Pyrland School

Design and Technology

Curriculum Booklet for 2026 - 2027

Subject Lead: Mrs Male

Midsomer Norton Schools Partnership

Design and Technology Curriculum Intent:

“Design is not just what it looks like and feels like. Design is how it works.” – Steve Jobs

Our Design and Technology curriculum at Pyrland School is more than just about creating products – it’s about empowering our students to be creators and problem-solvers in a world that is constantly evolving. We aim to develop confident, independent learners who are ready to embrace the challenges of the 21st century, using the tools and technologies that will shape their futures.

Through a broad and dynamic curriculum, students engage with real-world challenges that spark their creativity and nurture critical thinking. Whether through the practical skills of Product Design or the technical prowess of CAD/CAM, our students gain the confidence to think innovatively, work accurately, and apply their knowledge to the changing world around them. The diverse specialisms – from Food and Nutrition to Product Design, from Textiles to Graphics – encourage adaptability, resilience, and an entrepreneurial mindset.

We are ambitious for our students, equipping them to succeed not only in education but in their future careers in design, engineering, fashion, technology, hospitality, and beyond.
As part of Pyrland School's vision of "life in all its fullness," we embrace Design and Technology to include and celebrate every student, regardless of their background or ability. The creative and technical challenges we offer allow all learners to express themselves, learn through making, and discover their potential in a supportive and inclusive environment. Our curriculum reflects this vision, where every student has the opportunity to thrive and achieve, learning both in the classroom and through real-world applications.

We believe in the power of creative problem-solving. Our students are encouraged to tackle real-world problems, think critically about the materials they use, and approach tasks with precision. As they progress, students grow in their ability to work independently and apply their knowledge to complex, industry-relevant challenges. By the time they reach Key Stage 4, they’re ready to take on more sophisticated projects, ensuring they are prepared to pursue further education, apprenticeships, or careers in hands-on industries.

Design and Technology also empowers students to understand the relationship between innovation and functionality. We strive for excellence in every aspect of the curriculum, ensuring that all students, regardless of their starting point, can reach their potential. By providing access to high-quality resources and specialist equipment, alongside tailored support for all learners, we create an inclusive environment where every student can succeed.

Design and Technology Curriculum Implementation:

Delivery and Grouping:
We recognise the importance of active learning and engagement. Our mixed-ability approach ensures that all students, regardless of background, can thrive. Lessons are carefully planned to maximise participation and ensure that all learners are appropriately challenged. We use retrieval practice to build on prior knowledge and identify areas for improvement, while cold calling and live modelling promote active student participation.

Curriculum Structure and Progression:
At Pyrland School, we believe in a spiral curriculum, one that revisits key concepts at increasing levels of complexity as students' progress through Key Stages 3 and 4. This ensures that core themes such as CAD/CAM, Product Design, Textiles, Graphics, and Food and Nutrition are not only introduced but revisited and expanded upon, so students gain both breadth and depth of knowledge.

Each rotation is designed to provide students with practical, hands-on experience while also developing critical thinking and technical expertise. As they move through the curriculum, they will build on their skills, applying them in more complex and meaningful contexts.

Assessment of Progress:
Our approach to assessment is both formative and summative, ensuring that students receive regular feedback to guide their improvement. Summative assessments (formal) occur at the end of each rotation in Key Stage 3, where students are tested on their knowledge and practical application in areas like design, making, and evaluation. At Key Stage 4, students' complete coursework and exam-style questions, culminating in a final practical exam moderated externally.

Enrichment and Support:
We are committed to offering our students a wide range of opportunities outside the classroom, from STEM challenges and competitions to after-school clubs that inspire curiosity and build ambition. Successes are celebrated through the PaCA Wall of Talent, merit awards, and phone calls home, reinforcing the value of hard work and achievement.

Key Stage 3: Building Foundations for Creative Problem-Solving

In Key Stage 3, students experience a broad range of specialisms that lay the foundation for their future in Design and Technology. These subjects are introduced through rotational blocks, ensuring every student gains an understanding of different disciplines, from Food and Nutrition to Product Design, all the way to Textiles, Graphics, and CAD/CAM. This varied approach ensures that students are exposed to a wide array of materials, tools, and techniques, helping them make informed decisions about the areas they wish to specialize in later.

Through practical lessons, students develop essential skills such as:

- **Food and Nutrition**: Preparing meals, understanding dietary needs, and practicing food hygiene.
- **Graphics**: Media design, understanding visual communication, and learning layout and typography.
- **Textiles:** Creating garments, experimenting with fabrics, and applying sewing techniques.

- **Product Design**: Engaging in product design, using tools and techniques to work with different materials.

Key Stage 4: Preparing for the Future

As students transition to Key Stage 4, the focus shifts toward more specialised subjects that prepare them for higher education and careers in design and technology fields. We offer a variety of GCSE courses in specialized areas:

AQA Design and Technology: This course focuses on product design, engineering, sustainability, real world problems as well as fostering creativity and spatial design.

Eduqas Fashion and Textiles (Art and Design Specialism): Students delve deep into fashion design, learning about garment construction, fabric manipulation, and fashion illustration.

WJEC Level 2 Hospitality and Catering: This practical course focuses on food preparation, catering event management, and menu planning.

Our Key Stage 4 curriculum empowers students to refine their skills and knowledge, preparing them for post-school opportunities such as further study, apprenticeships, or work in design, engineering, and creative industries

Ambition and Future Pathways

We are unapologetically ambitious for our students. Our curriculum is designed to equip them with not only the technical expertise and creative skills needed for careers in design, engineering, and technology but also the problem-solving mindset that will set them apart in a rapidly changing world. Our students are prepared for the challenges of the future, confident that they can tackle real-world problems and contribute to the industries that shape our world.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	**4**	**4**	**4**	**6**	**6**

Year 7 Programme of Study

Unit	Curriculum Foci	Formal Assessment
1	**Product Design (Wooden phone stand)** Students will: ● Learn health and safety practices in the workshop, including safe use of tools. ● Explore different types of wood and their uses. ● Develop cutting skills with the tenon and coping saw. ● Gain confidence using the pillar drill safely. ● Apply finishing techniques to improve the look and durability of their wooden phone stand..	Product Design Wooden pone stand practical work will be assessed out of 40 marks. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
2	**Textiles (Felt Flanimals Toys)** Students will: ● Analyse existing textile products. ● Design a felt toy for a specific target group. ● Improve hand sewing techniques for neatness. ● Make a high-quality, personalized textile product. ● Discover how natural fibres become fabric. ● Explore ways to make textiles more sustainable	Textiles Felt toy practical work will be assessed out of 40 marks. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
3	**Food and Nutrition (Healthy Cooking)** Students will: ● Master basic knife skills for food prep. ● Learn key food hygiene and safety practices. ● Understand healthy eating using the Eatwell Guide. ● Learn about the role of nutrients in a balanced diet. ● Prepare simple, nutritious meals using an oven.	Food and Nutrition Health eating practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
4	**Graphic Products (Board Games)** Students will: ● Explore graphic design and packaging. ● Learn how colours, symbols, logos, and fonts affect product appeal. ● Design a themed board game, including rules and gameplay. ● Create custom game components like counters, cards, and dice. ● Understand key elements of effective packaging design.	Board game practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks

Year 8 Programme of Study

Unit	Curriculum Foci	Formal Assessment
1	**Product Design (Working with Metals)** Students will: ● Learn to recognize different metals and their uses. ● Use tools to shape and work with metal. ● Try pewter casting, including making moulds and staying safe. ● Use heat to change metal properties safely.	Product Design Metal work practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
2	**Textiles (A Bag for Life)** Students will: ● Learn about natural and synthetic fibres and how fabrics are made. ● Set up and use a sewing machine confidently. ● Sew seams and make a reusable bag with handles. ● Decorate fabric using printing and embroidery. ● Share design ideas through sketches and notes.	Textiles tote bag practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
3	**Food and Nutrition** Students will: ● Explore foods from different cultures. ● Learn where food comes from and how it's made. ● Practice safe knife skills. ● Use baking techniques like the rubbing-in method. ● Understand food safety and how to avoid contamination. ● Make a curry or casserole using learned skills.	Food and Nutrition practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
4	**Graphic Products (Lego Character & Packaging Design)** Students will: ● Design a custom Lego-style character. ● Learn about blister packaging and its purpose. ● Use a die cutter to make packaging parts. ● Explore packaging design, including branding and sustainability. ● Use colour, fonts, and images to improve designs. ● Create a finished product with character and packaging.	Graphic Lego character and packaging practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks

Year 9 Programme of Study

Unit	Curriculum Foci	Formal Assessment
1	**Product Design (Laminated lamps)** Students will: ● Learn about eco-friendly design and materials. ● Explore how lamination works. ● Learning about electronic circuits ● Build bespoke one-off products. ● Think about how building choices affect the planet.	Product Design lamp practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
2	**Textiles (Decorative Bunting & Surface Techniques)** Students will: ● Design and make bunting using creative textile methods. ● Try batik, tie-dye, appliqué, and more. ● Improve sewing machine skills and seam accuracy. ● Combine good looks with strong construction. ● Use textiles to tell stories or celebrate events.	Textiles bunting practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
3	**Food and Nutrition (Festival Foods & Nutritional Science)** Students will: ● Learn about nutrients like vitamins and minerals. ● Understand how they help keep us healthy. ● Make pastry and pasta from scratch. ● Cook safely using methods like frying. ● Describe food using sensory words. ● Create and adapt recipes for festival dishes. ● Plan and cook meals using time and recipe skills.	Food and Nutrition practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks
4	**Graphic Products (To design a piece of furniture or a small interior space inspired by some of the most influential design movements of the 20th century – Memphis, Bauhaus and Alessi.** Students will:. ● You'll explore how these movements used colour, shape, pattern, and function to challenge traditional design. ● You'll research their styles, learn essential drawing techniques (isometric, oblique, and perspective), and experiment with rendering ● methods to bring your ideas to life.	Design practical work will be assessed individually each week. Theory content will be assessed through an end of topic exam. **Time:** 40 mins **Marks:** 40 marks

Key Stage 4
Year 10: Design and Technology (Product Design)
Exam Board: AQA
Specification: 8550

In Year 10 students are taught the theory for the three sections of the exam paper through a mixture of practical, computer based and theory-based lessons as follows:

- Section A: Core technical principles – including an understanding of the working properties of a range of materials including new and smart technologies.
- Section B: Specialist technical principles – developing an in-depth knowledge of at least one material area, which would include using, and working with the material using specialist techniques, industry knowledge and how it impacts on planet Earth. Due to the equipment available in the D&T workshop, we focus on working with timber for the theory knowledge in this section.
- Section C: Design and making principles –understanding how to design and develop prototypes for different design problems, considering the needs of the user. Understand how to carry out relevant research and how to communicate design ideas effectively. This is predominantly taught through a mini design challenge in term 3.

Term	Curriculum Foci Areas
1	Section B: Specialist Technical Principles in working with timber ●Theory of timber and boards – characteristics / properties /seasoning and conversion ●Sustainability of timber – ethical / ecological / life cycle issues /research on deforestation. ●wood finishes – workability of different timbers ●Working with wood -chiselling, drilling, Forstner bit, planes, laminating, routing, turning ●Temporary fittings and components – nuts and bolts, wood screws, countersink, pilot holes, clearance holes, drilling jigs – batch production **Formal external assessment details** ●Section B exam style questions ●Last week of term 1 ●1 hour
2	Section A: Core Technical Principles ●Core knowledge of quantity production. ●Product analysis of electronic products – mobile phone – maintenance issues – built in obsolescence, ecological /social footprint ●core knowledge of polymers / natural plastics including life cycle of polymers – 6Rs ●3D drawing techniques – isometric and exploded ●Enterprise – crowd funding / virtual marketing / fairtrade **Formal external assessment details** ●Section A style exam questions
3	Section C: Designing and Making principles: mini contextual challenge ●Identify a user/client/focus group that is relevant to the contextual challenge and undertake a comprehensive investigation of their needs and wants, with a clear explanation and justification of all aspects.

	●show evidence of investigation to support and inform ideas and to write a short design brief and define design specification criteria, which is fully justified, linking to the needs and wants of the client/user and informs design ideas. ●Sketch out a range of initial design ideas that are imaginative, creative and innovative. These should have been generated avoiding design fixation and with full consideration of functionality, aesthetics and innovation. ●Demonstrate evidence of iterative design, which could have resulted from considerations linked to testing, analysis and evaluation of sketches and /or modelling of a prototype. Students then present their idea to other D&T students and obtain evaluative feedback to justify any modifications they would propose for future developments. **Formal external assessment details** ●Design Development ●4 A3 NEA style pages minimum
4	Section A: Core Technical Principles Through a series of theoretical lessons students will learn about a broad range of materials and their properties ●Mechanisms ●Papers and Boards ●Metals and Alloys ●Textiles ●Electronics **Formal external assessment details** ●**Section A and C style exam questions.**
5	Revision for Mock exam ● Revision lessons to recap majority of theory for the mock exam ● maximum of five bullet points here ● make sure each year group table fits one page only
6	Non – examined Assessment (NEA) The exam board releases three design contexts for students to choose from to start their NEA final project, worth 50% of the GCSE. Through term 6 and the summer holidays students spend their time investigating their chosen design context and establishing their own design brief and specification.

Year 11: Design and Technology (Product Design)

Following on from starting their NEA final project in term 6 of Y10, students continue with their NEA design development at the start of Year 11. The focus for the first three terms of Year 11 is to complete their NEA, including making a final, functioning prototype. This requires considerable commitment to regularly completing pages of project work at home and time spent in the D&T workshop outside of lesson time to meet the March deadline.

Once the NEA is complete, students recap the theory covered in Year 10 and focus on exam technique in preparation for the final exam.

Term	Curriculum Foci Areas
1	Non- examined-assessment (NEA) ● Generating and developing design ideas for the NEA final project. ● Students present their initial design ideas to the class and evaluate them, going on to produce further ideas that show experimentation and clear communication, using a wide range of techniques and design strategies for different purposes. Formal external assessment details ● NEA –A A01– Investigating chosen design context, Design Brief, Specification (20 marks) = End of September ● A02 C – Generating design ideas (20 marks) = End of October
2	Non- examined-assessment (NEA) ● Realising design ideas and creating a final prototype ● Students are to carry out detailed development work using a wide range of 2D and 3D techniques, including CAD where appropriate, in order to develop a prototype. ● Students need to demonstrate they can select the correct tools, materials and equipment, (including CAM where appropriate, and use them consistently safely and with a high level of skill. ● Students need to ensure the prototype is made accurately by consistently applying quality control checks to very close tolerances. **Formal external assessment details** ● A02 D – Developing design ideas (20 marks) = End of November
3	Mock Exam Revision ● Recap of knowledge covered in Year 10 for Section A, Section B and Section C of the exam paper Demonstrate and apply knowledge and understanding of: ● Core Technical principles ● Specialist Technical principles ● Designing and Making principles. **Formal external assessment details** AO4 – full mock exam =Start of Term 3 ● A02 E – Realising Design Ideas (20 marks) = End of February
4	● Non- examined-assessment (NEA) ● Finalising a final, functioning prototype and testing and evaluating it. ● Students need to complete comprehensive testing of all aspects of the final prototype against the design brief and specification. They need to justify any modifications they have made or would propose for future developments

	● **Formal external assessment details** ● NEA-AO3 – analysing and evaluating plus full NEA marking= Mid March
5	Revision and Exams

Useful resources:
Recommended revision guide, websites, textbooks etc. (give as bullet points)

- Textbook: Hodder AQA GCSE Design and Technology: Timber, Metal-Based Materials and Polymers.
- www.technologystudent.com
- www.focuselearning.co.uk

Final Assessment Structure:

Component	Weighting	Content	Proposed Date of Examination
Written Exam	50% of GCSE Written examination: 2 hours 100 marks total Section A = 20 marks Section B = 30 marks Section C = 50 marks	Exam: The exam paper consists of three sections Section A is multiple choice and assesses core content of Design and Technology GCSE across all material areas. Section B is on Specialist Technical Principles in timber. Section C assesses Designing and Making Principles without focusing on a material specialism. Across sections A, B and C it will include 10 marks of applied maths questions at KS3 maths level.	May/June 2027
Non-exam Assessment (NEA)	50 % of GCSE 100 marks total Portfolio and product will be internally assessed by subject teachers and externally moderated. The marks are awarded for each part as follows. Investigate (20 marks) Design Development (40 marks) Making final Product (20 marks) Evaluate (20 marks)	Non-exam Assessment (NEA) Students will undertake an individual, personal project based on a contextual challenge provided by AQA. They will complete a portfolio folder of approximately twenty A3 pages and make a high quality final prototype. The project will test students' skills in- ● Investigating ● Design development ● Making ● Evaluating	March 2027

Please see exam board websites for up to date information:
https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552

Eduqas GCSE Art and Design (Textile Design) Programme of Study
Exam Board: Eduqas
Exam Specification: C653QSL

Year 10 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Introduction to the Course and Health & Safety** ● **Course Overview & Safety:** Introduction to course structure and expectations, with a focus on health and safety in the textile room. ● **Tool & Equipment Safety:** Safe use of textile tools, materials, and techniques. ● **Machine Operation & Maintenance:** Safe use and basic maintenance of sewing machines and overlockers. ● **Practical Project: Drawstring Bag:** Design and construct a drawstring bag to demonstrate machine skills and safety. ● **Seams & Finishes:** Explore and apply various seam constructions and edge finishing techniques. ● **Art Textiles Literacy:** Develop skills in annotation, critical reflection, and articulating creative ideas. ● **Fabric Construction:** Study fabric properties and uses, natural vs. synthetic fibres, and practical exploration of weaving, knitting and felting.	This unit will cover AO1 Develop. Some work from this project may be used in the coursework portfolio
2/3	**Aquatic Project** ● In this unit, learners will dive into the world of underwater inspiration, using the theme of *Aquatic* to drive creative exploration and textile innovation. ● **Concept Development**: Learners will generate initial ideas through mind mapping and mood boards to establish a visual direction. ● **Influence & Inspiration**: Learners will research artists and designers to gain insight into creative practices and contextual influences. ● **Visual Recording**: Develop observational drawings using varied media, including pencil, ink, and watercolour, to capture texture, movement, and form. ● **Surface Design Techniques**: Experiment with traditional and contemporary dyeing methods such as shibori and batik. ● **Material Exploration**: Investigate fabric manipulation processes like heat shibori and slashing to add texture and sculptural elements. ● **Design Illustration**: Enhance fashion illustration skills, moving from rough sketches to fully developed design proposals.	**Component 1 – 60% of the final grade.** AO1 Critical Understanding 25% AO2 Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25%
3/4	**Garment Construction Skills** ● This unit focuses on advancing learners' technical abilities and design thinking in garment construction. ● **Edge Finishing:** Master techniques like bound and grosgrain edges for a professional finish. ● **Fastenings:** Learn and apply functional closures, including zip insertion, eyelets, and hook-and-eye fastenings.	**Component 1 – 60% of the final grade.** AO1 Critical Understanding 25% AO2 Creative Making 25% AO3 Reflective Recording

	● **Corset Toile Development:** Explore structure and fit through the creation of a corset toile. ● Learners will apply their accumulated skills; research, design development, technical experimentation and material handling, to produce a **final constructed outcome** inspired by the *Aquatic* project theme.	25% AO4 Personal Presentation 25%
5	**Component 1 – Portfolio: Project Introduction** ● Learners will be introduced to their Component 1 project, building on the skills developed during the Aquatic project. Past themes have included *Structures*, *Decay*, and *Protection*. ● Learners will take greater ownership of their work, applying independent research and project management skills. The project follows a familiar structure, incorporating mind maps, mood boards, and artist/designer research to guide idea development. ● **Textile Technique Exploration** Learners will explore new textile methods, including confetti quilting and visible mending techniques such as applique and reverse applique, expanding their technical repertoire and creative possibilities.	**Component 1 – 60% of the final grade.** AO1 Critical Understanding 25% AO2 Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25%
6	**Component 1 – Portfolio: Contextual Research & Design Development** ● Learners will deepen their contextual understanding by researching two additional artists or designers of their choice and creating response samples inspired by their work. ● They will gather and organise primary research alongside observational studies to support their creative process. ● Learners will use this foundation to develop and refine their initial design ideas.	**Component 1 – 60% of the final grade.** AO1 Critical Understanding 25% AO2 Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25%

Eduqas GCSE Art and Design (Textile Design) Programme of Study
Exam Board: Eduqas
Exam Specification: C653QSL

Year 11 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Component 1 – Portfolio** ● Improving grades for AO1 – AO4 ● Continue to develop drawing and design skills ● Focus on CAD and CAM and different manufacturing techniques in school. ● Develop skills in 2D and 3D CAD	**Component 1 – 60% of the final grade.** AO1 Critical Understanding 25% AO2Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25% This unit completes component 1 coursework.
2	**Component 1 – Portfolio** ● Improving grades for AO1 – AO4 ● Continue to develop drawing and design skills ● Focus on CAD and CAM and different manufacturing techniques in school. ● Develop skills in 2D and 3D CAD. ● Mock exam.	**Component 2 – 40% of the final grade.** AO1 Critical Understanding 25% AO2Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25%
3	**Component 2 - Externally Set Assignment** ● Component 2 - Externally Set Assignment ● The Externally Set Assignment materials will be available in centres in advance of the 2 January release date and should be released to candidates from 2 January. ● Students will use their knowledge and understanding of the marking criteria, design and manufacturing techniques to complete a design brief given to them by the exam board. ● Students will pick 1 of the 15 topics and use this as a starting point for their externally set assignment. ● Developing ideas reflecting on progress and Resolving project intentions.	**Component 2 – 40% of the final grade.** AO1 Critical Understanding 25% AO2Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25%
4	**Component 2 - Externally Set Assignment** ● Independent development of response to chosen theme, evidencing AO1, AO2, AO3 and AO4. 10-hour practical exam at end of April. *Date subject to change.	**Component 2 – 40% of the final grade.** AO1 Critical Understanding 25% AO2Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25%
5	**Component 2 - Externally Set Assignment**	**Component 2 – 40% of the final grade.**

	● Independent development of response to chosen theme, evidencing AO1, AO2, AO3 and AO4. 10-hour practical exam at end of April. *Date subject to change.	AO1 Critical Understanding 25% AO2Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25%
6	**Component 2 - Externally Set Assignment** ● 10 hour externally set exam. ● Students create their final outcome based on their prep work since January.	**Component 2 – 40% of the final grade.** AO1 Critical Understanding 25% AO2Creative Making 25% AO3 Reflective Recording 25% AO4 Personal Presentation 25%

Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Component 1: Portfolio 60% of GCSE 120 marks	AO1 - 15 AO2 - 15 AO3 - 15 AO4 - 15	**Component 1 - portfolio** AO1 Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions as work progresses. AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Due to be between April and May in the final year of the course.
Component 2: Externally Set Assignment 40% of GCSE 80 marks	AO1 - 20 AO2 - 20 AO3 - 20 AO4 -20	**Component 2 - Externally Set Assignment** AO1 Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions as work progresses. AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Due to be between April and May in the final year of the course.

Please see exam board websites for up to date information: GCSE Art and Design | Eduqas

Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) Programme of Study

Exam Board: WJEC

Exam Specification: 5409QA

https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study. This course focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. This award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study.

This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically.

Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) Programme of Study
Exam Board: WJEC
Exam Specification: 5409QA
Year 10 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Unit 1 - The Hospitality and Catering Industry** Students study and understand hospitality and catering provision (1.1) **Learning tasks:** ● Know the different types of hospitality and catering providers ● Understand working in the hospitality and catering industry ● Understand working conditions in the hospitality and catering industry ● Understand the factors that contribute to the success of hospitality and catering provision ● Developing practical cooking skills and presentation (Unit 2 – Hospitality and Catering in Action)	Knowledge assessment on Hospitality and Catering provisions. Marks: 40 Time: 40 minutes
2	**Unit 1 – The Hospitality and Catering Industry** Students study and understand how hospitality and catering provisions operate (1.2) **Learning tasks:** ● Understand the operation of front and back of house ● Understand how the industry meets customer requirements ● Understand how hospitality and catering provision meets specific requirements, e.g. customer requirements, expectations and customer demographics Health and safety and in hospitality catering (1.3) **Learning tasks:** ● Understand health and safety in hospitality and catering provision ● Know and understand the importance of food safety ● Developing practical cooking skills and presentation (Unit 2 – Hospitality and Catering in Action)	Knowledge assessment on How Hospitality and Catering providers operate. Marks: 40 Time: 40 minutes
3	**Unit 1 – The Hospitality and Catering Industry** Students study and understand food safety in hospitality and catering (1.4) **Learning tasks:** ● Know food related causes of ill health ● Know and understand symptoms and signs of food induced ill health ● Know and understand preventative control measures to prevent food induced ill health ● Know and understand the role of the Environmental Health Officer ● Developing practical cooking skills and presentation (Unit 2 – Hospitality and Catering in Action)	Knowledge assessment on How Hospitality and Catering providers apply food safety. Marks: 40 Time: 40 minutes

4	**Unit 2 – Hospitality and Catering in Action** Students study and understand the importance of nutrition (2.1) **Learner tasks:** ● Know and understand the importance of nutrition ● Know and understand how cooking methods can impact on nutritional value ● Developing practical cooking skills and presentation (Unit 2 – Hospitality and Catering in Action)	The Importance of Nutrition - written assessment. Marks: 40 Time: 40 minutes
5.	**Unit 2 – Hospitality and Catering in Action** Students study and understand the importance of menu planning (2.2) **Learning tasks:** ● Understand factors affecting menu planning, e.g. cost, portion control etc. ● Know how to plan production ● Developing practical cooking skills and presentation (Unit 2 – Hospitality and Catering in Action)	Factors that affect menu planning – written assessment. Marks: 40 Time: 40 minutes
6.	**Unit 2 – Hospitality and Catering in Action** ● Students will take part in a mock synoptic project (Unit 2) ● **Learner tasks:** ● A synoptic project is based around a brief issued from the exam board and has set criteria that students need to complete, including a practical assessment. ● Students will apply their knowledge gained over the course to the brief (theory tasks 1, 2 & 4) and carry out a practical (task 3) where students must demonstrate their knowledge of health and safety, food safety and their practical skills (preparation, knife, cooking and presentation skills), relevant to the brief, meeting situational and customer requirements).	Mock NEA assessment on full mock synoptic project.

Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) Programme of Study
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Term	Curriculum Foci	Formal Assessment
1	**Unit 2 – Hospitality and Catering in Action** Students will have a focused term recapping unit 2 knowledge and x4 intensive practical's to prepare for their synoptic project in term 2 **Learning tasks:** ● Importance of nutrition ● Cooking methods ● Menu planning ● Production planning ● Intensive practical's	Recapping Unit 2 knowledge. Marks: 40 Time: 40 minutes
2	**Unit 2 – Hospitality and Catering in Action** Students take part in their examined synoptic project (theory and practical) **Learning tasks:** Students will follow a brief (set by the exam board) that has set criteria the students need to complete, including a practical assessment.	**Synoptic project**
3	**Unit 1 – Hospitality and Catering Industry** Students will have a focused term recapping unit 1 knowledge and developing their exam skills and written answers in preparation for their summer examination **Learning tasks:** ● Understand hospitality and catering provision ● Understand how hospitality and catering provisions operate	Recapping Unit 1 Knowledge Marks: 40 Time: 40 minutes
4	**Unit 1 – Hospitality and Catering Industry** Students will have a focused term recapping unit 1 knowledge and developing their exam skills and written answers in preparation for their summer examination **Learning tasks:** ● Understand health and safety in hospitality and catering ● Understand food safety in hospitality and catering	40-mark assessment recapping Unit 1 knowledge on health and safety.
5	**Unit 2 – Hospitality and Catering in Action** Students will have a focused term recapping unit 2 knowledge and x4 intensive practical to prepare for their synoptic project in term 2 **Learning tasks:** ● Importance of nutrition ● Cooking methods ● Menu planning	40-mark assessment recapping Unit 1 Knowledge on hospitality and catering industry

	● Production planning Intensive practicals	
6	**Unit 2 – Hospitality and Catering in Action** Students will have a focused term recapping unit 2 knowledge and x4 intensive practical's to prepare for their synoptic project in term 2 **Learning tasks:** ● Importance of nutrition ● Cooking methods ● Menu planning ● Production planning ● Intensive practicals	40-mark assessment recapping Unit 2 Knowledge on hospitality and catering in action

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Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Unit 1: The Hospitality and Catering Industry	40%	Written Exam (External assessment) Topics: ● Hospitality and catering provision ● How hospitality and catering provisions operate ● Health and safety in hospitality and catering ● Food safety in hospitality and catering	Exam date will be set by the Exam board
Unit 2: Hospitality and Catering in Action	60%	Controlled Assessment Task (Internal Assessment) Unit 2 is a synoptic project that is based around a brief issued from the exam board and has set criteria that students need to complete, including a practical assessment. Students will apply their knowledge gained over the course (units 1 & 2) to the brief (theory tasks 1, 2 & 4) and carry out a practical (task 3) where students must demonstrate their knowledge of health and safety, food safety and their practical skills (preparation, knife, cooking and presentation skills), relevant to the brief, meeting situational and customer requirements).	This will be an internal exam that will be completed during the summer term.

Please see exam board websites for up to date information: GCSE Food and Nutrition