develop your knowledge, skills and understanding of the Health, Social Care and the Children & Young People's Sector. It will give you a real understanding and feel for what it entails to work in these sectors and it will prepare you for work in a wide range of disciplines. Health and Social Care also involves gaining an in-depth knowledge of human growth and development, including factors which affect them. The knowledge gained will be of great advantage to anyone who would like to work and deal with people.

Course Structure

- **Unit 1 – Human Lifespan Development (2: internally assessed pieces 30%)**
 - Learners will for A. choose a client and assess their development across 3 life stages and consider factors that have impacted on their development. B. Consider and compare the impact of life events on two individuals
- **Unit 2 – Health and Social Care Services and Values (2: internally assessed pieces 30%)**
 - In this unit learners will for A investigate different types of Health and Social Care Services and any barriers to accessing these. B. Demonstrate care values and review own practice
- **Unit 3 – Health and Wellbeing (1: externally assessed piece 40%)**
 - Learners will develop and design a Health and Wellbeing plan and reflect and improve plan by drawing on prior knowledge.

Why Study Health & Social Care?

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

Other Important details

Upon successful completion of this course students may consider continuing their studies at Level 3. The Technical qualifications are broad-based vocational qualifications designed to allow students flexible progression routes, moving on to higher education or further training and/or employment. There will also be opportunities to gain further training by the NHS through the Youth Health Champions programme. This course is also suitable for those who which starting an apprenticeship after leaving school.

Subject Leader: Mrs H D-Waters

OPTIONAL GROUP B SUBJECT

Religious Studies

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Religious Studies				

What is Religious Studies?

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

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

Full Course: 2 written papers (1 hour 45 minutes each).

Why Study Religious Studies?

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

What would be your next steps in this subject?

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

Subject Leader: Ms S Hope

OPTIONAL GROUP B SUBJECT

Art & Design: Fine Art

Examination board:	WJEC Eduqas	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Art and Design (Fine Art) C651QS				

What is Art & Design?

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

Course Structure

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

Why Study Art & Design?

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

Other Important Details

- Art students will be required to undertake independent research
- You will need Art GCSE to study Art A-Level at the Philip Morant College
- Students will be required to purchase course materials from the school at a cost of £20. This will cover the cost of sketchbooks and materials needed for the course. No student will be excluded from the course on the grounds of cost alone and parents who would like their child to take the course but who may be experiencing financial difficulties should contact the school office as soon as possible
- Students are required to undertake independent research and where necessary acquire any out-of-the ordinary materials they might need which are not normally available in the Art Department
- Students will be asked to join us on gallery visits to London and see new and traditional forms of art and design

Subject Leader: Mrs C Oakman

OPTIONAL GROUP B SUBJECT

Art & Design: Photography

Examination board:	WJEC Eduqas	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Art and Design (Photography) C656QS				

What is Photography?

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

Course Structure

- 60% of the GCSE is assessed through coursework which includes:
 - Short assignments: Students will follow a number of short assignments that build and develop their creative skills in particular areas
 - Major project: In years 9 & 10 and into year 11 students will choose a major project from a list of creative titles. This will involve exploring different creative processes, developing ideas through investigations and developing critical understanding of sources. Experimenting and exploring your own ideas and recording your observations through a creative process which leads towards a personal and meaningful response.
- An exam at the end of year 11 makes up the other 40%.
 - Students will choose from a selection of externally set titles and over an eight week period will be required to produce preparatory supporting work and a final piece in a ten hour timed test under exam conditions.

Why Study Photography?

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

Other Important Details

- Photography students will be required to undertake independent research
- Photography students will be asked to join us on gallery visits to London to view contemporary and traditional photographic and art exhibitions
- Gives you a head start to study of Photography A-Level at the Philip Morant College.
- Students will be required to purchase course materials from the school at a cost of £20 this will cover the cost of sketchbooks and materials needed for the course. Students will also need an SD card and card reader. No student will be excluded from the course on the grounds of cost alone and parents who would like their child to take the course but who may be experiencing financial difficulties should contact the school office as soon as possible

Subject Leader: Mrs C Oakman

OPTIONAL GROUP B SUBJECT

Drama

Examination board:	Eduqas	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Drama				

What is Drama?

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

Course Structure

- COMPONENT ONE: Devised Practical Performance (40%)
 - Task 1: Devised Performance -Students will devise a practical performance based on a given theme, linked with a practitioner or genre
 - Task 2: Devised Performance Report - Students will complete a written report on the practical work they have completed for task one, under formal supervision
- COMPONENT TWO: Performance from a Text (20%)
 - Students will be assessed externally on their acting or theatre design skill, from a published play
- COMPONENT THREE: Written Examination (40%)
 - Students will be assessed on their ability to analyse one set text as an actor, and director and evaluate work completed in Unit 2

Why Study Drama?

As well as providing a sound basis for AS / A-Levels in Drama and Theatre Studies, GCSE Drama develops skills which are invaluable in a wide range of careers. Ex-students have commented on the usefulness of the course in building confidence in group work and presentation skills, and have gone on to utilise these skills in such areas as Management, Law, Sales and Personnel work - indeed in any job which entails dealing with people. The course also provides an alternative practical way of learning about yourself and the world and can give students a change from more traditional approaches to studying.

Other Important Details

As well as taking part in theatre trips and workshops, it is expected that students will commit themselves to working on a school club or production in some way in order to help them to improve the quality of their work. Students are expected to work well with others a group, ensuring they are punctual and reliable and give their own time to rehearse for assessments and their final exam performances. Students thinking of taking GCSE Drama are encouraged to talk to Drama students in the years above them to find out just how much they got out of the course, and how it benefited them in other curriculum areas.

Subject Leaders : Mrs L Hicks and Mrs C Lewis

OPTIONAL GROUP B SUBJECT

Dance

Examination board:	Pearson	Qualification Level:	1/2	Award:	BTEC
Qualification Title:	BTEC Level 1/Level 2 Tech Award in Performing Arts				

What is Dance?

The BTEC Dance course is a course that incorporates both practical and theoretical elements. Students will have 5 lessons over the two week timetable, the course will be taught mainly through practical lessons but there are written assignments and studies which will be taught and completed through theory lessons. The Pearson Level 2 BTEC Technical Award in Performing Arts is a vocational qualification and is equivalent to 1 GCSE grade upon successful completion.

Course Structure

This BTEC Tech Award has components that your centre assesses (internal) and a unit that Pearson sets and marks (external).

- Component 1: Exploring the Performing Arts (Internal)
- Component 2: Developing Skills & Techniques (for a dancer) (Internal)
- Component 3: Performing to a Brief (External)

Assessment is ongoing and will be carried out through practical and theoretical completion of assignments.

Calculation of the qualification grade

This qualification is a level 2 qualification, and the certification may show a grade of Level 1 Pass, Level 1 Merit, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. Distinction* is not available at unit level, but learner can achieve this overall at the end if they have enough awarding points. Learners whose level of achievement is below a Level 1 will receive an unclassified U for that unit.

Why Study Dance?

BTEC Dance is an ideal course for all students who enjoy dance and the performing arts. The vocational approach lends itself to students who enjoy learning and applying their knowledge and understanding to the working world; it prepares students for a future in the performing arts, dance and theatre.

Owing to the nature of the course, students are expected to be those who attend dance clubs in and/or out of school or who have a talent and interest in dance. Students will need to display dedication to this course from the beginning as additional commitment will be required through the involvement in workshops beyond the allocated teaching hours.

Subject Leaders: Mrs L Hicks and Mrs C Lewis

Music

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Music 8271				

What is Music?

Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles – popular music, world music and classical music. Music Technology is central to the course using computers for composing or recording using Apple Logic Pro software.

The GCSE course can be studied in three separate Music areas. They are:

- **Performance (30%) coursework:**
 - The performance aspect of GCSE requires students to submit two recordings for assessment. One ensemble performance and one solo performance. The standard for the higher marks is equivalent to ABRSM grade 4/5. Peripatetic teachers will spend time each week with students to develop their skills and help select pieces. The performance is marked for technique, expression, interpretation, accuracy and fluency.
- **Composition (30% coursework):**
 - Two compositions – Score and Programme notes.
 - Composition one will fulfill a brief set by the exam board in year 11.
 - Composition two is a composition of your own choosing and can be any style.
 - Both compositions are marked on development of musical ideas, use of the elements of music, understanding of instrumental capabilities and the pieces overall coherence and contrast.
- **Listening (40% final examination):**
 - To broaden musical interests and knowledge through a variety of genres and styles whilst developing an awareness of compositional skills and the chronology of music.
 - Content:
 - Western classical music 1650 – 1910
 - Popular music
 - Traditional music
 - Western classical since 1910
 - Theory of music
 - Elements of music

The examination is sat in the summer of year 11. It consists of two parts, unfamiliar listening (one hour) and two set works (30 minutes)

Why Study Music?

You will enjoy this course if you want to study a subject that:

- Involves performing and composing music
- Involves listening to all kinds of music and extending your knowledge of music theory
- Gives you the opportunity to play music with others
- Gives you the opportunity to use music technology

OPTIONAL GROUP B SUBJECT

Media Studies

Examination board:	Eduqas	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Media Studies				

What is Media Studies?

Media Studies has always been a subject which enables students to think about our world and the messages the media construct. Once we start to understand the techniques involved, it is clear the media is a very clever and powerful means of influencing others. Students learn how audiences are becoming more active in today's world and how we are changing in a media saturated society. Over the three years, students cover a vast range of mediums, from websites, radio and music video with an emphasis placed upon print based media; exploring the magazine, advertising and newspaper industry. We also study industry in terms of how Television works between UK and US culture. Media teaches skills and knowledge through a theoretical, analytical and practical skill set.

Course Structure

30% of the GCSE is assessed through coursework production including research, design and understanding of genres in relation to a chosen concept - print based (Magazine or DVD cover based). Two exams at the end of Year 11 makes up the other 70%. The exam elements will be set by Eduqas (WJEC) each year. Approximately 15 set texts are covered in a large amount of detail looking at audiences, genre, industry, representation and historical / social context. These are set by the exam board (and subject to change at the board's discretion) to allow students to gather a breadth of knowledge upon different media and how audiences have been impacted over time. During the exams, you will be required to analyse and explore both seen (studied in lesson) and unseen media texts.

Why Study Media Studies?

Media Studies incorporates elements of subjects like English, Drama, Art, Photography and Technology. Media Studies is a subject that allows and encourages students to be creative and to work in different ways to other subjects, especially during coursework production. Students learn a wide variety of different skills and theoretical frameworks. This course allows students to understand the culture around them, visualise the impact this has had upon society and gain historical knowledge on an ever changing media world. We are very well linked to English for our level of analysis and ability to discuss, debate and explore issues. Students who wish to apply will have an eye for the analytical and a desire for verbal discussions and written debates about the way the media works and influences our world.

Other Important Details

Please note, this course requires theoretical knowledge, strong analytical ability alongside creative skill – there will be largely written elements for you to undertake including some practical. Good communication skills and a willingness to maintain an up-to-date knowledge of the media – printed, audio, visual and electronic – will be essential to success.

Subject Leader: Miss P Smith

OPTIONAL GROUP B SUBJECT

Physical Education

Examination board:	OCR	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Physical Education (9-1) J587				

What is Physical Education?

The content of OCR's GCSE (9–1) in Physical Education is divided into three components. Each component is further subdivided into topic areas and the detailed content associated with those topics.

GCSE Course Structure

Component 01: Physical factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Physical training

Component 02: Socio-cultural issues and sports psychology

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

Component 03: Performance in physical education (Non-Examined Assessment - NEA)

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

Assessment Overview

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

Practical Activity Options

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

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

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

The approved lists can be found in section 2d (page 16) and Section 2e (page 68) of the 'OCR GCSE (9–1) guide to NEA in PE'

Why Study Physical Education at GCSE?

GCSE Physical Education is an ideal course for students who enjoy physical education and are interested in learning more about how our bodies work and the effects that exercise has on the body. A good understanding of Science will help students in their progress in the theory content of the course. Students also look at why people participate and develop their own skills, knowledge and understanding of rules and tactics. GCSE Physical Education is a springboard onto AS and A-Level Physical Education, and can be beneficial for those thinking of a career in the sporting/leisure world.

Subject Leader: Mr T Chapman

OPTIONAL GROUP B SUBJECT

Design & Technology: Product Design

Design & Technology: Textiles

Examination board:	OCR	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Design and Technology J310				

What is Design & Technology Product Design or Textiles?

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

Students will need to indicate whether they wish to study the course through a **Product Design specialism** working with woods, plastics, metals and electronics or through a **Textiles specialism**. Please note all students will need to complete core units which cover all materials.

Course Structure

- Years 9 & 10
 - Students will undertake a range of focused practical tasks as well as knowledge based work that extends the students' understanding of the commercial world of design, materials and processing.
- Year 11
 - Assessment by the exam board:
 - Written 2 hour paper, 50% of total marks
 - A Controlled Assessment that represents 50% of total marks

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

Why Study Design & Technology?

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

Other Important Details

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

Subject Leader: Mrs D Cooke

Subject Teachers: Mr C Barker, Mrs S Castleton.

OPTIONAL GROUP B SUBJECT

Design & Technology: Food Preparation & Nutrition

Examination board:	AQA	Qualification Level:	2	Award:	GCSE
Qualification Title:	GCSE Food Preparation & Nutrition				

What is Food Preparation & Nutrition?

Food Preparation & Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course Structure

Single examination paper, 1hr 45 minutes duration. Section A (20 marks) Multiple Choice Questions – structured to reflect the sections of the specification. Section B (80 marks) – 5 questions varying in styles of approach and content.

Practical Assessment Two tasks: The Food Investigation (15%) Recommended time 10 hours. The Food Preparation Assessment (35%) Recommended time 20 hours (including 3 hour practical exam)

Why Study Food Preparation & Nutrition?

The emphasis is upon enabling learners to make connections between theory and practice and apply understanding of food and nutrition when preparing and cooking food. Much of the specification will be delivered through practical experiences.

Food Preparation & Nutrition is the right choice for you if you enjoy cooking, eating and are keen to develop your skills while trying out new foods and flavours. You also need an inquisitive mind that makes you want to find out why things work and more importantly why things fail – lumpy curdled sauces are rarely popular!

Food preparation is a good starting point towards many careers in the Food Industry – Chef, Catering Manager, Nutritionist, Home Economist, Food Scientist, Food Buyer, Food Stylist, Food Journalist, Food Writer, etc. The Food industry is one of the UK's biggest employers. For more information on food careers please visit tastycareers.org.uk.

Other Important Details

Practical work is undertaken every week and students are required to bring their own ingredients. Students are given one week's notice of the ingredients that will be required for the next lesson. If you are in receipt of Free School Meals financial assistance will be available

In order to support our students, work descriptions are provided covering all main areas of assessment. Each student is provided with a guide to help them complete the controlled assessment

Subject Teacher: Mrs D Cooke

OPTIONAL GROUP B SUBJECT

Design & Technology: Hospitality & Catering

Examination board:	WJEC	Qualification Level:	2	Award:	Level 1/2
Qualification Title:	WJEC Level 1/2 award, Hospitality & Catering				

The WJEC level 2 award in Hospitality & Catering is vocational equivalent of GCSE Qualification. It is aimed at students who are interested in pursuing a career in the Hospitality and Catering industries. They will be considered as equal to a GCSE in fulfilling the entry requirements for post 16 study.

Why Choose Hospitality & Catering

The WJEC Level 1/2 Award in Hospitality & Catering has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups, according to a report by People 1st.

As you work through the course you will:

Develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication. Through the two units, you will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist you in making choices about progression.

Assessment Objectives

- Unit 1 The hospitality and catering industry - external examination
 - LO1: Understand the environment in which hospitality and catering providers operate.
 - LO2: Understand how Hospitality and catering providers operate.
 - LO3: Understand how Hospitality and catering provision meets health and safety requirements.
 - LO4: Know how food can cause ill health.
- Unit 2 Hospitality and catering in action - internally assessed, externally verified.
 - LO1: Understand the importance of nutrition when planning meals.
 - LO2: Understand menu planning.
 - LO3: To be able to cook dishes.

Where will this lead me?

Where the WJEC Vocational Award in Hospitality & Catering is achieved together with other relevant Level 2 qualifications, such as GCSEs in English and Maths and Science, you should be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Applied Certificate / Diploma in Food, Science and Nutrition
- Level 3 Diploma in Hospitality and Tourism Management
- Level 3 Diploma in Hospitality, Supervision and Leadership principles



- Level 3 Certificate in Hospitality and Catering Principles (professional cookery)
- Level 3 Award in Practical Food Safety Supervision for Catering.

Career Paths

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

Subject Leader: Mrs D Cooke

OPTIONAL GROUP B SUBJECT

Design & Technology: Graphic Design

Examination board:	NCFE	Qualification Level:	2	Award:	Technical Award
Qualification Title:	NCFE Level 2 Technical Award in Graphic Design				

The NCFE level 2 certificate in Graphic Design is vocational equivalent of GCSE Qualification. It is aimed at students who are interested in any aspect of Design, Visual Communication, illustration, Art, Computer Aided Design and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences. They will be considered as equal to a GCSE in fulfilling the entry requirements for post 16 study.

Why choose Graphic Design?

Learners will develop skills in a variety of visual communication processes and techniques.

As you work through the course you will:

- Develop a broad knowledge of techniques, standard processes and equipment
- Develop a wide range of practical skills to produce high quality design portfolio
- Develop decision making skills through both independent and collaborative work
- Communicate their decisions effectively to a third party
- Be able to read, interpret and work from a design brief
- Be able to develop drawing skills, techniques and plans for making
- Develop an understanding of quality and how this can be achieved by rigorous quality controls
- Use materials and equipment efficiently in relation to cost and environmental impact
- Use key technical terminology related to techniques and processes
- Develop the knowledge and understanding to evaluate and refine their own skill
- Develop appropriate behaviour and understanding in preparation for a career in a creative area
- Develop appropriate interpersonal skills
- Understand work practices and how different roles and departments function within an organisation.

Assessment Objectives

Unit 1: Introduction to graphic design

Learners will develop an understanding of the components of graphic design. You will do this by working with physical and/or digital materials and techniques. The learner will be introduced to graphic design components through personal experimental work.

Unit 2: Graphic design practice

Learners will explore design disciplines, examine the work of recognised designers and use their understanding of design components to identify successful design practice. They will choose one discipline, select some work by a recognised designer in that discipline and create their own piece of graphic design, taking inspiration from their research and using components found in the work of their chosen designer.

Unit 3: Responding to a graphic design brief

Learners will analyse the requirement of a graphic design brief. They will understand the requirements and develop some possible ideas to meet the brief. The learner will further develop an idea and present their final graphic design. Finally, the learner will analyse their work and review how they have met the brief.



Unit 4: Graphic design portfolio

Learners will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. They will then design and create their own portfolio and review how the portfolio presents their skills as a graphic designer.

Where will this lead me?

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

- Level 3 Applied General Certificate in Art & Design
- A-Level Design & Technology It may also be useful to those studying qualifications in the following sectors:
 - Design & technology
 - Art and design
 - Media Studies

Career Paths

The range of employment opportunities in graphic design:

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

Subject Leader: Mrs D Cooke

Subject teacher: Mr C Barker and Mr N Boyt

OPTIONAL GROUP B SUBJECT

Design & Technology: Engineering

Examination board:	Pearson	Qualification Level:	2	Award:	Technical Award
Qualification Title:	BTEC Technical award in Engineering.				

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

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

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

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.

Course Structure

BTEC Level 1/Level 2 Tech Award in Engineering encourages students to draw on their learning from all subjects so that they understand how to design and manufacture a wide range of products whether related to mechanical, electronic or manufacturing aspects. The BTEC Tech Award in Engineering provides an engaging, robust, broad-based introduction to engineering. It provides underpinning knowledge, understanding and practical skills.

Three units are assessed by a series of Controlled Assessment pieces and one externally assessed exam:

Unit	Guided Learning Hours	Assessment method
1. Exploring Engineering Sectors and Design Applications	36	Internal
2. Investigating an Engineering Product	36	Internal
3. Responding to an Engineering Brief	48	External

Why Study Engineering?

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



- A range of materials, tools and modern processes including use of CAD/CAM feature at the heart of the learning

Other Important Details

- Safety and an understanding of the potential hazards in working with a wide range of materials and equipment are emphasised through responsible activities in the workshop
- In order to support our students, course descriptions are provided covering all main areas of assessment. Each student is provided with a guide to help them complete the controlled assessment. Writing frames will be provided to help ensure any student that needs extra support can complete the Internal assessments

Subject Leader: Mrs D Cooke

Subject Teacher: Mr M Randall

Course and qualification information

Changes to Qualifications and Reserve Choices

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

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

Restrictions on the Combinations of Courses

There are restrictions on the following courses:

You cannot take Art & Design: Fine Art with Design & Technology: Graphic Design

You cannot take Design & Technology: Product Design and Design & Technology: Textiles.

You cannot take Food Preparation & Nutrition with Hospitality & Catering

You cannot take Art & Design: Fine Art with Art & Design: Photography