MOYLES COURT SCHOOL

GCSE Handbook

2024-2026

www.moylescourt.co.uk

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GCSE OPTIONS PRELIMINARY CHOICES FORM

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PLEASE COMPLETE THE FINAL CHOICES FORM
AT THE BACK OF THIS BOOKLET
AND RETURN VIA EMAIL TO THE SCHOOL OFFICE BY MONDAY 26 FEBRUARY

INTRODUCTION

This booklet provides a guide to the GCSE courses available at Moyles Court School. Choosing GCSE subjects is very important, as your choice can affect the careers or courses open to you. Very few people know what they want to do at this stage. Those who have some ideas are quite likely to change their mind later on. Please study this booklet carefully, seek advice, consult your son or daughter with regard for their future and possible career opportunities, and then make your Preliminary Choices.

An Outline of the Process:

Week Beginning 5 February	Receive GCSE Options Booklet & discuss options with Subject Teachers during Careers Focus Week & Options Evening
Wednesday 7 February	GCSE Options Parents' Consultation Evening
Monday 26 February	Deadline for Preliminary Choices to be submitted
Monday 11 March	Final Option Blocks published
Wednesday 20 March	Deadline for Final Option Choices to be submitted

Core Subjects (4-6 GCSEs)

These are the GCSE subjects that every pupil will take:

- **English Language (**including **English Literature** for most pupils)
- **Mathematics**
- **Science** - either the Double Award (leading to two GCSEs), or the Separate Sciences option (leading to three GCSEs) for more able scientists and those willing to put in the extra work required.

Optional Subjects

These are the subjects that you will choose to take alongside your core subjects. You will be asked to select your top 4 subjects (and 1 reserve subject) from the list (see the form at the back of this booklet) and submit these as your preliminary choices. For those pupils who currently receive Learning Support, we would recommend that this be put down as one of your choices, so that it can be timetabled during the school day. These preliminary choices will then be used to construct the Option Blocks from which you will select your final choices. There is no guarantee that we will be able to cater for everybody's wishes, but we will certainly try our best!

Choosing these subjects can be difficult, but at this stage it is worth keeping your options open. Try and choose a balanced range of subjects which will prevent you from closing too many doors and will give you a general, well-rounded education. You may wish to consider the following:

• What subjects interest you?
• Which subjects are you best at?
• What subjects you might need for a future job?

You may be influenced by the government's Ebacc initiative in which pupils study English, Maths, a Science, a language and a Humanities subject (either Geography, History or Philosophy, Religion and Ethics).

Our philosophy is to promote some freedom of individual choice and the selection of option subjects to suit pupil's ability, interests and skills, within the constraints of the timetable. At Moyles Court, pupils and their parents are encouraged to consider individual needs within the context of a balanced, GCSE curriculum.

Future Skills

Whilst we recognise the importance of academic qualifications, we also recognise the value of preparing our young people for life after Moyles Court. With that in mind, we deliver a range of additional courses that encourage and develop a range of 'future skills'. These take place throughout the two years and are often incorporated into our PSHE curriculum and/or with visiting speakers:

- Mental health and well-being
- Living responsibly
- Living in the wider world
- Careers education (including 1:1 Careers Interviews, Mock Interviews and a subscription to www.morrisby.com careers advice)
- Entrepreneurship (Kids MBA Qualification: https://www.abeuk.com/kidsMBA)

Thursday afternoon is Year 10 and 11's enrichment afternoon, where pupils can have the option of sport and recreational activity or additional study time.

Examination Boards

We are constantly reviewing which boards offer the best syllabuses to suit our pupils, particularly in the light of the recent reforms. For this reason, there is a possibility that the syllabuses published in this booklet may well change before September.

GCS Examination fees are an additional charge and are approximately £45 per subject (at the time of publication).

At any stage during this decision making process, please do not hesitate to contact me, the subject teachers or the form teacher. We want to make sure that the decisions you make are the right ones to ensure future academic success, happiness and fulfilment.

Long term goals and possible subject combinations

Long Term Goal	Pupil Profile and possible subject combinations
You are definitely considering Russell Group Level University Study or Advanced Level Apprenticeship *You will need to progress to A Levels after leaving Moyles Court*	• You will be targeting mostly grades 9-7 in all of your subjects • You should be considering studying a Language and at least one Humanities subject • You may wish to consider Triple Science if you see your future in A Level Science and Degree Level Science • If you have a strength in computer programming and see your future in software development or new technologies you should consider Computer Science
You want to go to University or do an Advanced level apprenticeship *You will need to progress to A Levels after leaving Moyles Court, or perhaps a combination of A Level and BTECs*	• You will be targeting mostly grades 7-6 in most of your subjects • You should be considering studying a Language and a Humanities subject • You may wish to consider Triple Science if you see your future in A Level Science and Degree Level Science • You may have identified an Arts subject, PE, Media or Technology as a passion you wish to pursue
You are unsure about University, but you definitely want to continue studying after GCSEs *Keeping a breadth to your GCSEs will ensure you are able to access the courses of your choice – whether these are A Levels, BTECs or other vocational courses*	• You will be targeting mostly grades 6-4 in most of your subjects • You should be considering studying a Language and a Humanities subject • You may have identified an Arts subject, PE or Technology as a passion you wish to pursue • You are likely to enjoy practical subjects and should look closely at subjects that offer a balance in assessment between terminal exams and assignments
You do not want to go to Sixth Form or College and would rather take on an Apprenticeship *You will have a good idea of what area you will work in and will need to follow a route into that particular workplace*	• You may be targeting mostly grade 5 or below in most of your subjects • You will have identified practical subjects which will lead you towards your goal of an apprenticeship or job

CORE SUBJECTS

ENGLISH LANGUAGE

Examination Board: AQA ENGLISH LANGUAGE GCSE (8700)

WHY STUDY ENGLISH?

"We do not need magic to transform our world. We carry all the power we need inside ourselves already. We have the power to imagine better".

J.K. ROWLING 2008 Harvard Commencement Address.

INTERESTS AND CAREER POTENTIAL?

English is invaluable for your future no matter what you are aiming for. A good command of the written and spoken word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing English is a must have subject for college, university, work and life!

The AQA GCSE English Language course helps learners become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

For GCSE English Language students should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

GCSE English Language is designed on the basis that students should read and be assessed on high quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). Texts that are essentially transient, such as instant news feeds, must not be included. The number and types of texts, and their length, are not prescribed.

Scope of study

This GCSE specification in English Language will require students to study the following content:

Critical reading and comprehension

- *critical reading and comprehension*: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- *summary and synthesis*: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text
- *evaluation of a writer's choice of vocabulary, form, grammatical and structural features*: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text
- comparing texts: comparing two or more texts critically with respect to the above.

Writing

- *producing clear and coherent text*: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text
- *writing for impact*: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis.

Spoken language

- *presenting information and ideas*: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches

- *responding to spoken language*: listening to and responding appropriately to any questions and feedback
- *spoken Standard English*: expressing ideas using Standard English whenever and wherever appropriate

Assessment at a glance:

Paper 1: Explorations in Creative Reading and Writing		**Paper 2: Writers' Viewpoints and Perspectives**	**Non-examination Assessment: Spoken Language**
What's assessed Section A: Reading • one literature fiction text Section B: Writing • descriptive or narrative writing **Assessed** • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE **Questions** Reading (40 marks) (25%) - One single text - 1 short form question (1 x 4 marks) - 2 longer form questions (2 x 8 marks) - 1 extended question (1 x 20 marks) Writing (40 marks) (25%) • 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	+	**What's assessed** Section A: Reading • One non-fiction text and one literary non-fiction text Section B: Writing • Writing to present a viewpoint **Assessed** • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE **Questions** Reading (40 marks) (25%) – two linked texts • 1 short form question (1 x 4 marks) • 2 longer form questions (1 x 8, 1 x 12 marks) • 1 extended question (1 x 16 marks) Writing (40 marks) (25%) • 1 extended writing question (24 marks for content, 16 marks for technical accuracy	**What's assessed** (A07-AO9) • Presenting • Responding to questions and feedback • Use of Standard English **Assessed** • Teacher set throughout course • Marked by teacher • Separate endorsement (0% weighting of GCSE)

ADDITIONAL COSTS FOR THE COURSE:

Text Books provided. Opportunities for extra-curricular educational visits (optional).

ENGLISH LITERATURE

Examination Board: AQA ENGLISH LITERATURE (8702)

WHY STUDY ENGLISH LITERATURE?

"If you can dream it, you can do it".

Walt Disney

WHY CHOOSE AQA ENGLISH LITERATURE?

AQA GCSE English Literature offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. AQA GCSE English Literature will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

AQA GCSE English Literature is accepted by universities and employers as proof of knowledge and understanding of Literature in English.

ASSESSMENT AT A GLANCE

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1 – Shakespeare and the 19th century novel

What's assessed:

- Shakespeare
- The 19th-century novel

How it's assessed:

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to

write about the novel as a whole.

Paper 2 – Modern Texts and Poetry

What's assessed:

- Modern texts
- Poetry
- Unseen poetry

How it's assessed:

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

IGCSE MATHEMATICS

EXAMINATION BOARD: Edexcel

WHY STUDY MATHEMATICS?

'Pure mathematics is, in its way, the poetry of logical ideas'.

Albert Einstein

'The tantalizing and compelling pursuit of mathematical problems offers mental absorption, peace of mind amid endless challenges, repose in activity, battle without conflict, refuge from the goading urgency of contingent happenings and the sort of beauty changeless mountains present to sense tried by the present-day kaleidoscope of events'.

Morris Kline, Mathematics in Western Culture

INTERESTS AND CAREER POTENTIAL

'If I have been able to see further, it was only because I stood on the shoulders of giants'

Isaac Newton

A GCSE in Mathematics is required by most employers and for entry to university. It is worthy of study in its own right and a good understanding of the subject helps with science, engineering, computing, economics, business.
There are good economic reasons for studying Mathematics to a high level. Young people with A Level Mathematics earn 10% more than their mathematically challenged counterparts. Those with good qualifications in mathematics are in the fortunate position of having a wide range of career choices. The abilities to use logical thought, to formulate a problem in a way which allows for computation and decision, to make deductions from assumption and to use advanced concepts are all enhanced by studying mathematics. It is for this reason that mathematicians are increasingly in demand. With a good mathematics qualification, you should be able to turn your hand to *finance, statistics, engineering, computers, teaching or accountancy* with a success not possible to others.

WHAT ARE THE AIMS OF THE COURSE?

- To use and apply mathematics in practical tasks, in real life problems (functional maths) and within mathematics itself
- To encounter and consider different lines of mathematical argument
- To develop and use flexibly a range of methods of computation, and apply these to a variety of problems
- To explore a variety of situations that lead to the expression of relationships
- To consider how algebra can be used to model real-life situations and solve problems
- To explore shape and space through drawing and practical work using a wide range of materials
- To undertake purposeful enquiries based on data analysis
- To look critically at some of the ways in which representations of data can be misleading and conclusions uncertain.

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

Moyles Court pupils will follow the Edexcel IGCSE A course. Pupils will follow either the foundation or higher course dependent on their mathematical ability. The highest grade possible for those that follow the Foundation course will be a level 5, those who follow the Higher course can achieve up to a level 9. We will always support the pupils in whichever tier of entry to achieve their highest potential. Assessment is by 2 examination papers, which are taken at the end of Year 11. Calculators can be used in both papers. The examination will cover:

Statistics and Probability

- Collecting and recording data
- Averages and range
- Processing, representing and interpreting data
- Probability

Number and Algebra

- Integers
- Indices, standard form and surds
- Fractions
- Decimals
- Percentages
- Ratio
- Sets
- Sequences and expressions
- Expanding brackets and factorising
- Graphs
- Formulae
- Algebraic fractions and proof
- Upper and lower bounds
- Linear equations
- Inequalities
- Quadratic and simultaneous equations
- Proportion
- Calculus
- Functional notation
- Vectors

Geometry

- Symmetry
- Angles, polygons and circles
- Area and volume
- Congruence and similarity
- Circle theorems
- Constructions and loci
- Transformations
- Pythagoras' theorem and trigonometry

Pupils are expected to have their own scientific calculators and bring these to lessons.

SCIENCE

AQA Combined Science: Trilogy (8464) (Double Award) ***OR***

AQA Biology (8461), Chemistry (8462) & Physics (8463) - (Separate Sciences)

"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."

Marie Curie

Science is a compulsory subject in Years 10 and 11 and the pupils will have the option of sitting the double award or, if they have significant ability in this subject, the separate sciences option– it is significantly more challenging than double award science, and requires a strong work ethic.

The specification for both options allows flexibility in what can be offered to the pupils in the papers and the tiers they sit for each subject area over the two year course. The pupils will be able to sit the final papers in six parts at the end of Year 11, which will enable them to concentrate on a smaller area of study for each paper. Two exams for each of Biology, Chemistry and Physics. Assuming all goes well, a separate sciences candidate will end up with three GCSEs (in Biology, Chemistry and Physics), and a double award candidate will end up with two GCSEs (both in Science).

Combined Science has slightly less content than the separate sciences option, but still provides a solid foundation in all three sciences, and is the norm for most secondary students in the country.

The separate sciences option allows for flexibility within each of the subject areas (biology, chemistry and physics), as the grades are individually awarded. Candidates must take the same tier for both papers 1 and 2 but need not take the same tier in each of the subject areas. For example, candidates could take both of the foundation tier question papers in biology, both of the higher tier question papers in chemistry and both of the higher tier question papers in physics. Candidates are not allowed to take different tiers within each science subject.

Combined Science Subject Content

Biology

1. Cell biology

2. Organisation

3. Infection and response

4. Bioenergetics

5. Homeostasis and response

6. Inheritance, variation and evolution

7. Ecology

Chemistry

8. Atomic structure and the periodic table

9. Bonding, structure, and the properties of matter

10. Quantitative chemistry

11. Chemical changes

12. Energy changes

13. The rate and extent of chemical change

14. Organic chemistry

15. Chemical analysis

16. Chemistry of the atmosphere

17. Using resources

Physics

18. Energy

19. Electricity

20. Particle model of matter

21. Atomic structure

22. Forces

23. Waves

24. Magnetism and electromagnetism

The separate sciences subject content is similar but goes into more depth and includes more content for each branch of science.

Assessments

There are six papers for both double award and separate sciences options: Two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

ADDITIONAL COSTS FOR THE COURSE

Students will have their own copies of biology, chemistry and physics textbooks to support their learning in and out of the classroom. These will be purchased by the school and added to the school bill.

Biology

AQA GCSE Biology Student Book (AQA GCSE Science 3rd Edition)

Chemistry

AQA GCSE Chemistry Student Book (AQA GCSE Science 3rd Edition)

Physics

AQA GCSE Physics Student Book (AQA GCSE Science 3rd Edition)

Revision guides will be recommended depending on the option of Combined Science or Triple Science.

OPTIONAL SUBJECTS

ART & DESIGN

Examination Board: Edexcel Specification 2D01

"Every child is an artist. The challenge is to remain an artist after you grow up"

Pablo Picasso

WHY STUDY ART & DESIGN?

The creative and cultural industries are increasingly recognised as not only being a "defining feature of the British national identity" and vital component of our quality of life, but also as vital to the health of the UK economy, representing 8% of our GDP.

"It is a sector that has experienced rapid growth throughout the world in the last decade. The contribution of our creative economy to overall gross domestic product is the highest across all OECD countries."

Will Hutton, Work Foundation

Art and Design has innate relevance to many aspects of our daily lives. Virtually everything that we own or look at has been designed. We live in a rapidly changing, visual world that has its roots in Art and Design; consider the television and films, web pages, interior design, architecture, cars, fashion, computer games and gadgets we use on a daily basis. Art and Design can be powerful motivational tools for people to communicate and express ideas and opinions, encourage independent thinking and initiate debate. The exploration of the world around us, appreciation for other cultures, and the understanding of the value of Art, Design and Craft within society, both locally and globally is an important aspect of the course.

Modern businesses need people who have the ability to think creatively and adopt a disciplined approach to difficult situations; not only is Art and Design a means for creative expression and aesthetic beauty; it develops spatial awareness, challenges conventions, and probes inquisitive minds to question and explore life fully.

Research has shown that studying art stimulates out-of-the-box thinking. Using artistic skills such as analogies, playing, intuition and imagination develops the skills necessary to solve complex problems. Art and Design expects you to think creatively, to explore and experiment and be curious. In your art lessons you will be encouraged to make connections with the skills that you learn in your other subjects and also with your hobbies and areas of interest.

INTERESTS AND CAREER POTENTIAL

The Art and Design course is designed not only for anyone who intends to pursue a career in the art world but also for those pupils who wish to broaden their field of knowledge and extend their creative and expressive skills. The career opportunities available in the art world are diverse. Jobs are available in broadcasting and media, advertising and publishing, theatre, fashion and costume, film and special effects, graphics, game design and many more. Industrial and product design, including automotive

and furniture design, are growing areas and the fashion and textile industries are vast. After GCSE, there are many Art & Design courses at different levels of entry in the UK. Most colleges and sixth forms offer AS/A2 level courses in Art & Design and many offer specialist AS/A2 courses in Ceramics, Textiles, Graphic Design, Photography and History of Art. You can also go on to study one of the related BTEC National courses such as Art and Design, 3D Design, Fashion and Clothing, Multimedia or Photography. A wide range of Art & Design degree courses are offered at universities and colleges throughout the country.

WHAT ARE THE AIMS OF THE COURSE?

The course aims to develop in students an awareness of their rich and diverse cultural influences and heritage, as well as an understanding and appreciation of the historical and contemporary background of art. It offers you the opportunity to produce work in a wide range of materials, to build up technical skills and to express your feelings and creative ideas in both two and three dimensions. Fundamental to the development of ideas in all projects is recording through resource-based learning; utilising objects, our own selves and others, our built and natural environment for both inspiration and direct observational study. Both the practical development of transferable skills and connections with local, national and international practitioners, museums and galleries enables pupils to gain an insight into life as a working artist, designer or craftsperson.

To be successful you will need to be enthusiastic, self-motivated and have a willingness to experiment and explore. Art and Design is not an easy option, to fulfil the coursework criteria you will need to work extremely hard, be prepared to complete homework (an average of 3 hours per week) and to meet tight deadlines. 'Open studio' time in the department allows students to continue with their work at designated times after school or at lunchtimes.

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

The course consists of two practical units which together make up the final G.C.S.E. grade.

Unit 1: Portfolio of Work

The portfolio of work is selected from work undertaken during the course of study and must include more than one project. A response to all assessment objectives is required in the portfolio as a whole. This unit, which is worth 60% of the total marks, is marked internally and moderated by Edexcel.

Unit 2: Externally Set Task

You will be given a set period of time for your preparatory and developmental studies prior to the practical controlled assessment which will last for ten hours. A response to all assessment objectives is required and the work presented will be assessed internally and moderated by Edexcel. This unit is worth 40% of the total marks.

You will be assessed on your ability to undertake visual research, develop, explore and make ideas in response to a variety of themes, use of a range of materials, equipment and techniques and your understanding of other artists' work from contemporary practice, past practice and different cultures.

A celebration of the students work takes the form of an exhibition in the summer term.

ADDITIONAL COSTS FOR THE COURSE

You will be required to have some basic materials for homework:

- A range of soft 'B' pencils for drawing
- A good eraser and pencil sharpener
- Coloured pencils
- A set of paints; watercolour, gouache or acrylic
- A camera is also a great asset but not essential.
- An A3 Sketchbook and Portfolio is supplied by the school.

An equipment order form will be available in the Summer for any additional materials.

You will have the opportunity to extend your coursework through artist workshops and visits to art galleries. These will incur a small charge.

COMPUTER SCIENCE

WHY STUDY COMPUTER SCIENCE?

"Everyone should learn how to code. It teaches you how to think"
Steve Jobs

Imagine the last few years without access to computers and the internet! The technology available now allows many of us to work from anywhere in the world and Computer Science GCSE has become a very highly regarded qualification. It teaches students critical thinking and problem solving alongside theory topics such as networks, security and hardware. GCSE Computer Science teaches students how to make computers work for them and is a good foundation for many career paths.

INTERESTS AND CAREER POTENTIAL

- Employment in the computing industry is forecast to grow 5 times faster than the UK average with over half a million new computing professionals needed over the next 5 years
- IT and Telecoms professionals currently earn 41% more than the national average salary
- Technology related skills are a **major factor** in the UK's **economic and social success**.
- 92% of job vacancies require candidates with IT user skills

EXAMINATION BOARD: OCR (J277)

How it's assessed

Paper 1 – Written paper, 1hour 30, 80 marks (50% of the GCSE) covering the following topics;

- Systems architecture
- Memory & storage
- Networks, connections & protocols
- Network security
- Systems software

Ethical, legal, cultural & environmental impacts of digital technology

Paper 2 – Written paper, 1hour 30, 80 marks (50% of the GCSE) covering the following topics;

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages & integrated design environments

Course costs

Students will need to purchase a voucher for SmartRevise which will be used for prep tasks and exam preparation throughout the course. This will be a one-off cost of approximately £15.
There are many free, good quality resources available for this course which students will be directed to at various times.

3D DESIGN

EXAMINATION BOARD: EDEXCEL

WHY STUDY DESIGN?

'Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it's really how it works. '
Steve Jobs

OVERVIEW

Three-Dimensional Design is concerned with the designing, prototyping, modelling or making of functional and aesthetic consumer products, interiors and architecture. Students should engage with appropriate processes, materials and construction techniques, using maquettes, models and working drawings to help take their initial ideas through to realisation. Students will also understand that Three-Dimensional Design practitioners may work within a small team environment or work as freelance practitioners. They may be responsible for a particular aspect of the Design or Production process or for the entire design cycle. They will need good communication skills in order to liaise with clients and to promote themselves as three-dimensional designers.

Knowledge, understanding and skills in Three-Dimensional Design

Students are required to develop the necessary and appropriate knowledge, understanding and skills when undertaking work in Three-Dimensional Design. All knowledge, understanding and skills will be assessed in two components; 60% Coursework based (both folder and practical assessments, and 40% final exam of 10hr to complete a design task fulfilling an exam board specified brief. There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Three-Dimensional Design. In addition to any specialist requirements listed under the chosen area(s) of study, students should develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches
- The use of observational skill to record from sources and communicate ideas
- Characteristics of materials such as resistance, malleability, recyclability and sustainability
- The elements of three-dimensional design such as light, space, form, scale and proportion
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media the use of digital and/or non-digital applications.

Areas of study

Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students could develop work in at least one of the following areas of study.

Architectural design **Interior design** **Product design** **Environmental/landscape design**

sculpture* **Design for theatre, film and television** **Jewellery and body adornment** **Ceramics**

FRENCH

EXAMINATION BOARD: AQA Course 8652 (new course from Sept 2024)

"Without language, one cannot talk to people and understand them, one cannot share their hopes and aspirations, grasp their history, appreciate their poetry or savour their songs."
Nelson Mandela

WHY STUDY FRENCH?

You are well prepared to do a GCSE French course as you already know a lot of the vocabulary you will need for GCSE level from KS3 and/or the AQA FCSE such as talking about yourself, your family and friends, your hobbies, where you live, school, holidays and food and drink. You will build on these topics during your GCSE course, as well as moving on to new topics such as fashion, the internet, media the environment etc. Don't worry if you are unsure about verb tenses as we will go over them again during the GCSE course. Contemporary France and French-speaking countries are brought into the classroom with up-to date material from magazines, newspapers, songs and films. Studying French at GCSE level is a stepping-stone for A Level. The lessons are supported with the online subscription to electronic resources through Active Learn. This follows on from the Studio resources you are familiar with in KS3.

The AQA GCSE is a great transition from the AQA FCSE, which introduced translation skills in recent years:

- The ability to use a foreign language as a means of practical communication.
- Insight into the culture and civilisation of countries where the language is spoken.
- A positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.
- Techniques which can be applied to other areas of learning, such as analysis and memory skills.
- A sound foundation for progression to employment or further study.

INTERESTS AND CAREER POTENTIAL

French is one of the world's major international languages; it is spoken by over 200 million people in 55 countries that are 'la Francophonie'. The prestige of French art, music, dance, literature, fashion, cuisine and cinema makes French a culturally important language. People who speak French often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, teaching, editing, tourism, foreign services, international organisations and technology and medicine.

Language learning develops skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies. Learning a new language will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for. ***Proven ability in a foreign language is desirable for entry into many of the top universities and careers.***

WHAT ARE THE AIMS OF THE COURSE?

The aims of this course are:
• develop the ability to communicate effectively using the target language
• offer insights into the culture and society of countries where the language is spoken
• develop awareness of the nature of language and language learning
• encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
• provide enjoyment and intellectual stimulation
• develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
• form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

We start the first module in the summer term of Year 9 as soon as the FCSE Portfolios are complete**.**

Assessment is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Assessments:

- This new AQA GCSE is Ofqual-accredited, and the assessment structure is as follows:
- There are no controlled assessments or coursework
- Grades 1, 2, 3, 4, 5, 6, 7, 8 or 9 indicate the standard a candidate can achieve; 9 is the highest and 1 is the lowest. A Grade 4 is the equivalent of a Grade C.
- All learners are assessed via the four core components of **Listening** (Paper1), **Reading** (Paper2), **Speaking** (Paper3) and **Writing** (Paper4)
- Each of the four components has an equal weighting towards the final grade of 25% each.
- The Speaking examination is conducted and recorded by the teacher but is no longer internally assessed. So, all 4 Papers are externally assessed by the AQA.
- The main difference between the existing AQA examinations and this new course is the introduction of dictation and reading aloud tasks. Pupils at Moyles have been practising these skills in KS3 in preparation for these changes.

ADDITIONAL COSTS FOR THE COURSE

In the event of a linguistic trip to France, the option of such an overseas trip may cost around £500/£600. CGP Revision packs are approx £10 and visiting theatre companies approx £10.
Whilst we have electronic front of class textbook subscriptions, hard copies of textbooks can usually be purchased for approx. £25. The new course resources are being published in Summer 2024.

PREVIOUS STUDY:

The KS3 curriculum at Moyles Court School, which concludes with the FCSE qualification, offers pupils the foundation and preparation to enable them to successfully move onto the GCSE.

However, for pupils who have not completed KS3 at Moyles Court we recommend that learners starting this course should have studied a modern foreign languages curriculum such as the AQA FCSE or equivalent national educational framework. Learners in England will normally have followed the KS3 programme of study within the National Curriculum for England.

GEOGRAPHY

EXAMINATION BOARD: AQA

WHY STUDY GEOGRAPHY?

"Geography students hold the key to the world's problems… So many of the world's current issues – at a global scale and locally - boil down to geography and need the geographers of the future to help us understand them."
Michael Palin

INTERESTS AND CAREER POTENTIAL

"It is a subject that helps young people into work. Many employers prize the knowledge and skills that studying geography can provide and geography in higher education is thriving. Geography students are among those gaining greatest satisfaction from their studies, and geography graduates have a relatively low level of unemployment. It's no wonder there is a growing demand to study the subject at university. This is underlined by the Russell Group of Universities who recognise geography as one of the key "facilitating" subjects for entry to degree level study."
Michael Palin

A GCSE in Geography is a stepping stone to a whole range of future opportunities. The skills you develop will support you in further studies and employment. A good grade at GCSE will help you move on to any AS, A Level or vocational A Level course. If you enjoyed your Geography GCSE, you might want to continue with this subject, or study a related subject. Biology, Geology, Environmental Science, Government & Politics, Economics, Travel and Tourism and Leisure & Recreation all have close links with some of the material you studied for this GCSE. Employment opportunities where your geographical skills will be particularly valued include journalism and media, the law, engineering, business management, ICT, environmental management, teaching, economic planning, marketing, leisure, recreation, and tourism.

WHAT ARE THE AIMS OF THE COURSE?

- To acquire knowledge and understanding of a range of places and environments at a range of scales from local to global.
- To develop an awareness of the responsibility of global citizenship and the sustainability of the planet.
- To appreciate that the study of geography is dynamic.
- To promote an understanding of physical and human processes in geography.
- To acquire and apply the skills of research and investigative work including the use of modern information technologies.

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

Unit 1: Living with the Physical Environment

Written paper 1 hour 30 minutes 88 marks 35% of total marks

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

Summary of Topics

- The Challenge of Natural Hazards – this topic looks at the natural power of the Earth – earthquakes, volcanoes, and tropical storms.
- The Living World – this topic focuses on ecosystems, with particular attention to Tropical Rainforests and extreme cold environments.
- Physical Landscapes in the UK – this topic covers the processes that shape our landscape; rivers and their landforms, and the erosive effects of the sea.

Unit 2: Challenges in the Human Environment

Written paper 1 hour 30 minutes 88 marks 35% of total marks

This unit develops an understanding of the factors that produce a diverse variety of human environments and the need for sustainable management of these environments.

Summary of Topics

- Urban Issues and Challenges – this topic focuses on urbanisation and the emergence of megacities, urban regeneration, and sustainable living.
- The Changing Economic World – this is a study of global variations in development; factors affecting development and how the development gap can be closed.
- The Challenge of Resource Management – this topic looks at supply and demand, and how we can move towards a more sustainable resource future.

Unit 3: Geographical Applications

Written paper 1 hour 15 minutes 76 marks 30% of total marks

Students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Summary of Topics

- Issue Evaluation – this section contributes a problem-solving element by looking at a particular issue derived from a secondary source. Students will evaluate the options and justify their decision.
- Fieldwork – Students will answer questions relating to their fieldwork enquiries and data collection techniques

ADDITIONAL COSTS FOR THE COURSE

Students will undertake two contrasting geographical enquires collecting primary data as part of a fieldwork exercise (Unit 3 requirements). This will cost £20-£30.
Textbook: GCSE 9-1 Geography AQA (OUP) £29. CGP Revision Guide £5.

HISTORY

EXAMINING BOARD: Cambridge International Examinations
IGCSE® History (9-1) (UK only) (0977)

WHY STUDY HISTORY?

History is a fascinating subject which provides an opportunity to study the people and events that have shaped our world as it is today as well as helping to develop a critical understanding of why and how events happen.

History is not an easy option, but offers a very rewarding, enjoyable and exciting challenge for those who are prepared to work consistently at their studies.

INTERESTS AND CAREER POTENTIAL

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. History IGCSE is highly respected, and many students of history have gone on to become professionals such as lawyers, politicians, teachers, business people, accountants and journalists. For further information, visit http://www.cie.org.uk/images/122564-cambridge-recognition-brochure.pdf

A study of History teaches the following skills, which will be useful in a wide range of careers:

- ✓ How to interpret and evaluate information
- ✓ How to communicate ideas effectively and present arguments clearly
- ✓ How to describe and analyse the key features of the period of study
- ✓ How to recognize bias and understand different perspectives.

WHAT ARE THE AIMS OF THE COURSE?

IGCSE specifications in history are designed to encourage candidates to be inspired and challenged by following a broad, coherent, satisfying, and worthwhile course of study.

They should enable candidates to:

• Engage in the process of historical enquiry to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds;

• Develop their knowledge and coherent understanding of selected periods, societies and aspects of history;

• Develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes;

• Develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context;

• Organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgments;

• Recognise that their historical knowledge, understanding, and skills help them understand the present and provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

Cambridge IGCSE History focuses on the turbulent history of the twentieth century, its key events, people, changes and issues. Viewing history from both a national and global perspective, students will learn about international relations, global conflict and the political development of key countries.

Components	**Weighting**
Component 1 **2 hours** Written paper Candidates answer two questions from Section A (Core Content: The 20th century: International Relations since 1919) and one question from Section B (Depth Study: USA, 1919–41). All questions are in the form of structured essays, split into three parts: (a), (b) and (c). 60 marks Externally marked	**40%**
Component 2 **2 hours** Written paper Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic. For the examination in **2025**, the prescribed topic is: ***To what extent was the League of Nations a success?*** 50 marks Externally marked	**33%**
Component 3 Coursework Candidates produce one piece of extended writing based on their Depth Study	**27%**

40 marks Internally marked/externally moderated	

ADDITIONAL COSTS FOR THE COURSE:

Text books: Ben Walsh, *Cambridge IGCSE and O Level History 2nd Edition: Option B: The 20th century;* £27.00; Terry Fiehn, Schools History Project, *The USA Between the Wars, 1919-1941 A Study in Depth* - Discovering the Past for GCSE, £27.00; Revision book: £15.00

MEDIA STUDIES

EXAMINATION BOARD: **AQA 8572**

WHY STUDY MEDIA?

We are all Media consumers. And there is a sea of content out there. Therefore, exposure to it is inevitable. But just as important is the decision of what you choose to consume – and what you choose to question. Our aim in Media Studies is to foster an inquiring mindset and promote both theoretical and practical understanding. Students will not only know how to decode a national Newspaper headline – they will also learn to design, create, and stylise an attention-grabbing front page all their own on Photoshop. They will analyse many other forms of Media, including – but not limited to – television, film, gaming, and advertising. They will learn to think more deeply about the world and question the information around them, allowing them to develop their own political, moral, and social views in a world where they are surrounded by media industries who are trying to influence them.

INTERESTS AND CAREER POTENTIAL

Studying the Media could be the first step to a career in journalism, the music industry, radio, film or television production. It could also lead you into the fields of advertising, marketing, promotions or publicity. Media Studies can be taken at A/AS and Degree level and uses skills essential in subjects such as English and the Humanities. It combines equally well with practical subjects like Graphics and ICT.

WHAT WILL I STUDY?

GCSE Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework:

• media language • media representation • media industries • media audiences.

Students are required to study media products from all of the following media forms:

• television • film • radio • newspapers • magazines • advertising and marketing • online, social and participatory media • video games • music video

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

Media 1

Section A will focus on **Media Language and Media Representations**.

Questions can test any two of the following forms: • magazines • advertising and marketing • newspapers • online, social and participatory media and video games.

Section B will focus on **Media Industries and Media Audiences**.

Questions can test any two of the following forms: • radio • music video • newspapers • online, social and participatory media and video games • film (industries only).

How it's assessed • Written exam: **1 hour 30 minutes • 84 marks • 35% of GCSE** Questions • A range of questions relating to an unseen source and Close Study Products. • An extended response question (20 marks).

Media 2

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

How it's assessed • Written exam: **1 hour 30 minutes • 84 marks • 35% of GCSE** Questions • Short, medium and extended response questions assessing depth of knowledge and understanding of the course.

Media 3 - Non-exam Assessment: Creating a media product

What's assessed • Application of knowledge and understanding of the theoretical framework. • Ability to create media products.

How it's assessed • A choice of one of five annually changing briefs, set by AQA. • **60 marks • 30% of GCSE** • Assessed by teachers • Moderated by AQA.

Tasks Students produce: • a statement of intent • a media product for an intended audience.

MUSIC

EXAMINATION BOARD: Oxford Cambridge and RSA (OCR)

SPECIFICATION: J536

"I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music." **Billy Joel**

WHY STUDY MUSIC?

Music is all around us. It influences our moods and emotions and stimulates and excites us in many ways. Music presents a challenge, encourages creativity, and teaches students to work both independently and as part of a team. Music has been proven to enhance overall academic achievements. It challenges leaners in many different ways, making it an exciting subject to study.

When studying the OCR GCSE syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive and critical when listening.

If you enjoy:

- Composing and performing music
- Learning to play an instrument, singing or developing Music Technology performance skills
- Creating music on instruments, sequencers, computers or in a recording studio
- Learning about all types of music, including classical, popular and world then GCSE Music is the ideal subject for you.

INTERESTS AND CAREER POTENTIAL

Options available to students who have completed the GCSE Music course include;

- AS and A2 in Music
- AS and A2 in Music Technology
- AS and A2 in Performing Arts
- BTEC in Music/Music Technology
- BTEC in Performing Arts

On a wider level, skills developed in Music can be helpful in a range of other subjects and employment fields. Focussed listening skills enhance the aural perception needed in language examinations. Performing skills help to develop self-confidence, boost self-esteem and are useful in many areas. Critical thinking, appraisal and evaluation activities pursued in listening and analysis work teaches students how to question, self-assess and target set successfully. Learning to master an instrument encourages memory skills, resilience and perseverance, all of which are vital skills in the new style GCSE's and A level courses.

WHAT ARE THE AIMS OF THE COURSE?

The GCSE music course aims to enable students to develop their knowledge and understanding of various forms and genres of music, through activities in listening, composing and performing.

What do I need to know, or be able to do, before taking this course?

YOU DO NOT NEED TO PLAY AN INSTRUMENT TO TAKE GCSE MUSIC. However, if you are not studying an instrument, you must have a keen interest in Music Technology and want to learn how to record, produce, mix and create music using sequencing skills and multi-tracking techniques.

You have already gained many of the basic skills needed for this course in your KS3 music lessons. You have been introduced to **creating music of your own** in class and this is developed on the GCSE course as you compose two pieces independently. You will compose for your own instrument in your own style as well as responding to a set brief. You have already **listened to a variety of music** in class and these skills are developed as you study film music, the concerto through time, rhythms of the world and the conventions of pop. You have enjoyed **performing music** as a soloist and as part of a group. The GCSE course encourages you to perform music of your own choosing and in any style. You can also choose to use music technology to produce your performances, creating multi-tracked recordings of others and sequencing musical parts into Logic Pro.

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

OCR GCSE Music candidates take **three** compulsory components:

COMPONENT 1 – INTEGRATED PORTFOLIO 1 30%
This coursework component is completed during Year 10 and comprises two practical, coursework tasks.
1 – Performance on the learner's chosen instrument. 2 – Composition to a brief set by the learner. It is externally marked.

COMPONENT 2 - INTEGRATED PORTFOLIO 1 30%
This coursework component is completed during Year 11 and comprises two practical, coursework tasks.
1 – Ensemble Performance. 2 – Composition to an OCR set brief. It is externally marked.

COMPONENT 3 – LISTENING AND APPRAISING 40%
This examination component comprises one written exam paper lasting 1 hour and 30 minutes. The questions are based on extracts of music heard on CD during the exam and draw upon familiar and unfamiliar music taken from the Areas of Study explored in lessons – The Concerto Through Time, Rhythms of the World, Film Music, Conventions of Pop; this component is externally assessed.

ASSESSMENT

Integrated Portfolio 1 (30%)

This component covers the content from **Area of Study 1: My Music.** Pupils complete two pieces of coursework under supervised conditions, one **solo performance** and **one composition** set to their own brief. Pupils explore their own instrument and styles and genres of their own choosing.

Solo Performance	The performance can be one of the following: • the learner performing alone • the learner accompanied by a live or pre- recorded part • a piece for a group in which the learner plays a significant part • a multi-tracked recording in which the learner performs at least one part • a sequenced recording where the learner programs all parts.
Composition	The composition should: • show clear understanding of rhythm, melody, harmony, structure and compositional devices • be written for a range of instruments/voices/technology • extend and manipulate musical ideas and devices in order to show development • shows an understanding of the techniques and capabilities of the chosen instrument(s)/voice(s) or technology • combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece.

Integrated Portfolio 2 (30%)

This component covers the content from Areas of Study 2, 3, 4 and 5. Pupils complete two pieces of coursework under supervised conditions, one ensemble performance and one composition set to brief given by the exam board. The choice of set briefs will give learners the opportunity to specialize in an area of particular relevance to their skills and interest.

Ensemble Performance	An ensemble performance can be one of the following: • performing an individual part within a live ensemble consisting of two or more voices or instruments. Other performers in the ensemble should not consistently double the learner's part • a multi-tracked performance consisting of two or more voices or instruments in which the learner has performed and recorded some or all of the parts • a sequenced performance of a piece for two or more instruments using any appropriate sequencing software
Composition to a set brief	The composition should: • demonstrate understanding of the key features of the chosen Area of Study • Show creative use of the given stimulus • show clear understanding of rhythm, melody, harmony, structure and compositional devices • be written for a range of instruments/voices/technology • extend and manipulate musical ideas and devices in order to show development • shows an understanding of the techniques and capabilities of the chosen instrument(s)/voice(s) or technology

	• combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece.

Listening and Appraising (40%)

This examination component will assess learners' knowledge and understanding of the content of Areas of Study 2, 3, 4 and 5. Learners will explore Musical elements, Musical contexts and Musical language. In the exam, they will be expected to answer single word or short answer questions, multiple choice questions and questions that require an extended response. The exam lasts for 1 hour 30 minutes.

PHILOSOPHY, ETHICS AND RELIGION

AQA GCSE RELIGIOUS STUDIES A (Paper 1 and 2A)

"The unexamined life is not worth living." **Socrates**

We have an intellectual, engaging and diverse programme of study that gives a more nuanced understanding of beliefs, practices, and ethical and philosophical arguments across the world; as well as the academic skills to critically evaluate these ideas, incorporating one's own well-reasoned opinion. From the central beliefs of Islam and considering their relevance in modern-day society to Feminist interpretations of Luke's gospel, from the Cosmological argument of William Paley to Richard Dawkin's negation of the validity of all faith, from the examination of Buddhist mourning rituals and their eschatalogical impact to arguments concerning sanctity of life verses quality of life and autonomy of person, students will be given the opportunity to encounter the most fundamental and thought-provoking theories, religious practices and sacred texts that have influenced the way we think, live, and co-exist. This critical analysis of varying beliefs, practices, and arguments will take place through lively debate, exam practice, textual analysis, and application to relevant, current, and real-life issues.

Assessment throughout the course

To assess students' progress there are frequent opportunities for both formative and summative assessment. All learning is directly and explicitly linked to the examination requirements and technique. Regular examination question practice is built into both classwork and prep tasks. The PER Department and it's students take a reflective and target-focused approach to learning, always striving for improvement, and focusing on strengths and how to progress. By the end of the course, students will be equipped with the knowledge and intellectual tools to respond critically and intelligently for the rest of their lives to the religious, moral, ethical, and philosophical landscape in which we all live.

Career Relevance

The question of PER's career relevance could be answered by posing another question- Which career exists in which comprehension of another person's belief system, and the ability to lead with cogent argument, humility and world knowledge does not matter?' The development of an understanding of varying beliefs, practices, and what is important to others is applicable to a range of career paths. For example, Human Resources, Education, and Counselling. The skill gained from PER lessons of creating a coherent and persuasive argument is applicable to careers in Law, Politics, and Public Speaking. Alongside the empathy and skills that PER study develops, the content itself lends itself to a range of career paths. For example, Medicine, the Justice System, and International Relations. Also of relevance to both Undergraduate and Postgraduate study is the academic rigour demanded for the higher levels of attainment at GCSE.

Additional Costs

There are no additional costs associated with this course. A range of academic works, textbooks, and revision resources are used within lessons and available to borrow for wider research and to extend learning. A student may choose to purchase a revision guide and/or workbook to aid revision, this incurs a minimal cost and can be purchased from Amazon for around £15.

GCSE Units and Examination Information

GCSE Religious Studies A 8062 AQA

Component 1 (Christianity, Islam OR Buddhism)- worth 50% of the GCSE

Beliefs and Teachings in Christianity (option 3)
Nature of God, creation, The Fall, Jesus as saviour, resurrection, judgement, life after death.

Practices in Christianity
Prayer, worship, festivals, pilgrimage, evangelism, world poverty, foodbanks, local community.

Beliefs and Teachings in Islam (option 5) OR Buddhism (option 1)
Islam: Nature of God, 6 articles of faith, angels, prophets, predestination, life after death.
Buddhism: Buddha's teachings, enlightenment, 3 Marks of existence, 4 Noble Truths, Eightfold Path, destiny.

Practices in Islam/Buddhism
Islam: prayer, worship, 5 Pillars, festivals, pilgrimage, Sunni and Shi'a.
Buddhism: prayer, worship, meditation, mourning, festivals, pilgrimage.

Component 2A (Thematic Studies-Christianity and Islam/ Buddhism)- worth 50% of the GCSE

Theme A: Families and Relationships
Religious and non-religious views (including your own view) on families, marriage, adultery, pre-marital sex, raising children, roles of children, sexuality, divorce.

Theme B: Religion and Life
Religious and non-religious views (including your own view) on creation, scientific theories, abortion, euthanasia, treatment of animals, animal experimentation, the environment, life after death.

Theme D: Peace and Conflict
Religious and non-religious views (including your own view) on reasons for war, justifying war, pacifism, conscientious objectors, WMDs, victims of war, refugees, forgiveness, reconciliation.

Theme E: Crime and Punishment
Religious and non-religious views (including your own view) on aims of punishment, treatment of criminals, prison, community service, corporal punishment, death penalty, forgiveness, judgement.

The types of examination questions vary from key terminology questions worth 1 to 2 marks, to detailed paragraph answers worth 4 to 5 marks, and longer essay style answers worth 12 marks. These 12-mark questions give students the opportunity to weigh up different sides of a theological/ moral/ ethical/ philosophical argument using logical chains of reasoning, and incorporate their own critical opinion, whilst coming to a justified and well-reasoned opinion.

PHOTOGRAPHY

Examination Board: Edexcel Specification 2PY01

"Beauty can be seen in all things, seeing and composing the beauty is what separates the snapshot from the photograph." ***Matt Hardy***

WHAT ARE THE AIMS OF THE COURSE?

The course encourages a creative approach to photography, offering an opportunity for artistic expression which does not rely on drawing and painting ability.

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

Students will learn the technical processes involved in producing high quality photographs, including the operation of cameras and studio lighting. Students will work with a digital camera and explore a variety of ways of manipulating digital images on computer. Some whole group study and location trips will be arranged in Year 10 and 11. As each student progresses in this course they will be expected to work independently on the selection and taking of original photographs and they must be able to work to deadlines. There will also be research components to the course, with regular written and practical homework expected.

Assessment

Assessment is by an examination of a portfolio of work undertaken during the course of study (60%) and an externally set task (40%) in which the pupils will create personal response to one of the questions issued by the exam board.

CAREERS IN PHOTOGRAPHY

The Photography G.C.S.E. is designed for those who wish to extend their knowledge and creativity through a lens-based media with the potential to be the first step to a career in the photographic industry.

Photography career opportunities: Photographer: Scientific, Medical, Industrial, Commercial, Fashion, Press, Photojournalism, Advertising, Editorial, Wedding, Portraits, Reportage, Artist, Unit Stills. Photographer's Assistant, Digital Imaging Specialist (Photographic laboratories), Digital Imaging Specialist (Picture Library), Retoucher, Business Development Manager, Picture Library Manager, Picture Researcher, Field Service Technician, Image Sales Executive, Laboratory Manager, Mac Operator, Marketing Executive, Minilab Operator, Photo Retail Manager, Print Finisher Technician, Public Relations Officer.

ADDITIONAL COSTS FOR THE COURSE

It will be necessary for students to have a good working Digital SLR camera, preferably a manual or dual manual/automatic S.L.R. They will require a tripod and it would be beneficial if they have a card reader to use in school when downloading their images.

While basic materials are provided there will be a one off payment of £100 at the beginning of each academic year to support the digital component of the course.

PHYSICAL EDUCATION

EXAMINATION BOARD: AQA component 8582

WHY STUDY PHYSICAL EDUCATION?

"Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity."
John F. Kennedy

Taking Physical education for a GCSE Option helps students to develop the skills and acquire the knowledge, to know how to live a healthy and physically active life at school and hopefully for the rest of the student's life. Students will have to participate in a number of sports and understand how this influences their own well-being and that of others. Students will be given the opportunity to develop teamwork, leadership and improve their interpersonal skills through working with and relating to others.

If you wish to take this subject you should have **a keen interest in sport and recreation, an enquiring mind and be interested in sport around the world**. You should want to know more about the bodily functions and the effects of exercise and want to evaluate and improve your own performance in a range of sporting roles. You must be prepared to be fully involved in class discussion to support one's own learning.

INTERESTS AND CAREER POTENTIAL

A GCSE in PE can be a stepping stone to a wide range of future opportunities. The skills you will develop will be an asset to many future areas of study and potential employment areas. A good grade at GCSE could help you move on to any AS, A Level or vocational A Level course or a wide choice of BTEC courses that are now available. From these areas of study there are pathways into many careers that involve working with people such as education, recreation, health, tourism and the social services to name but a few.

SPECIFICATION AT A GLANCE

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject Content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences

7. Health, fitness and well-being

Assessments

Paper 1: The human body and movement in physical activity and sport
What's assessed • Applied anatomy and physiology • Movement analysis • Physical training • Use of data
How it's assessed • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
Questions • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport
What's assessed • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data
How it's assessed • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
Questions • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

PLUS

Non-exam assessment: Practical performance in physical activity and sport
What's assessed • Physical Assessment x3 - Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Written Assessment x1 - Analysis and evaluation of performance to bring about improvement in one activity (Coursework).
How it's assessed • Assessed by teachers in school or from video footage *obtained by the student from performance outside of school (deadlines must be adhered to for video submission)* • Moderated by AQA – 1 day Moderator visit to observe all candidates (March-May Y11) • 100 marks • 40% of GCSE
Questions • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Non-exam assessment (NEA): Practical performance in physical activity and sport

The non-exam assessment (NEA) aspect of this course requires students to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques outlined below. This aspect of the specification requires students to:

- Demonstrate skills in physical activity and sport, applying appropriate technique(s)
- Demonstrate and apply appropriate decision-making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- Demonstrate ideas and problem-solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- Use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- Demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- Adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- Analyse and evaluate performance to bring about personal improvement in physical activity and sport
- Demonstrate their ability in team sports and activities by:

- Applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
- Showing awareness of, and responding to, the actions of other player(s)/performer(s)
- Communicating effectively with other player(s)/performer(s)
- Demonstrating their individual role in achieving the collective outcome.

Although students will not be assessed on each of these skills individually, they are all inherent to their overall performance. They will be assessed holistically using levels of response mark schemes provided.

There are two aspects to the NEA:

1. Performance assessment (practical performance)
2. Performance analysis assessment (analysis and evaluation)

Performance assessment (practical performance) – 75 marks

Students are required to be assessed in three different activities in the role of player/performer only.

One of these assessments must be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity. Students can only be assessed in activities identified in our specification, which are those stipulated in the Department for Education's GCSE PE activity list. Students cannot be assessed in any other activity.

Students can only be assessed once in any activity, including where an activity is included in both the individual activity list and the team activity list. E.g., they may not be assessed in both doubles tennis and singles tennis.

Students are required to be assessed on their skills in progressive drills (Part 1) and in the full context (Part 2) for each of their three activities.

Students must be assessed using the specified criteria for each activity. They must be assessed holistically on their overall performance for Part 1 (skills) and for Part 2 (full context) using the levels of response mark schemes provided for each activity.

Students' performances should be marked at the level at which they can perform consistently, so that they are able to replicate that level during moderation.

Part 1 – Skills (10 marks per activity)

Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills in each of their **three** chosen activities. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in the full context of the activity.

Students will be assessed holistically based on the overall performance of all the core skills/techniques listed for each activity, in increasingly demanding and progressive drills.

Students should adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others.

The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole.

Students will be assessed using the levels of response grids provided for each activity.

Part 2 – Full context (15 marks per activity)

Students must demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context of each of their **three** chosen activities.

Students must be assessed holistically, based on the performance of the listed skills/techniques in the full context of each activity.

Students should adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others.

The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole.

Students must be assessed using the levels of response grids provided for each activity

Team activity list

Activity	Comments/restrictions
Association football	Cannot be five-a-side or futsal.
Badminton	Cannot be assessed with singles badminton.
Basketball	
Camogie	Cannot be assessed with hurling.
Cricket	
Dance	Can only be used for one activity.
Gaelic football	
Handball	

Hockey	Must be field hockey. Cannot be assessed as ice hockey or roller hockey.
Hurling	Cannot be assessed with camogie.
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity.
Rugby League	Cannot be assessed with Rugby Union or rugby sevens. Cannot be tap rugby.
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tag rugby.
Squash	Cannot be assessed with singles squash.
Table tennis	Cannot be assessed with singles table tennis.
Tennis	Cannot be assessed with singles tennis.
Volleyball	

Individual activity list

Activity	Comments/restrictions
Amateur boxing	
Athletics	

Badminton	Cannot be assessed with doubles badminton
Activity	**Comments/restrictions**
Canoeing/kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking sprint, rowing or sculling.
Canoeing/kayaking (sprint)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking slalom, rowing or sculling.
Cycling	Track or road cycling only. Cannot be assessed in track cycling and in road cycling.
Dance	Can only be used for one activity
Diving	Platform diving only.
Golf	
Gymnastics (artistic)	Floor routines and apparatus only. Cannot be rhythmic gymnastics.
Equestrian	
Rock climbing	Can be indoor or outdoor climbing.
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow. Cannot be assessed with snowboarding. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow.

	Cannot be assessed with skiing. Must not be on dry slopes.
Squash	Cannot be assessed with doubles squash.
Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving.
Table tennis	Cannot be assessed with doubles table tennis.
Tennis	Cannot be assessed with doubles tennis
Trampolining	

Coursework - Performance analysis assessment (analysis and evaluation) – 25 marks

Students are required to analyse and evaluate a performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification.

Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

This work can be completed in either written or verbal format. If it is written, then written evidence must be available for moderation. If it is completed verbally, then it must be evidenced by an audiovisual recording, which must be available for moderation.

Analysis – strengths and weaknesses (15 marks)

Students are required to analyse a performance in one activity from the specification to identify and justify suitable strengths and weaknesses in that performance.

Strengths

With reference to recent competitive performance(s) in the chosen activity, students should identify two strengths.

One strength should be a fitness component (relevant to their chosen activity). Reference should be made to an appropriately relevant and developed fitness component, justifying how it has benefited performance.

One strength should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate), which has been used when performing their chosen activity. If a skill is chosen, reference should be made to the technique used and how that technique benefited performance. If a tactic/strategy is chosen, reference can be made to a description of the student's role within that tactic/strategy and how it benefited performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement benefited performance.

In choosing these strengths, students must fully justify their choices, making reference to the impact and benefit they provided in a recent, fully competitive performance(s).

Weaknesses

With reference to recent competitive performance(s) in the chosen activity, students should identify two weaknesses.

One weakness should be a fitness component (relevant to their chosen activity) where improvement is needed. Reference should be made to an appropriately relevant and developed fitness component, justifying how it has negatively affected performance.

One weakness should be a specific skill (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate) where improvement is needed. If a skill is chosen, reference should be made to the technique used and how that technique hindered performance. If a tactic/strategy is chosen, reference can be made to a description of the student's role within that tactic/strategy and how it hindered performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement negatively affected performance.

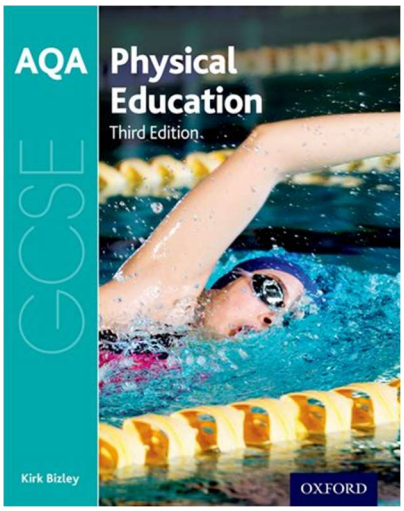
In choosing these weaknesses, students must justify their choices, making reference to how a competitive performance(s) has been negatively affected.

Evaluation – How to improve the two identified areas of weakness (10 marks)

The two weaknesses identified within the Analysis section must be considered and methods to improve both areas explained. It must be detailed how these improvements will be brought about, I.e., fitness training, and be wholly personal to explain how this will improve their own sports performance. Candidates must draw on multiple areas of the theory specification to show their working knowledge and apply it to real life performance examples. Candidates do not need to perform or demonstrate this improvement alongside their coursework submission. This element of assessment is entirely written coursework.

Course Textbook -

AQA GCSE Physical Education: Student Book by Kirk Bizley – Cost = Approx. £25


AQA
GCSE
Physical Education
Third Edition
Kirk Bizley
OXFORD

SPANISH

EXAMINATION BOARD: AQA Course 8692 (new course from Sept 2024)

"Without language, one cannot talk to people and understand them, one cannot share their hopes and aspirations, grasp their history, appreciate their poetry or savour their songs."
Nelson Mandela

WHY STUDY SPANISH?

Spanish GCSE is a lively way to learn to speak, read and write the language and find out about Spain's and Latin America's varied and enchanting culture.

You are well prepared to do a GCSE Spanish course as you already know a lot of the vocabulary you will need for GCSE level from KS3 and/or the FCSE such as talking about yourself, your family and friends, your hobbies, where you live, school, holidays and food and drink. You will build on these topics during your GCSE course, as well as moving on to new topics such as fashion, the internet, media the environment etc. Don't worry if you are unsure about verb tenses as we will go over them again during the GCSE course. Studying Spanish at GCSE level is a stepping stone for A Level.

The AQA GCSE Spanish course encourages learners to develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills
- a sound foundation for progression to employment or further study.

INTERESTS AND CAREER POTENTIAL

Spanish is the third most commonly spoken language in the world and in terms of number of native speakers it is second only to Mandarin Chinese! It is the official language in more than 22 countries. People who speak Spanish often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, teaching, editing, tourism, foreign services, international organisations and technology and medicine.

Language learning develops skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies. Learning a new language will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.

Proven ability in a foreign language is desirable for entry into the top universities and careers.

WHAT ARE THE AIMS OF THE COURSE?

The aims are to:

1. develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken

2. form a sound base of the skills, language and attitudes required for further study, work and leisure

3. offer insights into the culture and civilisation of countries where the language is spoken

4. encourage fuller integration into the local community, where relevant

5. develop a fuller awareness of the nature of language and language learning

6. encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations

7. provide enjoyment and intellectual stimulation

8. complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

WHAT UNITS ARE STUDIED AND HOW ARE THEY ASSESSED?

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where Spanish is spoken.

Assessment is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Assessments

The AQA Spanish GCSE is Ofqual-accredited and the assessment structure is as follows:

- There are no controlled assessments or coursework
- Grades 1, 2, 3, 4, 5, 6, 7, 8 or 9 indicate the standard a candidate achieved at Cambridge IGCSE (9–1). 9 is the highest and 1 is the lowest. 4 = Grade C equivalent.
- All learners are assessed via the four core components of **Listening** (Paper1), **Reading** (Paper2), **Speaking** (Paper3) and **Writing** (Paper4)
- Each of the four components has an equal weighting towards the final grade of 25% each.
- The main difference between the current examination content and this new course is the introduction of dictation and reading aloud tasks. Pupils at Moyles have been preparing in KS3 for these tasks.

The Speaking examination is conducted and recorded by the teacher, but is no longer assessed internally. This means all elements of the course are externally assessed by the AQA.

ADDITIONAL COSTS FOR THE COURSE

In the event of a linguistic trip to Spain, the option of such an overseas trip may cost around £700-£800. CGP Revision packs are approx £10 and visiting theatre companies approx £10.

Whilst we have electronic front of class text book subscriptions, hard copies of text books can be purchased for approx £25. These are due for publication in Summer 2024.

PREVIOUS STUDY:

The KS3 curriculum at Moyles Court School, which concludes with the FCSE qualification, offers pupils the foundation and preparation to enable them to successfully move onto the GCSE.

However, for pupils who haven't completed KS3 at Moyles Court we recommend that learners starting this course should have studied a modern foreign languages curriculum such as the AQA FCSE or equivalent national educational framework. Learners in England will normally have followed the KS3 programme of study within the National Curriculum for England.

TEXTILE DESIGN

Examination Board: Edexcel 1TEO

TEXTILE DESIGN G.C.S.E

Examination Board: Edexcel 1TEO

OVERVIEW

The Textiles G.C.S.E Design course is suitable for students wishing to develop their creativity whilst learning practical skills and achieving a qualification that is adaptable for a wide variety of careers. No previous experience of Textiles is necessary as students will experiment with materials, techniques and equipment to explore and develop their ideas throughout the course. There are a variety of coursework options to inspire students and reflect individual strengths and interests.

CAREER OPPORTUNITIES

Textile designers work in multi-disciplinary ways to develop ideas with materials and techniques for different applications and play an important role in many areas of industry, retail, fashion, art and theatre.

ASSESSMENT

Component 1: Personal Portfolio

60% of the G.C.S.E (Internally set and marked and externally moderated) *Students work on this personal portfolio throughout Year 10 and in the Autumn Term of Year 11.*

Students create a personal portfolio of work based on a given theme (e.g. '*Patterns in Nature*'). The portfolio shows their development of ideas and experimentation with textile techniques and processes, (from the areas of study as listed below) to produce a final creative outcome.

Component 2: Externally Set Assignment

40% of the G.C.S.E (Internally marked and externally moderated) *Students work on this assignment in the Spring term of Year 11.*

Students produce a portfolio of work showing the development of their creative ideas and experimentation with materials and techniques in response to the theme provided. These studies are preparation for a practical exam when they will work unaided to produce a final textile piece.

Knowledge, understanding and skills in Textile Design

There are many skills, techniques, materials, processes and concepts studied in the Textile Design course, enabling G.C.S.E. Students to develop a practical knowledge and understanding of:

● the use of visual communication through a variety of textile-based approaches
● the use of observational skill to record from sources and communicate ideas
● characteristics of materials
● properties of colour, texture and light
● two-dimensional and three-dimensional textiles
● the use of digital and/or non-digital applications

AREAS OF STUDY

Students can develop work in one or more of the following areas of study:

Constructed textiles

● Innovative manipulation and reworking of threads and fabrics.
● The use of a range of constructed textiles materials, tools and techniques such as woven and stitched, materials and digital and non-digital processes.

Digital textiles

● The design of textiles, employing digital techniques for use in creative and commercial industries such as fabric, carpet and wallpaper design.
● The use of a range of digital textiles materials, tools and techniques such as traditional and non-traditional digital methods for recording and developing ideas in colour, construction, design, repeat pattern, surfaces and materials.

Dyed fabrics

● The use of natural and synthetic dyes.
● The use of resist and applied techniques with natural and man-made fibres.

Printed fabrics

● The use of printed textiles to create bespoke pieces and haute couture
● The use of a range of printed textiles materials, tools and techniques such as monoprint, transfer-relief, relief print, wood-cut, lino-cut, silk-screen and digital printing on fabrics.

Fashion design

● The design and creation of clothing and fashion for creative and commercial audiences, clients and consumers.
● The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture.

Installed textiles

● The use of textiles to control and transform perception in a site-specific interior space.

● The use of a range of installed textiles materials, tools and techniques such as padding, collage and assemblage.

Soft furnishings

● The design of constructed textiles for use in furnished interiors, utilising their tactile and physical qualities for intended purposes.
● The creative use of the tactile and physical qualities of textiles in an interior space.

Stitched and/or embellished textiles

● The design of stitched and/or embellished textiles for use in creative and commercial industries such as fashion, costume and interiors.
● The use of a range of stitched and/or embellished textiles materials, tools and techniques such as application and incorporation of media, objects and embellishments, hand and machine stitching.

Drawing and other materials processes

'Drawing,' in terms of Textile Design, can embrace a range of tools across all areas of study, and is used in the development of ideas from initial visual research through to the translation of ideas into finished designs. ICT skills and photographic techniques can be applied in this process.

Additional costs

Most materials and equipment will be provided.

Trips to galleries and exhibitions will be minimal cost.

PRELIMINARY CHOICES
GCSE OPTIONS 2024-2026

The following subjects form the core of GCSEs taken by all pupils:

CORE SUBJECTS:

English Language / English Literature
Mathematics
Science (Double or Triple)

OPTIONAL SUBJECTS:

Please indicate using the grid below, your 1st, 2nd, 3rd, 4th and 5th choice of GCSE subjects from the list below. These will be used to help create the option blocks from which your final choices will be made.

Art Computer Science 3D Design French Geography History EL or EAL	Media Studies Music Photography Philosophy, Ethics and Religion Physical Education Spanish Textiles

NAME OF STUDENT:

1st Choice	
2nd Choice	
3rd Choice	
4th Choice	
5th Choice	

PLEASE RETURN THIS FORM BY MONDAY 26 FEBRUARY

Signature of parent/guardian: