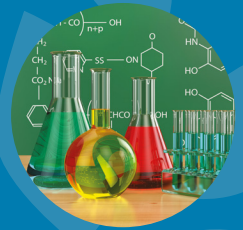




FEATHERSTONE HIGH SCHOOL  
KEY STAGE 4 TRANSITIONS  
2026



MOVING UP AT FHS



# DATES:

Parents/Students Subject Evening: 28th Jan 2026

You will receive the form to fill out at the Subject Evening. The final deadline for submission is the 2nd Feb.

Dear Parent/Carer

Your son / daughter is now at a crucial midpoint. They are halfway through Year 9 which sees them poised between their Year 7 start at Featherstone and their GCSE exams which are just over two years away.

At this vital point the Year 9s have the chance, for the first time in their schooling, to make some small but significant decisions about their curriculum and to have some choice in what they do in the next two years.

It is, however, our aim to keep our Key Stage 4 curriculum broad and balanced to ensure coverage of a rich range of subjects and keep as many subject choices as possible open for students when they enter our Sixth Form. All students will continue with English Language and Literature, Mathematics, Science, and a structured selection choice that keeps their pathways open. In addition, we will advise our students on their strengths and where they stand a best chance of success.

We know that this is the best way to maximise each student's GCSE achievement and therefore keep as many options open as possible when they come to select their Sixth Form courses. Good luck to all our Year 9s as they make these choices.

Mr N. Walters, Headteacher

**RESILIENCE**

**PARTNERSHIP**

**INCLUSION**

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CARE

RESPECT

CHALLENGE

# Welcome To The Transitions Book

This book is to help you study the right combination of GCSE / technical subjects in Years 10 and 11. By studying the right combination of subjects you will maximise your chance of getting good grades in Year 11 and having a wide range of options open to you in Featherstone's Sixth Form, local colleges or training providers. If you have any questions there are several places you can go for help.

The best decision is the one based on knowledge; the right combination of subjects for you will be those:

- Where you have made good progress throughout Year 7, 8 and 9
- You enjoy the subject and would like to study it more

## People You Can Ask For Help Or Advice

**Deputy Headteacher: Mr Thacker**  
[kthacker@featherstonehigh.ealing.sch.uk](mailto:kthacker@featherstonehigh.ealing.sch.uk)

**Head of Year 9: Ms Lavery**  
[nlavery@featherstonehigh.ealing.sch.uk](mailto:nlavery@featherstonehigh.ealing.sch.uk)

**Deputy Head of Year 9: Ms Pedrosa**  
[npedrosa@featherstonehigh.ealing.sch.uk](mailto:npedrosa@featherstonehigh.ealing.sch.uk)

## Your Form Tutor

## Your Subject Teachers

**Mr A Webb: Careers Leader**  
[awebb@featherstonehigh.ealing.sch.uk](mailto:awebb@featherstonehigh.ealing.sch.uk)

**Shami Bahra & Edward Speechly:  
Your Connexions Personal Advisors**  
[connexions@featherstonehigh.ealing.sch.uk](mailto:connexions@featherstonehigh.ealing.sch.uk)



## Choosing your Options? The Library can help:

The Careers Library has lots of useful books and resources to help you choose your options and plan your future.

These can give you information and ideas about different jobs, careers and courses.

# Skills

The top transferable skills which employers look for when recruiting for jobs are:

## Communication



## Creative Problem Solving



## Self-Management



## Collaboration



# Information on GCSE & BTEC

- At KS3 students do a wide range of subjects.
- At KS4 we aim to keep the curriculum as broad and balanced as possible but narrow it down.
- **Why keep the curriculum so broad?**  
To keep post-16 options open!
- GCSE exams are linear. This means all grades are decided by the exams you take in Summer 2028
- All BTEC Technical Awards will have an element of external assessments such as tests.

# What Will I Study?

## What subjects do I study in Year 10 & 11?

In Years 10 and 11 all of our students follow a **Core Curriculum** of English Language and Literature, Mathematics, and Combined Science (2 GCSEs).

All students will also study the following subjects alongside their GCSEs:

PE (recreational)  
Religion, Philosophy and Ethics  
PSHE\*  
Citizenship  
Careers

The second subject will be from the **School Directed Pathway** - students will be directed to the subject that your teachers think suit you best.

The third subject will be from the **Ebacc Option** list - a broad choice of facilitating subjects for life long skills. You will be asked to rank these from 1-7.

The final choice is an **Open Option** - students will be able to rank these subjects in order of preference. All the subject choices appear in this column with the additions of Business and Health and Social Care. This allows students to make a choice based on their personal passions.

\* PSHE is a non-examined subject, however it underpins your GCSE and BTEC learning and the life skills you will need as you enter the adult world. KS4 PSHE covers a range of topics, such as health, relationships, the environment and the online world. We also provide vital input on life/study skills, mental health during high-pressure times such as exams and of course careers and post-16 advice.

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## The Small Print

Please remember:

- Students will follow a guided curriculum that will permit them to achieve the highest possible grades at the end of Year 11. The school reserves the right to change the subjects or qualification students study if they do not permit them to achieve the best possible grades at the end of Year 11.
- There is a limit to the numbers in some subjects.
- If too few students select a subject, the course may be cancelled.

# Subject Options

## What subjects do I study in Year 10 & 11?

You will study all of these subjects	You will study one of these subjects	You will study one of these subjects	You will study one of these subjects
CORE CURRICULUM	SCHOOL DIRECTED PATHWAY	EBACC OPTION	OPEN OPTION
<p><b>GCSEs</b></p> <p>English Language</p> <p>English Literature</p> <p>Mathematics</p> <p>Combined Science</p> <p><b>Additional Learning</b></p> <p>Religion, Philosophy and Ethics</p> <p>PE (recreational)</p> <p>PSHE</p> <p>Citizenship</p> <p>Careers</p>	<p><b>Humanities</b></p> <p>Geography</p> <p>History</p> <p>RE (GCSE)</p> <p><b>Languages</b></p> <p>French</p> <p>Panjabi</p> <p>Spanish</p> <p><b>Additional Science</b></p> <p>Computer Science</p> <p>Triple Science</p> <p><b>The Arts/Technology</b></p> <p>Art &amp; Design</p> <p>Dance</p> <p>Drama</p> <p>Food Technology</p> <p>Graphics</p> <p>Music</p> <p>Textiles</p> <p><b>Physical Education</b></p> <p>PE (GCSE)</p> <p>Sport (BTEC)</p>	<p>Computer Science</p> <p>History</p> <p>Geography</p> <p>French</p> <p>Spanish</p> <p>Panjabi</p> <p>Triple Science</p>	<p>Business</p> <p>Health &amp; Social Care</p> <p>Art &amp; Design</p> <p>Computer Science</p> <p>Dance</p> <p>Drama</p> <p>Food Technology</p> <p>French</p> <p>Geography</p> <p>Graphics (if you are interested in Graphics, choose Art)</p> <p>History</p> <p>Music</p> <p>Panjabi</p> <p>PE (GCSE)</p> <p>RE (GCSE)</p> <p>Spanish</p> <p>Sport (BTEC)</p> <p>Textiles (if you are interested in Textiles, choose Art)</p> <p>Triple Science</p>

# Where Will My Subject Take Me?

**UNIVERSITY,  
APPRENTICESHIP  
OR WORK**

**UNIVERSITY,  
APPRENTICESHIP  
OR WORK**

**UNIVERSITY,  
APPRENTICESHIP  
OR WORK**

**2 YEAR A LEVEL  
COURSE**

**2 YEAR BTEC  
LEVEL 3 COURSE**

**2 YEAR BTEC &  
A LEVEL ROUTE**

Work experience will be included in this course.

Students will select one A Level alongside a BTEC Diploma

**5 GCSES  
GRADES 9-4**

**5 GCSES  
GRADES 9-3**

**5 GCSES  
GRADES 9-4**

**A LEVEL  
ROUTE**

Minimum 4 at English Lang. and Maths. GCSE grade 6 required in chosen A Level subject

**BTEC LEVEL 3  
ROUTE**

Minimum 4 at English Lang. and Maths and grade 3-3 in Trilogy Science for certain subjects

**A LEVELS & BTEC  
ROUTE**

Minimum 4 at English Language, Maths and 4-4 in Trilogy Science

**JOIN THE SIXTH FORM AT FEATHERSTONE HIGH SCHOOL**

**GCSEs or  
BTEC LEVEL 2**

Subjects and grades required will depend on whether you are choosing: A Levels; Combined A Levels/BTEC; or BTEC route.

# Progression to Sixth Form

## A LEVEL

5 x 9-4 GCSEs (APS 4.5 - 5)

GCSE grade 6 required in the subject you wish to study (grade 7 required for Physics, unless studying A Level Maths)

Grade 4 in English Language and Maths required

**Please look at specific subject requirements for all subjects**

## BTEC LEVEL 3

5 x 9-3 GCSEs (APS 3.5)

Grade 4 in English Language **OR** Maths required (grade 3 minimum)

National Diploma = 2 A Levels  
Certificate/AAQ = 1 A Level

Science at grade 3-3 (Trilogy) required for certain subjects

**Students will select one BTEC Diploma alongside one BTEC Certificate or AAQ qualification**

## A LEVEL & BTEC

5 x 9-4 GCSEs (APS 4.5 - 5)

You need a grade 6 at GCSE for the A Level you wish to follow

Grade 4 in English Language and Maths required

**Students will select one A Level alongside a BTEC Diploma**

**These are the entrance criteria for 2027 and are subject to change year on year.**



# GCSE Art

## Course Aim

In GCSE art pupils have the opportunity to develop their passion for Art and Design and explore in both two and three dimensions. Pupils will explore a wide variety of media from Painting, Printing to textiles to 3D ceramics. Students will seek inspiration from a wide range of Artists, experiment with ideas in different media to create ambitious, dynamic creative art work.

## Course Content

- Drawing
- Painting
- Print making – Lino, poly block mono printing and screen printing
- Graphics / Computer Aided Design
- Three dimensional clay ceramics

GCSE Art builds on the techniques and skills that pupils have studied at KS3. Pupils work in high quality A3 and A4 sketchbooks which make up an important part of their coursework together with their final art works.

Pupils are encouraged to work independently to develop their own imaginative creativity. All pupils will attend an art excursion to enrich further, their knowledge and understanding of Art and Design thus helping to inspire pupils to create exciting final art works for the exam.

## Assessment

Pupils learn how to progress through a number of methods of assessment.

These include:

- Formative assessment through one to one discussion
- Regular written feedback with targets
- Self and peer assessment
- Summative assessment

The GCSE Art and Design course consists of two practical Projects (60% of the overall mark) and an exam (40% of the overall mark).

## Benefits

GCSE Art offers students the chance to develop and explore their creativity and imagination. Students develop their understanding and appreciation of Art and Design. Students develop their problem solving and critical thinking skills which improves their confidence to become independent creative thinkers. Employers like to see that people are all round individuals who can think and solve problems creatively.

## Contact

Ms Moghal

[TMoghal@featherstonehigh.ealing.sch.uk](mailto:TMoghal@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Art & Design?

## Future Career Ideas

Animator

Art Therapist

Architect

Advertising Art Director

Fashion Designer

Illustrator

Interior Designer

Photographer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level Art and Design

A Level Fashion & Textiles

Level 3 Graphic Design & Photography

Level 1-3 Art and Design

#### Apprenticeships:

Community Arts

Fashion Studio Assistant

### Post-18 Options

#### Example of Degree Courses:

BA (Hons) Fashion Design

BA (Hons) Drawing

BA (Hons) Commercial Photography

#### Apprenticeships:

Junior Animator

Photographer



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/art](https://careerpilot.org.uk/job-sectors/subject/art)



# GCSE Business & Enterprise

## Exam Board

OCR

## Course Aim

This course is designed to help learners develop their entrepreneurial skills through practical, skills-based learning. Students will initially build their knowledge of business through real world examples and use this to carry out their own business plans. Students will also learn about how external factors such as the political, economic and social changes may influence tactical and strategic decision making within a business.

## Course Content

Students will study the following units of the OCR Specification -

Paper 1 : Business activity, Marketing and People

Paper 2: Operations, Finance and influences on business

- Business in the real world
- Influences on business
- Human resources
- Operations
- Marketing
- Finance

## Progression

At the end of Year 11 students will progress to either A Level Business or BTEC Level 3

## Career Progression

- Entrepreneur
- Business Advisor
- General Management
- Finance
- Marketing
- University
- Economist
- Product Management
- Operations
- Human Resources

## Contact

Ms Sharma

[Vsharma@featherstonehigh.ealing.sch.uk](mailto:Vsharma@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Business & Enterprise?

## Future Career Ideas

Financial Adviser  
Business Development  
Market Researcher  
Marketing Executive

Credit & Risk Analyst  
Banker  
Financial Analyst  
Mortgage Adviser

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level in Business Studies.

BTEC Level 3 in:

Business Information Technology

### Post-18 Options

#### Example of Degree Courses:

International Business

Economics

Marketing

Business Management

Banking and Finance

Retail Marketing Management

### Apprenticeships:

Finance Assistant

Administration Supervisors

Claims Handler

Customer Service Adviser

Financial Advice

Administrator

Settlements Administrator

Cashier

Foreign Currency Advisers

Accounting Technician



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/business-studies](https://careerpilot.org.uk/job-sectors/subject/business-studies)



# GCSE Computer Science

**ACCEPTANCE TO THE COURSE WILL BE BASED ON THE APPLICANT AIMING FOR A PROJECTED GRADE 7 IN MATHS AND THE NUMBER OF COURSE APPLICANTS**

## Qualification

OCR GCSE Computer Science

## Course Aim

OCR's GCSE (9–1) in Computer Science will encourage learners to:

Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation

Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs

Think creatively, innovatively, analytically, logically and critically

Understand the components that make up digital systems, and how they communicate with one another and with other systems

Understand the impacts of digital technology to the individual and to wider society

Apply mathematical skills relevant to Computer Science.

## Course Content

### Computer systems

Systems Architecture

Memory

Storage

Wired and wireless networks

Network topologies, protocols and layers

System security

System software

Ethical, legal, cultural and environmental concerns

## Computational thinking, algorithms and programming

Algorithms

Programming techniques

Producing robust programs

Boolean Logic

Translators and Programming Languages

Integrated Development Environment (IDE)

## Programming Tasks

All student must complete set tasks to develop their skills to design, test and refine programs.

This is a new course that we are delivering to enable students to experience software development. We hope to encourage students to become the next generation of programmers, analysts and problem solvers.

## Assessment Method

### Computer systems

Written exam: 1 hour 30 minutes written paper.

### Computational thinking, algorithms and programming

Written exam :1 hour 30 minutes written paper.

## Progression

Depending on your final grade (and other GCSE results) you can progress on to the sixth form and study A level Computer Science.

## Contact

Ms Sharma

[Vsharma@featherstonehigh.ealing.sch.uk](mailto:Vsharma@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Computer Science?

## Future Career Ideas

IT Consultant  
Systems Engineer  
Computer Analyst  
Software Engineer  
Programmer

Web Developer  
Network Manager  
Hardware Developer  
Communications Facilitator  
Game Developer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level Computing

BTEC ICT or Business

### Post-18 Options

#### Example of Degree Courses:

Computer Science  
Games Programming  
Artificial Intelligence  
Computer Systems Engineering  
Telecommunications Engineering

#### Apprenticeships:

Support Technician  
Website Administrator  
Helpdesk Professional

Desktop Support Engineer  
Database Administrative Assistant  
IT Security Analyst



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/computing](https://careerpilot.org.uk/job-sectors/subject/computing)



# GCSE Dance

## Exam Board

AQA

## Content Aim

GCSE Dance is an expressive subject which provides students with an excellent opportunity to develop their creative, physical, emotional and intellectual capacity in all aspects of dance including performance, composition and appreciation. During the course students will study many different dance styles ranging from Contemporary to Jazz and will have the opportunity to see or take part in professional dance workshops. The GCSE Dance course will give students the freedom to create and express themselves whilst developing a range of physical and interpersonal skills.

## Course Content & Assessment

### Performance (Total 30%)

- Solo Performance (Performance of 2 Set Phrases from Exam Board one minute in length) 15 Marks
- Duet/Trio Performance (Development of remaining 2 Set Phrases) 25 Marks

### Choreography (Total 30%)

- Solo/Group Performance (Externally Set Stimulus from Exam Board)

### Dance Appreciation (Total 40%)

- Written Exam: 1 Hour 30 Minutes
- Series of Multiple Choice, Short and Extended answer questions
- Assessment of key terminology, critical appreciation of own work and professional works (Dance Anthology)

## Benefits

Studying Dance will help students' develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Group work and leadership are

essential elements of the course and it will allow students to flourish in both these areas. Whilst this course can be a stepping stone to other qualifications in Performing Arts, it is most valuable as a tool for embedding self confidence, improving self esteem and encouraging creativity. As a physical activity, dance also promotes fitness and well-being. Dance will support learners across a range of subjects as pupils will develop transferable skills. Students develop self and body awareness as well as sensitivity to others and team-working skills. Strong performance requires physical effort and the determination to succeed and improve. As choreographers, students employ the skills of problem-solving and creativity. In directing others, students develop their interpersonal and communication skills. As critics, students make informed decisions about the dances they see. They articulate their knowledge, opinions and preferences.

## Opportunities

Previous GCSE Dance Students have had the following opportunities

- Participated in projects run by Rambert Dance Company.
- Collaborated with the Royal Ballet School
- Dance visits to theatres in London.
- Students have performed at Social Evenings, Winter Concerts, The Dance Festival and other events.
- Students were involved in the management of the Annual Dance Festival involving over 180 performers.

## Contact

Ms Hayes & Ms Welch

[chayes@featherstonehigh.ealing.sch.uk](mailto:chayes@featherstonehigh.ealing.sch.uk)

[kwelch@featherstonehigh.ealing.sch.uk](mailto:kwelch@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Dance?

## Future Career Ideas

Dancer  
Dance Instructor  
Artistic Director  
Teacher

Assistant Production Manager  
PR Officer  
Choreographer  
Arts Management

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

BTEC in Performing Arts & Dance and Music Technology

#### Useful Resources:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.rambert.org.uk](http://www.rambert.org.uk)

[www.danceexpressionmag.co.uk](http://www.danceexpressionmag.co.uk)

<http://www.londondance.com/>

[www.theplace.org.uk](http://www.theplace.org.uk)

### Post-18 Options

#### Example of Degree Courses:

Dance

Dance Education

Theatre Studies

Stage Management

Directing and technical theatre management

### Apprenticeships:

Dancer

Choreographer

Production runner/assistant

Instructor

Junior researcher

Fitness instructor

Back stage theatre



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/dance](http://careerpilot.org.uk/job-sectors/subject/dance)



# GCSE Drama

## Exam Board

Edexcel

## Course Aim

GCSE Drama is all about understanding what it is like to be in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own performances, as well as look at plays written by other people.

## Course Content

GCSE Drama consists of 3 components:

- Devised Performance & Portfolio
- Text Study & Extract Performance
- Written Exam and Theatre Review

## Assessment

30% of the course is assessed through practical performance and 70% is assessed through written coursework (30%) and a written exam (40%)

## Benefits

Being a student of Drama enables you to become an open-minded and uninhibited human being. Studying drama involves the exploration of complicated but important issues. You will be able to share your thoughts, ideas and opinions with greater confidence and maturity and develop greater empathy and understanding for

the feelings of others.

Being a student of Drama also strengthens your social skills, as you are required to work collaboratively with people who you may not yet consider to be your friends.

## Progression

Employers respect students of Drama. They know that studying Drama makes people better at meeting deadlines and working in teams. Drama also gives you an enormous advantage when attending job interviews, as you are already used to communicating sophisticated ideas and sharing your opinions with different groups of people.

## Contact

Ms Horton

[shorton@featherstonehigh.ealing.sch.uk](mailto:shorton@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Drama?

## Future Career Ideas

Arts Administrator

Choreographer

Community Arts Worker

Dance Teacher

Dancer

Actor

Drama Therapist

Stage Manager

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level Dance

A Level Drama

BTEC Performing Arts

#### Apprenticeships:

Community Activator Coach

Cultural Learning and

Participation Officer

### Post-18 Options

#### Example of Degree Courses:

BA (Hons) Theatre and

Performance Studies

BA (Hons) Dance & Choreography

BA (Hons) Performing Arts

Education

#### Apprenticeships:

Teacher

Arts Therapist



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/drama](https://careerpilot.org.uk/job-sectors/subject/drama)



# GCSE Food Preparation & Nutrition

**Exam Board:** EDUQAS

## Course Aim

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, the origin of foods and the working characteristics of food ingredients.

## Course Content

This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills make up the basis of six core topics:

1. Food Commodities
2. Principles of Nutrition
3. Diet and Good Health
4. The Science of Food
5. Where Food Comes From
6. Cooking and Food Preparation

When students have completed this course they will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

## Assessment

**Coursework – 50% of overall grade**

### What's assessed?

#### Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

#### Task 2: Food preparation assessment

Students' 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 three hours, planning in advance how this will be achieved.

### How it's assessed:

**Task 1: Written report (1,500–2,000 words)** including photographic evidence of the practical investigation. 15%

**Task 2: Written or electronic portfolio** including photographic evidence. Photographic evidence of the three final dishes must be included. 30%

## WRITTEN EXAM : 50% of overall grade (1.5hrs) - 100 marks

Section A (15 marks): Questions based on stimulus material

Section B (85 marks): Structured, short and extended response questions to assess the content related to food preparation and nutrition.

### What's assessed?

Theoretical knowledge of food preparation and nutrition covering the topics as outlined above.

## Benefits

GCSE Food Preparation and Nutrition offers a unique combination of creativity, science and nutrition as well as practical application of food preparation skills. Students will learn valuable life skills as well as biological insight into nutrition.

## Contact

Ms Moghal

[TMoghal@featherstonehigh.ealing.sch.uk](mailto:TMoghal@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Food Prep?

## Future Career Ideas

Food Technologist  
Food Scientists  
Nutrition Specialist  
Production Processing Manager  
Graduate Consultant  
Food Science Technologist  
Food Safety Technologist  
Technical and New Product

Development Assistant  
Conformance Manager  
Laboratory and Hygiene Specialist  
Category Supply Lead  
Skilled Technical Operative  
Analytical Technician  
Development Technologist  
Research & Development Scientist

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

BTEC Level 3 Food Science and Nutrition course.

### Post-18 Options

#### Example of Degree Courses:

Food Science  
Food Technology  
Food, Nutrition and Health  
Culinary Science  
Food Bioscience  
Food Engineering  
Food Microbiology

#### Apprenticeships:

Apprentice Chef  
Food Manufacturing  
Production Processing Manager  
Skilled Technical Operative

Baker  
Hospitality Apprentice  
Front of House Apprentice  
Junior Chef  
Mixologist Trainee  
Advanced Food Technology  
Supply Chain Professionalist



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/food-gcse-only](https://careerpilot.org.uk/job-sectors/subject/food-gcse-only)



# GCSE Geography

## Exam Board

OCR B 9-1 (Geography for Enquiring Minds)

## Course Aim

Our GCSE Geography provides a dynamic, contemporary and exciting opportunity for students to engage with the world around them. Our course aims to inspire a lifelong love of geography, drawing on issues that are relevant to students learning geography in a range of contexts. We want our young Geographers to understand how our planet operates as a system, and how humans interact with it and each other.

## Course Content

The course is split into three units: Our Natural World, People and Society and Geographical Exploration. Within these, we will study topics such as; Changing Climate, Sustaining Ecosystems, Urban Futures, and Resource Reliance. There is a focus on both the UK and the wider world. There are compulsory fieldwork opportunities. We will provide rewarding learning experiences across the ability range, with the opportunity for genuine stretch and challenge whilst still being accessible for the needs of all students with a range of abilities.

## Assessment

The GCSE will consist of three exams, covering all topics covered, and will also include assessment of the fieldwork. There is no controlled assessment or assessed project work.

## Progression

A GCSE in Geography will open doors for you to access a range of subjects Post-16. The obvious route is onto A-Level Geography (a facilitating subject), rated in 2015 as the 'must-have A-Level' by the Guardian newspaper because of its ability to support a number of other subjects and in developing a wide range of sought-after skills. It is an excellent foundation for further study at University, either through a Geography degree or as a supporting subject for other degrees. It can be combined with other subjects, and qualifications are highly sought after in a wide range of occupations.

## Contact

Mr Hughes

[AHughes@featherstonehigh.ealing.sch.uk](mailto:AHughes@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Geography?

## Future Career Ideas

Climate Scientist  
Countryside Ranger  
Ecologist  
Forest Officer

Geoscientist  
Land Surveyor  
Landscape Architect  
Town Planner

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level Geography  
A Level Environmental Science  
Level 3 Countryside Management

#### Apprenticeships:

Water Environment Worker  
Countryside Worker

### Post-18 Options

#### Example of Degree Courses:

BSc (Hons) Agriculture  
BSc (Hons) Geography  
BSc (Hons) Geography with Ocean Science

#### Apprenticeships:

Environmental Practitioner  
Professional Forester



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/geography](https://careerpilot.org.uk/job-sectors/subject/geography)



# GCSE Graphics

## Course Aim

### Art and Design

#### (Graphic Communication)

Graphic Communication is the art of working with text and images to communicate ideas using a wide variety of techniques; design for print, typography or branding for example. Pupils will work from a specific brief, this may include advertising, posters, Skateboards design.

Pupils will work Adobe Photoshop as well as developing a broad knowledge and understanding of graphics and the practical skills to apply their ideas both by the computer and the practical skills of Printing and painting and mark making to communicate ideas.

## Course Content

- Working to a design brief
- Typography and Logo
- Inspiration from Designers
- Painting, Printing and Drawing, Marbling and experimental mark making

The GCSE Graphic Communications course consists of two practical controlled assessments and an external exam. Students have the opportunity to visit galleries and exhibitions to research different artists and designers; and experiment with different media to inspire and produce creative outcomes.

The exam criteria focus is on four main areas:

- Development- where students experiment creatively exploring different media and refining their ideas
- Research- where students critically research different artists and

designers work to develop and inspire own imaginative outcomes|

- Record- where students produce observations and ideas imaginatively
- Present- where students produce personal and imaginative final outcomes inspired by work produced in sketchbooks

## Coursework

The course consists of two large practical coursework projects which makes up 60% of the GCSE and an Exam Project which runs for 10 weeks that makes up for the remaining 40% of the Exam. Pupils are expected to create a sustained project working from a Design Brief, research Graphic Designers, explore different media and techniques, collect and record ideas for a final piece that will be created in a 10-hour exam.

## Assessment

- Coursework 60%: Made up of two art projects that students study in and out of school
- Final exam 40%: Students work on a final project, that is prepared both in and out of school culminating in a final exam

## Benefits

GCSE Art and Design (Graphic Communication) offers students the chance to develop imaginative outcomes using their problem solving and critical thinking skills.

## Contact

Ms Moghal

[TMoghal@featherstonehigh.ealing.sch.uk](mailto:TMoghal@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Graphics?

## Future Career Ideas

Website Designer  
Graphic Designer  
Product Designer  
Computer Games Design  
Technical Illustrator  
Digital & Interactive Designer

3D/AR Designer  
Illustrator  
Marketing & Advertising  
Digital/Motion Graphics  
Designer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

BTEC Level 3 Digital Media

### Post-18 Options

#### Example of Degree Courses:

Product Design  
Graphic Design  
Interior Design

#### Apprenticeships:

Junior Graphic Designer  
Junior Product Designer  
Assistant Copywriter  
Sign maker

Trainee Technical Illustrator  
Trainee Technical Graphic  
Design Assistant  
Desktop Publishing Assistant



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/graphics](https://careerpilot.org.uk/job-sectors/subject/graphics)



# BTEC Level 2 Health & Social Care

## Qualification

BTEC Level 2 Tech Award in Health and Social Care (equivalent to 1 GCSE)

## Course Aim

The BTEC Level 2 Tech Award in Health and Social Care is a nationally recognised vocational qualification and is a course suitable for pupils who would like to work with people or progress on to a further qualification. Pupils will be taught by vocationally trained teachers who will help and guide them throughout the course.

## Course Content

In this course pupils will learn about the community care sector and the skills required in this vocational field. Pupils study three units, each one different but interesting.

Topics covered include human lifespan and development, health and social care, services and values and health and wellbeing.

Health and Social Care can help with day to day life as well as helping pupils to level 3 qualifications.

## Assessment

Pupils will be assessed internally with assignments including essays, case studies and projects and will have one external written examination. All units will be graded at Pass, Merit or Distinction level.

## Progression

In Sixth form you can progress further by studying a BTEC level 3 Diploma or an AAQ in Health and Social Care.

Many students who have studied Health and Social Care at Featherstone High School have gone to university to study Law, Teaching, Nursing, International Policy, Social Work, Criminology and many more.

Please have a look at:

[www.stepintothenhs.nhs.uk](http://www.stepintothenhs.nhs.uk) for careers within the UK health and social care system.

## Contact

Mr Andrews

[JAndrews@featherstonehigh.ealing.sch.uk](mailto:JAndrews@featherstonehigh.ealing.sch.uk)

Mr Gaddu

[sgaddu@featherstonehigh.ealing.sch.uk](mailto:sgaddu@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Health & Social Care?

## Future Career Ideas

Nurse  
Senior healthcare assistant  
Care officer  
Supervising care worker  
Social services officer  
Family support worker  
Teacher  
Social Worker

Dietitian  
Occupational Therapist  
Counsellor  
Speech and Language  
Therapist  
Police Officer  
Paramedic

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

BTEC Level 3 in Health and Social Care  
T Level in Healthcare  
AAQ in Health and Social Care

### Post-18 Options

#### Example of Degree Courses:

Adult Nursing  
Social Work  
Education and Child Development  
Children's Nursing

### Apprenticeships:

Healthcare assistant  
Classroom Assistant  
Nursery Worker  
Healthcare Support Service Worker

Relief team worker  
Home care support worker  
Substance misuse worker  
Community outreach worker



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/health-social-care](https://careerpilot.org.uk/job-sectors/subject/health-social-care)



# GCSE History

## Exam Board

Edexcel

## Course Aim

The subject continues to build upon on all the skills developed from History at key stage 3. Prior subject knowledge of the topics covered is not required and department has a full range of support materials available to assist students to achieve their potential. The History department continues to be very successful and the full commitment of the team has been mirrored by the exceptional work ethic of previous students and their outstanding final GCSE results.

The wide range of skills that are developed by taking GCSE History include communication skills of reading, writing, and listening; thinking through problems and solving them; evaluating interpretations of key historical events, individuals and historians; scrutinising evidence; and arguing different point of view.

## Course Content

Unit 1: Crime and punishment in Britain, c1000–present, and, Whitechapel, c1870–c1900: crime, policing and the inner city.

Unit 2: Henry VIII and his ministers, 1509 – 40, and Superpower relations and the Cold War, 1941 – 91

Unit 3: Russia and the Soviet Union, 1917 – 41.

## Assessment

Assessment: 100% linear exam.

## Progression

GCSE History will also support applications for other A-level courses such as Sociology, Psychology, Government and Politics, Classics and English. GCSE History will also support applications for other BTEC and vocational courses like IT and Business Studies. The opportunities that GCSE history has to offer which will enhance your career are wide ranging and varied including, a tourism guide, a T.V and Radio presenter, journalism and/or writing, Law, and an Investment Analyst.

As a facilitating subject, A Level History will assist the progress of a university application to a course of your choice.

## Contact

Mr A McGhee

[AMcGhee@featherstonehigh.ealing.sch.uk](mailto:AMcGhee@featherstonehigh.ealing.sch.uk)

# Where could you take your love of History?

## Future Career Ideas

Antique Dealer

Archivist

Archaeologist

Art Gallery Curator

Conservator

Heritage Officer

Museum Curator

Tourist Guide

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level History

A Level Classic Civilisation

A Level Geology

#### Apprenticeships:

Archaeological Technician

Cultural Learning & Development Officer

### Post-18 Options

#### Example of Degree Courses:

FDA History, Heritage & Culture

BA (Hons) Ancient History and Archaeology

BA (Hons) History

#### Apprenticeships:

Cultural Heritage Conservation

Historic Environment Advice

Assistant



**Career**pilot

[careerpilot.org.uk/job-sectors/subject/history](https://careerpilot.org.uk/job-sectors/subject/history)



# GCSE MFL: Spanish, French & Panjabi

## Why Choose a Language at GCSE?

Studying a language at GCSE opens doors to the wider world. As Nelson Mandela famously said, *“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”*

Learning a language builds confidence, communication skills and cultural awareness, all of which are highly valued by employers, colleges and universities.

It also strengthens memory, problem-solving and exam skills that support success across other subjects.

The linguist Frank Smith once said, *“One language sets you in a corridor for life. Two languages open every door along the way.”*

**Exam Board:** AQA

## Subject Content and Assessment:

The course is delivered in two years and students will dig deeper on some of the topics already learnt at KS3 as well as learning new topics as can be seen below:

### Theme 1: People and Lifestyle

Identity and relationships with others  
Healthy living and lifestyle  
Education and work

### Theme 2: Popular culture

Free-time activities  
Customs, festivals and celebrations  
Celebrity culture

### Theme 3:

Travel and tourism  
Media and technology  
The environment and where people live

The course is assessed via four linear exams that will be completed at the end of year 11 in Listening, Reading, Speaking and Writing. Each exam is worth 25% of the final grade.

Students will have the opportunity to complete mock practice exams throughout years 10 and 11.

In order to prepare for the speaking exam we have dedicated Foreign Language Assistants who work with individuals and groups to provide students with opportunities to develop their spontaneous speech.

## Enrichment Opportunities:

**Residential trip** to Spain - Malaga

**Residential trip** to France, including Euro Disney

Day trips to the British Film Institute to take part in film study days with students from other schools

European Day of Languages activities and competitions

Spanish and French theatre productions in school

Leadership opportunity to work with primary school students (Spanish)

Conversation classes with FLAs

Intervention classes for GCSE students

Business Language Ambassadors workshops

Master classes with London universities eg SOAS

## Contact

Ms E Sanz

[EEsteban@featherstonehigh.ealing.sch.uk](mailto:EEsteban@featherstonehigh.ealing.sch.uk)

Whether students are interested in travel, business, science, the arts or future careers they haven't yet imagined, a GCSE in a language helps keep options open and gives them a real advantage in an increasingly global society. A GCSE in a language keeps the door open to joint honours degrees, where students can study a language alongside subjects like business, law, science, or the arts, creating powerful and flexible career pathways.

## Where could you take your love of Languages?

### Future Career Ideas

Diplomatic Services  
Hotel Manager  
Heritage Officer

Tourist Guide  
Translator  
Teacher

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level French  
A Level Spanish  
Level 2-3 Travel and Tourism

#### Apprenticeships:

Cultural Learning & Development Officer  
Cabin Crew

### Post-18 Options

#### Example of Degree Courses:

BA (Hons) French  
BA (Hons) Modern Languages  
BA (Hons) Communications and Modern Languages

#### Apprenticeships:

Teacher  
Hospitality Manager



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/languages](https://careerpilot.org.uk/job-sectors/subject/languages)



# GCSE Music

## Exam Board

OCR

## Content Aim

GCSE Music is all about giving you the skills you need to be an 'all round' musician. We have practical, fun and interactive lessons alongside learning about music as an academic subject. The course builds on skills and topics studied in Years 7 and 8. Which includes developing instrumental technique on a range of instruments such as drum kit, guitar and piano. Each student will also specialise in one instrument. Music technology is used to develop students compositional skills. Lessons are taught in Mu1 and in the Music Suite in the 6th Form Building.

## Course Content

The course builds on the skills and knowledge of the individual student through three main areas

## Performance

Students undertake instrumental lessons on their chosen instrument developing their technique and solo repertoire. All students are expected to join one of the school ensembles to develop their ensemble playing and rehearsal skills. Students perform regularly in concerts within the department and in the local community to develop their skills. Performances regularly recorded in the Schools recording studio.

## Composition

Students are taught compositional techniques through studying a range of different styles of music. Once students have mastered the techniques they take ownership over their compositions and they

are encouraged to explore their creativity. Industry standard computer programmes including Logic and Sibelius are used to support students compositional work.

## Listening and Appraising

Students study a range of different styles of Music from Blues to Mozart to Dance Music. They learn how to read music and analyse specific pieces of music. This supports students practical music making by ensuring they have a secure knowledge of the workings of music.

## Assessment

Performances and Compositions are assessed regularly throughout the course, with a strongest work in the students portfolio being used for the final assessment (30%). The listening and appraising unit is assessed through an external examination in the Summer term of year 11 (40%). There will also be a practical component (30%)

## Instrument Lessons

All students studying Music are provided with free instrumental tuition on an instrument of their choice. They will be expected to attend weekly 30 minute lessons in school and practice their instrument at home. All students are required to take part in one of the school ensembles. Regular performances at the school concerts is expected.

## Contact

Mr H Osborne

[HOsborne@featherstonehigh.ealing.sch.uk](mailto:HOsborne@featherstonehigh.ealing.sch.uk)

Ms C Hayes

[CHayes@featherstonehigh.ealing.sch.uk](mailto:CHayes@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Music?

## Future Career Ideas

Acoustics Consultant

Audio Visual Technician

Events Manager

DJ

Musician

Music Promotions Manager

Stage Manager

Studio Sound Engineer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level Music

Level 3 Music Performance and Production

Level 3 Music Technology

#### Apprenticeships:

Live Event Technician

Event Assistant

### Post-18 Options

#### Example of Degree Courses:

BA (Hons) Music

BA (Hons) Commercial Music

BSc (Hons) Audio and Music Technology

#### Apprenticeships:

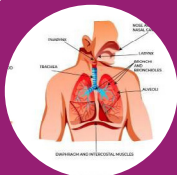
Postproduction Technical Operator

Audiovisual Technician



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/music](https://careerpilot.org.uk/job-sectors/subject/music)



# GCSE PE

## Qualification Aims & Objectives

The aims and objectives of this qualification are to enable students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and well-being
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

## Content Overview

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

## Assessments

### Paper 1: The human body and movement in physical activity and sport

Written exam: 1 hour 15 minutes  
30% of GCSE

### Paper 2: Socio-cultural influences and well-being in physical activity and sport

Written exam: 1 hour 15 minutes  
30% of GCSE

### Non-exam assessment: Practical performance in physical activity and sport

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

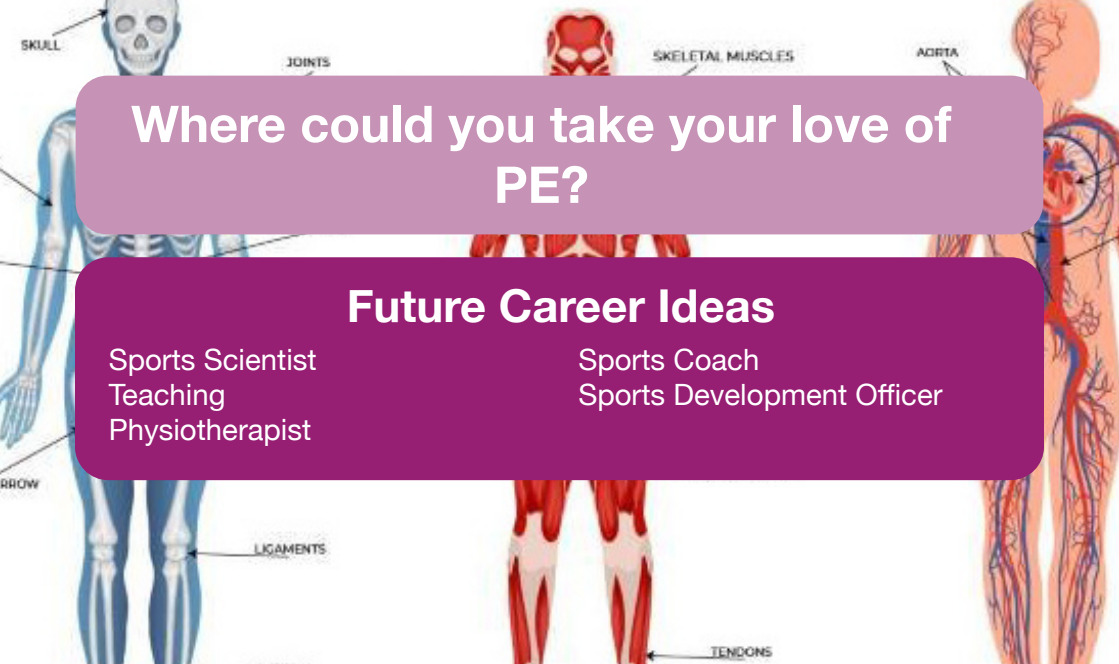
Analysis and evaluation of performance to bring about improvement in one activity.

40% of GCSE

## Contact

Ms A McKeever

[amckeever@featherstonehigh.ealing.sch.uk](mailto:amckeever@featherstonehigh.ealing.sch.uk)



# Where could you take your love of PE?

## Future Career Ideas

Sports Scientist  
Teaching  
Physiotherapist

Sports Coach  
Sports Development Officer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level PE

BTEC Level 3 in Sport or Sport Development Coaching and Fitness

### Post-18 Options

#### Example of Degree Courses:

Sports Science  
Sport Nutrition  
Sports Development  
Exercise Science  
Sports Therapy  
Physiotherapy

#### Apprenticeships:

Leisure and Sports Assistant  
Youth and Community Workers

Sports Players, Coaches and Officials  
Fitness Instructors



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/pe](https://careerpilot.org.uk/job-sectors/subject/pe)



# BTEC Sport

**Exam Board:** Edexcel

## **Content Aim**

This BTEC in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

## **Content Overview**

### **Component 1: Preparing Participants to Take Part in Sport and Physical Activity 30%**

Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

### **Component 2: Taking Part and Improving Other Participants' Sporting Performance 30%**

Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods

and sporting drills to improve other participants' sporting performance.

### **Component 3: Developing Fitness to Improve Other Participants' Performance in 40%**

#### **Sport and Physical Activity**

Students will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

#### **Contact**

Ms A McKeever

[amckeever@featherstonehigh.ealing.sch.uk](mailto:amckeever@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Sport?

## Future Career Ideas

Sports Scientist  
Teaching  
Physiotherapist

Sports Coach  
Sports Development Officer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level PE

BTEC Level 3 in Sport or Sport Development Coaching and Fitness

### Post-18 Options

#### Example of Degree Courses:

Sports Science  
Sport Nutrition  
Sports Development  
Exercise Science  
Sports Therapy  
Physiotherapy

#### Apprenticeships:

Leisure and Sports Assistant  
Youth and Community Workers

Sports Players, Coaches and Officials  
Fitness Instructors



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/pe](https://careerpilot.org.uk/job-sectors/subject/pe)



# RE GCSE

## Why Study RE?

GCSE Religious Education (RE) develops critical thinking, analytical, and communication skills through exploring profound philosophical and ethical issues. This prepares students for a diverse world and a wide range of future careers. The transferable skills developed in RE are highly valued by colleges, universities, and employers. The subject is a strong foundation for a variety of careers, particularly in fields that involve working with people or dealing with ethical considerations, such as: law and the civil service; medicine and social work; and journalism, media, and education

Furthermore the course is not about making students religious but about enabling them to reflect on and develop their own values, beliefs, and attitudes in a structured academic setting. It helps students establish their own sense of self and their place in the world.

## Course Aim

**Our GCSE covers the two world religions of Islam and Sikhism** and six contemporary ethical themes ensuring that students have a diverse choice of intriguing subjects to explore. Students are challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students also gain an appreciation of how religion, philosophy and ethics form the basis of culture. In addition to developing analytical and critical thinking skills, students develop the ability to work with abstract ideas, leadership and research skills.

A key area of study focuses on Beliefs, Teachings and Practices and Religious, Philosophical and Ethical studies themes,

which explore contemporary issues covering “big” moral questions such as:

Relationships and families (e.g., same-sex marriage, divorce)

Religion and life (e.g., abortion, euthanasia, environmental issues, animal rights)

Peace and conflict (e.g., war, terrorism, nuclear weapons, pacifism)

Crime and punishment (e.g., the death penalty, forgiveness)

## Content

Students develop a holistic knowledge and understanding of Islam and Sikhism, enabling them to understand and articulate the beliefs, values and commitments of those faiths. The course enables the development of transferable skills for progression to A level study.

## Assessment

Students are assessed through two 1 hour and 45 minute papers covering Islam and Sikhism. Paper 1 examines the Beliefs, Teachings and Practices of Islam and Sikhism and Paper 2 examines the Thematic Study of both faiths. Students must answer all the questions in the two papers. Each religion has a common structure of five-part questions totalling 1, 1, 4, 6 and 12 marks. Each religion is marked out of 48 for Paper 1 totalling 96 marks and each of the four themes are marked out of 24 totalling 96 marks for Paper 2. Each paper consists of short, open response and extended writing questions. 5% of the marks are awarded for spelling, punctuation and grammar and use of specialist terminology.

## Contact

Ms Pather

[dpather@featherstonehigh.ealing.sch.uk](mailto:dpather@featherstonehigh.ealing.sch.uk)

# Where could you take your love of RE?

## Future Career Ideas

Priest  
Public Relations  
Politician  
Civil Servant  
Public Speaker  
Social work

Teaching  
Journalism  
Librarian  
Researcher  
Probation service work  
Public Relations Officer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level Sociology, Government & Politics Psychology or RE

BTEC Level 3 in Business or Health & Social Care

### Post-18 Options

#### Example of Degree Courses:

Religion and Politics  
Religious Studies  
Religion and Sociology  
Theology and Religious Studies  
Philosophy and Religion

#### Apprenticeships:

Information Officer  
Librarian  
Assistant Administrator  
Youth worker

Classroom Assistant  
Behaviour Support Assistant  
Secretary  
Archivist



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/philosophy-ethics](https://careerpilot.org.uk/job-sectors/subject/philosophy-ethics)



# GCSE Textiles (Choose Art)

## Course Aim

### GCSE Art and Design (Textiles)

Pupils will get the opportunity to explore and create a number of Textile techniques which include silk painting, Batik, felt making and embroidery. Pupils will design a variety of products e.g. a Silk Scarf.

## Course Content

Drawing and Painting, Printing, Embroidery, Appliqué, Machine and Hand stitching, Silk painting, Batik and Felt making, Weaving, Surface manipulation, Pattern design.

The GCSE Textiles course consists of two practical controlled assessments and an external exam. Students have the opportunity to visit galleries and exhibitions to research different artists and designers; and experiment with different media to inspire and produce creative outcomes.

- Develop - a personal style through experimentation and introduction of many textiles techniques
- Research- where students critically research different artists, textile designers and crafts people to develop and inspire own imaginative outcomes
- Record- where students produce observational drawing and ideas imaginatively

- Present- where students produce personal and imaginative final Textile pieces inspired by work produced in sketchbooks and class work / coursework

## Coursework

Students are expected to explore a variety of textiles techniques to produce sustained art work that is presented creatively in their sketchbooks; and in their class work. They are expected to support their outcomes with written annotations and critical studies.

## Assessment

- Coursework 60%: Made up of two art projects that students study in and out of school
- Final exam 40%: Students work on a final project, that is produced both in and out of school culminating in a final exam

## Benefits

GCSE Art and Design (Textiles) offers students the chance to develop imaginative and creative fabric outcomes using their problem solving and critical thinking skills.

## Contact

Ms Moghal

[TMoghal@featherstonehigh.ealing.sch.uk](mailto:TMoghal@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Textiles?

## Future Career Ideas

Fashion designer  
Interior designer  
Costume designer  
Print designer  
Set designer

Dress maker  
Tailor  
Wedding dress designer  
Stylist  
Set dresser

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level Art

BTEC Level 3 in: Art & Design/Textiles

### Post-18 Options

#### Example of Degree Courses:

Textile Design  
Fashion Design  
Interior Design  
Art and Design

#### Apprenticeships:

Junior Textile Designer



**Careerpilot**

[careerpilot.org.uk/job-sectors/subject/textiles](https://careerpilot.org.uk/job-sectors/subject/textiles)



# Triple Science

## Course Aim

Students will follow the AQA GCSE Biology, AQA GCSE Chemistry, and AQA GCSE Physics qualifications. The 'triple' award is an option, whereas Combined Science does not use an option. All three of these subjects have to be studied for this award. The 'triple' award is equivalent to three GCSE qualifications.

## Course Content

Students will follow the AQA GCSE Biology, AQA GCSE Chemistry, and AQA GCSE Physics qualifications. The 'triple' award is an option, compared with the Combined Science GCSE. All three of these subjects have to be studied for this award. The 'triple' award is equivalent to three GCSE qualifications.

The Biology specification can be found here: <https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification>

The Chemistry specification can be found here: <https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification>

The Physics specification can be found here: <https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification>

## Assessment

This course will be 100% assessed through examination. Students will also be assessed on their practical skills through taking part in set practical tasks. These skills will be assessed by the teacher. Further assessment of these skills will take place in the end of course examinations. Progress will be monitored by teachers throughout

the course with regular assessments using exam style questions.

Students will be assessed using 2 GCSE exams at the end of Year 11 for each separate qualification. A student taking this pathway will therefore take 6 GCSE exams in May and June of Year 11

## Why choose 'Triple Science'?

Taking triple science at GCSE will keep open a variety of career options and directions for the future providing students with a wide range of transferable skills highly regarded by employers

A Level Sciences go into depth some of the triple-only topics at GCSE, and many of the skills. Students find triple useful to bridge the gaps in these topics. This gives them an advantage during the A-level course.

It has also helped students with their entry exams into the A-level courses.

Choosing triple science could give you a competitive edge when making applications for those careers/further education courses

## Contact

Ms Ul Haq  
[AUIHaq@featherstonehigh.ealing.sch.uk](mailto:AUIHaq@featherstonehigh.ealing.sch.uk)

# Where could you take your love of Science?

## Future Career Ideas

Chemical Engineer  
Dentist  
Energy Engineer  
Forensic Scientist

Hydrologist  
Pharmacist  
Laboratory Technician  
Sonographer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A-Level Chemistry, Physics or Biology  
T-Level Science  
T-Level Engineering

#### Apprenticeships:

Science Manufacturing Technician  
Laboratory Assistant  
Dental Nurse

### Post-18 Options

#### Example of Degree Courses:

BSc (Hons) Biochemistry  
BSc (Hons) Forensic Science  
BSc (Hons) Marine Biology  
BSc (Hons) Physics with Astrophysics

#### Apprenticeships:

Materials Science Technologist  
Nursing Associate  
Laboratory Scientist



[careerpilot.org.uk/job-sectors/subject/biology](https://careerpilot.org.uk/job-sectors/subject/biology)

**Careerpilot**



[careerpilot.org.uk/job-sectors/subject/chemistry](https://careerpilot.org.uk/job-sectors/subject/chemistry)



[careerpilot.org.uk/job-sectors/subject/physics](https://careerpilot.org.uk/job-sectors/subject/physics)

# Core GCSE Subject Progression Information



# Where could you take your love of English?

## Future Career Ideas

Advertising Copywriter  
Arts Administrator  
Broadcast Journalist  
Commissioning Editor

Digital Marketer  
Newspaper Journalist  
Teacher  
Tourist Guide

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A Level English  
T Level Marketing  
Level 2-3 Creative Media

#### Apprenticeships:

Broadcast Production Assistant  
Digital Marketer

### Post-18 Options

#### Example of Degree Courses:

BA (Hons) Journalism & Creative Writing  
BA (Hons) English and Creative Writing  
BA (Hons) English Literature

#### Apprenticeships:

Public Relations Assistant  
Journalist



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# Where could you take your love of Maths?

## Future Career Ideas

Actuary

Civil Engineer

Data Analyst-Statistician

E-commerce Manager

Air Traffic Controller

Mortgage Advisor

Public Finance Accountant

Stockbroker

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A-Level Maths

T-Level Accounting

T-Level Finance

#### Apprenticeships:

Assistant Accountant

Payroll Administrator

### Post-18 Options

#### Example of Degree Courses:

BSc (Hons) Mathematics

BSc (Hons) Mathematics with  
Statistics

BSc (Hons) Mathematics and Data  
Science

#### Apprenticeships:

Actuarial Technician

Financial Services Professional



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# Where could you take your love of Science?

## Future Career Ideas

Chemical Engineer  
Doctor  
Energy Engineer  
Forensic Scientist

Hydrologist  
Pharmacist  
Laboratory Technician  
Sonographer

## What pathways could you take to get there?

### Post-16 Options

#### Courses:

A-Level Chemistry, Physics or Biology  
T-Level Science  
T-Level Engineering

#### Apprenticeships:

Science Manufacturing Technician  
Laboratory Assistant  
Dental Nurse

### Post-18 Options

#### Example of Degree Courses:

BSc (Hons) Biochemistry  
BSc (Hons) Forensic Science  
BSc (Hons) Marine Biology  
BSc (Hons) Physics with Astrophysics

#### Apprenticeships:

Materials Science Technologist  
Nursing Associate  
Laboratory Scientist



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