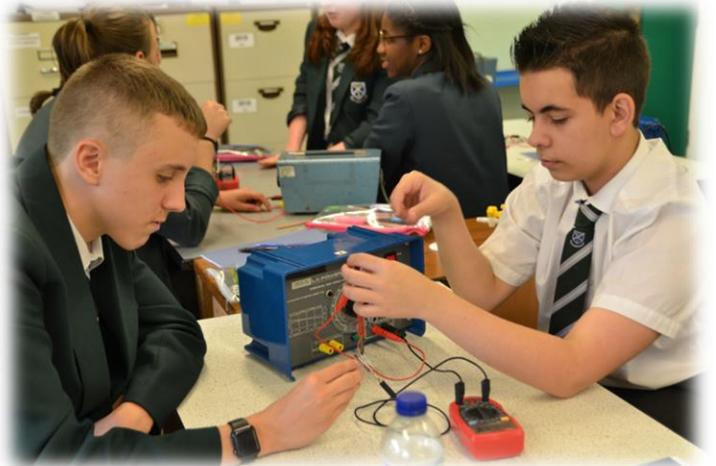
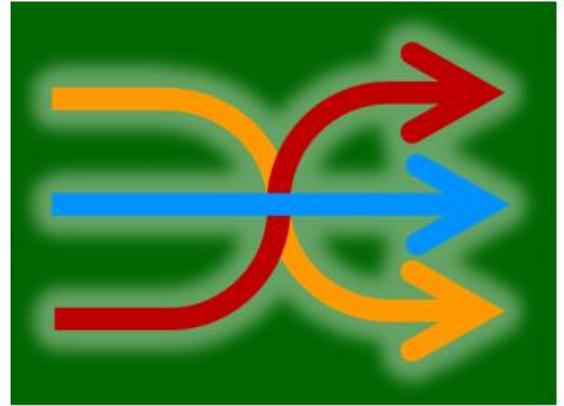


St Alban's
Catholic High School

Options 2026-2028



Year 9 Options Evening
Wednesday 18 March 2026

Contents

Introduction	2
Our curriculum offer	3
Information for students	4
Careers Education.....	6
PSHE	7
Core Subjects	
Religious Studies	8
English language and literature	9
Mathematics	10
Science	11
Core Physical Education	12
Option Subjects	
Alternative Curriculum	13
Art and Design.....	14
Business Studies.....	15
Computer Science.....	16
Design and Technology.....	17
Drama	18
Food and Nutrition	19
Geography	20
Graphic Communication.....	21
History.....	22
Modern Foreign Languages.....	23
Music	24
Sport & Coaching Principles (Technical Award) ..	25
Textile Design	26

Welcome to *Options* at St Alban's Catholic High School 2026 - 2028

Information for Parents and Carers

As our young people progress through their education, there are several important points along the way where decisions must be made about their future direction. During the summer term of Year 9, students will choose the subjects they plan to study at GCSE in September.

This booklet has been produced to explain the curriculum that students will follow over the next two years and to support them in choosing courses. Students should read it carefully and ensure they understand what is involved. Although some subjects treat GCSE as a self-contained course, most require students to draw on and retain knowledge from previous years. At the bottom of each subject page, you will find the name of the teacher who is best placed to answer any questions about that subject.

This year we will be holding our **Options Evening** in the Sports Hall on **Wednesday 18th March 2026**, where you will have the opportunity to ask questions of senior leaders and subject leaders.

We would also recommend that you watch our **Introduction to Options 2026** video, available on the **Options** page of the school website. This provides further information about how the Options process will work over the coming months.

As you will be aware, we have adapted the previous Options process to ensure that all students have the opportunity to gain a foundation of knowledge from each Key Stage 3 subject. This enables them to make informed choices about the subjects they study at GCSE and beyond. During the summer term of year 9, students will consider their final GCSE subject choices. This booklet and the Options Evening are designed to help students and parents/carers with these decisions. Further details will be given about the Options process at the Options Evening.

Options 2026 timeline

- Introduction Assembly 5th March
- Taster Week w/b 9th March
- Options Evening 18th March
- Final Choices 17th April

Broad and Balanced Curriculum

Universities increasingly consider students' GCSE subjects and grades as part of the application process for degree courses. We therefore strongly recommend that students choose subjects in which they feel confident and are most likely to achieve success, while maintaining as broad and varied a curriculum as possible. By doing so, they will keep their future options open and ensure they are well prepared for further study and training.

Please remember that students currently in Year 9 will continue in education and/or training until at least the age of 18. After the age of 16, they may choose to continue their studies in our sixth form, move to another sixth form or college, begin an apprenticeship, or work with a local training provider. There are many pathways available, offering a wide range of qualifications at different levels to suit all learners.

Supporting your child's education

Your interest and support in your child's work towards public examinations is crucial. Our advice to you, as parents and carers, is to do everything possible to ensure that your child is encouraged to meet all deadlines and commitments concerning their work. Homework should have a level of priority over other out-of-school commitments.

In our experience, regular part-time employment during term time - particularly in the evenings or at weekends - can affect students' ability to achieve their full potential in public examinations. We therefore strongly discourage this during key examination periods. Similarly, students often find it difficult to make up work missed due to holidays taken during term time, and we advise against this wherever possible.

It is also important to provide a suitable space at home for study. Ideally, this should be a quiet area free from distraction. A number of facilities in school are available at lunchtime and after school for students who wish to study in a calm environment.

We ask that you attend scheduled parents' evenings and any specially arranged appointments to discuss your child's progress. The school will provide details of key deadlines for all subjects, including coursework and practical examination components.

Please continue to keep the school informed, as early as possible, of any circumstances that may affect your child, particularly where additional support may be needed.

Finally, during these important years, we ask for your full support in upholding the school's expectations, which are in place to ensure that every student achieves their maximum potential.

Our Curriculum Offer

Core curriculum:

Religious Studies
Science

English Language/Literature
Physical Education

Mathematics
PSHE and careers

Students also take subjects from the lists below:

Art and Design
Business Studies
Computer Science
Design & Technology
Drama
Food & Nutrition
French
Geography
Graphic Communication
History
Music
Spanish
Sport & Coaching
Textile Design

There will also be an Alternative Curriculum programme available. You can find details of this programme later in this booklet.

Information for students

This is an important stage in your education as you begin to prepare for your GCSE courses and start thinking about your future. You will be making some key decisions that will help shape your learning over the next two years, so it is important to take responsibility for your choices.

When you are making your choices, you should be considering subjects:

- That you may need in the future
- That you enjoy and want to study
- That you can manage and succeed in

You should **not** be considering subjects:

- Just because your friends are taking them
- Because you think they will involve less work
- Just because you like the teacher you have now

After the **Options Evening on Wednesday 18 March 2026**, you will have the opportunity to discuss your subject choices and ask any questions to help you make your decisions.

You will then be asked to **submit your final choices in April**, ranking your preferred subjects in order from 1 to 3. You will also need to select **two reserve choices**. Occasionally, a subject may be oversubscribed, or there may be too few students to run a course. Your reserve choices ensure that you have a backup plan that you would be happy to study if one of your main choices is unavailable. It is important to think carefully about your reserve choices – don't just pick a subject at random. Wherever possible, we will discuss any changes with you.

Make sure your **final choices are submitted to your form tutor by the deadline provided in April 2026**.

If your parents have any further questions, they are welcome to telephone the school and discuss any concerns with:

Mrs Block – Deputy Headteacher – jblock@stalbans-staff.org

Mrs Pickard - SENCO – cpickard@stalbans-staff.org

Mrs Bush – Years 9, 10 & 11 Student Support Manager – mbush@stalbans-staff.org

Head of Year 9

Mr O'Neill – doneill@stalbans-staff.org

Year 9 team

9AFO Miss Foulger - afoulger@stalbans-staff.org

9APA Ms Page - apage@stalbans-staff.org

9GCO Miss Compton - gcompton@stalbans-staff.org

9HFO Miss Foster - hfooster@stalbans-staff.org

9HJE Miss Jeffs - hjeffs@stalbans-staff.org

9RDU Miss Duxbury - rduxbury@stalbans-staff.org

The Sixth Form

When choosing your GCSE options, it can be helpful to think ahead to your plans for the years beyond Year 11. Our Sixth Form offers a wide range of Advanced Level courses, alongside other supporting qualifications, providing excellent preparation for further study or employment.

We have outstanding facilities, a supportive pastoral structure, and a friendly yet challenging learning environment. The Sixth Form is large enough to offer all the subjects' students are likely to need, yet small enough for everyone to know one another and be known individually by their teachers.

All students follow an Extended Studies programme and have the opportunity to take additional qualifications, such as Core Mathematics and the Extended Project Qualification (EPQ). Students who need to can also resit GCSE English and Mathematics.

We currently offer the following subjects:

Post-16 Courses

Art	Graphics
Biology	History
Business	Mathematics
Chemistry	Music
Computer Science	Photography
Criminology	Physics
Drama	Politics
Economics	Psychology
English Language	Philosophy and Ethics
English Literature	Sociology
Financial Studies	Spanish
French	Sport and Physical Education
Further Mathematics	Technology (Product Design)
Geography	Textiles

Mission Statement

St Alban's Catholic High School strives to provide an excellent education for our students within a caring Christian community where all are respected, valued and supported to achieve their potential. We aim to inspire everyone with the strength and purpose to begin the journey of learning for life and to prepare our students to lead by their example in the modern world.

For further information please contact Mr Mirshemirani – mmirshemirani@stalbans-staff.org

Careers Education, Information and Guidance

The careers education programme has been developed to help you, the student, make an informed decision about your future life and career, both during your time at St Alban's and after you leave. The following facilities will assist you with that plan:-

- All students have access to the Careers Library held in the Careers Room. – There is a wide range of literature covering many different career options.
- In addition, students are encouraged to register on the icanbea... website. Icanbea... is an online careers service which gives information that students need to make important decisions about future careers and what subjects, courses and training they can do to reach their career destination.
- If students are unsure which careers they may be interested in, icanbea.... can give ideas based on likes and dislikes and can also discover what careers subjects they are studying can lead to. Packed with information on what employers are looking for, potential earning and qualifications required.
- Careers Education, Information and Guidance (CEIAG) is an integral part of the Year 10 and 11 PSHE programme. For example C.V. Writing/hands-on workshops.
- Unifrog - All students can access Unifrog – a complete interactive career platform. There are lots of skills assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping students connect who they are with relevant career options. We encourage all students to access this platform.
- We also have lots of information for students on our school website to help develop skills, research more information about jobs and careers. Throughout the year, we have local Colleges, apprenticeship providers and Apprenticeship Suffolk visiting and offering one to one advice and workshops to students.
- During Apprenticeship Week (February) and Careers Week (March) we offer a programme of talks from industry experts, our own fantastic alumni as well local colleges and apprenticeship providers. It is hoped that the presentations will further help in the decision making for university courses and future careers. This is an ideal opportunity for our students to network with local, national and international employers.
- The highlight of the year is our trip to the Suffolk Skills & Careers Festival, which is packed with guest speakers, presentations and activities and aims to really inspire students about their futures.
- St Alban's School provides every Year 11 student with the opportunity of a personal 1:1 interview with a Level 6 qualified careers advisor to discuss their Sixth Form, Higher Education and career plans.
- The careers advisor is also available to talk to younger students and is available during the school day. Students are welcome to pop into the office anytime to ask for help/support.
- Parents/carers are encouraged to take an active role in guiding their child's choice about decisions made in Years 9, 10 and 11.



Mrs Shemming, Careers & Exams Lead
mshemming@st-albans.suffolk.sch.uk

PSHE

(Personal, social, health and economic education)

Aims

The PSHE curriculum is designed to empower students to make informed, healthy and positive decisions driven by the school's Catholic values of learning, respecting and caring.

Our lessons are characterised by:

- ✓ Providing a safe space for students to learn and freely ask questions
- ✓ Encouraging curiosity
- ✓ Creating an environment of respect
- ✓ Being grounded in providing realistic scenarios but not personal experiences
- ✓ Challenging unrealistic social norms

The PSHE Curriculum

The PSHE programme is taught in term time through Extended Registrations and PSHE lessons.

The subject is taught through three interlacing themes:

- Health and Wellbeing
- Living in the Wider World
- Forming Positive Relationships

This follows the National Curriculum all of which can be found [here](#). Its purpose is to give young people the knowledge, understanding and practical skills to live safe, healthy, productive lives and meet their full potential.

Relationship and Sex Education (RSE)

Our approach to RSE (Relationships and Sex Education) is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals, and is taught throughout the school in every year group. All RSE teaching takes place in a safe learning environment underpinned by our Catholic ethos and values, and the lessons follow the Christian Ten:Ten resources for secondary schools.

Ten:Ten is an online educational platform serving schools throughout the UK who follow the mission to enable children, young people, teachers and parents to 'live life to the full' (John 10:10). Please visit their website [here](#) for more information on the Ten:Ten curriculum.

Mr Summers
msummers@stalbens-staff.org

Religious Studies

AQA

Aims

Religious Studies is central to our curriculum at St Alban's. It is a demanding academic subject, which fosters personal reflection and exploration of deep questions about the meaning and purpose of life. The course helps students to develop their own informed opinions and to grow in maturity intellectually, spiritually and morally. They will learn to evaluate important issues; relevant both inside and outside the classroom, and to listen to and respect the views of others. They will apply both scripture and church teaching to aspects of Christian life today and will learn about the approach taken to moral problems by another world faith.

Content

We follow the AQA GCSE Religious Studies Course B (Route A). This comprises two components:

Component 1: Catholic Christianity - This unit requires students to study the Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics: creation, incarnation, the Triune God, redemption, church and eschatology.

Component 2: Perspectives on Faith - This unit includes the study of a second religion, in this case, Judaism and the application of Catholic Christianity to two themes: *Religion, relationships and families* and *Religion, Human Rights and Social Justice*.

Examination Requirements

There will be two examinations of 1 hour and 45 minutes for each of the components. Each exam will consist of four five-part questions. All questions will need to be answered and half the marks in each question will require essay-style responses. In both exams, marks are awarded for spelling, punctuation and grammar. Quality of written communication is also given significant weight. Both exams are taken in Year 11.

Input and commitment from students

This is a demanding course that will require pupils to be fully engaged inside the classroom and when undertaking independent work at home. SAIL will include investigation, reviewing notes, preparation for questions, some reading and learning of key terms. The GCSE course will provide a firm foundation for the Religious Studies A level, which further develops insight into Theology, Ethics and Philosophy of Religion.

Support from school

In addition to timetabled lessons, students can expect differentiated lessons and resources to assist their learning. They will be expected to participate in extended projects and intervention sessions to broaden their knowledge. There are also targeted groups to ensure the work is accessible and manageable at all times. If students are unsure about any aspect of their work, they can ask any member of the department for assistance.

Support from parents/carers

The key skill developed in RE is the ability to form reasoned, balanced argument. With this in mind parents can support students by taking an interest in the work they do and discussing it. In this way the students will improve their ability to make their case and listen to others. Some awareness on news and current affairs relating to the themes will also benefit the student.

Opportunities for the future

The skills developed through RE will be invaluable for A Levels as an evaluative and thoughtful approach will be useful in all areas of academic study. A level philosophy, ethics and theology is a popular and sought after qualification for university candidates and careers alike.

For further details, please contact Mr Hicks
jhicks@stalbans-staff.org

English language and English literature

AQA (8700/8702)

Aims

The English Department seeks to develop reading, writing and speaking skills to the full. Through the study of literature, emotional and cultural horizons will be broadened, enabling students to respond more sensitively to the world around them. Sound communication skills are essential in today's society and we strive to encourage all our students to be life-long learners.

Content

English language

Paper 1 - Explorations in creative reading and writing:

- Reading: questions on one literature fiction text.
- Writing: one extended writing question – descriptive or narrative.

Paper 2 – Writers' viewpoints and perspectives:

- Reading: linked questions on one non-fiction text and one literary non-fiction text.
- Writing: one extended writing question – to present a viewpoint.

Non-examination assessment: Spoken Language

- Assessment on: presenting, responding to questions and feedback and use of Standard English.

English literature

Paper 1 – Shakespeare and the 19th Century novel:

- Shakespeare: one question on a play of choice.
- 19th Century novel: one question on a novel of choice.

Paper 2 – Modern texts and poetry:

- Modern text: one question from a choice of two on a modern text of choice.
- Poetry: one comparative question, comparing an unseen poem with one from the studied anthology.
- Unseen poetry: one question on an unseen poem and another comparing it with a further unseen poem.

Examination Requirements

English Language: Paper 1 - 1 hour 45 minutes, Paper 2 - 1 hour 45 minutes

English Literature: Paper 1 - 1 hour 45 minutes, Paper 2 - 2 hours 15 minutes

Input and commitment from students

One substantial piece of SAIL is set each week, but tasks will be varied and will not always require a written response. Students should see both GCSEs as being an enjoyable and valuable experience that will provide them with skills for life. They are also essential preparation for English language and literature A levels.

Support from school

Students in Year 11 will be offered revision lessons in order that they can achieve their targets. Where a student is falling below their expected target level these will be compulsory.

Support from parents/carers

Encouraging your child to read on a regular basis is the very best way in which you can support your child in these subject areas.

Opportunities for the future

A good GCSE in English language and/or English literature will allow a student to be able to continue study in any A Level. Both subjects are highly regarded by employers and will allow a student to enter any profession.

For further details, please contact Mrs Barber
ebarber@stalbens-staff.org

Mathematics

Pearson Edexcel (1MA1)

Aims

The Maths Department aims to provide all students with the skills necessary for life and intends that most of them will advance much further into the world of mathematics, enjoying it for its own sake and having confidence to apply it to other subjects and situations.

Mathematics classrooms should be places where students believe:

- Everyone can do well in maths.
- Mathematics problems can be solved with many different insights and methods.
- Mistakes are valuable; they encourage brain growth and learning.

Content

The mathematics syllabus includes sections on number; algebra; ratio, proportion and rates of change; geometry and measures; probability and statistics. This builds on the work covered in previous years. There are two levels of examination entry. The Higher Level papers include work which prepares students for Maths and Further Maths A Level. The Foundation Level papers provide a good background for post 16 courses in several subjects particularly geography, sciences, technology, psychology and business studies.

Examination Requirements

There are three examinations in the summer of Year 11. The first is non calculator and the other two require a calculator. Each paper lasts for 90 minutes and can include any of the subject content.



Input and commitment from students

Students are required to complete a 40-50 minute homework weekly in Years 10 and 11. They will be given at least two days to complete homework and should attempt it on the day it is set so that help can be sought before the deadline. Any students experiencing difficulties with a topic are expected to seek help from the maths staff as soon as the problem arises.

A level of competence in mathematics is important for many post 16 courses. It is a requirement of most employers. In addition to GCSE Maths, the top set may have the opportunity to study for an extra qualification called Further Mathematics. This course places an emphasis on higher order mathematical skills, rigorous argument and problem solving skills.

Support from school

Staff are always available to offer support and guidance and we would encourage students to seek help if they have difficulties with homework or they are having difficulty within the lesson.

Support from parents/carers

Parents and carers should monitor whether their child is completing the homework, which can be viewed on ClassCharts and should take an interest in what they are studying in the lesson and encourage a positive attitude towards the subject.

Opportunities for the future

On one hand mathematics deals with highly abstract topics which require considerable imagination combined with the discipline of 'proof'. On the other hand mathematics underpins virtually all the practical developments in science, computing and economics which have formed our modern world. A level Mathematics gives you the opportunity to study topics such as geometry, calculus and trigonometry (pure mathematics) and to use these ideas within the 'applied' topics such as mechanics and statistics. Mechanics is strongly linked to Physics and builds on ideas of motion and forces to work out how and why objects move. Statistics is a key skill used in A-level subjects such as Geography, Psychology and Sociology.

For further details, please contact Mr Silk
rsilk@stalbans-staff.org

Science

Pearson Edexcel

Aims

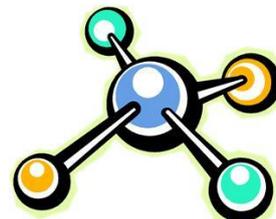
To encourage students to acquire a systematic body of knowledge and the skills needed to apply this in new and changing situations. To acquire an understanding of scientific ideas, how they develop and the factors which may affect their development and limitations.

Content

We follow the Pearson Edexcel GCSE (9-1) Science specification at GCSE.

This has two possible routes for students to follow:

- Triple Science (Biology; Chemistry and Physics)
- Combined Science



All Year 9 students are currently studying the Combined Science route. Throughout the course they will complete termly assessments. The results from these will help determine which route and tier would be most suitable for them to follow. In year 10, we begin the teaching of the triple award content to students who have been selected for Triple Science.

Examination Requirements

Combined Science – Students sit six externally examined papers at the end of Year11:

Biology papers 1 and 4, Chemistry papers 2 and 5, Physics papers 3 and 6.

Each paper lasts 1 hour and 10 minutes and is available at Foundation (grades 1-1 to 5-5) and Higher tier (grades 4-4 to 9-9). Students must complete all papers in the same tier.

In addition, students carry out 18 core practicals which ensure that they become familiar with a range of practical, observational and data analysis techniques. These are carried out within lessons. Successful completion of the course results in the award of two GCSEs in Combined Science.

Triple Science – Each science discipline covers the content from the combined science course plus additional material. For each discipline the students sit two externally examined papers. Each exam paper lasts 1 hour and 45 minutes.

In addition, for each discipline, there are 8 core practicals which ensure that they become familiar with a range of practical, observational and data analysis techniques. These are carried out within lessons. Successful completion of the course results in the award of three GCSEs, one each in Biology, Chemistry and Physics.

Input and commitment from students

Students will be tested regularly to monitor progress. It is expected that students undertake to complete homework, meet deadlines, and study seriously throughout the course.

Support from parents/carers

Parents /carers can provide a work place conducive to work, e.g. quiet and no distractions to facilitate pupils developing good study skills, and encouraging focused revision for regular half termly assessment exams. All students will be enrolled on the Pearson Active Learn site which provides access to the course text book and a variety of resources are available via sharepoint.

Opportunities for the future

Biology, Chemistry and Physics A levels are available to all students following Combined Science or Triple science providing they attain the requisite grades. Any of the sciences can be taken in conjunction with any other subjects, but they form a natural partner with Mathematics and Further Mathematics. A levels in sciences open doors to a huge range of degree based courses at Universities from Astrophysics to Zoology and on to wide variety of related career opportunities.

For further details please contact Mrs J Codd
jcodd@stalbens-staff.org

Physical Education (Core)

All students in Years 10 and in Year 11 participate in Physical Education (PE) lessons, as laid down in the National Curriculum.

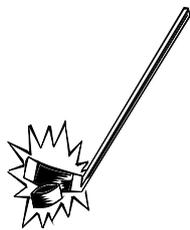
Aims

Included in the aims of the course are:

- striving to perform at the highest level possible in various activities;
- to show evidence of thoughtful planning, accurate observation and perceptive evaluation of their own performance, and the performance of others, and to make sound judgements when selecting what to do in any particular aspect of PE, be it performer, coach, choreographer, leader or official.



Content

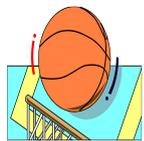


The PE programme in Year 10 currently offers football, badminton, volleyball, table tennis, rugby, fitness studies, athletics, and striking games.

As well as these activities in Year 11 the department also offers activities such as basketball and netball.

Input and commitment from students

By providing a wide variety of choice the PE department gives all students every opportunity and encouragement to achieve their individual potential. In return we expect students to commit themselves fully to the work.



In Year 11 more responsibility is given to students and they are encouraged to organise their own games and participate in refereeing and umpiring.

Competence in PE is a good starting point for a career in the Sport and Leisure industry. It is also good for character building and raising student expectations. The view the students have of their competence gives them the confidence to get involved in exercise and activity out of school and in later life.

For further details please contact Mr Roche
aroche@stalbens-staff.org

Alternative Curriculum

ASDAN

The ASDAN Personal Development Programmes are ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

We offer Bronze Award (6 credits) in Year 10, and Silver Award (6 Credits) in Year 11. Year 10 is used to acquire skills needed for the course and to deliver other interventions (e.g touch typing, fine motor skills, memory and processing, social skills, presentation skills and group work skills)

The Personal Development Programmes feature 12 modules. Each learner works from their own student book and compiles a portfolio of evidence to show what they have done. There are no exams and the awards do not count as a formal qualification.

Students plan and review their work at key points, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy.

The course covers modules in: Communication; My community; Sport and leisure; Independent Living; My environment; Number handling; Health and wellbeing; World of work; Science and technology; The wider world; Expressive arts; Beliefs and values. We include visits to the local area as well as lots of practical and creative activities within the course.

The course is suitable for those students with Special Educational Needs where teachers have identified them as benefiting from not taking a full range of GCSE options.

Mrs Pickard (SENCO) will contact parents / carers of students that have been identified as potential candidates for this course.



*For further details, please contact Mrs Pickard
cpickard@stalbens-staff.org*

Art and Design

Pearson Edexcel

Aims

The GCSE course encourages an adventurous and enquiring approach to Art and Design. The aim of the programme in Year 9 is to allow you to experience how to respond to different artists in more depth whilst learning a wide range of new practical skills to support the transition into GCSE. During the course you will extend your visual skills in Art, Photography and across other creative approaches exploring a diverse range of practical work using 2D, 3D and digital techniques. The course celebrates imagination, creativity and independence and aims to foster a love for Art in all disciplines.

GCSE Content

The **Personal Portfolio** coursework is split into two main approaches and preparation for these will begin at the end of Year 9 where you develop key skills needed for each of the components. The GCSE course is focused on two main projects:

Structures (2D) An introductory theme that allows students freedom to interpret new artist techniques including drawing approaches (traditional and digital), painting, printmaking and mixed media. Photography skills are also built into Year 10.

Thematic approach (3D) A thematic approach focused on 3D skill including ceramics and multiple sculpture techniques allowing students to revisit previous skills and develop approaches in a 3D discipline of their own choice.



Examination Requirements

Assessment: **60% personal portfolio and 40% examination.** Students will work within a sketchbook and show evidence of all four assessment objectives throughout the course. All preparatory and experimental work will be recorded within the sketchbook to demonstrate personal approaches and understanding of the artists explored. Students then select the best of their coursework for assessment of the Personal Portfolio. The final exam is 10 hours with all preparation will be completed before the exam begins.

Input and commitment from students

The course will suit students that are creative, enthusiastic and are keen to learn more about the visual world. There are no essays, no revision; just experimental, visual and practical work. We will expect you to be ambitious and creative in your approach to practical work and work independently. Your class work will also be supported by trips to galleries and engaging with practicing artist through different workshops and creative events outside of school.

Support from school

In addition to timetabled lessons we offer different art clubs with 1-1 support, a sixth form mentoring programme and masterclasses based on skills and focused techniques. The key to success is different opportunities to engage with other artist and share your experience beyond the classroom including exhibiting your work both digitally and as part of a main school creative exhibition.

Support from parents/carers

Supporting document will be available for parents/carers on the school website. We also ask for parents/carers to support attendance and extra sessions and also to purchase sketchbooks and materials for the course.

Opportunities for the future

Art and Design gives you freedom and opportunities to have a successful creative career. We celebrate and promote different career paths for all our creative students. GCSE Art is an interesting and enjoyable subject for students to pursue leading to a wide variety of visual career choice including architecture, advertising, animatronics, concept art, games design, illustration, fashion design, photography, visual editorial work, set design and much more.

For further details please contact Mrs Wright
awright@stalbans-staff.org

Business Studies

Pearson Edexcel

Aims

This qualification is structured into two themes, taking students from how entrepreneurs start businesses. Investigating a small business (Theme 1) and building a business (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

Content

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Examination Requirements

The course consists of two externally examined papers.

Both papers are a written examination: 90 minutes 50% of the qualification each (90 marks)

On both examinations, the paper is divided into three sections: Section A: 35 marks: Section B: 30 marks: Section C: 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Input and commitment from students

If you enjoy communicating and explaining your ideas, thinking creatively and making decisions, working with numbers to solve business problems and learning about the world of business through real and relevant local and international brands, then the GCSE Business course is the right subject for you. It is essential that students meet all deadlines including the completion of homework tasks and ensure that all exam related preparation commitment are fulfilled.

Support from school

There will be many opportunities to follow a mixture of formally taught lessons as well as opportunities to work in small groups and contribute collectively to solving various business related problems. There are educational visit opportunities to access local businesses and access external support from guest speakers and external exam focussed support. In Year 11 we run 'Business surgeries' drop-in sessions on a weekly basis and designated targeted revision support on a weekly basis based on the needs of individuals.

Support from parents/carers

We encourage all parents/carers to engage with their child's studies and welcome any suggestions that enhances our links with parents who have well established business links. There are bespoke course and revision materials available including work books and past paper exam resources that students can access online.

Opportunities for the future

After this qualification you'll understand the world of business. It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

For further details, please contact Mr Cox
lcx@stalbans-staff.org

Computer Science

OCR J277

Aims

The GCSE in Computer Science encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs



Content

The GCSE Computer Science qualification will assess students' learning and skills via two examinations at the end of Y11. Students are required to produce evidence of their skills and understanding of different concepts by answering exam questions and producing pieces of code written in Python.

Examination Requirements

Component 1 – Exam – J277/01 - Computer Systems	1h 30m (non-calculator) 50% of the qualification
Component 2 – Exam – J277/02 Computational thinking, algorithms and programming	1h 30m (non-calculator) 50% of the qualification

Input and commitment from students

Ideally students will be aiming to get a B grade in Mathematics or Science to enable them to understand/access much of the course. For students to succeed it would help if they had an interest for computers (wanting to know how they work) and have a passion for problem solving. It must be said that the course is not about making games, as this is sometimes a misconception.

Support from parents/carers

- We use these textbooks in class – students also have opportunity to purchase at start of Y10 - <https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science>
- Craig and Dave videos - <https://craigndave.org/ocr-gcse-j277-videos/>
- Learning python website - <https://www.freecodecamp.org/learn/python-v9/>
- Python books –
 - Learning to Program in Python by PM Heathcote
 - Python Crash Course, 3rd Edition: A Hands-On, Project-Based Introduction to Programming – Eric Matthes

Opportunities for the future

This qualification would usually lead onto further study in Computer Science at A-level, but would complement other subjects such as science, mathematics and graphics. With computers never being more relevant, then progression on from this subject speaks for itself!

For further details, please contact Mr Robinson irobinson@stalbans-staff.org

Design and Technology

AQA

Aims

Our aim is to encourage a passion for all things creative and design-inspired. Design and Technology skills are highly prized in industry and can lead to successful careers including, but not limited to, TV, film and advertising, publishing, games design, product design, architecture, engineering, fashion, and the many careers in the construction industry.

Content

Year 10 Students will be taught the **core knowledge** of design and technology:

- Problem solving, context and usability
- Development and new technologies
- Sustainability
- Materials properties, processes and finishes
- Joining materials and structure
- Motion and simple electronics
- Digital design and data representation



Year 11 students can specialise for their **iterative challenge** using materials of their choice.

Examination requirements

The GCSE is 50% examination (core knowledge) and 50% NEA (iterative challenge)

Input and commitment from students

The course builds on and extends skills acquired throughout KS3. Having ideas and being able to communicate those ideas is important.

Support from school

- We focus on designing, developing and making products that people use.
- We use state-of-the-art manufacturing technologies and fully equipped workshop to make our products.
- You will learn practical skills to problem-solve real issues.
- You will become proficient in the use of professional imaging software (Adobe)
- You will gain experience of a range of tools and materials including “smart” materials.
- You will access CAD/CAM technologies such as 3-D Printing, Laser cutting, vinyl cutting, embroidery machines, milling machines, and sublimation printing.
- You will be taught by a team of teachers with industrial experience in multimedia applications, textiles art, freelance graphic design, product design and pattern cutting.

Support from parents/carers

Encourage their children to draw, record, photograph, and observe. An enquiring mind is a design mind.

Opportunities for the future

The school offers 3 related A' Levels in Graphic Communication, Textiles or Product Design. Both the [Royal Academy of Engineers](#) and the [Design Council](#) consider D&T to be a vital subject for growth in their industries. The need for those with [science, technology, engineering and maths qualifications](#) is regularly in the news and high on the government's agenda. Companies such as the [James Dyson Foundation](#) have influenced what is taught in D&T lessons.

For further details, please contact Miss Williams
cwilliams@stalbans-staff.org

Drama

Edexcel 1DRO

Aims

GCSE Drama is about working together, developing excellent communication and creative skills whilst preparing you for a smooth transition to A level. The course content allows you to challenge yourself in a safe and dynamic environment. This new qualification focuses on the practical exploration of performance texts.

Content and Examination requirements

There are three components to the course.

- **Component One - devising - 40% of the GCSE** - In groups you will create and develop a devised piece from a stimulus provided by your teacher. You will then perform this piece to an outside audience. Alongside this you will provide a written portfolio that analyses and evaluates the devising process and performance. If you wish you can take the design route rather than the performance route.
- **Component Two - Performance from Text - 20% of the GCSE** - You will either perform in and/or design for two key extracts from a performance text. This will be either a monologue, a duologue or in a group for each of the extracts. If you would rather do design/production work, that route is available too. The performances will be in front of a live audience and examined by an external examiner.
- **Component Three – Written Examination – 1 hour 30 minutes - 40% of the GCSE** - The written examination will involve answering questions on a performance text we have explored and studied practically. You also will have been to see live theatre and will need to evaluate the production you have seen in the examination. You are allowed to take in some general notes with regards to the live theatre production into the exam.

Input and commitment from students

GCSE Drama is an enjoyable but demanding course which incorporates practical and written work. It encourages and develops self-confidence, self-awareness, communication, self-discipline and analysis. You will need a desire to use both creative and analytical skills and it is essential that you can work as part of a team. Full commitment to the course is required both inside and outside of lessons. After school rehearsals and theatre trips are essential.

Support from school

Staff will support students with individual target setting, peer support and evaluation, self-reflection, one to one tutorials and extra sessions after school as and when necessary.

Support from parents/carers

As a department we ask that parents support their children in attending after school rehearsals and completing SAIL work on time. It is invaluable for parents/carers to attend parents' evenings and to encourage their children to share class and SAIL work with them to help avoid work build up and loss of focus. We expect students to behave in a respectful and purposeful way at all times in order to develop trust.

Opportunities for the future

With GCSE Drama it is possible to go on to study for A Level. The 'soft' skills you learn in GCSE drama will be of enormous benefit to you in your future – team building, empathy, confidence, creativity and problem solving. The creative industries employ over 2 million people and is the fastest growing area of the British economy.



For further details, please contact Mr Silburn
csilburn@stalbans-staff.org

Food and Nutrition

Eduqas

Aims

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

Content

Food preparation skills are integrated into five core topics: Food nutrition and health, food science, food safety, food choice, food provenance.

Students will learn through both practical investigations and theory based lessons. Students will be expected to plan and prepare their practical investigations and provide their own food ingredients.

Examination requirements

In Year 10 the pupil's practical skills will be assessed and various projects will be complete to test their knowledge and understanding.

In Year 11 students will be assessed by an exam and coursework.

- **Written exam – 50% of overall GCSE**
- **Food investigation task – 15% of overall GCSE.** Students explore and present a written report on the working characteristics, functional and chemical properties of ingredients.
- **Food preparation task – 35% of overall GCSE.** Students produce a report evidencing their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

Input and commitment from students

A desire to understand the principles of cooking and the science behind the ingredients, not just 'cooking' is essential. Students who take the course must understand that theory plays an important role to help build their knowledge and understanding of the core topics. Coursework plays an important role in order to achieve a successful GCSE grade so pupils need to be able to focus in order to complete the tasks set. No prior knowledge is essential but a commitment is required from both pupils and parents to provide ingredients* on a weekly basis.

Support from school

Students will be provided with a course work booklet for each unit of work, these also make ideal revision guides in year 11. Pupils will also be provided with login details for the Illuminate GCSE FPN online web book which details the whole GCSE and is ideal to support the learning inside and outside of the classroom. Afterschool sessions may be held to support the learning and revision sessions in year 11 will run weekly both at lunchtime and afterschool.

Support from parents/carers

Pupils will need the support of parents and carers by providing the ingredients* required for practical lessons. Also, encouragement at home to complete written tasks such as homework alongside getting students more involved with the shopping and cooking of meals, so that they can develop their skills and confidence.

Opportunities for the future

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. This course would also support future careers in health and social care, sports and medical professions. Students will develop transferable skills such as independent learning, communication and problem solving to support other subjects and careers.

*For further details, please contact Miss Dowe
ldowe@stalbens-staff.org*

Geography

Eduqas (B)

Aims

The course looks at issues around us which develop knowledge, the mastering of skills and an understanding of key ideas in modern geographical thinking. The values and attitudes of people are assessed to allow students to develop their own informed opinions. WJEC Eduqas GCSE Geography B adopts a problem solving approach to the study of interactions between people and their environment. Students will develop skills of interpretation, analysis and evaluation. They will become critical learners when considering a range of viewpoints, values and attitudes. They will develop the ability to solve problems and justify their decisions. All of this is achieved whilst learning about a variety of places in the UK, Europe and Globally.

Content

Component 1 will assess the three compulsory themes:

Theme 1: Changing Places – Changing economies (Urban and rural processes and change in the UK, Urbanisation – cause and effect and A global perspective on development issues).

Theme 2: Changing Environments (Coasts and their management, Rivers and their management, weather and Climate, Climate change – cause and effect).

Theme 3: Environmental challenges. (How ecosystems function, Ecosystems under threat and water supply and demand).

Component 2 - Problem solving paper. An Issue is introduced, a number of possible solutions are suggested and then students choose a solution and justify their choice.

Component 3 – Applied Fieldwork Enquiry.

Fieldwork is an essential part of the course. Students will be given the opportunity to take part in fieldwork where they will expand their skills of data collection and learn how to present and analyse data collected.

Examination requirements

There are 3 written examination papers:

Component 1 (40%): Investigating Geographical Issues. **Written Examination:** 1 hour 45 minutes

Component 2 (30%): Problem Solving Geography. **Written Examination:** 1 hour 30 minutes

Component 3 (30%): Applied Fieldwork Enquiry. **Written Examination:** 1 hour 30 minutes

Input and commitment from students

This is an exciting and varied course but needs full commitment from students. It is essential that students meet SAIL deadlines. Students will be expected to take part in fieldwork where they will learn how to collect, present and analyse data. We usually offer 2 separate fieldtrips over the two-year course.

Support from school

We have built up a bank of resources which are stored in the student shared drive and students can access these resources from home via the school website. There are also revision and exam feedback sessions offered during year 11 which will help students prepare for examinations.

Support from parents/carers

Parents and carers can support their child by encouraging them to review their work regularly. Students should have a glossary of key terms which they add to throughout the course. It is essential that students learn these as they go along. We also study specific case studies as examples of places, theories etc. Students should be encouraged to make revision summaries of these case studies. A general awareness of what is occurring in the world around us is essential for a good understanding of Geography therefore, we encourage students to watch the news, weather forecasts etc.

Opportunities for the future

Geography is one of the "facilitating subjects" these are the subjects identified by the Russell Group of universities as those a student should study at A level to give them the broadest choice of degree courses. Studying Geography develops many skills required in other subjects including maths, English, Science as well as Business studies. It is a firm foundation for many career progression routes. Employers and Universities like Geography students as they can work in a variety of ways and are interested in the world around them.



For further details, please contact Mrs Marcus or Mrs Williamson

fmarcus@stalbens-staff.org

Graphic Communication

AQA

Aims

The course aims to provide students with a solid grounding in Graphic Communication and its place in the world. Students will learn how text and image can influence people's decision making in an array of situations. The approach is multi-disciplinary and students are encouraged to use their own life experiences and interests as bases for design work.

Content

Year 10 and Year 11

Students will learn the fundamentals of Graphic Communication via a range of disciplines, including: colour theory, typography, packaging, animation and advertising. Students will learn how to visualise their ideas in traditional drawn formats as well as using digital technology. Students will learn how graphic communication is an ever present part of modern life.

The **Component 1 Portfolio** part of the GCSE begins towards the end of year 10 where students engage in an internally set project. The **Component 2 ESA** is an externally set brief from the exam board. This GCSE format allows a similar route to the A Level Graphic Communication course.

Areas of study

Design for publishing

Paper engineering

Branding

Design responsibility and ethics

Print making

Visualisation skills

Graphic design and culture

Concept development

Examination requirements

AQA GCSE Graphic Communication is made up of two units:

Component 1: a personal portfolio in Graphic Communications internally set and assessed and externally moderated (60% of the qualification) A sustained project evidencing the journey from initial engagement to the realisation of intentions. A selection of further work undertaken during the student's course of study.

Component 2: an externally set assignment in Graphic Communications, internally marked and externally moderated (40% of the qualification) Finishing with a 10hr practical exam (no written exam)

Input and commitment from students

The course builds on and extends skills acquired throughout KS3. Having ideas and being able to communicate those ideas is important.

Support from school

- We focus on exploration and development of skills and concept development
- A range of hardware and software is available to facilitate quality outcomes
- Projects include real life problem solving.
- You will have full access to our CAD and CAM suite, this includes laser cutting, vinyl cutter, 3d printing.
- You will be taught by **Graphic Communication specialist teachers** with years of teaching and industry experience.

Support from parents/carers

We encourage all students to build their own visual library, this can be photos of the world around them, notes and sketches.

Opportunities for the future

St Alban's offers an A Level in Graphic Communications, we support students in their applications to Higher Education creative courses. The Graphic Design industry generated £3.6bn in 2023, careers are varied and income is higher than average. Graphic designers work in a range of fields and this offers a rewarding and stimulating career path.

For further details, please contact Mr Kelman
jkelman@stalbans-staff.org

History

Pearson Edexcel

Aims

GCSE History is all about people and how they lived their lives. It is an exciting opportunity to learn more about the people who have lived before you – the problems they faced, the opportunities they had, and the issues that were important to them. This course enables you to look at different aspects of the past and to examine a range of different historical factors and historical evidence to gather a greater understanding of the world we live in today.

Content

The course is made up of four units:

Unit One- Anglo-Saxon and Norman England c1060-1088

This is the British depth unit which examines life in Anglo-Saxon England before the Norman invasion, what happened when William conquered and how this changes English society and culture.

Unit Two- Crime and Punishment in Britain c1000-present with a focused study on Whitechapel c1870-c1900

This is the thematic study and historical environment which looks at how and why crime, punishment and policing has changed over time examining the nature of change and the factors which causes change to happen.

Unit Three- The American West, c1835-c1895

This is the period study which makes up the other half of Paper 2. This unit explores the early settlement of the American West analysing the difficulties in settlement and the resulting conflict of settlement on plains lands.

Unit Four- Weimar and Nazi Germany 1918-1939

This is the modern depth study and focuses on the political consequences of World War One on Germany and how this led to the development and overall success of the Nazi party in Germany.

Examination requirements

History GCSE is 100% exam based all taken at the end of year 11. There are 3 exams Paper 1 and Paper 3 worth 30% each. Paper 2 is divided into 2 sections both worth 20% each.

Input and commitment from students

History is an interesting and enjoyable option, which takes in a variety of different learning styles. If students are prepared to work hard and keep up to date with notes and deadlines, they are able to do well at GCSE. Students really enjoy the lessons and our successful uptake at A-Level demonstrates the ongoing passion for learning that is discovered in GCSE History.

Support from school

History offers exam skills sessions from October half term right through until the exams are sat. The department also sells revision guides and provides opportunities in lessons for practice papers and “walking talking” mocks.

Support from parents/carers

In History the best way to develop understanding and vocabulary is by reading their revision guides and developing notes. Students will have access to revision booklets which can help them structure their independent time. The best support students can be given is to encourage them to use the revision guides and booklets and to support them in attending the exam skills sessions.

Opportunities for the future

History has endless opportunities. As a subject based on written skills it lends itself to a wide variety of A-Levels, University degrees and careers. As students learn to debate, evaluate and analyse evidence they can apply these skills to not just a higher level of History but also a wide variety of subjects for example; law, psychology, philosophy, journalism, geography, modern foreign languages and many more.

For further details, please contact Mr Harpur
lharpur@stalbans-staff.org

Modern Foreign Languages

AQA

Aims

The aim of our work is to enable students to communicate with and to understand French and Spanish nationals with confidence. A study by the UCL Institute of Education shows that studying languages provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

Content

With this new specification you will have to study all of the following themes:

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



Examination Requirements

Students will undertake work in the skills of listening (25%), reading (25%), speaking (25%) and writing (25%) using up to date vocabulary in practical situations. All of this will be underpinned by an introduction to the essential areas of grammar.

Input and commitment from students

There will be an opportunity to spend some time with a Foreign Language Assistant during the year. You will need to be organised, flexible and hardworking. You will be expected to learn vocabulary, listen to French songs on YouTube, solve problems and communicate in the language.

Support from school

You are not on your own. You will be able to access revision materials, have a weekly intervention sessions if you are a bit behind, have your own textbook on-line, have access to 1:1 support with a MFL teacher as well as having a "Sixth Form buddy". All your work will be in a French/ Spanish exercise book to keep it neat and easy to revise from.

Support from parents/carers

The good news is that you don't have to speak the language to support your child with his language learning. Over the years we have seen so many pupils thriving in a Foreign Language with English-speaking parents. We will contact you if we feel your child is lagging behind or most likely is thriving. The best way to support your child, is to encourage him/her to watch a TV show or a movie with subtitles in the appropriate foreign language.

Opportunities for the future

People with a qualification in a Foreign Language will, in future, have greater employment opportunities. Second language learners have access to a vast network of international cultural resources in areas such as fashion, design, science, architecture, literature, theatre, cinema, fine arts, music, dance.....

For further details, please contact Monsieur Magotte
amagotte@stalbens-staff.org



Music

Pearson Edexcel

Aims

To provide an interesting and varied course which will encompass a wide variety of musical styles and builds upon the musical skills and interests of each individual pupil.

Content

Unit 1 – Performing Music Coursework – 30%: Demonstrate your skills as a performer – on an instrument or voice. You will perform a solo piece of your choice and as part of an ensemble.

Unit 2 – Composition Coursework – 30%: Build on the techniques of composing from KS3. You will compose two pieces of music to a set brief, which will demonstrate your understanding of the chosen style. This work may be done on instruments or through the use of ICT.

Unit 3 – Listening and Appraising Music – 40%: Study eight set pieces of music during Years 10 and 11. The listening exam paper is 1hr 30mins and will play extracts of the pieces you have studied on CD. You will be asked to recognise and comment on instruments, structures and stylistic details you have learnt about each of the pieces. This unit will help to widen your enjoyment and understanding of the music you listen to and will help you develop your understanding of a range of musical styles, including Popular Music, World Music and Western Classical Music.

Examination Requirements

The listening exam paper is 1hr 30mins and will play extracts of the pieces you have studied on CD. You will be asked to recognise and comment on instruments, structures and stylistic details you have learnt about each of the pieces and to identify similar features in unfamiliar pieces.

Input and commitment from students

Ideally you need to be learning an instrument or a competent singer and ideally be having additional instrumental or vocal lessons. It helps to be able to read music. If you can't yet but are keen and willing to start learning then that's fine and can be to a relatively simple level if necessary. The main requirement for this course is that you have a good, general interest in music of all types and are happy to listen to and study music outside your comfort zone. The composing elements are not as daunting as they might seem! Students are expected to complete coursework and SAIL assignments within the allocated period. GCSE music students are expected to support the music extra-curricular ensembles and performance within and outside school.

Support from school

Music students are given priority for music tuition in school and will have fixed instrumental lessons to avoid them clashing with other subjects. Coursework tutorials are offered after school along with revision sessions in year 11.

Support from parents/carers

Music tuition in or out of school will incur a cost. Pupils are also encouraged to purchase a revision guide and an anthology (under £30 in total) to support their learning throughout the course for the exam.

Opportunities for the future

GCSE music is recommended to continue studying music at A level or a related course such as music technology, music performance or performing arts. Music GCSE would be beneficial, if not essential, for all careers related to music from studio recording, publishing, journalism, performing and many more jobs in the music industry.

*For further details, please contact Mrs Robinson
rrobinson@stalbans-staff.org*

Sport and Coaching Principles (Technical Award)

Eduqas Level 1/2 Vocation Award

Aims

The Vocational Award in Sport and Coaching Principles has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Content

Unit 1 introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

Unit 2 introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.

Unit 3 introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.

Examination Requirements

Unit 1: Fitness for Sport Written examination: 1 hour 20 minutes 40% of qualification 80 marks Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2: Improving Sporting Performance Controlled assessment: approximately 4 hours 25% of qualification 50 marks An assignment brief, will be provided by WJEC which will include a scenario and several tasks, available from the WJEC secure website.

Unit 3: Coaching Principles Controlled assessment: approximately 6 hours 35% of qualification 70 marks An assignment brief, will be provided by WJEC which will include a scenario and several tasks, available from the WJEC secure website

Input and commitment from students

You need to have a genuine interest in sport both in and outside of school. Although not essential, it is helpful if you are involved in a sporting team or club outside of school. You will be expected to attend extra-curricular clubs to help contribute to the internal assessments conducted throughout the course. You will be expected to meet all deadlines set and accept that there will be a significant amount of homework for the duration of the course. It goes without saying that you will need to be adequately equipped at all times for a large number of practical lessons that take place throughout the course.

Support from school

Through excellent focused teaching, students will have an opportunity to consolidate their learning and write up their evidence for internal assessments and prepare for the unit 1 exam. There will also be opportunities throughout each half-term to attend various extra-curricular clubs to help provide opportunities to practice their coaching to younger students.

Support from parents/carers

Regular communication with parents/carers is essential to the success of each student. Parents will need to encourage students to attend the Monday evening sessions and ensure that they have a full PE kit to enable them to access the practical components of the course.

Opportunities for the future

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships. It will go particularly well alongside GCSEs in facilitating subjects, including biology.

For further details, please contact Mr Roche/Mrs Ward

dward@stalbans-staff.org

aroche@stalbans-staff.org

Textile Design

AQA

Aims

GCSE Textile Design involves the creation, selection, manipulation and application of a range of textile materials and processes such as weaving, knitting, stitching and printing to create designs and products. Students will work in multi-disciplinary ways to create ideas, materials and techniques for different applications.



Garment designed by ex student Francesca Palumbo

Content

Year 10 Students further develop skills learnt at KS3 and are introduced to a variety of new skills in order to build a sketchbook of samples. Analysis and critical thinking skill will develop through investigation of primary and secondary resources drawing on the work and approaches of designers from contemporary and/or historical contexts, periods, societies and cultures. From Easter of Year 10 students will be encouraged to show their creative independence by selecting a theme of their own choosing and basing their Component 1 personal portfolio on this theme. This will continue into **Year 11**. In January of Year 11 the exam board will set a variety of themes for the externally set assignment. Students select one of these themes.

Areas of study

Textile design

Costume design

Printed and dyed textiles

Stitched and/or embellished textiles

Fashion design and illustration

Constructed textiles

Surface pattern

Soft furnishings and/or textiles for interiors

Examination requirements

AQA GCSE Textile Design is made up of two units:

Component 1: a personal portfolio in textile design internally set and assessed and externally moderated (60% of the qualification) A sustained project evidencing the journey from initial engagement to the realisation of intentions. A selection of further work undertaken during the student's course of study.

Component 2: an externally set assignment in textile design, internally marked and externally moderated (40% of the qualification) Finishing with a 10hr practical exam (no written exam)

Input and commitment from students

The course builds on and extends skills acquired throughout KS3. Having ideas and being able to communicate those ideas is important.

Support from school

- We focus on exploration and development of skills
- We use a variety of different machines to support the course requirements
- You will learn practical skills to problem-solve real issues including "live" projects and competitions.
- You will access CAD/CAM technologies such as 3-D Printing, Laser cutting, vinyl cutting, embroidery machines, and sublimation printing.
- You will be taught by Textiles specialist teachers with years of experience in different techniques and skills.

Support from parents/carers

Encourage their children to draw, record, photograph, and observe. An enquiring mind is a design mind.

Opportunities for the future

The school offers a related A Level in Textiles. This course offers a wider scope for exploration and development of skills leading to careers in the following areas Fashion Design or illustration, Surface/print Design, Costume Design, Footwear Design, Pattern grader, Buyer textiles/retail, Milliner, Tailor, Dressmaker, Garment technologist, Knitwear Designer, Teacher, Fashion Journalist or Interior Designer.

For further details, please contact Mrs Lewis or Miss Williams

hlewis@stalbans-staff.org

cwilliams@stalbans-staff.org