



# WIGSTON ACADEMY

LEARN - ASPIRE - ACHIEVE

## YEAR 9 GCSE OPTIONS

2026 - 2028



RESILIENCE | AMBITION | RESPONSIBILITY | ENGAGEMENT | RESPECT



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# INTRODUCTION

The Key Stage 4 curriculum is a mixture of core subjects, along with the additional subjects that you may want to study. All of our courses are designed to develop your confidence and to prepare you for the next stage of your lives. We also want to use the courses to further empower you as learners - to be people who know how to look after themselves and others, and who know how to live in and contribute to the modern world.

At Wigston Academy, you will receive high-quality teaching and learning designed to inspire and engage you. Our curriculum is carefully planned to challenge and support all students, ensuring that learning is purposeful and meaningful. Your additional subject choices should provide breadth and depth to your studies and range from traditional subjects to more contemporary, practical, and creative courses. Furthermore, there is an array of enrichment activities. For our Performing Arts enthusiasts you can take part in the range of after school clubs. Sport is another area where you can get involved 'beyond the classroom'. All GCSEs and vocational qualifications are of equal weight. What is different is the style of learning and assessment routes which will suit different students in different ways. GCSEs are either all or mostly externally examined. Vocational courses - Cambridge Nationals and BTEC - rely more on the assessment of on-going assignments.



## MAKING CHOICES

The options process takes place over one half term, giving you time to explore your choices carefully. During this time, you will take part in tutor time activities and taster sessions, and you may opt in for a one-to-one interview to discuss your options further. Information from reports, parents' evenings and staff guidance will help you make informed decisions. Choosing your subjects is important, so take time to consider the advice you receive and the pathway that is right for you.

### DISCUSS YOUR CHOICES WITH:

- your parents or carers
- careers advisors
- your subject teachers
- your tutor

### HERE ARE SOME QUESTIONS TO ASK THEM AND YOURSELF:

- Should I choose the subjects I like?
- Which courses might be especially useful to me?
- Are some subjects more useful to me than others?
- Which courses do my teachers recommend me to take?
- Is there something I definitely want to do when I leave school? If so, have I chosen the most appropriate subjects?

# WIGSTON ACADEMY OPTIONS TIMELINE



# CURRICULUM

2026-2028

All students will take at least five GCSEs in English, Maths, and Science, which form most of the timetable. Most will also study three additional GCSEs or equivalent vocational qualifications, with three lessons per week per subject. Some may opt for Further Maths or Triple Science but this will be done as part of the normal timetable. We encourage you to try to study a variety of different types of subjects. On that basis, we will be guiding you in the choices you make.



All students will need to opt for one 'traditional' subject. These are subjects, beyond the core curriculum, that are highly valued by universities, colleges and employers. We have identified four traditional subjects as options: History, Geography, French, and Spanish. You may choose two or even all of your Options from this category if you wish, but selecting one is enough. One of these subjects will be your first choice.

The English Baccalaureate (EBacc) is a measure of school and student success and is now widely regarded as the 'gold standard' for GCSEs. It means that a student is assessed on whether they achieve grades in the five key subjects that make up the EBacc: GCSE English, GCSE Mathematics, GCSE Science, a GCSE in a modern foreign language and a GCSE in History or Geography. This combination of subjects is particularly useful for students aiming to attend university, pursue a higher or degree apprenticeship, or enter certain professions. We encourage our aspirational students to follow the EBacc subject pathway, as research shows that it can open up many opportunities and increase the likelihood of success in English and Mathematics.

A student following the EBacc route will still have one additional subject choice which can be selected from a wide range of other courses, including subjects they may have not studied before. However, it is also possible to study an additional language or both humanities subjects if that is what they would prefer to do.

For further advice on choices, please contact:

Mr M Ashton (Deputy Headteacher - Timetable) using [mashton@wigstonmat.org](mailto:mashton@wigstonmat.org)

Mr H Mansoor (Assistant Headteacher - Curriculum) using [hmansoor@wigstonmat.org](mailto:hmansoor@wigstonmat.org)

# PROGRESSION INTO POST-16

We expect most students to progress into Post-16 education with many choosing our Sixth Form at Wigston College. To progress onto Advanced Level 3 courses, students need to achieve six GCSE (or equivalent) passes, ideally at grade 4 or above and normally including English and Mathematics (though there may be specific additional requirements in certain subjects).

The courses currently available, which students may aim for after Key Stage 4, are:

English Literature	English Language	Mathematics
Further Mathematics	Politics	Applied Science
Biology	Chemistry	Physics
History	Geography	Business Studies
French	Spanish	Law
Drama and Theatre	Music	Music Technology
Dance	Media Studies	Film Studies
Physical Education	Sport	Health & Social Care
Computer Science	Information Technology	Art & Design
Psychology	Sociology	Criminology
Economics		

It is possible to study a number of these courses without having done the GCSE or equivalent in the subject mainly with the exception of EBacc subjects. This means students may choose to study a subject at A-Level rather than choosing it now as a GCSE.



Please note that we are currently reviewing the curriculum available to Post-16 and there may be some changes to courses in the future.

For further advice on the College offer, please contact the [sixthformteam@wigstonmat.org](mailto:sixthformteam@wigstonmat.org)

# CORE CURRICULUM

This is the part of the curriculum which all students follow and does not involve choice.

## English Language (GCSE)

English Language is a core subject so all students study it to GCSE.

### Content

- Reading - comprehension, analysis and evaluation of fiction and non-fiction
- Writing - both creative and transactional
- Spoken Language - the writing and delivering of a speech



### Assessment

Exam board: AQA

For this GCSE, there are two terminal examinations – each worth 50% of the final grade.

Both exams are 1hr 45mins and assess both reading and writing skills.

**Paper 1 - Exploration in Creative Reading and Writing, 1hr 45mins (50%)**

**Paper 2 - Writers' Viewpoint and Perspectives, 1hr 45mins (50%)**

There is also a Spoken Language Assessment which is graded separately but does not contribute to the overall grade. This is a national requirement.

### Additional Information

Building on the skills of fiction and non-fiction reading and writing introduced in KS3, the English Language GCSE course will use an engaging thematic approach, with flexible teaching and learning strategies to encourage each student to reach their potential and make progress. Students will be taught to read a wide range of exciting texts critically, considering both explicit and implicit meanings. This understanding of the writer's craft and how to use a range of techniques will improve the effectiveness of their own writing. In addition, students will continue to participate in giving speeches, taking part in debates or discussions, and performing their work to an audience in order to improve their use of spoken language and prepare them for the non-exam assessment.

A good grasp of the English language and a good grade at GCSE are vital to success in the “real” world. Employers will want to see effective communication skills, ability to access texts well and convey ideas clearly in writing. Succeeding will open up a diverse set of careers opportunities.

For further information on this course, please contact Mrs Pearson using [cpearson@wigstonmat.org](mailto:cpearson@wigstonmat.org).

# CORE CURRICULUM



This is the part of the curriculum which all students follow and does not involve choice.

## English Literature (GCSE)

English Language is a core subject so all students study it to GCSE.

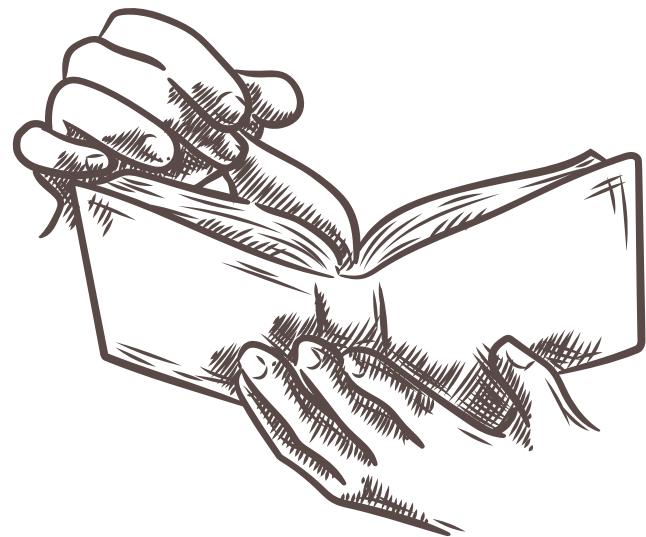
### Content

Literature Paper One:

- 'Romeo and Juliet' by William Shakespeare
- 'A Christmas Carol' by Charles Dickens

Literature Paper Two:

- 'Blood Brothers' by Willy Russell
- An anthology of poetry based on Power and Conflict
- Various poems for the Unseen Poetry question



### Assessment

Exam board: AQA

Though students' achievement will be continuously monitored, the final assessment will take the form of two, externally assessed, exams which will include essay questions based on the set texts listed above.

They will also answer questions on previously unseen poetry.

Paper 1 - Shakespeare and 19<sup>th</sup> Century Novel, 1hr 45mins (40%)

Paper 2 - Modern Text and Poetry, 2hrs 15mins (60%)



### Additional Information

Building on the introductory work on Shakespeare, Dickens and poetry completed in KS3, the English Literature GCSE encourages students to advance their knowledge and skills when responding to important texts. Students will improve their critical and analytical thinking skills, develop their understanding of the context in which a text was written and make connections across their reading. Students will practise working out the meaning of phrases in context, explore aspects of plot, and character dynamics.

The ability to interrogate and understand the language of a variety of texts is an essential life skill. It opens up all sorts of opportunities and allows access to knowledge that might otherwise be beyond initial reading.

For further information on this course, please contact Mrs Pearson using [cpearson@wigstonmat.org](mailto:cpearson@wigstonmat.org)

# CORE CURRICULUM

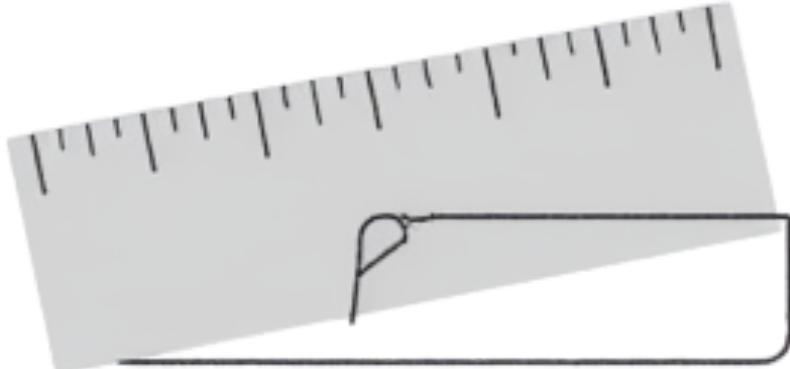
## Mathematics (GCSE)

We study maths because it teaches us a way of thinking. It provides us with methods and strategies for solving all sorts of problems in the world outside the classroom. Maths teaches us to process and organise information and interpret it so that intelligent decisions can be made. It teaches us how to plan, think logically and be creative and how to experiment, test and evaluate answers to problems.

### Content

Maths at GCSE continues from what you have studied previously in KS3. Many familiar topics will be extended and new topics will be introduced.

- Number
- Algebra
- Probability
- Geometry and measures
- Statistics (Data)
- Ratio and proportion



### Assessment

Exam Board: Pearson Edexcel

You will be entered at either **FOUNDATION TIER** (enabling grades 1 - 5) or **HIGHER TIER** (enabling grades 4 - 9). Final decisions on tier entry will be made during Year 11.

Paper 1 - Non-calculator Paper 1hr 30 mins (33%)

Paper 2 - Calculator Paper 1hr 30 mins (33%)

Paper 3 - Calculator Paper 1hr 30 mins (33%)

You will be examined by three terminal examination papers ( $3 \times 1 \frac{1}{2}$  hours each), the first one of these to be taken without the use of a calculator. You will also be regularly assessed to help monitor progress throughout 2 years.

### Additional Information

It is likely that you will start some elements of the GCSE course in Year 9 therefore being provided with plenty of time and opportunity to be fully prepared for your final assessments.

Maths is important for many other subjects such as science, geography, design and technology and ICT. It opens up a wide array of possible careers. Without maths qualifications many jobs would be unavailable. GCSE Maths is generally required by most employers and is a prerequisite for going onto higher education. Most university courses in any subject require at least grade 4/5 Mathematics. It gives a good background for those hoping to go into commerce or industry and especially those professions with a financial emphasis. In fact, studies have shown the better you do in maths the more money 'on average' you earn per year.

# CONTINUED

# Further Maths (GCSE)

## Overview

The AQA Level 2 Certificate in Further Mathematics is an untiered Level 2 linear qualification for students who:-

- either already have, or are expected to achieve grades 7-9 in GCSE Mathematics
- are likely to progress to A-Level study in Mathematics

This qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth without infringing upon A Level mathematics, thus preparing them fully to maximise their potential in further studies in Post-16. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement.

## Content

The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This extra qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

## Assessment

Exam Board: AQA

The qualification is designed to be assessed as a full Level 2 mathematics qualification in its own right and is therefore not dependent on GCSE mathematics. Therefore, there are no prior learning requirements but there is an expectation that candidates will have some assumed knowledge.

## Additional Information

At Wigston Academy we will be offering identified students the opportunity to study for this additional qualification. This will be incorporated into their Maths lessons and will not require them to select it as an option choice. Students will, however be expected to undertake additional independent study to reinforce their learning within this subject area.

For further information on this course, please contact Mr Ashton using [mashton@wigstonmat.org](mailto:mashton@wigstonmat.org).

# CORE CURRICULUM

## Science (GCSE)

### Overview

The Science GCSE content builds further on the foundation covered in KS3 and allows students to look into how aspects of science are reflected in everyday life. There will also be opportunity to develop on the practical skills learnt at KS3.

GCSE Science is a core subject and has two different pathways.



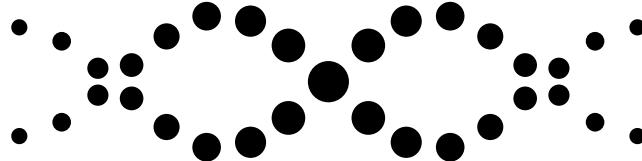
### Pathway 1: Combined Science

In Combined Science students will achieve a dual GCSE grade (9-1), the equivalent of two GCSE grades by studying a combination of Biology, Chemistry and Physics.

### Pathway 2: Triple Science

In Triple Science students will achieve 3 separate GCSE grades (9-1) by studying each of the three Sciences; Biology, Chemistry and Physics, as separate subjects. Teachers will identify students who are able enough to take Triple Science and these students will be placed in the top sets for their Science lessons.

### Assessment



### Exam Board: AQA

In both Combined Science and Triple Science, students will sit six separate papers themed to each science subject (Biology, Chemistry and Physics) and within these themed papers there will also be mathematical and practical application questions. Each question paper will contribute equally to the overall grade given for each subject.

### Additional Information

Science is a part of the everyday life that we lead in the 21st century and it is essential that students gain an appreciation of the world in which we live. The GCSE science courses are carefully designed to help students to access this knowledge and understanding.

Students need good Science grades to progress onto A-Levels in Biology, Chemistry and Physics. BTEC Applied Science is an alternative, more vocational Post-16 qualification.

Science is important for careers include teaching, medicine, pharmacology, pathology, engineering, veterinary science, research, and product design.



For further information on this course, please contact Mrs Fearnley using [sfearnley@wigstonmat.org](mailto:sfearnley@wigstonmat.org).

# STATUTORY CURRICULUM

This part of the curriculum does not lead to a qualification but is more about the broader education and development of students.

This includes Physical Education (Core PE) where we aim to offer a variety of sporting activities where students have some level of choice.

PSHCE lessons continue into Key Stage 4 with a focus on career guidance and future pathways as well as preparing for examinations. They also include Health Education, Relationships and Sex Education as well as other key issues. Religious Education and British Values are delivered through PSHCE lessons, assemblies and activity days and there is an emphasis on Spiritual, Social, Moral and Cultural values throughout the curriculum. Computing is integrated into many courses as well as within PSHCE. If you would like to further develop your skills in computing we offer the GCSE in Computer Science



## YEAR 9 OPTIONS

OUR CURRENT OPTIONS COURSES  
START FROM THE NEXT PAGE

# BUSINESS STUDIES

Exam board: Edexcel

Course Leader - Mrs Sheriff

For further information, please email

[asheriff@wigstonmat.org](mailto:asheriff@wigstonmat.org)

## Overview

We are all affected by businesses because we all buy the goods and services which they provide. In addition, most of us will work in Business after we finish studying and will rely on a business or other organisation for our wage. Some of us may own and run our own business in the future. Everyone can own shares in large businesses.

## Content

### Theme 1: Investigating small business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

### Theme 2: Building a business

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

## Assessment

You will sit 2 exams papers at the end of year 11. One will assess your knowledge of theme 1 and accounts for 50% of your overall grade. The other will assess your knowledge of theme 2 and accounts for 50% of your overall grade. There is no coursework or controlled assessment on this course.

Both exam papers follow the same format. Each paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

The papers 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.

## **Additional Information**

You may go on to study A Level Business Studies or Economics at college. You may undertake an Applied Business course or vocational Business course such as BTEC National Business Level 3 or OCR National Business Level 3. Alternatively, you may wish to study a business-related apprenticeship. It will also help you to understand the work place and prepare you for employment after leaving school.

# COMPUTER SCIENCE

Exam board: OCR

Course Leader - Mrs Nemaura  
For further information, please email  
[mnemaura@wigstonmat.org](mailto:mnemaura@wigstonmat.org)

## Overview

Advances in computing are transforming the way we work. From small businesses to global corporations, computers are essential tools in getting things done. This course teaches you computational thinking as well as dealing with the technical aspects of computers, software development and systems organisation. You will learn how to program in a language called Python. If you are excited by modern computer technology and want to learn more, you will really enjoy this course.

## Content

The course covers a wide range of technical aspects including the following:

- Fundamentals of algorithms
- Programming using Python and SQL.
- System Architecture
- Logic and Languages
- Data representation
- Computer systems
- Computer networks
- Cyber security
- Impacts of digital Technology
- Aspects of software development

## Assessment

Paper 1 (Computer Systems): 50% (1hr 30mins). This unit introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Paper 2 (Computational thinking, algorithms and programming): 50% (1hr 30mins). In this unit, students build on Component 1, developing skills in computational thinking, algorithms, programming, robust programs, logic, translators, and data representation. These skills support their work on the Programming Project.

Programming Project: Students use OCR Programming Project tasks to apply skills from Components 1 and 2. They define success criteria, design algorithms, code solutions, test functionality with a documented plan, and evaluate outcomes while considering future improvements. Although it doesn't contribute to the final grade, the project is a course requirement.

## Additional Information

Computer Science has strong ties with the fields of Maths, Science, Design and Engineering. It is a wonderful way to develop critical thinking, analysis, and problem-solving skills, which can be transferred to further learning and to everyday life.

Students who want to go on to higher study and employment in the field of computer science and engineering will find it provides a superb steppingstone to many contemporary careers. It is also highly regarded as demonstrating a level of expertise and critical thinking by a wide range of professions.



## OPTION COURSES

# DANCE GCSE

Exam board: AQA

Course Leader - Mrs Smith

For further information, please email

[ansmith@wigstonmat.org](mailto:ansmith@wigstonmat.org)

### Overview

Throughout this exciting course, students will learn the art of performing and choreographing dance in a variety of dance styles with a predominant focus on contemporary dance. Students will also study professional dance works and there will be opportunities to view live dance at the theatre. Students will learn about safe practise to develop a greater understanding of being a healthy performer.

### Content

#### **Choreography**

Students will need to choreograph either a solo or group dance based on a stimulus set by AQA. The choreography can be in any style but must use clear motif development and a range of actions, space and dynamics.

#### **Performance**

Students will take part in 3 performances: 2 short solo performances lasting 30 seconds each set by the exam board and one duo/trio set by your teacher.

#### **Dance appreciation**

The written examination will involve analysing six professional dance pieces and showing an understanding and appreciation of choreography and performance.

### Assessment

Choreography (practical): 30%   Performance (practical): 30%   Dance appreciation (exam): 40%

### Additional Information

You will develop technical and expressive dance skills as well as becoming more creative through choreographic workshops and socially interactive with others through group work. You will also develop analytical skills which will be useful in a number of other subjects and will gain confidence and improved self-esteem which will benefit you both professionally and socially.

This course provides a solid foundation for a career in dance or performing arts and/or further studies in dance or performing arts. The content leads nicely onto Post-16 courses such as A-level Dance, BTEC level 3 Dance or BTEC level 3 Musical Theatre.



# DESIGN & TECHNOLOGY GCSE

Exam board: AQA

Course Leader - Mrs Robinson

For further information, please email  
[hrobinson@wigstonmat.org](mailto:hrobinson@wigstonmat.org)

### Overview

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

### Content

Design and Technology is purposeful, as well as being fun and exciting! Studying GCSE Design and Technology will build on what you learnt about designing and making in Key Stage 3. You will use your knowledge and skills to design and make new and better solutions to real problems - on your own and with others - working with materials you choose. You will look at the work of famous designers and design movements, and incorporate this in your own project work. You will also have the opportunity to study specialist technical principles in greater depth.

### Assessment

Paper 1- 100 marks, 2 hour paper worth 50% of the GCSE

- Core technical principles
- Specialist technical principles
- Designing and making principles

15% of the exam will assess maths, 10% of the exam will assess science

### **NEA (Non-Exam Assessment)**

The practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

30-35 hours. 100 Marks and 50% of the GCSE

### Additional Information

This course enables you to develop skills in a variety of media and approaches. The portfolio of work should develop and demonstrate your strengths and interests. The creative and individual portfolio can be shown to prospective employers or used to help secure a place in higher education.

# DRAMA GCSE

Exam board: AQA

Course Leader - Mrs Meats

For further information, please email

[vmeats@wigstonmat.org](mailto:vmeats@wigstonmat.org)

### Overview

Drama is a subject that is becoming increasingly valued by businesses, who feel that our young people lack the confidence at interviews, or the ability to present. Within drama you will not only study the craft of acting and theatre, you will also learn extremely valuable transferrable skills for example - collaboration, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. You are able to perform but also work on production skills such as lighting, costume, sound, set/props, etc.

### Content

The course aims to develop:

- An understanding and response to a wide range of play texts and an ability to communicate the authors intentions to an audience.
- An awareness of social, historical and cultural contexts of play texts.
- Increased self and group awareness and the ability to appreciate and evaluate the work of others.
- Skills of creativity, self-confidence, concentration, self-discipline and communication.

### Assessment

#### **Practical and written Coursework - 60%**

- Marks are awarded on their practical performance of two scenes from a play.
- Marks are awarded on their practical devised performance.
- Marks are also awarded for their written records of their development of their devised performances, commenting on their acting and devising skills and responses to final performance (portfolio).

#### **Written Examination Paper - 40%**

At the end of Year 11 a written paper is taken which tests the candidate on three areas:

- Understanding of drama and theatre terminology
- The study of a set play - from the point of view of a performer.
- The study of a live production seen during the course.



### Additional Information

The course is suitable for those students who are interested in the creation of Drama as an art form and also for those who wish to demonstrate on their CV an aptitude for creativity, good presentation and language skills, confidence and team working skills.

You will like this course if you enjoy your drama lesson at the moment, you like working collaboratively with others, you like to put yourself in other people's shoes, you enjoy the process of creating drama, you like reading plays, you enjoy going to the theatre, you like exploring topical issues, you like performing!



## OPTION COURSES

# FILM STUDIES

Exam board: Eduqas

Course Leader - Mr Gillibrand

For further information, please email

[mgillibrand@wigstonmat.org](mailto:mgillibrand@wigstonmat.org)

### Overview

The film industry is as successful now as it has ever been; from massive Hollywood blockbuster franchises, to the critical and commercial successes of independent films such as *Get Out* and *Parasite*. In Film Studies you will explore the history of the film industry, as well as contemporary examples of mainstream and independent films. You learn how to fully deconstruct film texts (cinematography, editing, lighting) as well as how to make films.

### Content

In Film Studies you will explore the following areas:

- Hollywood 1930-1990
- Modern American independent films
- Global film including:
  - Contemporary UK film
  - Global English language
  - Global non-English language

We study various theorists, approaches and case studies to understand how these areas of the film industry work.

### Assessment

For this GCSE, there are two examinations (worth 35% each) as well as a Controlled Assessment project (worth 30%)

The examinations are based on using case studies analysed in class, with some unseen material to assess your ability to analyse new texts. There are both short questions, and longer essay style questions on both exams.

The Controlled Assessment involves researching, planning and creating a film text (either a short film extract or a script and storyboard)

### Additional Information

GCSE Film Studies is good preparation for A-Level Film Studies but isn't compulsory. Film Studies uses both analysis skills and creative skills so is useful for many careers. It relates particularly to the fields of design, marketing, education and of course working in film industries.

Film Studies involves analysing a range of texts (both contemporary and historical), so a genuine interest in all aspects of film (not just Hollywood blockbusters) is essential. There is a lot of creativity required in the Controlled Assessment element, so an interest in designing and making things is useful too.

# FINE ART GCSE

Exam board: AQA

Course Leader - Mrs Robinson

For further information, please email

[hrobinson@wigstonmat.org](mailto:hrobinson@wigstonmat.org)

## Overview

Fine art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. The way sources inspire the development of ideas, relevant to fine art including:

- how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
- how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

## Content

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art



They may explore overlapping areas and combinations of areas. The focus in this course is developing skills and techniques including working with pencil, crayon, pastel, collage, printing, sculpture and paint.

## Assessment

The course consists of two units, a coursework project and an exam. Over the duration of the course you will produce a portfolio of work from two or more projects that reflects a personal or centre-advised starting point. It is worth 60% and is completed by Christmas of Year 11.

The exam involves approximately 10 weeks of preparation time during which you will individually research, plan and develop ideas for your own personal response to a starting-point set by the exam board. You will then be required to produce a final piece in a ten-hour supervised exam over a two-week period. It is worth 40% and is completed by Easter of Year 11.

## Additional Information

This course enables you to develop skills in a variety of media and approaches. The portfolio of work should develop and demonstrate your strengths and interests. The creative and individual portfolio can be shown to prospective employers or used to help secure a place in higher education. You can continue with the subject at 'A' Level before an Art Foundation course and Degree.



# FOOD PREPARATION & NUTRITION

Exam board: AQA

Course Leader - Mrs Robinson

For further information, please email  
[hrobinson@wigstonmat.org](mailto:hrobinson@wigstonmat.org)

## Overview

You will enjoy this course if you are interested in Science and would like to know more about nutrition and how dishes are produced. This is a Science based course with a focus on how food works, and its functional and chemical properties.

## Content

The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical skills. It will ensure that you develop a thorough understanding of nutrition, where food comes from and how you can work with different types of food. At its heart, this qualification focuses on nurturing your skills and aims to give you a strong understanding of nutrition.

Of the six lessons over two weeks one lesson is practical with the other a mixture of investigations and written work.

## Assessment

This course consists of a project which is divided into two tasks and a written exam.

Task 1 is an investigation showing your understanding of how to work with food and the properties of different ingredients. You will do this through practical investigations and research. It is a Science based experimental investigation done under exam conditions. It is worth 15% of the marks. There is a 2,000-word assignment linked to this piece of work.

Task 2 is a food preparation assessment of your knowledge, skills and understanding of the planning, preparation, cooking and presentation of food. You also need to show how you have considered nutrition relating to the chosen task. You will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. There is a 4,000-word written task linked to this work. This is worth 35% of the final grade.

The two tasks are worth 50% and should be completed by February in Year 11.

Written exam. This involves a 1-hour 45min written paper where you will be expected to demonstrate your knowledge of food, nutrition and food production methods. This is worth 50%.

## Additional Information

This course will give you essential skills for life and as a consumer, gives you the knowledge to make informed food choices. The hospitality industry is the largest employer in the UK. Opportunities range from chef, dietician, sport and fitness training and health, food science, food development, nutritionist, environmental health officer and teacher amongst many others.



## OPTION COURSES

# FRENCH GCSE

Exam board: Edexcel

Course Leader - Mrs Crowley

For further information, please email

[jcrowley@wigstonmat.org](mailto:jcrowley@wigstonmat.org)

### Overview

GCSE French helps students develop their language skills in a variety of contexts and gives a broad understanding of the culture of countries and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

### Content

GCSE French builds on the knowledge and skills learnt at Key Stage 3.

The thematic contexts of the GCSE course are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

The grid shows the topics you learn to speak and write about in GCSE French.

### Assessment

Exam board: Edexcel

- Students are entered at Foundation Tier (grades 1 - 5) or Higher Tier (grades 4 - 9)
- All exams take place at the end of Year 11.
- All four exams must be taken at the same tier.
- The four exams are listening, speaking, reading and writing.
- Each exam paper is worth 25% of the qualification.

### Additional Information

French is the language of our closest European neighbours. It is spoken in many other parts of Europe and the world including Canada and many countries in Africa.

French GCSE is essential preparation for A-Level French.

If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE French is the choice for you! Studying languages will also teach you some very valuable skills, such as communicating clearly, being a confident public speaker, thinking skills and problem solving. A GCSE in French is highly regarded by universities and employers.



## OPTION COURSES

# GEOGRAPHY GCSE

Course Leader - Mr Allen

For further information, please email  
[jallen@wigstonmat.org](mailto:jallen@wigstonmat.org)

### Overview

GCSE geography builds on the skills and knowledge learnt at KS3, and aims to:

· Develop and extend students' knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts i.e. know geographical material

- Understand interactions between people and environments, changes in places over time and space, and relationships between geographical phenomena at various scales—thinking like a geographer.
- Build skills in fieldwork, map use, GIS, and researching secondary evidence, including digital sources, while applying enquiry and investigative methods—studying like a geographer.
- Apply geographical knowledge, skills, and approaches to real-world contexts, contemporary issues, and fieldwork, developing well-evidenced arguments—applying geography.

### Content

Topics for study include:

PHYSICAL - Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems,

HUMAN - Urban Futures, Dynamic Development, Resource Reliance, UK in 21st Century.

Fieldwork skills are essential to studying GCSE Geography and students have to complete one day of Human fieldwork (Wigston) and one day of physical fieldwork (Norfolk coast)

### Assessment

Assessment will be by examination at the end of the course. There are three examinations:

The physical and human elements are assessed through separate exams and are each 1 hour 15 minutes long (worth 35% each, these include fieldwork assessment).

A decision making exam which lasts 1 hour 30 minutes will test students on the application of knowledge and critical thinking (worth 30%).

### Additional Information

Geographers remain one of the most employable groups of graduates and GCSE Geography is the first step on that road. Geographers develop the kinds of skills, associated with rigorous enquiry that many employers want to see, along with developing a clear world view and cultural sensitivity.

Geographers pursuing careers 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.

# GRAPHIC COMMUNICATION GCSE

Exam board: AQA

Course Leader - Mrs Robinson

For further information, please email

[hrobinson@wigstonmat.org](mailto:hrobinson@wigstonmat.org)

### Overview

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

The way sources inspire the development of ideas relevant to graphic communication including:

- how sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries
- how ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses that are fit for a specific intended purpose.

### Content

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication, such as those listed below:

- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography
- multi-media
- signage

They may explore overlapping areas and combinations of areas.

### Assessment

The course consists of two units, a coursework project and an exam. Over the duration of the course you will produce a portfolio of work from two or more projects that reflects a personal or centre-advised starting point. It is worth 60% and is completed by Christmas of Year 11.

The exam involves approximately 10 weeks of preparation time during which you will individually research, plan and develop ideas for your own personal response to a starting-point set by the exam board. You will then be required to produce a final piece in a ten hour supervised exam over a two week period. It is worth 40% and is completed by Easter of Year 11.

### Additional Information

This course enables you to develop skills in a variety of media and approaches. The portfolio of work should develop and demonstrate your strengths and interests. The creative and individual portfolio can be shown to prospective employers or used to help secure a place in higher education.

# HEALTH & SOCIAL CARE

(CAMBRIDGE NATIONAL LEVEL 1 / 2 QUALIFICATION)

Exam board: OCR

Course Leader - Mrs Ndoh

For further information, please email  
[ndoh@wigstonmat.org](mailto:ndoh@wigstonmat.org)

## Overview

This qualification introduces students to the UK's largest employment sector, including the NHS, local authority care, and independent providers. It highlights the sector's role in supporting health and well-being across all ages and develops transferable skills like communication, teamwork, and first aid.

## Content

The course is taught with 3 units during the 2 years.

### R032: Principles of Care in Health and Social Care

This unit covers the importance of service users' rights, person-centred values, effective communication in care, and safeguarding measures like hygiene and security.

### R033: Supporting Individuals Through Life Events

This unit explores life stages, factors affecting them, and the impact of life events on various aspects of an individual's life. You will research support services, recommend assistance, and justify how it meets specific needs.

### R034: Creative and Therapeutic Activities

This unit covers creative activities and therapies in health and social care, their benefits, and how to plan, deliver, and evaluate a chosen activity.

## Assessment

- One written exam for unit R032: Principles of Care in Health and Social Care (40%)
- Two pieces of coursework, externally moderated by OCR for R033: Supporting Individuals Through Life Events and R034: Creative and Therapeutic Activities. (60%)

## Additional Information

Anyone interested in a career in Teaching, Nursing, Midwifery, Childcare, Social work, Elderly Care, Counselling and various other therapeutic careers should be thinking about this course. It will allow you progression to Health and Social Care at Level 3 at college should you achieve merit grades.

Combining Psychology, Sociology, and Biology at A-Level later would be useful for those considering university as there is some overlap with these courses and Level 3 Health and Social Care. Health and Social Care is a popular University course in its own right.

The assignments are quite demanding but easily accessible. You need to have good organisational and self-motivation skills. A good grasp of English Language would help. The ability to write at length and work independently is most important.

# HISTORY GCSE

Exam board: OCR HISTORY B

Course Leader - Mr Pawley

For further information, please email

[npawley@wigstonmat.org](mailto:npawley@wigstonmat.org)

## Overview

GCSE history builds on the skills and knowledge learnt at KS3, and aims to:

- develop and extend student' knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## Content

1. Thematic Study - Crime and Punishment c.1250-present
2. British Depth Study - The Elizabethans, 1580-1603
3. History Around Us - Kenilworth Castle
4. Period Study - The Making of America, 1789-1900
5. World Depth Study - Living under Nazi Rule, 1933-1945



## Assessment

Assessment will be by examination at the end of the course and there are three examinations:

- Paper 1 - British History - 1 hour 45-minute paper (worth 40%)
- Paper 2 - History Around Us - 1 hour paper (worth 20%)
- Paper 3 - World History - 1 hour 45-minute paper (worth 40%)

## Additional Information

There is the opportunity to take a trip visit Kenilworth Castle in Year 11 as part of the history course.

We expect all students studying History to enjoy learning about the past and good levels of literacy will be crucial to cope with the demands of the course.

What about the future? History is a highly respected and valued subject by employers. The skills developed in this subject are very useful for a lot of jobs and professions. For example, History can lead to careers in journalism, law, politics, business, writing, editing, teaching, marketing, advertisement, and archaeology.

# MEDIA STUDIES GCSE

Exam board: Eduqas

Course Leader - Mr Gillibrand  
For further information, please email  
[mgillibrand@wigstonmat.org](mailto:mgillibrand@wigstonmat.org)

## Overview

Every day in our lives, you are surrounded by the media. From your TV, smartphone and games console, to the advertising billboards we pass in the streets. In Media Studies you investigate how the media sends messages to audiences and how media companies work. You also learn how to make media products such as TV dramas, websites, music videos and magazines.

## Content

In Media Studies you will explore the following industries:

- Newspapers & Magazines
- Advertising
- Film marketing & promotion
- Websites & social media
- The music industry & music videos
- Television & Radio
- Video Games

We study various theorists, approaches and case studies to understand how these industries work.

## Assessment

For this GCSE, there are two examinations of 1 hour 30 minutes (worth 35% each) as well as a Controlled Assessment project (worth 30%)

The examinations are based on using case studies analysed in class, with some unseen material to assess your ability to analyse new texts. There are both short questions, and longer essay style questions on both exams.

The Controlled Assessment entails researching, planning and creating a still image (e.g. magazine cover, print advert) or moving image (e.g. TV sequence, music video) product.

## Additional Information

GCSE Media Studies is good preparation for A-Level Media Studies but isn't compulsory. Media Studies uses both analysis skills and creative skills so is useful for many careers. It relates particularly to the fields of design, marketing, education, journalism and of course working in media industries.

Media Studies involves analysing a range of texts (both contemporary and historical), so a genuine interest in media industries, as well as an interest in the news and public affairs is essential. There is a lot of creativity required in the Controlled Assessment element, so an interest in designing and making things is useful too.

# PHYSICAL EDUCATION GCSE

Exam board: OCR

Course Leader - Mr Dandolo

For further information, please email

[jdandolo@wigstonmat.org](mailto:jdandolo@wigstonmat.org)

## Overview

Whether you want a career in sport or just a qualification that is widely recognised by universities and employers then a PE course is for you. It develops transferable skills like teamwork, communication, and leadership through practical activities, while fostering a healthy lifestyle. Career pathways include teaching, coaching, physiotherapy, psychology, journalism, and roles in the leisure industry. The practical elements also provide a welcome break from theory.

## Content

Anatomy & Physiology

Sports Psychology

Socio-Cultural Influences

Training

Health, Fitness & Well-being

Physical Use of Data

Movement Analysis

## Assessment

Practical Assessment (30%)

Practical performance in three different activities (one in a team, one as an individual and the third can be either)

Team		Individual	
Football	Badminton	Amateur boxing	Athletics
Team		Individual	
Basketball	Netball	Badminton	Equestrian
Camogie	Rowing	Canoeing/Kayaking (Slalom or Sprint)	Rock climbing
Cricket	Rugby League	Cycling	Skulling
Dance	Rugby Union	Dance	Skiing
Handball	Squash	Diving	Snowboarding
Hockey	Table Tennis	Golf	Squash
Hurling	Tennis	Gymnastics (artistic)	Swimming
Lacrosse	Volleyball	Table Tennis	Trampolining
		Tennis	

Analysis of Sport (10%) Analysis and evaluation of performance to bring about improvement in one activity.

Theoretical Assessment (60%) 2 x 1 Hour Exams

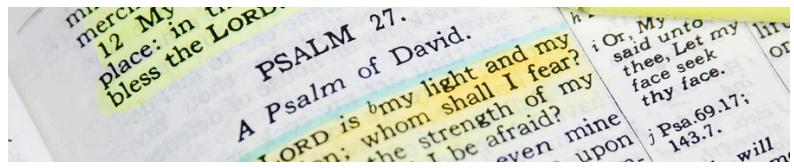
- Paper 1 (30%) - The human body and movement in physical activity and sport.
- Paper 2 (30%) - Socio-cultural influences and well-being in physical activity and sport.

## Additional Information

Please speak to your PE teacher to find out more about the courses on offer and ask their opinion on which PE course you should take based on what they know about your ability.

GCSE PE leads perfectly into A-level PE and the Level 3 Cambridge Technical courses. These allow you to study similar areas in more depth and continue to develop vital life skills.





# RELIGIOUS STUDIES GCSE

Exam board: AQA - Specification A

Course Leader - Mr Mansoor

For further information, please email

[hmansoor@wigstonmat.org](mailto:hmansoor@wigstonmat.org)

## Overview

This course is designed to get you thinking about the 'big questions in life':

- Why are we here?
- How should we live our lives?
- How should we behave?

If these questions make you think, then RS may be a subject for you. You don't have to be religious yourself - just naturally curious about the world you live in.

## Content

A range of moral issues including topics such as:

- The Right to Life - Abortion, Suicide, Euthanasia
- Equality and Human Rights
- Marriage, divorce and sexual relationships
- Religion, peace and conflict.

The beliefs, practices and teachings of Christianity and Islam.

You will also:

- Develop your understanding of the beliefs and opinions of others
- Explore the attitudes of religious and non-religious people to the existence of God
- Evaluate ideas and beliefs from a variety of perspectives
- Strengthen your own critical thinking skills.

## Assessment

There are 2 exams for this qualification;

Paper 1 - The study of religions; beliefs, teachings and practices - Christianity & Islam

- Written exam: 1 hour 45 minutes (50% of GCSE)

Paper 2 - Thematic studies - Theme A, B, D & E

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Written exam: 1 hour 45 minutes (50% of GCSE)

## Additional Information

This GCSE is a respected qualification valued by colleges and universities, who appreciate its role in developing your critical thinking and discursive skills. It is seen as a subject that encourages you to be a thoughtful person who has the ability to show empathy for others.





## OPTION COURSES

# SOCIOLOGY

Exam board: AQA

Course Leader - Ms McManus

For further information, please email

[lmcmans@wigstonmat.org](mailto:lmcmans@wigstonmat.org)

### Overview

GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. Sociology helps students to gain knowledge and understanding of key social structures, processes and issues. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to investigate facts and make deductions; develop opinions and new ideas on social issues; analyse and better understand the social world.

### Content

There are four main topics covered over two papers;

- Paper 1: Families and Education
- Paper 2: Crime & Deviance and Social Stratification

Throughout all of the topics, we study sociological research methods and you will also carry out your own research studies as part of this.

### Assessment

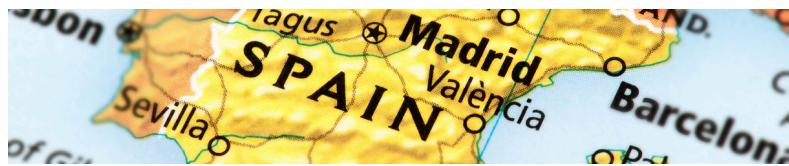
For this GCSE, there are two examination units - each worth 50% of the final grade.

Both exams are 1hr 45min long. They include multiple choice questions, item based questions, a range of low and high mark questions, and three 12 mark essays on each paper.

### Additional Information

Sociology GCSE is good preparation for A-Level Sociology but isn't compulsory. Sociology is about studying society so is useful for most careers, as many jobs involve working with people. It relates particularly well to the fields of health, education, policing, law, marketing and human resources.

Sociology helps students to develop a range of skills from improving their understanding of complex social structures, empirical investigation and constructing balanced arguments, as well strengthening their analytical and research skills. The course suits students who like to debate issues, and to look at things from different perspectives as sociologists do.



## OPTION COURSES

# SPANISH GCSE

Exam board: Edexcel

Course Leader - Mrs Crowley

For further information, please email

[jcrowley@wigstonmat.org](mailto:jcrowley@wigstonmat.org)

### Overview

GCSE Spanish helps students develop their language skills in a variety of contexts and gives a broad understanding of the culture of countries and communities where Spanish is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

### Content

GCSE Spanish builds on the knowledge and skills learnt at Key Stage 3.

The thematic contexts of the GCSE course are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

The grid shows the topics you learn to speak and write about in GCSE Spanish.

### Assessment

Exam board: Edexcel

- Students are entered at Foundation Tier (grades 1 - 5) or Higher Tier (grades 4 - 9)
- All exams take place at the end of Year 11.
- All four exams must be taken at the same tier.
- The four exams are listening, speaking, reading and writing.
- Each exam paper is worth 25% of the qualification.

### Additional Information

Spanish is the world's second most spoken language and is the official language of 21 countries.

Spanish GCSE is essential preparation for A-Level Spanish.

If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE Spanish is the choice for you! Studying languages will also teach you some very valuable skills, such as communicating clearly, being a confident public speaker, thinking skills and problem solving. A GCSE in Spanish is highly regarded by universities and employers.



## OPTION COURSES

# SPORT STUDIES

(CAMBRIDGE NATIONAL LEVEL 1 / 2 QUALIFICATION)

Exam board: OCR

Course Leader - Mr Dandolo

For further information, please email

[jdandolo@wigstonmat.org](mailto:jdandolo@wigstonmat.org)

### Overview

Whether you want a career in sport or just a qualification that is widely recognised by universities and employers then a PE course is for you. It develops transferable skills like teamwork, communication, and leadership through practical activities, while fostering a healthy lifestyle. Career pathways include teaching, coaching, physiotherapy, psychology, journalism, and roles in the leisure industry. The practical elements also provide a welcome break from theory.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Exploring contemporary issues in sport and their impact on activities.
- Developing skills as a performer in two sports and a leader in one.
- Learning sports leadership by solving problems and adapting to changing situations.
- Understanding the relationship between sport and media with real-life examples.
- Evaluating how sport is represented in the media

### Content

#### Contemporary issues in sport (70 Marks) Exam

Issues which affect participation in sport

The role of sport in promoting values

The implications of hosting a major sporting event for a city or country

The role National Governing Bodies (NGBs) play in the development of their sport

The use of technology in sport.

#### Performance and leadership in sports activities (80 Marks)

Key components of performance (Written Coursework)

Applying practice methods to support improvement in a sporting activity (Practical)

Organising and planning a sports activity session (Written Coursework)

Leading a sports activity session (Practical)

Self review of planning and leading a sports activity session. (Written Coursework)

#### Sports and the Media (40 Marks)

Media coverage of sport (Written Coursework Task)

Positive and negative effects of the media in sport (Written Coursework Task)



### Assessment

Exam - 1 hour 15 minutes (35%) - Contemporary Issues in Sport |Coursework - (65% weighted pieces of coursework/practical)

### Additional Information

Please speak to your PE teacher to find out more about the courses on offer and ask their opinion on which PE course you should take based on what they know about your ability. OCR Cambridge Nationals seamlessly lead into A-level PE and Level 3 Cambridge Technical courses, offering deeper study and continued development of essential life skills.

# TEXTILE DESIGN GCSE

Exam board: AQA

Course Leader - Mrs Robinson

For further information, please email  
[hrobinson@wigstonmat.org](mailto:hrobinson@wigstonmat.org)

## Overview

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. The way sources inspire the development of ideas, relevant to textile design including:

- How sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
- How ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

## Content

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

- art textiles
- fashion design and illustration
- Costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

They may explore overlapping areas and combinations of areas.

## Assessment

The course consists of two units, a coursework project and an exam. Over the duration of the course you will produce a portfolio of work from two or more projects that reflects a personal or centre-advised starting point. It is worth 60% and is completed by Christmas of Year11.

The exam involves approximately 10 weeks of preparation time during which you will individually research, plan and develop ideas for your own personal response to a starting-point set by the exam board. You will then be required to produce a final piece in a ten hour supervised exam over a two week period. It is worth 40% and is completed by Easter of Year 11.

## Additional Information

This course enables you to develop skills in a variety of media and approaches. The portfolio of work should develop and demonstrate your strengths and interests. The creative and individual portfolio can be shown to prospective employers or used to help secure a place in higher education.

# THREE-DIMENSIONAL DESIGN

Exam board: AQA

Course Leader - Mrs Robinson

For further information, please email

[hrobinson@wigstonmat.org](mailto:hrobinson@wigstonmat.org)

## Overview

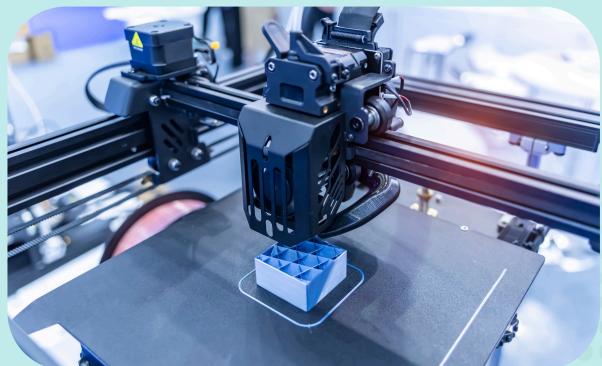
Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

The way sources inspire the development of ideas relevant to three-dimensional design including: how sources relate to historical, contemporary, cultural, social, environmental and creative contexts how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

## Content

In Component 1 and Component 2 students are required to work in one or more area(s) of three-dimensional design, such as those listed below:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design



They may explore overlapping areas and combinations of areas.

## Assessment

The course consists of two units, a coursework project and an exam. Over the duration of the course you will produce a portfolio of work from two or more projects that reflects a personal or centre-advised starting point. It is worth 60% and is completed by Christmas of Year 11.

The exam involves approximately 10 weeks of preparation time during which you will individually research, plan and develop ideas for your own personal response to a starting-point set by the exam board. You will then be required to produce a final piece in a ten hour supervised exam over a two week period. It is worth 40% and is completed by Easter of Year 11.

## Additional Information

This course enables you to develop skills in a variety of media and approaches. The portfolio of work should develop and demonstrate your strengths and interests. The creative and individual portfolio can be shown to prospective employers or used to help secure a place in higher education.

# THE APPLICATION PROCESS

You have been looking at different careers and future planning in PSHCE lessons, following an assembly the option process will be launched on the 14 January, that week we would like to invite parents and carers to attend an information evening about the process. Key events for you to be aware of are also below:

Following the launch students will:

- receive an email with login details for Options Online; you will also be given an opportunity to log in during tutor time
- be able to complete the application at any time and amend it up until the final deadline
- take part in a taster day, providing an opportunity to experience some subjects
- attend a parents' evening, where you and your parents or carers can speak with subject specialists



During the half term, you can opt in to meet with a member of staff to go through your data and current choices. The main aim of the meeting is to ensure that you know and understand the process to follow, that you have been thinking about your achievements to date and your aspirations for the future.

Your final application form should be completed using the online system with the deadline being **Friday 13th February 2026**.





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